

	<p>ISSN: 3056-9680 (Online)</p> <p>Journal of Public and Private Issues: JPPI</p> <p>Journal homepage: https://so17.tci-thaijo.org/index.php/jppi</p> <p>E-mail: jppiissues@gmail.com</p>	
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Developing a strategic management guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature at Lingnan Normal College, China

Wang Danli¹ Nipaporn Khamcharoen²

^{1,2} Dhonburi Rajabhat University

Corresponding author e-mail: 1035528567@qq.com¹, Nipaporn.k@dru.ac.th^{2}

ARTICLE INFO

Article history:

Received: August 16, 2024

Revised: September 24, 2024

Accepted: October 28, 2024

Keyword:

strategic management guideline,
self-study Chinese writing,
Chinese language and literature,
Lingnan Normal College

ABSTRACT

This article's goals were to (1) look into the needs and issues of fourth-year Chinese language and literature students who study writing on their own, and (2) come up with a strategic management guideline for these students. The respondents in this research were 311 students and 25 teachers obtained through random sampling at Lingnan Normal College. Additionally, the focus group discussion meeting involved the use of the three specials. The research instruments employed in this study were questionnaires and a focus group discussion meeting. We analyzed the collected information and data using the content analysis method and presented the results in terms of frequency, mean values, and standard deviation. The study yielded the following findings: The self-study Chinese writing problems and needs of the fourth-year Chinese language and literature majors at Lingnan Normal College were all ranked at the "Highest" level. 2) The developed self-study Chinese writing for the fourth-year students majoring in Chinese language and literature, the Strategic Management Guideline, comprises 5 units. Three experts looked at all five units and gave them IOC values of 1.00, which means that the strategic guidelines that were made were good enough to be used to help fourth-year Chinese language and literature majors at Lingnan Normal College improve their writing on their own.

Introduction

With the development of society and increasingly fierce professional competition, the ability to learn independently and write Chinese has become one of the important qualities for the fourth-year students in employment. After "the Belt and Road" initiative was put forward, the mastery and improvement of Chinese writing ability have become the top priority for students (Tian, 2019, pp. 46-50). The education system needs to train fourth-year students with good writing abilities to meet the social demand for high-quality writing, reports, research papers, etc. Whether entering the academic, corporate, or government sectors, excellent writing ability is one of the key factors for the career development of the fourth-year graduates. Documents and reports that can clearly express opinions and have a favorable organizational structure will help the fourth-year graduates achieve success in the workplace. The main idea behind improving self-study Chinese writing is to get students excited about writing, let them take an active role in writing training, and

help them improve their Chinese written expression skills while they're at it. The end goal is to improve their overall Chinese language application skills (Zhang, 2009, pp. 68–69). Higher education emphasizes the cultivation of students' self-directed learning ability. Scholar Little defines self-directed learning as an ability to learn independently, critically reflect, and make self-decisions. This independent ability is manifested in the learning style of learners or in the way they transfer their learning to a wider field (Little, 1991, pp. 15-22). Cultivating the independent learning ability of Chinese writing for the fourth-year students is to encourage them to take responsibility for their Chinese writing learning as much as possible, participate in deciding what to learn and how to learn, and learn to reflect and make timely adjustments during the learning process of Chinese writing. This not only achieves their own goals but also helps to cultivate lifelong learning habits. Therefore, senior graduates urgently need to have the ability to self-study writing. School education emphasizes the cultivation of students' learning methods and abilities, encouraging them to improve their writing skills through independent learning. To enhance the self-study writing ability of the fourth-year students, many schools have provided relevant resources and guidance, such as offering self-study writing courses, providing writing guidance books, and online learning platforms.

With the popularity of the Internet and the explosion of information, writing and expression skills have become particularly important for senior graduates. The popularization of network and digital technology has provided abundant learning resources and tools for the fourth-year graduates. Through the internet, the fourth-year graduates can access many writing tutorials, sample articles, and practice materials, and they can participate in writing discussions and mutual evaluations through online platforms. The fourth-year graduates need to have self-study ability and be able to actively acquire and digest knowledge; the fourth-year graduates need to independently improve their writing skills during their learning and work processes to meet their own learning and career development needs. The development of a Strategic Management Guideline on self-study Chinese writing aims to provide targeted guidance and assistance to students in a timely and appropriate manner, enabling them to master various learning strategies. These strategies include self-evaluation, organizing and transforming information, setting goals and plans, seeking information, recording and monitoring, creating an environment, implementing self-rewards and punishments based on learning results, retelling and memorizing, and more. Mastering these strategies not only reduces students' dependence on teachers but also helps them improve their academic performance (Zimmerman & Pons, 1986, pp. 614-628). After extensive research by others, the following issues have been discovered. In recent years, with the development of technology, electronic technology has not only promoted development but also weakened students' Chinese writing ability. There are many materials available for copying and pasting when searching on major websites, and the rise of AI has made it even more difficult for students to write in Chinese.

Based on the aforementioned background, there is an urgent need to develop a strategic management guideline for self-study Chinese writing for fourth-year students majoring in Chinese Language and Literature. This guideline is crucial for guiding and improving their self-study Chinese writing skills.

Objectives

This study aims to answer the following questions:

1. To investigate problems and needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.
2. To develop a strategic management guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

Literature review

1. Self-study

Tidwell & Jónsdóttir (2020, pp. 377-426) conducted a research project titled “Methods and tools of self-study”: This chapter provides an examination of specific methods used in self-study. We begin the chapter with a discussion of key elements that lead to our definition of what we mean by methods. Methods used for self-study build on traditional qualitative research methods, but the flexibility and creativity that emerge from self-study research lend itself to versatile creative approaches. The specific methods used in self-study often emerge as a particular function of the research. Through a process of examining the research literature where self-study is the methodology of choice, we organize the types of methods used into two major areas: (1) narrative/text-based methods and (2) creative/arts-based methods. We distinguish between what we term concrete narrative and text-based data representation and abstract narrative and text-based data representation. Narrative and text-based data representation considered concrete are those written texts that reflect actual life experiences such as the transcribing of the spoken word or written factual stories reflecting personal or professional histories. Abstract narrative and text-based data reflect the creative art of writing that goes beyond concrete representation and expresses meaning through creativity. Such text creation is defined as arts-based and can be seen in such expressions as creative writing narrative, poetry, and written metaphor. Additional creative/arts-based methods include visual representation, object as data, dance, musical representation, and polyvocal research. Within each of these areas of narrative/text-based and creative/arts-based approaches, we provide examples by describing self-studies using these specific methods.

2. Chinese writing

Fang & Wang (2019, pp. 95-115) conducted a research project titled "Feedback to feed forward: Giving effective feedback in advanced Chinese writing": Writing ability is often considered a powerful indicator of language proficiency. Clearly listed the writing abilities of learners at different levels. Cultivating students' writing ability is an important task in teaching. Some scholars have conducted meaningful explorations on the relationship between second language writing and second language acquisition. Recent studies have also shown that writing has a promoting effect on a person's second language development. The effectiveness of this promotion largely depends on the teacher's feedback on student writing, and in the draft feedback revision cycle, teacher feedback is crucial. In this chapter, we carefully examined the written corrective feedback (WCF) from teachers in the teaching environment of the second author. There is little academic research on providing effective written feedback in teaching, and the importance of this topic requires more research.

3. Strategic Management

Fuertes et al. (2020, pp. 1-21) conducted a research project titled “Conceptual framework for the strategic management: a literature review-- descriptive”: "Strategy" is the main contemporary concept that replaces previous management activities such as "administrative management" or "planning". Over time, its significance has been evolving and applied to other human activities, particularly business strategies. The time has come to further strengthen category and competition research in strategic management research. There are four basic elements in strategy, which together form a whole. Mission is an answer to the purpose of this organization. It defines the needs covered by the business, products, and services that the organization is committed to, the market for the company's development, and the public image of the company or organization. Vision is the answer to the question of what we hope the organization will become in the coming years. Defined and described the future situation that the company wants. The purpose of vision is to guide, control, and encourage the entire organization to achieve its ideal state. Values define a set of principles, beliefs, and rules that regulate organizational management. Global goals indicate the desired outcomes to be achieved within a specific period of time. These elements constitute the support of institutional philosophy and organizational culture. The basic goal of defining corporate values is to establish a reference framework for motivating and regulating organizational life. The literature review of

this study is divided into four parts. In Section 1, a review was conducted on the definition of strategy. Section 2 introduces the methods used. Section 3 defines and describes the strategic approach. Section 4 describes the general characteristics of creating major strategies and defines the importance of organizational structure in defining strategies. The fifth section defines the concept of strategic formulation through strategic planning and its classification. Section 6 explores strategic evaluation, the Balanced Scorecard (BSC) model, its advantages, and issues. Finally, Section 7 summarizes this study.

Conceptual framework

The objectives of this research were: 1) to investigate problems and needs of self-study Chinese writing for the fourth-year students majoring in Chinese Language and Literature, and 2) to develop a strategic management guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature. A case study of this research was Lingnan Normal College.

The Conceptual Framework is as follows:

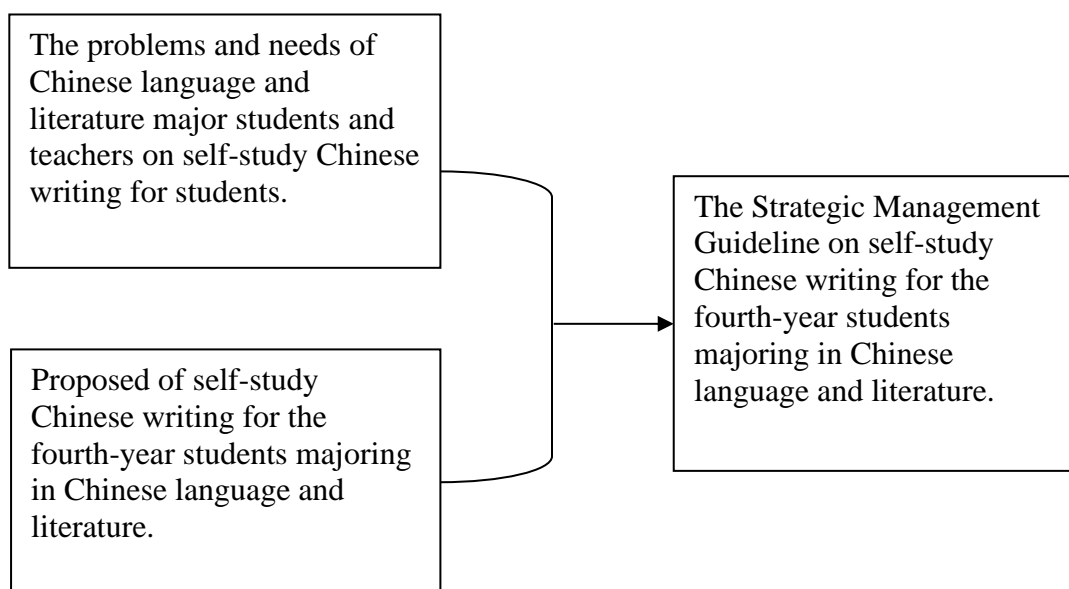


Figure 1 Research conceptual framework

Methods

The purpose of this study is to discover and study some problems and needs of Self-study Chinese Writing for the Fourth-year Students Majoring in Chinese Language and Literature at Lingnan Normal College. Then make a guideline to improve to Self-study Chinese Writing for the Fourth-year Students Majoring in Chinese Language and Literature at Lingnan Normal College to these problems and needs. A case study of Self-study Chinese Writing for the Fourth-year Students Majoring in Chinese Language and Literature at Lingnan Normal College.

1. Research design

Mixed Methods Research (Quantitative research and Qualitative research) was used to analyze the data because it uses both quantitative and qualitative approaches in the research process.

2. Population and sample group

2.1 Population

This study takes Lingnan Normal College as the research object. The population in this research project will be divided into two groups, namely: 1) 1400 the fourth-year Chinese language and literature students, and 2) 25 Chinese language and literature teachers.

2.2 Sample Group

In this research project, the sample group will be divided into two groups, namely: 1) 311 the fourth-year students majoring in Chinese language and literature.;2) 25 teachers majoring in Chinese language and literature. The sample groups will be derived from Taro Yamane formula. The respondents were collected through the simple random sampling technique.

3. Research tools

The tools used for research are as follows:

3.1. Questionnaires

The questionnaires were divided into four parts as follow:

1) general information, 2) problems of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature, 3) needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature, and 4) contents of the Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature. Questionnaires were evaluated the correctness and suitability by the 3 specialists (one Thai professor and two Chinese native speakers) and the methodology of valuation used was the IOC (index of item-objective congruence).

3.2 Focus group

Focus group discussion were used data from students and teachers. According to the discussion and answers for creating guidelines to improving on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

4. Data Collection

Data and information will be collected online via email

Data and information for this study were collected using a stratified sampling method to investigate the perceptions of teachers and students in Chinese language and literature at Lingnan Normal College.

5. Data Analysis

5.1 Quantitative survey questions were used to analyze, and the statistics used for analyzing data including frequencies count, means, standard deviations. The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

5.2 The comments and suggestions from the focus group discussion meetings will be analyzed through content analysis.

Results

1. Problems and needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

Table 1 Problems of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of students

Questions	n=311		Level of problems
	\bar{X}	S.D.	
1. You can't get a sense of accomplishment from Chinese writing.	4.52	0.65	Highest
2. You don't like Chinese writing.	3.46	0.57	Moderate
3. You are not satisfied with your level of Chinese writing.	4.89	0.21	Highest
4. When writing in Chinese, you will feel nervous.	4.64	0.47	Highest

5. You think Chinese writing is the most difficult thing to learn Chinese.	4.35	0.42	High
6. You usually do not accumulate good writing materials (vocabulary, sentence patterns, articles, etc.) to improve your writing level.	4.88	0.28	Highest
7. Before writing in Chinese, the method of first outlining will not help your writing.	4.65	0.40	Highest
8. When writing in Chinese, you do not have strong logic and organization, and you cannot meet the writing requirements for the rigorous structure of Chinese writing.	4.97	0.31	Highest
9. When writing Chinese, you rarely pay attention to the requirements of writing standards, correct writing of Chinese characters, accurate grammar, and language coherence.	4.67	0.48	Highest
10. After writing in Chinese, you will not take the initiative to discuss and communicate with peers and teachers.	4.77	0.51	Highest
11. You usually don't take the initiative to practice Chinese writing on your own.	4.45	0.39	High
12. You usually do not teach yourself the methods and skills to improve your Chinese writing.	4.96	0.29	Highest
13. You don't think it's necessary to study reference essays before Chinese writing.	4.61	0.37	Highest
14. You think that checking each other and guiding your Chinese writing with each other will not help you improve your writing level.	4.68	0.42	Highest
15. You think it's hard for you to develop good Chinese writing habits.	4.75	0.53	Highest
Total	4.62	0.42	Highest

According to table 1, it is indicated that the problems of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of students are at the highest level. ($\bar{X}=4.62$, S.D. =0.42)

First, (Q8) when writing in Chinese, you do not have strong logic and organization, and you cannot meet the writing requirements for the rigorous structure of Chinese writing ($\bar{X}=4.97$). Second, (Q12) you usually do not teach yourself the methods and skills to improve your Chinese writing ($\bar{X}=4.69$). Third, (Q3) you are not satisfied with your level of Chinese writing. ($\bar{X}=4.89$). These three questions have the greatest impact on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of students.

Table 2 Problems of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of teachers.

Questions	n=25		Level of problems
	\bar{X}	S.D.	
1. You think students can't get a sense of accomplishment from writing in Chinese.	4.55	0.41	Highest
2. You think students don't like Chinese writing.	4.56	0.55	Highest
3. You are not satisfied with the student's level of Chinese writing.	4.98	0.40	Highest
4. Students get nervous when writing in Chinese.	3.43	0.45	Moderate
5. You find that students find that Chinese writing is the hardest part of learning Chinese.	4.56	0.50	Highest
6. You find that students usually do not accumulate good writing materials (vocabulary, sentence patterns, essays, etc.) to improve their writing skills.	4.89	0.37	Highest
7. Before writing in Chinese, you think that the method of pre-sylating the outline is not helpful for students' writing.	4.28	0.51	High
8. When writing Chinese, you find that students do not have strong logic and organization and cannot meet the rigorous writing requirements for Chinese writing.	4.96	0.42	Highest
9. When writing Chinese, you find that students rarely pay attention to the requirements of writing standards, correct Chinese characters, accurate grammar, and language coherence.	4.65	0.57	Highest
10. After writing in Chinese, you find that students do not take the initiative to discuss and communicate with peers and teachers.	4.85	0.44	Highest
11. Students usually do not take the initiative to practice Chinese writing on their own.	4.48	0.42	High
12. Students usually do not learn the methods and skills to improve Chinese writing on their own.	4.95	0.35	Highest
13. You find that students don't think it's necessary to study reference texts before writing in Chinese.	4.83	0.45	Highest
14. Students checking each other and guiding Chinese writing are not helpful for students to improve their writing skills.	4.61	0.52	Highest
15. You find it difficult for students to develop good Chinese writing habits.	4.56	0.43	Highest
Total	4.61	0.45	Highest

According to table 2, it is indicated that problems of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of teachers are at the highest level. (\bar{X} =4.61, S.D. =0.45)

First, (Q3) you are not satisfied with the student's level of Chinese writing (\bar{X} =4.98). Second, (Q8) when writing Chinese, you find that students do not have strong logic and organization and cannot meet the

rigorous writing requirements for Chinese writing ($\bar{X}=4.96$). Third, (Q12) students usually do not learn the methods and skills to improve Chinese writing on their own. ($\bar{X}=4.95$). These three questions have the greatest impact on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of teachers.

Table 3 Needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in students' opinions.

Questions	n=311		Level of needs
	\bar{X}	S.D.	
1. You can get a sense of accomplishment from Chinese writing.	4.77	0.45	Highest
2. You like Chinese writing.	3.98	0.42	High
3. You are satisfied with your level of Chinese writing.	4.86	0.36	Highest
4. When writing in Chinese, you won't feel nervous.	4.69	0.51	Highest
5. You think that Chinese writing is relatively simple in Chinese learning.	3.39	0.40	Moderate
6. You will usually accumulate good writing materials (vocabulary, sentence patterns, articles, etc.) to improve your writing level.	4.97	0.35	Highest
7. Before writing in Chinese, the method of first outlining is very helpful for your writing.	4.66	0.46	Highest
8. When writing in Chinese, you have strong logic and organization, and can meet the writing requirements for the structure of Chinese writing.	4.96	0.38	Highest
9. When writing Chinese, you will pay attention to the requirements of writing standards, correct writing of Chinese characters, accurate grammar, and language coherence.	4.79	0.41	Highest
10. After writing in Chinese, you will take the initiative to discuss and communicate with your peers and teachers.	4.65	0.43	Highest
11. You will usually take the initiative to practice Chinese writing on your own.	4.49	0.55	High
12. You will usually learn the methods and skills of improving Chinese writing on your own.	4.92	0.38	Highest
13. You think it is necessary to study the reference model text before Chinese writing.	4.78	0.40	Highest
14. You think that checking each other and guiding your Chinese writing with each other is very helpful for you to improve your writing level.	4.65	0.41	Highest
15. You think you can develop good Chinese writing habits.	4.83	0.56	Highest
Total	4.63	0.43	Highest

According to table 3, it is indicated that needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in students' opinions. ($\bar{X}=4.63$, S.D. =0.43)

First, (Q6) you will usually accumulate good writing materials (vocabulary, sentence patterns, articles, etc.) to improve your writing level ($\bar{X}=4.97$). Second, (Q8) when writing in Chinese, you have strong logic and organization, and can meet the writing requirements for the structure of Chinese writing (

$\bar{X}=4.96$). Third, (Q12) you will usually learn the methods and skills of improving Chinese writing on your own ($\bar{X}=4.92$). These three needs have the greatest impact on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of students.

Table 4 Needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in teachers' opinions.

Questions	n=25		Level of needs
	\bar{X}	S.D.	
1. Students can get a sense of accomplishment from Chinese writing.	4.78	0.48	Highest
2. You think students like Chinese writing.	4.65	0.42	Highest
3. You are satisfied with the student's level of Chinese writing.	4.87	0.36	Highest
4. Students do not feel nervous when writing in Chinese.	4.49	0.54	High
5. You find that students feel that Chinese writing is relatively easy in learning Chinese.	3.44	0.46	Moderate
6. Students usually accumulate good writing materials (vocabulary, sentence patterns, articles, etc.) to improve their writing level.	4.95	0.37	Highest
7. Before writing in Chinese, you think that the method of pre-sylating the outline is helpful for students' writing.	4.68	0.45	Highest
8. When writing in Chinese, you find that students have strong logic and organization, and can meet the writing requirements for the structure of Chinese writing.	4.95	0.41	Highest
9. When writing in Chinese, students will pay attention to the requirements of writing standards, correct writing of Chinese characters, accurate grammar, and language coherence.	4.66	0.42	Highest
10. After writing in Chinese, students will take the initiative to discuss and communicate with peers and teachers.	4.57	0.51	Highest
11. Students can take the initiative to practice Chinese writing on their own.	3.87	0.55	High
12. Students can usually learn the methods and skills of Chinese writing by themselves.	4.94	0.34	Highest
13. You find that students feel the need to study reference texts before writing in Chinese.	4.59	0.40	Highest
14. Students check each other and guide each other in Chinese writing, which is helpful for students to improve their writing level.	4.67	0.51	Highest
15. Students can develop good Chinese writing habits.	4.85	0.43	Highest
Total	4.60	0.44	Highest

According to table 4, it is indicated that needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in teachers' opinions. ($\bar{X}=4.60$, S.D. =0.44)

First, (Q6) Students usually accumulate good writing materials (vocabulary, sentence patterns, articles, etc.) to improve their writing level ($\bar{X}=4.95$). And (Q8) when writing in Chinese, you find that students have strong logic and organization, and can meet the writing requirements for the structure of

Chinese writing ($\bar{X}=4.95$). Second, (Q12) students can usually learn the methods and skills of Chinese writing by themselves ($\bar{X}=4.92$). These three needs have the greatest impact on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature in the opinions of teachers.

According to the investigation of Chinese writing problems of the fourth-year students majoring in Chinese language and literature, it can be concluded that most of the students rated the Chinese writing problems of the fourth-year students majoring in Chinese language and literature are at the “Highest” level ($\bar{X}=4.62$, S.D. =0.42). Similarly, most of the teachers rated the Chinese writing problems of the fourth-year students majoring in Chinese language and literature are all at the “Highest” level ($\bar{X}=4.61$, S.D. =0.45); For the needs of the self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature, it can be concluded that most of the students rated the needs of the self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature are at the “Highest” level ($\bar{X}=4.63$, S.D. =0.43). In the same, most of the teachers rated the needs of the self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature are all at the “Highest” level ($\bar{X}=4.60$, S.D. =0.44).

2. The strategic management guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature at Lingnan normal college, China.

According to the self-study Chinese writing Strategic Management Guideline of the fourth-year students majoring in Chinese language and literature, five units; namely: 1) Word training; 2) Sentence training; 3) Paragraph training; 4) Rhetoric Techniques in Chinese Writing; and 5) Skills in Chinese Writing. The content of each module is step-by-step, systematically introducing the basic knowledge, skills, and norms of Chinese writing, drawing on relevant research results at home and abroad, combining with practical writing situations, emphasizing practicality and guidance, helping readers clarify their writing ideas, standardize writing formats, and improve their writing abilities. During the process of writing the manual, I delved into the characteristics, difficulties, problems, and requirements of Chinese writing, and conducted a detailed analysis and interpretation based on practical examples. To improve and solve the above situation and existing problems, students and teachers must jointly take effective measures. This manual has been written, gradually achieving the goal of improving self-study Chinese writing ability.

2.1 Word training.

As students all know, an article is composed of paragraphs, paragraphs are composed of sentences, and sentences are also composed of words. This indicates that vocabulary is the foundation of composition, and to write a good composition, it is necessary to accumulate rich vocabulary. Just like construction workers building houses, they need to prepare sufficient building materials such as bricks, tiles, sand, stone, steel bars, cement, etc. before they can build tall buildings. So how do we accumulate vocabulary?

To accumulate vocabulary, the following points should be achieved: Passage 1: Learn more about things and pay attention to accumulating words that represent names. Passage 2: Observe things more and pay attention to accumulating words that describe things. Passage 3: Analyze things more and pay attention to accumulating words that represent the dynamics of things. Passage 4: Listen to the audio system more and pay attention to accumulating words that imitate the sound. Passage 5: Read and organize more and pay attention to accumulating various overlapping words.

2.2 Sentence training.

An article is composed of sentences, which are the foundation of the article. To write a good essay, one must practice writing good sentences. Learning to write sentences completely, smoothly, coherently, and concretely... By practicing the basic skills of sentences, one can lay a solid foundation for their composition.

Passage1: How to Write Sentences Completely. Passage2: How to write sentences smoothly. Passage3: How to write sentences specifically. Passage4: How to write sentences flexibly. Passage5: How to write sentences vividly

2.3 Paragraph training.

How to write a paragraph coherently? Two points to note: first, pay attention to the order of sentences. What should be written first, then, and finally in a paragraph? Each sentence should have a sequence and cannot be reversed. The second is to pay attention to the transition. In a paragraph, it is important to use appropriate words to connect between layers and between parts of the content, so that the meaning conveyed is coherent.

There are generally the following methods for writing coherence: Passage1: Write in chronological order. Passage2: Write in order of orientation. Passage3: Write in the order of events. Passage4: Write in order of item structure.

2.4 Rhetoric Techniques in Chinese Writing.

The rhetorical methods that Chinese writing should master include metaphor, personification, exaggeration, parallelism, rhetorical questions, comparison, citation, etc.

Passage1: Metaphor. Passage2: Personification. Passage3: Exaggerate. Passage4: Ranking ratio. Passage5: Ask back. Passage6: Comparison. Passage7: quote.

2.5 Skills in Chinese Writing

Passage1: The Techniques of “Beginning” in Chinese Writing. Passage2: The Techniques of “Ending” in Chinese Writing. Passage3: The Techniques of “Main Part” in Chinese Writing.

Discussions

1. The Investigation of problems of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

According to the results from this study, the survey of students and faculty teachers showed that the self-study Chinese writing problems of the fourth-year students majoring in Chinese language and literature were at the "highest" level, indicating the prevalence and severity of the self-study Chinese writing problems of the fourth-year students majoring in Chinese language and literature.

1) Poor writing ability of students: Their writing ability may be limited by factors such as language expression ability and logical thinking ability. The results from this study were found relevant to the research results of Wang (2023, pp.135-170) in that Cultivating students' self-study ability is a necessary requirement to continuously improve the effectiveness of self-study Chinese writing. At the present stage, the self-study ability of students in colleges and universities is not optimistic enough; students' self-study consciousness is weak. Therefore, to improve the effective training of Chinese writing talents in colleges and universities, we must pay attention to the cultivation and improvement of students' self-study ability. In response to this situation, students' self-study Chinese writing ability can be improved by organizing writing training, providing writing materials, and conducting mind maps.

2) Students lack writing themes: Some students may not know where to start when writing and may lack writing themes and materials. Students can accumulate writing materials through observation, thinking, reading, and other means, while providing some Chinese writing topics and sample texts for reference.

3) Students lack writing structure: Some students may lack a reasonable writing structure when writing, resulting in unclear article organization. By studying and learning the basic knowledge of article structure and chapter layout, referring to writing templates and demonstrations, one can organize the article in an organized manner.

4) Students lack writing skills: Some students may not understand some writing skills, such as rhetorical devices, transitional words, etc., resulting in monotonous expression in the article. By learning

writing techniques and rhetorical devices, one can improve the use of diverse expressions in Chinese writing.

5) Students lack confidence in writing: Many students may lack confidence in their writing abilities and lack enthusiasm for writing. In a highly decentralized learning environment, students need to be more frequent communication and a sense of feedback (Huang, 2020, p.41). Therefore, you can affirm your efforts and progress by submitting articles, publishing articles, participating in forum discussions, etc., providing positive feedback and motivation for Chinese writing and building your confidence.

2. The Investigation of needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

According to the results from this study, it can be concluded that most of the students rated the needs of developing a Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature are at the "Highest" level ($\bar{X}=4.63$, S.D. =0.43). Similarly, most of the teachers rated the needs of a self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature are all at the "Highest" level ($\bar{X}=4.60$, S.D. =0.44). The results from this study were found relevant to the research results of Shanxi Juan (2019.p.1) in that in order to achieve the goal of being "teacher oriented, self-study, local, and application-oriented" and cultivate practical and skilled Chinese writing talents, we should actively encourage and guide students to learn and innovate on their own, further expand the teaching and self-study content of Chinese writing, and change the rigid dogmatism of rote memorization in the past.

It is correspondent with Wang (2023, pp.135-170). The findings put forward by this people is same as researcher, it is indicated that students should use of language regularity as an approach to enhance learners' grammar understanding and acquisition as it directly develops their interest, fluency, and motivation in the learning process. To address these issues, students can improve their self-study Chinese writing skills through the following methods:

1) Read and write more: Read more excellent Chinese articles and learn from others' writing skills and expressions. At the same time, conduct more Chinese writing and practice to strengthen the training of writing skills.

2) Learning grammar knowledge: Students can learn Chinese grammar knowledge, understand grammar rules, and apply them. You can improve your grammar level by reading grammar books, attending grammar courses, and other means.

3) Increase vocabulary: Students can expand their vocabulary by memorizing words, reading Chinese books, and participating in Chinese corners. At the same time, students can learn commonly used phrases and fixed collocations to improve their vocabulary application ability.

4) Improving writing organization skills: Students can improve their writing organization skills by learning writing structures, mind maps, and other methods. You can make an outline before writing, clarifying the structure and content of the article.

5) Learning Chinese culture: For non-native Chinese students, understanding Chinese culture and habits is an important way to improve their Chinese writing ability. You can increase your understanding of Chinese culture by reading books on Chinese culture and participating in cultural exchange activities.

3. The self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature at Lingnan Normal College.

According to the results from this study, the Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature composes of five units. The IOC values of these five units are all 1.0, indicating that the self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature are acceptable, and can be used as the self-study Chinese writing Strategic Management Guideline on the fourth-year students majoring in Chinese language and literature at Lingnan Normal College to improve

students' Chinese writing and self-study abilities, improve teachers' teaching and management efficiency, and enhance graduates' professional competitiveness. The concepts of developing a Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature were found relevant to the research results of Wu (1999, pp. 34-37) in that influenced by the concept of Chinese writing education, the environment and the characteristics of students majoring in Chinese language and literature, most the fourth-year students majoring in Chinese language and literature have a low level of Chinese writing accomplishment. The cultivation of Chinese writing accomplishment of the fourth-year students majoring in Chinese language and literature is very important, which relates to the future development of students and even affects the development trend of the whole society. Strengthening the cultivation of Chinese writing accomplishment is the inevitable trend of modern Chinese writing education. That is why it is necessary to develop relevant manuals to provide a foundation and convenience for improving students' self-study Chinese writing.

Body of knowledge

The knowledge of the research includes management guideline, word training, sentence training, paragraph training, and rhetoric techniques in Chinese writing and skills in Chinese writing. It is shown in Figure 2.

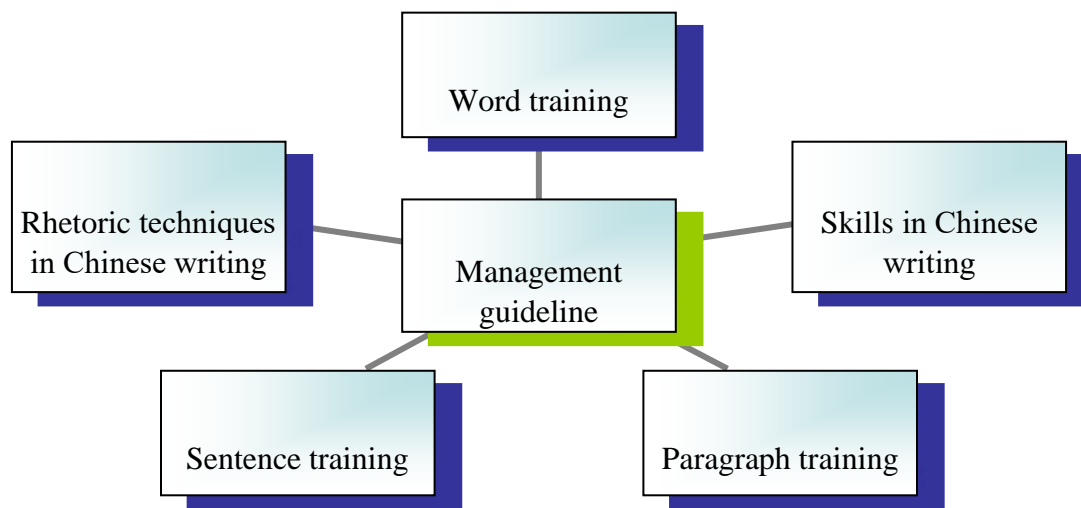


Figure 2 Body of knowledge from research

1. The Investigation of problems and needs of self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

Needs and problems of self-study Chinese writing for teachers and students, the self-study Chinese writing problems of teachers and students majoring in Chinese language and literature which is in the responsible area of Lingnan Normal College in terms of Chinese Writing Methods and Techniques terms of were all in the “Highest” level indicating that the teachers and students majoring in Chinese language and literature in the educational levels.

For teachers, self-study Chinese writing by students is not conducive to supervising and guiding students' writing, making it inconvenient for students to provide feedback on their learning status, and making it difficult to detect and correct problems that arise during the writing process. This leads to a decrease in teaching and management efficiency and an increase in work intensity for teachers.

For students, when self-study Chinese writing, students are prone to grammar errors, unclear expression, incoherent logic, and a lack of writing skills. Most students lack initiative in Chinese writing

and good writing habits. This will lead to a greater lack of confidence and interest in writing among students. Both teachers and students have expressed urgent needs to address these existing problems.

2. The Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature.

According to the results from this study, the Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature composes of five units, namely: 1) Word training; 2) Sentence training; 3) Paragraph training; 4) Rhetoric Techniques in Chinese Writing; and 5) Skills in Chinese Writing. All the five units evaluated by the three specialists in terms of correctness and suitability of the contents and presented in terms of IOC (Index of Congruence) values. All five units were evaluated and possessed the IOC values were all 1.0 meaning that developing a Strategic Management Guideline on self-study Chinese writing for the fourth-year students majoring in Chinese language and literature was acceptable and could be used as a self-study Chinese writing Strategic Management Guideline in the Chinese writing contexts for self-study Chinese writing for the fourth-year students majoring in Chinese language and literature at Lingnan Normal College to enhance their Chinese Writing Methods and Techniques.

Suggestions

1. Research on the evaluation towards for effectiveness for the self-study Chinese writing Strategic Management Guideline in the Chinese writing contexts for the fourth-year students majoring in Chinese language and literature must be executed for the comprehensive development of students majoring in Chinese language and literature.

2. Research of factors affecting the competence of Chinese writing competence of the fourth-year students majoring in Chinese language and literature must be executed.

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