

A study of ending skills in writing for international students at HSK6

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Abstract: This paper selects international students who are learning HSK writing from South Asia teacher class of Sichuan Normal University as the research objects, and comprehensively investigated the types of errors at the end of writing. According to research methods, uses the collected HSK6 writings of South Asia class are used conduct research to make a study in the logical form of summary, illustrate and analysis. It can fully shows the students' ability about using Chinese characters, which makes the research on error more reliable. There are four parts of this paper: the first part is the preface, which explains the reasons for the topic and the relevant situation of HSK6 writing, such as the situation of students, the source or amount of composition, etc. The second part is the main part, which classifying the wrong ending, which can be divided into four categories: lack of endings, wrong formatting, lack of cohesion, poor logic, empty language and slogan, cumbersome language and redundant repetition. At the same time, this part concisely displays the errors in the end of abbreviation with examples. The third part is the reason for the error, which is divided into four aspect. The fourth part proposes four teaching strategies for these errors, namely: controlling time to train regularly, emphasizing on format, to coherent cohesion, reciting model essays to enhance language sense, simplifying to write the ending.

Keywords: HSK6; end of writing; error

1. Introduction

1.1 Reasons for choosing the topic

Beginnings and endings are the most important parts of a test-taking examination that are likely to attract the attention of writing markers. Therefore, the study of HSK6 writing ending skills is of great interest in teaching Chinese as a foreign language. We can understand students' learning through regular bias and then study the reasons for the formation of bias. In turn, we can predict the content that needs to be focused on and the knowledge that needs to be briefly summarized in teaching, and perceive the teaching priorities to a certain extent.

Writing is a comprehensive learning process that takes place after proficiency in listening, speaking and reading, so students are expected to apply what they have learned effectively. Abbreviations do not need to add a personal perspective and abbreviations are in fact the same as rewriting. In addition, the original text will be read for 10 minutes, no transcriptions will be allowed during the reading and after 10 minutes the material read will be withdrawn and candidates will only be able to remember and explain the synopsis and point of view of the story. Given that the new HSK Level 6 writing questions require abbreviations, candidates must read a 1,000-word text in 10 minutes and abbreviate it to about 400 words in 35 minutes.

There is not much research on the skills of ending HSK Level 6 writing. Observations of the essays of international students in the South Asia class at Sichuan Normal University revealed that three situations emerged in the new HSK Level 6 writing endings: the first was that the endings were not completed due to lack of ability, the second was that the events in the original text were directly retold briefly and then ended abruptly, and the third was that the central idea was summarized and reflected the central thought of the event based on the original text. The specific manifestations, causes of bias and solutions of these three situations have not yet been clearly answered by scholars, and further discussion is needed on the bias of HSK6 writing ending skills. Therefore, this paper intends to use the writing practice of international students in South Asian Chinese teacher training courses as a sample to conduct a study on writing ending skills.

1.2 Review of Research

Academic research on HSK6 writing is relatively sparse, mostly examining abbreviation issues and utterance and discourse errors in writing skills. Although there are few studies on HSK6 writing endings skills, some scholars have made useful explorations that provide important information for modern research on HSK6 writing skills.

1.2.1 Study on HSK6 abbreviations

There are fewer studies discussing HSK level 6 abbreviations, with only 2 relevant studies, as summarized below.

In HSK writing analysis and teaching research based on abbreviated corpus^[1], Guoli mentions errors such as lack of topic or incomplete topic summary and adding one's own subjective opinion to the abbreviation, but does not analyse them from the perspective of the ending. She examines the content of abbreviated writing errors in five separate sections: grammatical errors, discourse errors, Chinese character errors, basic formatting and punctuation errors, and vocabulary errors.

In Common errors and countermeasures of the new HSK Level 6 abbreviations^[2], Sun Yuan Yuan proposes to collate the errors that often occur in abbreviations in terms of language expression and thematic overview. However, the abbreviations at the end are not specifically explained.

In summary, it is clear that the discussion of HSK level 6 abbreviations has remained in a macro-analysis of the whole text, and that the abbreviations for the concluding section have yet to be studied.

1.2.2 Some studies on the bias of HSK6 writing

There is little research on HSK writing errors, and research has started late. Although there has been much academic research on the writing of foreign students, there are few articles that focus on HSK writing errors. The results are mainly found in a few master's theses from the last three years. Roughly, the following literature is available:

Wu Yao Yao's An analysis of grammatical errors in HSK compositions in South Korean – take Daegu Xinhua College in South Korea as an example^[3]. shows the full extent of the distribution of errors among students studying Chinese in Korea. The types of errors in each grammatical item are explored in a comprehensive manner, without limiting them to specific grammatical points or special grammatical items. The problems and characteristics of the various types of errors of students in Korea are shown with some regularity.

In Analysis of the New HSK Level 6 Writing Problem of Mongolian students and teaching countermeasures research^[4], Li Xiang analyses the errors that occur in Mongolian students' New HSK6 writing and classifies them in more detail. Roughly, they include conversation, language application, format, and grammar levels. At the same time, the article explores the writing errors and the reasons for their occurrence among Mongolian students at New HSK Level 6. Then, countermeasures are proposed for teaching Mongolian students' New HSK composition.

Chen Xueming's The HSK level 6 writing investigation and teaching design for Confucius Institute of Angeles University for foundation in the Philippines^[5]. found that in addition to the usual errors in abbreviating HSK Level 6 essays such as Chinese characters and words, students also made other errors such as omitting main information, retaining redundant information, and changing the meaning of the original text. On the other hand, there was a certain fear of difficulty among the students. After teaching practice, the article achieves some success in the teaching design of abbreviations for HSK Level 6 essays. It also provides an important reference for the study of this article.

Jiang Xiaodan in Analysis of text errors in the New HSK Band 6 writing and teaching strategies^[6]. illustrates the types of linguistic errors in New HSK Level 6 composition in terms of vocabulary, coherence, as well as punctuation, formatting and grammatical errors.

Hao Xiaoming's Analysis of HSK6 writing teaching cases based on the short-term overseas students -- Korean students as an example^[7]. Based on the new hsk, it provides a relatively objective and detailed explanation of teaching the new HSK Level 6 writing in short-term classes from three aspects: time training, abbreviation and reading. It provides some reference and reference for future HSK Level 6 teaching.

To sum up, most of the studies on the bias in HSK6 writing have focused on the analysis of format,

grammar, discourse and usage. No specific research has been done to analyse the errors focusing on the endings of HSK6 writing, so further discussion is necessary.

1.2.3 Study on writing ending skills

In the study of ending skills in writing, domestic scholars have proposed various specific ending methods as well as teaching strategies for primary and secondary school examinations. Typical literature includes the following four articles.

The article Eight Ways to End a Dissertation^[8], by Lin Xuying suggests that "there is no fixed method for writing". Writing an essay is like running water. It is important not to end your essay in a disjointed, repetitive or pretentious manner. Any ending should be decided according to the needs of the issue under discussion.

Wang Chenglong's The training of endings of argumentative essays^[9], presents endings writing training for argumentative essay reading training. The method can deepen students' understanding of the original argument and help them grasp the argumentative ideas of the original text. In addition, it reflects the concept of combining reading and writing, which is enlightening for the teaching suggestions section of this essay writing.

Zhang Xiangping's Exploring the Techniques of Beginning and Ending Exercises^[10], argues that good beginnings and endings are crucial to the completion of an essay, suggesting that they should be replaced by straightforward endings and natural endings.

Wan Nianhong's Examples of methods of beginning and ending an essay^[11], analyses the importance of ending an argumentative essay with a point. It also proposes several ways of ending the essay: firstly, to look ahead and highlight the argument; secondly, to echo the beginning and emphasize the argument; thirdly, to make a passionate call and reiterate the argument.

In summary, it can be concluded that the common denominator of a good essay is that it must first have a clear theme and the lines must stick to it. Finally, the theme should be made clear or sublimated at the end of the essay. The ending is particularly important in highlighting the theme of the essay, and should neither add to it nor end it hastily. There is no standard ending requirement, but good endings can be a useful guide to ending your HSK Level 6 writing.

1.2.4 Research on abbreviated writing skills

Abbreviation skills are the theoretical basis of HSK Level 6 writing. Abbreviations need to follow a certain structure and must be based on the original text. However, in the teaching of Chinese as a foreign language, the study of abbreviation writing skills is not yet mature, and there is still much room for innovation. There is only one article on abbreviation in teaching Chinese as a foreign language, and three articles discussing abbreviation methods.

Liu Songhao and Peng Xin's Research on the Application of Abbreviation Practice in Teaching Chinese as a Foreign^[12].Language proposes to analyse whether students' abbreviations meet the requirements of abbreviations in terms of relevance, word count, genre and accuracy of the original text. Firstly, the number of words in an abbreviation should not exceed the original text. Secondly, they must not change the structural order, thought content, theme or genre of the text. Thirdly, the abbreviations must not change the genre of the original text. Finally, the quality of the student's writing is also examined. The idea provides a theoretical basis for the analysis of HSK writing endings for this thesis.

Zhang Yinluan's Methods of abbreviating essays^[13], states that the abbreviated description should be smooth and concise. The abbreviation should retain the basic content of the original work. Abbreviation is a form of writing in which a text with a large number of words is reduced to a more focused and concentrated form. This serves as an important insight into the recommendations for teaching endings in HSK6 writing.

Wang Fang's How to abbreviate an essay^[14], points out that some Chinese students often make the following mistakes when abbreviating: they remove passages from the original text, making the abbreviated essay disjointed and losing the integrity of its content. In addition, some students write their abbreviations as afterthoughts. Also, some students disrupted the structure of the original text, turning the abbreviations into rewrites. He gave ways to abbreviate an essay. Firstly, you should read the original text and grasp the key points. Secondly, you should remove the leaves and cut the branches and keep the main body. The third is to be consistent and concise.

Hu Ying's Talking about how to abbreviate argumentative essays in ethnic Chinese examinations^[15].

clearly suggests that abbreviations should be faithful to the original text, abbreviated but not changed. This will make the original meaning clearer and more focused. The specific methods of abbreviation are, firstly, to read the question and examine it, and to clarify the requirements of the topic. The second is to read the original text carefully and understand the meaning of the text correctly. The third is to distinguish between the main and secondary content, and then to compress it.

In summary, one can conclude that abbreviations are different from rewrites. Firstly, abbreviations have relatively strict requirements in terms of genre, subject matter and word count. Secondly, one should not disrupt the order of development of the original text in an abbreviation, nor should one deviate from it. The end of the writing becomes particularly important. The ending of a piece of writing will help candidates to make a quick point in the exam. Therefore, the study of ending skills in writing for HSK6 for international students is of great pedagogical importance.

1.3 Significance of the study

The new HSK is divided into six levels. The HSK 6 is the most difficult, with a passing score of 180 out of 300, and the score report provides scores in four areas: listening, reading, writing and total score. The listening, reading and writing sections are each worth 100 points. The writing section of the exam consisted of only one subjective question on writing, but it was the most deducted question for international students. The average score was around 63, which is just on the edge of the pass mark.

From the research literature we can find now, there is a gap in the research on the endings of HSK 6 writing. Moreover, there are fewer studies on HSK 6 writing, and most researchers focus on the general study of international students' Chinese writing. This is what this paper focuses on and adds to. It is hoped that it will enrich the study of the new HSK Level 6 writing.

More and more foreign students will be coming to China to study and every year foreign students come to our school to learn the skills for the HSK exam. We should focus on how to improve students' writing skills to pass the HSK. Writing endings are an important structure of a composition. This topic can provide reference and help for teaching writing in the future.

1.4 Research Methodology and Rationale

1.4.1 Research Methodology

Firstly, review the relevant literature and collect the corpus. Secondly, the collected writing materials of international students are marked in detail, counted and then summarized and categorized. The specific reasons for the formation of ending errors are also analysed in terms of native and target languages, the characteristics of Chinese writing, teachers' teaching and students' cognitive psychology. Finally, based on the previous statement, the theory is combined with the actual situation to propose feasible and targeted countermeasures. The following research methods are used:

(1) Inductive method: In statistical data, we need to classify writing ending errors inductively and then identify the types of errors.

(2) Statistical classification method: After collecting and collating the corpus, the types of endings in the linguistic material are analyzed and classified. Specific examples are then given to illustrate the types of endings and to analyze the reasons for the occurrence of errors.

(3) Literature research method: The writings and papers in the field of teaching Chinese composition to foreigners in recent years are collected, organized and summarized. And refer to these literatures to analyze the connectivity with this study.

1.4.2 Rationale

In this paper, the main reference is Coad's theory of error analysis in the study of end-of-writing errors in HSK6. Based on this theory, a distinction is first made between errors and mistakes. Then, the five steps of error analysis are used to classify the writing ending errors. Finally, the causes of the errors are traced from the perspectives of negative transfer of native language, negative transfer of knowledge of the target language and learning strategies.

1.5 Subjects of study

Sichuan Normal University's 2017 South Asian Teacher Training Class is a class for South Asian

students to train as teachers of Chinese as a foreign language. The aim is to popularize Chinese language knowledge and teach Chinese teaching skills. The four-years course of study awards a certificate of undergraduate qualification from Sichuan Normal University. The corpus for this study was drawn from 28 international students in the South Asia class teacher training course. These include 22 students from Pakistan and 6 students from Nepal. The mother tongue of the international students from Pakistan is Urdu and the national language. The majority of international students from Nepal are native speakers of Nepali. Their ages range from 20 to 32 years old. A total of 28 HSK6 abbreviated essays were collected, all of which were completed by international students within the time limit and in accordance with the requirements of the exam.

2. Common errors at the end of international students' HSK level 6 writing

Abbreviations reflect the ability to synthesize the language skills learned.^[16] HSK Level 6 writing is graded on a six-point scale, 0-5. Scoring decreases from level 5 downwards, with the three highest scoring levels 3 to 5 all specifically requiring coherent, logical and organized writing. From Level 2 of the marking scheme, poor organization, poor coherence and unclear logic are highlighted as mark deductions, particularly for simple repetition and missing key information leading to incomplete content, in contrast to Level 3. As can be seen, the conclusion of HSK Level 6 writing should not be overdone, nor should it lack the necessary summaries and bullet points. The following is a pie chart of the five types of errors made by international students.

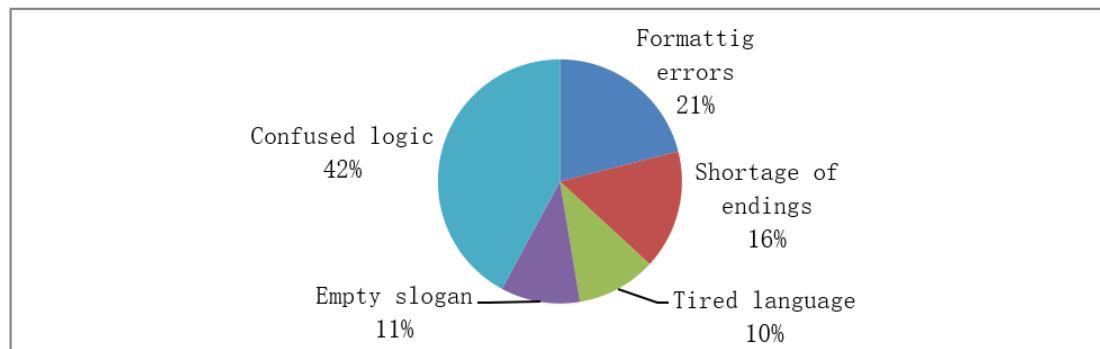


Figure 1 Percentage of bias classification

A total of 13 ending errors were counted, for a total of 28, or 46% of the total number of articles.

There were 4 formatting errors, accounting for 21% of the total number of ending errors and 14% of the total number of articles.

There were 3 ending shortages, accounting for 16% of the total number of ending errors and 11% of the total number of articles.

The language at the end is cumbersome in 2 cases, accounting for 10% of the total number of errors at the end and 7% of the total number of cases.

The 2 empty slogans at the end represent 11% of the total number of ending errors and 7% of the total number of articles.

The logic at the end was confusing in 8 cases, accounting for 42% of the total number of errors at the end and 29% of the total number of cases.

2.1 Short endings and incorrect formatting

Some international students abbreviated according to the genre of the original text and there was a greater proportion of candidates who abbreviated the original text first and then summarized it. This type of abbreviation retained the cause, sequence and outcome of the original story. At the same time, there were some cases where candidates did not meet the word limit and rushed to the end. There were also a few candidates who meet the minimum word count requirement and still ended in a hurry. Some candidates even had only one paragraph in the whole essay.

(1)Xiao Jiang is a company personnel, his job task is very simple, is to load and delivery later all colleagues thought he did not understand the requirements of the work, thought the more the better,

customers want more, not better, he not only understand what customers want, and take the work way different people happy, later Xiao Jiang's way is right.

(2) This is the story about Xiao Jiang, which can give people a lot of food for thought. From this story, we can see that one must always stick to one's heart and walk in the right direction in everything one does. That way, it is only when we do all

The conclusion in example (1) is clearly incomplete, lacking the necessary description of the outcome of the event, omitting the main information, and failing to identify the subject of the event, the conclusion seems rushed and confusing. It does not meet either the basic requirements of an abbreviation or the requirements of a standard piece of writing. In example (2), it is close to 400 words, which meets the basic requirements for HSK6 abbreviations, but the ending is too rushed and breaks off abruptly in the middle of the narrative, expressing an uncompleted viewpoint and losing the integrity of the article.

2.2 Lack of articulation and poor logic

The opening, analysis and conclusion of an abbreviated essay are crucial to the overall essay and are integral to expressing a point of view. The genre of the abbreviation is mainly narrative, which is a description of the cause, process and outcome of an event, and explaining a truth through the storyline. The abbreviations focus on the test taker's ability to understand, generalize and express in writing. The logical nature of the text is highly reflected in this important segment at the end. Therefore, the end of the essay should pay particular attention to the connection with the above, and there must be some transition to make the point more reasonable when expressing the thematic idea and punctuating it. However, this was often easily overlooked by candidates and was particularly evident in the use of related words. For example.

(3) This story tells us that it doesn't matter what kind of work I do, but I'm going to do it seriously.

(4) This story is about Xiao Jiang and can give a lot of food for thought. From this story we can see that a man does anything but, in the end, he succeeds.

Examples (3) and (4) both use abbreviations followed by punctuation, but the punctuation at the end lacks the necessary articulation, which makes the sublimation of ideas seem abrupt. Meanwhile, the summative language is not integrated with the original story and does not flow logically, which tends to give the teacher the impression that the template is being copied. In addition, the misuse of the conjunction 'but' in example (4) confuses the logic of the paragraph. In Chinese, different connecting words serve different purposes in a sentence, and if they are misused, they disrupt the original idea and do not accurately convey the deeper semantic logic and meaning.

2.3 Vague language and empty slogans

The essay ends on a general note, appealing to society with false and empty slogans, expressing determination, seemingly passionate and impassioned, raising his ideals to a lofty level, fighting for the motherland, for the people, and for world peace. In reality, such language is pale and vague and has no evocative power. For example.

(5) This story tells that no matter what others think, you only have to believe in yourself to be successful.

(6) When interviewed by a journalist once about this secret of his, he replied, "No matter how much people oppose you, you think for yourself to be right that's the secret of my success."

Although examples (5) and (6) meet the basic requirements for an ending, summarizing the whole text and sublimating the theme at the end, the language is stiff and lacking in appeal. In example (5), "If you believe in yourself, you will be successful" and other such positive words seem very inspiring, but they are not realistic and the language is hollow. You need to believe in yourself to be successful, but in believing in yourself, you must not be blindly confident, otherwise you are arrogant. Replace it with "No matter what others think, we have to believe in ourselves, stick to our choices and put in the sweat. In this way, we can welcome the fruits of success" is more convincing. Thoughtful summaries need to be factual, indicate the attitude of the original text and one's own feelings, and reveal genuine emotions. It is important not to over-simplify the truth or to shout slogans.

2.4 Cumbersome language and redundant reputation

The original narrative order of all HSK Level 6 abbreviations is Sequential. The sequence means that the narrative follows the chronological development of events. Most of the HSK6 abbreviations are based on an event, which leads to a point. Especially in the last paragraph, which often indicates the main idea of the text. Candidates must demonstrate the main idea of the essay in their abbreviations. However, it was not uncommon to see repetitive and wordy endings of the outcome of events and redundant endings. There was a delay in stopping unnecessary elaboration or adding minor and irrelevant episodes to the end of the essay, making it appear very redundant.

(7) This story about Xiao Jiang can give people a lot to think about. From this story we can see that one must always stick to one's own heart and walk in the right direction for everything we do to achieve good results or to be respected.

The company for this part has since been restructured and the owner of that company is now satisfied with the staff.

According to the basic requirements of abbreviations, the abbreviated text must maintain the narrative order of the original text. Example (7) has already brought the essay to a successful conclusion, but the redundant phrase added at the end spoils the original flowing structure of the essay and is really unpleasant. If the description of the event is over and the main idea is stated at the end, then go along with it and do not add cumbersome nonsense.

3. Analysis of the causes of ending errors

Coad classifies errors made by learners into mistakes and partials. In teaching Chinese as a foreign language, in order to make classroom teaching more effective, we first understand the types of errors and then carefully distinguish the specific circumstances of learners' errors. One type of error is the systematic error, which is a regular error due to incomplete understanding of the rules of the target language. Such errors have entered the learner's language system and are generally difficult for learners to detect and correct on their own. The other category is non-systematic bias, which is an accidental slip of the tongue or misuse by the learner that the learner can spot and correct quickly on their own.

Analyzing the aspects of second language acquisition, only by deeply analyzing the causes of error can we target our teaching and scientifically prepare teaching dictionaries, teaching materials and syllabuses. This is also effective in understanding the regularities and characteristics of second language acquisition. Therefore, studying the specific causes of error and errors will help us to develop specific teaching methods and contents according to students' specific conditions, improve the effectiveness of teaching Chinese as a foreign language, and enhance students' motivation to learn Chinese. The causes of bias in second language learners are manifold. Four areas are explored below.

3.1 Negative migration of mother tongue

In order to adapt to the needs of communication, language learners have to follow the rules of expression of their mother tongue when they have not fully mastered the rules of the target language. This means that the known language has an impact on the learning of the target language. Learners from the same language background are often prone to the same types of language error. Positive transfer occurs when the acquired language skills have a positive impact on the acquisition of the target language. Conversely, negative transfer occurs when it has a negative effect on the learning of the target language.

Learners are involuntarily influenced by their mother tongue education in the conception of discourse. The mother tongue implicitly influences all parts of the language of second language learners, especially logical thinking. For example, Chinese tends to use repetitive expressions to enhance the logic of the context. Moreover, Chinese has a looser structure, as well as a predominance of short sentences. English is form-focused, with strong logical relationships between language symbols. Furthermore, it is tightly structured and has a high number of long sentences. In example (3), "No matter what work we do, but I want to do the work seriously." The phrase "no matter...but" does not fit the logic of Chinese. In example (4) "We can see that a person does anything, but, in the end, he succeeds." This is clearly illogical. In addition to the misuse of associated words, there is confusion in thinking. Such expressions of thought do not conform to the usual logic of Chinese speakers. Chinese is mostly implicitly logical and articulation is a decisive factor in ensuring the coherence of the discourse.

Thus, in the articulation of logical relations, the word order, grammar and related words of the mother tongue often tend to have a negative transfer effect on the expression of Chinese.

3.2 Negative transfer of knowledge of the target language

Second language learners use analogies to take the rules they have learned in the target language and apply them irrationally in the new language items they learn. This is negative transfer of knowledge of the target language.^[17] Overgeneralization is an inevitable learning process. Especially in the intermediate and advanced language stages, the expressive demands become more numerous. The knowledge acquired at this stage is not sufficient to meet the expressive needs, so the negative transfer of knowledge of the target language becomes more prominent. The majority of learners who learn Chinese as a second language are adults. When adults are exposed to new language points, they tend to draw analogies from what they have learned about the target language by reasoning, as they are not clear about the scope of usage. As a result, this leads to over-generalization of the rules of the target language.

(8) Xiao Jiang is both conscientious and hardworking and honest about his work and in doing so he became the manager of the company.

A person like Jiang is happy with the company and with himself so he will develop more and more.

Intra-lingual errors refers to errors caused by incomplete knowledge of the target language or by incorrect inference. In example (8), the phrase "satisfied with himself too" is an intra-linguistic error. The phrase "also satisfied" occurs in the context of comparison and evaluation. It means that one's will is satisfied, which is a positive meaning. The learner has learnt the use of 'satisfactory' but has generalized the use. He believes that 'satisfied' is the same as 'good'. In addition, in example (5), "You only have to believe in yourself to be successful" is hollow and generalizes the closing technique - an appeal to society - into an empty slogan.

3.3 Learners' own factors

Learner factors include learning strategies, motivation, age, emotion, learning ability, personality and learning style. In analyzing language acquisition, it is necessary to understand the learner's own causes. There are three main factors in the HSK6 writing endings error.

3.3.1 Not enough capacity

The word count requirement for HSK level 6 abbreviations is around 400 words, and the highest grading levels, levels 4 and 5, clearly state that 400 words should be achieved. According to my statistics, three of the 24 did not meet the required word count and all were in the 300-400 word range. The following table shows the details.

Table 1: Classification of error in biased format

	The first article	Second article	Third article
Formatting error	No headings, one paragraph to the end, no spaces at the beginning of paragraphs	3 blank spaces at the beginning of the second and last paragraphs	Two blank rows for the title and one blank row for the end
Punctuation errors	Appeared	Appeared	Appeared
Completion of the closing paragraph	Finished	Finished	Finished
Logic of the closing paragraph	Confusing	Clear	Confusing

Judging only from the apparent completion of the essays, none of the three abbreviations met the writing pass standard in terms of formatting and punctuation. The second piece is logical and clear although the ending is not completed. Shows that the ability to summarize during the writing process is not sufficient to complete the conclusion in the limited time. The first and third have completed their endings, but the logic within the paragraphs is confusing. Their language organization needs to be improved. In addition, the learners' attitudes are not serious enough and they lack systematic knowledge of writing formats.

3.3.2 Learning Strategies

Discourse grammar is the grammar that describes the structure of discourse. It focuses on how the underlying meaning of a sentence is conveyed to the reader in a coherent manner.^[18] If the grammar of a discourse is not firmly grasped, second language learners often adopt an 'avoidance strategy' when expressing their language in order to ensure that it is correct. This 'roundabout' tactic has long been a commonplace in second language acquisition.

In HSK Level 6 writing, some learners are not good at summarising the ideas in their texts. In order to meet the required word count in writing and get the expression correct in a limited time, they resort to repeating, simplifying, or transforming expressions, while avoiding difficult, more complex and unfamiliar language points.

In example (7), "This story about... can give people a lot of food for thought. From this story we can see that must be...", a template that is very familiar to Chinese students. In examinations, most Chinese students try to apply more complex sentences in their English compositions. The sentences that apply to each topic are usually more wordy and full of empty words. The advantage is that you can make up the number of words and hide your poor English skills. As a result, avoiding the use of unfamiliar language items has become a common learning strategy for second language learners.

3.4 Teaching orientation

External factors are also a cause of bias. Most of the input of Chinese learners' language knowledge comes from their Chinese teachers. If teachers are not clear and rigorous enough in their explanations, or if there are errors in their demonstrations, or if the teaching materials are not scientific, this can lead to a deviation from the teaching objectives. In the meantime, all of these can cause second language acquisition errors.

In the discussion of endings in HSK6 writing, some teachers held the view that it was not necessary to summarize the ideas in the original text. They believe that it is sufficient to restate the cause, process and outcome of the events in the original text. The reason for this is that the inclusion of ideas at the end can easily be mixed with subjective understanding. Any deviation from the original text will be highlighted at the end. This tend to the marker the impression of being off-topic and will not help the candidate to gain higher marks. Another group of teachers took the opposite view. They felt that the original text of HSK6 was inherently didactic, often illustrating a point or conveying an idea through an event. Moreover, the original text often ends with a point of view. The end of the HSK 6 abbreviation thus needs to condense the theme of the original text and summarize the ideas.

The teacher's judgment often directly influences the way students answer questions. This paper argues that if the original text gives reasoning and identifies a theme in the text, then that central idea is often at the end of the text. When abbreviating, this part of the language is key information and learners cannot just recount the events but need to summarize them at the end of the text. Otherwise, it is easy to give the impression to the marker that the topic is unclear and that key points have been missed.

4. Strategies for teaching the endings of the new HSK6 abbreviations

Examining the causes of errors is an important part of acquisition research. Error analysis allows learners to understand the causes of errors, to reduce them and to use Chinese adequately for expression. Teachers can tailor their teaching to the frequency and points of students' errors. This requires the teacher to explain the rules of Chinese in relation to the students' errors and to practice them accordingly. As a result, better teaching results can be achieved.^[19] The following four teaching suggestions are made to address the four types of HSK Level 6 writing ending errors discussed above.

4.1 Regular training and control of time

With the new pattern of China's opening up to the outside world, the number of foreign students coming to China to study has gradually increased, the quality of students has gradually improved and the entry barrier has been further raised. The HSK has become an important criterion for foreign students to stay and go. The HSK has also become a key element in the work of teachers of Chinese as a foreign language in China. It has become an inevitable teaching response to align training with test-taking.

In Table 1: Format classification analysis of errors, the second learner, example (2) "This is the story about Xiao Jiang and can give a lot of food for thought. In this story, we can see that one must always stick to one's own heart and walk in the right direction in everything one does. That way, it will allow us to do..... ", Learners' summarizing skills are not sufficient to complete endings in the time allowed, resulting in short and rushed endings.

First of all, teachers of Chinese as a foreign language must emphasize the structural integrity of the essay, especially the key position at the end, which can be an important part of the writing score. Secondly, add an abbreviation drill session to the usual training, with a set time and word count. The training may emphasize the cause, sequence and outcome of events and guide students to draw their arguments through the course of events. Inferring the theme of the whole text through key information enables quick sniping of targets and completion of summaries in test taking. While requiring students to keep strict control of time, it is also important to accommodate learners' motivation and to progress the training content from easy to difficult, layer by layer. It is not advisable to emphasize too much detail in abbreviations at the initial stage. For learners who have difficulty with endings, complete the basic structure first before considering the level of linguistic precision.

For example, in an original abbreviated essay on perseverance, the teacher can take the students through the main idea and then show them good words and phrases about "perseverance". The students are then given 5 minutes to complete the conclusion of the essay using the good words and phrases.

4.2 Emphasis on format and attention to articulation

Basic formatting reflects the student's attitude to learning and is fundamental to the completion of an essay. If errors in basic formatting occur in an essay, it will certainly affect the marks awarded for writing. By my count, a total of four of the 28 HSK Level 6 abbreviations had formatting errors at the end. And these four also had formatting errors in other paragraphs. Therefore, teachers of Chinese as a foreign language should never ignore the correction of writing format when explaining the abbreviation method. They should not skip the classroom teaching of formatting because learners have already had a foundation in writing before HSK6, or let students review it on their own in private and rush through this section of content. After the micro-writing, teachers can ask students to correct each other's formatting before commenting on it.

The logic of a reasonable essay is necessarily well organised. According to the author, a total of 8 out of 28 HSK Level 6 abbreviations had logical confusion at the end. A well-written conclusion can often make the main point and summaries the whole text. The logical linkage greatly affects the comprehensibility of the text, and the linkage at the end plays a key role. Therefore, in teaching, teachers of Chinese as a foreign language not only need to emphasize the use of logical relations in their usual comprehensive lessons, but also need to draw the linking words into focus when abbreviating. In teaching endings, teachers can adopt a combination of macro and micro approaches. The macro model means disrupting the order of the paragraphs of the text and allowing international students to sequence them. Pair this with a micro model of filling in logical words in the concluding paragraphs. When logical thinking is enhanced, the problem of students' vague and disorganised language will be solved.

4.3 Reciting model texts to enhance the sense of language

Writing is not a pile of words, but a final work that has been carefully thought out, laid out and planned. Language is a tool for human thinking. To learn the target language well, it is necessary to understand the unique way of thinking of the target language people. Recitation is an important way to develop a sense of language. In recitation, learners can feel the sound, shape and meaning of Chinese characters.

A good model essay not only provides learners with effective reference in terms of composition and layout, but also influences learners implicitly in terms of language expression, and rhetoric and logic. The language input system consists of listening and reading, and the output system is speaking and writing. The recitation of excellent models combines language input and output, with the ear hearing, the eye seeing and the mouth reading. This is not only an essential way for Chinese speakers to learn the language, but also a way for second language learners to enhance their sense of language. Other teachers recommend memorising to understand the main points of writing. HSK Level 6 abbreviations have certain rules to follow. Teachers of Chinese as a Foreign Language can start with the narrative style, expression techniques, genre and main idea of the text, and select examples that are most suitable

for international students to learn, and ask students to outline the good words and phrases in the ending and focus on understanding the recitation.

In teaching, this paper does not recommend the use of templates, which go against the principles of communicative skills development in language teaching. However, teachers can encourage students to develop their own style of writing structure and conclude their own style of ending from the perspective of improving their test-taking skills.

4.4 simplify and make up the ending

Micro-writing can be tried for narrative writing training. Micro-writing is a new form of writing that relies on social media and includes the advantages of short length and concise language. Unlike traditional writing, micro-writing is more improvisational and free-form.^[20]

It is not possible for teachers to spare a lot of valuable teaching time in the classroom to give students writing training. At the same time, second language learners are prone to show fatigue and resistance to fully structured test essays of around 400 words. Micro-writing just compensates for such gaps and boosts learner motivation. In micro-writing, comprehensiveness is cut out and the focus is placed on characteristic descriptions and attention to detail. It focuses more on students' individual creativity and facilitates their reflection on the topic of writing.

Completing endings can deepen students' understanding of the original argument and grasp the idea of the argument in the original text. In reading comprehension, writing endings is also a practical way of training. In the classroom, time and student ability are limited. The endings do not need to be written down word for word, they can be a sentence or a thought, as long as they make a point. It doesn't even need to be written down, it can be easily dictated. For example, teachers of Chinese as a foreign language can combine the original HSK6 abbreviations, delete the endings and give four options, ABCD, for students to choose the endings that best fit the original text. This is then combined with micro-writing, which allows students to focus on the language used to express the themes of the text based on their understanding. In this way, learners develop their reading comprehension and composition skills, while improving their language organisation skills.

5. Conclusion

This paper analyses each of the types of errors in formatting, logic, structure and language expression, using actual language materials from students in the South Asian teacher training course. It also classifies their biases into four categories: shortage of endings and wrong formatting; poor logic; vague language; and cumbersome language. It also relies on concrete examples and divides the causes of bias into four areas: learners' own factors, negative transfer of native language, environment and negative transfer of knowledge of the target language. Four teaching countermeasures are also proposed based on these four types of bias. Language cannot be separated from culture. Teachers of Chinese as a foreign language need to develop second language learners' thinking about Chinese and teach according to students' specific situations.

In this thesis, only representative errors have been selected. As it is not possible to present all the errors assembled, there are still some shortcomings. It would be more rigorous and credible if all the biases were presented. At the same time, due to the author's inexperience and limited personal ability, I did not analyse the negative migration of the mother tongue in the conjunctive bias analysis deeply enough, and could not accurately compare the differences and migration points between Chinese and Urdu. I still need to learn the error analysis methods more comprehensively in the future.

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