

# A Survey on the Cultivation of College Students' Audience Awareness in English Writing\*

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**Abstract**—The strength of audience awareness has a great influence on the content selection, expression and writing techniques of the article. Therefore, the cultivation of the students' audience awareness in writing becomes one of the key factors that determine the qualities of the students' compositions. This thesis conducts a questionnaire and interviews on college students from the four grades of Nanchang Normal University in order to reveal the college students' cognitive status and attitude of audience awareness. Based on the status quo, this thesis analyzes the possible causes of this situation from two aspects: the teachers' carelessness on audience awareness and overly concern with writing skills, and the students' shortage of language ability and logical thinking ability and their excessive attention to writing skills. For these reasons, this thesis proposes corresponding countermeasures: in the English writing class, the reader's awareness should be emphasized; the theme of the article needs to be much closer to life; students are supposed to create imaginary readers in writing; the method of readers' feedback should be fully utilized. The use of these strategies will effectively help college students cultivate audience awareness in English writing.

**Index Terms**—audience awareness, imaginary reader, questionnaire and interview, strategies

## I. INTRODUCTION

Audience awareness refers to the mental activity that writers set readers in the process of writing and consider the needs of readers while writing (Li & Zheng, 2008, p. 12-13). It is a key factor to determine whether the article is excellent or not. In the domestic English writing teaching, the audience awareness is not valued, which contributes to the situation that students aren't aware of clear readers. In the most cases, students always set the teachers as their readers. In the process of writing, their writing personal demonstrative pronoun changes frequently, and they pay more attention to the number of words, the writing titles and the grammar without considering using reasonable and appropriate forms to deliver their ideas.

### A. Background of the Study

The reader is an important part in the rhetoric context, and it is the communication object in the author's writing process and the co-builder of text meaning (Zhang, 2011, p. 65). In recent years, audience awareness has been regarded as a very important position in the foreign writing teaching. In contrast, there is relative little guidance for students' audience awareness in the domestic writing teaching. As a result, the students only focus on expressing themselves, and ignore their readers. It's embodied in modality, discourse, semantic category, and textual coherence in EFL writing (Wu, 2009, p. 435-437). Tang Ren (2005) found that most students were self-centered and they did not notice the importance of audience awareness from a sociocultural perspective. Although the importance and necessity of audience awareness in writing has been undoubtedly challenged, the current status of cultivation of students' audience awareness in practical English writing is still worth exploring. This thesis employs questionnaires and interviews to investigate the situation of cultivation of students' audience awareness in English writing teaching.

### B. Literature Review

During the past thirty years, the audience awareness was regarded as a prominent element in English writing. The research scholars in different areas explored this subject in different terms, and they made some achievements. The researchers mostly studied the function of the audience awareness, the methods how to cultivate the audience awareness and the relationship between the readers and writers.

The foreign scholars studied audience awareness from two aspects: the function of the audience awareness, and the validity of improving audience awareness. On the respect of the function of the audience awareness, Cohen & Riel (1989) found that the compositions written for peers were better than the compositions written for teachers through the comparison for the students' texts of different types of writing texts on the same subject. Their study reflected that in

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various situations the function of the audience awareness was different. On the respect of the availability of the audience awareness, Chen & Brown (2012) held the view that it was advantaged to combine the computer network learning method with the task-based teaching method on enhancing the writer's audience awareness. Through empirical research, José Brand o Carvalho (2002) proposed using process-promoting teaching strategies to cultivate students' audience awareness effectively.

In the domestic research the audience awareness was mentioned by Zhu Ziqing (1947). He pointed out there could exist one or two actual readers in the writing in author's mind, but the many imaginary readers should be acquired. Without the teachers, the writing could be done; however, without the imaginary readers, it couldn't be completed. Many researches have been done in the field of audience awareness and gradually applied to practical teaching, yet the survey shows students still have shortage of the training of the audience awareness. Tang Ren (2005) found that most students were self-centered and didn't notice the importance of audience awareness from a sociocultural perspective.

### C. *Significance of the Study*

On view of the current situation of English writing, it is necessary to explore the cultivation of audience awareness among college students. On one hand, the cultivation of audience awareness can enrich teachers' knowledge about writing and teaching. On the other hand, it can change the writing situation that the aim of writing is to express the insignificant thought. The cultivation of audience awareness can improve the contents and methods of writing teaching.

This study intends to investigate the status quo of the audience awareness of college students from three aspects: pre-writing, while-writing, and post-writing. It aims to learn students' recognition on audience awareness, students' imaginary readers and students' writing contents, and know the teachers' attitudes on cultivating audience awareness and analyze the reasons why they get into the difficult situation. It will help teachers know how to cultivate the students' audience awareness in the process of writing teaching. Meanwhile, some operational strategies will be provided.

## II. OVERVIEW OF AUDIENCE AWARENESS

The audience awareness is defined differently in the field of receiving aesthetics and reader response. The more scientific explanation of it is defined by Zhou Miaolong (2000) that the audience awareness is that the writers consciously take the needs of the readers, the level of acceptance, the acceptance of psychology and aesthetic interests into his mental state in the process of writing. In the process of English writing, the audience is significant to writers. It influences authors' choice of text form, expression means and passion. The audience awareness has three functions: tuning function, choice function, and nurturing function (Luo, 2011, p.34). With these functions, students can conduct articles nicely.

### A. *Definition of Audience Awareness*

Audience awareness has different definitions in different theoretical fields. It is a key element in distinguishing the quality of a work (Mc, 1996, p.28-30). In the field of receiving aesthetics and reader response theory, the readers are practitioners and creators of literary works. In the reading field, audience awareness is the reader's subjective consciousness in the process of reading. They communicate with the text in the process of reading and produce separation and integration, and accordingly they can combine subject consciousness with work consciousness. The more scientific explanation of the audience awareness in the writing theory is defined by Zhou Miaolong (2005) who is the associate professor of the Chinese Department of Hunan Yueyang Normal University, he held the view that the audience awareness is that the writer consciously take the needs of the readers, the level of acceptance, the acceptance of psychology and aesthetic interests into his mental state in the process of writing. Given the definitions mentioned above, it can be defined in this paper that the audience awareness is a kind of the author's conscious psychological activity in the process of writing. The contents of this thinking activity are the reader's needs, accepted levels, and aesthetic interests.

### B. *The Importance of Readers to Writers*

In order to achieve an effective writing, the writer should keep audience awareness in the whole process of writing, in other words, keep closely communicating with the audience.

Before writing, readers will influence the author's choice of text form, expression form, and expression means. The author must first consider the purpose of writing and who his audiences are. The purposes of writing are different, so the choices of writing style are various. Hu Shanlin (1999) said the types and the forms of works the writers and artists adopted were subject to the cultural background, the level of aesthetic interest and the appreciation of readers. The artists must consider readers, let alone the ordinary writers.

In writing, readers will influence the author's words and sentences, tone, and rhetorical expressions. As the writer's communicator, the readers' knowledge level and the degree of intimacy both influence the author's verbs, sentences, tone and rhetoric expression. For example, if the relationship between the reader and the author is intimate, the author may use casual and informal words. If the reader is an elder and has a high status, the author shall be serious.

After writing, the readers also influence the author's passion on writing. The readers are the reasons for the author to write and to embody the value of his labor. The readers' feedback and consumption have a great influence on the

author’s enthusiasm for writing.

### III. THE METHODOLOGY

The study is to identify college students’ perceptions of audience awareness, and the aspects of the article are valued by students from three aspects: pre-writing, while-writing, and post-writing. Moreover, the thesis studies the function of audience awareness and reader strategies on English writing quality.

#### A. The Objects of the Study

In order to make the data of the questionnaire more comprehensive and representative, the research group chose the participants from four grades in Nanchang Normal University. A total of 348 valid questionnaires were collected, of which 10 were freshman, 141 were sophomore, 37 were juniors, and 160 were seniors, and the male-female ratio was 25% and 75% respectively. After explaining the purpose of the questionnaire to them, they were willing to complete the questionnaire and the interview.

#### B. The Tools and Methods of the Research

The result and data is analyzed on the Questionnaire Star App. Meanwhile the figures and charts are provided by the app. The interview is carried out in order to find the students’ thought in detail.

##### 1. Open-ended Questionnaire

The open-questionnaire was designed in Questionnaire Star App. The questionnaire containing 20 questions which are divided into three parts: the pre-writing, the in-writing, and the post-writing. The first part is the recognition and attention on audience awareness of students and teachers. The second part is about whether students have imaginary readers when they are writing. The third part is the students’ preferred ways to cultivate their writing skills.

##### 2. Open-ended Interview

An open-ended interview is carried out in order to explore students’ perceptions of audience awareness and its impact on students. The interview consisted of four questions. (1) Have you ever learned the audience awareness? (2) Who is often your imaginary reader before writing? (3) At the time of writing, do you consider whether your language and tone are appropriate depending on the readers’ age, status, level of knowledge, and aesthetics? (4) After the writing is completed, does the readers’ feedback influence you? Thirty college students are interviewed after class, of which 10 were sophomore, 10 were junior, and 10 were senior.

### IV. RESULTS AND ANALYSIS

The status is dealt directly by Questionnaire Star online. Some results are listed as followed.


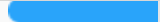


#### A. The Result of the Survey

The result is presented through the figures and charts obviously. The current state of perceptions of students’ audience awareness is analyzed through three aspects: students’ recognition on audience awareness, students’ imaginary readers, students’ writing contents.

##### 1. Students’ Recognition on Audience Awareness

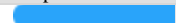
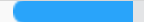
###### QUESTION 1:

IN YOUR LEARNING EXPERIENCE, WHETHER THE TEACHERS OR OTHER PERSONS HAVE MENTIONED OR EMPHASIZED AUDIENCE AWARENESS WITH YOU?

Choice	Number	Proportion
A、 Never	51	 14.66%
B、 Occasionally	186	 53.45%
C、 Often	67	 19.25%
D、 Unclear	44	 12.64%
Valid number	348	

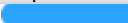
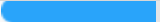
###### QUESTION 2:

WHEN YOU’RE WRITING, WHETHER OR NOT YOUR TEACHERS HAVE EVER ASKED YOU TO CREATE A COMMUNICATION OBJECT?

Choice	Number	Proportion
A. Yes	199	 57.18%
B. No	149	 42.82%
Valid number	348	

###### QUESTION 3:

HAVE YOU EVER RECEIVED THE TRAINING OF CULTIVATING AUDIENCE AWARENESS IN WRITING CLASS

Choice	Number	Proportion
A、 Yes	159	 45.69%
B、 No	189	 54.31%
Valid number	348	

As showed from above, in the English learning experience, 53.45% of the students had heard audience awareness occasionally, and 14.66% of the students thought that their teachers or others had never mentioned it in their learning experiences, only 19.25% of the students have often heard of audience awareness. As is shown in Figures 2 and 3, although most of the students' teachers have emphasized to have a clear reader, they have not specifically trained the students to how to create one. In the interview, seven students expressed that they had never heard the teacher mention the readers' awareness in the writing class. They only read it in newspapers, magazines or books. The other five students indicated that the teacher had mentioned but had not explained in detail, let alone specifically trained their audience awareness. Therefore it can be drawn that in domestic writing teaching, teachers do not pay much attention to the cultivation of students' audience awareness, and in most of the students' learning experiences, the audience awareness is mostly learned through the media or books. Therefore in students' practical writing, the audience awareness is relatively weak.

## 2. Students' Imaginary Readers

QUESTION 4:  
WHOM DO YOU THINK YOUR ARTICLES ARE WRITTEN FOR?

Choice	Number	Proportion
A、 Teachers	198	56.9%
B、 Classmates	18	5.17%
C、 Friends	50	14.37%
D、 Others	82	23.56%
Valid number	348	

The imaginary reader is an indispensable factor in the writer's writing. The range of imaginary readers restricts the richness of the writer's content. As is shown in the figure, 56.9% of the students' imaginary readers are teachers, 5.17% of the students' imaginary readers are friends, and 14.37% of the students' imaginary readers are classmates. This implies that the range of imaginary readers of the students is too narrow. Most of the essays are written for the requirements of the teacher. In other words, their main purposes of writing are to deal with assignments and examinations. The content of the composition written in this way is not abundant enough, and it cannot meet the needs of their own writing.

## 3. Students' Writing Content

QUESTION5:  
WHEN YOU'RE WRITING, WHICH OF THE FOLLOWING RESPECTS WILL YOU GENERALLY CONSIDER?

Choice	Number	Proportion
A、 The title	260	74.71%
B、 The structure	279	80.17%
C、 The number of words	219	62.93%
D、 The readers	158	45.4%
E、 The content	230	66.09%
Valid number	348	

As is shown in the figure, the aspects that considered by the students at the time of writing are structural levels, titles, and contents, without considering using reasonable and appropriate forms to convey their ideas. One of the students said: "I had never been trained audience awareness before. I thought the aim of writing is to express my point of view clearly, and I could improve my writing skills and enrich my writing vocabulary and sentences to show my level of writing rather than thinking about communicating with readers in writing." It shows that the college students did not take the readers' cognitive background and ability into consideration and assumed that readers will understand all the information they have passed. Moreover, for most students, writing is for exams, and this kind of utilitarian writing distorts their motivation for writing. Students only pay attention to the surface language expression and ignore more meaningful communication with readers. So their writing content is always vague.

### B. The Reasons for the Weak Audience Awareness

The results show that the audience awareness of college students in English writing is relatively weak. There are many reasons for the weak audience awareness, and this section selects several representative reasons. The main point is that teachers and students pay too much attention to language skills and ignore the needs of readers. The teachers always were regarded as the target readers in the students' writing. Some students didn't even hear of it. The range of their readers is narrow. Their writing content was vague, only keeping their eyes on the vocabularies, structures, and writing skills. The main reasons for this situation are divided into two parts. First part is about the teachers' reasons: their carelessness on audience awareness and overly concern with writing skills. Second part is the students' reasons: their shortage of language ability and logical thinking ability, and their excessive attention to writing skills.

#### 1. The Teachers' lack of Audience Awareness

The teachers' lack of audience awareness for students in the teaching of writing is the direct cause of the students' weakness on audience consciousness in writing. The data show that in only 19.25% of the students' learning experience

the readers' awareness is often mentioned by their teachers. In other words, 80.75% of the students have never heard it or heard it occasionally in their learning experience. Most of the interviewed students have never heard the teacher explained the reader's awareness in detail. They said that most of the teachers in the writing class were teaching writing skills, structural levels, and contents. And those who had better literary skills are often gained high scores, and they seldom stressed the need to communicate with readers when writing. This neglect of readers' consciousness leads students to develop a bad habit-- just to say what they think, and never consider whether the article can be understood and appreciated by the readers.

### **2. The Teachers' too much Concern with Writing Skills**

According to the survey, only a few students take the teachers as true readers. For most students, the teachers are language evaluators. One of the students said: "In most cases, the readers of my writing are my teachers. They are older than me and have mature ideas, rich knowledge and social experience. The teachers will guide us either in writing or thinking. The other students mentioned that when the teachers revised the composition, they just put a red line in your sentence and reminded you that the grammar and syntax were wrong. One student said in the interview: "Because in the official exam, the readers of the writing are exam markers, there must be some high level sentences in the first paragraph, leaving a good impression on the teacher. In the following writing, there must exist a central sentence at the beginning of each paragraph. The last paragraph also highlights the points, so that the composition can get high scores." The teachers never seriously analyzed the content of your articles and the meaning of what you want to express as a true reader. Therefore, in order to get a high score, students regard writing as an opportunity to train writing skills and practice language skills rather than to exchange ideas and emotions with teachers. Some students even write extreme articles in order to get the teacher's attention. "Our writing teachers often give me some fashionable topics and sometimes I deliberately express his opinions in an opposite way. At this time I would debate with him in the composition. My greatest pleasure is that he often uses my composition as a target. Obviously, for most students, the presence of teachers as readers does not enhance their awareness of serving ordinary readers. The utilitarian purpose of test writing distorts students' writing motivation. Learners only pay attention to the language of the writing superficial factors, neglecting the exchange of "meaning".

### **3. Students' Shortage of Language Ability**

The subjects engaged in this study are mainly sophomore. Their English proficiency is limited by vocabulary, grammar, and syntax. When there are problems in language expressions or when the writing time is tight, the fluency and accuracy of language expressions becomes their top priority. Some students have to "avoid" some contents which they cannot express clearly because of their limited expression ability, resulting in the situation that some information is missed. In the interview, some students also thought that they would consider readers more in Chinese writing than they did in English writing. The main reason is that there are no language barriers in Chinese writing. They have more time and energy to consider how to communicate with readers. One of the students said: "After all, Chinese is my mother tongue. As long as the content of the composition is well prepared, I can convey anything that I want. I have more time to imagine the expressions when the readers see the things I write: Are they crying? Are they laughing? Or do they being helpless and shaking their head? With English, you are not so comfortable. You must consider sentence patterns, choosing vocabulary, and avoiding grammar problems. There is no time to consider the readers' thoughts and expressions."

### **4. Students' Excessive Attention to Writing Skills**

In the process of writing, students pay too much attention to how the language is expressed. Naturally, it is impossible for them to consider whether there is sufficient communication with the reader. According to the survey, in writing, they mostly consider whether the title is attractive, whether the number of words is enough, and whether the structure is complete, but whether the readers like their content is considered last. They use the high-level sentences to attract the teacher's attention. This kind of utilitarian writing will kill their awareness of communicating with their readers. This phenomenon is even more obvious in test writing. One of the students in the interview said that the title and outline of the exam composition had been given. He only needed to fill in it. The aspects that he would pay attention to were the grammar and vocabulary, and they would not consider communicating with readers. Another student said: "Faced with the subject of the exam, I don't know what to write, and I can't find inspiration. Those writings are written under the pressure of the teachers. I don't care about the quality of the written things. I even don't know why I wrote them. In this situation, how can the readers understand what I want to say?"

### **5. Students' Shortage of Logical Thinking Ability**

The transition of students' presentation perspectives in different paragraphs and the frequent jumping of person-directed instruction words hinder the readers from deducing textual coherence. In the student's writing, the personal pronouns constantly change consistently. Consistency of personal pronouns is related to logical thinking. Teachers take no count of special training in the cultivation of students' audience awareness and logical thinking skills in English teaching. On the time of editing articles, written feedback from teachers on the reader's awareness and logic is rare and confined to the consistency of the sentence or discourse level. Moreover the requirement of target readers for college English writing scores is not clear, leading to the situation that students do not really feel the importance of audience awareness in ordinary English writing. The target reader decides the depth of writing content, and at the same time determines the level of vocabulary and sentence structure. Therefore, teachers should also cultivate students'

logical thinking ability in English writing teaching.

## V. THE WAYS TO CULTIVATE AUDIENCE AWARENESS

The aim of this study is not only to uncover the current situation of lacking of audience awareness, but also to put forward the corresponding methods. Therefore in this chapter, more attention will be paid to the operational strategies that can improve audience awareness of college students in English writing. For students' obvious problems during the process of pre-writing, in-writing, and post-writing, the four methods are provided respectively: emphasize audience awareness in English writing instruction, let the subject of the composition close to life, create imaginary readers, and employ effective feedback.

### A. Audience Awareness in English Writing Instruction Shall Be Emphasized

In the process of English writing teaching, it is not enough to only explain the meaning of the audience awareness. Some students cannot usually get the superficial meaning of it. Therefore some materials can be offered by the teacher in the teaching to help them learn the depth and significance of audience awareness.

*Here are some samples:*

*(1) Do you remember the girl called Rose that I told you in the class. She held a party last night and invited all of our classmates. You know how excited I was when I received her invitation. It was a now-or-never chance for me to look at her closely. You must be laughing at me at the moment. But it is better than standing far away from her. You never know how pretty she was when she was in her white long skirt in that evening. I believed all our classmates in that party were attracted by her, and they were hunger to dance with her. Unfortunately, you know what a terrible dancer I was, so the only thing I could do was just sat there and watched the others dancing around. Some rounds of music later, Rose came to invite me to dance. I can't believe that the pretty girl invite me by herself! After knowing how clumsy dancer I was, she said she would train me in dancing. I thought I was the luckiest one in that party! We danced several rounds. You can't imagine how fool I was when I dance with her. But she was patient with me. It was a perfect feeling to hold and dance with a sweet girl. At the end of the party, I invited her to come to my home for the exercise of dancing. She smiled and accepted it!*

*(2) I have taken part in a party last night. My classmate Rose held a birthday party and invited all boys and girls in our class. Though the party I had made many friends and developed the dancing skills which you always ask me to try. Rose and other girls taught me to dance, and we talked a lot. I never feel so nice to dance and communicate with the girls in our class.*

The theme of passages one is the same as the passage two. However, the content, tone and attitude of two articles are different. The first passage is written for the author's friend, which mostly talks about the details of the party without considering hiding something. The tone of it is humorous. The second passage is written for the author's father. The author mainly talks about the things that he learned, without telling all details of the party. The content of the second passage is more formal than the first passage. The samples like these should be offered more to students in the teaching, and require them to read as much as possible. Students will learn what the audience awareness is and realize the significance of it. As a result, the students will select the appropriate content, vocabulary, tone, etc for different readers. However, it is not enough. The students should also take the information of readers into consideration, such as the background, the social status and interest.

### B. The Topic of Composition Should Be Set to Be Closed to Life

Teachers should encourage students to participate in truly communicative writing, and combine the writing of students with reality, encourage students to publish their compositions in different forms, such as opening a writing column in the classroom or writing a blog on the Internet. So that students have more real readers. In addition, pay attention to create the writing topics that are closed to life, so that students will have things and willing to write.

For example, teachers can provide students with the subjects relating to the sharing bicycles. The topics of sharing bicycles are closed to students' lives, and students are familiar with the phenomenon that emerges in daily life. Considering different readers, the students' writing style, attitude, and expression are different. If the readers are the managers who work in the sharing bicycle department, considering their age and nature of the job, the content of the article must be rigorous, orderly, and the attitude must be sincere. If the readers are the users who are mostly the students or office workers, your words must be euphemistic, humorous, and some contemporary popular Internet words can be used in the composition.

### C. An Imaginary Reader Should Be Created

Zhu Ziqing(1947) pointed out there could only exist some actual readers in the writing, but many imaginary readers should be acquired. This shows the importance of imaginary readers.

Teachers should first guide students to imagine a reader, and let them know that writing is not simply to cope with assignments and examinations. Writing should be a process that shows the feelings and ideas of their own lives. This process is actually talking to readers and understanding what the readers need. The process of thinking imaginary readers is actually the process of students' empathetic thinking. In other words, students are not only allowed to think

about issues in their own ontological positions but also in the reader's position that beyond the original knowledge background and scope of thinking and making all-round thinking.

For example, in teaching the letter of apology, the teacher can use the case of "United Airlines letter of apology". By learning the news item of the case, students can be given an assignment to write a letter of apology to the different readers, namely, to the public, or to the staff of the United Airlines. Teachers can raise the questions when students are creating their works:

1. What age groups do your readers belong to? (children, teenage, young adult, middle adult, old adult)
2. What do your readers belong to? (ordinary people\government\firm)
3. What are your readers' concern?
4. What details, illustrations, reasons will be employed to support the writing?
5. What comments will be put forward from your readers after reading?

In the practical writing, it is necessary for students to analyze the readers from the aspects of background, knowledge, interests. Through this way, the students can make the content of the article more practical, and can also make the expression of the article conform to the reader's aesthetic, so as to improve the quality of the article.

#### *D. Effective Feedback Shall Be Employed*

Students always complain that they cannot receive the readers' feedback to revise their articles. Furthermore, the teachers have a heavy load of revising the students' writing, and the efficiency is always low. It takes a lot of time for teachers to check students' article; however, the truth is that students don't value it, let alone improving the writing ability via the teachers' modification. Therefore, how to conduct effective feedback is a key point for the writing teaching teachers. The following are some ways to cultivate the audience awareness.

Teachers' evaluation is a key element of feedback. In the actual revision of the writing, the teachers always evaluate the student's article as the instructors. The content-based standard is regarded as a basic way for teachers to check the students' writing. Meanwhile, a red line is always put under the wrong sentences. This often makes students feel cramped or even lose interest in writing. So the red line should be avoided in the process of correcting. The single or overall score should also be avoided for the reason that it will destroy students' confidence and make them anxious in writing. In the interview some students said they preferred obtaining positive comments and teachers' encouragement, which could make them have more motivation to conduct writing. Therefore the encouragement and the positive opinions should be offered increasingly.

In addition, in the process of writing teaching, peer feedback activities can be carried out to enable students to experience the identity of readers, to think about the rationality of articles from the perspective of readers, and to exchange their own feelings after reading articles as readers. This way of raising audience awareness is easier for students to accept. Through peer evaluations, students can understand the needs of readers and realize the role of audience awareness. Teachers can arrange a revising activity in which teachers make the students check their articles each other. The list can be designed as follows:

1. What is the thesis statement of this article?
2. Is the thesis statement clear in the article?
3. Who do you think the article is written for?
4. Is the person consistent in this article?
5. Is the article logic?
6. Which part of the article is unclear?
7. How do you think the article should be modified?

These questions can not only help students correct the articles, but also provide the standard to conduct their articles. The activity makes them understand that the evaluation is actually cooperative activity. The peer feedback can make the students obtain the sense of audience and stimulate their interest in writing. In a word, whether the feedback come from teachers or peers, students can get many benefits. During the process of creating their works, feedback can help students adjust the articles to the taste of readers. This is the reason why feedback is so crucial in writing.

## VI. CONCLUSION

Audience awareness refers to the writers set reading object in the writing process, try to revise their composition from the angle of the readers, and adjust the writing consciousness to the needs of readers. It has three functions in English writing which are tuning function, choice function, and nurturing function. These three functions help student choose the appropriate tone, forms and style of writing and foster their sense of audience.

When applying the strategies, some problems must be taken into account, such as student's writing ability, or else. Audience awareness can be effectively implemented only after the students are not troubled by grammar, vocabularies, and sentences, etc. Therefore, the methods proposed in this thesis are for the students whose writing ability reached a higher level. In the English writing class, different methods can be used, namely, the reader's awareness should be emphasized; the theme of the article needs to be much closer to life; students are supposed to create imaginary readers in writing; the method of readers' feedback should be fully utilized. The use of these strategies will effectively help college students cultivate audience awareness in English writing.

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