

Innovation of English Writing Teaching Model Based on Network

YE Wanhua^{[a],*}

^[a]Lecturer, School of Foreign Languages and Business, Shenzhen Polytechnic, Shenzhen, China.

*Corresponding author.

Received 12 November 2018; accepted 6 February 2019

Published online 26 March 2019

Abstract

The mastery of students' basic English language communication ability is one of the important goals of English teaching in higher vocational colleges. The writing ability is the basic content of English language communication ability and an important indicator to evaluate students' language communication ability. At present, the teaching of English writing in higher vocational schools in China shows the problems such as the lack of participation interest of students, the low performance of teaching, and the difficulty in improving students' writing ability. In the information age environment, it is necessary to make adjustments in vocational English writing teaching, organically integrate traditional classroom teaching with the advantages of network information technology, and we need to seek innovative development of teaching mode.

Key words: English Writing Teaching Model; Network; Anxiety

Ye, W. H. (2019). Innovation of English Writing Teaching Model Based on Network. *Cross-Cultural Communication*, 15(1), 38-41. Available from: <http://www.cscanada.net/index.php/ccc/article/view/10881> DOI: <http://dx.doi.org/10.3968/10881>

I. DEVELOPMENT OF ENGLISH WRITING TEACHING IN VOCATIONAL COLLEGES

After a long period of development, China's vocational English writing teaching has formed a fixed pattern

(required to propose - example appreciation - carry out writing - check and review - summary review) (He, 2018). In the traditional teaching mode, writing behavior is largely isolated. Not only between teachers and students but also among the students, we are not able to establish sufficient and effective learning interactions, resulting in decreased interest in learning and insufficient effective writing skills. At present, the development of English writing teaching in higher vocational colleges mainly shows the following problems:

1.1 STUDENTS HAVE INSUFFICIENT WRITING ABILITY AND ANXIETY

In the traditional English writing teaching, most of the teachers focus on the improvement of the individual's writing ability. They do not realize the importance of the interaction between the students involved in writing teaching, and they also largely ignore the cultivation of students' writing interests. This leads to the following shortcomings in writing teaching: the students mechanically follow the teacher's request, and they complete the writing task independently, they equate writing learning with the completion of writing tasks. Their writings are lack of communication and lack of thinking. Teachers inspect students' writing results according to established standards, they pay attention to the grammar and the correctness of the sentence, etc. They are lack of emphasis on the logic, coherence, normativeness of the composition.

Compared with general colleges and universities, English writing teaching in higher vocational colleges has certain special characteristics. On the one hand, students in higher vocational colleges have relatively low English proficiency and backward English writing ability. Due to the limitations of grammar knowledge and vocabulary accumulation, they often fail to achieve smooth and complete English sentence writing, and do

not have the ability to complete complex English sentence patterns. On the other hand, the main purpose of English writing teaching in higher vocational colleges is to enable students to have the ability to write in common English. In most cases, English-speaking students in vocational English have a weak foundation in English writing. They think that English writing is time-consuming, laborious, boring, and therefore they have a strong sense of anxiety and resistance. In the case of traditional writing teaching mode, the students' English writing ability has not been effectively improved for a long time.

1.2 Excessive Attention to Results and Neglect of the Process

In the traditional vocational English teaching mode, the evaluation of the completion of teaching tasks is often based on the students' English composition. In most cases, the teachers will submit the manuscripts submitted by the students as the result of writing teaching at this stage. The teachers pay less attention to the importance of the writing process. They fail to timely and accurately grasp the students' common problems in the writing process, solutions, emotional attitudes and other effective information. The inclusion of the writing process into the teaching evaluation is even more difficult to talk about (Tang & Wu, 2017).

It is necessary to pay special attention to the fact that the improvement of writing ability of higher vocational students needs to be comprehensively promoted through multiple channels to achieve. It is not enough to rely on teachers to correct grammatical errors in their compositions, standardize their composition formats, and evaluate compositions. Teachers need to pay more attention to the students' writing process, and at the same time the teachers should start with the emotional level and change students' rejection of English writing, and make them develop good English writing habits.

1.3 Single Evaluation of Teaching

In the traditional English writing teaching mode, the teaching evaluation method is extremely simple, that is, the teacher corrects the student's English composition, scores and makes simple guidance (Yang & Dai, 2015). The teacher's scoring and guidance on the students' English composition is equivalent to the evaluation of the results of the students' English writing learning at this stage. There is no other evaluation or evaluation method other than the evaluation and rating given by the teacher. This kind of over-single teaching evaluation method leads students to focus on the scores of essays when they are doing English writing study. Because the teacher guidance is not on the part of the teaching evaluation content, it is often ignored by students. It directly leads students to write for completing tasks and getting scores. They are lacking self-examination, thinking consciousness, and they have no interest in composition modification and reconstruction. At the same time, the teaching evaluation

is too single, which leads to the lack of interaction between teachers and students and students. In the process of English writing and learning, there is very little communication and learning between them. The students' interest in learning and motivation are lacking. (Liu, et al, 2016).

1.4 The Curriculum and Class Schedule Are Not Scientific

The English course arrangement in higher vocational colleges includes five parts: listening, speaking, reading, writing and translating. In most cases, the class schedule is only one academic year and four hours per week. The schedule of English courses is extremely limited. Teachers are required to complete basic English teaching tasks and related training in a very limited time schedule to ensure that students can achieve English proficiency and ability, pass relevant examinations, time is tight and tasks are heavy. At the same time, it should be noted that writing teaching is only one of the components of vocational English teaching. It has special features such as high difficulty in explanation, time-consuming task and delay in evaluation, which makes teaching more difficult and at the same time it occupies in the examination. The proportion is relatively limited, which leads to the lack of attention in the English writing part from the school, the teachers and the students.

2. MODEL INNOVATION IN HIGH VOCATIONAL ENGLISH WRITING TEACHING RELYING ON THE NETWORK

Starting from the status quo of English writing teaching in higher vocational colleges, combined with advanced education teaching theory, the author puts forward the innovative exploration of English writing teaching mode based on modern network information technology, and constructs a new mode of English writing teaching on the network platform. According to the writing process as the standard, the author divides the new teaching mode into four parts: pre-preparation, writing, interaction and induction. The following is a detailed discussion.

2.1 Preparation for the Preliminary Period

Before the English writing teaching is officially launched, teachers need to be fully prepared. We should learn to use network information technology to fully explore relevant educational and teaching resources and build a lively and realistic writing activity environment for students in order to improve the interest of writing activities so that students can participate in writing teaching with a more proactive attitude (Zheng, 2018).

When arranging the essay theme and requirements, teachers can use the online platform to provide students with teaching resources related to English writing, such as video and audio, picture animation, etc. On the one

hand, we need to develop students' thinking, so that students can get writing inspiration, on the other hand, through sensory stimulation, we get the way that the students are born with a strong desire to write in English. At the same time, it is necessary to arrange students to conduct exchanges and discussions around the writing theme in small groups, and guide students to think about the whole subject of writing in different positions and angles, and to refine the writing content and key points. Finally, teachers can arrange different groups of students to learn from each other in the form of group representatives, share the information and discussion results of each group, and ensure that all students can get the most complete and complete writing materials through discussion and mutual learning.

2.2 Carrying out Writing

In the pre-preparation stage, students must be able to clearly define the composition framework, key points, and have sufficient relevant writing materials, and then naturally enter the writing stage. In this stage, students need to process and sort out various effective information materials collected and sorted in the preliminary preparation stage to achieve effective output. After the initial completion of the task, you can choose to check the composition content through the network platform or ask the net friends to get feedback information and think for yourself. On this basis, we modify the problems in the composition such as vocabulary and grammar to ensure that there is no basic language error in the English composition of the assignment.

At this stage, teachers need to track and understand the students' writing situation, grasp the students' writing behaviors and processes in detail, provide timely and effective guidance and help, encourage students to carry out repeated revision and processing, and enable students to establish a good sense of English writing. Develop good writing habits (Zheng, 2017).

2.3 Exchange and Interaction

Teachers should clearly define the English writing level of all students, arrange exchange study groups according to the differences of students' levels, and assign personnel according to the standard of stepwise differences in English writing level of each group member, so as to minimize the difference between different groups. And at the same time we improve the diversity of the members of the group, in this way we can ensure and expand the interaction and interaction of English writing learning. Using network technology to guide group members to build communication platform, use e-mail, QQ group chat and other means to conduct essay mutual evaluation, so that each student can participate in the mutual evaluation, read and learn other people's works while accepting feedback from others. Learn from each other to learn from each other. In this process, teachers should arrange for peer-to-peer tasks in a targeted manner, encourage

students to put forward opinions, explore problems, and remind students to record controversial issues for later resolution.

Under the premise of fully grasping the completion status of all students' essays, the teacher guides the students to carry out all exchanges and interactions within the group as a unit and within the class, and corrects and explains the errors frequently occurring in the essay, guiding the teams to raise questions. The students ask questions together and find solutions to the answers. In the process of all interactions within the class, teachers must pay attention to the differences in knowledge and abilities of individual students, ensure the equality, openness, and harmony of learning and communication, so that students can recognize their own mistakes in an objective position. I found out that there are deficiencies in my own existence and truly realize the benefits of learning.

In the case that the teaching time is relatively abundant, the teacher can arrange the recommendation of excellent works, recommend the excellent works in the unit as a unit and propose the reason for recommendation, and cultivate the students' familiarity and sensitivity to the excellent writing style.

2.4 Summary and Induction

After two stages of writing and communication, the student's composition at this stage can enter the induction and summary stage. After ensuring that the basic problems in the student writing process are all solved in the previous stage, the teacher should examine the composition formativeness, professionalism, completion degree, etc. from a deeper level, and discover the advantages and disadvantages of the composition. On this basis, the teachers need to provide students with specific, professional and targeted guidance; from the perspective of students, the teachers should focus on summarizing the general problems that appear in this essay, and ask students to pay attention to and try to correct.

At this stage, teachers can select excellent compositions for appreciation in the whole class, point out the superiority of the composition, and encourage all students to use this as a reference to modify their personal composition again. In this stage, teachers and students should be able to use the network technology to maintain smooth communication and contact, so that students' follow-up learning and improvement can be effectively helped.

In the new teaching mode constructed in the above four different stages, students in higher vocational colleges can get more communication and interaction space, and use the writing skills from different aspects of teachers, classmates and the Internet, and realize their own English language. More accumulation of knowledge, through the practice of writing, the skills that are experienced and the knowledge and learning are organically integrated, so as to gain the training and level of writing ability. With the

help of this new network-based English writing teaching model, the purpose of English writing teaching can be better realized.

CONCLUSION

From the current situation of the general development of English writing teaching in higher vocational colleges in China, there are problems such as insufficient student ability, neglecting of learning process, single evaluation of teaching, and unreasonable course time. Combining the advantages of network information technology, the characteristics of English writing teaching in higher vocational colleges and the shortcomings in the development process, the author puts forward the innovation of English writing teaching mode based on the network, and puts forward the preparation, writing, interaction and summary. The four links and the specific measures that should be emphasized and implemented in each link hope to provide some reference for the exploration and development of English teaching in higher vocational education in the information age environment.

REFERENCES

- He, X. L. (2018). Research on the reliability and validity of sentences to correct English network composition score. *Modern Educational Technology*, (5), 64-67.
- Liu, H., Chen, Y., Deng, Y. M., et al. (2016). The application of process writing method in college English writing experiment teaching. *Foreign Language Teaching*, (6), 69-72.
- Tang, J. L., & Wu, Y. A. (2017). Review on the application research of online English writing automatic evaluation system. *Foreign Language Teaching and Research*, (2), 273-282.
- Yang, X. Q., Dai, Y. C. (2015). Practice research on college English autonomous writing teaching model based on correction network. *Foreign Languages Teaching*, 2(2), 17-23.
- Zheng, H. (2018). Common problems and countermeasures of English writing teaching in higher vocational colleges. *Examination Weekly*, (26), 53-57.
- Zheng, L. Y. (2017). Theory and practice of improving college students' English writing ability. *Chinese Science and Technology Translation*, (3), 7-11.