Exploration and Practice of Internet-based Blending Learning of English Writing

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Abstract: With the development of educational concepts and the advent of the "Internet +" era, blending learning has attracted more and more attention from educators at home and abroad, and has gradually become the mainstream of information-based teaching. This article studies the application of blending learning in English writing teaching , and finds that it has many advantages in promoting students 'subjectivity and improving students' English writing skills, and it also provides a new direction for the reform of traditional English writing teaching.

1. Introduction

With the development of educational concepts and the advent of the "Internet +" era, the use of multimedia and network technologies in modern teaching is increasing, and digital teaching models are bound to become the mainstream of teaching. Under this circumstance, the blending learning is being used by more and more English teachers, and it gradually shows its vitality.

2. Blended Teaching

Blending learning is a popular term that has recently appeared in the field of education after people reflect on traditional teaching and networked teaching. The main idea of blending learning is to effectively integrate the two learning modes of face-to-face teaching and online learning to reduce teaching costs and improve learning efficiency. He Kekang, a professor at Beijing Normal University, advocated the concept of blending learning for the first time in China. He said: "The so-called blended learning is to combine the advantages of traditional learning methods with the advantages of e-learning [1]. It is necessary to give play to the leading role of teachers and fully mobilize the initiative, enthusiasm and creativity of students as subjects of the learning process. "Under this teaching mode, students can choose and play freely in the learning mode and learning process, and they are in a dominant position; Teachers have overall control over the design of curriculum and classroom teaching and are in a dominant position. Blended learning has effectively changed students 'cognitive methods and learning methods, improved teachers' teaching concepts and teaching methods, and fully reflected the teaching principle of "teacher-oriented and student-oriented" [2].

3. How to Implement Blended Learning

3.1. Curriculum Design is the Core of Implementing Blended Learning

Teachers should make modular arrangements and systematic design of teaching content based on the teaching objectives of the curriculum and based on the blended learning concept, and integrate online and offline teaching. Online teaching makes blended learning more flexible and adaptable, and classroom teaching is the key to the success of implementing blended learning. Teachers should seamlessly connect each teaching link online and offline to make the teaching content continuous, the teaching activities coherent and orderly, and achieve flexible teaching methods. The online learning arrangement before class must be closely linked with the implementation of classroom teaching activities [3]. It is an important prerequisite and supplement for classroom teaching. Classroom teaching should be based on the online learning in the early stage, and teachers

should do a good analysis of the academic situation, determine the teaching goals, carefully design teaching details, and in the teaching process, teachers need to always grasp the student's learning situation, identify problems in time, and adjust and improve the teaching.

3.2. Providing High-Quality Learning Resources is the Basis for Implementing Blended Learning

The choice of learning materials reflects the teaching orientation and determines whether the teaching goals can be successfully achieved; and the quality of learning materials is an important dimension to judge teaching effectiveness. In order to effectively carry out blended learning, students must be provided rich and high-quality learning resources [4]. Generally speaking, the basic resources of online teaching and classroom teaching of a course unit generally include teaching videos, teaching PPT, test question bank, and rich media resources such as online videos and pictures. Teachers can orderly combine knowledge points and skill points according to the internal logic of the knowledge map according to the course content and teaching purpose, and then decompose them into several learning modules [5]. Each learning module is relatively independent, and can be used separately or combined according to teaching needs. It is also convenient to support and integrate various types of online courses such as MOOC, micro-class, etc. And facilitate flexible choices in the teaching and learning process of teachers and students.

3.3. Giving Full Play to Students' Main Role is the Principle of Implementing Blended Learning

To carry out blended learning, we must grasp the teaching principle of "teacher-oriented and student-centered". Blended learning mainly consists of online students' autonomous learning and offline flipped classroom teaching. Online self-study phase, students can independently manage and adjust the learning rhythm according to their own situation and learning status, and can watch the communication videos and extended materials provided by the learning online platform, and they can enter the question bank area to test their own learning at any time. These all reflect the teaching concept of "student-centered". Giving full play to students' main role is also reflected in the teaching of flipped classrooms offline [6]. In classroom learning, students under the guidance of teachers, through teacher-student interaction, student-student interaction to complete learning tasks, and students choose solutions independently, and build knowledge systems independently. At the same time, the implementers of the teaching are not only teachers, but also can be students. Teachers can organize various activities such as learning exchange activities and teaching role conversion exercises to give play to students' subjectivity and mobilize their initiative to make teaching more targeted and effective.

3.4. Establishing Multiple Evaluation Mechanisms is the Key to Implementing Blended Learning

After the introduction of blended learning in English writing teaching, it is necessary to explore a blended learning assessment mechanism to promote students' autonomous learning. Diversified blended learning evaluation mainly includes two parts: process evaluation and result evaluation. Process evaluation is mainly composed of classroom evaluation and online learning evaluation, where classroom evaluation includes assessment of classroom attendance, classroom performance, group performance, homework completion, etc., while online learning evaluation is mainly to evaluate students' online learning conditions, such as the frequency of discussions, the number of downloading materials, the completion of assignments, and online test results. The result evaluation can be composed of two parts: oral test and written test, which covers the comprehensive ability of listening, speaking, reading, and writing, and comprehensively evaluates the students' learning results and learning effects. It should be noted that the proportion of this part of the evaluation should be appropriately lower than the proportion of process evaluation, in order to urge students to pay more attention to ordinary learning and exploration, rather than the final academic performance, so as to achieve the purpose of real learning improvement.

3.5. Implementation Steps of Blended Learning in English Writing Teaching

In the pre-class preparation stage, teachers should provide as many media resources as possible (including video, MOOC, micro-learning, PPT, etc.) in combination with teaching content, students' English level, professional ability requirements, etc. Under the guidance of teachers, students learn independently and preview new lessons through exposure to a variety of blended learning media.

Students completed online self-study before class, completed the input of language knowledge and related training tasks. On this basis, the main task of the teacher in the classroom teaching stage is to discuss, answer questions, and summarize the learning effectiveness based on the display of students' autonomous learning.

At this stage, the teacher will upload a video explaining the language skills and knowledge points involved in the classroom teaching of the writing part of this unit to help students consolidate and improve. At the same time, teachers asked students to modify their works and submit the works to the teaching platform based on the opinions of online self-evaluation and peer evaluation. The teacher evaluates the submitted work and proposes amendments and then students submit the final draft to the platform, and the teacher gives the score. In addition, teachers will publish several excellent student works on the teaching platform to improve their enthusiasm for learning, so that they will no longer be afraid and tired of writing, but will be full of interest and expectation.

4. Conclusion

The blended learning mode is a combination of the old and new teaching modes. It encourages teachers to become the leaders and designers of learning from the imparters of knowledge, and enables students to become the active builders and creators of knowledge from passive knowledge recipients. In the context of "Internet +", the development of information technology and the convenient use of mobile terminals have provided hardware conditions for the blended learning. The blended learning provides new ideas for English writing lessons. In this new model, teachers take the student's ontology into consideration, take care of the diverse needs of students, and guide students to independently build a complete knowledge system.

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