

## Classroom Practice of College English Writing Teaching Based on Blended Learning

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**Abstract:** Blended teaching is a popular term in the field of educational technology in recent years, and it is not only a teaching form, but also a teaching strategy. In other words, it is a new teaching method which integrates face-to-face learning and online learning. Therefore, it can be said that the blended teaching mode provides a new way to improve college students' English writing ability. Based on the author's learning and teaching experience, this paper first analyzed the advantages of the blended teaching model, and then put forward how to implement the blended teaching of college English writing. Finally, this paper summarized the typical problems and countermeasures in the blended teaching of English writing.

### 1. Advantages of Blended Teaching Model

The blended teaching model is based on the research and development of E-learning in the field of educational technology. As early as the end of 2003, Professor He kekang of Beijing normal University introduced it into the vision of Chinese scholars in his speech at the Global Chinese Computer Application Conference. He believes that the so-called blending learning is to combine the advantages of traditional learning with the advantages of E-learning. It is not only necessary to give full play to the leading role of teachers' guidance, inspiration and monitoring of teaching process, but also to give full play to the initiative, enthusiasm and creativity of students as the main body in the learning process. That is to say, blended teaching is not to put the traditional classroom on the shelf, but to give full play to the leading role of the traditional classroom teachers[1]. At the same time, it is necessary to highlight the main position of students in learning, and truly achieve the organic combination of the two kinds of classroom forms. Compared with the single teaching mode in traditional classroom, the advantage of blended teaching model lies in that it is a blended learning of online learning and face to face learning. Blended learning is a kind of improvement of learning concept, which changes students' cognitive style and teachers' teaching mode, and its core idea is according to different problems. For example, mobile devices and platforms such as QQ, MSN and Weibo can realize real-time or non-real-time interaction between teachers and students. Because the blended teaching has a large number of network resources, it can make the teaching content more diversified, and can filter the text, graphics, images and audio from the network resource bank according to the teaching subject. Video and animation are introduced into the traditional classroom to share resources between teachers and students[2].

### 2. How to Implement the Blended Teaching of College English Writing

#### 2.1 Preparation stage

The point of preparation before writing is to conceive. Through collecting materials related to composition topics, the purpose and object of writing should be clearly defined, students should be guided to discuss each other and to select relevant materials and information to determine the genre and write an outline. If all of these activities are done in the English classroom, they will increase the amount of class hours. Moreover, because the number of students is far larger than that of teachers, teachers can not listen and participate in each group discussion, and can not guarantee the

effect of group discussion. At this point, the advantages of implanting a blended teaching model are obvious. Teachers can use QQ group, WeChat group, Weibo and other ways to share information related to composition topics, such as pictures, videos and so on, and through these information platforms, student group discussions will be moved to the network. In this process, the teacher can not only become a member in the group discussion, but also monitor the effect of the group discussion to solve the problems encountered by the students in time. This method not only breaks the limitation of traditional classroom time and space, but also preserves the advantages of blended teaching method which pays attention to communication and students' enthusiasm.

## **2.2 Writing stage**

At this stage, the teacher's main task is to explain to the students the writing mode of specific subjects. After the students understand the basic process of writing, teachers focus on teaching some rhetorical devices of English composition to let students have a basic understanding on English writing, and require students to complete the first draft of writing in class. The writing of the first draft requires students to master the expression of the composition outline, the choice of the topic sentence, the use of the transitional sentence and the clear logical sequence, so as to achieve the basic smoothness of sentence. The advantage of the blended teaching model in English classroom is that teachers can make full use of the pre-writing preparation stage to understand the basic situation of the students' discussion, so as to give specific explanations to the questions raised by a certain student. In addition, the introduction of some fresh online writing resources in class, such as lyrics, novels, classic movie lines, is also an effective way to cultivate students' writing inspiration and aesthetic training. It can be seen that the main advantage of the blended teaching model in this stage is to diversify the writing classroom. This not only achieves the idea of respecting students' interests and teaching students according to their aptitude, but also makes the teaching process of English writing more vivid and specific, which is helpful to students to finish the writing task of the first draft more smoothly.

## **2.3 Modification stage**

The teaching method of writing process emphasizes that writing is a process of constant revision, and the students' self-evaluation or peer evaluation is the most important way of revision. Through repeated revision, the author finds out the deficiency, and then improves his writing ability from the aspects of cognition and thinking. Using the writing process teaching method in the traditional classroom, whether students choose the method of self-evaluation or peer evaluation, it will take up too much classroom time and will affect the efficiency of teaching. However, in the blended teaching mode, the writing process teaching method can move the modification process to the Internet, such as QQ group. Teachers can first upload the composition scoring criteria to the QQ group and require students to master the unified evaluation criteria. Students can choose the way of self-evaluation or mutual evaluation to modify the composition, and mark out the process of revision, and after that they can transfer the files to the teacher through QQ and share it with the shared space of the QQ group[3]. In addition, students can also make use of the network resources such as sentence cool net in self-evaluation stage to ensure the composition grammar, sentence smooth and coherent, and then improve the ability of composition cognition and thinking through the students' mutual evaluation. Using the blended teaching mode to modify the composition can not only improve the students' enthusiasm of self-evaluation, but also improve the level of the composition quickly.

## **2.4 Feedback stage**

The teacher terminal feedback is the most important step of the writing teaching. In fact, writing is the language output of the author to the reader. Only when the reader takes the author's output seriously, can he draw the attention of the author to the wrong output. Feedback is the input of the reader to the author. Only when the author takes the feedback from the reader seriously and accepts opinions and suggestions with an open mind, can he effectively test the hypothesis and internalize the output language. Therefore, it can be said that the teacher terminal feedback is a summary and

induction of students' writing level, writing characteristics and even students' writing psychology. It is also an important summary of students' writing in the above three learning stages. Especially under the care of blended teaching mode, the importance of teacher feedback should be further enhanced.

### **3. The Typical Problems and Countermeasures in the Blended Teaching of English Writing**

#### **3.1 Strengthening the training of teacher-student network teaching and multimedia technology**

The blended English writing teaching is based on the network teaching platform or the online writing learning system, and attaches importance to the use of network and multimedia technology. However, some teachers may have resistance to the use of network and multimedia in writing teaching because of their failure to update their teaching concepts in time. They are unwilling to take the initiative to learn the corresponding knowledge and are unable to skillfully use the teaching platform and various multimedia technologies. So it's impossible to teach blended English writing. On the other hand, some students' computer level is not high, and they are not familiar with the network teaching platform and the online writing learning system, which will bring negative influence to blended English writing teaching. Therefore, before the formal commencement of the curriculum, the school should do a good job to train teachers and students in the use of online teaching platform and online writing learning system, and set up a clear navigation help module on the platform to help teachers and students.

#### **3.2 Strengthening the supervision and guidance to students in the course of using network teaching platform**

Blended English writing teaching provides students with a more perfect learning environment and encourages students to play the initiative of learning. However, due to the lack of self-control ability, some students think that the network teaching platform has the characteristics of openness. If the students lack the correct learning guidance, it is easy to shift their attention to activities that are not related to learning, or simply look for ready-made plagiarism from the Internet, thus affecting the actual teaching effect[4]. Therefore, the teacher should help the students to establish a correct understanding of the respective position and role of classroom teaching in writing teaching; the teacher should supervise the students' learning and communication on the network teaching platform and give correct guidance on learning methods. To establish more perfect learning monitoring measures, such as filtering the network information, shielding part of the network function and requiring students to record the problems encountered in the process of writing.

#### **3.3 Strengthening the correct understanding on the role of teachers**

Because of the introduction of network multimedia technology into the blended English writing teaching mode, if the teachers do not have a correct understanding on their role in teaching, it is easy to blindly pursue the use of network multimedia resources. For example, the whole class is busy switching and broadcasting all kinds of media materials, which makes students become passive recipients of information, thus neglecting the main position of students' learning. Therefore, teachers should clearly realize that under the new teaching mode, they are no longer merely the lecturers of knowledge, but also the guides and regulators who encourage students to play the role of learning subjects. At the same time, they are also the collator and presenter of teaching materials and information. Only in this way can the teacher ensure the diversity of teaching means and teaching resources and the proper input of teaching contents in practical teaching.

### **4. Summary**

English writing teaching based on blended teaching combines multimedia network teaching with traditional classroom teaching, and combines task-based teaching model with autonomous learning model. In every stage of writing teaching, students' subjectivity and initiative in writing are

emphasized, and the anxiety in writing is reduced effectively, which is helpful to cultivate and improve students' self-efficacy sense in the process of actual writing, so as to improve students' English writing ability in an all-round way. Therefore, it can be concluded that this writing teaching mode also provides a new direction for promoting the reform of traditional writing teaching.

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