

Research and Practice on the Teaching Mode of Speculative Writing for English Majors under the Background of "internet plus"

Liao Jun

School of Foreign Language, Jiaying University, Meizhou, Guangdong, 514015, China

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Abstract: "Internet+education" is not only the main support and carrier of students' autonomous learning in the new period, but also reflects the method of building China into a network power and a smart China. Internet+education respects learners' differences, and embodies the structural nature of knowledge learning and cognition in the spirit of cultural constructiveness and transcendence of learners' personal abilities. From the perspective of "internet plus", combined with the problems in English majors' writing, the author discusses the ways and methods of cultivating English majors' critical writing ability from the aspects of teaching ideas, teaching methods, evaluation system and rational use of big data platform.

1. Introduction

The cultivation of critical writing ability is the core goal of English major reform. The critical content is very low in our current English major courses. Therefore, many schools are carrying out English major teaching reform and regard critical writing ability as the highest goal. Speculative behavior can be based on logic, and the logical form can also be ignored. However, in the initial stage, the ability of critical writing should be based on logic. Based on logic, it is less difficult to master and adapt to students' learning ability [1]. Contemporary English teaching pays attention to the formula, ignoring the importance of application ability in students' employment competition.

"internet plus" education, that is, network information education. With the advent of the era of big data, the advantages of information integration are obvious. With the help of big data platform, college English teachers can actively explore new means and seek new methods in cultivating English majors' critical writing ability, so as to promote English writing teaching on the one hand and enhance students' learning and thinking ability on the other.

2. Discourse speculative writing ability

Speculative thinking is a purposeful process of generating knowledge, theories, methods, backgrounds, evidences and criteria for evaluating knowledge, and a thinking process of making self-regulating judgments [2].

The hierarchical theoretical model of critical writing ability divides critical writing ability into two aspects: self-regulation and external regulation. Self-regulation aims to help students evaluate their own work, while external regulation guides students to evaluate others' work [3]. The connotation of critical writing ability generally involves the ability of analysis, synthesis, judgment, reasoning and evaluation [4].

As far as basic English writing is concerned, the connotation of critical writing ability is roughly embodied in three levels: critical writing ability of words and sentences, critical writing ability of discourse and critical writing ability of logical discourse. How to effectively integrate the cultivation of critical writing ability into English writing course, which is one of the core skills courses of English majors, is one of the important topics in the current teaching reform of English majors [5].

3. Attribution analysis of English majors' speculative absence

3.1. Complexity of identity construction

As a typical social practice, academic discourse construction is closely related to students' individual experience, and has become an objective reality at the ideological level in a conceptual way. Academic discourse creation can reflect the author's certain values, beliefs and identity, which is inseparable from the specific social structure and institutional arrangements. Among them, identity is the most representative symbol of a subject. The reason why a subject becomes this subject rather than any other subject is that he has shaped a certain identity for himself.

There is often a great difference between the brand-new identity established to improve reading and writing ability and the old identity that they are already familiar with and adapted to, which will make students feel the conflict and opposition between the two identities. For non-native language students and ethnic minority students, the contrast is more obvious. Obviously, choosing words and making sentences according to some grammar and vocabulary rules, and constructing texts according to some specific format requirements, can enable the author to integrate into an academic group, construct a new identity, and share the interests, beliefs and practices of the academic group. Therefore, it is difficult for Chinese English majors to completely change from one writing tradition to another and from one identity to another in the long-established social and cultural context.

3.2. Inequality of cultural context

People have different attitudes towards knowledge with different cultural backgrounds, which will affect students' understanding of the academic discourse they construct. For a long time, China's education system is on the contrary. They advocate the protection and restatement of existing knowledge and theories, and show respect for the existing knowledge system by reciting or imitating. If cultural background factors are not taken into account, western teachers will regard this imitation as plagiarism or repetition. They think it is a simple and naive repetition, and it is disrespectful or even profane to knowledge.

Part of the reason for this difference is that the carrier of cultural value is language, that is, "language is the carrier of culture". Different languages lead to different cultural schemata. Another reason is that culture makes it possible to take certain ways of understanding for granted, including those we use to learn and communicate. From this point of view, the schema knowledge possessed by non-native language students and minority students is quite different from the brand-new academic practice, which is obviously a disadvantage for them.

3.3. Disciplinary differences

Students of different majors show obvious disciplinary differences in critical thinking ability. Natural science often needs all kinds of tables, data, figures, etc., all kinds of experiments and inventions, and provides real and visible research results, so objective research methods are more adopted. Therefore, the intuitiveness and objectivity of natural science are self-evident. For this reason, it is easier to find direct and clear evidence for criticism and questioning in the field of natural science.

4. Main contents of speculative writing teaching mode for English majors under the background of "internet plus"

Language ability is the embodiment of the language rules of the speaker-listener inner grammar in the brain, and language behavior is the understanding and output of language [6]. In other words, language ability can be inferred from language behavior. Chomsky holds the psychological view of language learning, holding that language has acquisition mechanism, and input is only the trigger to start the acquisition mechanism [7].

Language learning has a natural acquisition mechanism, and input is only one of the triggers to start language acquisition, so it is easier to develop students' autonomous learning of critical English

writing under the background of "internet plus". Communication strategy is the effort of learners who need to express their meaning but lack the necessary language knowledge. Under the background of "Internet+Education", learning strategies, output strategies and communication strategies can be used alternately and selectively. At the same time, we should avoid favoring one side over the other in the application of language learning strategies. For example, learning strategies pay attention to the internalization of knowledge, and communication strategies are naturally concise, and there is a certain gap between them. Therefore, learners should pay attention to improving their literacy and learning.

Under the background of "internet plus", students' autonomous learning mode includes courseware making, the use of electronic tools such as electronic dictionaries, information retrieval, and online platform to complete homework. As far as speculative English writing is concerned, it includes vocabulary learning and vocabulary development, semantic and paragraph learning, such as character description, scene description, and rhetoric use, as well as speculative enhancement training through novel theory learning and homework writing, and also includes the display and analysis of excellent compositions on correction network.

5. Research and practice on the teaching mode of speculative writing for English majors under the background of "internet plus"

5.1. Renew teachers' teaching philosophy

In the traditional language learning process, due to its special curriculum characteristics, English writing often adopts the teacher-led teaching form, and the curriculum design often adopts the process of "teacher's lecture-student's practice-teacher's comment-student's revision". This form of writing teaching actually deprives students of their status as classroom subjects. In this case, it is difficult for students to find a sense of existence and accomplishment in the classroom.

If students really want to participate in the classroom, they need to return the classroom to the students. Therefore, in the process of teaching English writing in lower grades, teachers should change their teaching ideas, from the traditional idea of teachers teaching students to a student-oriented classroom design form. Teachers must be in line with the new era, make use of Internet channels and borrow big data platform to enrich their knowledge reserves through network resources, and the updated knowledge reserves are helpful to the innovation of teachers' teaching methods.

In addition, most students think that teachers should fully play and exercise the roles and rights of organizers, supervisors and information providers in students' autonomous internet learning, which puts forward higher and more detailed requirements for teachers' functional orientation. As far as learning methods and strategies are concerned, learners get corrections from their interlocutors through language interaction, which is a meta-language learning strategy. Part of the teacher put forward the concept of constructing English writing ecological teaching classroom under the background of internet plus. Its essence is that the ecological writing classroom is a student-centered and noumenon classroom, which is a situational classroom, an experiential classroom and an open classroom.

5.2. Student practice

In classroom learning, students are not only typical learners, but also reviewers and appreciators of my articles and works. Practice has proved that it is an effective measure for students to evaluate their own compositions, and the effect of this measure is far greater than that of teachers' personal evaluation or composition evaluation software. Innovative evaluation mode, the evaluation mode adopts the evaluation method of students' self-evaluation, student-student mutual evaluation and teacher-student mutual evaluation, which enables students to understand the gap between themselves and others and evaluate others' actions from the perspective of readers.

Let students participate in teaching activities, and gain knowledge, apply knowledge and cultivate language ability through physical and mental experience, observation and cognition.

Experience the process from observation, thinking and reflection to practice, so as to achieve "learning by doing" and follow the continuous unity of reading and writing.

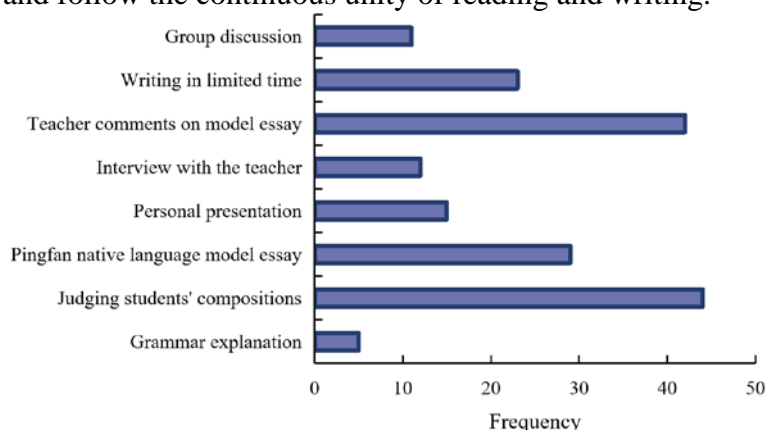


Figure 1 Gain the most writing classroom activities

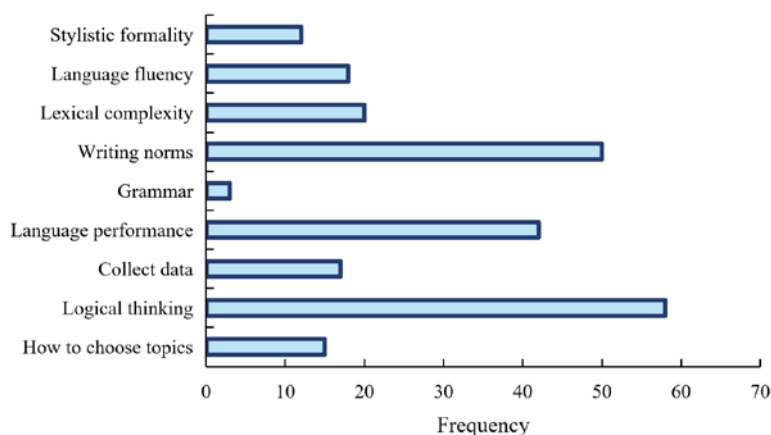


Figure 2 In what ways do English writing courses help the world the most

Keep an English diary and further experience the ability of using words, sentences and articles. New expressions such as words, sentence patterns and rhetoric can be practiced in diaries and become their own language abilities. As for the help of writing English diary to students' writing, some studies show that [8]: 17.3% of the students thought it was always helpful, 32.5% thought it was always helpful, 45.4% thought it was sometimes helpful, 4.4% thought it was rarely helpful, and other options (no help) were zero, as shown in Figure 1 and Figure 2.

5.3. Understanding of sharing literary classics reading through internet

In today's network age, readers can communicate all their feelings and experiences with other readers in the process of reading Chinese language and literature classics through the network platform, thus effectively strengthening readers' understanding of literary works. In addition, readers can also leave their feelings after reading in the message area below the electronic reading version of Chinese language and literature classics in the network platform, and can also see other readers' feelings about reading Chinese language and literature classics in it, thus realizing cross-regional reading exchange in the true sense.

In order to make the teaching effect more effective, teachers can use Internet technology to strengthen the interaction between teachers and students. Teachers can use some teaching software to realize the cooperation between teachers and students. Compared with the traditional teaching form, this mode can realize the interaction between teachers and students more quickly. In addition, using the Internet platform to complete students' writing guidance can keep the marks of teachers' evaluation for a longer time, so that students can compare their longitudinal abilities, facilitate students to summarize and evaluate themselves, and improve the effectiveness of teaching and communication between teachers and students.

6. Conclusions

Writing, as one of the most important sectors in the process of English learning output, is an ability that English majors, especially students, need to improve urgently. Discourse speculative writing ability can effectively improve students' writing depth and logical ability to present questions, which is an effective guarantee to improve students' writing ability. According to the teaching content, create different activity situations, promote students' social interaction and cooperation, create a zone of proximal development, give full play to students' subjective role in writing as much as possible, and provide motivation for writing progress. With the rapid development of Internet technology, people's ideas and forms of education are diversified. English writing teachers should make full use of the big data platform to effectively improve English majors' speculative writing ability.

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