

Research on Teaching Practice of College English Writing Based on Blended Teaching

Yin Wang^{*}, Yanan Li, Hongning Tian

*The Office of Foreign Language Teaching and Research, Basic Department, Rocket Force
University of Engineering, Xi'an, 710025, China*

*Corresponding author: 516788450@qq.com

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Abstract: With the rapid development of modern educational technology, English teaching mode has been unprecedentedly influenced. Blended teaching, a dynamic educational activity, reconstructs the English teaching mode. This thesis explores the practical feasibility of the blended teaching model in the college English writing, so as to provide references for teachers in other colleges and universities.

1. The introduction

Online learning sprung up like mushrooms in the world has gradually changed the whole pattern of education. For students, reaping the benefits from traditional teaching process is not the only way; it is more comfortable and convenient method to acquire knowledge from the Internet, interactive multimedia products, network collaborative learning environment and so on. Blended teaching, as one kind of "online + offline" teaching, combines the strengths of both online teaching and traditional teaching. Through the organic integration of the two teaching forms, learners can be guided from the superficiality to the depth. Blended teaching reconstructs the English teaching mode to be a new one for meeting the requirement of The Times, integrating various resources, teaching modes, teaching media and learning environment, and embodying the teaching philosophy that students are the main body of participation in the educational process.

2. Theoretical foundation

The traditional product-oriented approach focused on the learners' writing product, which will lead to excessive writing anxiety for learners. While the process-genre approach emphasizes that writing process is no longer an individual cognitive process that relies solely on personal experience and self-effort, but a social cognitive process in which learners interact and communicate with other members of the writing community under the specific context. This method centers on the writing process of learners; teacher helps them find, analyze and solve problems. Through diversified teaching activities, students will realize that different types of texts have different structures, and sufficient inputs will be penetrated into learners' mind. Learners, consequently, have something to say, so as to their writing potential can be mobilized. As an assistance not predicant, teachers install "scaffolding" to help learners gain confidence and sense of self-worth through the whole writing

process until learners finish the writing.

3. Current situation analysis of English writing in college

The English course in college is set in the limited time, so there are no more hours to offer special writing class. Under such a condition, writing techniques are merely mentioned in the intensive reading class; the teaching of writing has become the formalistic activity. Teachers can't have the best of both worlds, so they have to adopt traditional product-oriented approach to implement teaching process. Although teachers evaluate the sample essay, and leave writing task or assignment for the students, the whole process is just a linear teaching process in which students solely complete one draft by themselves without more profound thinking, modification and reflection.

In the course of real educating and teaching, the overall English proficiency of students have been improved, but their writing ability is always in a fairly stagnant state. Students often behave in an over-anxious manner when they are required to write. Besides, they pay more attention to the structure and ignore the content, as well as in deficiency of digging themes, that means lacking of "theme gathering". In other words, the composition layout is too broad without using details to expand the theme statements.

4. Teaching design and application

With the existing conditions, it is supposed to fully realize the dominant role of writing, and earnestly incorporate writing in the intensive reading class through a scientific and reasonable way. To be specific, more time should be devoted to the writing for further exploration of subject and content in each semester. It's necessary to connect writing with the social environment; adopting the process-genre approach and providing students with multiple materials based on blended teaching mode.

This thesis takes the article Audrey Hepburn - Angels on Earth in unit 3 of the New Horizon College English Book for example to probe the whole teaching process of writing. The article is a typical biography, mainly revolves around Audrey's contribution to the UNICEF.

The whole implement process combines autonomous learning before class, application practice in class and extension and consolidation after class.

4.1 Autonomous learning before class: during this period, students make the notes and mark the points that is difficult for them. After preview of difficult vocabularies, acquaintance of writing skills about biography according to the on-line resources provided by educators, the barriers will be removed so as to promote further practice in class. In addition, students need to make an interview and produce a video on the basis of following questions: "Who is your idol? How to introduce your idol for others?", which is an interesting activity for enthusiasm mobilization of learners.

4.2 Application practice in class: in the class, teachers present well-designed activities which closely combine input knowledge and output product for organic unity of face-to-face teaching and online autonomous learning.

(1) First, quoting the part of president Xi's speech of global leaders' meeting on gender equality and women's empowerment in 2015. Then motivating students to think positively about questions: "what are the good qualities of successful woman? How to introduce an excellent woman to others? Based on the series of interlocking questions, students' conscientiousness of problems and their subjective initiative can be mobilized.

(2) Next, penetrating into the text with learners to help them construct writing framework from thought and ideology; through cooperation among peers, students are required to jointly write a biography of Tu Youyou who is a first Chinese mainland Nobel Prize winner. In order to expand the way of thinking and enrich the content of the article, Compound dictation training about Tu's story is

provided for learners to finish.

(3) Finally, in the form of group discussion, peers share the outline of the writing. For example, what is the development sequence of the paper, the composition of several paragraphs, what is the theme of each paragraph and a series of questions. The teacher then provides his/her own ideas and summarizes the main points.

4.3 Extension and consolidation after class: online self-study remains play the dominant role in this stage. On the one hand, students complete the unfinished in-class writing task and send them to WeChat group for exchange of thoughts among peers, which lays a foundation for the revision of the second draft. On the other hand, teachers utilize “Questionnaire Star” (Wen Juanxing) to create homework libraries and test papers; students, by using smartphone, accomplish “ubiquitous practice and test”. The purpose of activities designed in this stage aims to examine the learning effect anytime and anywhere.

The assessment of writing adopts a process-based assessment model supplemented by summative assessment, which helps teachers understand students’ learning condition accurately so as to adjust and improve teaching methods timely. The final achievement can be measured from four aspects: online autonomous learning, classroom participation, unit assignment and final examination, and the proportion of each part is 10%, 20%, 30% and 40%. This type of assessment model can effectively stimulate students’ interests of autonomous learning, help to strengthen awareness of English application, and highlight the importance of Productive English knowledge.

English writing, as an output skill, is one of the important standards to measure the comprehensive level and application ability of college English. Mastering writing ability is a difficult matter for students, and also a weak point for English teaching. The blended teaching mode of college English writing based on “process-genre” break out the shackles of traditional teaching mode and bring infinite possibilities to innovative education. This help teachers realize the organic combination and interaction inside and outside the classroom. Moreover, providing sufficient opportunities for students and teachers to exchange ideas, so that students can obtain cognitive and emotional support. With the decline of teachers’ authority and enhancement of students’ autonomy, a new relationship has been formed between teachers and learners in the process of writing. Students no longer feel embarrassed and overanxious about writing but deem it a pleasant matter.

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