

Innovative Research on College English Writing Teaching Model under the New Network Carrier

Rong Fengjing

College of Foreign Languages, Liaocheng University, Liaocheng, Shandong, China

Keywords: “Internet +”, English writing, Teaching mode, Innovation research.

Abstract: Under the background of “Internet +”, the integration of network and teaching mode has become an important measure in College English teaching. As far as college English education is concerned, with the development of Internet technology, College English writing teaching needs constant innovation to meet the rapid development of English teaching reform. Based on this, this paper first analyses the current situation of English writing teaching mode in Colleges and universities, then puts forward innovative content, and finally puts forward specific implementation paths in order to promote the development of English writing teaching in Colleges and universities.

1. Research background

1.1 Literature review

The development of Internet technology and computer technology has brought human beings into the era of big data. The arrival of the era of big data not only means the emergence of massive data, but also represents the significant changes in people's production, lifestyle and business model. For College English teaching, the arrival of big data has also led to the reform of college teaching concepts, teaching methods, teaching modes and teaching methods, and also provided a strong foundation for college English teaching (Cui, 2015). Liu Bin and others studied two classes of non-English major freshmen, the experimental class and the ordinary class. The results show that the improvement of writing level in the experimental class is higher than that in the ordinary class. The results show that the development of the Internet can effectively improve the students' writing level, while the improvement of students' writing level is helpful. Comprehensive Language Application Ability of High School Students (Liu, 2012). Based on the existing problems in College English writing teaching, Cong Yan, based on constructivist learning theory and language output theory, combined with inquiry-based teaching method, proposes to change the teaching mode of College English and attach importance to the input of real language materials (Cong, 2010). Zhu Yan's College English writing teaching mode of self-regulated learning on the Internet has an impact on the writing ability of non-English majors. The empirical results show that the teaching of online writing reduces the workload of teachers, and the teaching effect is obvious compared with traditional writing teaching. The teaching of online writing has a clear understanding of the writing level of high-group subjects. Significant promotion (Zhu, 2012). Therefore, based on the above literature, this paper further studies the teaching mode of College English writing under the new network carrier.

1.2 Purposes of research

With the rapid development of the Internet era, great changes have taken place in online English teaching. The rapid development of internet teaching has promoted the mode of English writing innovation, enriching the teaching resources of English writing, and optimizing and improving the English writing environment. As the Internet breaks through the limitations of time and space, it can provide better conditions for college English writing. English writing is a very important part of English teaching activities, which helps to promote the rapid development of College English teaching (Cao, 2016). For example, the improvement of students' English writing ability can further improve their English achievement and help them to improve their enthusiasm for English learning.

However, due to the short time of English education in China, English education has become one of the main difficulties in students' learning process. In the process of English writing, the lack of vocabulary application limits the further development of English writing teaching to a certain extent. Therefore, how to improve students' enthusiasm for English writing is one of the main tasks in the current college English teaching process. Therefore, under the new network carrier, the study of College English writing plays an important role in promoting students' initiative in learning English.

2. Problems in college english writing teaching

2.1 Students do not attach enough importance to English writing

At present, in the process of College English teaching, students do not attach enough importance to English writing, which has become one of the main problems facing college English writing teaching. Among them, students seldom take the initiative to write in English when they are usually exposed to English language, which generally belongs to passive acceptance. Teachers arrange English writing tasks for students, students often use existing writing templates to imitate, and even some students directly copy through Baidu (Yu, 2016). The purpose of this approach is that students only do their homework or exams left by teachers, or just finish their homework. In fact, there are many problems in students' English writing. For example, the content of English writing is not clear, the ability of language expression is not strong, and the structure is incomplete. For a long time, students lack the help of teachers and classmates, which leads to the stagnation of English writing. In this way, when students write in English, they will be afraid and lose interest in writing (Huang, 2016).

2.2 The poor effect of English writing

One of the main problems facing the teaching of English writing in Colleges and universities is the poor effect of students' English writing, which is mainly manifested in the following two aspects. On the one hand, some students only pay attention to form rather than content in writing, which is essentially to cope with tasks. Some students only pay attention to how many points they get when they finish their English writing, but neglect the teacher's comments on the composition, which leads to repeated mistakes in the composition (Wang, 2010). As a result, the enthusiasm of teachers in assigning and correcting compositions will be severely hampered, and there will be a strong sense of loss for teachers in their efforts. On the other hand, because of the large number of English teaching classes during the University period, teachers will spend most of their time and energy in correcting a composition. Take Inner Mongolia Agricultural University as an example. Each semester, the average English teacher brings more than 200 students, maybe more. Every time a teacher assigns an English composition, if all the corrections are made, more than 200 compositions will be revised. It can be seen that the workload of English teachers is enormous. Therefore, the English teacher's criticism of students' compositions is rather rough, and it is difficult to tell each student the problems in writing carefully, and it is impossible to be comprehensive.

2.3 Students' training in composition is seriously inadequate.

Generally speaking, English teachers need to revise students' English compositions in large quantities besides the normal time for class and preparation, which leads to the fact that teachers seldom have time to make serious comments. Therefore, in order to reduce the workload, English teachers can only reduce the number of assigned compositions (Kong, 2016). Therefore, the decrease in the number of teachers' compositions per semester leads to fewer opportunities for students to practice and get feedback from teachers. For teachers, the teaching of English writing is laborious; for students, due to lack of adequate training, the level of English writing can not be improved. Moreover, because English language skills are very practical, if the number of exercises is too small, the level of English writing can not be improved, and thus it is difficult to improve the writing ability of the composition. Therefore, in College English writing teaching, there has always been a problem of "teachers' fear of change and students' fear of writing".

2.4 The monotonous content and form of English writing teaching

Most of the teaching methods of English writing in Colleges and universities adopt the traditional mode. Teachers write English writing topics directly on the blackboard or dictate. This teaching method is monotonous, tedious and lacks vividness. Therefore, it is difficult for teachers to arouse students' interest in writing by simply describing the writing situation with words. At the same time, teachers only require students to write according to the description, which makes students lack the inspiration and thinking of writing. Under such circumstances, students regard English writing as a burden, and it is difficult to break through their writing ability and level.

3. Innovation of college english writing teaching model under the new network carrier

3.1 Faster access to information

With the development of Internet +, if students want to solve problems such as lack of grammar or vocabulary, they can get information through Internet queries. At the same time, students can communicate and share with each other. They can also help teachers or other students online through the Internet, which can quickly solve the problems encountered in English writing and stimulate students' enthusiasm for writing. As more and more people go online, and the Internet is not limited by time and space, students can find materials related to English writing simply and quickly through the Internet. Using these search tools, they can quickly get all kinds of information they need and prepare for writing in advance.

3.2 Focus on the cultivation of students' abilities

By participating in the process of English writing, students can cultivate their English writing ability, and at the same time increase the amount of knowledge to enable them to have the ability of English writing. Therefore, it can ultimately improve students' English writing ability. In order to cultivate students' autonomy and interest in writing, English teachers should change the traditional teaching methods and use the Internet to create a good learning environment for students, not just the superficial knowledge of books. Because the teaching and practice of Internet writing will not be limited by time and space, it can fully cultivate students' autonomy and interest in writing. Teachers can use the self-Media platform to search for more English writing materials and provide more comprehensive writing resources for students, so as to improve their writing ability.

3.3 Defining the purpose of English writing

Compared with the Internet teaching mode, the traditional English teaching mode has some drawbacks. For example, it is difficult for students to express their opinions clearly by using the latest information when writing. The purpose is not clear, the thought is immature and the consideration is not comprehensive. However, with the help of the Internet, students can use the new media platform to search for the latest information and clarify the purpose of writing, so as to have a deeper understanding of English writing topics. In this way, students' English writing avoids the problem of inexperience and inability to express themselves.

3.4 Expanding classroom information

College English teachers can make use of the rich resources of the Internet platform to supplement the teaching content of classroom writing. For English writing, the accumulation of students' writing ideas, English grammar and English vocabulary is very important. English teachers can not satisfy the students' accumulation of knowledge only by the knowledge imparted in class. In order to increase students' interest in English writing, teachers should use the Internet to expand the amount of information in the classroom, so that students can broaden their horizons, learn more knowledge, teach students some excellent writing skills, and let students have material to write.

3.5 Specification of English writing knowledge

Through multimedia information technology, College English teachers can make PPT courseware from relevant materials of English writing. In the use of PPT lectures, students can be brought to specific situations, in this way to show, students can leave a deep impression. At the same time, the development of the Internet promotes the development of information technology. College English teachers can use information technology to draw knowledge of the background of English writing and composition topics in various ways. In order to improve students' English writing ability and make students interested.

4. Innovative research on college english writing teaching model under the new network carrier

4.1 Integrating multimedia technology into teaching

Combine classroom with multimedia. Teachers can search for multimedia materials online when preparing lessons. For example, by searching for music, movies, animation, pictures and other materials and making courseware, compared with the traditional teaching mode of English writing, the classroom is not boring, creating an immersive atmosphere for students. Specifically, taking writing about animals as an example, English teachers can find some relevant materials and videos about animals (rabbits, cats) in multimedia to provide students with writing materials, so that students can clearly understand the content and direction of writing. In this context, English teachers can stimulate students' interest in writing and inspire students' writing ideas through both auditory and visual teaching methods.

4.2 Creating a learning atmosphere for English writing by using the internet

College teachers can use network tools to create a learning atmosphere for English writing. We can stimulate the learning atmosphere of English writing by chatting online. College English teachers can guide students to use Internet communication tools to communicate with partners in other areas in a timely manner. Create a learning atmosphere for English writing in communication, so as to stimulate students' enthusiasm for learning. External links can also be used to build a database of English writing materials. In the process of English writing, the digital resources of online teaching materials mainly include online courses, audio and video related to English writing. Therefore, colleges and universities can introduce abundant external English writing links to provide students with a rich atmosphere of English writing.

4.3 Rational use of communication tools

In the Internet era, the communication between people is not limited by space, and there are various means of communication. English teachers can use these communication tools to establish Wechat Group or QQ Group. All kinds of difficulties students encounter in English writing can be communicated with teachers in groups in time, so that teachers can answer and solve students' problems in time, and really teach students in accordance with their aptitude. English teachers can also share students' good writing in groups, explain the advantages of students' good writing, and attract others to learn from it. In addition, teachers can interact with students in groups to correct students' errors in time, which can reduce teachers' time waste and improve work efficiency.

4.4 Encouraging students to learn actively through the Internet

College students use the network to learn actively, so as to avoid the subjectivity of teachers' forced learning, and then improve their writing ability. Generally speaking, there are various apps for learning English in the current market. Teachers can recommend that students download these apps for learning. For example, students may have some grammar that they don't understand in class. After class, they can solve it by grammar APP. In the software, they can adjust their speed and rhythm at any time. They can also listen repeatedly. This can strengthen their memory. At the same time, students can also download the memorized word APP, each day has a time to learn to punch in,

self-supervision, so as to improve the vocabulary accumulation.

References

- [1] Cui X.L. (2016). On the Innovation of College English Writing Teaching Mode in the Big Data Environment, *Asia-Pacific Education*,3(25), 95-95.
- [2] Liu B.,Ge L.L.,Li G.W.(2012).An Empirical Study of Corpus-based College English Writing Teaching Model, *Foreign Languages*,33(4), 131-135.
- [3] Cong Y.(2010). Exploratory College English Writing Teaching Model, *Journal of Hubei Radio and Television University*, 30(8), 123-123.
- [4] Zhu Y.(2012). Research on the Teaching Model of College English Writing Based on Web-based Self-access Learning, *Journal of Ningbo Institute of Engineering*, 24 (2), 120-124.
- [5] Cao S.,Fu H. (2016).A New Exploration of College English Writing Teaching Model , *Chinese Journal*, 36(4),152-153.
- [6] Yu L.J.(2016). A Study on Multimodal College English Writing Teaching Model, *Examination Weekly*, 6(61),95-95.
- Huang Y.Y.(2016).Teaching Strategies of College English Writing ,*Campus English*, 2(34), 54-54.
- [7] Wang T.T.(2010). Research on the Teaching Model of College English Writing under the Network Environment, *Journal of Nanchang Institute of Education*, 25 (2), 71-73.
- [8] Kong Y., Liu X.M.(2016). Innovative Research on Memetics-based College English Writing Teaching Model in the Internet + Age ,*Times Education*, 13(21),7-7.