

Research on Teaching of English Writing in Higher Vocational Colleges Based on Automated Writing Evaluation with Ideological and Political Theories Teaching

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Abstract: As China comes to play an increasingly essential role in global affairs, ideological front engaging in-depth integration and interaction with the world is becoming an important mission. What are your thoughts about telling Chinese stories in English? How can we spread China's voice and show the world a real, three-dimensional and comprehensive China? Based on questionnaires and analysis, this paper analyzes the number, type and effect of revision of relevant words in students' compositions, discusses the writing teaching in higher vocational colleges assisted by Automated Writing Evaluation with course education, and verifies the effectiveness through empirical research. The results show that it is helpful to train students to inherit excellent Chinese cultural tradition and promote students' patriotism education. Meanwhile, it plays an active role in improving students' ability to modify their own writing. It can stimulate students' interest in learning, develop a good habit of reading and accumulate textual knowledge, as well as improve students' writing skills and strategies and enhance their ability to modify writing comprehensively.

1. Introduction

1.1 Automated Writing Evaluation (Awe)

With the development of process method and formative Evaluation theory, AWE as a new feedback method is increasingly used in English writing teaching. AWE is a kind of computer network feedback mode, which can give score and diagnostic feedback for the composition submitted online in real time, and students can modify and submit the composition several times according to the feedback information. The main advantages of the AWE are timeless, efficiency and flexibility [1], which can be used for both formative evaluation and summative evaluation [2]. There are Criterion, My Access! Writing Roadmap (WRM) for foreign representative AWE. www.pigai.org is the most widely used AWE in China. Research on the application of AWE in writing class shows that students self-modification with the feedback information of AWE can significantly improve the composition score [3]. Compared with the feedback provided by teachers, the feedback provided by computers is more effective in promoting language acquisition [4].

1.2 Tell Chinese Stories in English

As China comes to play a vital role of the world stage, it is an important mission of the ideological front to engage in-depth integration and interaction with the world, to tell China's story well, to spread China's voice and to show the world a real, three-dimensional and comprehensive China. Then what kind of Chinese story we will tell? How might we do it? How do we show a good image of China? How can China tell its stories effectively? On August 21 to 22, 2018, during the national propaganda and ideological work conference held in Beijing, President Xi Jinping stressed again to carry forward the spirit of China, pull the strength of the whole country and tell the Chinese story well [5].

This paper will take the students in author's class to participate in English writing activities How to tell Chinese Stories in English as an example. This study adopts the method of collecting data in nature class. It explores the influence of feedback on the number, type and effect of revision of

students' English composition based on AWE of www.pigai.org. This study is expected to offer an empirical basis for further enriching the content and scope of writing research and provide a new model of ideological and political theories teaching for English writing.

2. Research Design

2.1 Research Objectives

This study chose 244 non-English major students in Guangxi Vocational & Technical College.

2.2 The Duration of Teaching Experiment

The duration of the teaching experiment is one year. The lecturers were unanimous. During the teaching experiment, students wrote online every two months on the same topic. Students are required to complete the composition. The teaching process highlights MOOC learning, flipped classroom, group discussion, online writing, mutual evaluation between teachers and students, feedback improvement.

2.3 Data Collection and Analysis

This study mainly collects data in the following ways: the thesis text; questionnaires and interviews.

3. Results and Discussion

3.1 The Final Draft

您共收到了 **244** 篇作文，共 **80,670** 词，**3,821** 句，最长句 **117** 个单词，最短句 **2** 个单词

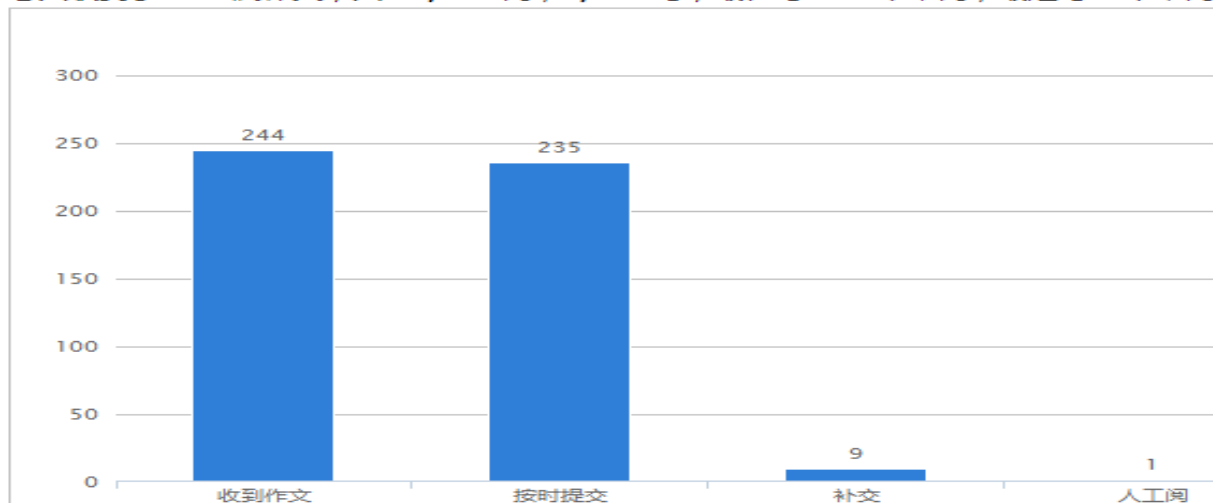


Figure 1 Numbers of Composition

The total number of the composition is 244. Among them 235 papers were submitted on time. Only 9 students did not submit on time. It shows that the students show great interest in and passion for the composition.

分数分布

学生作文最高分为**96.4分**（白同学），最低分**67.4分**（苏同学）。平均分为：**85.8分**。

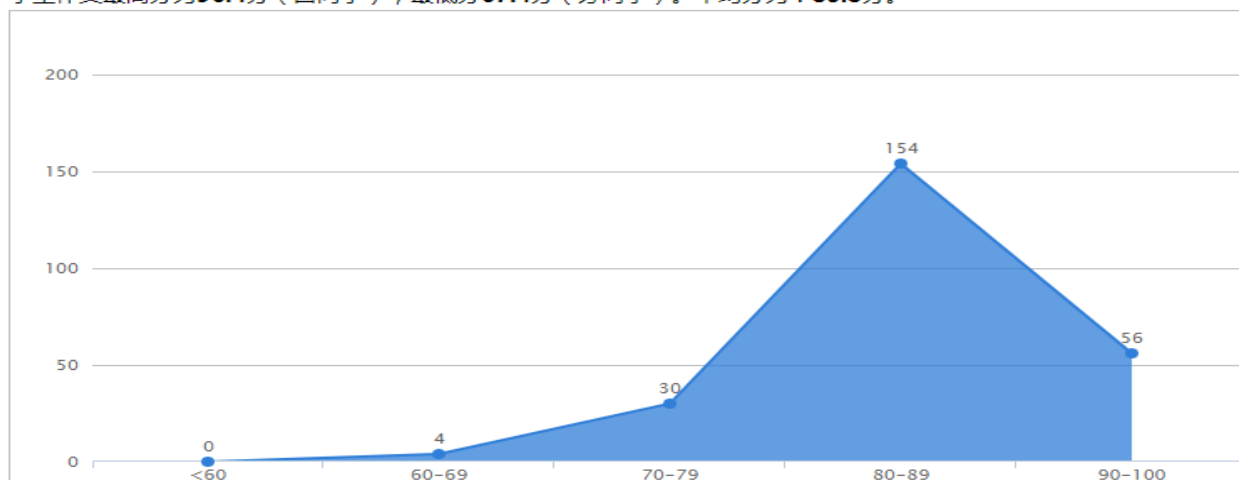


Figure 2 Distribution of Final Draft Scores

As can be seen from the figure above, the proportion of students who are excellent in composition is relatively the highest. 210 students can get more than 80 scores, accounted for 86.06%. 30 students get the scores between 70 to 79, accounted for 12.29%. Only 1.65% (4 students) get scores between 60-69. Through student-AWE interaction modification, the average score of students compositions has been great significantly improved. Especially for the students who got high scores. The result also shows that through autonomous learning, students can get a good effect on it.

错误统计

系统共从学生作文中发现**1,937**处错误。其中，大小写错误 搭配错误 句子成分 主谓一致 拼写错误 连词错误 句子结构 名词错误 冠词错误 词性误用 为学生们最常犯的错误。

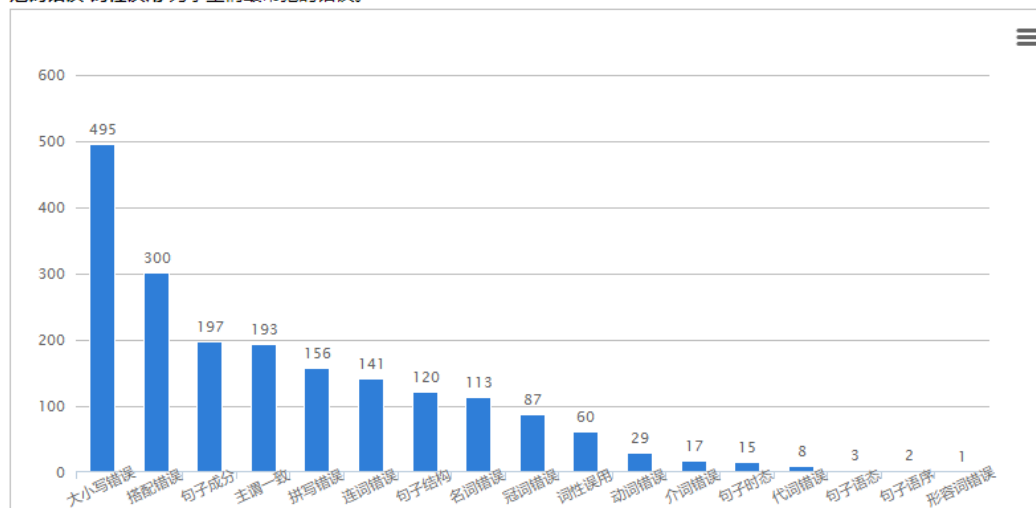


Figure 3 Types of Errors and Their Numbers in Students' Final Writing

There are 6453 mistakes in the students' first edition of the composition. Yet there are 1937 errors in the final draft. This means that with the help of AWE and teachers, students can correct 4516 mistakes in the process of independent learning. There are only 156 spelling mistakes, accounting for 8.05%. The correction rate reached at least 49.87%, which means the self-study effect of grammar was good. However, the obviously deficiency is that there are 495 spelling points in case, accounting for 25.55% of the overall rate. The reason is that some students do not develop the awareness and habit of correct spelling or capitalization checking. Among the types of mistakes, the correction rate of spelling errors was the highest, with nearly 60% of errors were corrected. And collocational errors is the lowest, up to 32.68%. It means that the difficulty of independent learning is more difficult than others. Generally speaking, in the process of autonomous learning, students

have made different degrees of error correction.

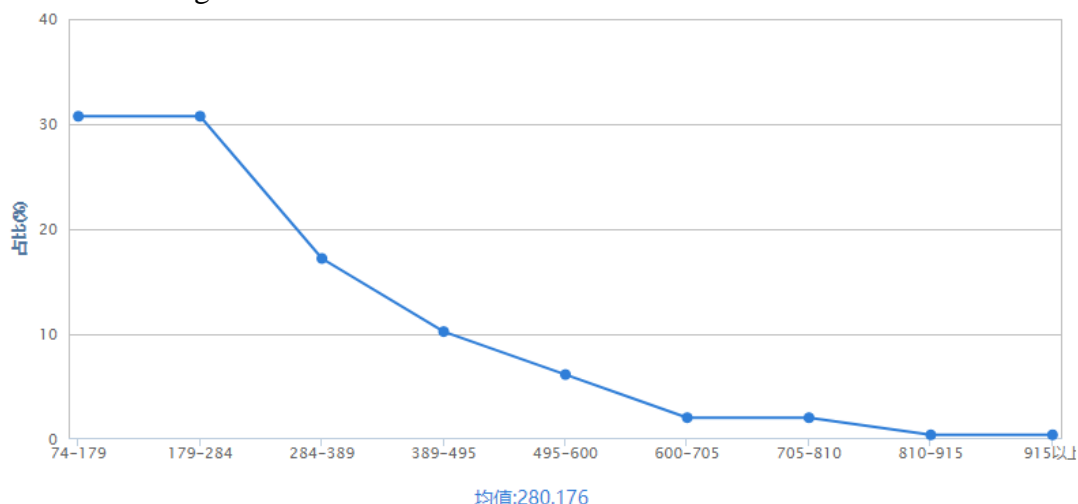


Figure 4 The Thesis Length

The figure above shows the average score and the distribution of composition quantity in each revision interval of the writing activity. It can be seen that the average score is 280.176 of the 244 articles. Articles of 179 words to 284 words accounted for 30.74%, 284 words to 389 words accounted for 17.21%, 389 words to 495 words accounted for 10.25%, 495 words to 600 words accounted for 6.15%, 600 words to 705 words and 705 words to 810 words are the same accounted for 2.5%, 810 words to 915 words and 915 words was the same 0.41%.

It can be seen that the average score of each revision interval increases with the upward movement of the revision section, showing a trend distribution that higher the revision frequency, the higher the average score. The average score of students who had never submitted and revised their composition was only 78.47point, while the average score of those who had revised their composition was above 80 points, and the average score of those who had revised their composition more than 20 times was over 85 points. Therefore, we can infer that there is a positive correlation between students' composition scores and their revision behaviors. With "within each band composition differences as a result of the average number of modified with scores increase" performance comparison, we found that "the change frequency interval average composition along with ascending to modify times produce difference" is relatively small, the different modified frequency interval average composition differences are relatively small, it shows that the high score composition after many changes behavior-the characteristics of slightly stronger in many times to modify behavior produce good grade composition features. In the human-computer interaction learning process, some students still need to improve the quality of autonomous learning behavior and improve the proportion of effective modification of behavior.

Students with more than 20 times of revision behavior have the highest proportion, which can appropriately promote the efficiency of independent learning and strengthen the quality of effective revision.

3.2 How to Tell Chinese Stories in students' Composition

3.2.1 Culture Identity

Table 1 Vocabulary of Cultural Features

Vocabulary	Frequency	Vocabulary	Frequency	Vocabulary	Frequency
China	409	dynasty	176	Beijing	78
Chinese	392	Yuan	161	hometown	67
festival	304	emperor	151	phoenix	53
dragon	227	lantern	140	Zhuang	51
Nian	251	legend	132	ancestor	34

In the writing activity, students often mention the distinctive signs with Chinese festivals, history, economy, culture and other aspects in the writing process. We collect the following statistics from

the unconventional word in 244 essays, which are commonly referred to in the students' compositions as China Stories. There are 409 and 392 times in the essays. Words related to the Chinese Logo such as dragon, Nian, Yuan, Phoenix appear in the articles. It obviously displays the Chinese aesthetic style, innovate the expression of Chinese cultural elements, cultural images and cultural symbols, and fully display China's good image.

Meanwhile, Guangxi characteristics Zhuang also appears 51 times. It show that students do not care about telling the stories about China, but also about their ethic minority stories characteristics in Guangxi.

3.2.2 Students' Viewpoints of Telling Chinese Stories

Table 2 Vocabulary of Students' Stories

Vocabulary	Frequency	Vocabulary	Frequency	Vocabulary	Frequency
culture	333	generation	156	environment	97
traditional	281	intelligent	141	consumption	67
communication	254	ethic	151	achievement	53
economy	187	technology	140	innovation	51
image	165	contribution	122	cooperation	34

The writing focuses on How to tell Chinese stories well. So what did the students say about it? What do students have in common about how to tell a Chinese story in English? According to the vocabulary frequency in the essays, for example, culture 333 times, traditional 281 times, communication 254 times, economy 187 times, image 165 times etc. The expressions mainly contain improving language skills, understanding cultural background and promoting cultural exchanges. The students can carry forward the fine traditional Chinese cultural in English writing. While reading the knowledge of English language, students will pass on the "Dao" of socialism with Chinese characteristics. According to the content, we find that the students highlighted in the paper intelligent 141 times, technology 140 times, contribution 121 times, environments 97 times, innovation 51times. It can be seen students not only pay attention to cross-cultural communication, they also pay more attention national and social development. Young people view the world, society and life with their own unique value system.

3.3 Expression of Socialist Core Value in Cross-Cultural Communication

Table 3 Vocabulary of Chinese Traditional Virtues Mentioned in Compositions

Chinese	English	Frequency	Chinese	English	Frequency
仁	humanity	133	忠	loyalty	123
	kindness	87		fidelity	46
	benevolence	23		allegiance	17
义	righteousness	65	孝	filial piety	67
	justice	47			
礼	manner	91	廉	probity	5
	etiquette	59		incorruptibility	1
	propriety	46		rectitude	1
智	wisdom	91	耻	shame	46
	intelligence	89		decency	23
	brilliance	78			
信	integrity	43	勇	courage	48
	faithfulness	56		bravery	56
	honesty	34		boldness	14

The Chinese traditional virtues mentioned in the students' composition. Translation of Chinese characteristics and unique expressions in students' compositions. Many ideas have deep impact on Chinese people's life. These ideas and expressions show the essence and charm of Chinese traditional culture and also express the logical principle of thinking and doing by young people.

3.4 Questionnaires and Interviews

This study conducted a questionnaire survey on experimental students. A total of 244

questionnaires were distributed in this study, and 242 effective questionnaires were recovered. According to the questionnaires, 176 students (71.90%) showed great interest in learning English and formed a good habit of reading Chinese traditional culture. 228 students (94.21%) like the AWE teaching mode of English writing. They believe that teaching mode can make them perfect their exercises seriously and improve the quality of writing. 194 students (80.16%) think the teaching mode enable them to master English writing strategies and skills. 187 student (77.27%) believe that while improving writing ability, their Chinese-English translation ability has been developed. In the following interviews, the students said that the teaching mode enabled them to read excellent Chinese stories extensively after class, arousing their patriotic sentiments. Students gradually paid attention to the cohesion and textual structure of the text. They could appreciate the overall framework of the article from a micro perspective, and could consciously remember fixed expression and good words and sentences. The above results show that the English writing teaching has a good effect.

3.5 Discussion

Students' language application ability, expression ability, knowledge reserve and logical thinking ability are tested from different perspective. Students are guided to think more deeply, observe more critically and know themselves, other and the world more comprehensively with writing. While teaching, teachers fully integrate scores socialist values, craft spirit, excellent traditional Chinese culture into the teaching content, promote core socialist values, spread positive energy and cultivate scientific spirit knowledge and ability. We cultivate outstanding language talents, not only excellent writing and communication skills, critical thinking and creative imagination, but also full of strong sense of mission and responsibility.

4. Conclusion

This study emphasizes the important role of writing practice and the interlocking teaching links in the process of writing through the college English writing teaching mode assisted by AWE with the ideological and political theories teaching. Through reading a number of excellent Chinese culture, optimizing writing forms, building offline and online platforms, we make unremitting efforts to cultivate national talents who have not only patriotism and ambition to become a powerful country, but also solid knowledge and skills. The English teaching model is a new exploration, contains a new teaching concept, which there is a certain application prospect. There are some limitations, such as the number of research objects is limited. Therefore, it is necessary to further expand the research scope in the future teaching practice, so as to better promote the teaching model and further verify its effectiveness and feasibility [6]. In addition, how to make good use of the teaching model to enable students with poor independent learning ability to adjust their learning strategies and improve their English writing ability is a direction that needs further exploration in future research.

Acknowledgment

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