Research on the Construction of English Writing Teaching Model from the Perspective of Big Data

Han Rui, Yin Yanlin

Heilongjiang University of Technology, Jixi, Heilongjiang, 158100, China

Keywords: Big Data; English Writing; Model

Abstract: In the process of writing teaching, we should constantly change our own teaching mode based on the development model of big data and keep pace with the trend of the times, and actively explore the ideas and modes of College English writing reform. This paper probes into and analyses the main problems existing in the process of College English writing teaching at the present stage, and puts forward the construction of College English writing model from the perspective of English writing teaching mode. Through the task-based teaching and process-genre writing method as the theoretical basis, to experience the English writing system, from the application of English digital writing task design. The research shows that the advantages of big data are fully utilized, the personal information technology ability of students and teachers is improved, and the corpus is combined with writing teaching, online and offline, to create a reasonable evaluation system. It can optimize the teaching of English writing in higher vocational colleges and improve the English writing level of students.

1. Introduction

In the era of big data, information technology has already infiltrated into all fields of education, and this infiltration has brought about systematic reforms in foreign language teaching. It has a certain impact on teachers, students and learning models in College English writing teaching [1]. In view of the impact of big data on foreign language teaching. In order to adapt to the reform of College English writing teaching in the era of big data, we should combine the needs of society and enterprises to cultivate technical and skilled talents in Colleges and universities. The aim of the practical English writing course in higher vocational colleges should be to cultivate talents with English digital information processing ability and written expression and communication ability [2]. However, the current situation of English writing teaching in higher vocational colleges is not optimistic. The multimodal theory has attracted a lot of interest from scholars since its introduction at the turn of the century. The scope of its research has extended from the language domain to various symbolic systems such as music, video, and web design. In the multi-modal discourse research that has been in the ascendant in recent years, language has no longer been recognized as an isolated research object by scholars. Instead, it links more of the other symbolic resources that participate in the meaning building for analysis and interpretation. This principle is also applicable in college English teaching [3].

In 2013, learning intermediaries through co-constructed writing activities were studied by relevant scholars in the Near Development Zone [4]. In the same year, the debating ability of teaching analysis and evaluation methods was proposed by relevant scholars [5]. Since 2014, the use of complex competence criteria to ensure the quality of standard-oriented classroom assessment has been studied by relevant scholars [6]. Writing, as a productive skill in written form, is the embodiment of students' ability to master and use language. Writing is regarded as the highest cognitive activity among the four basic language skills: listening, speaking, reading and writing. It is an important method to develop students' thinking ability and cultivate their comprehensive innovation ability in teaching. It is also an effective means to test students' comprehensive knowledge ability in English [7]. In order to solve the drawbacks in English writing teaching, this paper aims at the current situation of English writing teaching in Higher Vocational colleges, through establishing online interaction mode under big data, enriching teaching content and

combining online and offline, and other reform measures. Create a new model environment for English writing teaching in Higher Vocational Colleges [8]. The General Requirements for the Writing Ability of the College English Curriculum Requirements issued by the Ministry of Education. That is to say, "You can write a short essay of no less than 120 words on a general topic or outline in half an hour. The content is basically complete, the center is clear, the words are appropriate, and the semantics are coherent [9]. You can master the basic writing skills." At present, the overall English writing level of college students needs to be improved. College English writing teaching has a long way to go to achieve efficient processing of large-capacity data. The technologies that are basically applicable to big data mainly include large-scale parallel processing (MPP) database technology, data mining grid technology, and distributed file system technology. Distributed database technology, technology for cloud computing platforms, the Internet, and scalable storage systems. Big data belongs to a kind of "phenomenon" in the field of data application in the information age. At present, there is a saying of "the era of big data" [10].

2. Materials And Methods

College English teachers lack systematic logic in the process of teaching. Although English teaching has been paid more attention in our country, it has not been paid enough attention to English writing education, mainly through the content of textbooks. Teachers lack systematicness and logicality in the process of teaching English writing. There is no complete teaching plan for writing. Moreover, in order to guarantee the final examination and CET-4 and CET-6, some English teachers will improve students' English writing ability through various intensive courses in a short time. This kind of teaching mode is too one-sided and cannot comprehensively improve students' comprehensive quality ability. The analysis table of the teaching mode components is shown in Table 1. It has realized the four-level division of "basic writing,"application writing", "innovative writing" and "academic writing", which meets the needs of students of different levels. With the help of the platform system, students can choose their own learning mode, self-test grammatical self-test, and automate the essay auto-scoring.

Table 1 Analysis Table of Components of Teaching Mode

	Target	Dimension
Task focus	15.20±0.62	1.75±1.08
Reading task	13.25±1.07	2.36±0.92
Writing task	15.06±0.81	2.51±0.20
Evaluation task	14.23±0.91	1.95±1.75

Big data not only enriches the resources of Web-based courses, but also includes corpus and its Web search engine. At the same time, the resources among students are shared. It improves the intensity of English learners' practice and testing, and achieves the effect of quantitative and qualitative change. Before writing, students are provided with a large number of excellent language memes and are given compound dictation and oral presentation. Helping these memes experience assimilation memory expression communication makes memes replicate or innovate. Can effectively promote the improvement of students' English writing ability. Students make full use of the memetic library of "excellent composition" and repeatedly listen, read, retell, recite sentences and even paragraphs before writing. Using the fine composition as a paradigm of writing, it standardizes the "language replication factor" that students can easily imitate and copy, and promotes and strengthens students' "assimilation," "holding," and "expression" of language memes. Promote the consolidation and internalization of language memes and writing knowledge. At this stage, the strong writing meme interaction learning strategy further integrates the new and original memes and memetic complexes into the learner's language knowledge system, thereby improving the output quality of writing.

The effective input stage of writing memes is essentially the assimilation stage in the process of meme selection. Assimilation refers to the process of replication and transmission of language

memes, in which meme carriers attract the attention of the host and can be presented in the host's cognitive system. Language memes need to be "contagious" to the host, and the prerequisite is to be noticed, understood and accepted by the host. This requires that on the one hand, the meme carrier should be very prominent, on the other hand, the memes presented must be within the scope of students' understanding. The score of each essay basically depends on whether the teacher writes in the template specified by the teacher. The English writing of the student does not really consider how to use the grammar knowledge and foreign culture he has learned to write the article. It is only to meet the needs of teacher ratings. At the same time, its writing skills are difficult to improve, and the lack of new ideas in writing themes has caused students to lose interest in English writing. The pre-writing listening is the language input in the process of second language acquisition. The saying is to strengthen the memory and internalize the input language. The writing is to learn the language output of internalization. The language input determines the language output, the input is accompanied by the assimilation memory of the meme, and the output is the expression propagation of the memetic. The propagation of the language output is shown in Figure 1.
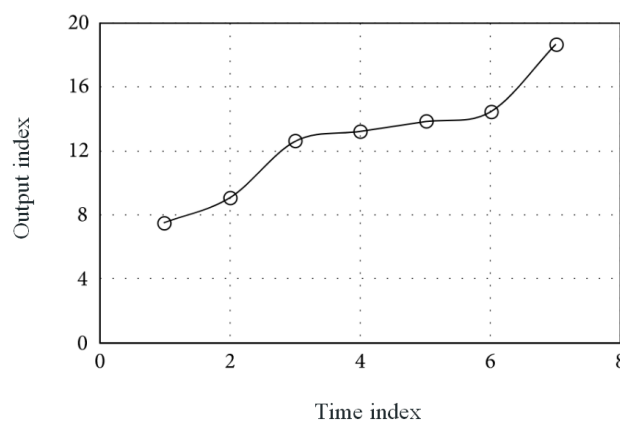

Fig.1. Communication of Language Output

3. Result Analysis and Discussion

In the process of Cultivating College English writing ability, students lack the ability of autonomous learning. At present, there is a "strange circle" in College English education, that is, in College learning, most of the students' English ability shows a downward trend. The main reason is that students lack the ability of autonomous learning. In English education, teachers attach great importance to English education. In the process of teaching, they will supervise students through various methods. Therefore, the digital writing task must have the characteristics of adapting to different learning to meet the requirements of constructing a digital English writing teaching mode. Digital writing teaching must use the digital writing teaching system with these characteristics as the basis of the technology platform, thus helping learners to smoothly transition from traditional paper writing to English writing in a digital environment.

It is in the process of teaching that comprehensive teaching is carried out by using the teaching method of "listening, speaking, reading and writing" in English. Through the comprehensive practice of English listening, spoken English, English reading and English writing, students' English writing ability can be improved. In the process of teaching, these four elements complement each other and further improve students' writing ability in the process of improving their comprehensive ability. Taking students as the center, introducing experiential English writing system and online correction network system into the teaching of digital applied English writing can help learners integrate their functions. They use the real-time resource system to dynamically grasp vocabulary, grammar and genre, and independently explore appropriate topics and find appropriate expressions based on the theme of writing tasks. In the process of college English writing, teachers should guide learners to consciously and timely internalize language modalities such as words, phrases, proverbs, and famous sayings, so that they remain in long-term memory. For sentence patterns, paragraphs,

and discourse structure, teachers can set the writing theme, let students practice the sentence structure, and imitate the paragraph structure. Analyze and retell the structure of the text, so that students can actively accumulate and expand the library of writing meme.

As the era of big data cannot be separated from the computer network, it provides a platform for students to communicate with each other. This platform extends students' learning classes to extracurricular activities. As long as there is a network, students can discuss freely through the platform to realize teacher-student interaction, man-machine interaction and student-student interaction. Promote the improvement of English writing ability in real-time interactive assistance. The assessment of the teaching effect of English writing under big data is shown in Figure 2. Similarly, at the sentence level, genotypic language memes, such as proverbs, famous sayings and epigrams, will also be used as dictation content. We will explain their meanings to students in class and guide them to use them appropriately in the context of the given topic. The input of phenotypic language memes encourages students to write creatively in sentences, paragraphs and textual structures. The original excellent memes are internally absorbed, and then an excellent new meme is created to complete the replication process of the memetic. Choose the appropriate language expression according to different contexts, and learn and use it on the basis of "imitation". Students absorb in imitation, transform in imitation, innovate in imitation, internalize in imitation, thus promote the interaction between human and language, and form the change and development of language. Therefore, the teaching of big data English writing has opened up new ideas, improved the efficiency of English writing teaching, and brought more enlightenment to language teaching.
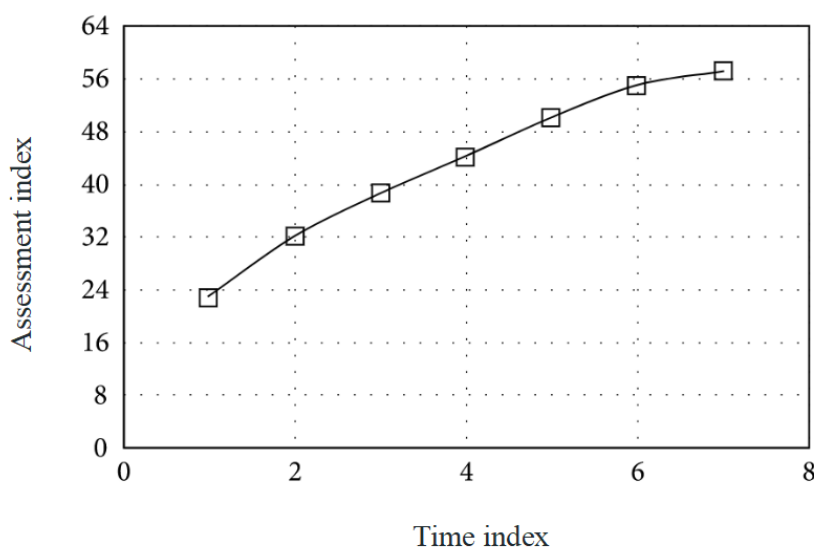

Fig.2. Assessment of Teaching Effectiveness of English Writing Based on Big Data

4. Conclusion

This paper studies the construction of English writing teaching model from the perspective of big data. The arrival of the big data era has brought certain impact on the traditional college English teaching mode, and put forward more stringent requirements on the mode and method of training English talents. Of course, it also provides a new opportunity for the reform of College English writing teaching. Form learners' big data, and can integrate these data to form learners' personal digital file system for studying abroad or seeking jobs. Students can even use it to generate personalized English resumes and apply for corresponding school or enterprise positions. Companies can also use the system to find the talent that matches their needs. This teaching model is supported by modern technology and combines the practicality, culture and fun of teaching. Visualize the content of the rigid, abstract the content of the abstract, the esoteric content is shallow, and the boring content is interesting. All in all, the use of big data technology to assist college English writing teaching can give full play to the leading role of English teachers and improve the

efficiency of English writing teaching.

References

[1] Miranda S, Marzano A, Lytras M D. A research initiative on the construction of innovative environments for teaching and learning. Montessori and Munari based psycho-pedagogical insights in computers and human behavior for the "new school" [J]. Computers in Human Behavior, 2017, 66:282-290.

[2] Huber, Janice, Caine, et al. Narrative Inquiry as Pedagogy in Education: The Extraordinary Potential;of Living, Telling, Retelling, and Reliving Stories of Experience [J]. Review of Research in Education, 2013, 37(1):212-242.

[3] Farcas D, Bernardes, Sónia Figueira, Matos M. The research-teaching nexus from the Portuguese academics' perspective: a qualitative case study in a school of social sciences and humanities [J]. Higher Education, 2017, 74(2):239-258.

[4] Thompson I. The Mediation of Learning in the Zone of Proximal Development through a Co-constructed Writing Activity [J]. Research in the Teaching of English, 2013, 47(3):247-276.

[5] Rapanta C, Garcia-Mila M, Gilabert S. What Is Meant by Argumentative Competence? An Integrative Review of Methods of Analysis and Assessment in Education [J]. Review of Educational Research, 2013, 83(4):483-520.

[6] Smit R, Birri T. Assuring the quality of standards-oriented classroom assessment with rubrics for complex competencies [J]. Studies in Educational Evaluation, 2014, 43:5-13.

[7] Dewayani S. What Do You Want to Be When You Grow Up? Self-Construction in Indonesian Street Children's Writing [J]. Research in the Teaching of English, 2013, 47(4):365-390.

[8] Levrini O, Bertozzi E, Gagliardi M, et al. Meeting the Discipline-Culture Framework of Physics Knowledge: A Teaching Experience in Italian Secondary School [J]. Science & Education, 2014, 23(9):1701-1731.

[9] Rehm M, Gijselaers W, Segers M. The impact of hierarchical positions on communities of learning [J]. International Journal of Computer-Supported Collaborative Learning, 2015, 10(2):117-138.

[10] Osborne J, Simon S, Christodoulou A, et al. Learning to argue: A study of four schools and their attempt to develop the use of argumentation as a common instructional practice and its impact on students [J]. Journal of Research in Science Teaching, 2013, 50(3):315-347.