

Research on Innovation of English Writing Teaching Model Based on Web-based Learning Platform

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Abstract: The development and characteristics of foreign English writing centers provide references for domestic English writing teaching. On the basis of exploring the theoretical basis and technical feasibility of establishing online English writing centers, this paper analyses the advantages of the network-based English writing centers. It is believed that the powerful information storage ability, interaction and flexibility of the network can extend the classroom teaching of writing. For writing skills. At the same time, based on the analysis of the lack of traditional English writing learning mode, a new model of experiential English writing based on network platform is proposed. The model is based on the network, guided by constructivist learning theory and experiential learning concepts, and explores innovative ways in teaching methods, learning models, learning methods and learning content, aiming at improving students' English writing ability and independent learning ability. And cooperative learning ability.

1. Introduction

At present, the development of computer technology, multimedia technology and network technology is changing with each passing day, which has an important impact on classroom teaching and students' learning style [1]. New technology not only changes the content of our professors, but also affects the teaching methods. In fact, technology is not a method skill, but a resource that can support a variety of teaching methods [2]. However, another aspect of this prosperity is the dilemma faced by college English writing teaching. Although the traditional teacher-centered approach to writing teaching has been adjusted with the change of the overall foreign language teaching concept, it is closer to the modern student-centered approach. However, English writing has always been one of the weak links for English learners [3]. Over the years, in CET-4 and CET-6 and CET-4 and CET-8, students' writing scores are generally low, which reflects this problem from one aspect. The disadvantages of this model also lie in the lack of interaction in teaching, low learning efficiency and too much emphasis on language forms. As a result, when it comes to writing classes, students are afraid and teachers suffer [4].

For a long time, English writing has been a painful experience for most students, and it is a time-consuming and inefficient work for the teachers. The Writing Center is a kind of English writing training mode with students as the center and one-to-one cooperation between students and teachers to solve students' specific writing problems [5-6]. With the development of information technology and social informationization process, it has not only integrated the research results of sociology, linguistics, psychology, etc., but also relies on the platform of modern technology fields such as computer science and artificial intelligence. Change the traditional way of learning [7]. Therefore, the use of network information technology in English learning is an important way to cultivate students' autonomous learning ability. The purpose of this study is to explore how to use the digital teaching platform to improve students' ability of written English expression, autonomous learning and cooperative learning in accordance with the spirit of the reform of College English of the Ministry of Education, the requirements of the development of the Internet era and the latest teaching concepts [8].

2. Methodology

The difference between successful writers and unsuccessful writers is striking: the former pays more attention to macro-discourse, while the latter is confined to micro-discourse; the former focuses on discourse information and meaning, while the latter focuses on linguistic forms. Network learning platform technology has become a hot topic in the field of foreign language teaching and has a very broad application prospects [9]. The advantage of web-based learning platform lies in its huge amount of information storage and fast and accurate computer retrieval, which provides a new way to solve the problem of "what to teach" and "how to teach" in English writing teaching. Online online tutoring has the characteristics of flexible teaching methods, no time and space constraints, which makes up for the lack of classroom counseling and makes the writing center's counseling form more flexible. And with the interactive platform of the Internet, the center's counseling objects are all over the world [10]. All the information generated in the process can be shared among different classes of students through the network or projector. Therefore, it is necessary to communicate with students as much as possible in the classroom, especially after school, which also reflects the individualization of teaching. Therefore, if learners can actively participate in each learning session in a cooperative learning environment, their learning ability and creativity can be well played.

English learning activities based on the online learning platform usually first propose a problem that students need to solve, and then ask students to independently collect, analyze, and process the corpus, and summarize their opinions and opinions on the problem. For my foreign language teaching research, the research and development of the online learning platform will help to deepen the principle of "data-driven" in foreign language teaching research, and combine its own experience and language perception to truly reflect the scientific, artistic and technical nature of foreign language teaching. With students coaching students, the same status and equal status narrow the distance between the two, so that the pressure of the learners is minimized. Professional postgraduates can provide more guidance for students to meet their professional requirements. Counselors usually adopt a consultative attitude and do not force a change, so that students can relax fully and achieve the best learning effect. Each student has a computer, which can make full use of the network classroom equipment to organize activities such as multimedia broadcasting learning, monitoring and broadcasting, remote control guidance, document distribution and so on, so as to realize the networking of classroom learning process. Thus greatly improve the efficiency of classroom learning.

In students' learning journals, most students affirm the training of planning strategies for writing strategies. After training, they will take the initiative to apply this strategy to other subjects. Many students think that assessment and modification strategies enable them to learn how to self-check, which is often used in math problems. Table 1 and Figure 1 before and after the use of the writing strategy shows that the use of writing strategies has changed a lot before and after the experimental teaching.

The teaching environment of the web-based English process writing teaching mode is a computer room or multimedia classroom with a local area network and/or the Internet. Classroom organization is more malleable and more practical. Students analyze and summarize the writing mode around the problem, and finally solve the problem, reflecting the problem, initiative, independence and experience of modern learning. The concept of modern education is people-oriented, emphasizing that students should participate in the whole process of knowledge construction, in order to stimulate learners' innovative thinking and ability to analyze and solve problems, and cultivate students' independent and inquiry-based learning models. According to constructivist learning theory, people can construct their own understanding of the world they live in with the help of others and by reflecting on their own experience, form their own "rules" and "thinking patterns", and use them to understand their own experience. Therefore, the process of learning is a process of meaning construction. It solves the problem that it is difficult for students to share peer exercises under the traditional mode. Moreover, each student's exercises have a detailed

record of the whole process, showing the learner's individual "learning record process" and "ability development track", which is also convenient for follow-up learning and research.

Table 1 before and after the use of writing strategies

Test phase	The average score	Standard score
Pretest	59.33	76.93
Post test	57.28	69.42

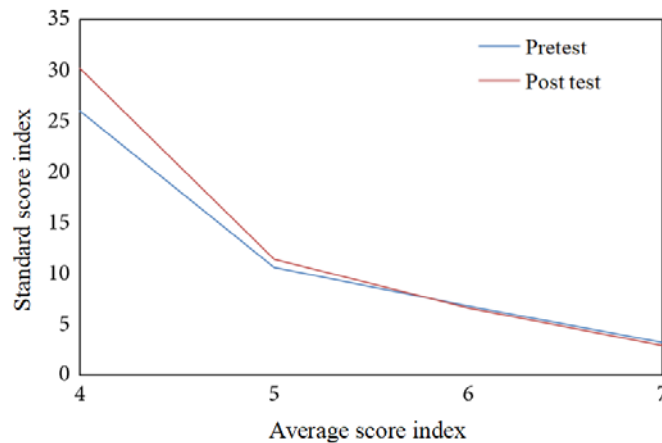


Fig.1. Before and after the use of writing strategies

3. Result Analysis and Discussion

Teachers of English writing teaching mode based on web-based learning platform can provide students with a variety of layout schemes for their choice. At the same time, it reminds students that the layout is flexible and changeable, and can be changed and adjusted in the process of writing. Students choose their own writing content in the train of thought or information sheet, list the logical order of information, find out the key points, and then sort out and summarize the ideas. Complete the outline. This presentation provides the context for the use of search words. According to the need, the scope of the context is as small as a few words around the search words, and as large as the whole sentence or even the whole text containing the search words. According to the feedback of students, the teaching method is continuously adjusted, and students are encouraged to understand the writing skills by analyzing the structure of the article, explaining the meaning and predicting the information, instead of directly teaching the students; and the teachers should try to create opportunities to communicate with the students and create a relaxed learning atmosphere. . The students complete the assignments on the computer, and then the e-mails are sent to the teachers for evaluation by the team members. It is quick and efficient, and it also helps the teachers to build English corpus and conduct related research. The advantages of using computer writing are obvious.

As can be seen from Figure 2 below, reading from writing is an effective means to improve the writing ability of English learners, and it is stronger than traditional English education. Three different points of view need to be emphasized, namely linguistic materials, discourse analysis and language practice.

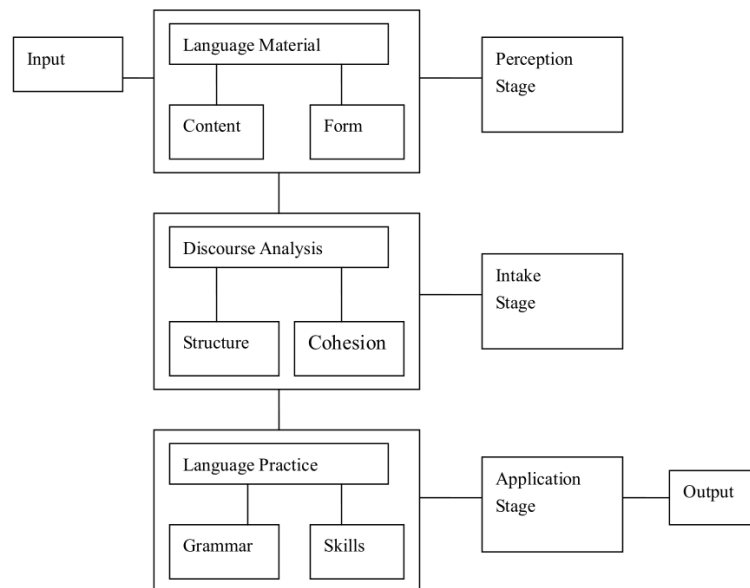


Fig.2. Read-write model

There is no such procedure in traditional writing teaching. In the past, the revision of compositions was completely completed by teachers. Most of the students were only interested in the scores of teachers' feedback, but ignored the comments and revisions in the feedback. For example, when writing difficulties, you can always find and solve them. When writing, learners often face the problem of not finding words or lack of formulaic language. Only when learners have direct contact with information or give timely guidance when using language, can they achieve the most effective learning. Constructivism regards the revision of writing as an important learning process, which can make students' ideas clearer, organize and master writing skills and strategies. Studies have shown that the use of network resources to assist in writing learning helps to develop students' ability to communicate online, that is, the ability to search, acquire and transmit information and materials through the Internet, thereby effectively improving reading ability and writing skills. This also strengthens the awareness of the writing process. At the same time, students' mutual essays are also useful for building and strengthening a broad readership. Students don't write for teachers just like they used to.

The emergence of computer-assisted foreign language learning methods is changing the teaching style of writing courses, from focusing on results to paying more attention to the process, from focusing on teachers' evaluation of composition to independent cooperative learning among learners, such as group discussion and mutual suggestion. And feedback, peer evaluation, and other articles. The online writing center can also become a student's after-school writing tutor "teacher." In the absence of teachers' personal guidance, students can also get the basic knowledge and information needed in the writing process independently, so that students with the ability to learn independently can increase additional writing training according to their own degree. In terms of learning methods, guided by constructivist learning theory and experiential teaching concept, this study focuses on students' participation, practicality and cooperation, advocates learning through experience and sublimation in experience, and achieves the process of classroom learning and cooperation in extracurricular learning. It improves the efficiency of writing teaching, fully reflects the characteristics of English education, and aims to eliminate the drawbacks of English writing teaching.

4. Conclusion

Writing Center is a mature mode of writing guidance in foreign universities, which is still developing continuously and has formed its own theoretical system, but seldom carried out in China. In the past, it was unrealistic to establish an online writing center because of the limitations of

domestic educational technology level, computer, network coverage and network acceptance. The teaching mode of English writing based on web-based learning platform emphasizes the writing process and students' cooperative learning activities. Through the interlocking process experience, students change from painful passive writing to happy experiential writing. Their interest in writing becomes stronger, their self-confidence is strengthened and their self-learning consciousness is enhanced. The team cooperation review has greatly enhanced the sense of teamwork. More importantly, this teaching method is incomparable to traditional methods in helping students understand the essence of writing, fostering critical, creative thinking, and good writing strategies. Undoubtedly, it also has unparalleled superiority in foreign language writing teaching. However, its teaching effect has yet to be further studied on a large scale.

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