

Research on the Teaching Reform of College English Writing in the Context of “Internet+”

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Abstract: With the rapid development of the Internet, college English writing teaching is facing new challenges. Based on this, college English teachers can reform and optimize teaching strategies effectively through the use of resources on the Internet, so as to promote the efficiency and quality of teaching college English writing. This paper analyzes the relevant situation of traditional college English writing teaching, and explores the changes in college writing teaching in the context of Internet +. By making full use of the advantages of the Internet, the author puts forward several specific teaching measures to improve the teaching effect and strengthen students' participation in college English writing.

1. Introduction

In 2015, at the third meeting of the 12th National People's Congress, then Premier Li Keqiang first proposed the “Internet +” plan in the government work report, marking the inclusion of the “Internet +” into the national strategy in China. In April 2016, Xi Jinping, general secretary of the Communist Party of China Central Committee, suggested educators can take advantage of the Internet to implement “Internet + Education”. It is inevitable that the “Internet +” has become an unstoppable trend of the times. However, the traditional teaching concepts and methods are still used in the teaching of college English writing. Therefore, teachers need to reform the teaching mode under the background of Internet +, so as to further improve students' writing ability and promote their overall development.

2. An analysis of college English writing teaching at present

2.1. Low teaching efficiency

In the process of traditional college English teaching, teachers often introduce the theoretical skills and analyze typical cases of writing templates in the classroom. This kind of teaching method does not consider the actual situation of students, so it is difficult to understand the actual needs of students, which makes it difficult to build a practical and efficient English writing class. In addition, there are relatively few English writing activities for correction. Teachers often lack sufficient time to correct

students' English writing assignments one by one because of their heavy teaching tasks [1].

2.2. Insufficient students' feedback

The teaching of English writing should be based on students' interest in writing. However, in college English classes, there are usually a large amount of students in one class. Thus, the tasks for the teachers are relatively heavy. For example, it is difficult for the teachers to give students' feedback in time and in detail. In addition, they cannot give separate guidance to different students within limited teaching time. As a result, it is naturally difficult for students to mobilize their enthusiasm for English writing.

3. An analysis of the changes in college English writing teaching in the context of Internet +

3.1. Changes in time and space

In the context of "Internet +", learning will not be limited by specific time and space, and the concept of classroom has also been extended to a certain extent. As long as there is network, students can create their own libraries for them to acquire the knowledge and resources at any time and space, such as canteens, dormitories, or playgrounds. [2] For teachers, it can maximize the writing teaching strategies effectively. Teachers can integrate the resources on the Internet and the social media, etc. to help students develop autonomous learning and interactive learning, so as to participate in the each stage of writing classes. As a result, teaching and learning are no longer in a state of separation, but the combination of learning and has become the norm.

3.2. Changes in teaching subject and initiative

In the traditional teaching concept of college English writing, the core position of textbooks is emphasized. In addition, the teaching of writing is generally a "teacher+textbook+student" model, which is conducted in class. For many years, there has been a call for changing the pattern of teachers' independent leadership, but it is difficult for students to truly achieve autonomous learning due to the inequality of teaching information and resources. In the context of the Internet +, college English writing teaching has begun to cross the border and integrate. When students communicate with teachers, the status of the two is increasingly equal. Whether in teaching subjects, writing norms, teaching methods, etc., the previous rank and authority are facing strong challenges and a new situation. [3]

3.3. Changes in teaching concepts and methods

With the rapid development of the Internet, college English writing teaching experiences great changes gradually. Warschauer (2001) believe the Internet is found to contain real language in a meaningful context. Therefore, teachers can get rid of space restrictions in the classroom and make their teaching content and teaching styles more unique. In addition, English teachers should gradually transform their roles from teaching masters to guides and promoters. The overall and partial innovation of college English writing teaching in the context of the Internet +, has promoted the essential change of writing teaching concepts, and thus effectively meet the multi-level learning needs of students.

4. The function of Internet + in college English writing teaching

4.1. Stimulating interest and enthusiasm in English writing

Graus (1999) believes that the implementation of technology within the second language writing classroom promotes learners' autonomy. Many students acknowledge that writing is so important and related to success in school and life directly. Sometimes, the thought of writing too often evokes negative reactions such as feelings of anxiety and dread, lack of control, and avoidance. [4] In the context of the Internet +, English teachers use advanced network technology and equipment, which can create the opportunities of communication between teachers and students so as to stimulate students' interest and enthusiasm. In this process, teachers can timely obtain students' feedback of their tasks, and then grasp their English writing situation, and improve teaching methods based on this, so that students' dominant position in English writing teaching can be highlighted, and finally achieve the goal of English writing teaching.

4.2. Strengthening the richness of writing teaching content

In college English teaching, writing teaching is one of the important teaching contents. Before students write, they need many sources to read in order to have a good and well-informed writing. The researcher believes the Internet can help students when it encompasses many different ways of communicating and exchanging information. English teachers should choose teaching contents according to students' needs, so as to achieve more ideal teaching results. Many current versions of English textbooks contain less writing teaching content, which is difficult to meet students' learning needs in writing. Based on this, college English teachers should collect and select teaching content. The use of the Internet has promoted and enriched the information, thus effectively solving this problem. English teachers can use the Internet to collect and sort out all aspects of writing content, and then introduce it into classroom teaching. In addition, teachers can also use the Internet to strengthen the communication, exchange information between other English teachers, etc., so as to help students better master writing skills and promote their learning effects.

4.3. Promoting the diversity of teaching models

In the process of traditional English writing teaching, college English teachers often adopt the way of language explanation to explain writing skills and precautions for students, and then require them to write articles according to the theme. This kind of teaching mode is boring for students, which makes them less interested in writing, and even makes them feel disgusted, thus affecting the actual learning effect. After the use of the Internet, teachers can develop more diverse writing teaching models, such as micro class teaching model, flipped classroom teaching model, etc. They can make full use of information technology to promote the further optimization of the writing teaching process, achieve effective innovation in the teaching model, and enhance the enthusiasm of students to participate in English writing learning.

5. Reform strategies of college English writing teaching in the context of Internet +

5.1. Integrating rich resources

In the context of Internet +, more and more rich teaching resources and content emerge. Based on this, college English teachers should take reasonable teaching forms and resources according to the actual situation, improve and integrate resources and information, and further broaden the channels

for students to obtain English learning materials. In addition, in the process of teaching, teachers should actively guide students to effectively integrate resources on the Internet to promote the formation of their good writing habits and logical thinking. English teachers should also use a variety of communication forms to achieve real-time communication with students, such as email, Wechat and other forms. In this way, teachers can understand students' writing ideas in time, and then make appropriate teaching content according to their needs, thus playing an effective auxiliary role in students' writing. The two-way feedback mechanism is not only conducive to teachers' teaching, but also can promote students' learning. In the context of Internet +, it is an inevitable requirement for the development of education and teaching that teachers use the Internet to integrate writing resources. College English teachers should promote the further integrity of writing information, and then effectively improve students' writing ability.

5.2. Building an interactive platform

For some students, English writing has always been a boring activity. Therefore, it is difficult for many students to raise interest in it. College English teachers should strengthen the stimulation and cultivation of students' interest, build an interactive platform for writing, and promote students' understanding, in order to further expand their thinking, and improve the writing effect. For example, colleges can build an English writing system, set up English writing windows for each grade in the system, and design targeted content for each grade, such as building the following modules: writing materials, writing skills, communication and interaction, excellent article sharing, etc. In these way, each student can log in to the writing system through his/her student ID, and can select and learn the content he/she needs in the system. In addition, students can strengthen the interaction with students and teachers through the system, raise their own questions and doubts, or answer questions for others. Furthermore, the system can record the learning duration and content of students, so that teachers can have a more comprehensive and full understanding of students' learning through the platform, and put forward targeted suggestions and guidance in classroom teaching.

5.3. Using multiple models

Under the background of Internet +, college English teachers should build a diversified interactive teaching model, make full use of mobile platforms to realize the construction of English writing teaching system, in order to further unify management and evaluation, meet students' learning needs better, and carry out expansion courses with the promotion of students' language skills as the core. In addition, teachers can actively use the flipped classroom and micro class. The flipped classroom organically combines curriculum teaching with Internet technology. With the advantages of the Internet, teachers can change the learning subject, teaching order and interaction mode. The use of flipped classroom can effectively improve students' English application ability. Micro class is to explain knowledge points in the form of small videos, including micro resources, or micro videos, etc. The main content includes courseware, intensive teaching of knowledge points, testing, etc. Micro class teaching has the following stages: video production, pre-class preview, classroom exploration, and after-class reflection. When recording micro class resources, teachers should have a clear theme, and set the video length within 10 minutes, so as to effectively meet the cognitive needs of students.

Micro class teaching can enable students to gain more opportunities for independent learning, and further promote their enthusiasm for writing. Interest is the best time to come. Therefore, college English teachers should use multi-modality to design teaching, so that students can participate in writing learning with a more active attitude. When they begin to enjoy English writing, they can stick to it all the time to improve their English writing ability. Teachers can use multi-modal design

teaching to strengthen students' independent learning, and introduce topics through pictures or videos. In addition, students can collect topics and related materials on the Internet, and then discuss and write the first draft, and upload it to the network. Students' mutual evaluation and teachers' evaluation can be carried out to promote students' learning enthusiasm.

5.4. Optimizing post write evaluation

For students, teachers' final evaluation is one of the important links related to their future writing direction. Teachers should first clarify the purpose of evaluation in this link. In the past, the purpose of many teacher evaluations was often limited to the scope of technical guidance, but in essence, the purpose of evaluation was to effectively stimulate students' interest in learning and provide more ideas and directions for the completion of their later exercises. The online English writing teaching mode has become increasingly popular in the context of the Internet, which also provides more ways for writing evaluation. On the one hand, through the use of the information platform, teachers can give the actual evaluation results. On the other hand, they can interpret the information icon, elaborate on the part of the chart that students do not understand, and put forward suggestions for improvement based on this. With the help of charts, English teachers can accurately grasp the problems in students' writing process, and guarantee the pertinence reflected in the follow-up classroom evaluation. Teachers should reflect the number of students' composition revisions in the statistical chart, so as to have a more in-depth and comprehensive understanding of students' learning attitude, and evaluate and further guide them from their perspective. Although the analysis and evaluation of information plays an important role, it cannot completely replace teachers' and students' self-evaluation and mutual evaluation. Teachers should interpret the evaluation given by the information platform on the premise and basis of its evaluation chart, so that students can truly realize their own shortcomings and problems, further optimize their own writing works, and then promote the improvement of writing level [5].

6. Conclusion

To sum up, in the era of Internet +, college English teaching is an inevitable trend to strengthen reform, and so is writing teaching. College English teachers should make quick and active use of the convenience brought by information technology in the context of Internet +, and explore the teaching mode suitable for students' learning, so as to promote their writing ability and enhance the effectiveness of college English writing teaching.

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