Research on Teaching Reform of College English Writing in the New Media Era

Li Li

School of Foreign Languages, Huainan Normal University, Huainan, Anhui, 232038, China

Abstract: Influenced by the NM (new media) technology, the current teaching ideas and methods have changed greatly compared with the traditional teaching mode. Applying NM technology to college EW (English writing) teaching can provide a lot of information for EW teaching, which has a very good role in promoting the development of college EW teaching. How to keep up with the situation, break through the current predicament and better cultivate the ability of English writers in the teaching of college EW course in this rapid wave of educational reform has become an important topic at present. This paper analyzes the significance of developing college English education from the perspective of NM, analyzes the existing problems in college EW teaching, and puts forward some suggestions on the reform of college EW teaching in the NM era.

1. Introduction

EW (English writing) is an important embodiment of students' language output ability, and it is also a difficult point in English learning. In the information age, the Internet has penetrated into all aspects of people's production and life. As the foundation of the country, education should keep pace with the times and carry out teaching reform in time. The application of NM (new media) technology in college EW teaching can effectively break the shackles of traditional teaching mode and has high practical value. The arrival of the NM era also brings new development opportunities and challenges to college EW teaching [1-2]. Especially under the general trend that EW teaching is gradually biased towards the improvement of students' language application ability, teachers can use micro-courses to carry out EW teaching in senior high schools, which can leave more time for teachers and students to interact and contribute to the harmonious development of classroom teaching.

How to keep up with the situation, break through the current predicament and better cultivate the ability of English writers in the teaching of college EW course in this rapid wave of educational reform has become an important topic at present. Here, from the perspective of curriculum construction and teaching reform, this paper analyzes how to adapt college EW course to the new situation and how to adjust teaching strategies in media era.

2. The significance of developing college English education from the perspective of NM

Influenced by the NM technology, the current education and teaching concepts and methods

have changed greatly compared with the traditional teaching mode. Applying NM technology to college EW teaching can provide a lot of information for EW teaching, which has a very good impetus to the development of college EW teaching [3]. Compared with the traditional teaching mode, the NM is more convenient and efficient. English teachers can present English knowledge to students only by writing on the blackboard in teaching, instead of describing and writing them one by one like the traditional education mode. This has played an important role in promoting the teaching goal of college EW.

Making full use of the advantages of NM context, combining autonomous learning and integrated thinking theory in college EW course has become an important innovation in EW course teaching, which has shown certain influence on the improvement of college students' writing ability and EW teaching quality [4-5]. With the rapid development of information technology, society has entered the era of NM. The convenience of the Internet has a profound impact on people's production, life and way of thinking. For college English, the traditional teaching mode has been unable to adapt to the development of the times. However, EW is an important skill in English learning, and students' EW ability is related to their ability to use English language. Under this background, college EW teaching is bound to change in teaching philosophy, training objectives, teaching content and methods, and EW, as the core practical course in college EW teaching system, is bound to face reform to meet the requirements of students' English professional skills.

3. The present situation of college EW teaching

3.1. Backward teaching mode

Deeply influenced by the traditional teaching mode, many universities still adopt the teaching mode of copying mechanically in English classroom teaching. Under this teaching mode of EW, it is easy to lead to the mismatch between the teaching mode and the actual development of students, thus affecting their learning level [6]. Some teachers also adopt the previous teaching view that the main task of learning is examination, which leads students to pay too much attention to their examination results when learning English. Therefore, when learning English, they will only learn by rote without adopting flexible learning methods, which will eventually make students bored with English subjects and even afraid of English.

3.2. Lack of autonomous learning

At present, the teaching reform in the context of NM has opened up new ideas for college EW teaching. College EW should not only use the NM context to build a new learning mode, but also deeply integrate and integrate the thinking mode, which adds fresh vitality to the college EW course and raises the classroom learning atmosphere to a high point. Due to the traditional classroom teaching mode, students are highly dependent on teachers, which makes them lack autonomy in learning and their subjective consciousness declines. Students do not realize the importance of autonomous learning. In addition, college life is rich and colorful, and students tend to ignore the study of basic courses, especially EW, which is a difficult point in college English learning, making some students reluctant to make more efforts to improve their EW level.

3.3. Lack of innovative ability in EW

Writing in English is a tedious process of thinking integration, not a simple random record, and writing is considered as an important form to show the comprehensive level of English [7]. In the traditional EW teaching in China, students have been instilled with an inherent thinking of writing

structure from the beginning of writing practice in primary and secondary schools, which has bound their writing thinking. In this way, students are confined to a fixed writing mode, so they will lack their own independent thinking, and it is even more impossible to express their own views. In the long run, students passively create English, and it is difficult to improve their writing level in essence.

4. Analysis on the teaching reform of college EW in the NM era

4.1. Innovating EW teaching mode

Under the background of NM, if the traditional EW teaching method is adopted, it is difficult to meet the current English education needs, so it is necessary to strengthen the reform and innovation of EW teaching. On the one hand, multimedia-based EW teaching in colleges and universities allows teachers not only to explain EW theory, but also to focus on the training of students' individual writing style. Students with low writing level can be given careful online guidance, while students with deep writing skills can be allowed to share their writing skills online [8]. This targeted teaching mode can help to show the overall effect of writing. With the help of multimedia teaching, it is necessary to expand students' thinking from all directions, and to provide students with more opportunities for independent thinking, so that students can think in their studies and integrate what they have learned. At the same time, they should create a good learning environment for students in teaching, so that students can appreciate the fun brought by NM teaching and turn their attention to their studies.

4.2. Establishing integrated thinking mode of EW

At present, the integrated thinking mode has penetrated into the teaching of college EW. By using the advantages of NM to make up for the shortcomings and disadvantages in the teaching of college EW, a new teaching system is integrated and constructed. Through the new writing teaching mode of "student-oriented, teacher-assisted", the teaching effect is remarkable, and the students' writing level also shows a qualitative leap.

EW ability is one of the important manifestations of the comprehensive quality of contemporary college students, and it is also a major problem faced by students in basic courses [9]. The NM context opens up a new situation for the reform and innovation of college EW teaching, and the traditional teaching concept will inevitably be eliminated. By effectively integrating the integrated thinking mode, the college EW course will be deeply integrated, which not only stimulates the enthusiasm of students to participate in writing, but also greatly increases their confidence in EW, which is a qualitative change in the effectiveness of EW teaching. The effective application of integrated thinking mode in college EW course in the context of NM is an innovation in teaching methods, which gradually shortens the distance between teaching and writing, and is a combination of modern educational concepts and the development of the times, giving full play to the advantages of integrated thinking mode.

4.3. Strengthen students' subjective consciousness of EW

Every change in the history of educational development will bring about the reorganization and reconstruction of various educational elements. Compared with the traditional mode of learning knowledge, MOOC's personality characteristics have broken through the traditional limitations. According to their personal hobbies and interests, learners can turn on their computers and smart phones to realize online education and enjoy the high-quality resources of famous teachers' courses

in world famous schools. "Learning at the fingertips" is no longer a dream.

MOOC course provides high-quality teaching materials and training materials, with famous translators in full play, professional knowledge and practical experience, and top teachers in the industry teach in person, and get the gold certificate directly without leaving home. Courseware supports Apple and Android mobile terminals, and learning is more arbitrary, as shown in Figure 1.
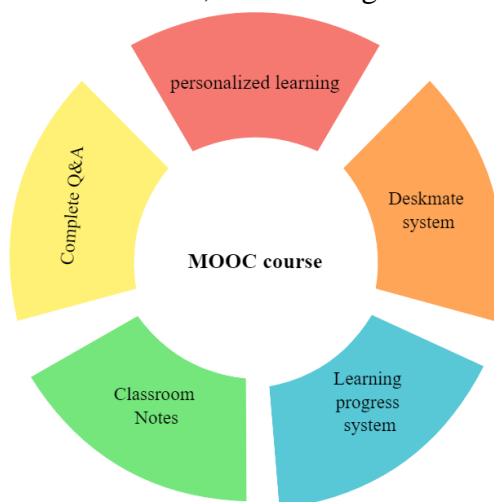

Figure 1: MOOC curriculum characteristic system

Under the background of the rapid updating of knowledge, students should be actively involved in and take general courses in college English through MOOC platform, so as to continuously improve their basic English level, especially in English listening, speaking, reading and writing, and lay a solid foundation for learning EW theory and skills. Combining students' writing interests and teaching objectives, we should focus on cultivating students' text reading ability, critical thinking ability and writing ability in corresponding teaching activities, give full play to students' dominant position in EW process, and finally present a new face of writing teaching: "Students are willing to write, can write and write well".

4.4. Actively carry out practical activities

In the NM era, universities should actively upgrade their hardware and software facilities, introduce advanced information technology while equipped with advanced NM equipment, and lay a solid foundation for the comprehensive implementation of EW teaching reform. Universities should actively carry out outward bound training, increase English communication among students, encourage students to enter the society, carry out actual combat training, enrich students' oral communication experience, and lay a solid foundation for students to integrate into society [10]. Such as WeChat official account, App and other English resource platforms, to students, so that students can use these platforms to learn English, which can effectively broaden their horizons and autonomous learning ability. It can not only broaden the practical teaching path, but also provide students with a platform and practical opportunities to communicate with others, and effectively improve students' English literacy.

4.5. Using NM for learning evaluation

Traditional writing evaluation is time-consuming and laborious, and it is difficult to achieve results. The addition of NM can greatly improve the efficiency of evaluation. In order to avoid the one-sidedness of online evaluation, teachers' manual evaluation and peer evaluation should be

supplemented. The evaluation focuses on the thinking schema of classroom discussion, and students can further modify it according to the feedback results. It can also guide everyone to establish a "writing electronic portfolio", including the accumulated schema, writing outline, first draft of writing, writing system, feedback from teachers and classmates, revised draft and finalized draft, etc., to record students' writing process and progress.

In the exam, students choose the time and place of the exam by themselves, which is helpful to the arrangement of students' learning and review progress and makes students' learning have certain autonomy. It can also let students know more information in the exam, which is the best method of college EW teaching from the perspective of NM. In this way, students can improve their EW ability through constant revision and practice. Moreover, English teachers can evaluate students' English articles in depth in the system, so that students can deeply understand the logical relationship in EW, and thus have a deeper understanding of EW.

5. Conclusions

The application of NM technology in college EW teaching can effectively break the shackles of traditional teaching mode and has high practical value. The arrival of NM era also brings new development opportunities and challenges to college EW teaching. Making full use of the advantages of NM context, combining autonomous learning and integrated thinking theory in college EW course has become an important innovation in EW course teaching, which has a certain influence on the improvement of college students' writing ability and EW teaching quality. Therefore, in EW teaching, we should strengthen the use of NM, create a good learning atmosphere, set up English learning groups, carry out practical activities, and improve teachers' teaching level of NM, so as to form a systematic teaching model and complete English innovation and practice in the NM era.

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