

Research on the Construction of English Writing Platform in Mobile Learning Environment

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Abstract: the teaching mode has been promoted with the rapid development of Internet, especially when the mobile technology and intelligent terminals are created, which is conducive to the injection of increased vitality in the education domain. Thereby, the mobile teaching environment is widely concerned by the educators who try to carry out teaching process in the mobile teaching environment conforming to the personalized learning needs of students. English writing, a complicated social activity, is regarded as the weakest aspect in Chinese college students' English learning. Under the guidance of the "post-process" writing theory, this thesis theoretically constructs a mobile English writing learning platform, aiming at establishing a follow-up and real "harmonious and win-win" writing environment for students, so that learners who can be improved their writing enthusiasm would no longer be afraid of difficulties in writing.

1. Introduction

In the 21st century, online learning has emerged all over the world and gradually changed the whole education modality. Massive online courses, flipped classroom, cloud computing, mobile learning and other new forms of education keep emerging, which bring infinite possibilities in innovative teaching and learning. Recognizing the great potential that information technology has brought to education, decision-makers around the world have formulated policies and various medium-term and long-term plans to explore ways to integrate information technology into education and invest heavily to educational research. In terms of teaching efficiency, English, as a foreign language subject, has been under attack for years in China. Despite the devotion of constant efforts from teachers, administrators and researchers, learning outcome remains unsatisfactory. Thus, the reasons for this long-standing problem are debatable, but it is certain that innovation is imperative. As stated in the Guidance on National Education Informatization, integrating innovation into English teaching curriculum should be one of the core contents.

2. Organization of the Text

2.1 The necessity of mobile learning in English teaching

Compared with traditional online learning, mobile learning possesses the characteristic of learning at anytime and anywhere, which is undoubtedly a great potential method that has broad development prospects in the field of English education. As for the effectiveness of mobile learning, Burston points out that nearly 80% of the research reports support it from the positive perspective. These studies have found that it can enhance learners' interaction and participation, extend the learning time for promoting formal classroom teaching when mobile learners access to learning resources via mobile devices and wireless networks at any time and place of their own free choice. Laurillard also assumes that typical mobile learning activities can provide more opportunities for learning in digital specific places and give learners certain right of self-learning control.

Indeed, mobile learning is not only the learning procedure using by the mobile technology to facilitate learning, but also the communication and exploration learning process between learners and interactive technologies. Vavoula and Sharples illustrate the application situation of mobile learning from three perspectives: in terms of the time, English mobile learning occurs in fragment time which lies on the subjective needs of learners; in terms of place, English mobile learning mainly takes place in informal learning occasions, which is quite different from traditional classroom learning. In terms of learning content, learners pay attention to the intellectual expansion in addition to basic knowledge and skills.

2.2 Theoretical construction of English Writing Platform

Mobile learning liberating students from the constraints of specific locations and study periods provides a new dimension for English writing, which is worth to explore deeply. As a complex social activity, English writing is regarded as the weakest aspect in Chinese college students' English learning. When students can't get enough support from their classmates and teachers, writing is still a personal act. They can only rely on themselves to develop textual writing. In this case, writing anxiety increases; interest in writing decreases; writing performance decreases. At this time, English writing activity should be implemented in social interaction instead of making it exist independently. By establishing an English writing community, students will be provided with sufficient opportunities to share information, exchange ideas and suggestions, so as to they can gain cognitive and emotional support. Mobile learning promotes the construction of collective knowledge and the development of individual cognition. With the fading of teacher authority and the strengthening of student autonomy, a new relationship has been formed between instructors and learners in the writing community.

2.2.1 Set writing goals

In *The End of Composition Studies*, Smit divides the objectives of English writing teaching into three aspects: help learners to acquire necessary writing knowledge and skills for efficient expression; help students to gain confidence and a sense of self-worth so that they can further influence others; encourage students to participate in a wider range of social and cultural activities. This is consistent with the idea advocated in the "post-process" theory: teaching should be student-centered. In the 1990s, educators in the writing theory field began to put forward the teaching theory of post-process writing from the perspective of sociological significance. Tirmbur is the first to propose "post-process" theory which regards writing as a cultural activity in which writers define themselves by referring to their own and others' views, context, communicative practices and conventions. Learners have the right to participate in the teaching process, express their views and influence others. Therefore, the teaching goal of writing should be set according to the above mentioned. Namely, at the cognitive level, train students to master basic English writing knowledge; at the emotional level, cultivate students' confidence in writing; at the macro level, cultivate students' awareness of participating in social and cultural activities.

2.2.2 Design writing process

Professor Matsuda deems that writing is not simply a matter of personal knowledge gained through experience and self-effort; Writing is a social cognitive process in which learners interact with other members of the writing group in a specific context. Therefore, there is need to design and create an online environment that encourages learners to interact with each other. Storch divides the writing process into several stages, such as task allocation, conception design, learning of language points, structure division, etc. Min believes that writing includes brainstorming, drafting the first draft, peer feedback, the second draft, oral report and peer feedback, the second draft discussed by teachers and students (including oral and written opinions), the third draft and the fourth draft (final draft). All of these design overlap significantly: they are process-oriented and need scaffolding.

In Storch's research, task assignment, conception design, learning of language points and structure division are all belong to pre-writing stages, which can help learners from different aspects.

Similarly, Min's peer feedback and the discussion between teachers and students all provide critical help for learners to complete the writing better. Given the complexity of English writing tasks, scaffolding is crucial to the whole writing process, so multiple scaffolds should be provided in the design of mobile English writing platforms. The whole writing process can be divided into pre-writing, while-writing and post-writing activity. Especially in the pre-writing stage, interactive sessions are designed to promote learners' understanding of the task, help learners to organize thoughts and ideas, and provide relevant language support. In the post-writing stage, writing skills can be enhanced through peer written comments, modifications, teachers' comments and discussions between teachers and students.

2.2.3 Follow co-revision principle

Some researchers found that the interactive mode has an impact on the teaching and writing development of a second language. This means that interaction using by technology can promote language teaching, but not necessarily lead to positive learning effects and bring learning experiences. Although co-creation may be an effective means of promoting collaborative knowledge construction among peers, but its limitations are equally obvious. On the one hand, some students tend to think that writing is an independent expression of ideas, they are not willing to create an article together; On the other hand, those who with strong learning ability will dominate the writing process, so that students with poor learning ability cannot better participate in the writing process. In view of this, various forms of activity need to be considered when designing the writing platform, so that each participant can fully perform their capabilities, so as to find a balance between building scaffolding and cultivating the ability to cooperate. Therefore, a variety of group activities should be arranged in the pre-writing stage to lay the foundation for the next stage of writing, and learners should use the ancillary resources in these activities to write the first draft by themselves, and then step into the interactive part of group revision.

2.2.4 Establish reward mechanism

The reward system is designed to encourage students to actively participate in the interaction process and write good articles as well as they can. For example, students who create excellent composition will receive 200 virtual coins to purchase advanced vocabulary or sentence patterns provided on the platform. Reward 100 coins for those who are involved in writing revision activities, which can increase students' engagement. In addition, 50 coins will be awarded to students who provide advice.

Theoretically, the writing platform refers to the basic principles of "post-process" writing. English writing should be a cognitive activity in a social context, in which students establish connections with others in the community, exchange ideas and share ideas. Therefore, as a mobile learning community, writing platform can enable students to establish comfortable and good relationships with others at any time and place, and carry out a variety of learning activities related to English writing.

From the perspective of function, if learners think this writing platform is useful, it means that the designed function is highly related to the development of students' English writing skills. At the same time, this learning platform should be easy for learners to operate. As Davis argues, perceived usefulness and perceived ease can determine the intention of individuals to use the system. When users find the mobile learning system useful and easy to operate, they are more likely to use it. This intention of using mobile learning systems will result in better learning outcomes for students. Finally, in terms of student motivation, it should enable students to use the platform to gain positive learning experience.

The platform needs to be composed of several modules, such as writing technique, appreciation of excellent works, writing assignments, learning portfolio and so on. Writing technique provide skills on how to write a variety of articles well; The work appreciation section displays students' excellent works for their appreciation and comments. Learning portfolio collects students' personal information and study records; writing assignments is the most important section, in which students

learn about new writing tasks and conduct a series of writing activities, including topic analysis, brainstorming before writing and language backup, outline and draft. Peer assessment, peer revision, and submission are performed in the post-writing stage. When the teacher logs in, there are several modules to manage, such as assigning tasks and evaluating assignments.

3. Conclusion

Since the beginning of the new century, great changes have taken place in the teaching of English writing, especially when the application potential of science and technology is gradually recognized. And word processing software, online electronic dictionary, dictionary corpus and so on have become an important part of students' study and life in college, not to mention the possibilities of tablets and smartphones as wireless networks spread. Indeed, IT has moved steadily into the field of education to refine the relationship between students and teachers and shape the new face of teaching and learning, specially the nature of writing. English writing needs to pay more attention to emerging technologies and online resources to meet the changing needs of a new generation of learners. Mobile network environment is suitable for the current English education environment, which opens a new world for English writing teaching mode. Making use of the powerful conditions of the Internet to build a "harmonious and win-win" writing community for learners, making learners think of writing as a kind of fun, no longer afraid of writing, so that learners' writing enthusiasm will be improved.

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