Research on Practical English Writing Teaching of Colleges and Universities in the Internet Era

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Received: February 8, 2023
Accepted: March 5, 2023
Published: April 3, 2023

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Abstract

In the Internet era, colleges and universities carry out practical English writing teaching and research to meet the needs of students’ future development. In the process of practical English teaching, due to the limitation of immobilized assessment standards, relatively single teaching model and inconsistent basic situation of students, the teaching effect is not good, and the traditional college teaching model can no longer meet the requirements of the development of The Times. Therefore, practical English writing teaching in colleges and universities should create a new assessment standard, through different assessment indicators to achieve the purpose of serving students to improve their ability, make full use of the Internet environment to create a network environment to meet the needs of learning at any time. At the student level, it can improve students’ learning autonomy, help students seize the fragmented time, provide students with a realistic site, form a practical English writing evaluation mechanism, guide students to correctly understand themselves, make full use of online teaching, multi-pronged approach, research more practical English teaching methods, and contribute to students’ future development.

Keywords

Internet era, Practical college English, Teaching Writing

In today’s world, competition is fiercer than ever, and there is an increasing demand for highly skilled people who can use English proficiently. Especially in the Internet era, the deep combination of computer and network, the use of the Internet for data transmission and communication, the traditional college teaching model can no longer meet the requirements of the development of The Times (Yang Di, 2021). Therefore, the article explores the practical English writing teaching in the Internet age, and analyzes the current challenges and its own characteristics, and finds out the new teaching methods suitable for the Internet age, so as to promote the smooth development of practical English writing teaching in Chinese colleges and universities (Qiao Hui, 2019).

1. The deficiency of traditional practical English writing teaching

1.1 Assessment standards tend to be immobilized

At present, almost all students in colleges and universities have to take compulsory English courses, and most teachers and students set the goal of passing college exams and CET-4 and CET-6, neglecting the cultivation of practical English. With the passing rate as the first task, teachers and students no longer pay attention to the cultivation of ability, but make teaching plans with achievement as the main goal. Teachers' teaching is also of certain utilitarianism. After college students graduate, when they really use practical English writing, they will find that they have basically returned to the teacher, then they have to start learning again, college teaching is meaningless.
1.2 Relatively single teaching mode

At present, most ordinary colleges and universities tend to use a single classroom teaching mode for teaching, ignoring the effective use of other teaching modes. For example, some colleges and universities tend to use knowledge teaching and the single teaching mode guided by the "stimulus-response" behaviorism theory. The teacher, as the "protagonist" of the class, spends most of the time teaching unilaterally. Make students remember some boring theoretical elements, the theory itself lost its appeal and appeal. At the same time, some teachers do not have a deep understanding of the significance of teaching in the Internet era. They only transfer the book content to the projector without focusing on how to use the Internet to improve the teaching mode, which leads to the shackles of students' personality and is not conducive to the cultivation of students' innovative consciousness, creative thinking and creative ability (Chen Jiali, 2021).

1.3 Students' basic information is inconsistent

Students are admitted to college by the sum of all subjects, English as a part of it, some people learn well, some people learn poorly, the foundation is inconsistent, these students' English learning foundation is relatively weak. When some students learn knowledge at a higher level, their comprehension speed is slow and they cannot grasp its specific application. Therefore, teachers need to spend more time on guidance. In addition, the polarization of students is also very serious. Some students in western areas don't even know the English knowledge of junior middle school. They don't understand whatever the teacher says in class, which greatly restricts the efficiency of classroom teaching.

2. Advantages of practical English writing teaching in colleges and universities in the Internet era

From a practical point of view, under the current evaluation mode of hero based on scores, all the students of colleges and universities are basically deficient in mastering academic knowledge. However, it is the goal of higher education to cultivate technical talents who can adapt to the trend of technological development. Therefore, higher education must carry out teaching reform, pay attention to the teaching of practical English writing, to teach students the English knowledge they need to work, which is also the significance of practical English teaching.

In the Internet era, teachers can display text, sound, charts, videos, animations and other forms of Internet multimedia to students to watch and learn, so that students can visually display some data or a variety of scenes that cannot be seen in real life. Using Internet technology, on the one hand, teachers can make vivid and varied teaching courseware to carry out teaching, improve students' interest in learning, and relieve students' sense of fatigue and boredom brought by traditional teaching methods. On the other hand, students can receive more diversified teaching content, better absorb knowledge and grow (Sun Xiaolei, 2020).

On the Internet, using BBS, E-mail and other network tools or "fast class network" mobile teaching platform, teachers and students can carry out a comprehensive and dynamic real-time interaction at any time, forming interactive learning. Through online teaching and learning between students and teachers, they can communicate, answer questions, complete homework and take examinations through the platform.

3. Innovation in practical English writing teaching in colleges and universities in the Internet era

3.1 Create composite assessment standards

The composite assessment mode of practical English writing is a combination of the "achievement-oriented" result assessment and the "competency-based" development assessment. Results-oriented assessment focuses on the final exam score, and the content and emphasis of the assessment are mainly focused on the score level, while the competency-based development assessment focuses on the daily performance of students. This form of assessment not only meets the school's goal of assessing students based on achievement, but also provides a solid foundation for students' future English application through competency-based development assessment. In the Internet era, relying on the computer information management system, design a set of student assessment system. It is necessary to take students as the center and comprehensively assess students' learning, ideology and morality, discipline, social services and labor conditions. It is also necessary to take the scientific assessment as the standard, fully reflect the development of students in the assessment indicators, and comprehensively decompose the indicators that require the development of students. In all aspects of the assessment, different assessment indicators are established according to the scientific principle, and students and classes as the assessment center, according to the setting of assessment indicators, to carry out the assess-
ment of moral education value points. Low score index can be set for students' bad behavior and extra score index can be set for students' excellent behavior, so as to serve the purpose of teaching.

3.2 Create a complete Internet learning environment

Different from traditional learning methods, Internet learning has special requirements for the learning environment. If universities can create a wireless campus network environment for students, create the most favorable conditions to meet the needs of students in the classroom, dormitory, language room and other learning places using mobile devices to study anytime and anywhere. In addition, colleges and universities can also provide a practical English writing communication platform for students. If it is difficult to design and develop by themselves, special learning platforms can be introduced, such as: The "U Campus Intelligent Teaching Cloud Platform" created by Foreign Language Teaching and Research Press and the "New Concept Foreign Language Online Teaching Platform" developed by Shanghai Foreign Language Education Press can also use mobile learning apps like "Super Star Learning Tong" to guide and encourage teachers and students to teach and learn practical English writing on the Internet. With the university as the resource platform, attract domestic and foreign practical English writing masters, adopt the win-win mode, study together, mutual benefit. These types of English teaching platforms and learning software are the embodiment of intelligent teaching and learning in the Internet era. They are highly interactive and beneficial to the improvement of students' practical English ability. For example, teachers can set up online scenes of school cultural exchange activities. Students can meet exchange students from foreign schools and carry out exchange activities with traditional culture as the theme. With the help of information technology to create a situation, guide students to quickly enter the situation, combined with their own learning content to write. Different scenarios can test students' proficiency in the application of grammar, vocabulary and sentences, help students realize the differences between Chinese and English, and choose appropriate sentence patterns and vocabulary according to the set scenarios to improve students' practical English writing level.

3.3 Guarantee strong Internet teaching teachers

College English teachers in the Internet era need to constantly update their professional knowledge and teaching ideas. College English teachers generally have heavy teaching tasks and few opportunities for out-of-town training. In this case, teachers themselves can become the first to experience and benefit from the Internet learning method. Teachers can learn online learning after teaching, and they can learn the most cutting-edge practical English teaching concepts without leaving home. In addition, college English teachers should also have a certain ability to apply information technology. Schools can encourage teachers to master the most advanced information teaching technology by means of micro-class production competition. At the same time, the school can also increase the number of special language room repair and maintenance personnel through the introduction and training, so as to ensure the teachers who can promote the smooth progress of mobile micro-learning.

Meanwhile, under the Internet learning mode, although students can obtain a large number of English learning materials through the Internet, the quality of these learning materials is uneven and not all of them are suitable for students of applied technology colleges and universities. The best way for students to obtain targeted online learning materials is that their school can regularly push English learning materials produced by full-time teachers through its English learning platform or WeChat official account. Teachers can directly select suitable learning resources for students according to their actual English level. The selected learning resources can be divided into two types: required completion and optional completion. The required completion part needs to be completed by students within a certain time, while the optional completion part can be used by students according to their own needs. Teachers can guide students to use various resources to make students' online learning more effective (Cui Lili, 2017).

3.4 Sound and rich online learning methods

Improve learning autonomy. With the continuous development of The Times, the challenges in learning are also increasing. Improving students' learning autonomy is the first problem to be solved. Through online learning arrangement, teachers can assign points to the required part and the optional part respectively according to the classification of learning resources. The former score can be counted into the regular score, while the latter score can be counted as extra points for the evaluation of excellent students. Due to the particularity of practical English, teachers make micro-lessons by themselves, which contain auxiliary teaching resources such as materials and exercises related to textbooks and texts, so as to create a themed daily application environment for students and better help students to effectively learn independently after class. Teachers can rank the scores of students in independent learning based on their usual performance in a one-month cycle. The former can be rewarded, so as to continuously stimulate students' autonomy in learning.

Seize the fragmented time. It advocates learning in a fragmented way anytime and anywhere. This way can make up
for the insufficiency of students’ English ability being not fully applied in class, and short learning content will make students’ application exercises more effective. For practical English writing, the learning and application of vocabulary and sentences is particularly important. Most students can hardly memorize them effectively in a short time, let alone use them flexibly. At this time, WeChat is needed. Teachers set up class WeChat groups, publish articles, ask students for their views, guide students to communicate and discuss within the group, and then use the screen to share relevant videos and pictures to create scenes, and guide students to carry out writing on the same topic based on their actual conditions. At the same time, we can also publish some classic writing articles, showing several common sentence patterns and new vocabulary use, leaving students’ time to think, for students to learn, and guide students to read each other. Teachers can also send the prepared scene video to the group and arrange students to write. In this way, students can think freely, create independently, generate all kinds of new ideas, and also recognize their own problems in writing.

Provide a live site. For practical English writing, the demands in English learning are more diverse, most of them have the need of job hunting, but different enterprises have different requirements on practical English ability of graduates. Teachers can set up different practical English learning sections in the online resources according to their professional needs, such as hotel internship for students who want to work in foreign-related hotels or travel agencies, and hotel English and tourism English learning content focusing on the cultivation of oral English communication ability. For students who want to work in large state-owned enterprises, foreign companies and joint ventures, focus on English document reading, translation and letter processing skills of business English learning content. In addition, some students have the need to take the postgraduate entrance exam or study abroad, so online internship is provided for them to learn English for the postgraduate entrance exam. Diversified learning in the Internet era can meet the different needs of students and ensure that students’ practical English ability can get sufficient practical training (Gao Yuan, 2018).

3.5 Develop a complete writing evaluation mechanism

Teachers can also use the Internet to carry out online post-writing evaluation to help students understand themselves correctly. After students finish the composition, they can upload it to the network, and teachers can modify or evaluate it on the learning platform. They can share the page with students, and put forward the advantages and disadvantages of the composition, so that students can correctly understand their own writing level. Also exchange ideas and ask questions with teachers. Teachers point out the development direction for students, provide solutions, and promote students' personal development. We can also use the table to count down the problems encountered by students and develop targeted teaching programs to make up for the shortcomings of students. The evaluation of network teachers can also be timely fed back to students, ensuring that students grasp the evaluation content in time, solve their own problems, and strengthen the writing practice. For example, teachers ask students to write an article about how to receive customers, which is bound to involve some professional terms of business English. After students finish, the teacher corrects sentence by sentence, not only pointing out students' word order, diction, grammar, but also leading students to analyze the context, so that students can understand their own writing from multiple perspectives. Communicating with teachers to generate new ideas can also strengthen their own learning and make up for their weaknesses. Students have a further understanding and cognition of practical English and improve the level of practical application of English.

4. Concluding remarks

To sum up, online teaching methods based on the Internet have been well applied in practical English writing teaching activities in colleges and universities in the Internet era. Therefore, the practical English writing teaching in colleges and universities should establish compound assessment standards, form an assessment mode that combines the "achievement-oriented" result assessment method and the "competency-based" development assessment, and establish different assessment indicators to serve the purpose of teaching. Build a complete Internet learning environment and create a wireless campus network environment to meet the needs of students in classrooms, dormitories, language LABS and other learning places to use mobile devices to study anytime and anywhere. Improve the rich online learning methods, improve students' learning autonomy, help students seize the fragmented time, and provide students with a real site. Develop a complete writing evaluation mechanism, do a good job of evaluation content feedback, guide students to understand themselves correctly, improve the quality of writing. It is the general trend that the Internet changes teaching. Only by creating good practical English teaching methods as soon as possible can we improve the practicability of English writing teaching and meet the needs of students' future development.

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