

Research on the Teaching Mode of College English Writing Based on Intelligent Review of “Promoting Writing by Reading”

Qingbo Liu

Xi'an Kedagaoxin University, Xi'an, Shaanxi, 710109, China

Abstract: This paper focuses on the teaching mode of “Reading promoting Writing based on intelligent evaluation”, from the analysis of the current situation of college English writing teaching, the significance of reading promoting writing for current English writing, to the construction of reading promoting writing teaching mode with the help of online writing intelligent evaluation. The aim is to help students reduce the difficulty of writing, accumulate writing materials, enrich writing content, improve writing skills, get writing feedback in time, stimulate writing interest, and finally improve students' comprehensive writing ability.

Key words: English Writing Teaching; Promoting Writing by Reading “; Intelligent Review

English writing is one of the four English language skills, which plays an important role in improving college students' language expression ability and communicating with English knowledge. As the output of language, English writing is the final output of English reading and runs through the whole process of English teaching. However, according to the current practice of college English writing teaching in China, students' English writing ability is generally weak, which is reflected in plain and boring writing content, chaotic syntax, obvious Chinese thinking, poor coherence between sentences and paragraphs, and unclear logic of discourse structure. This situation is largely attributed to college students' insufficient grasp of English knowledge and accumulation of writing materials. The current teaching mode of college English writing is in urgent need of reform to meet the requirement of improving college students' comprehensive English writing ability.

1. Current Situation of College English Writing Teaching

1.1 Students' Insufficient Writing Ability

It is reflected in the following aspects of students' writing: the content is too simple; Many loose sentences, running-on sentences and inappropriate diction occur from time to time; Sentence construction ability is weak; Poor cohesion and coherence between sentences and paragraphs are typical features in students' writing; The structure of the composition is not clear, lack of speculative logic; The way of argumentation is single, the arguments are not enough, the language and thinking are obviously affected by the negative transfer of Chinese mother tongue, and the writing is full of Chinese style. This situation is more prominent in the English composition of non-English major students.

1.2 The Most Frequently Used Evaluation of Teachers' Writing Teaching Writing evaluation is one of the important processes to achieve teaching goals in writing teaching (Zhang Yanhong, 2012). At present, most English teachers take the summative assessment as the main method in English writing teaching, pay too much attention to the writing results of students, and do not further study the problems encountered by students in the writing process. They believe that writing needs to be conceived by students themselves, and it is difficult for teachers to give specific guidance, so that students' English writing ability cannot be significantly improved for a long time. Obviously, for the college English reform whose main goal is to cultivate students' comprehensive English application ability, a single summative assessment method cannot meet the requirements of the new English writing teaching model.

1.3 Limitation of Writing Subject Matter and Genre

According to the Teaching Requirements of College English Courses, college students will learn narrative, expository, descriptive and argumentative writing styles during their college English study. However, under the influence of exam-oriented education, college English teachers usually focus on the subject matter and genre range of CET-4 and CET-6 compositions in their writing teaching process, confining students' writing styles to argumentative essays and subject matter to social hot topics, campus learning, life, and club activities. The exam-oriented writing training of college teachers makes students' writing ideas narrow and writing styles single, which can not improve their comprehensive English writing ability. As a result, students can not even skillfully complete simple practical English writing after they reach the job post.

1.4 Lack of Professional Writing Guidance Courses

In college English teaching, except for the writing course offered by English majors, which lasts for one academic year and lasts 2 class hours per week, totaling 64 class hours, non-English majors can only accept “additive” writing teaching, that is, English teachers superimpose English writing in each class, which cannot fully meet students' needs for writing learning. As a result, many students know little about the knowledge and skills of writing skills, writing methods, etc., which leads to their weak writing ability. In addition, although some schools have carried out special “reading and writing” courses, they lack professional reading and writing textbooks and have relatively little time for reading and writing courses, which is not conducive to the improvement of students' writing ability. Therefore, it is necessary to build special professional guidance courses to promote reading and writing.

2. Significance of Teaching Mode of “Promoting Writing by Reading” in College English Writing

Teaching Practice

2.1 Accumulating Writing Materials and Enhancing Writing Self-confidence

“To promote writing by reading” takes “reading” as the basis of writing, guides students to accumulate writing materials in the process of reading, improves writing skills, reduces students’ fear of writing, and enables students to continuously improve their writing level in the transition of “reading” and “writing”. At present, due to the lack of knowledge accumulation and reserve, college students have a fear of English writing. In view of this, teachers should make full use of various English teaching opportunities to enhance students’ knowledge reserve. Reading is an effective way to improve students’ knowledge reserve. Teachers can guide students to read in a reasonable way, and make use of good vocabulary, sentence patterns, cohesive devices and composition planning skills in their own writing. With the continuous improvement of the accumulation of reading materials, students will have a better grasp of writing skills, feel the fun of writing, and enhance their confidence in writing learning.

2.2 Expanding Scope of Reading, Integrating Emotions and Writing

A good essay must not only have something to say, but also be emotional. It is necessary to collect relevant materials in school life, and “melt the feelings quietly” in the process of writing. However, in current English writing practice, “boring content, lack of emotion and lack of interest” are the common characteristics of quite a lot of students’ English writing. Teachers can make students experience the charm of “feeling in the text” by reading and appreciating famous essays and model essays. In the practice of “promoting writing by reading”, sketching can master certain writing skills through observation, thinking and analysis, enrich their writing content and improve the overall writing level.

2.3 Strengthening Reading Training to Develop Language Sense

In traditional English teaching, teachers focus on the teaching of basic English knowledge, and students are just passive listeners in the teaching process, lacking the opportunity of independent reading and practical communication in English, which affects the improvement of English communicative competence. Try to use the “promoting writing by reading” teaching mode, teachers guide students to read a lot. Through exposure to a large number of comprehensible reading training, students can form their independent reading ability and further improve their language sense, so that English communication can take place in a natural context, and the acquisition of English communication and writing ability will come naturally.

3. College English Writing Teaching Model Based on Intelligent Evaluation of “Promoting Writing by Reading”

3.1 Promoting Pre-writing Stage by Reading

3.1.1 Reading Material Selection

In order to improve the quality of reading, teachers should choose interesting reading materials that students can understand and pay attention to the cultivation of students’ interest in reading. It is necessary to make sure that the reading material is moderate in difficulty and meets students’ cognitive needs. At the same time, teachers should help students develop a scientific reading plan and select reading materials according to the type of writing genre you are teaching. Take the training of narrative writing skills as an example, when choosing materials, try to select paragraphs or articles with obvious 6 elements of narrative writing, so that students can effectively grasp the writing skills of narrative writing through reading these, and make preparation for subsequent writing. In short, when choosing reading materials to promote writing, teachers should combine the types of composition trained, highlight writing skills, and conform to students’ cognitive ability, so as to mobilize students’ enthusiasm and enthusiasm in reading and writing.

3.1.2 Analysis of Reading Corpus

After English teachers choose reading materials to promote writing, they should first guide students to use skimming and scanning to read, clarify the writing ideas, find out the topic sentence of each paragraph, summarize the main idea of the article, and clarify the text structure. Secondly, they guide students to analyze language points, present key words, phrases and diversified sentence patterns, and analyze their functions in sentence construction and text, so as to help students understand and use them. Finally, guide students to pay attention to the use of related words in reading corpus, and understand the cohesion and coherence between sentences and paragraphs. According to the method of group learning, teachers can divide the whole class into several groups and carry out the above activities in small groups. After the group activities, the leader of the group summarized the reading content, and then writing teachers summarized and evaluated the results of the discussion in each group.

3.1.3 Early Writing Strategies

Teachers guide students to organize the composition content by reading materials, brainstorming and other pre-writing strategies. Before class, the teacher presents the materials that the group read and discussed last time. In class, the teacher shows the students the reading analysis results of the last reading corpus from the aspects of words and sentences, paragraph theme, and chapter structure. Then, the teacher encourages the students to copy, rewrite or continue the activities on related topics. For excellent student compositions, teachers should give timely praise and share their writing methods and skills with other students in class. Encourage students to develop good writing habits by appreciating the teaching methods.

3.2 Promoting Writing by Reading in the Writing Stage

First of all, the teacher introduces the writing strategies of the reading promoting writing stage to the students from the strategies of

word selection, sentence formation, outline, paragraph and chapter organization. In terms of word selection, words should have specificity, conciseness, appropriateness and diversity; In terms of sentence construction: English sentences are composed of at least one independent subject and predicate, and students often have language problems such as unclear sentence components and lack of sentence components when writing. Common mistakes in sentences include: running on sentences, wrong use of commas, misplacing modifiers, inconsistencies between pronouns and antecedents, and disordered sentences; outline strategy: sentence outline, topic outline; Paragraph strategy: A complete paragraph usually consists of a topic sentence, supporting sentences, and concluding sentences; The topic sentence is composed of the subject + controlling ideas. Expresses the author's attitude, opinion, purpose and main idea. Supporting sentences provide a full statement around the topic sentence to explain or expand the content. Usually, supporting sentences should be no less than three sentences and should be specific so as to fully illustrate the topic. A summary sentence may be used depending on the length of the paragraph. If the paragraph is large and long, in order to remind the reader to clarify the topic again after finishing the paragraph, the closing sentence can be used to summarize the topic at the end of the paragraph; Chapter organization strategies: The beginning, development, and end of paragraphs, as well as the coherence within or between paragraphs, are crucial. On the one hand, students can use the definition method, question syntax, background information introduction and contrast method to write the opening paragraph. On the other hand, for the body development paragraph, students can use example, cause and effect analysis and process method to develop. Moreover, the conclusion paragraph is not a simple repetition of the topic, the teacher can guide the students to conclude the full text by summarizing the whole text, making suggestions or ways to solve the problem, and analyzing the future development trend. Secondly, mind mapping is applied to English reading to promote writing teaching mode. The teacher provides the writing topic, students discuss the topic in groups, brainstorm, provide all kinds of relevant information, draw the writing mind map, and list ideas and important vocabulary. Thirdly, write the first draft. Guide students to select and classify effective information, further clarify the sequence of information, and organize writing ideas according to the structure of the reading passage.

3.3 Building Writing Teaching Scaffolding to Improve Writing

3.3.1 Building Writing Teaching Scaffolding

In order to reduce the difficulty of students' writing, it is very important for teachers to provide necessary support during students' writing process. For example, in the teaching of "Why is it difficult for college graduates to find jobs" as the writing topic, it is found that most students are not unfamiliar with this topic, but have some difficulties in the conception of the content. Teachers can provide scaffolding for students in the following aspects: (1) Language. To provide students with writing topic keywords, reduce students' writing anxiety. Such as college graduates, the job market, the boom in the number of college graduates, attitude towards employment (employment), a very particular concern about the working place, the less developed mid-West areas, eastern coastal areas (2) In terms of planning and layout. Determine the frame structure of writing through scientific conception. On the basis of the language support provided by the teacher, the students have a clear cognition of the writing content. The teacher encourages the students to determine the type of writing and the final chapter structure according to the writing topic. For example, the first paragraph states that the job market for college graduates is becoming increasingly competitive, the second paragraph states at least three reasons according to the cause-and-effect analysis of the exposition, and the third paragraph summarizes. (3) Emotional involvement. Only when students integrate rich emotions into their writing can they arouse readers' interest and resonance and enhance the content of the article. Therefore, teachers should scientifically build emotional support for students and dig out emotional factors in the writing topic. For example, adopting a correct attitude towards employment will play a certain role in solving the employment difficulties of college students.

3.3.2 Defining the writing idea Clearly

After the support assisted activities, students have basically had a clear focus on writing learning, clearly what to write, and basically completed the concept, then they can start writing. After the writing is completed, teachers should make comments and guide students to reflect on the writing content and sum up experience.

3.4 Intelligent Review plus Timely Feedback to Promote Writing of the Revision Stage

After the students finish the first draft of writing and receive the group evaluation, they start to revise their compositions again. Teachers should input relevant English writing resources into the online intelligent review iWrite system in time, use the system to correct errors online, correct students' revised first draft, give students timely revision suggestions, and help students complete the second draft of the composition by themselves.

3.5 Promoting Later Stage of Writing by Reading

In the post-writing stage, it consists of three steps: post-writing strategy, model writing, and independent learning. First, teachers teach students how to use post-writing strategies in writing. Secondly, teachers give students more understandable model essay materials for reading and appreciation in the iWrite intelligent review system. By reading a lot of excellent model essays, students can strengthen the effect of reading to promote writing. Finally, through the iWrite system, students can submit their compositions independently, thus realizing independent learning.

4. Conclusion

Based on the effective application of the college English writing teaching model of "promoting writing by reading" in college English writing, it can provide students with timely feedback, accumulate writing materials, reduce students' Chinese expression in English writing, promote students' English writing skills, cultivate students' ability to organize discourse structure in English, and stimulate students' interest

in English writing and self-efficacy. Hence ultimately improves students' English writing ability.

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About the author: Qingbo Liu (born in November 1971), male, Han nationality, Master degree, lecturer, works at School of International Education and Humanities, Xi'an Kedagaoxin University, Xi'an, Shaanxi, China. His research interests include English teaching methodology, English testing, second language acquisition and applied linguistics.