

# The Application of Blended Teaching Model in College English Writing Teaching

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**Abstract:** *With the continuous development of Internet and information technology, blended teaching model has attracted wide attention. People begin to study this teaching model and try to apply it to college English writing teaching. This paper analyzes the problems existing in the traditional teaching model, and expounds the concept of blended teaching model and its application in college English writing teaching. A thorough study of blended teaching model is helpful to innovate college English writing teaching methods and achieve better teaching efficiency.*

**Keywords:** *Blended Teaching Model; College English Writing; Application*

## 1. Introduction

With the rapid development of information technology, people use the Internet platform for teaching activities more and more frequently, and the teaching model has gradually changed. With the integration of information technology and education, teachers can better assist offline teaching with the help of online educational resources. The blended teaching model of online and offline has also attracted attention in the field of education and has been applied to the teaching of different disciplines<sup>[1]</sup>. This blended teaching model has also been widely used in college English writing teaching.

In terms of foreign language teaching, English writing has always been a difficulty for students<sup>[2]</sup>. In the process of practicing the traditional teaching model, teachers always focus on teaching theoretical knowledge and writing skills related to writing, while students passively accept the knowledge, and they have less time to practice writing independently, so it is difficult to apply the writing knowledge they have learned into writing practice, which is not conducive to the cultivation of students' independent learning ability and innovation ability. In addition, due to the limited time of classroom teaching, teachers cannot pay attention to each student's learning situation and different needs, which makes some students less interested in English writing, lack of enthusiasm and initiative, and cannot improve their writing ability. However, the blended teaching model can meet the individual needs of students to a certain extent if people use it in a proper way. Therefore, it is of great significance to study the application of blended teaching model in college English writing.

## 2. Overview of Blended Teaching Model

The blended teaching model was first officially advocated in China by He Kekang, a professor at Beijing Normal University. He believes that the blended teaching model combines the advantages of traditional teaching methods with those of network teaching, which not only gives full play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflects the initiative, enthusiasm and creativity of students as the subject of the learning process<sup>[3]</sup>.

In the traditional writing teaching model, students are often in the passive state of receiving knowledge, lack of subjective initiative, and the interaction with teachers is not active enough. Over time, students' interest in learning English writing will gradually decrease, the classroom atmosphere will become more boring, and students' participation in class will also decrease. This is extremely unfavorable to the interaction between teachers and students. However, the blended teaching model is student-centered and emphasizes the individualized development of students, in which teachers play a guiding and supervising role. Through this teaching model, students can not only get detailed

explanation and feedback from teachers in face-to-face teaching, but also get rich resources in online teaching. Through the online teaching platform, students can preview in advance and review after class according to the teaching content, while through offline learning, students can get answers to difficult knowledge from teachers and consolidate what they have learned.

The blended teaching model meets the personalized learning needs of students. Students can flexibly choose appropriate online resources to consolidate and expand knowledge according to their own learning level and learning time, and can also get feedback from teachers in time. In addition, online resources are rich and diverse, and teachers can choose online materials or videos that students are interested in according to students' preferences. These personalized learning contents can fully mobilize the learning motivation of students. In this teaching model, students can learn more writing knowledge and skills, are more willing to communicate with teachers, and students' learning enthusiasm and learning efficiency will be higher. The communication methods of online teaching are more diversified, and students can choose their own preferred media for communication, which will make the communication between students and teachers more harmonious and more effective. Under the blended teaching model, students' knowledge can also be expanded. They have access to a variety of learning materials, which helps to stimulate their learning potential and develop their ability to learn independently, and think critically.

### **3. The Application of Blended Teaching Model**

In terms of online teaching, teachers first need to have a grasp of the basic learning situation of students, including learning level, learning attitude, learning habits, learning needs. And then teachers should integrate online resources according to the teaching objectives of the writing course and provide students with appropriate and high-quality online materials, such as paper materials or instructional videos related to English writing. In the preparation of online preview materials, teachers should try to choose some materials suitable for students' life in order to improve students' interest and enthusiasm. In this way, students can take the initiative to preview these materials online regardless of time and place<sup>[4]</sup>. In offline teaching, teachers can carefully study the content of textbooks and teaching objectives, and determine the important and difficult knowledge, including fundamentals of English writing, some writing skills and writing exercises. The blended teaching model gives full play to the advantages of online and offline teaching, and has been widely used in college English writing teaching. It is mainly reflected in three stages: pre-class preview, face-to-face teaching during class, and after-class consolidation.

#### **3.1. Pre-class preview**

Previewing materials before class is of great significance in college English writing teaching. In the pre-class preview stage, students mainly study by themselves. Through the preview, students can have a preliminary understanding of the writing knowledge to be learned. The students' English level is different, and the teaching time is limited, so the teacher cannot answer each student's question in class. Because many students do not preview materials in advance, they are not familiar with the contents of class teaching, so that sometimes they can not keep up with the teacher's teaching progress and have a wandering mind. However, if students can preview materials in advance, students can better understand the teaching contents in class, and also ask teachers for questions about the knowledge points. They can get feedback from teachers in time. Therefore, in the blended teaching model, students should pay attention to preview materials online, and in the process of preview, students need to think independently to understand the contents, which is helpful in improving students' independent learning ability, and is also very important for students' follow-up learning.

While providing students with learning resources, teachers can set some tasks for students to help them detect their weak knowledge points, so as to achieve better learning effect. For example, before the writing class begins, teachers can upload paper materials or videos related to writing to the online platform, and students can enter the online platform for independent learning. In the process of learning, students can record the problems they encounter and contact teachers or classmates for discussion later. They also need to complete the writing exercises assigned by teachers. In this process, students have a clear understanding of the teaching contents. At the same time, teachers play a supervisory role in this process. Teachers can understand the general learning situation of students according to the learning data of the network platform, identify the difficulties encountered by students, and formulate more reasonable teaching plans for subsequent teaching.

In the pre-class preview stage, students can not only get various learning resources, but also get more writing practice opportunities and teachers' feedback. For some students with low English proficiency, online preview provides a more relaxed learning environment, so that they can familiarize themselves with the contents of the class in advance, and will have more confidence in the class. In addition, previewing the materials before class increases the communication between students and teachers. When students encounter the knowledge points that they cannot understand, they may ask teachers or peers for advice, which is helpful to improve students' communication skills and cooperative learning ability. For teachers, the pre-class preview stage allows them to have a more accurate understanding of the teaching contents and students' learning situation in advance. When integrating online teaching resources, teachers are actually expanding their scope of knowledge, and in the process of communicating with students, teachers can better understand the different needs of each student. Teachers should design more interesting classroom teaching activities, so as to improve the teaching effect.

Previewing materials before class is essential in college English writing teaching. This preview model can effectively stimulate students' interest and motivation, and enhance students' confidence. Teachers also have a better grasp of their students' learning. Therefore, teachers should guide students to realize the importance of preview before class. Teachers can also divide students into groups and select a group leader for each group. The group leader is responsible for urging members to complete the preview before class and ensuring that every student participate in the preview. Teachers should praise the group members that finish the preview actively.

### ***3.2. Face-to-face teaching during class***

In the blended teaching model, the face-to-face teaching stage is very important for English writing teaching. The teacher guides the students to summarize the situation of online preview in a face-to-face way, and asks the students to raise the problems they encounter. After collecting students' questions, the teacher can ask students to discuss in groups. In the process of discussion, the teacher should always pay attention to the state of students, and guide students to think about problems and solve problems in a timely manner. After the discussion, the teacher guides the students to summarize the answers to these questions, and at the same time, explains the contents that the students have not mastered. For most of the common problems mentioned by students, the teacher should give comprehensive explanation and ask students to take notes carefully. In addition, the teacher can make comments on the tasks assigned in the pre-class preview stage and provide effective feedback so that students can better understand their strengths and weaknesses and make improvements.

After summarizing and commenting on the learning situation in the pre-class preview stage, teachers need to supplement some important and difficult knowledge systematically according to the teaching objectives and the contents of the textbook. Students should reflect on their own writing situation and take notes. They can also raise their own questions. In response to these questions, teachers can provide appropriate examples to gradually guide students to sum up the answers to the questions by themselves, instead of telling students the answers directly. At this stage, teachers should still adhere to the principle that students are the subject of the learning process and let students discuss and think independently, so as to deepen students' understanding of writing knowledge.

In the face-to-face teaching stage, teachers can also assign some tasks, especially some exercises that help consolidate students' writing knowledge and solve students' difficulties. In the process of practice, teachers can understand students' mastery of knowledge, and students can also clarify their difficulties, strengthen the consolidation and application of knowledge points. Furthermore, teachers can organize students to conduct peer evaluation, so that students can exchange their writing experience, discuss the problems they encountered. Teachers should guide students to learn from their classmates, learn the strengths of others, and make up for their own shortcomings. Through this kind of activity, students' reflective ability and communication ability will be improved.

Before the end of the class, the teacher should guide the students to summarize the contents learned in this class and let the students review the main knowledge of this class. For the knowledge points that the students still have doubts about, the teacher can further explain and give feedback to ensure that the students' doubts are solved. Teachers can also assign some writing exercises to be completed after class, which will help strengthen students' subjective initiative, consolidate what they have learned, and enhance their application ability of writing knowledge. Students will also get more practice opportunities.

The blended teaching model emphasizes the cultivation of students' independent learning ability, critical thinking ability, innovation ability and cooperation ability. Therefore, in the stage of face-to-face teaching, teachers need to organize more activities such as discussion, sharing and mutual evaluation to arouse students' interest and stimulate their subjective initiative, while teachers play a more guiding and supervising role<sup>[5]</sup>.

### **3.3. After-class consolidation**

In college English writing teaching, students need to improve their English writing level through a lot of exercises. Therefore, after the face-to-face class, teachers can release some writing tasks through the online platform. Students should complete the composition according to the writing requirements, in order to consolidate the knowledge and strengthen the application ability. After writing, students upload their essays to an online platform for correction. In the traditional teaching model, students' compositions are graded by teachers. However, teachers sometimes can't review all students' essays in a short time and give timely feedback, resulting in students unable to revise them in time.

With the development of science and technology, some online platforms can automatically mark students' compositions, which can effectively assist teachers in marking compositions and improve teachers' work efficiency. These grading systems can score the words, sentences, logical structure, and give some suggestions. For example, after students upload their essays to the website, the grading system will give detailed comments on the spelling of words, grammar problems, the use of logical words, and the structure of the essays. Students can revise their compositions according to the feedback given by the grading system. At the same time, teachers can provide students with more comprehensive and reasonable revision suggestions based on the suggestions given by the grading system and their own evaluation of the composition. Students improve and polish the composition according to teachers' feedback. If there is any doubt, students can ask the teacher immediately and get timely advice. After continuous revision, students can summarize some writing skills and put them into better use in subsequent writing.

Teachers can also allow students to carry out mutual evaluation. Students can get different ideas of writing. Teachers can inform students of the grading standards, and students can give their own suggestions for modification after reading. In the process of peer evaluation, students can discover the highlights of others' writing and reflect on the shortcomings of their own compositions. Students can also exchange writing experience, share good writing skills, open their minds in mutual correction and improve English writing ability and enhance writing confidence.

During the after-school consolidation phase, students should carefully record every revision they make, including feedback from the teacher, the grading system, and the peers. After each revision, students should reflect on the problems in their writing to avoid the same mistakes in subsequent writing. At the same time, teachers should analyze students' compositions to help students better complete the revision and improvement of the compositions. For some students who fail to complete the writing task, the teacher should remind the students to submit it in time.

In the blended teaching model, after-class consolidation helps students to apply and expand the learning contents, and through a variety of grading methods, students can obtain revision opinions from different angles. Teachers can provide some high-quality model essays for students to learn, to help students understand how to use words and sentences properly. In the process of learning, students can also accumulate some good words and sentences, enrich vocabulary and sentence patterns, broaden their writing knowledge, and thus improve their English writing ability.

## **4. Conclusion**

In college English writing teaching, the application of blended teaching model can relatively make up for the problem of passive acceptance of knowledge in traditional teaching model. Using the blended teaching model, students can preview materials before class and consolidate the knowledge after class through the online platform, changing from passive learning to active learning. Students' interest in English writing will also be enhanced. The improvement of English writing ability requires students to keep on writing practice, and online learning can provide more practice opportunities for students to make up for the lack of practice in the process of face-to-face teaching, thus improving students' learning efficiency. This teaching model allows students to freely choose appropriate learning materials and make learning plans that meet their own conditions, and students will be more active in

learning.

For teachers, blended teaching model can achieve better teaching results and improve teachers' work efficiency. In this process, teachers play a more guiding and supervising role. Teachers can accurately understand students' learning progress according to the data of students' learning on the network platform and adjust the contents of face-to-face classroom teaching. Teachers can also continuously improve their teaching ability, consolidate professional knowledge and summarize more effective writing teaching methods when implementing blended teaching mode.

In addition, this teaching model enables students to interact with teachers in a more relaxing environment. Through online learning, students don't worry about being criticized by teachers or teased by peers. When they make mistakes, they don't feel embarrassed. They can also discuss and share ideas with their peers freely. They even can think about things from different angles, which is very important for students to brainstorm their writing ideas.

In general, blended teaching model effectively combines face-to-face classroom teaching and online learning, and fully mobilizes students' learning enthusiasm and motivation. Students are more willing to participate in the interaction. With the rapid development of Internet and information technology, blended teaching model can better achieve the purpose of teaching students according to their aptitude. Both students' learning style and teachers' teaching style have changed, and the interaction between teachers and students is more effective, which is expected to improve the teaching effect of college English writing courses and students' learning efficiency.

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