

# Research on the educational reform of academic English writing course from the perspective of diversification

Di Xie

Henan University of Technology, Zhengzhou, Henan, China  
xiedi@haut.edu.cn

**Abstract:** The conventional academic English writing course education and teaching mainly follows the original fixed teaching mode. In the diversified perspective, the teaching resources are rapidly expanded. In order to meet the current academic English writing teaching needs, it is necessary to carry out in-depth research on the academic English writing course education and teaching reform in the diversified perspective. That is, combined with the current situation of academic English writing course education and teaching, this paper expounds effective education and teaching reform strategies from five aspects: teaching and learning concepts, teaching programs, elective courses, writing topics, and teaching evaluation mechanism.

**Keywords:** Multiple horizons; Academic English; Writing materials; Education Teaching; Reform

## 1. Introduction

Under the informationization background, our country is gradually becoming diversified. Students in various colleges and universities can contact the diversified thoughts [1] through various channels to expand their own thinking space. In the past, a pattern of multi-culture has gradually formed in our country [2]. From the perspective of diversification, although students' knowledge reserves have increased, due to the complex cultural sources, students cannot effectively identify, and there is also the problem of ideological misdirection [3]. English writing course is an important course for English majors, which not only involves language knowledge training, but also involves written expression, dialogue and other English knowledge, which is of great significance to improve students' English ability. In the teaching process of academic English writing, a writing outline is usually set in advance, students write according to the content of the outline, and then teachers give evaluation and explanation [4] to complete the teaching. However, in recent years, with the expansion of teaching resources, the difficulty of English writing teaching is getting higher and higher, and many teaching problems have appeared, which is in urgent need of teaching reform.

In a diversified perspective, the teaching of academic English writing has important opportunities for development, and has also acquired a new teaching driving force. In fact, the teaching of academic English writing is mainly divided into teaching and learning. Therefore, in the process of reforming it [5], it needs to focus on several aspects. In the aspect of teaching, it is easier for students to acquire writing knowledge. In the aspect of learning, students need to learn a variety of writing modes. However, the research shows that the teaching of academic English writing in China has a long time. At present, it has formed a relatively stable teaching mode. Most teachers tend to teach mechanically according to the way of syllabus release, writing and evaluation [6]. They have not carried out effective teaching innovation and are not satisfied with the current teaching needs of academic English writing. Therefore, this paper combines the current teaching situation. This paper expounds a new teaching reform strategy of academic English writing course.

## 2. The current situation of academic English writing course education and teaching from a diversified perspective

Under the diversified perspective, English writing teaching in various colleges and universities has been impacted, and many teaching problems have appeared, as follows:

Firstly, the concept of language learning. Currently, all colleges and universities are in the

test-taking environment of language learning, and they still use the original teaching and learning concepts for teaching. The English classes created are very boring, and students cannot learn effectively in such an environment, which leads to poor final teaching effect.

Second, the problem of insufficient class hours. At present, the academic English writing course accounts for a relatively low proportion in the English curriculum, but the actual task is relatively heavy. Therefore, teachers often only combine the focus of writing and pay no attention to the relevant details of writing. Many smaller module teachers skip directly, and students can provide writing content regularly. In the long run, students can't learn effectively, let alone cultivate their writing thinking.

Third, there is a single writing theme. Academic English involves a single writing theme. Students cannot capture writing information from multiple perspectives, do not meet the writing requirements from a diverse perspective, and are out of touch with actual teaching, resulting in low teaching effectiveness.

### 3. Educational and teaching reform strategies of academic English writing course from a diversified perspective

That is, combining the current situation of academic English writing course education and teaching, this paper expounds the educational and teaching reform strategies of academic English writing course from five aspects: teaching and learning concepts, teaching programs, elective courses, writing topics, and teaching evaluation mechanism. The teaching reform strategy of the academic English writing course from a diversified perspective is shown in Figure 1.

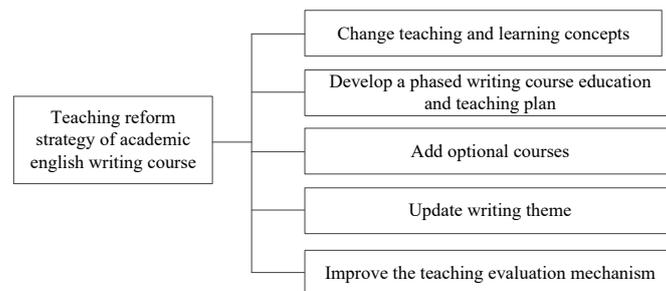


Figure 1: Educational and teaching reform strategies of academic English writing course from a diversified perspective

#### 3.1. Change teaching and learning concepts

Under the diversified perspective, the original concept of exam-oriented education has been impacted. In order to effectively carry out the teaching reform of academic English writing course, it is necessary to actively change the teaching concept and establish an effective teaching reform system from the perspective of scientific development. In the teaching of English writing, it is necessary to attach importance to the cultivation of students' creative ability [7], and create a variety of teaching activities with new teaching concepts, so as to ensure the teaching reform effect of English writing course education.

Teachers need to combine the basic principles of teaching reform, abandon the original teaching concept of examination-oriented education, pay attention to the comprehensive quality of students, and pay attention to the cultivation of personal ability. In the process of teaching, teachers should not only use the original teaching mode, but also set up various teaching links to let students participate in the writing study independently, so as to cultivate students' writing ability. Teachers' thinking ability directly affects the final teaching effect. Therefore, teachers need to continue to self-learning and strengthen their teaching ability, so as to effectively meet the requirements of the teaching reform of English writing course.

In addition to teachers' teaching concepts, students also need to change their learning concepts, that is, they should not only pay attention to the basic content of writing knowledge, but also pay attention to the training of writing thinking and language change, develop independent writing and reading habits, so as to solve the problem of changing cooperation. Teachers and students need to jointly change the original teaching and learning concepts, actively carry out reading activities, let students develop comprehensive thinking ability, start from a deeper level, solve the problems in the process of

teaching reform, replace the original surface teaching content, and truly connect language, culture and thinking. Only by making corresponding changes to both teachers and students can we truly ensure the activeness of English writing classroom, let students establish effective language thinking and learn more effective writing knowledge and skills.

### ***3.2. Develop a phased writing course education and teaching plan***

At present, most colleges and universities have not formulated effective teaching plans in the process of teaching reform of academic English writing, and blindly imitate other colleges and universities to carry out teaching reform. Therefore, they often fail to achieve the expected reform results. In view of the above problems, it is necessary to set the goals of teaching reform of college English writing education in advance, and develop a phased writing course education and teaching plan. When teaching English vocabulary and grammar [8], we should not only use the cramming teaching method, but also establish multi-level and rich teaching dimensions to meet the requirements of multiple horizons and cultivate students' comprehensive learning ability.

The cultivation of students' thinking is of great significance to the reform of writing teaching. Therefore, in the process of subsequent teaching reform, it is necessary to start with students' basic learning needs, guide students to fully cultivate their individual thinking ability, and let students have divergent thinking on the basis of mastering the basic knowledge of English writing. In addition, targeted teaching programs can also be formulated according to students' learning differences, so as to strengthen students' learning qualities from different perspectives and help students find the most suitable English writing learning way.

### ***3.3. Add optional courses***

At present, colleges and universities mainly pay attention to the education of basic knowledge of academic English, and set relatively few class hours for the writing course, which does not meet the teaching needs of the academic English writing course. Therefore, in order to solve this problem, optional courses can be added to make up for the insufficient class hours of the writing course. In the optional course, teachers can innovate and design diversified teaching models to meet the needs of resource integration under the multiple perspectives, improve students' learning enthusiasm, and let students actively learn English writing.

When designing classroom content, we need to change the core point of learning, that is, students should be the focus of teaching to create a teaching pattern. In the context of information technology, colleges and universities can also build a variety of mixed teaching platforms. Teachers can publish teaching tasks online, and students can write independently, so as to effectively carry out teaching. This new elective teaching method is more in line with the actual teaching needs of students, allowing students to learn in interest, develop good learning habits, and effectively feedback their actual learning status to teachers.

Different from regular courses, the additional elective courses need to adhere to the teaching reform plan and use heuristic teaching method for teaching [9]. In the process of learning English writing, students can put forward the questions they don't understand to the teacher at any time, and the teacher can answer them in time, so as to improve the learning effect. Various groups of students can also be set up, with students debating with each other, writing together, and revising each other's grades. In this process, it can effectively improve students' cooperation and establish a good learning attitude, thus reducing the difficulty of teaching reform.

### ***3.4. Update writing theme***

The research found that the writing theme of the current academic English writing course is too old, and is often changed from similar syllabuses. Students have become numb to the contents of these syllabuses, unable to spread their own thinking, which naturally affects the final teaching reform effect. Therefore, in the subsequent teaching of English writing, it is necessary to actively update the writing theme and set the writing outline from various angles. Teachers can observe students' interest elements and add them to the writing outline. They can also start from social hot spots and let students write their own opinions into their compositions, giving full play to the real educational value and improving students' classroom participation.

### 3.5. Improve the teaching evaluation mechanism

The existing teaching evaluation mechanism usually consists of students writing relevant contents according to the requirements of academic English writing papers, and then teachers make unified evaluation. Although this evaluation method can quickly analyze the state of students' mastery, it cannot truly grasp relevant evaluation contents and achieve due evaluation effects under the diversified perspective. Therefore, the group discussion method should be actively used in the subsequent evaluation process of English writing course education and teaching. Multiple evaluation groups should be set up, and the members of the group should evaluate each other, so as to conduct comprehensive discussion. The above evaluation methods can deepen students' understanding of their own problems, effectively optimize the content of writing, and cultivate students' comprehensive writing ability. The improved teaching evaluation mechanism is shown in Table 1.

Table 1: Teaching evaluation mechanism

Target layer	Criterion layer	Indicator layer
Academic English writing teaching grading	Classroom grading	Teacher rating
		Group score
	Job management	Operation arrangement
		Homework correction
	Teaching statistics	Number of teaching platform visits
		Resource access
		Knowledge points
		Post
	Test	Question type
		Number of questions
	Item bank management	Test questions download
		Self-test times

## 4. Conclusion

To sum up, in a diversified perspective, China is facing a new development opportunity. The academic English writing course is an important English subject, which can not only improve students' language expression ability, but also help students put the English words and sentences learned into paragraphs. Under the influence of diversified perspectives, the channels for students to obtain English resources in various colleges and universities in China are becoming wider and wider. The original English writing teaching has been greatly impacted and needs to be reformed urgently. Therefore, this paper expounds effective teaching reform strategies based on the current teaching situation of academic English writing course in various colleges and universities, which has made certain contributions to improving the teaching effect of academic English writing.

## Acknowledgements

The paper is based on Intelligent Teaching Project of universities in Henan Province 2021. Supported by Social Science Innovation Foundation of Henan University of Technology. (Grant No.2021-SKCXTD-21).

## References

- [1] Li Zhengya, Zhang Lin. *The Construction and Practice of College English Teaching System Based on OBE Concept—Based on Xi'an University* [J]. *Journal of Xi'an University (Social Sciences Edition)*, 2022, 25(04):83-86.
- [2] DAI Jielei. *The Application of Comprehensive Teaching Model in Middle School English Teaching under the Background of the New Curriculum Reform -- Comment on the Principles and Application of Comprehensive Teaching Design in Middle School English*[J]. *Chinese Oil*, 2022, 47(09):163-164.
- [3] FANG Bao, LI Shaoli. *On "Five in One" Course Block Design and Teaching Model Reform of College English under the Background of New Medical Education Initiative*[J]. *Journal of Educational Institute of Jilin Province*, 2022, 38(09):101-108.

- [4] Zhang Weilei. *Approaches to and the Effects of Integrating Elements for the Cultivation of Morality in English Major Courses: Taking the “English Teaching and Research Course” as an Example*[J]. *Journal of Beijing International Studies University*, 2022, 44(04):18-35.
- [5] GAO Xiaolei, LI Xin. *Innovation and Practice of College English Teaching Based on the Integration of Language and Education—Based on the EGP+ESP+EIC Trinity Multi-Teaching Model*[J]. *Journal of Shenyang University(Social Science)*, 2022, 24(04):422-429.
- [6] LIN Honghui, YU Weigeng. *An Experimental Research on Teaching Model of English Teaching-Learning-Evaluation Integration in the Junior Middle Schools Based on the Analysis of DCPS-TLF*[J]. *Journal of Comparative Education*, 2022(04):159-168.
- [7] YIN Xueni. *Measures on Problems of Computer-aided Teaching in Junior English Instruction in Western Remote Areas: Taking Qingchuan County as An Example*[J]. *Journal of Mianyang Teachers' College*, 2022, 41(07):49-55.
- [8] LIU Liebin. *The Exploration of College English Hybrid Teaching Model under the Background of Smart Education -- Taking the U Campus Smart Platform of Hubei University of Economics as an Example*[J]. *Journal of Hubei University of Economics: Humanities and Social Sciences*, 2022, 19(05): 135-137.
- [9] JING Lixia. *Innovation in the Integration of Curriculum Ideological and Political Education and College English Teaching in the Context of the New Liberal Arts -- A Review of the Reform of College English Reading Teaching and the Objectives and Channels of Curriculum Ideological and Political Education* [J]. *Technology Enhanced Foreign Language Education*, 2022(02):112.