

The Innovative Mode of College English Writing Practice Under Internet Environment

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In the teaching of English ability training, English writing is now referred to an important position. In a sense, English writing reflects the students' comprehensive ability of English, such as vocabulary, grammar, sentence patterns, and logical thinking ability. In the Internet plus era, through the network writing, through the network marking, task-based writing training, it can help students to improve their English writing ability, and improve their comprehensive English ability. The lack of English writing ability of non English Majors in local colleges and universities exists. This article aims to promote the improvement of College Students' English writing ability by exploring the mode of "Internet+" and College English writing teaching.

Keywords: network writing, task-based writing, teaching system, "Internet+" English writing

Introduction

With the deepening of China's opening up to the outside world and the increasing frequency of international exchanges, the modern society has a higher requirement for talents' foreign language communicative competence. Writing ability is undoubtedly an important manifestation of communicative competence. English composition is also an important index to measure college students' comprehensive English level and application ability, because it not only examines the students' mastery of vocabulary and the application of grammar, but also examines the students' expressive ability, logic and organization of thinking. Writing in English is more important than you think. This basic English skill is needed everywhere in your work and life. Many multinational companies are accustomed to using e-mail to communicate with their colleagues and business partners. It is like writing an English composition every day. Even students often need to write a variety of theories in English text and report. Therefore, it is very important to have good English writing ability and write excellent and accurate English compositions.

English writing is an important part in college English teaching. "University English Curriculum Teaching Standards" required having the ability to communicate in writing. The requirements are: to complete general writing tasks, to describe personal experiences, events, perceptions, emotions, etc. The content is basically complete, the words are appropriate, and the text is coherent.

In the era of Internet, it is a good choice to improve students' English writing ability with the help of the

internet. How to improve students' writing level through the use of the Internet writing is a problem that we need to think about in practice.

Present Situation of English Writing Teaching

Most students have the following problems:

(1) Affected by Chinese thinking, they can not be straight to the writing point; (2) According to Chinese sentence and thinking, their construction of English sentences lacks specific details and the sentence structure is single; (3) Their sentences are under logic, in improper use of words, inaccurate expression, have many grammatical errors, etc. Although most teachers admit that writing is taught as a skill, in fact, writing is not only a skill but also a thought process.

The teachers mistakenly believe that if they tell the students how to put the article into a basic structure (such as three-stage and five-paragraph composition), the syntax is smooth, and the teaching goal is achieved. Therefore, the teachers blindly emphasizing the writing format in teaching provide students with the so-called universal sentence style or model text template, so that students can draw according to the Gourd. In the analysis of model composition, the teachers emphasized "sentence" and "article". They often analyzed the syntactic structure and explained the language knowledge, but rarely appreciated the author's words and sentences, analyzed the structure of the text, and appreciated the text as a whole. It is less frequent to analyze the reader object and communicative purpose of a discourse. In fact, writing is also a thought process that requires gradual and long-term thinking training. The teaching of ignoring the content of thought will undoubtedly lead to the students' lack of confidence and motivation in writing, leading to the stagnation of their writing level.

Research Methods

The application of modern information technology in College English teaching not only makes the teaching methods modernized, diversified and convenient, but also changes the teaching ideas, teaching contents, and teaching methods. The information age provides a new way of learning and unprecedented resources for foreign language teaching. Therefore, the Ministry of Education (2014) pointed out that college English should vigorously promote the integration of the latest information technology and curriculum teaching, and continue to play the main role of modern educational technology, especially information technology in foreign language teaching. In the environment of the Internet, we can make full use of the Pigai Network and other writing methods, so that students could develop writing habits in self-help writing, understand their writing level, advance their writing style, and improve their writing level.

Empirical Design of Writing Training Teaching

In order to explore the influence of network writing on students, the research group selected about 140 freshmen from three parallel classes of public English Study (Class A1, Class A5 and Class A9) of Chengdu Textile College Grade 2016 as experimental subjects. (Since 2003, our school has carried out graded teaching according to the results of the college entrance examination for students.) The teaching objects of the scheme are non-English major freshmen in Chengdu Textile College, with 140 students in total. After the freshmen enter the university, they are divided into three English teaching levels: A, B, and C according to the results of the college entrance examination. Among them, the outstanding students with a score of more than 100 enter the class of

level A, the secondary students with a score of more than 60 enter the class of level B, and the remaining students with weak English foundation who are admitted to the class of level C. There are also some students whose English scores are very poor in the college entrance examination, for example, students under 20 will turn to study Japanese, called level D. According to the principle of convenient sampling, the teaching objects of this project are the students of the three level A classes of the first author herself, whose majors are Accounting, Hotel management, Chain operation, Textile design, Textile technology, Environmental engineering, Textile design, Textile inspection and trade, High-grade materials and Material technology, altogether 10 arts and science majors. Generally speaking, the research objects belong to the students with a higher starting in English, and have a better basic knowledge of English and written expression ability, which is conducive to trying to cultivate writing habits through network writing under the Internet environment, and consciously modifying the writing teaching program to improve the writing effect according to the computer prompt. The implementation of the teaching plan was carried out simultaneously in three classes for two semesters, without distinction between the experimental group and the control group. Case study is used to track students' learning behavior and learning progress.

Teaching Background of Writing Training

The implementation of empirical research on writing is the soft and hard conditions for the use of modern information technology in foreign language teaching, and highlights the characteristics of the Internet environment. As far as hardware is concerned, it is mainly a combination of online multimedia classrooms, campus wireless networks, and autonomous learning centers to organize online and offline teaching processes. Students use campus wireless networks or autonomous learning centers to conduct pre-class and post-class autonomous learning and online writing according to instructional requirements. In the class, online participatory classroom discussions are conducted in the multimedia network classroom.

For the students of three A-level classes who participated in the empirical study of writing, they mainly trained their writing through the Juku Intelligent Composition Rating System (www.pigai.org), which is the product of the study of linguistic intelligence in the age of big data and the promoter of the study of linguistic intelligence. Its service can examine and automatically correct students' compositions from various dimensions, give marks, and give feedback suggestions and revisions to students on key points of writing, such as diction, grammar, expression, and standardization. Students completed their writing and submitted to the Internet. Corrections can be scored in time and commented on in terms of sentences, thus playing the role of a personalized writing tutor. In order to get higher marks, students' enthusiasm for composition revision can be stimulated, so that students can improve the quality of using English words and sentences step by step in the process of repeated revision according to computer prompts, until students are satisfied. In this process, the maximization of learning opportunities and learning effects can be achieved.

Pigai network records the whole process of students submitting and revising their compositions, and retains several versions of the model text, thus forms a real composition database, which provides the conditions for teachers to fully understand the process of students' writing. Teachers can refer to the scores and comments of the Pigai network and master the general trend and writing level of students according to the summary of big data. It can also make a manual evaluation of individual compositions to further understand the students' language use,

sentence pattern conversion, logic of thinking and so on in writing so as to provide a true and sufficient basis for teaching writing methods.

Writing Training Mode

The empirical training writing program aims at improving students' autonomous learning ability and English writing proficiency. The teaching process consists of three parts—autonomous learning, class discussion, and computer-assisted personalized writing guidance. They represent the three main stages of the writing teaching process—pre-class, in-class, and after-class. The goal is to solve three basic problems: What to say? How to find the materials? How to express oneself clearly?

(1) Online and offline autonomous learning stage. According to the learning plan, students can learn to read, write, and translate the contents of each unit in the text independently. Through the reading experience of the online text and the related reading, writing and translation exercises, students can experience the language expressions such as sentence patterns and vocabulary centered on a certain topic. Students need to find writing topics, establish perceptual knowledge, accumulate language materials, answer the question “What to say?”, and solve the problem of nothing to say.

(2) Class discussion in multimedia class. Once a month, the class is taught in class, and the students come into the classroom with questions and understanding in self-learning. Through the discussion between teachers and students and the discussion among students, we can experience the language, deepen our understanding, find the beauty of language, experience the accuracy of expression, and establish the relationship between the structure of the article and the language. In the process, students could activate new ideas, broaden new logic, seek the connection between the text language and the real world of one's own life, improve the ability to express language on the basis of finding writing topics, answer the question “How to find the materials?”, and solve the difficult problem of what can not be said.

(3) Computer assisted personalized writing guidance phase. After two stages of autonomous learning and classroom discussion, the students have a good understanding of the short essay writing tasks related to the subject of the unit. They are well prepared in terms of language organization, topic, thinking, paragraph structure, and logical thinking. At this point, students are from pre-class autonomous learning, to class discussion preparation, and then transit to the completion of after-school ideas, language preparation is complete and expressed in written form. From the birth of the first draft, through many revisions with the help of the Pigai network, a finished composition was finally born.

Collection and Processing of Writing Data

Students submit their compositions through the Pigai network. The Pigai network will record every composition, from the first draft to many revisions, to the final draft, and form a personalized learner's writing database. Teachers can read, re-evaluate compositions and download sample compositions and related data at any time, and can analyze and collate the data. By mining individual or whole students' online writing behavior data and tracing the development track of students' writing level, teachers can better understand students' autonomous learning habits, find out the rules of writing errors, and gain inspiration from writing teaching.

After a semester and half a year of open-ended online writing training, students have a certain sense of writing in terms of word use and sentence structure. In order to cultivate students' writing habits and confidence,

in the second semester, students can also have 30 minutes of on-the-spot writing practice in class.

Analysis and Discussion of Writing Results

The problems reflected in students' writing are mainly in the following categories:

(1) The problems in writing norms are common, showing that the students' basic skills of English are not solid. The problems are mainly manifested in punctuation, capitalization rules, spelling errors and lack of common sense errors in headlines. Spelling errors are mainly caused by students' poor basic skills, vague memory of words, and writing rules.

(2) Syntactic errors are obvious; negative transfer of Chinese has a significant impact on English learning. English writing is a written communication activity based on English sentences. It is arranged according to certain word order and standard to achieve the purpose of transmitting information. The most prominent syntactic errors in this sample of students' writing are the unclear distinction of parts of writing and the confusion of parts of writing, resulting in the confusion of sentence structure and the unclear expression of meaning. Influenced by their mother tongue, "students tend to apply Chinese thinking patterns and grammatical structures in their writing" and "apply native language expressions to English" so that Chinese-style English sentences can be found everywhere.

(3) Lack of depth in content in writing, and training is necessary in students' critical thinking ability. Through the analysis of the students' writing texts, the teachers in the marking group found that it was difficult to expand their thinking and develop their imagination by focusing on the matter. In the limited time and vocabulary, the content written by students lacks novelty and depth, and the vocabulary choice is single and repetitive, the description is flat and straightforward, and the sentence pattern is single. Very few active vocabulary and sentence patterns in College English texts are used to learn and use them vividly.

Students' Use of Correcting Net to Assist English Writing

From October 2016 to July 2017, seven compositions were assigned to three classes in grade 2016. One hundred and forty students participated and 862 compositions were submitted, with an average score of 72.

Times of Modification

Based on statistics of self-regulated learning behavior data, under the premise of allowing students to revise their own articles independently, students' multiple revisions will form a process of self-regulated learning, repeated revision process, it is the process of improving the quality of writing. The relevant data are as follows: the total number of compositions submitted by students is 8,103 times. The average number of revisions per composition is 7 times. And 90% of students revise their articles at least 1 time. The students who revise 5 times are 75%. More than 65% of students modify more than 10 times. The maximum number of revisions is up to 121 times.

Autonomous Learning Effect

By comparing the average scores of the original version and the final version of the composition, we can see that the students' composition scores have been improved after self-revision.

Table 1

The score changes between initial and final version

The effect of autonomous learning	Fractional change
Average modification times	7.03
First edition average score	75.18
Final average score	78.21
Average lifting fraction	3.03

Notes. The statistical score is made by the original machine of the correcting network, and has nothing to do with the teacher's scoring formula.

Autonomous Learning Process: Dimensional Statistical Change

Changes in Vocabulary

Vocabulary richness, average word length, and average word difficulty were all increased. It proves that the students' vocabulary usage in the final version of the composition is richer than that in the first version, and the difficulty of using the words is slightly improved. The experimental class students' vocabulary richness needs to be further improved, indicating that the experimental class students can express more complex ideas with more difficult vocabulary.

Sentence Changes

Compared with the first edition, the average sentence length and clause density of the final version of the composition are slightly increased, which shows that the students are adjusting their sentence structure rationally, and make use of clauses to enrich sentence patterns. It shows that the consciousness and ability of using clauses in experimental class need to be further strengthened.

Changes in Text

The average length of articles increased by seven words, and the length of some compositions increased significantly. At the same time, students use more conjunctions, indicating that students in the process of writing, pay attention to the use of cohesive words to enhance the coherence of the structure of the article. In addition, in the final version of the composition, the first paragraph and the last paragraph occupy more space, students make the addition of the first and the last paragraphs to enhance the theme of the article, highlighting the theme.

Table 2

Changes in Text (Data)

	The first version	The final version	Amplitude of lifting
Length of article	224	232	8
Number of consecutive words	16.0	16.9	0.9
Proportion of the first paragraph	26.04%	27.54%	1.5%
Proportion of last paragraph	24.51%	25.98%	1.47%

Error Correction in Autonomous Learning Process

Compared with the first edition, the final version is significantly reduced from 30% to 60%. The final version of the sentence has a grammatical accuracy of 92.41%. Among the typical errors, the top five types of errors are: (1) collocation error; (2) subject-predicate agreement error; (3) case error; (4) verb conjunction error; (5) sentence structure error. This result provides a very useful basis for improving writing teaching.

Growth Cases in the Process of Autonomous Learning

Through human-computer interaction, students constantly improve their compositions according to corrective tips, accumulate learning experience in the process of revision, and improve the quality of the article. Case studies are as follows: school number: 1201140809; revision times: 66; grade change: from 66 points to 82 points.

Conclusion

According to the big data report of the Sichuan Pigai network, until March 1, 2017, 55 Higher Vocational Colleges in Sichuan were in use. There are 421 registered teachers and 79,255 registered students. The teachers assigned 2,568 compositions and received 172,773 compositions, with an average of 67.3 compositions per topic. Schools with relatively high participation are Sichuan Engineering Vocational and Technical College, Chengdu Textile College, Sichuan Architectural Vocational and Technical College and so on. There are altogether 29 teachers in Chengdu Textile College assigned 366 compositions. Among the students who submitted compositions in Chengdu Textile College, Huang Qingzheng revised 657 times, increasing 16 points; Xu Li revised 435 times, increasing 41 points; Guan Guikang revised 143 times, increasing 20 points and so on.

The results show that, under the Internet environment, guiding students to use information technology such as online learning software and online composition evaluation system to assist English learning, and sentence-cool Pigai network for writing practice can effectively promote the cultivation of students' autonomous learning habits, enhance the awareness of the writing process, and enhance the final quality of the work. As the saying goes, reading makes a full man, discussion a wise man, and writing an exact man. By reading the texts of the selected textbooks, the learning corpus provides authentic, rich, and positive content, which is the simulator of students' writing ideas and an important source of language materials.

As the saying goes, "no accumulation of steps, no thousands of miles, no accumulation of small streams, no river." No matter whether we are careful or deliberate, we need to experience the stage of recitation. "By reciting, students' second language knowledge can be consolidated and accumulated. It can not only make up for the deficiency of the context of Chinese students' second language knowledge, but also promote the use and mastery of language knowledge, and promote the formation of students' sense of language, and ultimately promote the improvement of Chinese students' second language writing ability".

In classroom teaching, students come out of the virtual world and enter the real situation of interpersonal communication. They use language by listening to explanations, answering questions, participating in discussions, meaning negotiation and so on, so as to exercise active thinking and strict logic, and lay a foundation for effective written writing. Writing is a process of expressing cognition and meaning construction. It is also a process of interaction between expression and understanding. While training students' language ability, it also cultivates their thinking ability and text structure ability.

Therefore, we have constructed English language knowledge and writing basic knowledge training covering words, expressions, sentences, paragraphs, and texts for class A students, and require them to recite regularly and quantitatively. In order to improve students' English writing ability, it is necessary to strengthen the cultivation of English language sense, guide students to read more and memorize more, and look for language sense. "In addition to memorizing the classic passages in the classroom, it can also extend the amount of college students'

English reading, so as to cultivate their English vision and improve their English language sense". Teachers should encourage students to read a large number of English and American literature, natural sciences, newspapers, and periodicals, and selectively recite classical and beautiful English articles and short essays, in order to improve their writing ability.

Through online writing training, students increase interest in writing and enhance their confidence in writing. In order to further expand students' writing ideas and horizons, the teachers encourage them to participate in the "2017 Pigai network million students writing with the same topic" contest. With the help of the internet, they can make many revisions by the hints of computer. They can learn while revising. While improving their writing achievements, they can also strengthen their accumulation of writing knowledge and lay a good foundation for improving their English comprehensive ability in the future. In today's Internet environment, teachers should encourage students to improve their English skills through the power of the Internet. Starting with the writing training activities on the Pigai network, students can combine half an hour of on-the-spot writing in class with long-term writing after class, or they can write APP on the mobile phone through the Pigai network. Students may be reluctant to let it go.

Correction feedback by Pigai network for students to submit a timely assessment of the results and vocabulary, syntax and other language error, greatly aroused interest in learning, stimulated the "strive for better" learning will. The positive attitude of active participation and active revision is a strong point to stimulate students to improve the accuracy of expression.

The results show that the writing training scheme based on the interactive language teaching principle under internet environment can effectively promote the improvement of College English writing ability and is worthy of further improvement and popularization.

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