Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 6, No. 2, 2023

Study on the Application of Blended Teaching in English Writing Teaching in High School

Yu Qiu

Lingnan Normal University, Zhanjiang, Guangdong, 524048, China

Abstract: To meet the demands of modern information-based teaching in elementary education, blended teaching is gradually being promoted in English teaching. However, high school English writing still faces issues such as outdated teaching methods, limited teacher-student interaction, and insufficient writing feedback. This paper examines the application of blended teaching in high school English writing by analyzing these problems. To improve students' writing skills, teachers must adopt new teaching concepts, fully leverage online resources and writing platforms, encourage students' participation, promote diverse classroom interactions, and provide timely feedback. By doing so, high school English writing teaching can be effectively enhanced through blended teaching.

Keywords: Blended Teaching; High School; English Writing Teaching.

1. Introduction

The English Curriculum Standard for High School in Elementary Education (2017 Edition) emphasizes the training of students' five skills of listening, speaking, reading, writing, and reading. However, traditional high school English writing instruction is limited in time and content, resulting in weak writing ability among students. The "online plus offline" blended teaching approach can provide students with customized and timely resources, reviews, and practice to help them improve their writing ability by stimulating their interest, enhancing interaction between students and teachers, and developing their writing ability.

2. Blended Teaching and Its Advantages in English Writing Teaching

Blended teaching combines traditional face-to-face teaching with online teaching, utilizing multimedia and network platforms to create a new "online plus offline" teaching method. This approach emphasizes students' involvement, performance in the learning process, and in-depth learning. As teaching reform progresses, teachers must adapt to current technology, equipment, and tools to cultivate innovative talents for the development of our society. With access to richer online resources, students are increasingly learning independently through various means. Relying solely on offline classes for high school English writing teaching is insufficient to meet students' long-term development needs. Therefore, developing a blended teaching model that combines online platforms with offline classrooms can help students establish a concept of continuous learning and promote their long-term development. This model should prioritize student-oriented teaching, integrate online teaching methods and resources, leverage teachers' guidance, highlight students' dominant position, strengthen teacher-student interactions, and capitalize on the strengths of both teaching modes. By doing so, students can effectively learn and develop language skills, expressive capacity, and overall competence in a comprehensive way.

3. Challenges in English Writing Teaching in High School

The current teaching model for high school English writing is outdated and inflexible, with limited interaction between teachers and students and a lack of timely feedback on writing, resulting in a lack of motivation among students to complete writing tasks and a lack of proficiency in language expression. As a result, high school English teaching is hindered, with students struggling to express themselves effectively in writing.

3.1. Lack of Flexible Teaching Methods

Teachers are slow to adopt modern teaching concepts and embrace the newest online teaching resources, resulting in outdated teaching methods that fail to activate student enthusiasm and initiative in writing. Additionally, teachers lack an in-depth understanding of students' writing levels and needs, which leads to irrelevant and ineffective writing teaching. Many teachers still rely on instilling knowledge without using flexible teaching activities and forms, resulting in students being incapable of expressing themselves creatively in writing and lacking motivation to write.

3.2. Untimely Feedback on Assignments

Teachers struggle with correcting a large number of students' assignments promptly, which affects the timeliness of writing feedback. Additionally, reviews and comments tend to focus solely on grammatical errors, rather than analyzing and evaluating the composition's content, structure, and writing skills. As a result, students do not receive comprehensive feedback and struggle to improve their English writing skills effectively.

3.3. Insufficient Interaction between Teachers and Students

Traditional English writing teaching places teachers in a dominant position, with students in a passive position to receive knowledge. As a result, students have limited subjective initiative and interest in actively thinking and exploring writing topics and communicating with teachers.

Lack of interaction between teachers and students restricts necessary communication and discussion about the purpose and content of writing, which limits students' ability to express themselves and hinders the development of their English writing skills.

4. Blended Teaching Strategies for High School English Writing

4.1. Integration of Online and Offline Resources and Platforms

In the blended writing teaching model, teachers can upload writing tasks, model essays, and micro-lectures to the learning platform, guiding students to participate in English writing independently. This allows students to preview and review material before and after class, quickly immersing themselves in learning and improving their writing skills. By taking full advantage of online resources and platforms, teachers foster a positive learning attitude among students, reinforcing their English writing skills and helping them effectively improve their ability to write in English.

4.2. Empowering Students in English Writing Teaching

Writing in English can be challenging for high school students, especially when traditional teaching methods focus on imitation and memorization, which can hinder reasoning, analysis, and independent learning skills. Blended teaching emphasizes the intentional development of student autonomy in learning, stimulating their interest in English and encouraging the use of their subjective initiative. English writing classes should be student-centered, with a reasonable autonomous learning plan based on student needs, ensuring effective implementation of both online and offline teaching. Teachers can assess the learning effect using the writing platform and provide feedback to students. Overall, blended teaching maximizes the value of teaching practice by empowering students to take an active role in their learning.

4.3. Enhancing Communication between Teachers and Students

The communication between teachers and students is crucial in the blended writing teaching mode, which differs from traditional teaching methods due to its unique teaching content. In blended writing teaching, students revise and reflect on their essays and communicate with the teacher when they encounter problems. During revision, teachers should provide detailed answers to students' questions and help them improve their understanding of writing. In teacher-student communication, teachers primarily act as guides, helping students solve problems they encounter, evaluating their performance, and providing feedback to improve their writing skills.

4.4. Revising Assessment and Evaluation Methods

In blended teaching, teachers should adopt a combination of formative and summative assessment methods to assess the overall proficiency of students in English, rather than relying solely on traditional summative assessments. Formative assessment focuses on assessing the learning process and includes evaluating students' preview effect before class, their text comprehension and accuracy of information extraction during class, their review after class, and their completion of homework. By using a combination of these assessment methods, teachers can gain a more comprehensive understanding of students' English writing proficiency and identify areas for improvement.

5. Blended Teaching Design in High School English Writing

The blended teaching design adopts an "online plus offline" learning process, which is divided into three parts: before class, during class, and after class. Teachers use the online platform to publish resources, arrange homework, and communicate with students. This facilitates effective interaction between teachers and students, enabling timely and targeted solutions to learning problems. Students can submit their homework and queries online, making it easy for teachers to provide immediate assistance. Additionally, the writing platform allows students to submit their essays for online review and teacher evaluation. Students from different classes can also evaluate each other's work, fostering a learning community where they can learn from one another. Teachers can provide valuable feedback on students' ideas, logic, and language when correcting them. Additionally, students can engage in group evaluation and discussion of teachers' feedback and collect relevant information outside of class to improve their writing ability.

5.1. Self-study before Class

In preparation for class, teachers set clear objectives based on high school English writing textbooks and related teaching methods. They share relevant teaching resources such as students' writing materials, MOOC resources, and micro-lectures on the learning platform for students to consult. Students are encouraged to study and research based on the resources provided by teachers. They can check the writing task list and teaching videos, and gain an understanding of essential components of the writing task, such as necessary vocabulary, sentence patterns, and text structure. Students can independently complete the writing task on the writing platform and use the provided writing tips for preliminary revision. Teachers can check students' learning progress at any time and guide and supervise students' online learning. Autonomous learning before class can effectively meet the diverse learning needs and interests of students at different levels. This approach not only enhances students' interest in writing but also encourages them to challenge themselves. Moreover, by engaging in self-study, students learn to examine topics, construct text structures, and express themselves more effectively, leading to significant improvements in their writing abilities. Self-study before class allows for effective input and internalization of teaching content, preparing students' knowledge for later classroom instruction. This process encourages students to take responsibility for their learning and promotes independent thinking.

5.2. Improvement in Class

The "online plus offline" blended teaching mode for high school English writing is no longer a traditional mode in which teachers prioritize teaching and students receive passively. Instead, it aims to stimulate students' interest in English writing and improve their writing skills through flexible and diverse group discussions, collaborative

explorations, and inter-group competitions. During class, students share their writing with others based on problems found during the pre-class study, and teachers collect corresponding content to answer questions, effectively helping students understand the problems in their writing process. Using the blended teaching mode, teachers can have students submit homework on the writing platform and comment on typical cases from peers, which cultivates critical thinking. Excellent writing model essays can be introduced in class, allowing students to learn from them and enhance their English writing thinking. Teachers can use various multimedia tools such as videos, slides, and audio to vividly explain writing themes and skills and guide students to discuss and communicate them. This approach allows students to accurately grasp the core of writing themes, accumulate knowledge and materials, consolidate their writing foundation, enhance their self-confidence, and improve their writing skills through an enjoyable teaching experience.

5.3. Consolidation after Class

After class, teachers ask students to correct their writing mistakes, and submit their work for evaluation and feedback from peers and teachers on the writing platform. Teachers use various ways such as online, teacher, and student reviews to help students form correct compositions. Instead of relying solely on summative evaluations like scores and tests, blended teaching allows for formative evaluations based on students' performance in the learning process and their comprehensive language abilities, leading to a diversified evaluation system that supports student development. Teachers also motivate students by posting the best work in the classroom to help them develop self-confidence in writing and continue practicing after class. This approach helps students monitor and adjust their learning goals and strategies more scientifically, leading to continuous improvement in their English writing skills.

6. Conclusion

In the context of blended teaching, high school English writing teaching should prioritize students' learning and make use of online resources and the writing platform to facilitate interaction and communication between teachers and students. The blended "online plus offline" teaching approach allows students to engage in independent learning, consolidate their writing skills through class participation, and further improve their writing skills through the online learning platform. This method empowers high school English writing teaching, stimulates students' interest in writing, and ultimately improves the quality of high school English writing teaching.

Acknowledgments

This paper is sponsored by the project of Department of Education of Guangdong Province (Yue Jiao Gao Han [2021]29#) and by the Elementary Education Project from Department of Education in Lingnan Normal University (Jiao Wu [2022]).

References

[1] Lv Wenjing. A study on Blended Teaching of English Writing based on SPOC Concept [J]. English Abroad,2022(11):89-91.

[2] Ministry of Education of the People's Republic of China. English Curriculum Standards [S]. Beijing: People's Education Publishing House, 2018.

[3] Shao Boya. A Study on the Practice of Blended Learning Mode in Teaching Relying on Mobile Terminals--Taking High School English Writing Teaching as an Example [J]. Educational Communication and Technology,2020(03):40-44.

[4] Shi Hailong. Improving the Effectiveness of High School English Writing Teaching in Blended Teaching[J]. Modern Teaching,2021(Z1):96-97.

[5] Wang Dong. Research on the Application of Output-oriented Method Based on Blended Teaching in High School English Writing Teaching[D]. Harbin Normal University, 2020.

[6] Wang Yanrong. Research and Practice of Blended Teaching Mode of English Writing under SPOC Concept[J]. Modern English,2022(03):33-36.

[7] Yang YG. The Construction of Hybrid Teaching Mode of High School English Writing under the Background of "Internet+" [J]. Reading and Writing Arithmetic,2018(32):28.

[8] Zhao Lanting, Gao Chang. A Study on the Influence of Blended Teaching of High School English Writing on Students' Composition Revision[J]. Basic Foreign Language Education, 2022, 24(01):3-10+108.

[9] Zhao Qi. Exploration of Blended High School English Writing Teaching from the Perspective of Core Literacy[J]. Modern Teaching,2022(S2):29-30.

[10] Zheng Tianyu. A Preliminary Study on the Blended Teaching Mode of High School English Writing[J]. Modern Communication, 2021(15):218-220.