

Approaches to Teaching English Writing in College based on Collaborative Learning in the Network Milieu

Zhe Li*

North Sichuan Medical College, Nanchong, Sichuan Province, 637000, China

Abstract: The teaching process of English writing in the colleges can be carried out with more effective and innovative approaches in the network milieu, and the concept of collaborative learning can also become the basic teaching philosophy of English writing. The teaching conditions of English writing in some colleges and universities were analyzed. In general, the overall teaching conditions suffer from many deficiencies, which become the aspects for developing English writing teaching activities based on collaborative learning in the network milieu. Achieving the teaching outcomes of either collaborative English writing or English writing on the basis of collaborative learning is not easy. This paper will analyze the difficulty of college English writing teaching based on collaborative learning in the network milieu, and put forward specific suggestions for teaching.

Keywords: Collaborative learning, College English, Teaching of writing

Publication date: January, 2020

Publication online: 31 January 2020

***Corresponding author:** Zhe Li, junecp1012@sina.com

1 Introduction

As the whole, the teaching quality of English writing in colleges has achieved a certain level, and many innovative teaching methods have also been applied in teaching English writing. However, we cannot neglect the difficulty of teaching writing based on collaborative learning in the network milieu, and the impact of a series of obstacles that stand in the way cannot be underestimated. Collaborative learning-based teaching puts forward new requirements for teachers in teaching college English writing. This method

requires systematic adjustment and optimization of teaching concepts, modes and methods. Nevertheless, many college English teachers are relatively ignorant of writing teaching in this state. In view of this, it is necessary and important to explore strategies of collaborative teaching-based teaching for writing.

2 An overview of college English writing teaching based on collaborative learning in the network milieu

Teaching college English writing based on collaborative learning in the network milieu is a very innovative method. This technique requires good application of network technology writing teaching, while the collaborative learning should become the basic form of teaching. However, this form of teaching puts forward many new requirements for college English teachers. Writing lessons will become uncanny when the lessons to teach writing cannot be carried out better with collaborative learning approach. This might even give rise to specific problems in teaching. Although most college English teachers can apply the information technology and the Internet to innovatively carry out teaching in writing lessons, these teachers still encounter a shortage of experience in writing and teaching based on collaborative learning. As a result, this leads to the ineffective teaching of college English writing based on collaborative learning in the network milieu. Also, the development of writing teaching activities is also affected and restricted by many factors. In the new era, the English writing ability among the college students needs to be cultivated and sharpened, and the level of teaching college English writing should be better adjusted and optimized. In addition, the college English teachers should take into consideration

a realistic question - how to conduct collaborative learning-based writing teaching in the network milieu.

3 Difficulties in teaching college English writing based on collaborative learning in the network milieu

3.1 Low level of informatization of college English writing teaching

At present, the informatization level of college English teaching is relatively low, and the excellent resources on the network have not been effectively integrated and utilized. This makes the Internet characteristics of writing teaching in the network milieu not apparent. Thus, it is difficult to naturally carry out collaborative learning-based writing teaching in the network milieu^[1]. Although college English writing teaching is very important, many teachers do not pay enough attention to writing teaching, and their understanding of collaborative learning is extremely shallow. Collaborative learning is by no means a simple teaching approach. It is a basic form of teaching of cooperative knowledge, and its focus is to get students to develop and get educated in the process of collaborative learning. However, the informatization level of teaching is relatively low, and the teaching content is relatively rigid. With the use of obsolete methods, collaborative learning is difficult to become the basic form of college English writing teaching. Even if the students are grouped, collaborative learning can only be an innovative form of approach which does not take into account of its real purpose and quality. As a consequence, the innovation of college English writing teaching based on collaborative learning cannot be effectively improved, which will also lead to the low quality of writing teaching in the university.

3.2 Lack of willingness and ability to participate in collaborative learning among the students

Many students have the misconceptions while learning. Due to the misunderstanding of knowledge in the middle and high school, most students' cooperative learning awareness is weak, and low willingness and ability to participate in collaborative learning among the students have become the obstacles to develop and carry out the college English writing teaching based on collaborative learning. In modern education theory, students are the main body of knowledge

learning. In college English writing teaching, students' perceptions, understanding and initiative on learning have a significant impact on the overall teaching. Owing to the low sense of recognition in collaborative learning at students' ideology level, it is difficult for teachers to effectively group students in teaching. When different students have their own ideas in writing skills, individual differences in students will become the obstacles in teaching English writing based on collaborative learning. At a more serious extent, some students are resistant to collaborative learning-based writing teaching, and they are not willing to actively share with other students. When this obstacle cannot be effectively removed, college English teaching based on collaborative learning in the network milieu will become extremely difficult, and teachers will be in a very embarrassing and passive position in writing teaching.

3.3 Low quality of interaction while teaching college English writing

While teaching college English writing, classroom-based learning is a basic form of teaching, but the interaction in the classroom during teaching is obviously insufficient, and the quality of teaching interaction is also relatively low. It becomes common that the students become accustomed to teachers' mechanical arrangement of writing tasks, explanation of writing requirements and skills in college English writing lessons. Many students have also developed the bad habit of passive writing. Thus, they resort to improving their writing skills through continuous writing. Due to the lack of effective classroom interaction, many teaching resources on the network cannot be effectively embedded in writing teaching. When teachers cannot effectively guide students through teaching, collaborative learning also loses its effect. As a result, the students will tend to become more mechanical in learning writing and English language. Some college English teachers have also made collaborative teaching-based writing teaching attempts, but they did not take the initiative to interact and communicate with students. Collaborative learning-based writing teaching conditions cannot be acquired in time. There are also many unknown factors governing whether the students can adapt to collaborative learning-based writing teaching in the network milieu. This may also have a negative impact on the collaborative learning-based college English writing teaching.

4 Strategies for teaching college English writing based on collaborative learning in network milieu

4.1 Improving the informatization level of college English writing teaching

In the network milieu, college English writing teaching based on collaborative learning should highlight the education characteristics of Internet Plus. Also, it is more feasible to improve the informationization degree of writing teaching^[2]. For example, Jilin University of Foreign Studies pays great attention to English writing teaching. After the successful renaming in 2018, the school vigorously carried out construction of informatization teaching. Not only the information-based teaching hardware resulted in the full coverage of classroom teaching, but also built its own proprietary information teaching database. Under the situation that the level of informatization teaching has been effectively improved, and the information-based teaching database is completely open to teachers and students, the concept of knowledge sharing has been effectively implemented. The operation environment of collaborative learning form is also very conducive to the teaching of English writing. It is obvious that the improvement of the informatization level of college English writing teaching is very helpful for the development of writing teaching activities based on collaborative learning. Therefore, other colleges and universities should actively carry out the construction of teaching information and acquire the writing teaching resources on the network, which are then integrated and applied in teaching. The technique enriches students' understanding of English writing. On the other hand, it guides students to carry out collaborative learning with the help of innovative teaching resources.

4.2 Focusing on students' willingness to participate in collaborative learning and ability development

The students' perceptions and understanding of collaborative learning in the network milieu will have a direct impact on the collaborative learning-based college English writing teaching activities. Therefore, it is necessary to cultivate students' willingness and ability to learn collaboratively in teaching. For example, teachers can divide students into different study groups, arrange collaborative learning tasks which were designed based on the writing-related resources derived

from the Internet, and use task completion status as a reference for grades, thereby emphasizing the importance of student groups in collaborative learning and solving some teaching tasks in collaborative learning. Willingness to cooperate and learn alone is not enough. Teachers can also conduct collaborative learning on the Internet. They can also refer to the experiences and practices of other teachers to create some collaborative learning tasks with a special focus on hands-on skill. On the basis of collaborative learning, students can effectively solve writing tasks with certain difficulty, so as to train students' collaborative learning ability and English writing ability synchronously. This method can also manifest and maximize the advantages of collaborative learning in the network milieu.

4.3 Creating a multi-dimensional interactive classroom teaching model

More diversified interaction is needed in college English teaching, which is also an effective path for college English writing teaching based on collaborative learning in the network milieu^[3]. For example, teachers can use the WeChat group to arrange the self-study tasks related to writing teaching, so that students can conduct collaborative previews individually by reading the textbooks or obtaining the data from the Internet. In the classroom, teachers can create writing prompts like ideas and directions, and figure out questions or problems pertaining to writing skills and other related issues. This would allow students to collaborate and communicate in groups. The resultant feedback regarding the writing ideas can then be reflected to the teachers, and subsequently, they can start writing on the basis of collaborative learning. Under this circumstance, interaction among students and teacher-student interaction can be better promoted, while the network can also become an effective medium for learning and communication between teachers and students. During the after-school hours, teachers can also share some English writing skills and experiences related to collaborative learning through WeChat. This would help enhance students' understanding of writing based on collaborative learning, and help students accumulate more writing skills and experience.

5 Conclusion

As the initiator and driver of teaching activities, college English teachers must have a comprehensive understanding of English writing teaching based on

collaborative learning in the new era, and actively and innovatively carry out teaching under the latest trend of education based on Internet Plus, aiming to innovate the writing teaching based on collaborative learning. It is worth noting that in the network milieu, college English teaching based on collaborative learning is prone to some specific deficiencies and problems. Under this circumstance, teachers should continue to conduct review and analysis of writing teaching, and find out the deficiencies and problems underlying writing teaching on the basis of collaborative learning. The teachers should also accumulate more collaborative learning-based writing teaching experience that could drive the development of subsequent writing teaching activities and maximize the advantages of collaborative learning.

Funding details: Scientific Research and Development

Program of North Sichuan Medical College in 2016; Project Name: Research on Ability of Intercultural Communication Training Model of Professional Nursing Students under the ESP Teaching Concept; Reference No. CBY16-B-YB14.

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