

Research on Blended Teaching of College English Writing under the Concept of Content Language Integration

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Abstract: With the in-depth development of education informatization and the improvement of students' comprehensive English ability, college English writing teaching needs an innovative mode to meet the new needs. College English writing teaching is the core link of cultivating students' comprehensive language ability, and its quality is directly related to students' cross-cultural communication level and future development. However, the traditional teaching methods have been difficult to meet the current teaching needs. The combination of content language integration teaching (CLIL) and blended teaching mode has brought new opportunities for college English writing teaching. This innovative teaching mode can effectively integrate students' language knowledge and practical application, and enhance their comprehensive language application ability. This paper elaborates on the theory of content language integration (CLIL) and blended teaching, deeply discusses the advantages of college English writing blended teaching under the concept of content language integration, and puts forward the implementation strategy of college English writing blended teaching under the concept of content language integration, aiming to provide theoretical and practical reference for improving the quality of college English writing teaching and cultivating high-quality English talents to meet the needs of the times.

Keywords: Content language integration concept; Blended teaching of college English writing

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1. Introduction

Under the trend of globalization, English as a key tool of international communication, its teaching quality has aroused widespread concern. As a key link to cultivate students' comprehensive English ability, college English writing teaching is very important to enhance students' intercultural communication ability and thinking ability. However, the traditional teaching mode has some limitations, which make it difficult to meet the requirements of the new era for students' language application ability. The application of CLIL in the blended teaching of college English writing will help to break through the bottleneck of the traditional teaching mode and inject new impetus

into the cultivation of students' comprehensive English application ability.

2. Overview of relevant theories

2.1. Content language integration concept (CLIL)

CLIL teaching philosophy emphasizes the deep integration of language teaching and subject content, so that students can improve their language application ability while learning professional knowledge. Its characteristics include: relying on the subject content, paying attention to the practical application of language; Emphasizing students' active participation and collaborative learning; cultivating critical thinking and innovation ability. This concept emphasizes the mutual promotion of content and language in the process of learning, rather than the simple training of language form.

2.2. Blended teaching theory

Blended teaching is a teaching mode that combines traditional classroom teaching with network teaching in the digital era. It combines the advantages of traditional classroom and multimedia classroom, and transforms teacher-centered teaching into student-centered interactive activities. This teaching mode can give full play to the role of both teachers and students, improve learning initiative and teaching effect. In hybrid teaching, teachers focus on explaining and answering questions in class, and students can use the network platform for autonomous learning, communication, and discussion to realize personalized learning ^[1].

2.3. Theoretical basis for the combination of the content language fusion concept and blended teaching

First, according to the theory of second language acquisition, language learning is not a mechanical process, but occurs naturally. Only when learners are exposed to meaningful situations, touch and use the language, can they be expected to master the language efficiently. Under the framework of the concept of content language integration, students use English to write in real and meaningful scenes with the help of learning rich subject content, which is highly consistent with the law of second language acquisition, and is quite beneficial to improving the quality of language input and output.

Second, constructivist learning theory emphasizes the importance of learners' active participation and knowledge construction. Blended teaching mode creates a diverse learning environment for students and provides rich learning resources. Students can independently study writing knowledge and related subject content online, and build a knowledge system according to their own cognitive level and learning rhythm. In the offline classroom, students can further improve and revise their knowledge construction by interacting with teachers and classmates, such as participating in group discussions, peer review, and other activities ^[2].

3. The advantages of blended teaching of college English writing under the concept of content language integration

3.1. Enhance students' interest and confidence in writing

The traditional writing teaching mode is relatively simple, which can easily cause students' fear of difficulties in writing. The rich and diverse subject content under the concept of content language integration adds freshness to writing, so as to stimulate students' interest in writing. For example, novel topics such as "space exploration" and

“virtual reality technology” can attract students’ attention and make them more willing to devote themselves to writing. The hybrid teaching mode enables students to know their progress and shortcomings in time and gradually enhance their confidence in writing through diversified teaching activities and instant feedback, such as online intelligent correction and offline comments from teachers and peers.

3.2. Improve the ability of autonomous and collaborative learning

In the online learning link of blended teaching, students must plan their own learning time and choose their own learning content, which is of great benefit in cultivating students’ autonomous learning ability. For example, students can learn grammar, vocabulary, or writing structure online according to their weaknesses in English writing. Offline activities such as group discussion and cooperative writing have created opportunities for students’ collaborative learning. Just like in the “cross-cultural communication” theme writing, students work in groups to explore the differences in communication under different cultural backgrounds, and complete the writing task together. In this process, they learn to listen to others’ opinions, divide their work, and cooperate, so as to improve their teamwork ability.

3.3. Promote the internalization and transfer of knowledge

The integration of content and language enables students to simultaneously carry out English writing while studying subject knowledge. In this way, they can more thoroughly understand and grasp knowledge and effectively translate it into language skills. For example, after studying the relevant content of “historical and cultural heritage protection”, students not only know the important significance and specific methods of cultural heritage protection, but also can accurately explain these views in English, achieving the internalization and transfer of knowledge from content comprehension to verbal expression. In the hybrid teaching mode, online learning provides students with a large number of learning resources to choose independently, while offline teaching helps students apply the online knowledge to practical writing through interactive activities, so as to further promote the internalization and transfer of knowledge^[3].

4. Implementation strategy of blended teaching of college English writing under the concept of content language integration

4.1. Carefully plan the teaching process

First, make preparations before class. In the blended teaching of college English writing under the concept of content language integration, pre-class preparation is an important start. Teachers should carefully select writing topics according to the curriculum standards, students’ English level, and professional characteristics. After setting the theme, teachers should comprehensively collect and sort out relevant subject knowledge materials. These data come from a wide range of sources, including cutting-edge research reports from professional academic databases, dynamic information from industry authoritative websites, and relevant chapters of professional books. At the same time, teachers should prepare rich English writing learning resources. Collect all kinds of excellent English model essays, covering different styles and genres, such as argumentative papers, expository texts, research reports, etc., so that students can be exposed to a variety of writing paradigms. After completing the resource preparation, teachers release learning tasks with the help of an online learning platform, which should be clear and operational. At the same time, students are encouraged to share initial ideas in the platform discussion area and interact with classmates. Teachers should pay attention to the discussion trends in time, reply to and guide

students' questions and views, ensure that students have a comprehensive understanding of the writing theme and knowledge before class, and make full preparations for classroom learning.

Second, enrich classroom interactive activities. The classroom is the key to students' knowledge internalization and skills improvement. In the process of classroom teaching, teachers can carefully organize various activities, such as group discussion, case analysis, and brainstorming, so as to guide students to make full use of what they have learned before in writing conception and expression. For example, the teacher puts forward relevant questions around the theme of writing, such as asking "which scientific and technological products have completely changed people's way of communication" in response to the theme of "the change of life by technology", and then asking students to discuss in groups. After the discussion, each group will send representatives to speak and share the results of the group discussion. In this process, teachers give guidance and feedback in real time. Once students are found to have grammatical errors or unclear logic, teachers will correct and guide them in time. At the same time, teachers can also organize writing exercises. For example, arrange fragment writing to let students describe the specific impact of a certain scientific and technological product; Or write an outline to sort out the overall framework of the article on the theme of "the impact of technology on life." Through these practical activities, students' writing ability can be effectively improved ^[4].

Third, expand, consolidate, and improve after class. In the after-school stage, students carefully complete the writing task according to the content learned in class, and then upload it to the network platform. Teachers should carefully correct and comprehensively evaluate the assignments submitted by students, and give personalized feedback and practical suggestions according to the specific situation of each student. Encourage students to use the network platform to carry out full communication and positive interaction. Here we share our learning experience, learn from each other's advantages, and make progress together. In addition, teachers can also assign some expanding tasks. For example, recommend students to read relevant English literature to help students broaden their knowledge and improve their language literacy; Encourage students to participate in the online writing competition, and let students exercise their ability in the competition environment. Through these activities, students' English writing level can be further improved.

4.2. Integrating teaching resources

Integrating high-quality network resources is of great significance to enrich teaching content and improve teaching quality. There are many high-quality resources related to English writing on the Internet, such as online courses, academic papers, news reports, video materials, etc. For example, the online writing course in a well-known foreign university is taught by a team of professional teachers, covering all aspects from basic skills to advanced academic writing. Students can learn various writing styles and skills and broaden their writing horizons. Academic papers provide authoritative expression and argumentation ideas in the professional field, and students can learn to elaborate argumentation views in rigorous language. The timeliness and practicability of news props enable students to learn current popular expressions and hot topic vocabulary, so as to make writing closer to reality. Video materials such as TED speeches and English movies vividly show the use of English in different scenes. Teachers should screen and recommend these resources according to the teaching content and students' situation, and provide students with rich and diverse learning materials ^[5].

In addition, the development of school-based teaching materials suitable for the students is also a top priority. School-based textbooks can closely relate to the professional characteristics and learning needs of students in the school, and realize the deep integration of subject knowledge and language learning. For students majoring in

science and engineering, the school-based textbook can select the writing cases of artificial intelligence, aerospace technology, and other related topics. Taking the application of artificial intelligence in the medical field as an example, the usage of professional terms such as “artificial intelligence diagnosis”, “medical data analysis by AI”, and the structure and common expressions of scientific and technological documents, such as scientific research reports and project plans are explained in depth.

For liberal arts majors, school-based textbooks focus on humanities and social sciences such as literary appreciation and social issues. Taking literary appreciation as an example, this paper expounds on the differences in English expressions of different literary genres, and how to use English for work appreciation, theme interpretation, and other writing. Provide writing templates. For example, the structure of “Introduction — summary of the work — analysis of themes — writing style — conclusion” can be used to analyze literary works to help students quickly build a writing framework. At the same time, it summarizes the commonly used expressions, such as “the underlying theme of”, “convey the idea of”, which are commonly used in appreciating the theme of literary works, so as to make students’ writing expression more accurate and coherent.

School-based textbooks can also be designed according to students’ English level. For students with a weak foundation, focus on strengthening the basic knowledge, explanation, and basic writing ability training, such as standardizing sentence structure, accumulating core vocabulary, etc. For students with a solid foundation, it provides more challenging content, such as the use of complex rhetoric, professional vocabulary replacement, etc., to meet the learning demands of students at different levels, and help students better master writing methods and skills.

4.3. Optimize teaching evaluation methods

First, multiple evaluation subjects are in parallel. Teachers’ evaluation, students’ self-evaluation, and peer evaluation are integrated. Teachers evaluate students’ writing content, language expression, and logical structure from a professional perspective. Through self-assessment, students review their learning process and writing achievements, and perceive their own advantages and disadvantages. Peer evaluation can promote students’ learning and communication.

The second is the combination of process evaluation and summative evaluation. It not only attaches importance to students’ final writing achievement, but also pays attention to the evaluation of students’ learning process. By recording students’ participation in online learning, actual performance in offline classes, and the revision process of writing drafts, teachers can fully understand students’ learning status. For example, based on the students’ progress in many writing exercises and their initiative in participating in discussions, the process evaluation is given, and then combined with the final evaluation, such as the final exam, the students’ learning effect is comprehensively evaluated. The final evaluation result is obtained from the process evaluation and summative evaluation according to a certain proportion. For example, the process evaluation accounts for 40% of the total score, and the summative evaluation accounts for 60%, so as to ensure the comprehensiveness and impartiality of the evaluation results ^[6].

5. Conclusion

To sum up, based on the concept of content language integration, college English writing adopts the blended teaching mode, which can effectively improve students’ English writing ability and comprehensive quality. This

teaching method gives full play to the advantages of the integration of content and language, enriches the form of writing teaching, meets the students' personalized learning needs, and cultivates the students' ability of autonomy and cooperation. In the specific implementation, teachers should constantly improve their own quality, integrate teaching resources, design practical learning activities, and guide students to actively participate. At the same time, teachers should strengthen the tracking and evaluation of the learning process, so as to continuously improve the quality of college English writing teaching and cultivate high-quality English talents who meet the needs of the times.

Disclosure statement

The author declares no conflict of interest.

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