

# *Research on the Effective Cultivation of College English Writing Ability in Flipped Classroom Teaching Mode*

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**Abstract:** With the advent of the global information age, the field of education is experiencing unprecedented changes. The traditional teaching mode has gradually exposed its limitations, for example, English writing teaching often focuses on the inculcation of grammar, vocabulary and other language knowledge, and neglects the cultivation of students' writing ability and the guidance of the writing process. This leads to a lack of inspiration, narrow thinking and slow improvement of writing ability. In this context, flipped classroom, as a new teaching mode, comes into being. It subverts the traditional teaching mode of "teachers speak and students listen", emphasizes the dominant position of students, and promotes the internalization and application of knowledge through self-learning before class and interactive communication in class. This paper aims to explore the effective cultivation of college English writing ability under the flipped classroom teaching model, and propose specific teaching strategies and implementation paths by analyzing the definition and characteristics of flipped classroom, so as to provide references for the reform of college English writing teaching.

## **1. Introduction**

With the continuous advancement of education informatization, flipped classroom, as a new teaching mode, has been widely used in the field of education. College English writing, as an important part of cultivating students' English application ability, has attracted much attention for its teaching effect. However, under the traditional teaching mode, students often passively accept knowledge and lack the training of practical application and innovative thinking. How to effectively use flipped classroom mode to improve students' English writing ability has become an important topic in college English writing teaching.

## 2. Overview of Flipped classroom model

### 2.1 Definition of Flipped classroom mode

The Flipped Classroom is the flipped classroom that transforms traditional "integrated instruction" into "integrated learning," where students are flipped -- through videos, Web-based courseware, books -- outside the classroom. In class, knowledge explanation, problem solving, case analysis and other activities are carried out<sup>[1-2]</sup>. This teaching mode pays more attention to students' learning process, encourages students to think and learn independently, and cultivates students' creative thinking ability and practical ability.

### 2.2 Features of flipped classroom mode

The core of flipped classroom model lies in the student-centered teaching concept. Under this model, students are placed at the core of learning, no longer passively receiving knowledge containers, but become active knowledge exploration subjects. Flipped classroom focuses on cultivating students' independent learning ability, while fully considering each student's individual learning needs to ensure that each student can obtain the best learning results at their own pace and in their own way<sup>[3]</sup>. In addition, flipped classroom realizes the effective separation of knowledge transfer and internalization. Knowledge transfer is no longer limited to traditional classroom teaching, but is completed by watching teaching videos and reading relevant materials in extracurricular time, which enables students to arrange their learning time more flexibly<sup>[4]</sup>. The internalization process of knowledge is transferred to the classroom, through group discussion, practical operation, problem solving and other activities, so that students can deepen understanding and consolidate knowledge in interactive communication. This teaching mode greatly enhances the interaction of the classroom, making the classroom time mainly used for in-depth communication and cooperation between teachers and students and students, which not only improves the participation of students, but also effectively improves the learning effect and promotes the comprehensive development of students' comprehensive quality.

## 3. Effective training of college English writing ability in flipped classroom teaching mode

### 3.1 Preparation stage before class

#### (1) Provide rich learning resources

In the flipped classroom mode, teachers need to provide students with rich learning resources before class, including teaching videos, courseware, reference materials, etc. The teaching video should be short and concise, and explain the key and difficult points in writing<sup>[5-6]</sup>; Courseware can include the summary of writing skills, model analysis and other content; Reference materials can be some excellent English writing books, website links, etc. For example, teachers can choose some classic English writing textbooks, such as English Writing Manual, and make videos or courseware for students to learn.

#### (2) Design a learning task list

Learning task list can help students clarify their learning tasks and goals, and improve the efficiency of independent learning. Learning task list can contain the following aspects: learning objectives, learning content, learning steps, learning requirements, and so on. Teachers can design a learning task list about argumentative writing, which clearly requires students to master the structure of argumentative writing, the method of presenting arguments and arguments, and give specific learning steps and requirements (Table 1).

*Table 1 Examples of argumentative writing learning task list*

Learning content	Learning procedure	Learning requirement
Argumentative structure	1. Watch instructional videos 2. Read the sample questions	Master the structure of three parts of argumentative essay: introduction, body and conclusion
The method of presenting an argument	1. Summarize the video 2. Try to come up with your own arguments	Able to present clear arguments and strong arguments as required by the topic
Model analysis	1. Read the samples provided 2. Analyze the structure of the model essay, the presentation of arguments, etc	Learn the advantages of sample essays and try to apply them to your own writing

### 3.2 Implementation stage in lesson

#### (1) Knowledge explanation and question answering

In class, teachers play the dual roles of knowledge imparts and troubleshooters. According to students' learning progress and mastery, teachers should flexibly adjust the teaching content and explain the key and difficult knowledge and answer questions in detail<sup>[7]</sup>. For example, when teachers find that students are confused about the structure of argumentative writing in the preview feedback, they can timely adjust the teaching plan, take this content as the focus of class explanation, and help students understand and master it through example analysis. By selecting an excellent argumentative essay as a model essay and analyzing its structure, argument, argumentation process and conclusion summary paragraph by paragraph, students can intuitively see how a successful argumentative essay is constructed. In the process of explaining, teachers should encourage students to put forward their own questions and opinions, and respond to students' questions immediately.

#### (2) Group discussion and cooperative learning

In order to further stimulate students' thinking vitality, improve their writing ability and teamwork ability, teachers can divide students into groups and let them discuss and cooperate on a certain writing topic. In group discussions, students can share their thinking and writing experiences with each other, and broaden their thinking through communication and discussion from multiple perspectives. The group discussion can focus on writing topics, writing skills, sample analysis and so on. For example, a teacher may give a controversial argumentative topic and ask students to discuss in groups how to present an in-depth argument. During the discussion, each student can present his or her own opinion, present his or her own argument, and try to back it up with appropriate arguments. Group members can question and complement each other, and constantly improve their arguments and arguments through the collision and blending of ideas. After the discussion, each group will send representatives to report.

#### (3) Writing practice and feedback

In class, teachers can arrange writing exercises for students, and give feedback and guidance in time. For argumentative essay writing, teachers can ask students to complete the first draft of an argumentative essay in class, allow students to write in a limited time in class, and then organize students to conduct mutual evaluation and revision<sup>[8]</sup>. Peer review is an effective way to improve students' enthusiasm and participation in writing. Teachers can ask students to exchange essays for grading, and then give comments and suggestions. In the mutual assessment process, students can learn the strengths and weaknesses of other students and improve their own writing skills and

critical thinking skills (Table 2).

*Table 2 Peer evaluation records*

Corrector	The person being corrected	Advantage	Shortcoming	Improvement suggestion
Xiao Ming	Xiao Hong	Fresh ideas, fluent language	The argument is not well supported, the logic is not clear	Strengthen the collection and organization of arguments and pay attention to the transition between paragraphs
Xiao Hong	Xiao Ming	The argument is clear and the sentence structure is varied	Some sentences have grammatical errors, so it is necessary to strengthen grammar learning	Check for grammar mistakes carefully and ask your teacher or classmate for help

### 3.3 After-school consolidation stage

#### (1) Assignment and correction

After class, teachers need to assign relevant writing assignments so that students can consolidate what they have learned and improve their practical ability. For example, for argumentative writing, teachers can ask students to complete a complete argumentative writing, requiring students to focus on a specific topic, clarify the central argument of the article, and rationally use various argumentation methods to support their own views<sup>[9]</sup>. When assigning homework, teachers should especially emphasize the importance of the structure of the article, guide students to master the basic framework such as introduction, body and conclusion, and ensure that the article is clear and logical. After students submit homework, teachers need to carefully and carefully correct. In the process of correction, attention should be paid to whether the students' arguments are clear, whether the arguments are sufficient, whether the language is accurate and fluent, and the problems and shortcomings in the students' homework should be pointed out<sup>[10]</sup>.

#### (2) Reflection and summary

Reflection and summary after class is an indispensable part of students' learning process, which helps students to deepen their understanding, accumulate experience and learn lessons. Teachers should actively guide students to reflect on what they have learned and help them form the habit of self-assessment. Students can be asked to write a reflection diary to record their gains and experiences in the process of learning English writing under the flipped classroom model. In the reflection diary, students can review their learning process, think about what works, what is lacking, and how to improve and improve. Through reflection and summary, students can have a deeper understanding of what they have learned, combine theory with practice, and form their own knowledge system. At the same time, reflection and summary can also help students find their learning blind spots and weak links, so as to strengthen the targeted practice and improvement.

## 4. Conclusion

Flipped classroom teaching model, with its student-centered teaching concept, has shown significant advantages in college English writing teaching. By providing abundant learning resources and clear learning task list before class to guide students to learn independently, flexibly using a variety of teaching methods to stimulate students' thinking vitality and writing enthusiasm in class, assigning relevant homework and guiding students to reflect and summarize after class, flipped classroom not only improves students' independent learning ability and writing skills, but also cultivates creative thinking and teamwork ability. In the future, we should continue to explore the application of flipped classroom in college English teaching, constantly optimize the teaching design and implementation strategies, and make greater contributions to improving students' comprehensive English application ability.

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