

A Hybrid Teaching Model for Critical Thinking Oriented College English Writing Courses

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ABSTRACT

This paper first gives an overview of critical thinking ability, then studies the significance of cultivating students' critical thinking ability in college English teaching, proposes corresponding teaching strategies according to the focus of this work, hoping to effectively cultivate students' critical thinking ability in college English teaching, and effectively build a hybrid teaching model of improving critical thinking oriented college English writing class, so as to improve personnel training quality.

Keywords: *Critical thinking, College English writing, Hybrid teaching.*

1. INTRODUCTION

In the construction and development of socialism in my country, talents occupy a vital position, training of talents cannot leave the education, and the quality of education determines the supply level of talents. As an important part of the education system, college English education plays an increasingly important role when globalization develops so fast. In the field of higher education, increasing efforts to improve students' critical thinking ability is one of the core objectives of teaching. Against the background of the new liberal arts construction, the goal of foreign language talent training has been repositioned, and college English education in colleges and universities is facing new missions and challenges. College English education has both instrumental and humanistic missions. Among them, instrumentality can help students improve their communicative competence; humanism is helpful to improve students' humanistic quality and critical thinking ability. The core courses of college English education include reading, writing, listening and speaking, among which writing is the most challenging and difficult part. It is a process that requires students to think independently, analyze and summarize carefully. In this process, students' critical thinking ability can be seen. This is why universities give priority to the cultivation of critical thinking ability in English writing teaching. Through the relationship between writing and

critical thinking, I can know that writing and critical thinking complement each other and promote each other. Paying attention to the cultivation of critical thinking ability in English writing teaching can not only improve students' writing level, but also improve their writing level. In addition, it can exercise students' thinking ability. Therefore, the analysis of college English writing teaching guided by the cultivation of critical thinking ability is the only way to reform college English teaching. Among them, the writing course should not only cultivate students' language application skills but also improve their critical thinking ability. However, it is still common for college English teaching to focus on exams. In order to make students get good results in exams, teachers encourage students to learn grammar, words and sentence patterns, but neglect to cultivate students' critical thinking ability. Therefore, it is difficult to improve students' comprehensive ability. Nowadays, for educators, the primary problem they have to solve is the construction of the mode of critical thinking ability cultivation in English teaching, so as to realize the all-round development of students. Therefore, teachers should use a reasonable way to build a scientific model to focus on cultivating students' critical thinking ability and promote the overall ability and level of students to a greater extent.

2. OVERVIEW OF CRITICAL THINKING ABILITY

In different cultural backgrounds, critical thinking is endowed with different connotations. According to various literatures, people have different definitions of "critical". The word "critical" comes from two Greek roots: One is "kriticos", which means "discernable judgment", and the other is "criterion", which means "the application of appropriate evaluation criteria, conscious thought, and ultimately reasoned judgment". In 1980, Wastson-Glaser proposed that critical thinking is a synthesis of attitudes, knowledge and skills. A critical thinker must have a questioning attitude, clarify the knowledge that causes deep thought, and the cognitive ability to analyze, synthesize and evaluate the results. R.h. Johnson, one of the representatives of critical thinking and non-formal logic research in Canada, defined critical thinking as: judging an intellectual product based on appropriate standards or norms, including beliefs, theories, hypotheses and arguments. In 1991, Robert Ennis, a pioneer of the American critical thinking movement and assessment expert, described critical thinking as "a reasonable and introspective thinking for deciding what to believe or do".

The research in China on speculative thinking began in the 1980s with the translation of foreign works. Therefore, current definition of speculative thinking mainly comes from the field of philosophy and psychology. Speculative thinking often appears in philosophy and psychology, and then gradually appears in nursing and pedagogy books. In the 21st century, the number of domestic speculative research scholars has increased, and now it has gradually formed a formal research team and institutions.

Critical thinking ability refers to the ability of thinking and discrimination, which covers the thinking activities of analysis, reasoning and judgment, while discrimination refers to the discrimination and analysis of the situation, category and reason of things. That is to say, I have the critical thinking ability to analyze things coherently and clearly, so as to gradually clarify the essential characteristics of things and grasp the law of development of things. Only in this way can I gradually find the correct way to deal with problems. Critical thinking ability is of key influence on the development of a person. If it can be clear in the problem analysis stage, it will ensure the order and stratification in the problem

processing process. Therefore, the training of critical thinking ability becomes an important task in the education cause in my country.

3. THE RELATIONSHIP BETWEEN COLLEGE ENGLISH TEACHING AND CRITICAL THINKING ABILITY

Based on the analysis of the content and teaching process of college English teaching system, it can be found that the teaching mode and teaching method of English subject teaching are more scientific, rational and diversified than before. The English teaching process not only focuses on the teaching effect of written knowledge, but also emphasizes and strengthens the improvement of students' oral English expression ability. It encourages students not only to learn to write, but also to achieve "spoken English". Students should think and analyze the written knowledge they have learned in their minds, and make oral statements by combining vocabulary and grammar. It aims to promote students' comprehensive ability of English use. This process also promotes students to better concentrate on thinking, which has a great impact on students' critical thinking ability. Scientific and effective teaching methods can improve students' critical thinking ability in English classes. The cultivation and improvement of college students' critical thinking ability can effectively improve the quality of English teaching, reflect the good effect of English classroom teaching, and better complete and realize the goal of English teaching.

4. A HYBRID TEACHING MODEL FOR IMPROVING CRITICAL THINKING ORIENTED COLLEGE ENGLISH WRITING COURSES

4.1 Preparation Before Class

First, online learning platforms recommend reading materials to students. In language learning, the speculative nature of the input will largely determine the speculative nature of the output. On the one hand, the ideological height of language input material will largely determine the ideological height of language output; On the other hand, the speculative content of input material will directly affect the speculative content of output text. Teachers should constantly provide students with reading materials with space for critical thinking, such as classics and famous articles. By reading the

classics, students can learn the critical thinking methods of the original text, expand the breadth of knowledge, and when they meet the writing task of similar themes, they can have something to say. The second is to ask students to finish reading sharing task in groups before class. In the reading process, teachers should provide students with a list of critical reading questions, such as "How the main ideas of the article are presented?", "What is the logical relationship between the arguments?", "Who is the reading group of the article?", "The author's writing tendency", "What are the author's argumentation methods?", and "Suggestions to solve the problem". Through the above series of questions, teachers guide students to think independently step by step, improve students' logical expression and clarity of views.

4.2 Classroom Teaching

In classroom teaching, teachers should integrate the online learning content of students in the pre-class preparation stage with the offline face-to-face classroom teaching content. According to the concept of "student-centered", teachers should hand over most of the class time to students and make full use of multimedia teaching mode, through presentation, discussion, practice, mutual evaluation and other ways to help students to deepen their understanding of the learning of writing knowledge, skilled use.

Firstly, to carry out the task of writing after reading: This task requires students to imitate the language and create the content, so that students can improve their language application ability and critical thinking ability simultaneously in the process of imitation and creation. During the activity, teachers organized students to continue writing stories, news, reports and novels according to specific teaching goals. Teachers provide students with the background of articles, professional vocabulary and other knowledge content, and guide students to construct the logical framework of discourse. In this process, teachers should pay attention to the integration of oral expression and written expression. In addition, teachers should remind students to grasp the depth and breadth of writing according to their own language ability and critical thinking ability. Reading and writing training can consciously train students' critical thinking ability such as analysis, induction, hypothesis and reasoning. Students will display their writing works and have group discussions, in which members of the group will

put forward comments and suggestions to each other, exchange knowledge with each other, and communicate their writing ideas. In order to cultivate students' critical thinking ability, students can learn from each other in the process of mutual evaluation, understand their own shortcomings in learning, so as to improve their cooperative learning ability and independent learning ability. In case of differences in opinions within the group, they can ask teachers for guidance. Teachers provide a display platform, formulate composition evaluation standards for students to evaluate each other in groups, including spelling, grammar, syntax, coherence, article structure and theme, give comments and guidance to students' homework, answer common problems in students' independent learning, and make comprehensive evaluation of students' writing to sum up what they have learned. Give play to the guiding role of teachers in the teaching process.

Secondly, to practice writing an outline: An outline is the framework of the article, the overall layout of the article, and the externalization of the author's ideas. A good outline requires clear and coordinated language expression of each subheading, rigorous and careful logical relationship between headings, with a high level of hierarchy. In the process of this task, the teacher should specify the topic of writing, and the students should write the outline within the prescribed time and conduct mutual evaluation and discussion in a group. Teachers should set standards for students to evaluate each other, including relevance between the syllabus and the subject, depth of content (depth and breadth), clarity and completeness of the syllabus, hierarchy and logic of the syllabus, etc.

4.3 After-class Writing

In the after-class writing section, teachers assign writing exercises and assignments to improve students' understanding and mastery of writing knowledge. In the process of completing homework, students can practice the knowledge in the course repeatedly, so that their own foundation is more solid. However, for a long time, due to the large number of classes led by college English writing teachers, a large number of repetitive mistakes in students' compositions have consumed a lot of teachers' time and energy. Teachers have a heavy workload in correcting compositions and students have to wait for feedback for a long time after handing in their compositions. As a result, the writing tasks completed in each semester are

limited and the writing exercises are insufficient, which makes it difficult for students to improve their writing level.

With the rapid development of network information technology and the support of big data cloud computing and other technologies, online English writing correction systems such as corpus-based iWrite platform have provided a good platform for English writing training and facilitated the blended teaching of college English writing courses. Compared with the traditional one-time submission writing activities, iWrite platform allows students to revise and submit their compositions repeatedly. Students' writing is no longer a one-time process, but a dynamic process of continuous improvement, which is a process of continuous language output.

Under the hybrid teaching mode of using the iWrite platform to assist in composition correction, teachers can achieve the purpose of "promoting learning by evaluation" by assigning online compositions and combining with the automatic evaluation of iWrite platform. On the one hand, teachers can save the time of correcting spelling and grammar errors; on the other hand, according to the correction results of iWrite platform, teachers can find the problems in students' English writing more effectively, focus on students' logical thinking ability in writing, and carry out targeted teaching activities from the perspective of vocabulary, sentence pattern, text structure. Summarize the common problems existing in students' compositions; they can also guide students to discuss the problems existing in the composition from the aspects of article conception and theme exposition. In addition, the typical compositions of each score section can be selected for discussion, evaluation and modification by students in groups, and the reasons for modification can be discussed with students, so as to exercise students' critical thinking ability and reflect on the learning process and effect, so as to further improve students' autonomous learning ability, so as to enhance the efficiency of college English writing teaching.

5. CONCLUSION

To sum up, I can know that speculative writing ability is formed in daily English classroom teaching, and constantly develops in a cycle of learning, thinking, practice, re-learning, thinking and practice. Therefore, to improve the previous college English teaching class and construct a teaching structure conducive to the development of

students' thinking writing ability is one of the topics that students need to further study in the development of their thinking writing ability. Although many scholars have focused their attention on the teaching model of speculative English writing, there are few relevant researches and few research results for reference. Based on this understanding, I strive to improve the English classroom teaching in colleges and universities, and try to integrate the ability of thinking into the process of English writing teaching, so that students' language organization ability and critical thinking ability can be improved.

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