

The Development of Blended Learning Design to Improve English Writing
Competence of Higher Vocational College Students in Sichuan, China

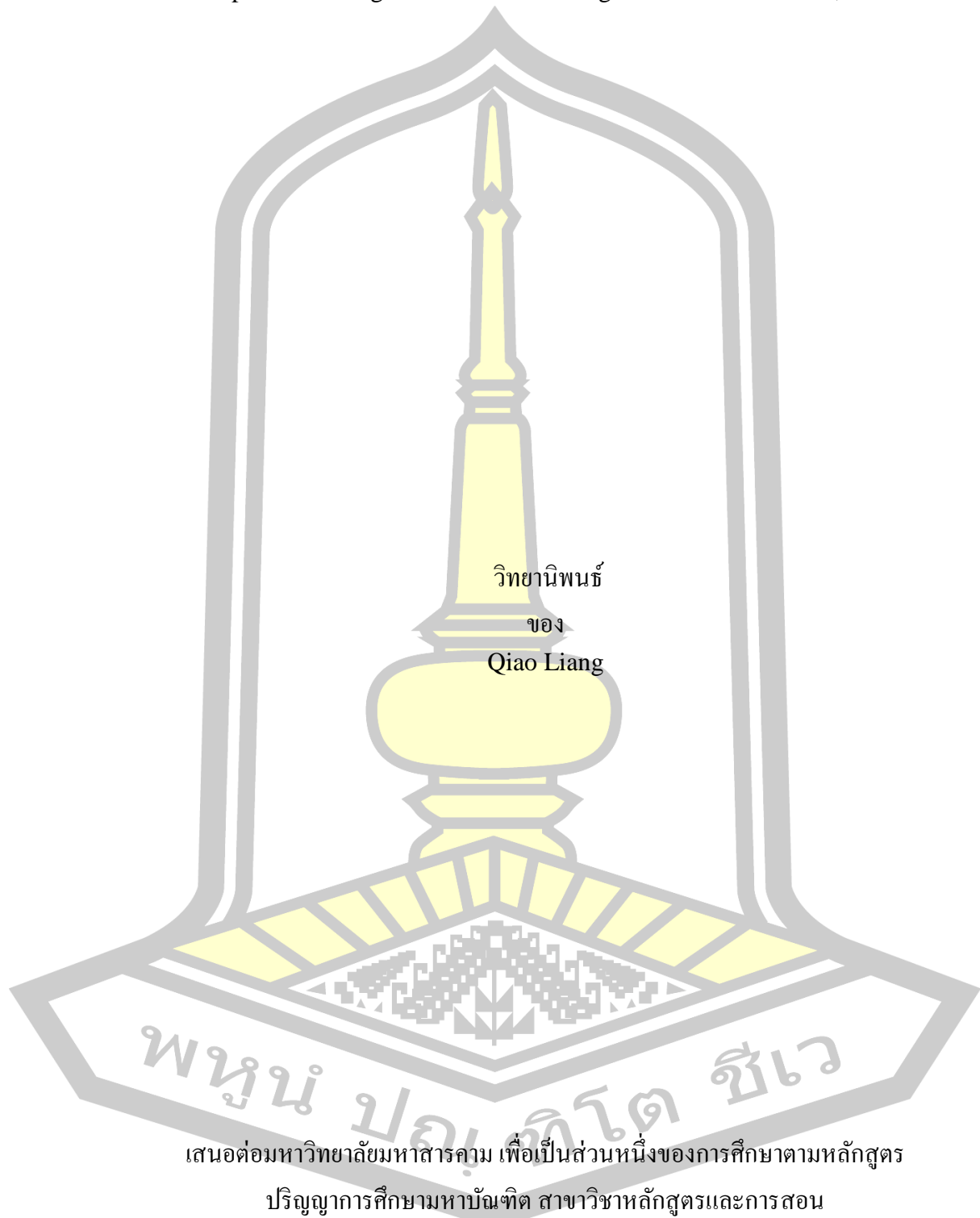
Qiao Liang

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in Curriculum and Instruction

June 2024

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The Development of Blended Learning Design to Improve English Writing
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เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร

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TITLE	The Development of Blended Learning Design to Improve English Writing Competence of Higher Vocational College Students in Sichuan, China		
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ABSTRACT

The thesis titled “ The Development of Blended Learning Design to Improve English Writing Competence of Higher Vocational College Students in Sichuan, China” focuses on improving the English writing competence of the higher vocational college students in Sichuan, China through the development of the the blended learning design. Generally, this study aims to 1) improve the English writing competence of higher vocational college students in Sichuan, China by developing blended learning design in English writing teaching 2) to investigate the aspects from which the online writing tool has significantly improved students’ English writing competence.

This study is based on the Constructive learning theory, Master learning theory and Humanistic learning theory. The three theoretical ideas are based on the improvement and development of learners which is aim at students-centered and provide strong theoretical support for this study.

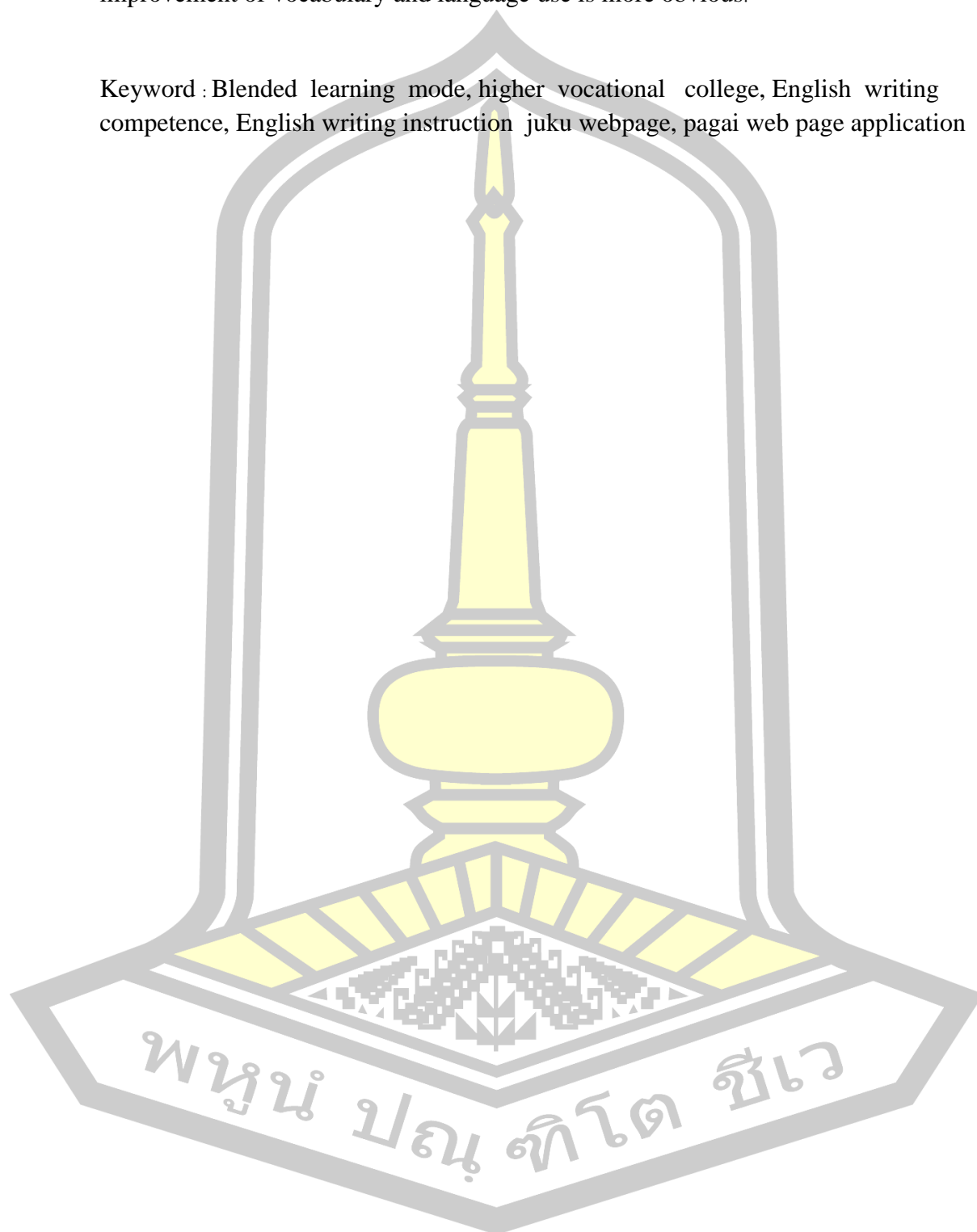
Selecting a sample size of 60 (30 in EC and 30 in CC) through a simple random sampling method. The quantitative research was done and a t-test was used to analyze data obtained from the authentic experiment. The research instruments involve 12 lesson plans, test papers, scoring Rubrics and an online writing tool (Pogai Webpage Application). The findings were as follows:

□ The development of blended learning design in English writing teaching can improve higher vocational college students’ English writing competence in Sichuan, China.

□ The online writing tool has significantly improved students’ English writing competence from the aspects of writing

content, organization, vocabulary, language use and mechanics, among which the improvement of vocabulary and language use is more obvious.

Keyword : Blended learning mode, higher vocational college, English writing competence, English writing instruction juku webpage, pagai web page application



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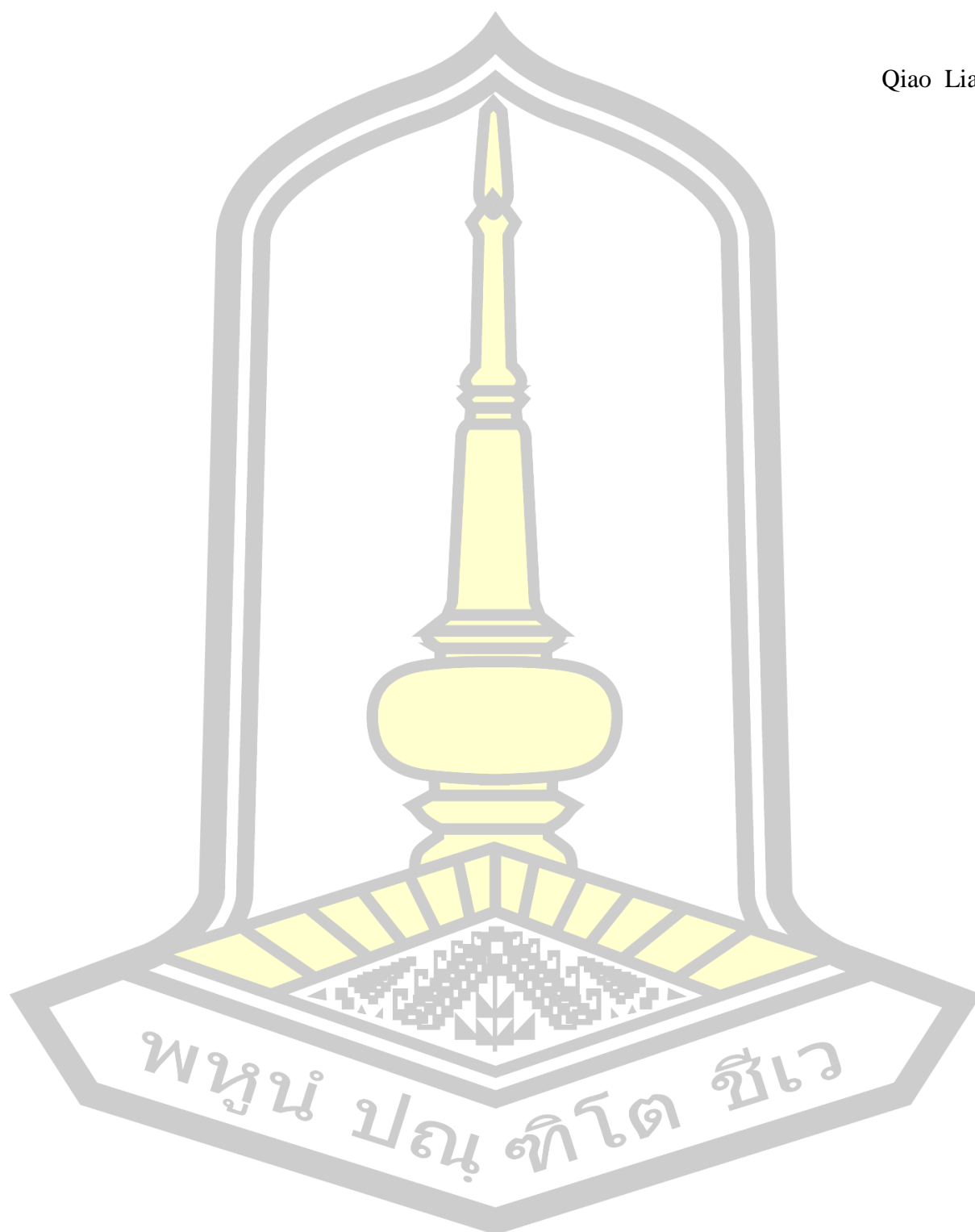


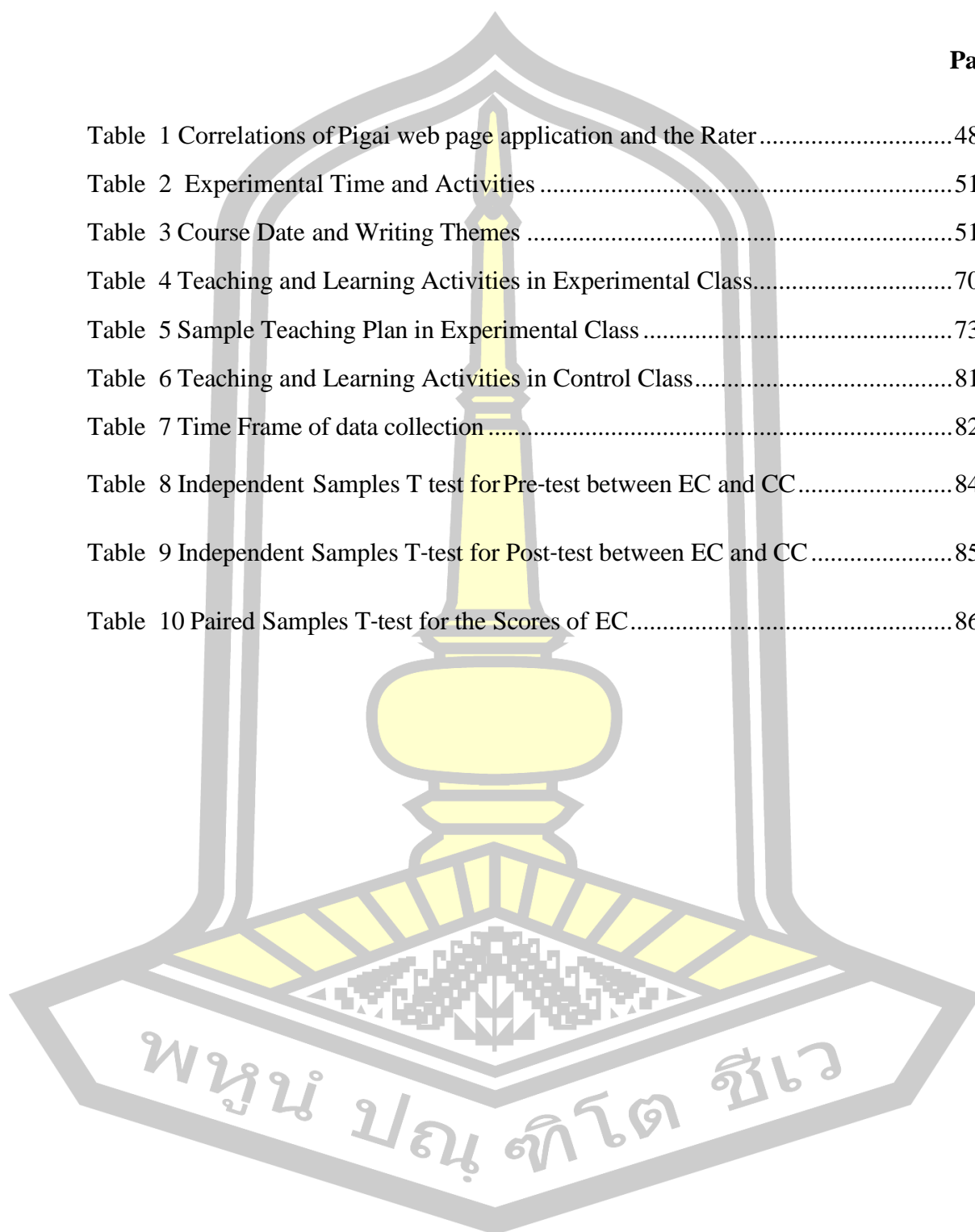
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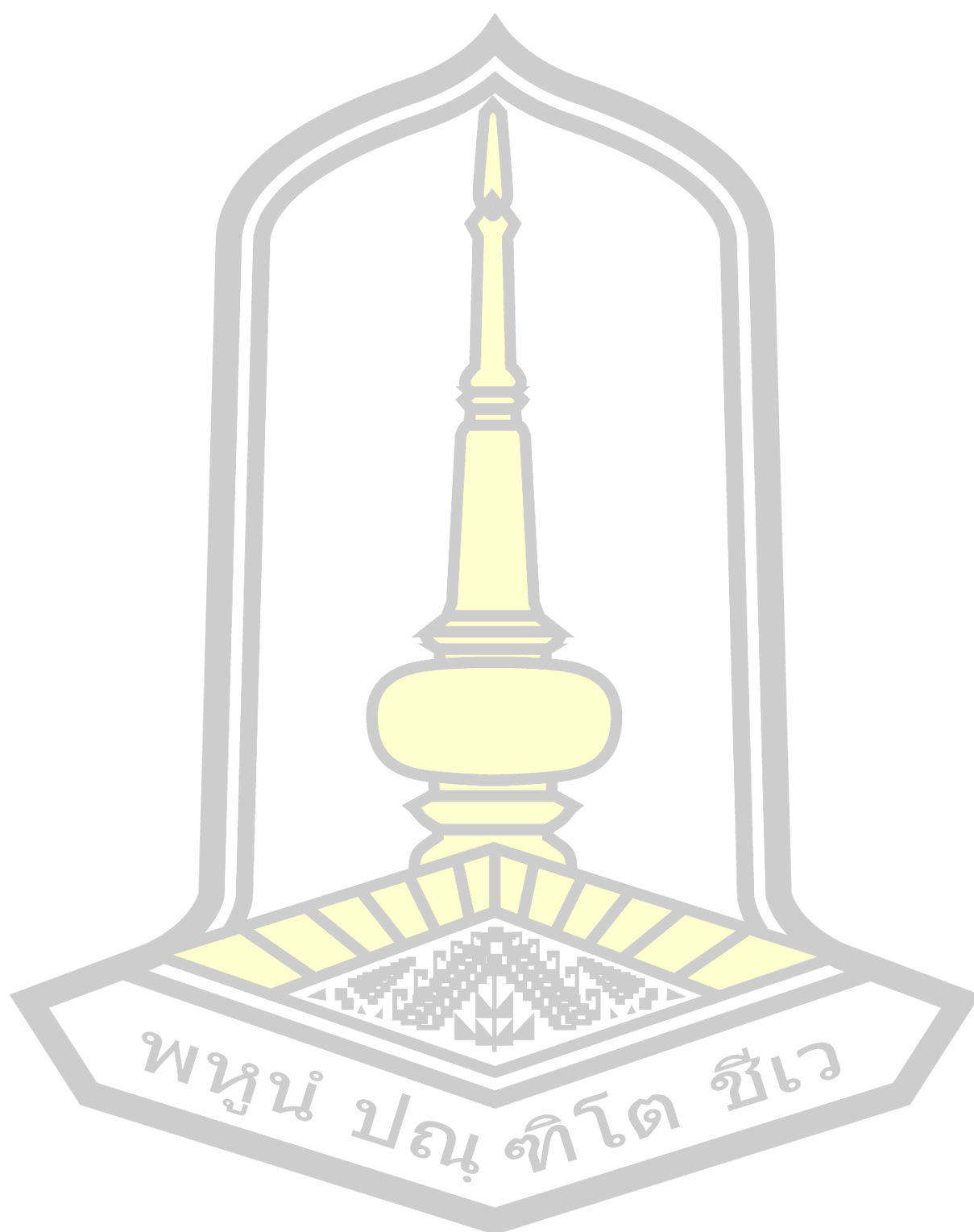
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CHAPTER I

INTRODUCTION

Background

As the global lingua franca in modern society, English plays a crucial role on Chinese education. Chinese national government establishes English as a foreign language discipline reflecting China's government highlights the importance of training talents with global competition competence, which requires Chinese primary students to start to learn from the Grade three (Yuan & Qian, 2018). Going with the trend of globalization, Chinese governments keep adjusting the relevant English policy to meet the needs for international communication and cooperation (Feng & Kubota, 2005). With the promotion of education for all-round development, English has been valued as a basic competence for Chinese students. The National Education Department has set up English into the comprehensive planning for education for all-round development, which is treated as one core discipline to cultivate students' comprehensive abilities (Xu & Gao, 2019). The concept of combining English education and innovation so that cultivate talents with innovative thinking and global vision accounts for an important position in Chinese education policy (Wang & Gao, 2019).

English writing, one of the important skills on English, plays pivotal on Chinese English education, which is more related to exam-oriented education. A good competence of English writing not only can improve students' competence in international academic scale but also can cultivate students' critical thinking and help them to use English to express well (Li & Chen, 2015). For vocational colleges in China, English writing is a required course. There are also several kinds of English exam that require college students to make efforts on English learning, such as English Band Four and Band Six exams. Through the English writing training, students could express their ideas clearly, analyze questions critically, and form an argument systematically, which are important to cultivate students' critical thinking (Zhang,

2011). Learning English writing skills could expand students' knowledge about global culture, and improve intercultural communication ability that play active roles on cultivate students' global vision (Chen, 1999).

Against the background of the rapid development of information technology, China attaches more and more importance to the effective integration of information technology and curriculum and proposes to use information technology in teaching in a series of educational policies. The "College English teaching requirements (version 07)" issued in 2007 puts forward that "with the support of modern information technology, especially network technology, English will develop towards personalized learning and autonomous learning without the restriction of time and place". Premier Li Keqiang first proposed the Internet plus action plan in 2015 and advocated the use of information technology in teaching. In the key points of educational informatization in 2021 issued by the Ministry of education, it is proposed to "guide colleges and universities to explore the reform of teaching methods such as flipped classroom and hybrid teaching by using online open courses". In the 13th five-year plan for the development of national education, it is required to "fully promote the deep integration of information technology and education and teaching, and make good use of high-quality teaching resources by using various methods such as flipped classroom and mixed teaching".

After a pilot survey of the writing scores of freshmen in the English entrance examination in the target college, Sichuan Vocational College of Health and Rehabilitation, there are some shortcomings and problems existing on students' English writing parts in general. First of all, there lacks a substantial content to write a composition. In English writing, 30% of the 2000 freshmen have such problems as disorganized thinking, disordered discourse structure, and empty writing content, and the excavation of writing content is the most difficult. Most students often feel helpless when facing problems, and even fall into the embarrassing situation of "having nothing to say". As a result, there is no substantive content in the articles written, and the words are often exhausted, empty talk and lack of change. Secondly, students' sentence

construction and expressions are negatively affected by the using habit of their mother tongue. In English writing, due to the difference in accepting literary promotion from an early age, there is a big contrast in the negative transfer of their mother tongue and their thinking patterns. The “Chinese style” writing habit, coupled with the lack of sensitivity and awareness of the rules of English text construction, always subconsciously transfers the rules of Chinese text construction to English writing, resulting in the syntax, paragraphs and even the whole structure are embodied in the “Chinese style” composition model. Thirdly, it is obvious on students’ composition that deficiency of writing skills. From the data collection, 50% of the 2000 freshmen lacks systematic exercises. Lack of writing skills is a common problem faced by vocational college students. On the one hand, before writing, there is a lack of necessary overall conception link, and the written content is not in a logical way; On the other hand, too much attention is paid to grammar, and the adjacent sentences and paragraphs are ignored, leading to the incoherence of the foreword and the poor coherence of the whole article. This situation is often caused by the fact that the school does not offer a required course of English writing alone. On previous teaching situation, writing teaching is carried out in intensive reading class or arranged in the after-school link. The class hour limit leads to the teacher’s inability to systematically carry out classroom teaching. To solve this problem, the college promotes to use an exam-oriented teaching mode that emphasizes on English grammar teaching and writing skills. The basic level of students’ English obtained is low. In the practice of English writing, due to the weak basic language ability, limited vocabulary, non-standard grammar, and lack of discourse communication ability, students in vocational colleges often have problems, such as wrong spelling, confusion in structure, poor logic, abuse or misuse of words, poor paragraph or text organization, and incoherent semantics.

With the advent of the age of big data, modern computer and network technology will become an important part in the field of education. The blended learning is based on the research and development of e-learning in the field of educational technology. The so-called blended learning “is to combine the advantages of traditional learning

methods with the advantages of e-learning, not only to give full play to the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also to give full play to students' initiative, enthusiasm and creativity as learning subjects (Zhang Wenxi, 2014). The New Media Alliance (NMC) of the United States publishes the horizon report every year to predict the future trends in the realm of education. The report released in 2021 pointed out that from the perspective of 2031 (the next 10 years), people's acceptance of online courses and blended courses has been normalized. Combining the advantages of online classroom and traditional classroom, blended learning maximizes the function of teaching.

In the target vocational college, English writing course is a required course to all the first-year students. With the help of information technology, the college advocates English teachers to adopt blended learning design to support their English writing courses. As the new application introduced by the college from top to down, there are some teachers still insist on traditional institutional means that requiring students to hand out paperwork, and giving the feedback on paper. In order to verify the high efficiency and convenient to use blended learning method on English writing course, the study sets up two classrooms as participant, of which one classroom is control group, and another classroom is experimental group. For the control group, the research adopts traditional teaching way to teach, while the researcher uses blended learning method relying on Pigai webpage online application to experimental group. The experiment period will last two months. Hence, in the study, the independent variable is researcher's teaching method, including traditional offline teaching and the blended learning method. The variables could be two groups, including students' English writing competence influenced by instructor's traditional offline teaching method, and students' English writing competence influenced by the blended learning method adopted.

Based on the shortcomings of traditional English writing teaching, this thesis combined the advantages of traditional offline face-to face teaching and online teaching

to carry out blended learning in English writing teaching, aiming to analyze the effectiveness of blended learning in English writing teaching and students' attitudes towards using blended learning in English writing teaching. More importantly, it further analyzed in which aspects the students' English writing proficiency has been significantly improved according to the content, organization, vocabulary, language use and mechanism. At the same time, it is expected to enrich the empirical research on the educational platform of Pigai. web page application; promote the renewal and transformation of college English teachers' English writing teaching concepts; and promote the development and improvement of blended learning theory. The research questions are as follows:

- (1) Can the development of blended learning design improve English writing competence of higher vocational college students in Sichuan, China?
- (2) In what aspects has the online writing tool significantly improved students' English writing competence?

Research Purposes

This study aims to □improve the English writing competence of higher vocational college students in Sichuan, China by developing blended learning design □ to investigate the aspects from which the online writing tool has significantly improved students' English writing competence.

Research Scope

The research focused on developing students' English-writing competence by using blended learning design. Taking the students of two classes of Sichuan Health Rehabilitation Vocational College as an example, this study designs an 13-weeks teaching experiment to let the students of the two classes learn English writing under the guidance of teachers. Teacher will adopt blended learning in writing class for students in the experimental class, while the students in the control class will have use the traditional way for writing learning.

1. Research Methods

Quantitative Analysis Method: the experiment selected two classes with the same level of English writing, namely the experimental class and the control class. The control class implements the conventional writing teaching, and the experimental class adopts the blended writing teaching mode. The experimental duration lasts 13 weeks, and then the data are recorded through the pre-test and post-test. This paper analyzes the changes of students' scores at same levels by using online data, and tests whether there are significant differences with the implementation of blended teaching mode on students' scores.

2. Research Instruments

1) Lesson Plan

2) Pre and post test Paper (delivered on a online writing tool and the data was collected by researcher)

3) Scoring Rubrics

4) Online Writing application

3. Population and Sampling

Among all the classes in the first grade of our college, 10 classes have English writing courses, and each class has 30 students, therefore, the population is 300, and the researcher used a simple random sampling method to calculate a sample size of 60 through a formula $[C(n,m) \cdot p^m \cdot (1-p)^{(n-m)}]$, which can ensure its representativeness.

Research Significance

1. Improve the students' English writing competence

2. Provide a new online writing tool for English writing teaching.

2. The research results can provide reference for English teachers' teaching.
3. Enrich the studies of blended learning.

Definition of Key Terms

In this research, we delve into the realm of blended learning, particularly focusing on its application to enhance English writing competence among higher vocational college students in Sichuan, China. To ensure clarity and relevance throughout our study, we define key terms and outline how these definitions guide our research methodology and practical steps.

1. *Blended Learning Design:* In this study, our blended learning design is defined as a blended instructional design, which includes both online and offline components. That is, in classroom activities, teachers implement their teaching steps through the combination of face-to-face teaching and online platforms. Face-to-face teaching mainly refers to the guidance provided by teachers to students in the classroom, such as explaining knowledge points, correcting mistakes, summarizing learning priorities, explaining exercises, etc. The online section refers to the teacher using an online writing tool (Pigai Webpage Application) to release learning tasks, share learning resources, provide writing support, assist in correcting homework, etc. There are five steps to put blended learning design into practice.

- (1) Prepare learning materials of new lessons. Teachers release preview assignments online to arouse students' attention and recall their previous knowledge.
- (2) Practice and discover new knowledge. The teacher corrects the answers to the pre class homework in class and shows the students the framework and key content of the upcoming writing. Students engage in English writing and submit their essays on online writing platforms.

(3) Provide teaching aids. The online writing platform scores students' essays and provides specific suggestions for writing revisions. Students make sentence by sentence revisions based on the annotations provided.

(4) Provide evaluation tools. Teachers can use online writing platforms to browse students' scores and identify areas where there are many errors (the online writing platform has summarized the errors that students make in their writing), and evaluate their compositions.

(5) Extended after-class learning. Students learn sample essays on online writing platforms and further improve their compositions. And the teacher sends the video of English writing skills for students to learn at home.

2. English Writing Competence: English writing competence encompasses the ability to construct coherent texts, articulate ideas clearly, and employ appropriate language, style, and grammar. Within the context of this study, writing competence specifically refers to the Workplace English writing skills necessary for higher vocational college students, including the ability to produce English business letters, argumentative writing etc. We will measure improvements in writing competence through pre- and post-study assessments, focusing on aspects such as Content, Language use, Vocabulary, Mechanics and Organization that are proposed by Bereiter (2020) and they are also the five effective dimensions used by the Pigai Webpage Application to evaluate students' English writing competence.

3. Higher Vocational College Students: This term refers to individuals enrolled in vocational education programs at the tertiary level in Sichuan, China. These programs are designed to provide specialized technical or vocational training for various careers. Our study targets these students due to the specific challenges they face in acquiring English writing skills, which are critical for their academic and professional success. We will work closely with a selected group of higher vocational colleges in Sichuan to recruit participants for our study.

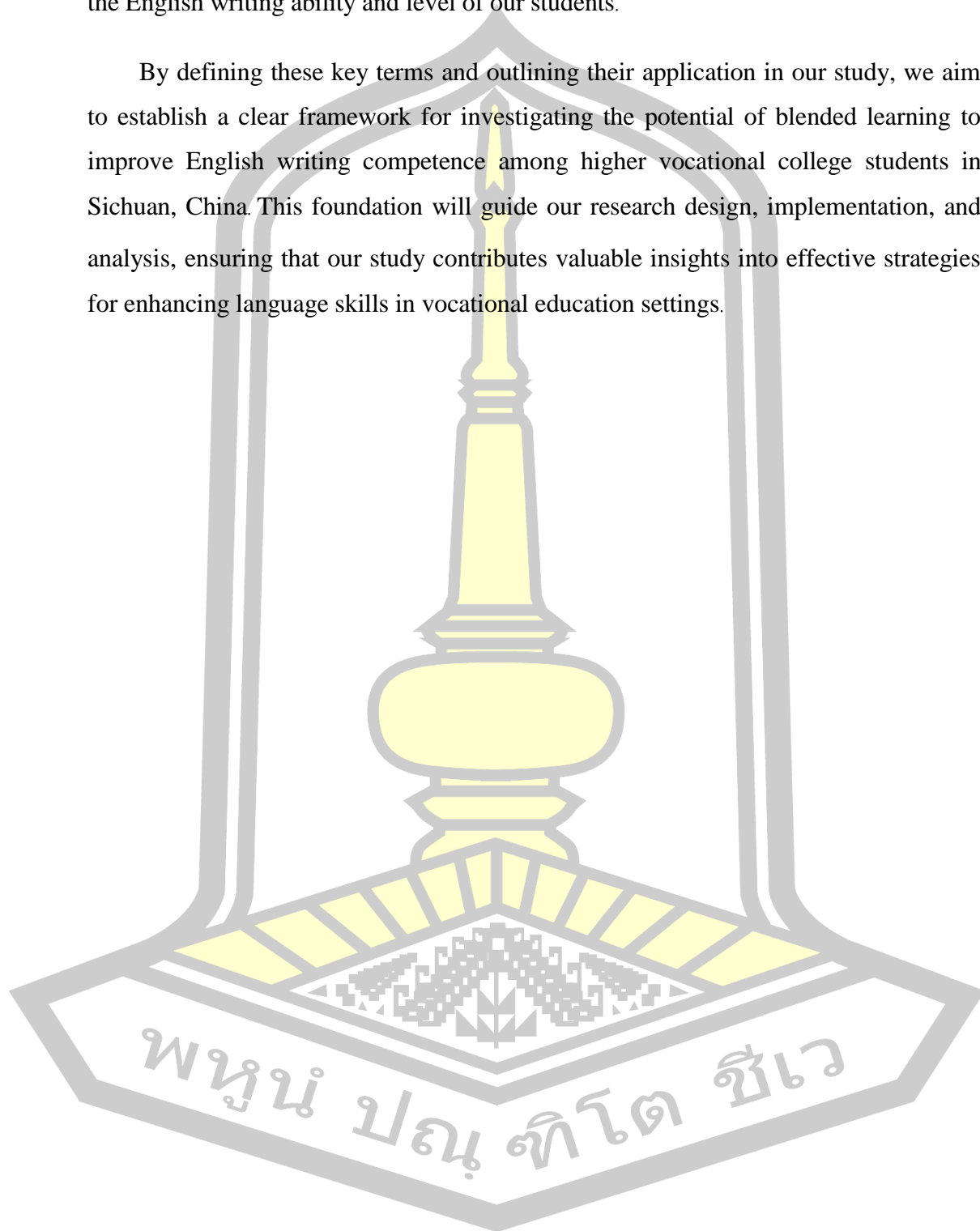
4. Pigai Webpage Application is an English essay assisted correction system based on cloud computing and corpus. Its principle is to compare the distance between student essays and standard corpus, and map it into scores and comments through certain algorithms, providing reference for teachers to correct student essays. This system uses the five dimensions (vocabulary usage, grammatical accuracy, coherence, overall text organization and mechanics) that are proposed by Bereiter (2020) to measure the improvement of English writing competence, which has good reliability and validity.

This system has a great promoting effect on enhancing students' interest in English writing. The feedback time of the traditional essay editing mode is generally more than 2 weeks. By using this system, real-time essay feedback can be achieved. It can also be used on smart terminals (mobile phones, tablets), providing the possibility for teachers to modify student essays anytime and anywhere, greatly improving the speed of teacher essay review.

Since September 2014, our school has officially introduced the pigai webpage application achieving the networked teaching of English writing in our university. For students, after submitting an essay, they can immediately know the inappropriate expressions and grammar errors in the essay, which can stimulate their enthusiasm for immediate revision. The average number of revisions made by students in our school is 11 times, which is 11 times higher than the traditional one-time revision. For teachers, common errors in student compositions can be obtained in real time through technical means, better achieving the goal of "using data to speak and using data to guide student writing". Teachers can also provide real-time guidance and supervision of student writing through the internet. The application also provides a collection function for school-based corpora. The construction of school-based corpora provides the possibility for our school teachers to understand the common problems and characteristics of student writing. The deep exploration of school-based corpora can better serve the

teaching of English writing in our university and play an important role in improving the English writing ability and level of our students.

By defining these key terms and outlining their application in our study, we aim to establish a clear framework for investigating the potential of blended learning to improve English writing competence among higher vocational college students in Sichuan, China. This foundation will guide our research design, implementation, and analysis, ensuring that our study contributes valuable insights into effective strategies for enhancing language skills in vocational education settings.



CHAPTER II

LITERATURE REVIEW

This literature review summarizes:

1. Research on English Writing Competence
2. Research on Blended Learning
3. Studies on the measurement dimensions of English Writing Competence
4. Studies on Blended Learning in English Writing teaching
5. Studies on Pigai Webpage Application in English Writing Teaching
6. Theoretical Basis
7. Conceptual framework

Research on English Writing Competence

1) Major studies on English writing competence out of China

According to foreign research, English writing can effectively promote the internalization of language knowledge. Swain (1985) put forward the hypothesis of “comprehensible output”, and believed that the productive use of language including writing would help learners to test the structure of target syntax and the use of words, promote the automation of language use, and effectively achieve the goal of language acquisition. Through writing, English knowledge is constantly consolidated and internalized, which is conducive to the comprehensive development of English skills. The English writing competence concentrate on three main aspects, including the categories of English writing skills, how to improve students' English writing skills, and the factors that affect students' English writing skills. The three aspects will be

elaborate at length. In terms of the classification of English writing competence, Canale and Swain (1980) believed that English writing competence can be divided into the following four categories: discourse competence, strategic competence, grammatical competence and social language competence. Scarella and Oxford (1994) summarized the main factors of English writing competence more extensively. The two believed that the four major elements of English writing competence are: narrative competence; writing strategy competence; grammatical competence; sociolinguistic competence. Bereiter (1987) believed that English writing competence mainly includes: the ability to control the thinking process of the ability to use and evaluate; the ability to use a variety of different expressions; master the five basic abilities of communication. In terms of how to improve students' competence to write in English. In his article, J. Britton (1972) listed 20 ways to improve writing ability: more time for writing training, writing according to patterns, and writing unit content, vocabulary expansion, research on the selection of English words and sentences, comprehension of various texts, teacher guidance to students, and the like.

In terms of the factors that affect students' English writing ability. Amy T. Surmann (1997) pointed out that students' self-factors have a certain influence on writing ability. For example, girls' writing level are generally higher than boys', and in terms of writing logic, the logical ability of heavier students exceeds that of low-weight students. On the other hand, Lester Faigley (1993) conducted a detailed argumentation on the impact of writing fear on students' writing through a comprehensive study. Dividing degrees of writing fear will lead to differing impacts on students' writing ability. In terms of metacognition, developmental psychologists have been investigating the topic since the 1970s. Definitions are used according to different situation. Metacognition, in general, is considered to grow over time. Although writing techniques can be taught and accepted, they are not always transferable to different settings. Adults and toddlers alike frequently fail to moderate their thoughts. While there are numerous methods for measuring metacognition, the

Metacognitive Awareness Reading Strategies Inventory (MARS), a self-report instrument designed to assess metacognitive awareness and learning ability for adolescent English language learners, has been used to track metacognitive awareness in the EFL context (Bozorgian, 2014). As previously said, metacognition has been described in a variety of ways based on the scenario. When many learners employ metacognitive methods while reading, not all students are aware to how and why they should be used. Since strategy utilization is developing, there may be a change depending on the academic year. The processes of awareness and monitoring are crucial in skilled reading. Comprehending what techniques to apply when they're acceptable and what methods aren't for the job at hand is part of metacognitive awareness (Bozorgian, 2014). Furthermore, when reading, a student must first identify whether or not the content is understandable. Once the problem has been discovered, the learner must choose an appropriate technique to overcome it, such as reviewing the material. In this way, learner's writing competence can be improved. In this study, we will comprehensively consider multidimensional factors such as self, writing fear and metacognition to explore how they affect students' English writing ability. According to Amy T. Surmann (1997), gender and physical characteristics such as body weight may affect the writing level of students, a questionnaire and experiments will be designed to evaluate the relationship between these self-factors and students' writing ability, and use statistical analysis methods such as ANOVA and regression analysis to explore the potential influence of gender and physical characteristics on writing logic ability. At the same time, referring to the study of Leicester Figley (1993) on the influence of fear of writing, the degree of fear of writing was evaluated through quantitative tools, and the qualitative methods were used to deeply understand students' personal feelings of fear of writing and their impact on writing performance.

Further, this study will use the meta cognitive awareness Reading Strategy Scale (MARS) proposed by Bozorgian (2014) to assess their meta cognitive awareness level

and study how students use meta cognitive strategies in the writing process and how the selection and application of these strategies can help them solve problems in writing. Based on these factors, this study aims to build a comprehensive model to analyze the interaction between these variables through the structural equation model (SEM), and to explore ways to improve students' writing skills through targeted teaching interventions, such as writing strategy training, meta cognitive strategy teaching, and psychological counseling to alleviate writing fear. This study will not only deepen our understanding of the factors affecting students' English writing ability, but also provide empirical support and practical guidance for teaching English writing.

Overall, research on English writing ability out of China involves multiple aspects, including definition, teaching methods, evaluation criteria, skill development, second language acquisition, cultural differences, technological innovation, and academic application. These studies not only contribute to improving students' English writing abilities, but also have significant implications for promoting the development of English education and academic research.

2) Major studies on English writing competence in China

At present, there are generally some problems in the English writing ability of domestic students, such as grammar errors, lack of vocabulary, monotonous sentence structures, and unclear logic. These issues are closely related to students' daily learning habits, teacher teaching methods, and teaching evaluation systems. Meanwhile, influenced by exam oriented education, students often focus more on form rather than content in English writing, resulting in a lack of depth and innovation in the writing content. In response to the above issues, domestic researchers have proposed a series of English writing teaching strategies. This includes process writing, genre writing, task writing, and so on. These teaching strategies emphasize the importance of student subjectivity in the writing process, advocate starting from practical needs, and cultivate students' interest and motivation in writing. In order to more scientifically evaluate students' English writing ability,

domestic researchers are also constantly exploring and improving the English writing evaluation system. In addition to traditional teacher evaluation, diversified evaluation methods such as peer evaluation and self-evaluation have also been introduced. Meanwhile, with the help of modern technological means such as corpora and natural language processing, more objective and accurate writing evaluations can be achieved.

With the development of information technology, English writing teaching has also ushered in new opportunities. The emergence of technical tools such as English writing software and online writing platforms has provided students with a more convenient and efficient writing environment. These technical tools not only help students check for grammar errors and improve their vocabulary, but also provide real-time feedback and personalized suggestions, effectively enhancing their English writing abilities. In order to verify the effectiveness of various English writing teaching strategies and techniques, domestic researchers have conducted extensive empirical research. These studies collected a large amount of data and analyzed the impact of different teaching strategies and techniques on students' English writing ability through comparative experiments, questionnaire surveys, and other methods. The empirical research results provide strong support for the improvement of English writing teaching. Although research on English writing ability has achieved certain results in China, there are still some problems and challenges. For example, there is a certain disconnect between English writing teaching and practical application, and students still need to improve their English writing skills in real-life scenarios. In addition, there are certain differences in the popularity and quality of English writing teaching due to factors such as teaching resources and teacher quality.

Research on Blended Learning

1) Studies of blended learning out of China

The discussions on blended learning first started abroad and have been spread in the field of theory and practice. Before detailing the definition of the blended learning, the author first wants to explain that blended learning for the students responds to blended teaching for the teachers. Since the two terms have the same connotation, they used in this study, considered to be consistent. Blended learning is a constantly developing and expanding concept, which has long existed in traditional teaching. However, “it was not until the low tide of E-Learning in 2001 and the up-spring of the artificial intelligence that people began to reflect on the purely technical environment” (Hockley, 2007, p.81). Then, the discussion on blended learning gradually increased. In Bonk and Graham’s book, blended learning is something to be initially seen. Graham, Allen and Ure (2003) argued that blended learning is a teaching method combining instructional modalities (or delivery media). The term “combining instructional methods” is used to refer to blended learning, too. (Bersin & Associates, 2003; Orey, 2002; Singhand Reed, 2001; Thomson, 2002). Other terms are used like combining online and face-to-face instruction (Reay, 2001; Rooney, 2003; Sands, 2002; Ward and La Branche, 2003; Young, 2002); combinations of face-to-face and technology-based teaching (Stubbs, 2006) and combining face-to-face instruction with computer-mediated instruction (Bonk & Graham, 2005, p.8).

While exploring the application of mixed learning in English teaching writing, this study aims to synthesize empirical research and qualitative analysis to gain a deep understanding of the impact of mixed learning models on students' English writing ability. By comparing the effects of traditional teaching methods with mixed learning strategies such as flipped classroom and autonomous online learning, this study will collect and analyze quantitative data on student achievement, participation, and satisfaction, while using focus groups and in-depth interviews to collect qualitative

data to reveal student and faculty views and experiences of mixed learning. Special attention was focused on student feedback on mixed learning activities such as online forum discussions, video tutorials, peer reviews, and how these activities could advance their writing skills. In addition, the study will evaluate the application of specific technology tools such as Pigai web pages in mixed learning environments, exploring how to effectively integrate multiple technology resources to support student learning and teacher teaching. Considering the individual differences among students, this study will also explore how adaptive learning paths and personalized resources meet the needs of different learners. Through this comprehensive study, it aims to provide empirical support and practical advice for teaching English writing, while contributing to the development of mixed learning theory, especially in the field of language teaching.

From items above, the first two definitions present the discussions on the influences of media versus method on teaching and they have the problem that these scholars defined blended learning in a broad sense so that they consisted of virtually all teaching systems. Therefore “defining blended learning in either of these two ways water down the definition and does not get at the essence of what blended teaching is and why it is so exciting to so many people” (Bonk & Graham, 2005, p.9). However, the third item more reveals the historical emergence of blended learning systems and it is the basic of their definition. Therefore, Bonk and Graham provide their idea about blended learning based on the third definition, that is, “the blended learning is the combination of instruction from two historically separate models of teaching and learning: traditional offline classroom teaching systems and online learning systems” (2005, p.47). It also stresses the important part of computer-mediated technologies in blended learning from what they emphasized, it is clear that Bonk and Graham have the suspicion of defining a blended learning concept according to the proportion of the online course.

In the light of the theoretical studies, a lot of scholars and their researches have made great contributions to the development and improvement of the blended leaning

theory. Badurl Khan firstly put forward the structure of blended E-Learning. This structure has eight dimensions and “Khan summarizes these eight dimensions into teaching, technology, interface design, evaluation, management, resource support, ethics and teaching institutions” (Li, 2015, p. 155). All these eight dimensions are not only the influencing factors of designing blended teaching but also the guiding principles of designing and evaluating blended teaching courses. Based on Khan's structure, there are also many designing plans for blended teaching curriculum appearing abroad. For instance, John Bersin (2002) believes that the blended teaching process consists of four basic steps: the first step is to identify and define learning needs. It is necessary to identify and define the learning needs in blended teaching due to the diversity of students learning needs. The second one is to formulate the learning plan and the measurement strategy according to the characteristics of learners. Learners' characteristics include many aspects, such as learning style, the knowledge background and the skill structure, the intelligence level and the like. Therefore, the blended teaching needs to develop an adaptive learning plan and the defined measurement strategy according to the characteristics of learners. Thirdly, determine the learning content according to the facilities (environment). In blended teaching, the design of the teaching objectives and content shall take the current situation of the development of the supporting hardware into account. And the last one is the implementation plan, the tracking of process and the measurement of the results. This is the final stage in blended teaching process, teachers need to implement a teaching plan, track learning process and measure the learning results to determine whether the intended purpose is achieved. All these designing principles provide a solid basis for the design and development of blended teaching class. In terms of the application model of blended teaching, blended learning in English writing courses encompasses various models, with the flipped classroom and the rotation model being prominent. Indian scholar Purnima Valiathan (2002), who is the expert from the National Institute of Information Technology (NIT), divided the blended teaching into three modes. The first model is the skill-driven model. This mode unites self-paced

learning with the teachers' online instruction so as to eliminate learners' loneliness. As for the second mode, the attitude-driven model incorporates the blended of traditional classes and online collaborative learning; this model requires learners to try to learn some new behavior by using online collaboration method in a risk-free environment. The third mode is competency-driven mode, in which learners and experts work together and interact online to acquire tacit knowledge. The acquisition of this tacit knowledge is mainly through the observation of the experts and the communication between learners and experts. Therefore, this model includes the real-time joint activities between learners and the experts, and the interaction is carried out through the online communication tool. Bergmann and Sams (2012) advocate for the flipped classroom, where direct instruction is delivered online, freeing up class time for collaborative writing activities and individualized feedback. Besides, American scholars Barnum and Parmann put forward a model of blended learning, which includes four stages: web-based transmission, face-to-face processing, product formation and collaborative extended learning (David, 2015. p.45).

In addition, as far as the unified model of blended learning is concerned, Trainino Place (2004) put forward a mode which requires the following important links: analysis plan, method design, development, implementation and evaluation (Brian, 2013, p.26). All these models greatly instruct the future blended teaching practice. A number of researches also show that blended learning, as a new learning form, can effectively support learners' autonomous learning and collaborative learning. James (2005) stated the merits of the blended teaching as the following aspects: study flexibility for students and time flexibility for teachers. And as Sejdi (2007) introduced that the Ministry of Education of the United States proposed in the Blended Teaching Research Report that the "blended learning" had a more obvious effect than the simple offline classroom teaching and the simple distance online learning. Liz Pape stated that "the benefits of blended learning include giving students a variety of ways to demonstrate their knowledge while appealing to diverse learning

styles and fostering independent learning and self-directed learning skills in students, a critical capacity for lifelong learners” (2010, P. 19). Moreover, Silvia (2011) also argued that compared with exclusive use of any single learning delivery medium, blended teaching had various benefits and Marsh (2011) further detailed that blended learning could provide students with more self-learning opportunities. Lames (2015) pointed out that blended learning had many undoubted advantages. The major advantages were its flexibility and convenience. It offered some freedom for learners to work independently for a while, which was away from the traditional everyday classroom setting. Therefore, students can enjoy their own pace of studying at their convenience and as for the application research.

As for the impact on writing skills and performance, research indicates positive effects of blended learning on students' learning. Tatiana and Tatiana (2011) took up an experiment that Russian language teachers carried out blended teaching in teaching English to ESL learners, they emphasized that the blended teaching could be greatly time saving and it provided convenience and flexibility for learning. Based on case studies. Maja (2011) also implemented blended teaching in an ESL classroom in an intensive English program, which intended to testify the effect on listening and speaking class. The class applied a commercially available teaching management platform and at this platform, the combination between face-to-face classroom learning and online teaching was realized. A meta-analysis by Means et al. (2013) found that blended learning environments lead to improved student outcomes. Blended approaches allow for personalized learning experiences, accommodating diverse writing abilities and learning styles. Further, Jane Spinola also used the blended teaching method within Col in English writing teaching to help Portuguese college students improve their writing skills. She found out that there was “a growing emphasis on building learning communities so as to increase students' participation and to foster habits of learning in online and blended environments” (2014, p.78) and “blended teaching can add to the changes that are occurring in higher education whilst

helping maintain and reinforce the quality of teaching and learning experience, which environments strive to attain” (2014, p.80).

This study also aims to implement personalized learning paths to meet the needs of different students, referring to the study of Means et al. (2013), to explore how a mixed learning environment improves academic performance. By selecting the appropriate technical tools and online resources, we expect to provide an effective platform to support blended learning. In addition, this study will focus on the construction of learning communities in online and mixed environments, promote the interaction and participation between students and teachers and students, and explore how to develop positive learning habits and participation through mixed teaching strategies according to the views of Jane Spininola (2014).

Finally, this study will examine how blended teaching can promote change in higher education while maintaining and enhancing the quality of teaching and learning experiences. By assessing challenges and solving strategies during the implementation of blended learning, this study aims to provide educators with effective teaching strategies to understand how blended learning can advance students' writing skills and provide valuable insights and suggestions for future educational practice.

Overall, from the above reviews, it could summarize that international researches on blended teaching are systematic from principles, models to applications, whereas the research topics on blended teaching is relatively steady on the blend of traditional classroom teaching and online learning.

2) Studies of blended learning in China

In terms of the definition of blend learning, Professor He Kekang, an expert in educational technology in China, put forward that the its concept according to China's national conditions that is to “combine the advantages of traditional learning methods with the advantages of E-Leaning. In this learning model, the combination of online and offline is realized, and the appropriate learning procedure is used

according to the cross-learning environment between class and after-class" (2003, p. 13). In other words, he emphasized that blended teaching should not only give full play to the leading role of teachers in guiding, inspiring and monitoring the teaching process but also fully reflect the importance of students' initiative, enthusiasm and creativity in the main part of the learning process. This view has been recognized by most scholars in China. And educational technology expert Li Kedong pointed out that "the core idea of blended learning is to solve problems in different ways according to different problems and requirements" (2004, p.35). Hence, in the learning process, it is necessary to use different media and information transmission methods to learn, and "this way of solving problems requires the least cost and the greatest benefit" (2004, p.35).

Professor He Kekang was the first person to discuss the idea of blended learning. His argumentation on blended learning has been accepted and supported by the Chinese scholars and agreed that blended learning, as a very effective way, has benefited many learners in learning effect. He (2004) believed that blended learning is a fresh concept which combined both the advantages of traditional classroom teaching and those of E-learning. In his view, blended learning processes are supposed to feature two characteristics: one is the stress of giving full play to teachers' leading roles, the other is the highlighting of the subject status of learners. K. D. Li points out that blended teaching shows the trend that nowadays people are willing to learn online, which maybe make their learning easier and not limited by space and time" (2004, p.5). He introduced the history that blended learning was initially used in the corporate training field, and then was frequently applied into different fields in our daily life, especially in educational field that blended learning exerted tremendous functions. He also argued that blended teaching is not just a combination of online E-learning and traditional classroom teaching.

In this study, we will design and implement a blended learning design adapted to China in national conditions based on the views of Professor He and Professor Li for

teaching English writing. The design aims to combine the advantages of traditional learning methods and the advantages of e-learning methods, through the combination of online and offline learning activities and classroom and cross learning environment, give full play to the teachers in guiding, motivate and monitoring the teaching process, at the same time emphasize the importance of students' subjectivity and autonomous learning. By adopting a variety of media and information transfer methods, this study will design the learning content according to different learner needs and questions to ensure the maximum cost-effectiveness of the learning process.

The design of the empirical study will include comparing the experimental and control groups to evaluate the effectiveness of blended learning models relative to traditional teaching methods in improving students' English writing skills. Data collection will cover quantitative metrics such as writing performance and learning achievement, as well as qualitative feedback like student and faculty experiences and feelings, thereby comprehensively evaluating the impact of the mixed learning model. Furthermore, the study will explore how blended learning promotes educational change in the Chinese education system, analyze its enhancing role in improving educational accessibility and flexibility, and its potential in overcoming the limitations of traditional education. By introducing case studies, this study aims to demonstrate the application examples and effectiveness of blended learning in different educational contexts, providing valuable insights and practical advice to educators and scholars. As it is said that blended learning is a constantly developing and expanding concept, and maybe Bonk and Graham and other previous scholars have the suspicion of defining blended learning concept according to the proportion of the course. However, with the deepening of the understanding of the blended learning design by different experts and scholars, what is generally accepted international still is the definition proposed in 2002 by Singh and Reed blended teaching focuses on optimizing achievements of learning objectives by applying the "right" learning technologies to match the "right" personal learning style to transfer the "right" skills to

the “right” person at the “right” time From this definition, we can see that it follows the following principles □ blended learning focuses on leaning objectives, not on technology delivery; □ in order to apply to more teachers or students, blended learning need to support a variety of different teaching or leaning styles, □different knowledge backgrounds will produce different teaching experiences, □in many areas, the most effective teaching strategy is to satisfy “just-what-I-need, just-in-time” (Huang & Zhou, 2006, p.8). From these, it could be concluded that the focus of learning is how to blend, and the purpose of which is to achieve the optimal learning effect and economic benefits, further, the task of blended learning is to provide appropriate learning content at the right time, for the right people, with appropriate media delivery, and through appropriate learning methods. In relation to the field of ELT, Banados further stated that “in ELT blended teaching is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials)” (2002, p.539).

On the contrary, the blended learning “contains deeper meanings, not only includes the combination of different teaching media, teaching methods or even different learning environments (classroom learning and online learning), but also different teaching theories (behaviorism\cognitivism\constructivism)” (2004, 7). Further, rofessor Li greatly emphasized that the essence of blended learning is to “optimize the selection of the information transfer channel” (2004, 7). Other scholars, such as Zhu Zhiting (2003) and Huang Ronghuai (2006) also spread the methods and factors to blend based on Li Kedong’s opinion and their ideas are useful for researchers to develop various blended learning design from a theoretical point of view.

Studies on the measurement dimensions of English Writing Competence

Research has shown that in diagnostic writing tests, itemized scoring standards can help students improve their writing abilities. KnochW analyzed the feasibility of

using itemized scoring criteria in diagnostic writing tests from a theoretical perspective, and found through interviews with raters that if the itemized criteria are accurate, detailed, and experimentally validated, they can help raters better distinguish different aspects of writing ability. Knoch [2] also conducted a comparative study between the overall scoring standards and the itemized scoring standards in academic English writing tests, and the results also proved that the itemized scoring standards have more advantages. Li Qinghua et al. [3] conducted empirical research and analyzed the use of sub item scoring standards in the writing evaluation of College English Majors (CET-4) in China. They believe that it can provide detailed feedback information for writing teaching and more comprehensively reflect the writing ability of the subjects. Li Qinghua also compared the quality of the overall and sub item scoring standards in the writing evaluation of National College English Test -Band 4 (CET 4), and pointed out that the sub item scoring standard is superior to the overall scoring standard in terms of consistency, stability, fairness, and discrimination ability of raters.

Another research question regarding the sub item scoring criteria is the use of which scoring dimension, which is a major confusion in this research field. The well-known scoring standards currently include: John Smith scoring scale (2002), which includes 5 dimensions: 1) Content 2) Language use 3) Vocabulary 4) Mechanics 5) Organization

Jacobs et (2018) proposed through empirical research that the dimensions in the sub item scoring standards should also include language use, content, thoughts, and vocabulary. When applying the dimensions of these scoring criteria to research on diagnostic writing tests, Knoch [11] used eight sub item scoring criteria in empirical research on academic English writing tests, including accuracy, fluency, complexity, reader author interaction, content, coherence, and uniformity.

The above research results provide reference for the study of scoring standards in the measurement dimension on English writing competence for college English in China.

Studies on Blended Learning in English Writing teaching

The application of blended learning design in English writing is mainly reflected in the following aspects:

Assignment and guidance of writing tasks: Teachers can publish writing tasks through online platforms and provide detailed writing guidance and requirements. Learners can choose appropriate writing topics based on their interests and needs, and complete writing tasks under the guidance of teachers.

Access and utilization of writing resources: Learners can access rich English writing resources, such as sample essays and writing skills, through online platforms. These resources can help learners understand the norms and skills of English writing, and improve their writing skills.

Monitoring and feedback of the writing process: Teachers can monitor learners' writing process in real-time through online platforms, identify problems in a timely manner, and provide guidance. At the same time, learners can also communicate and discuss with their classmates through online platforms, learn from each other, and learn from each other.

Display and evaluation of writing achievements: Learners can upload their writing achievements to online platforms for display, and receive evaluations and suggestions from classmates and teachers. This evaluation method can not only stimulate learners' enthusiasm for writing, but also promote communication and cooperation among learners.

Studies on Pigai Webpage Application in English Writing Teaching

"Quux Pigai webpage application" (<http://www.Pigaiwebpageapplication>) launched in 2011, as a new teaching service system which is used by many colleges and universities in China to assist English writing teaching, and it developed by Beijing Ciw ang technology co., LTD. The origin of Pigai webpage application can be traced back to Automated Writing Evaluation system (abbreviated as AWE). In the 1960s, the AWE system was used to correct compositions in the United States (Huang &

Zhang, 2018). This technology remained silent until the early 1990s, and revived with the integration of microcomputer and internet development (Shermis & Burstein, 2010).

The origin of Pigai webpage application can be traced back to the Automated Writing Evaluation system abroad. Therefore, before expounding the previous studies of Pigai webpage application in China, this chapter first briefly introduced the previous studies of Automated Writing Evaluation system abroad. The related studies on Automated Writing Evaluation system abroad are as follows. Lee et al. (2013) showed that learners who received the double feedback from the digital writing platform and the teachers' feedback performed better than those who only received the teachers' single feedback in terms of composition content, structure and total score. Marie (2016) pointed out that Automated Writing Assessment system are increasingly being used as teaching tools in writing classrooms, especially in American schools and universities. In some cases, teachers can combine AWE feedback with teacher feedback in a creative way, and teachers can also embed AWE into process writing teaching. AWE is used to provide error correction at the early stage of writing, which allows teachers to focus on higher-level of meaning-oriented, genre-oriented and reader-oriented writing. Joshua and Rod (2017) mentioned that the efficiency and reliability of automated writing assessment tools have been fully proved. In addition to the high efficiency and reliability, automated tools can also distinguish the internal differences of writing skills at different language levels. Yang Xiaoqiong and Dai Yuncai (2015) pointed out that although AWE has many advantages, it is mainly aimed at native English learners and is not suitable for English writing learners whose English is foreign language or second language. Therefore, in order to meet the needs of Chinese English educators and learners, some domestic commercial companies have also developed some domestic AWE systems, which is suitable for Chinese education, such as "Quku Pigai webpage application", "I-write", "Teaching Resource Program", "Bingo English", etc. These systems are designed to meet the demands of Chinese EFL learners. They can all provide automatic scoring and diagnostic feedback for each essay

submitted. Chang Yumei (2019) concluded that Pigai webpage application makes up for the disadvantages of single standard of teacher correction and formatted comments and it liberates teachers from the time-consuming and labor consuming work, enables teachers to focus on the textual structure, the level of conception, the logic of content, the connection between sentences and paragraphs, and the sublimation of the ideological content, etc. Students can improve their English writing ability through “input composition, Pigai webpage application grading, revision, Pigai.org platform grading again, and students revising again”. Besides, some researchers thought that Pigai webpage application is a double-edged sword in English writing teaching. He Xuliang (2013) indicated that we should build a multiple feedback mechanism, which combines teachers’ feedback, feedback of automatic assessment tools and peer feedback by using the Pigai webpage application. In order to remedy the defect of single feedback mode, multiple evaluation methods should be integrated. The timely feedback function of Pigai webpage application helps to stimulate students’ interest in English writing and improve their writing proficiency. However, Pigai webpage application mainly provides feedback and suggestions on vocabulary and grammar, and it lacks feedback on content logic, text structure, stylistic rhetoric and coherence. In addition, results have shown that the scores generated by Pigai webpage application are usually higher than those scored by teachers. Therefore, it is recommended that the intelligence of the system be combined with other feedback means. Jiang Yan and Ma Wulin (2013) put forward that “Comments by Sentence” in the Pigai webpage application gives great support to students’ independent writing training, and Pigai webpage application is more suitable for Chinese students’ learning characteristics in terms of function setting (especially web interface design). The perfect combination of automatic marking and manual marking of Pigai webpage application breaks platform also faces challenges. For example, Pigai webpage application can’t judge the content from the semantic way, can’t identify the content error, can’t identify part of the language error, and these are the directions that the intelligent composition correction system should make continuous efforts.

Zhong Caishun (2015) showed that Pigai webpage application can help students to complete certain writing tasks independently, but the number of self-revision is limited, the quality is not high, and the effect of composition optimization is not obvious. The students agree with Pigai webpage application, but their independent writing modification behavior is mainly driven by utilitarian some writing auxiliary functions of the purpose, the motivation intensity and the sustainability are not enough. Through the review of previous studies, we can find that Pigai webpage application is of great significance to the reform of English writing teaching and plays a more and more important role in L2 writing. However, few researchers have explored the effects of blended learning based on Pigai.com platform in English writing teaching, which combines teacher evaluation, peer evaluation and automatic evaluation.

Theoretical Basis

1) Constructive learning theory

Eyuan (2007: WebSite). This theory is about knowledge and learning. elieving that knowledge is temporary and can be developed. Knowledge is acquired from learners and is influenced by social and cultural factors. Human knowledge will develop based on the experience gained.

blended learning design is based on constructivism theory, which gives full play to the advantages of online and offline, organically combines them, and forms the effect of $1 + 1 > 2$. Therefore, based on the constructivist learning theory, it is feasible to use the online and offline mixed writing teaching mode for teaching design.

2) Master learning theory

Master learning theory was put forward by bloom, a famous contemporary American educational psychologist, in the late 1960s. Its formation draws lessons from the research results of many psychologists and educators such as Carol, Bruner and Morrison, especially Carol's "school learning model". In 1968, bloom published

the article “Learning for Mastery” in the magazine of the University of California, marking the formal formation of the teaching method of mastery learning. Bloom believes that human potential is basically equal. The reason why many students fail to achieve excellent results in learning is not their lack of intelligence, but their failure to get appropriate teaching conditions and reasonable help. The basic strategy of mastering learning is to consider how to increase and create learning opportunities for students and improve their own teaching quality. Mastering learning emphasizes effective individualized teaching practice. Emphasize the importance of formative assessment, give timely and frequent feedback on students' learning, and provide individual corrective help to ensure that each student gets the help they need.

Based on the students' individual learning needs, teachers can provide students with personalized teaching based on the combination of individual learning and group learning, and provide students with personalized teaching based on individual learning needs. Students get teachers' individual attention in the learning process, coupled with personalized learning conditions, will bring the improvement of students learning effect, as well as the enhancement of self-efficacy and learning interest. Accordingly, teachers' teaching confidence will also be improved. The interaction between teachers and students again and again also helps to establish a mutual trust, democratic and harmonious relationship between teachers and students.

3) Humanistic learning theory

Humanistic learning theory is based on humanistic psychology. There are two famous psychologists who have a far-reaching impact on humanistic learning theory, namely American psychologists A.H. Maslow and Carl R. Rogers (1902-1987). Rogers, the representative of humanistic psychology, believes that human beings have a natural desire and potential for learning, which is a trust worthy psychological tendency, which can be released under appropriate conditions; When students understand that the learning content is related to their own needs, their enthusiasm for learning is the easiest to stimulate; You can learn better in an environment with a sense of psychological security. Rogers believes that the task of teachers is not to

teach students knowledge or how to learn knowledge, but to provide students with learning methods. As for how to learn, it should be decided by students themselves. The role of teachers should be the “promoter” of students’ learning.

Blended learning promotes our in-depth understanding of humanistic theory, and then promotes the support of technology to teaching. This study believes that humanistic theory has important reference significance for the research and exploration of online and offline blended learning. Blended learning is a personalized learning method provided by teachers for students. It regards students as active subjects rather than passive objects. To a great extent, it can mobilize the enthusiasm of bilateral interaction between teachers’ teaching and students’ learning, respect the development of students’ personality, enable students to better master the knowledge system, form skills and promote the improvement of learning ability. Students can choose the content and way of learning according to their own interests and levels, give full play to their learning enthusiasm and constantly enhance their communication skills. All these fully reflect the humanistic educational thought.

To sum up, the three theoretical ideas above are based on learners and aim at the improvement and development of learners, which can provide strong theoretical support for this study.

The integration of blended learning in English language instruction represents a dynamic intersection of traditional and digital pedagogies, aiming to enhance the writing competence of higher vocational college students in Sichuan, China. This literature review synthesizes theoretical foundations and empirical studies that underpin the use of blended learning, highlighting its effectiveness and the strategies that can be employed to improve English writing skills in the context of higher education. At the core of blended learning is the constructivist theory, which posits that learners construct knowledge through experiences and interactions within their environment (Bonk & Graham, 2005). Blended learning environments facilitate this by combining online interactive multimedia resources with traditional classroom methods, allowing for a richer, more diversified learning experience (Banados, 2002).

This approach not only supports the individual learning pace and style of each student but also encourages active participation and engagement, essential for developing writing competencies. Blended learning designs, such as the one proposed by De Yro Paras (2016), emphasize the importance of integrating technology with face-to-face teaching to create a flexible and interactive learning environment.

These models are designed to cater to the diverse needs of learners, enabling personalized learning paths that are critical for acquiring complex skills like writing. The research by Bersin & Associates (2002) and Kaye (2003) further demonstrates how blended teaching approaches can effectively support the learning process by providing varied resources and platforms for practice, feedback, and collaboration. The studies by Chen (1999) and Feng & Kubota (2005) highlight the impact of cultural and contextual factors on language learning and teaching. Understanding these differences is crucial in designing blended learning experiences that are culturally sensitive and relevant to Chinese students. This involves acknowledging the unique challenges they face in EFL writing, such as different rhetorical styles and conventions, and addressing these through tailored online and offline activities. The advancement of technology has significantly transformed the landscape of language education, offering unprecedented opportunities for interactive and immersive learning. Harvi and Singh (2001) and Long Nguyen & Hanh Nguyen (2020) illustrate how digital tools and platforms can be leveraged to foster a blended learning culture that promotes collaboration, feedback, and self-directed learning—key elements for improving writing skills. Empirical studies, such as those conducted by Li & Chen (2015) and Yuan & Qian (2018), provide evidence of the positive impact of blended learning on students' English writing abilities.

These studies underscore the effectiveness of combining online resources with traditional teaching methods to enhance learners' writing proficiency, offering insights into best practices and successful strategies for implementation. The literature reviewed underscores the potential of blended learning to significantly improve the English writing competence of higher vocational college students in Sichuan, China.

By drawing on constructivist principles, incorporating effective blended learning designs, understanding cultural and contextual nuances, utilizing technology-enhanced environments, and considering empirical evidence, educators can design and implement more effective and engaging writing instruction. This holistic approach not only addresses the diverse needs of learners but also equips them with the skills necessary to navigate and succeed in a globalized world.



Conceptual Framework

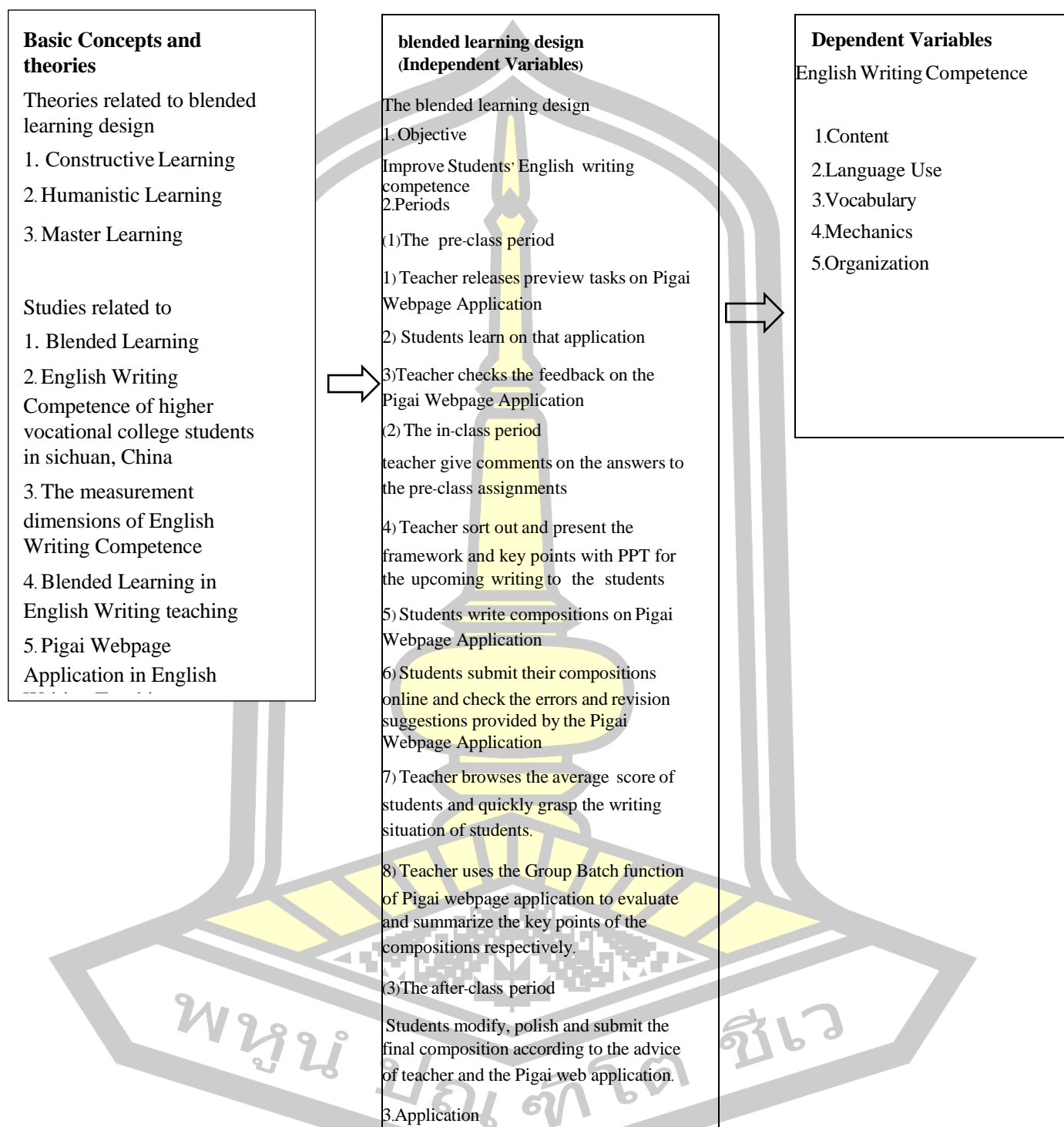


Figure 1 Illustration of the Conceptual Framework

Dependent variables: Students' English writing competence

Swain (1985) put forward the hypothesis of “comprehensible output”, and believed that the productive use of language including writing would help learners to test the structure of target syntax and the use of words, promote the automation of language use, and effectively achieve the goal of language acquisition. Through writing, English knowledge is constantly consolidated and internalized, which is conducive to the comprehensive development of English skills.

The English writing competence concentrate on three main aspects, including the categories of English writing skills, how to improve students' English writing skills, and the factors that affect students' English writing skills. The three aspects will be elaborate at length. In terms of the classification of English writing competence. Canale and Swain (1980) believed that English writing competence can be divided into the following four categories: discourse competence, strategic competence, grammatical competence and social language competence. Scarella and Oxford (1994) summarized the main factors of English writing competence more extensively. The two believed that the four major elements of English writing competence are: narrative competence; writing strategy competence; grammatical competence; sociolinguistic competence. Bereiter (2020) believed that English writing competence mainly includes: 1) Content 2) Language Use 3) Vocabulary 4) Mechanics 5) Organization. In terms of how to improve students' competence to write in English. In his article, J. Britton (1972) listed 20 ways to improve writing ability: more time for writing training, writing according to patterns, and writing unit content, vocabulary expansion, research on the selection of English words and sentences, comprehension of various texts, teacher guidance to students, and the like.

Independent variable

Blended learning design to teach English writing in experiment class

Blended learning design is a teaching design that combines online and offline teaching. (Wang kehong, 2012) Online teaching usually includes video tutorials, online

lectures, interactive courses, etc., while offline teaching usually refers to face-to-face classroom teaching. By blending these two teaching methods, students can gain a richer and more in-depth learning experience in different learning environments. The advantages of blended learning design are as follows:

Integrating online and offline: The biggest advantage of blended learning mode is that it can organically combine online and offline teaching resources. Online resources can provide flexible learning methods, making it convenient for students to learn anytime, anywhere; Offline resources can provide more direct teaching interaction, making it easier for teachers to understand the learning situation of students and adjust teaching strategies in a timely manner.

Diversified teaching methods: The blended learning design can fully utilize the advantages of online and offline teaching, adopting multiple teaching methods. For example, teachers can use online platforms for preview and review, and use video tutorials, interactive exercises, and other methods to help students understand complex concepts; In the classroom, teachers can use group discussions, case studies, and other methods to improve student participation and understanding.

Improving learning outcomes: Through blended learning, students can gain richer and deeper learning experiences in different learning environments, thereby improving learning outcomes. In addition, this model can also stimulate students' learning enthusiasm and cultivate their self-learning ability.

Efficient utilization of resources: The blended learning model can achieve efficient utilization of teaching resources. Online and offline teaching resources can complement each other, avoiding the waste of resources in traditional teaching models. Meanwhile, this model can also reduce teaching costs and improve teaching efficiency.

Adapt to different learning styles: The blended learning design can adapt to the learning styles of different students. Some students may prefer independent learning,

while others prefer collaboration with others. Through the organic combination of online and offline, teachers can better meet the learning needs of different students and help them better understand and master knowledge. (Li Kedong, 2013)

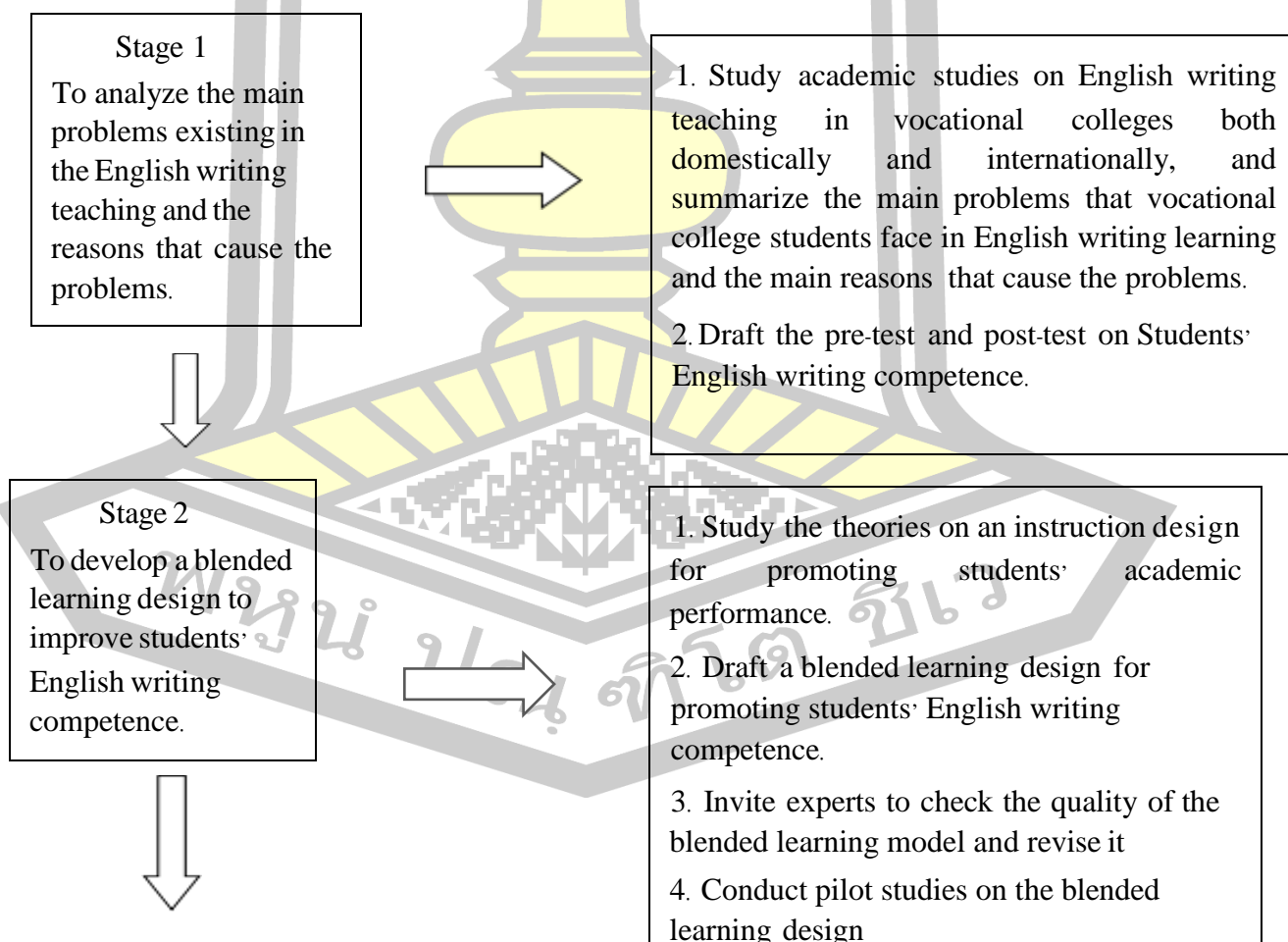
Relationship between variables

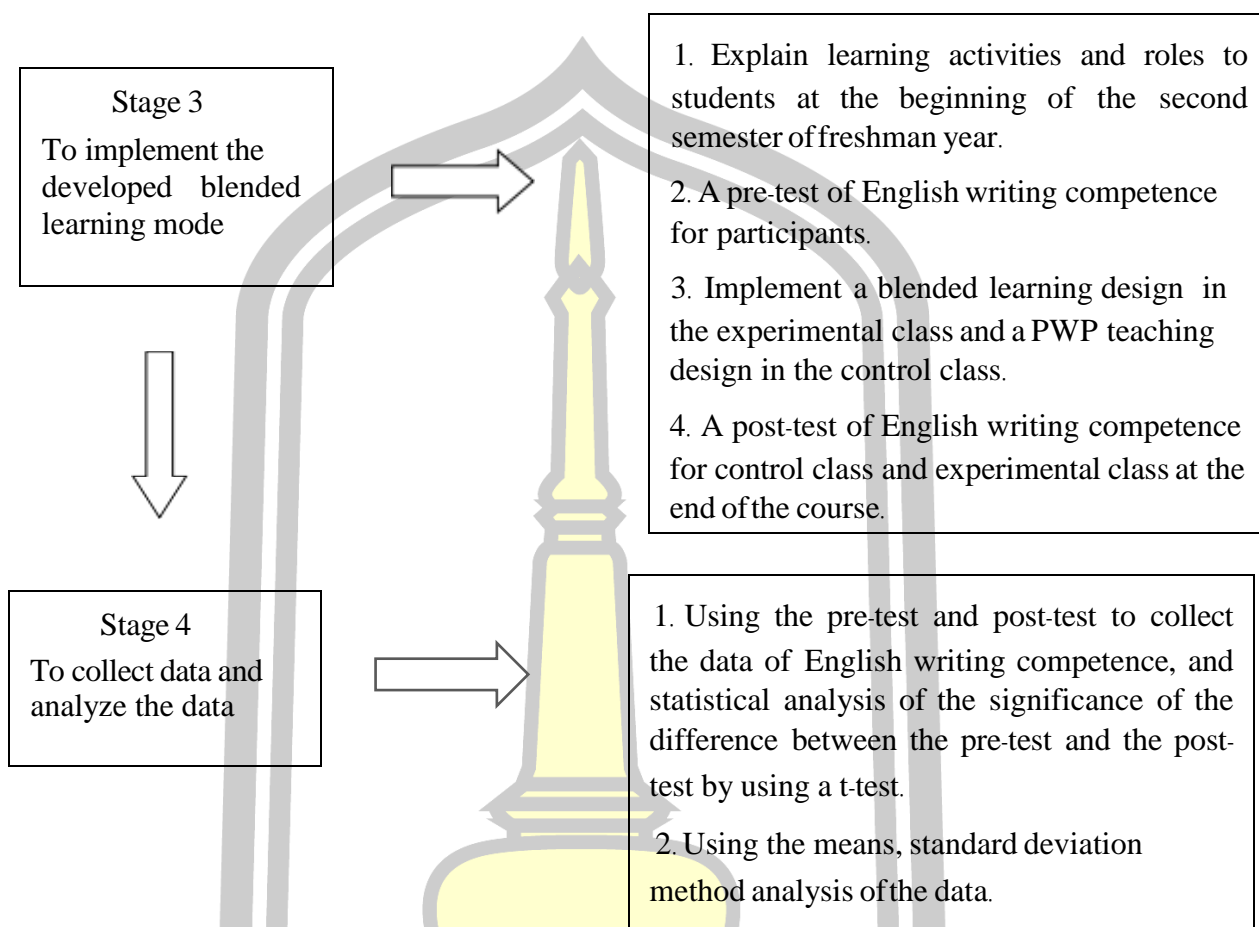
With the deepening of education reform, more and more educators have realized that teaching models have a profound impact on students' academic performance. Teaching mode refers to a relatively stable teaching activity structure designed to achieve specific teaching objectives under the guidance of certain educational ideas, teaching theories, and learning theories. It covers aspects such as teaching methods, teaching organizational forms, and teaching strategies. As is well known, students are the main body of learning, and self-directed learning is the core of a student-centered teaching model. By setting clear learning objectives, providing abundant learning resources, adopting diverse teaching methods, guiding students to actively participate in the learning process, and cultivating their ability to think independently and solve problems. In this mode, students are no longer passive containers of knowledge, but active explorers of knowledge. Students who adopt learner centered teaching models (such as blended learning, flipped classrooms, etc.) often outperform those who use traditional lecture based teaching in terms of academic performance. In addition, diversified evaluation methods have been proven to more comprehensively reflect students' abilities, thereby improving their grades. The theoretical basis of blended learning is Constructive Learning Theory, Humanistic Learning Theory and Master Learning Theory. And its core is student-centered self-directed learning, which stimulates students' self-awareness and learning initiative, and plays a driving role in their academic performance.

CHAPTER III

RESEARCH METHODS

The implementation of our blended learning design will involve several key stages. Initially, we will analyze the main problems existing in the English writing teaching and the reasons that cause the problems. Based on this analysis, we will use a blended learning design that includes both online and offline components to address these challenges. The online component will utilize an online writing tool (Pigai webpage application) to deliver instructional materials, writing exercises, and interactive forums for feedback and discussion. The offline component will focus on reinforcing writing concepts through classroom activities and peer reviews. Throughout the implementation, we will collect data on students' writing score, satisfaction, and progress to refine our approach and ensure its effectiveness.





Stage1 To analyzes the main problems existing in the English writing teaching and the reasons that cause the problems.

The main problems are as follows: (1) Students' English writing scores are not ideal enough and lack certain writing skills; (2) Students are generally not satisfied with the teaching mode of English writing; (3) Due to limited time and energy, English teachers are unable to complete a large amount of essay correction work on time and in quantity, resulting in delayed English writing teaching and inability to meet students' requirements for English writing. And one of the main reasons for the unsatisfactory English writing performance of vocational college students is the single classroom teaching mode.

1.1 Population and Sampling

Among all the classes in the first grade of our college, 10 classes have English writing courses, and each class has 30 students, therefore, the population is 300, and the researcher used a simple random sampling method to calculate a sample size of 60 through a formula $[C(n,m) \cdot p^m \cdot (1-p)^{(n-m)}]$, which can ensure its representativeness.

Simple random sampling is a sampling method suitable for various situations and has a wide range of adaptability. The following are some main aspects of the adaptability of simple random sampling method:

1. Flexibility in sample selection: Simple random sampling can select samples based on research objectives and data availability. This means that samples can be flexibly selected based on factors such as overall size, sample size, time constraints, and cost.
2. Widely applicable statistical methods: Simple random sampling is usually used in conjunction with various statistical methods, such as descriptive statistics, inferential statistics, and multivariate statistical analysis. This means that this method can adapt to various research types and data analysis needs.
3. Fairness and randomness: The simple random sampling method emphasizes fairness and randomness to ensure the representativeness of the sample. This means that the sampling process is not influenced by any bias or subjective factors, thereby improving the credibility and reliability of the study.
4. Repeatability and replicability: The sampling process of simple random sampling is repeatable, which means that different researchers can use the same method to obtain similar results. In addition, this method can validate its results by replicating research, thereby improving the credibility and reliability of the study.

In summary, simple random sampling is a widely applicable sampling method that is suitable for various research types and data analysis needs. Its fairness and randomness, flexibility in sample selection, and repeatability and reliability make it a reliable and reliable sampling method.

The average age of the students in each class was 20 years old. The two classes were randomly assigned as the experimental class (abbreviated as EC) and the control class (abbreviated as CC). There were 30 students in experimental class (2 males and

28 females), and the teacher adopted the blended learning based on Pigai webpage application to teach English writing. There were also 30 students in control class (3 males and 27 females), and the teacher used the pre-writing, while-writing and post-writing (abbreviated as PWP) method to teach English writing. The experiment lasted for 13 weeks.

The research was conducted in a real teaching environment and lasted for 13 weeks, starting on March 3, 2023 and ending on May 27, 2023, for a total of three months. There are two writing classes per week, totaling 100 minutes. The reason why the experiment lasted for 13 weeks and failed the semester was because the experimenter had to set aside a period of time to analyze the data. The data collected through 13 weeks of experimental English writing teaching were also reliable.

The teaching experiment was carried out by the author herself. She graduated from Sichuan foreign language college in 2009 and has been engaged in English teaching since graduation in 2010. She has certain English teaching experience, and has a better understanding of the characteristics of higher vocational college students, as well as the characteristics of Higher Vocational Public English classroom. Personally speaking, the pursuit of scientific research can make her formulate a unique teaching scheme according to the actual students' learning situation during the research, and help her to have an objective analysis with the skills of using computer multimedia technology.

1.2 Research Instruments

The researcher uses different instruments such as lesson plans and two English writing test papers, namely pre-test paper and post-test paper (released on the Pigai web application and generating corresponding data). The data produced by instruments is collected by the author personally throughout the whole action research. And Paigai. Webpage application is used as the learners' writing tool, which could also provide the data and generate the statistical information.

1.2.1 Lesson Plan

To ensure the validity and reliability of the lesson plan, researcher invited three experts to check the quality of each lesson and selected 10 units from the textbook to develop a detailed teaching plan.

To ensure the validity and reliability of the lesson plan, researcher invited three experts to check the quality of each lesson and selected 10 units from the textbook to develop a detailed teaching plan.

Approval of appropriate of lesson Plans

Lesson Plans	Expert Opinion			Appropriate	Result
	1	2	3		
Invitation	5	5	4	4.67	Excellence
Accommodation	4	4	5	4.33	good
Sports	5	4	5	4.67	Excellence
Travel	5	5	5	5.00	Excellence
Food	5	5	4	4.67	Excellence
Cyber	4	4	5	4.33	very good
Shopping	4	4	4	4.00	very good
Farewell	5	4	5	4.67	Excellence
Career	5	4	5	4.67	Excellence
Weather	3	4	5	4.00	very good
Mean				4.51	Excellence

Mean 4.51-5.00 Excellence

Mean 3.51-4.50 Very good

Mean 2.51-3.50 Good

Mean 1.51-2.50 Fair

Mean 1.00-1.50 Poor

1.2.2 Pre and Post test paper

In order to ensure the reliability of the pre-test and post-test papers, researcher also invited three experts to check the quality of each test as follows.

Approval of appropriate of Tests Paper

Test paper	Expert Opinion			Appropriate	Result
	1	2	3		
Pre-test	5	5	4	4. 67	Excellence
Post-test	4	4	5	4. 33	good
Mean				4. 50	very good

Mean 4.51-5.00 Excellence

Mean 3.51-4.50 Very good

Mean 2.51-3.50 Good

Mean 1.51-2.50 Fair

Mean 1.00-1.50 Poor

1.2.3 Scoring rubrics for pre-test and post test

The following is the article scoring system provided by the Pigai Webpage Application, which is consistent with the “English Writing Ability Assessment Scale”.

The origin of the “English Writing Ability Assessment Scale” can be traced back to 2002. This scale was developed by a research team led by renowned language education expert Professor John Smith, aiming to provide students and teachers with a comprehensive, objective, and practical tool for evaluating English writing ability.

Descriptions	Score Level	Criteria
Knowledgeable Substantive Thorough development of thesis Relevant assigned topic	Content	30-27 Excellent to very good: knowledgeable * substantive * thorough development of thesis* relevant to assigned topic
		26-22 Good to average: some knowledge of subject * adequate range * limited development of thesis * mostly relevant to topic, but lacks detail
		21-17 Fair to poor: limited knowledge of subject * little substance* inadequate development of topic
		16-13 Very poor: does not show knowledge of subject*non-substantive * not pertinent * OR

			not enough to evaluate
Fluent expression Ideas clearly stated/supported Succinct Well-organized Logical sequencing Cohesive	Organization	20-18	Excellent to very good: fluent expression * ideas clearly stated/supported * succinct * well-organized * logical sequencing * cohesive
		17-14	Good to average: somewhat choppy * loosely organized but main ideas stand out * limited support * logical but incomplete sequencing
		13-10	Fair to poor: nonfluent * ideas confused or disconnected * lacks logical sequencing and development
		9-7	Very poor: does not communicate * no organization* OR not enough to evaluate
Sophisticated range Effective word/idiom choice and usage Word form mastery Appropriate register	Vocabulary	20-18	Excellent to very good: sophisticated range * effective word/idiom choice and usage * word form mastery * appropriate register
		17-14	Good to average: adequate range * occasional errors of word/idiom form, choice, usage but meaning not obscured
		13-10	Fair to poor: limited range * frequent errors of word/idiom form, choice, usage * meaning confused or obscured
		9-7	Very poor: essentially translation * little knowledge of English vocabulary, idioms, word form * OR not enough to evaluate
Effective complex		25-22	Excellent to very good: effective complex

Total scores:

34-52: very poor

52-68: poor to fair

68-83: average to good

83-100: very good to excellent

Before the experiment, the researcher conducted a pre-test on the students in two classes in the first week, and students were required to write a composition titled as *The Best/Worst of Times*. Then, according to the pre-test scores, the experimenter

analyzed whether there were no significant differences in English writing proficiency between the two classes. In the last week of the experiment (the 13th week); the researcher used a post-test paper to test students' English writing proficiency, and students were required to write a composition titled as *Lying is Sometimes Moral*. The researcher used the scores of the students' pre-test and post-test papers to analyze whether the students' English writing proficiency has improved or The papers of pre-test and post-test were selected from the textbook (Successful Writing, editor-in-chief Dai Weidong, 2019). The test time was 60 minutes. In the pre-test and post-test, the experimental class and the control class used the same test paper. Students in both classes have not done the test questions on the test paper before the experiment. After collecting the test papers, Pica.org and the rater respectively graded the pre-test and post-test papers of the two classes, and then the researcher took the average score of both as the final score. The evaluation criterion of the pre-test papers and the post-test papers was the Jacob's Composition Rating Scale (It is presented in Appendix 1).

Here, the experimenter gave a detailed explanation on how do Pica.org and the rater grade the pre-test papers and post-test papers according to Jacob's Composition Rating Scale.

At first, Jacob's Composition Rating Scale included five dimensions with a full score of 100 points content (30 points), organization (20points), vocabulary (20points), language use (25points) and mechanics (5points). However, there are only four dimensions in the scoring formula of Pica.org, including vocabulary, sentence, text structure and content correlation which correspond to the vocabulary, language use, organization and content of Jacob's Composition Rating Scale, respectively. Therefore, the researcher set the full scores of the four dimensions in the scoring formula of Pica.org as 20 points for vocabulary, 25 points for sentence, 20 points for text structure, and 30 points for content correlation, as shown in Figure2

维度	占比
词汇	20
句子	25
篇章结构	20
内容相关	30

总评: ☒ 高阶 ☐ 中阶 ☐ 初阶

Figure 2 Scoring Formula of Pigai webpage application

Secondly, the final scores of the four dimensions of students' composition given by Picai.com were converted according to the percentage shown in Figure3, for example, the vocabulary score of this student's English writing is 20 multiplied by 0.88, which is approximately equal to 17.5.



Figure 3 An Example of Score Proportion in Pigai webpage application

In addition, because of the lack of “mechanics” item in the scoring dimension of Pigai webpage application compared with score dimension of Jacob's Composition Rating Scale, the scores of item mechanics (5 points) was all scored by the manual rater who gives specific scores based on the correction suggestions of mechanics in the Error Analysis “of Pigai. Webpage Application, Figure 4 shows the “Error Analysis” about mechanical mistakes made by the students in the experimental class in their composition “Lying Is Sometimes Moral”.

所有错误 (141)	拼写错误 (13)	大小写错误 (4)	搭配错误 (29)	词性误用 (4)
动词错误 (1)	介词错误 (12)	名词错误 (10)	形容词错误 (1)	冠词错误 (30)
连词错误 (19)	主谓一致 (4)	句子成分 (10)	句子结构 (2)	句子时态 (2)

1. If someone always tell lies, he will be considered as a dishonest man or a person who is not good enough, we even can sentence him to be a "bad guy" or consider him a person cannot be trusted with.
点评: 请检查as, 疑似介词多余。
2. lying is sometimes moral we have been taught that lying is a bad habit which is associated with insincerity and deceit since we begin to receive education.
点评: 请确认句首单词大写。

标题: | 学生: 同学

Figure 4 Mechanics Error in Error Analysis of Pigai webpage application

Finally, in terms of the Jacob's Composition Rating Scale, the total score level was as follows: 34-52 is very poor, 52-68 is poor to fair, 68-83 is average to good, 83- 100 is very good to excellent.

In order to ensure the reliability of the pre-test papers and post-test papers scores given by Pigai webpage application and the rater, the author conducted a pilot study. After the pilot study, the author used SPSS24.0 software to analyze the reliability of the pre-test papers and post-test papers scores given by Pigai webpage application and the rater. The results are shown in Figure 5 and Table 1.

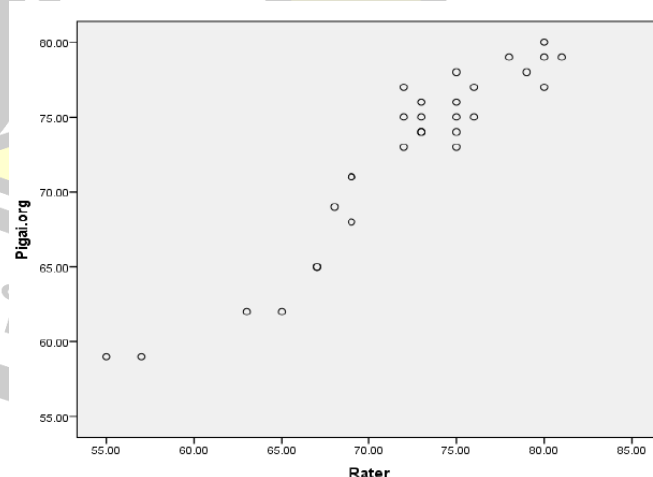


Figure 5 Simple Scatter of the Scores Given by Pigai webpage application and the Rater

As can be seen from this scatter plot, the values in the box are arranged on both sides of the diagonal line from the lower left to the upper right, almost in a straight line, which indicates that the relationship between the score of Pigai webpage application and the score of the Rater is not only positively correlated, but also highly correlated.

The detailed correlation analysis was carried out. As shown in Table 1

Table 1 Correlations of Pigai web page application and the Rater

		The Score of Pigai.org platform	The Score of the Rater
The Score of Pigai.org platform	Pearson Correlation	1	.945**
	Sig (1-tailed)		.000
	N	32	32
The Score of the Rater	Pearson Correlation	.945**	1
	Sig (1-tailed)	.000	
	N	32	32

Table 1 showed the correlation analysis data of the two variables “the score of Pigai webpage application” and “the score of the rater”. Pearson Correlation coefficient is “1”, which indicates that each variable has its own completely positive correlation. The correlation coefficient of the two variables is “0.945”, which means there is a significant correlation. The Sig is “0.000”, which indicates that it has reached the statistical significance, and the probability of no correlation between the two variables is almost zero. N is the sample size, in this case it is “32”. According to the above data, we can see that there is a significant correlation between “the score of Pigai webpage application” and “the score of the rater”, and the scores of Pigai webpage application and the rater are consistent.

Finally, after obtaining the total score and the specific scores of content, organization, vocabulary, language use and mechanics of each student's composition before and after the experiment, the researcher compared and analyzed these scores, so as to analyze whether the blended learning design make contributions to the improvement of higher vocational college students' English writing proficiency. Then, the researcher analyzed which aspects of students writing competence in EC have been significantly improved according to the content, organization, vocabulary, language use and mechanics of the Jacob's Composition Rating Scale.

Research Methods

Quantitative analysis method: the experiment selected two classes with the same level of English writing, namely the experimental class and the control class. The control class implements the conventional writing teaching, and the experimental class adopts the blended writing teaching mode. The experimental duration lasts 13 weeks, and then the data are recorded through the pre-test and post-test. This paper analyzes the changes of students' scores at same levels by using online data, and tests whether there are significant differences with the implementation of blended teaching mode on students' scores.

Stage 2 To develop a blended learning Instructional design to improve students' English writing competence.

1. Study the theories on an instruction model for promoting students' academic performance.
2. Draft an instruction mode for promoting students' English writing competence.

3. Invite experts to check the quality of the blended learning design and revise it.

4. Conduct pilot studies on the blended learning design.

Stage3 To implement the developed blended learning design

This part mainly includes two aspects: experiment process of the experimental class and the experiment process of the control class.

In the experiment, the teacher of the experimental class used the blended learning design to teach English writing, while the control class didn't use blended learning design and still retained the PWP teaching method. The teaching content and teaching arrangement of the two classes were consistent. The students in the EC submitted one composition per week at Pigai webpage application, and the students in the CC submitted a handwritten composition every week. The experimenter converted the handwritten composition of the students in the CC into gin electronic version, and then set up an electronic file of the composition of the students in the two classes for later grading and data analysis. In the 3rd and 12th week of the experiment, the experimenter conducted two semi-structured interviews in the EC to understand the students' acceptance, existing problems and suggestions on using blended learning design in English writing teaching.

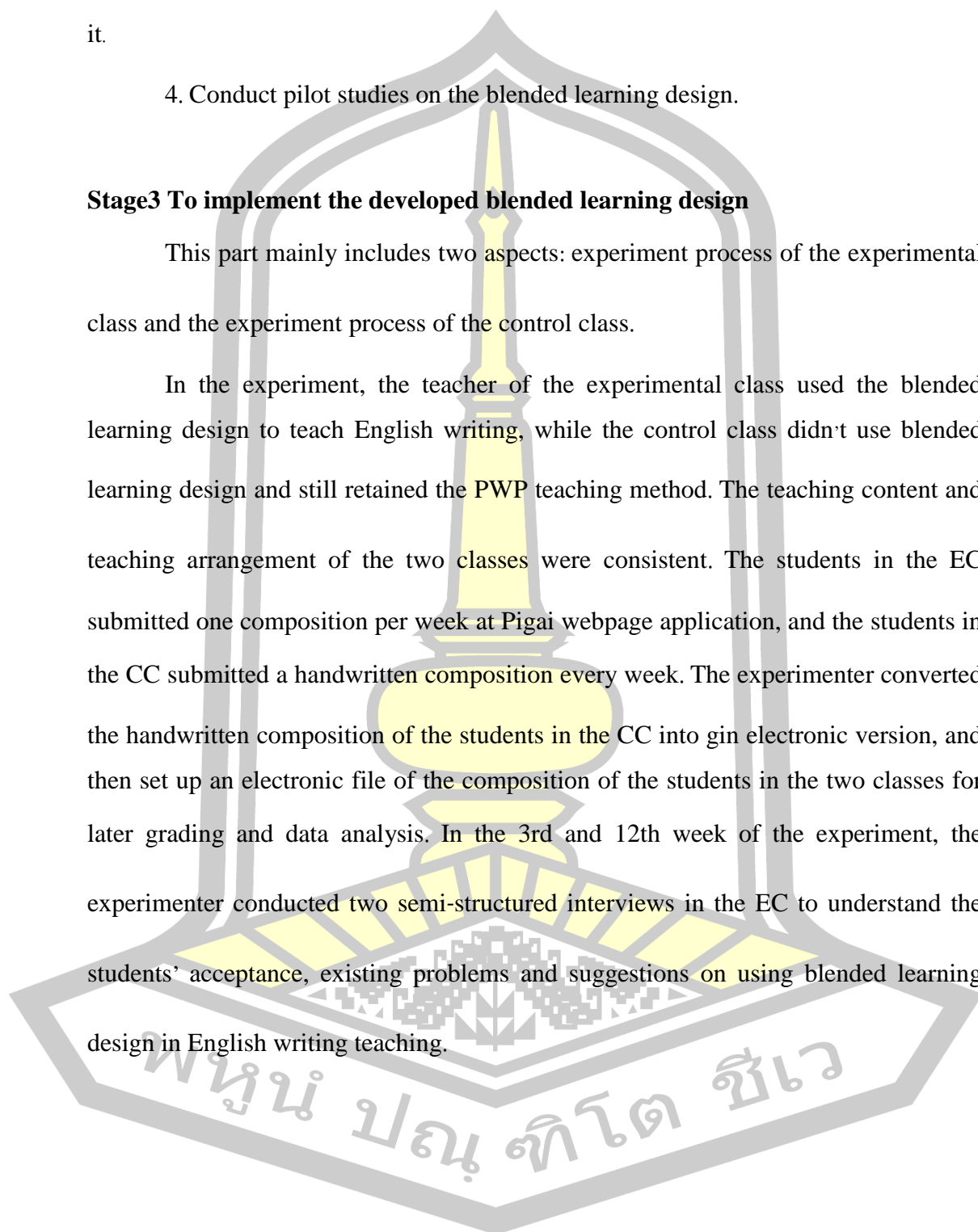


Table 2 Experimental Time and Activities

Stages	Time	Activities
Preparation	2023.01-2023.03	(1) Choosing the experimental subjects. (2) Making the lesson plans and test papers and scoring rubrics for test paper.
Pre-test (The first week)	2023.03.03	The control class finished the pre- test papers.
	2023.03.04	The experimental class finished the pre-test papers.
Experiment	2023.03.03-2023.05.27	(1) Using blended leaning design in English Writing teaching in experimental class. (2) Using PWP teaching method to teach English writing in control class.
Post-test (The Thirteenth week)	2023.05.26	The control class finished the post- test papers.
	2023.05.27	The experimental class finished the post-test papers.
Data analyze	2023.05.27-2023.06.15	Using SPSS 24.0 to analyze the data.

Table 3 Course Date and Writing Themes

Class	Week	Date	Writing Themes
CC	1	2023.03.03	The best/worst of times.
EC		2023.03.04	
CC	2	2023.03.10	A childhood event that shaped your attitudes to a person, school, or a sport
EC		2023.03.11	
CC	3	2023.03.17	Reinvention of an old story.
EC		2023.03.18	
CC	4	2023.03.24	A story repeatedly told by a friend or family member.
EC		2023.03.25	
CC	5	2023.03.31	There are no classes during the National Day holiday.
EC		2023.04.01	
CC	6	2023.04.07	Write a description of your university campus in a letter to a potential student
EC		2023.04.08	
CC	7	2023.04.14	Describe a color to a blind person. Use comparisons to communicate your ideas to this individual.
EC		2023.04.15	
CC	8	2023.04.21	My self-image and public image
EC		2023.04.22	
CC	9	2023.04.28	Study a photograph of yourself that was taken at least three years ago
EC		2023.04.29	

CC	10	2023.05.05	Interview a person and learn what his or her past contributed to a particular characteristic or personality trait.
EC		2023.05.06	
CC	11	2023.05.12	The Great Wall
EC		2023.05.13	
CC	12	2023.05.19	Writing an English description of a scenic spot by using the material you have collected.
EC		2023.05.20	
CC	13	2023.05.26	Lying is sometimes moral
EC		2023.05.27	

Experiment Process of the experimental class

1) Before Class

First of all, the teacher determines the writing theme and collects the relevant writing material according to the unit objectives, and the important and difficult points. Through the “Assignment function of Pigai. org platform, the teacher assigns preview tasks and requirements. Then students can conduct online independent learning and practice according to the preview tasks and requirements. Students can also search for related essay topics through “Question Bank Composition” for writing exercises, as shown in Figure 6. And recycling, statistics and analysis to provide data reference for this study.



Figure 6 Question Bank Composition in Pigai webpage application

Taking one of the compositions “The Great Wall” as an example, 30 students in the experimental class made 206 mistakes or errors in their composition as shown in Figure 9. The error frequency from high to low mainly includes the following aspects: spelling, articles, collocation, sentence components, conjunctions subject-predicate agreement, nouns, prepositions, capitalization, part of speech misuse, verbs, sentence tenses, sentence structures, adverbs and adjective.

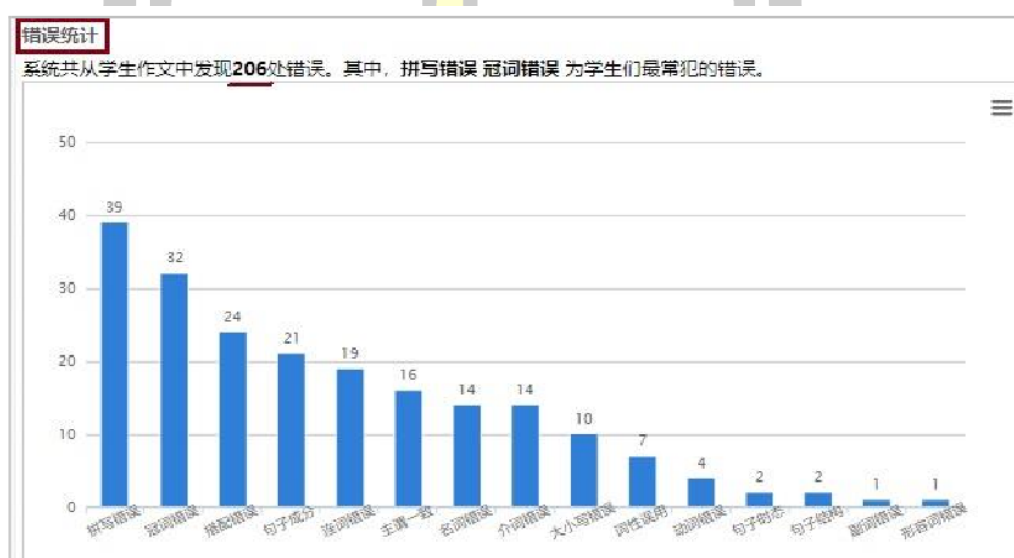


Figure 7 Error Statistics in Pigai webpage application

In addition, as shown in Figure 8, through the “Error Distribution” in the “Diagnostic function of Pigai webpage application, teacher can detailed analyze students’ problems in writing and explain problems that Pigai Webpage Application has not diagnosed. For example, as can be seen from Figure 10, in the compositions of 30 students in the EC, Pigai webpage application gives two points of structural feedback, but does not give clear suggestions for revision. In addition, there is no feedback or advice on whether the content of the composition is consistent with the theme or whether the paragraphs connected smoothly.

所有错误 (206)	拼写错误 (39)	大小写错误 (10)	搭配错误 (24)	词性误用 (7)
动词错误 (4)	介词错误 (14)	名词错误 (14)	形容词错误 (1)	副词错误 (1)
冠词错误 (32)	连词错误 (19)	主谓一致 (16)	句子成分 (21)	句子结构 (2)
句子时态 (2)				

- Some people can climb into appreciate the Great Wall of the magnificence and the vast project, arduous.
点评: 确认 **appreciate** 是否符合语法规范。 >>chart
标题: The Great Wall | 学生: 张同学
- It's called the Great Wall for short.
点评: 确认 **for short** 是否符合语法规范。 >>chart
标题: 第2237952号 作文 | 学生: 敏同学

Figure 8 Error Distribution in Pigai webpage application

For such problems, teacher can give comments through the “Quick Feedback” function of Pigai webpage application when browsing students’ compositions, so that students can better understand the problems in writing and be fully prepared for class. As shown in Figure 9, teacher can comment on students’ compositions in the following three ways.

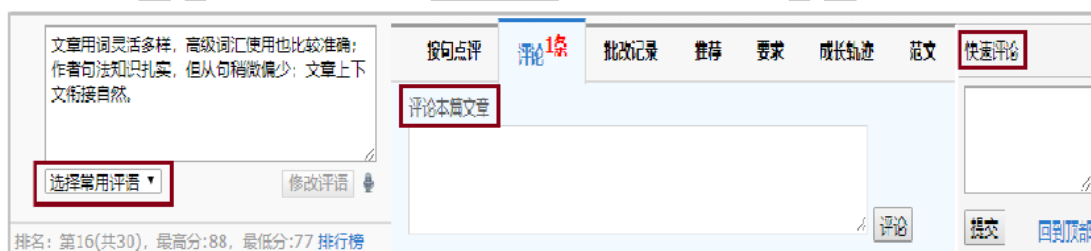


Figure 9 Quick Feedback in Pigai webpage application

In this part, the teacher and students establish contact through the Pigai webpage application. The whole preview process is completed online. Through the Pigai webpage application, teacher can clearly grasp the preview situation of students and make full preparations for the following classroom teaching. Next, the shortcomings of the feedback of Pigai webpage application on students’ compositions need to be explained in detail by the teacher in class.

2) In class

Before writing, by checking students practice on Pigai webpage application, the teacher gives preliminary feedback to students' problems. The teacher asks the students some questions on the PPT according to the preview materials, and requires the students to discuss and answer in groups, so as to check whether the students understand the preview materials. Secondly, teacher sorts out the main points of the textbook and asking some questions. Students read the passage in the textbook, then discuss in groups of four and answer the questions. After that, teacher makes a summary, sorts out the main points of writing with PPT, and arranges the exercises on the textbook. Online exercises and offline textbook knowledge can lay the foundation for the following writing.

During writing, through the "Assignment function of Pigai webpage application, teacher assigns writing theme and requirements. As can be seen from Figure 12, among the required options for the composition, the teacher can choose to upload pictures, attachments, videos, hyperlinks, etc, and can also set the start time and deadline for the submission of the composition.



Figure 10 Assignment in Pigai webpage application

In addition, by clicking the button of “Additional Option”, as shown in Figure 11, the teacher can enter sample compositions, limit the number of words, set the way of correction and the deadline for mutual evaluation among students, etc. Finally, the teacher clicks “Confirm Arrangement” option, and Pigai webpage application automatically generates the composition number.

载入设定: 请选择设定 保存设定

打分公式: 默认公式 打分设置 要点设置

总评: ☒ 高阶 ☐ 中阶 ☐ 初阶

范文:

请注意提交范文能够更好的判断文章是否跑题

范文开放指定时间 (不设置为截止日期之后)

☐ 学生提交作文后查看范文

字数: 不少于 不高于 ☐ 高于最高字数扣分

满分:

期望分: 平均分 最低分 最高分

期望分不代表最后得分, 学生最后得分分布会围绕这平均、最低、最高3个分数上下波动

批改方式: 系统各次性+教师一次性批改 限制次数: 0代表不限制学生修改作文次数

写作时限: 分钟(0代表无限制。课堂模式, 课后请勿用!)

学生互评: 截止于

Figure 11 Additional Options of Assignment in Pigai webpage application

Then students search the composition number, check the composition title and requirements, and write the composition on Pigai webpage application. In the process, the teacher arranges the composition online, and the students complete the writing online, which makes it convenient for the teacher to browse the students' writing, as well as the following composition sharing and mutual evaluation.

After writing, students submit their compositions to Pigai webpage application. A few seconds later, the system will generate timely feedback for each student. The feedback includes “Composition Score Comment by Sentence”, “Growth Trajectory”, “Sample Composition” and “Continue to Improve”. Taking one student's composition as an example, as shown in Figure 12.

The screenshot displays the Pigai website interface. At the top, the user is logged in as '何 (278分)' with links to '论坛', '消息', '皮肤', and '退出'. The navigation bar includes '我的作文', '白测', '班级', '题库', '精彩活动', '名师闪New', and '全屏New'. The current page is '我的作文 -> 第2237952号 作文-第2237952号作文'. The main content area shows a composition titled 'The Great Wall is the root of the Chinese nation and the pride of the Chinese. It was first built during the Spring and Autumn Period and the Warring States Period. It was restored during the Reign of Emperor Qin Shihuang. It extends from Shanhaiguan in the east to Jiayuguan in the west. The Great Wall covers a vast area of northern and central China. It has a history of over two thousand years, spanning thousands of kilometers'. A sidebar on the left offers various learning tips like '学习提示(19)', '推荐表达(9)', '拓展辨析(3)', '近义词表达学习(3)', '闪光短语(1)', '精彩句型(1)', '句子警示(1)', and '连词警示(1)'. The right panel shows the '作文评分' (Composition Score) of 86, with a ranking of 8th out of 30. It also displays a breakdown of scores for vocabulary, sentences, text structure, and content correlation. A teacher's comment is provided: '评语: 作者词汇基础扎实, 拼写也很棒; 作者在句法层面做的很棒; 采用了适当的衔接手法, 层次清晰.' Below the text, there are buttons for '按句点评', '推荐', '要求', '成长轨迹', and '范文'. A '修改' (Modify) button is highlighted, leading to a '句子修改-批改网(pigai.org)' dialog box. This dialog box shows the current sentence being edited: 'The Great Wall is the root of the Chinese nation and the pride of the Chinese.' and offers options to '继续修改', '相似表达', '保存分析', and '取消'.

Figure 12 Composition Score and Comments in Pigai webpage application

Firstly, the “Composition Score” of this student is 86, ranking eighth in the class, and you can also see the proportion of vocabulary, sentence, text structure and content correlation parts, as well as the comments given by Pigai webpage application. In addition, if students are not satisfied with their composition scores, they can click the “Modify” or “Continue to Improve” button to modify and improve the composition until they are satisfied. Besides, if the teacher shares the sample essay when assigning the composition, students can also click on the “Sample Composition” to view it. Most importantly, “Comment by Sentence” plays a key role for students to revise their composition independently. As shown in Figure 3-8, in this students’ composition, we can see that the “Comment by Sentence” mainly includes leaning tips, recommended expression, extended discrimination, synonym expressions, flashing phrase, colorful sentence pattern, sentence warning, and conjunctive warning.

In the composition of “the Great Wall” written by all the students in the EC, “Comment by Sentence” also includes sentence errors, word errors, verb errors, conjunction errors, adjective errors, spelling errors case errors, word warnings, collocation warnings, article warnings, preposition warnings, punctuation warnings and so on. As shown in Figure 13, there are some examples of “Comment by Sentence” on the student’s interface in Pigai webpage application.

按句点评	推荐	要求	成长轨迹	范文
1.1 The Great Wall is the root of the Chinese nation and the pride of the Chinese. [0]				[学习提示] 易混词汇: nation , state, country, land, power 均含“国家”之意。
2.2 Almost each dynasties had the tradition of building the Great Wall for nation security, today's Great Wall was mainly built in the Ming dynasty. [0]				[词性错误] nation security 疑为形容词误用为名词。 [名词错误] 单复数错误, 建议将 each 后面的名词改为单数。 [连词警告] 检查句子中的连词是否缺失。 [推荐表达] establish/erect 与 built 意思相近, 可参考学习。
2.3 looking down and you'll be scared by its craggedness, the reason why It's so rugged is that it was built to defend the invaders, It's actually a fortification. [0]				[大小写错误] 请确认句首单词大写。 [大小写错误] 确认 It 大小写使用正确。 [精彩句型] the reason why 意为: ...的原因是..., 属于经典高分句型。 [学习提示] 易混词汇: alarm , frighten , startle , terrify , scare , intimidate 均有“惊吓, 惊恐”之意。 [推荐表达] establish/erect 与 built 意思相近, 可参考学习。
2.4 Every other part of the Great Wall has a lookout tower, which was used to look out and				[拓展辨析] used to do , 表示过去经常性的动作或存在的状态, 含有现在不再如此之意。
3.1 He managed to come to the Hero slope, saw the seven characters on the stone tablet: The man who does not reach the Great Wall is not a hero. [0] [去提问]				[拓展辨析] 注意 manage to do 和 try to do 的区别。
3.4 Nothing of value can be obtained without efforts. [0] [去提问]				[学习提示] 易混词汇: effort , trouble , pains , endeavour , struggle 均表示“努力”之意。
3.9 It is also the place where Chairman Mao mentioned that "One who failed to reach the Great Wall is not a ture hero". [0]				[拼写错误] 请检查 ture , 确认拼写正确。 [学习提示] 易混词汇: place , position , post , situation 均有“职位”之意。
5.2 The grandeur of the Great Wall is unmatched. [0]				[标点警告] 该句句首与上一句句尾标点符号之间缺少空格, 请检查。
6.1 However, in real life, it is not difficult to find that those who clearly expose their strong ambitions to the public often get no recognition. [0] [去提问]				[句子错误] 请检查 expose , 确认主谓一致。 [搭配警告] their strong ambitions 疑似中式英语。 [推荐表达] nevertheless 与 However 意思相近, 可参考学习。 [近义词表达学习] often 的近义表达有 frequently 。

Figure 13 Comment by Sentence on Student's Interface in Pigai webpage application

As shown in Figure 14, there are some examples of “Comment by Sentence” on the teacher's interface in Pigai webpage application. The timely feedback from Pigai webpage application can help students to initially revise and improve their compositions.

按句点评	开始批改
1.1 The firstfoot when you step on the brick of the Great Wall, you'll smell the breath of antiquity which has been existing 2000 years. [点评]	<ul style="list-style-type: none"> [拼写错误] 请检查firstfoot, 确认是否缺少空格。 [句子错误] 时态错误, 建议将have been existing改为have existed.
1.1 Chairman Mao ever said: the man who fails to reach the great wall is not hero. [点评]	<ul style="list-style-type: none"> [副词错误] ever疑似副词使用错误。 [冠词警告] 冠词缺失, 请检查is not hero. >>chart [拓展辨析] 动名搭配 reach...wall 在语料库中出现过 15 次
1.1 The Great Wall is a treasure of Chinese civilization and one of the world's cultural heritage. [点评]	<ul style="list-style-type: none"> [名词错误] 请检查one of .. heritage, 该处名词一般使用复数形式。 [学习提示] 易混词汇: civilization, culture 均含“文化、文明”之意。
1.7 The most famous should be the Badaling Great Wall [点评] [点评] 教师点评、点赞	<ul style="list-style-type: none"> [词性错误] famous疑为形容词误用为名词。 [标点警告] 该句句首与上一句句尾标点符号之间缺少空格, 请检查。
2.1 The Great wall, along with Terra-Cotta and Tianan Men, represent the three major symbols of China. [点评] [点评]	<ul style="list-style-type: none"> [句子错误] 请检查represent, 确认主谓一致。 [搭配警告] the three major symbols疑似中式英语。 [学习提示] 易混词汇: big, large, great, grand 均含“大的”之意。
2.5 Some people can climb into appreciate the Great Wall of the magnificence and the vast project, arduous. [点评] [点评]	<ul style="list-style-type: none"> [句子警告] 确认 appreciate是否符合语法规范。 >>chart [学习提示] 易混词汇: appreciate, enjoy 均含“欣赏”之意。
4.2 In the tuyere, should wear more clothes. [点评] [点评]	<ul style="list-style-type: none"> [句子警告] 疑似主语缺失, 请检查。 [学习提示] 易混词汇: wear, dress, put on 均含“穿衣、穿”之意。
4.4 In addition, visitors can climb the towers and overlook the grandeur of the Great Wall.	[搭配错误] 搭配 overlook grandeur在语料库中无此用法, 疑似中式英语。
4.4 The landscape of Guilin amazes me, the majestic Mount Tai is amazing, but the Great Wall of China shocks me. [点评] [点评]	<ul style="list-style-type: none"> [形容词错误] 请检查amazing, 疑似形容词ing/ed形式混淆。 [学习提示] 易混词汇: surprise, amaze, astonish, astound, startle, stun 均含“使惊讶, 使惊讶, 使惊奇”之意。
5.8 Little of that wall remains. [点评]	[词性错误] Little疑为形容词误用为名词。
6.1 Today The Great Wall has become a place of interest not only to the Chinese but to People from all over the world. [点评]	<ul style="list-style-type: none"> [大小写错误] 确认 People 大小写使用正确。 [学习提示] 易混词汇: place, position, post, situation 均有“职位”之意。

Figure 14 Comment by Sentence on Teachers Interface in Pigai webpage application

After the students submit their compositions, teacher can browse, analyze, evaluate and feedback all students' compositions through “Browsing Assignments”, as shown in Figure 15.



Figure 15 Browsing Assignments in Pigai webpage application

First, teacher can browse the total number of compositions submitted by students, the average score of these compositions, similar compositions and suspected off-topic compositions, suspected digressions and machine-translated compositions.

Second, teacher can browse each students' composition score, the number of revisions, and the degree of deviation. If the teacher wants to know more about each student's composition, she can click the Preview or "View" option. According to the results, teacher can recommend excellent compositions, block and delete unqualified compositions, and let students rewrite them.

What's more, by clicking the "Export" button teacher can export compositions in various formats, as shown in Figure 16. It is convenient for teacher to collect compositions, make electronic files and make formative evaluation of students.

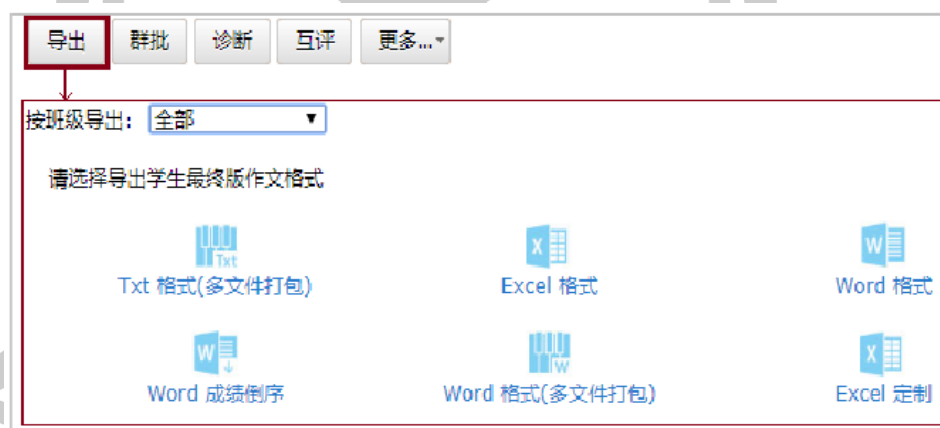
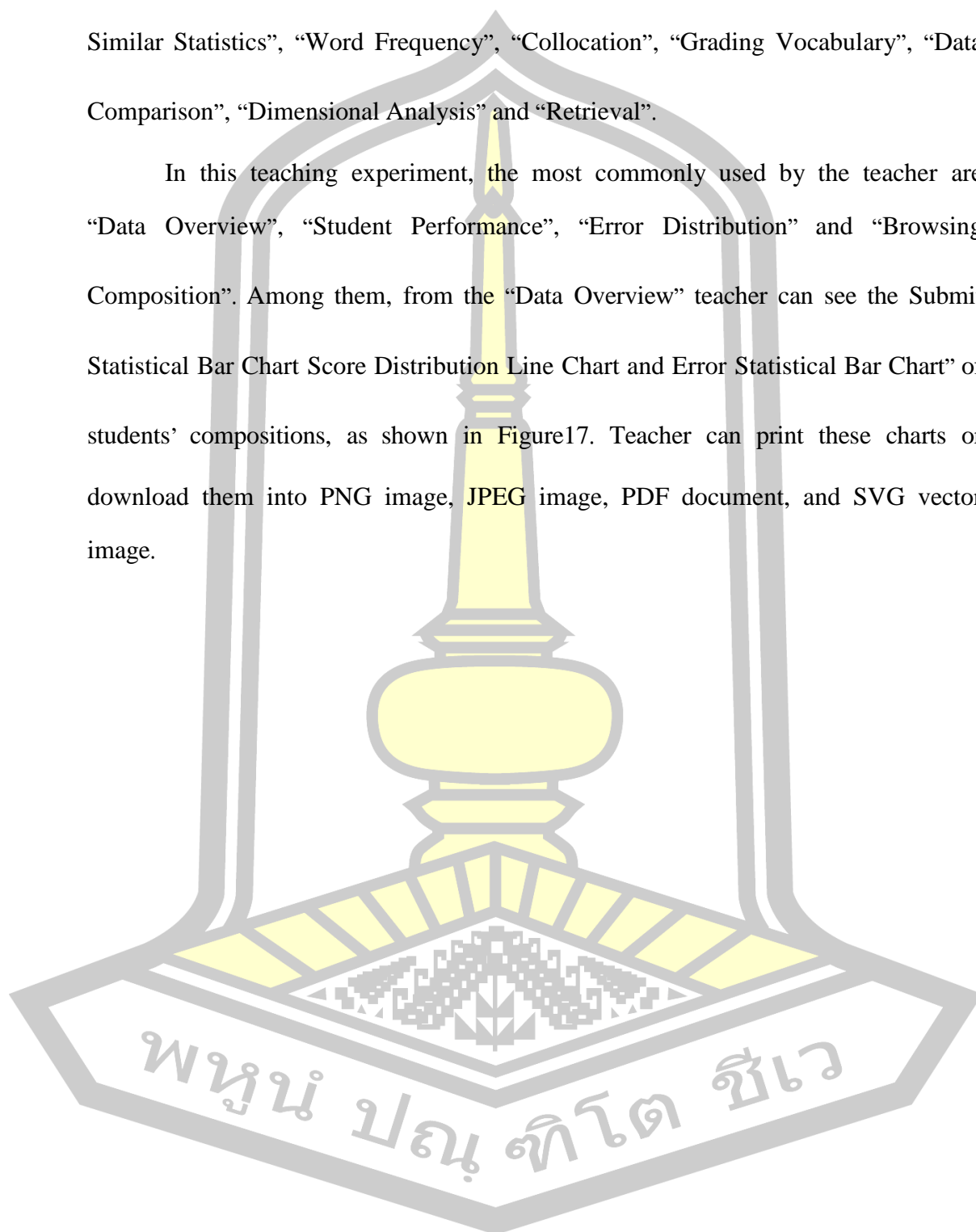


Figure. 16 Composition Export Format in Pigai webpage application

In addition, by clicking the "Group Batch" button, the teacher can make a unified evaluation of the composition of the whole class, and can also adjust the overall composition score of the class. The most important part is the "Diagnostic" function of Pigai webpage application. It consists of 2 parts, which are "Data

Overview”, “student Performance”, “Error Distribution”, “Browsing Composition Similar Statistics”, “Word Frequency”, “Collocation”, “Grading Vocabulary”, “Data Comparison”, “Dimensional Analysis” and “Retrieval”.

In this teaching experiment, the most commonly used by the teacher are “Data Overview”, “Student Performance”, “Error Distribution” and “Browsing Composition”. Among them, from the “Data Overview” teacher can see the Submit Statistical Bar Chart Score Distribution Line Chart and Error Statistical Bar Chart” of students’ compositions, as shown in Figure17. Teacher can print these charts or download them into PNG image, JPEG image, PDF document, and SVG vector image.



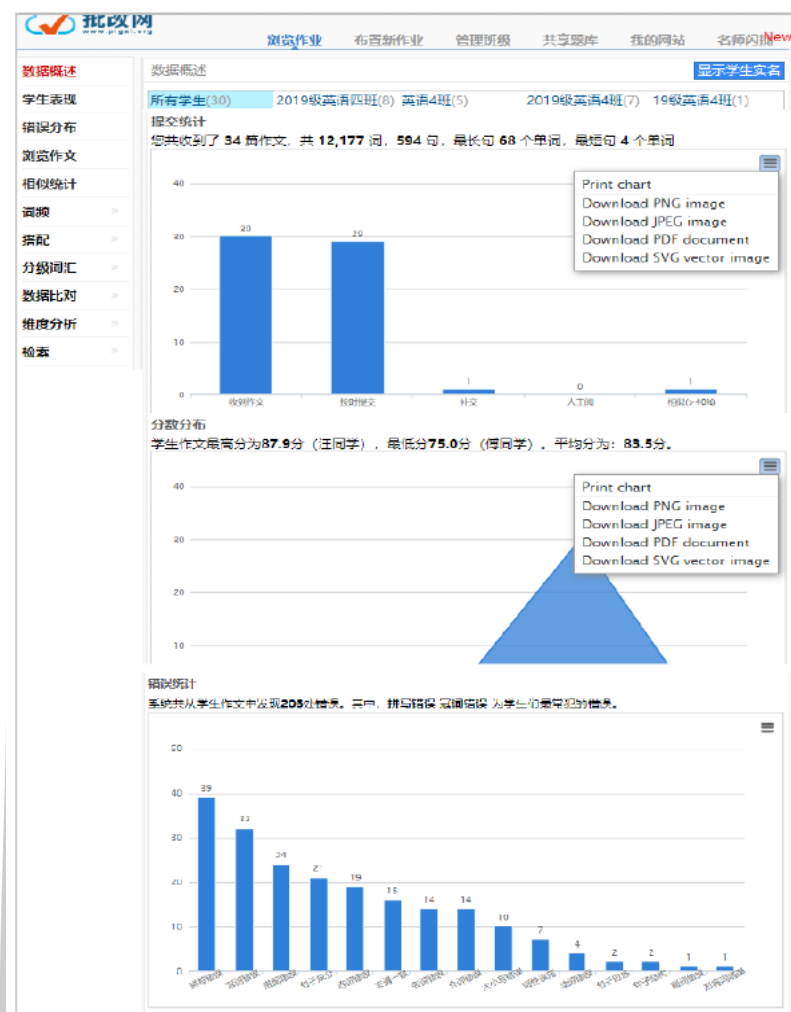


Figure 17 Data Overview in Pigai Webpage Application

In terms of “Student Performance”, as present in Figure 18, the teacher can clearly see the top 10 students in score ranking and modification ranking, and click on the students name to check the submission status, score, word number, similarity and modification of each students’ composition. This helps teacher intuitively grasp the learning state of students.



Figure 18 Student Performance in Pigai webpage application

The “Error Distribution” has been mentioned above, as shown in Figure 18. In the “Error Distribution” there is the “Comment by Sentence” of the feedback by Pigai webpage application, and relevant examples are shown in Figure 8 and 9.

In terms of ‘Browsing Composition’ it allows teacher to browse the compositions of students in different score ranges, so as to analyze the writing highlights of high-score students and the writing problems of low-score students. More importantly, teacher can click “Comment by Sentence” to comment on students’ compositions sentence by sentence, as demonstrated in Figure 19



Figure 19 Browsing Composition in Pigai webpage application

Then, the system will present the students entire composition, teacher can use the mouse to select any sentence, the system would pop up a “comment” window, as shown in Figure 20. At this time, there are 46 kinds of comments for teachers to choose. Of course, teacher can also choose the “insert” option to input other comments. It is worth mentioning that teachers can also evaluate the feedback of Pigai web page application or thumb up. Teacher can analyze and answer the problems such as structure and logical order which can't be solved by Pigai web page application.



Figure 20 Comment by sentence by Pigai webpage application

After browsing the students' composition and feedback on the students' composition in the above way, the teacher organizes two students to demonstrate and share their compositions through Pigai webpage application and asks several students to evaluate the compositions in terms of content, organization, vocabulary, language use, and mechanics of the Jacobs Composition Rating Scale. Additionally, teacher can use the Group Batch functions of the Pigai webpage application to summarize and supplement students' comments. Then, teacher recommends several excellent compositions from Pigai webpage application, leads the students to have a group discussion and summarizes the highlights of the writing. As shown in Figure 21, there are two ways to recommend a composition. The composition recommended by the teacher can be seen by every student through Pigai web page application. After that, each group sends a representative to summarize the answers. What's more, teacher organizes students to carry on the self-evaluation and asks a few students to briefly summarize the shortcomings and highlights of their compositions. Finally, students revise and improve their compositions on Pigai web page application.



Figure 21 Composition Recommendation in Pigai webpage application

In this part, blended learning design combines traditional offline learning with online learning. First of all, according to the feedback of the Pigai webpage application, students can revise the composition for the first time independently, which not only saves the time of teachers' evaluation but also gives every student an opportunity to be evaluated. Secondly, teacher uses the functions of "Data Overview", "Student Performance", "Error Distribution", "Browsing Composition in the diagnosis function to analyze and explain the problems with high error rate encountered by the students face to face, and supplement the problems that can be found by Pigai webpage application. For example, whether the composition structure is complete and whether the logical sequence of the language is reasonable. Thirdly, the teacher organizes students to display and read their compositions and shares sample compositions with the help of the Pigai webpage application. Then teacher uses the Group Batch function of Pigai webpage application to evaluate and summarize the key points of the compositions respectively. Finally, students revise and improve their compositions on the basis of Pigai. Webpage Application feedback, teacher feedback, peer evaluation, model composition appreciation and self-evaluation. In this process, the direct and in-depth advantages of traditional offline face-to-face learning and the intuitive and convenient advantages of online leaning are skillfully integrated.

3) After Class

First of all, as mentioned above, though the "Assignment function of Pigai webpage application", teacher assigns writing theme and requirements. Similarly, teacher can click the "Modify option to revise the composition requirements after class, so as to upload after-class extended materials, courseware and excellent compositions. Specifically, teacher can choose to upload pictures, attachments, videos, hyperlinks, etc, as can be seen from Figure 5. Besides by clicking the button of "Additional Options, as shown in picture 6, the teacher can enter a sample composition in the sample composition text box. Finally, the teacher clicks "Revise

the Composition” option. Then, the teacher clicks the “Mutual Evaluation” button in Browse Assignments, as shown in Figure 11 mentioned above. Three methods of mutual evaluation would appear on the new page: “Designated Allocation”, “Random Allocation” and “Mutual Evaluation among Students. Teachers need to choose one of them to establish mutual evaluation among students, as shown in Figure 24. In terms of “Mutual Evaluation among Students, the compositions of two students with similar scores would be systematically assigned to evaluate each other.

批改网 www.pigai.org

浏览作业 布置新作业 管理班级 共享题库 我的网站 名师闪评

当前位置: 浏览作文->第2237952号作文->互评

2020批改网杯全国大学生英语写作大赛

互评截止时间: 2020-11-23 23:11 [修改] 提示: 已过互评截止时间, 请重新设置

已完成: 25 未完成: 5

[互评:2237952] The Great Wall

选择	被点评人	点评人	已点评 未点评	互评状态	操作
<input checked="" type="checkbox"/>	刘 : 81.5	吴	[更换]	1/1	[查看]
<input checked="" type="checkbox"/>	赵 : 92	邵	[更换]	0/1	[查看]
<input checked="" type="checkbox"/>	李 : 81	王	[更换]	1/1	[查看]

← 为了减少截图所占空间 此处裁剪27人

指定分配 随机分配 同学间互评 撤销互评

www.pigai.org 显示

您选择了同学间之间相互点评对方的文章, 默认分数相近2个互评, 当前可分配作文数为30篇。

Figure 22 Mutual Evaluation in Pigai webpage application

Secondly, students review courseware, browse expansion materials and sample composition, and then conduct mutual evaluation, polish and submit the final compositions on the Pigai webpage application. In the process of online mutual evaluation, students can use Pigai webpage application to evaluate sentence by sentence or they can choose “Quick Comment” to evaluate the whole composition.

Finally, teacher checks students' final manuscripts and randomly selects several compositions for comments by using the "Group Batch" function of the Pigai web page application.

This part of the teaching is completed online. Students evaluate each other with the help of the Pigai webpage application, which increases students' after-class learning interaction. On the basis of mutual evaluation, reviewing courseware and browsing extended materials, students can modify, polish and submit the final draft more effectively, which helps students to further consolidate what they have learned in class.

After using Pigai. Web page to assist the teaching of English writing for 13 weeks, teachers can select all the compositions through "Browsing Assignments" and click the "General Evaluation of the Semester" button to analyze each student's progress, as shown in the following figure 23.



Figure 23 General Evaluation of the Semester in Browsing Assignments

Figure 24 is the data obtained by the researcher arbitrarily selecting five compositions in the experimental class. As shown in the figure, the teacher can intuitively see the composition score of each student, the average score of the five compositions, and the number of unhand-in compositions. As shown in figure 24. Teachers can also save the semester review as Excel. By clicking on "Semester Diagnosis", teachers can see the Usage Profile, "Dimensional Data: Error Statistics,

Student Words”, “Browse Composition” and “Student Growth” of all students. It is convenient for teachers to combine formative evaluation with summative evaluation to evaluate students’ writing level comprehensively and reasonably.



Figure 24 General Evaluation of the Semester in Pigai. Web page Application

In the whole process of teaching and learning, the teachers teaching is closely linked with the students learning through Pigai.org platform. On the one hand, with the help of the functions of “Assignment and Browsing Assignments” of the Pigai.org platform, teachers can have a good understanding of students learning statue. Based on the objective learning data stored on Pigai.org platform, teachers can provide students with optimal guidance. On the other hand, students make use of the functions of “Composition Score”, “Comment by Sentence”, “Sample Composition and Continue to Improve” in Pigai web page application to improve their autonomous learning ability and cultivate their awareness of cooperative learning through mutual Evaluation, which is beneficial for teachers to carry out teaching activities smoothly and efficiently. Generally speaking, the supplementary role of the Pigai.org platform runs through the entire teaching process. Pigai.org platform effectively combines the

online and offline teaching and learning activities of teachers and students, which is the embodiment of how to “blended” in blended learning.

The teaching process of Experimental Class

The teaching activities and sample teaching plan of the experimental class were presented below. The teaching and learning activities in experimental class were based on the “instructional design plan for integrating Writing Roadmap (an automatic evaluation system) into English writing teaching” proposed by Wu Yi'an and Tang Jinlan (2012). The research also referred to the “operation procedure of the blended learning design of English writing based on critical thinking” proposed by Lu Dan and Xie Moguang (2018). Combined with the actual teaching situation, the teaching and learning activities of the experimental class in this thesis were finally formed after the experimenter communicated with the teacher. Teaching and learning activities in EC are shown in the following Table 4

Table 4 Teaching and Learning Activities in Experimental Class

	Teacher	Student
Before Class (Online)	(1) Collecting writing materials according to the writing theme, uploading reference materials, and publishing preview tasks and requirements through “Assignment in Pigai webpage application. (2) Checking student's preview and practice through Pigai webpage application and adjusting the teaching plan.	(1) Logging in to the Pigai webpage application and understanding the preview tasks and requirements. (2) Using the “Self-test Practice” function of Pigai webpage application to do writing exercises.

<p>In Class (Online+Offline)</p>	<p>(1) Making “Quick Feedback” on the problems existing in the students’ self-test practice in Picai webpage application. Then asking questions to check the preview.</p> <p>(2) Sorting out the main points of the textbook and asking questions.</p> <p>(3) Showing the main points of writing with PPT, for example: teacher should guide students to examine questions (theme, enre, content, etc.), list outlines (paragraph topic sentences, main arguments, endings, etc.), expand paragraphs (enumeration, definition, citation, comparison and analogy, causality, etc.) and check and modify (grammar, spelling, punctuation, transition, cohesion, etc.) and other steps. After that assigning the exercises on the textbook.</p> <p>(4) Through the “Assignment” function in Picai. Webpage application, releasing the theme of composition, putting forward the writing requirements, getting the "composition number".</p> <p>(5) Browsing the compositions, analyzing and answering the students’ writing questions through the "Browsing Assignments" function of Picai.org.</p> <p>(6) Organizing two students to demonstrate and share their compositions through Pigai webpage application and asking several students to evaluate the compositions, then explaining the difficult points according to students’ evaluation.</p> <p>(7) Sharing excellent compositions and exploring the highlights of writing through the function “Composition Recommendation” in Pigai webpage application.</p> <p>(8) Organizing students to conduct self-</p>	<p>(1) Listening carefully to the problems explained by the teacher.</p> <p>Discussing in groups and the answering questions. the</p> <p>(2) Reading articles in the textbook, discussing and Answering questions in groups.</p> <p>(3) Reviewing the main points of writing and completing the exercises on the textbook.</p> <p>(4) Searching the "composition number" to check the composition theme and writing requirements, and then writing independently on the Pigai.org.</p> <p>(5) Students improve the first draft by themselves according to the hint of Pigai.</p> <p>(6) Demonstrati</p>
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	<p>assessment.</p> <p>(9) Summarizing the key points of this unit and assigning a preview task for unit 6.</p>	<p>ng and reading</p> <p>The compositions with Pigai webpage application; evaluating them according to Jacob's Composition Rating Scale.</p> <p>(7) Discussing, summarizing and learning the</p> <p>(8) highlights of the excellent compositions.</p> <p>(9)Selfevaluation; revising and improving their compositions.</p> <p>(10) Summarizing and reviewing the key points of this unit.</p>
After Class (Online)	<p>(1) Uploading the courseware, expansion materials through "Assignment" function in Pigai webpage application and setting up peer evaluation through "Mutual Evaluation" function in Pigai webpage application.</p> <p>(2) Checking the final compositions and evaluating the student's composition using the Group Batch function of the Pigai.Webpage application.</p>	<p>(1)Reviewing the courseware, browsing the materials expansion and Sample compositions, and then Conducting mutual Evaluation on the Pigai webpage</p>

		application. (2) Polishing and submitting the final compositions on the Pigai webpage application.
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The English writing teaching under the blended learning design were composed of teacher activities and student activities, which was divided into online teaching before class, combination of online and offline teaching in class, and online teaching after class. This process not only focuses on cultivating students' ability to consult independently, collect data and input knowledge consciously, but also pays more attention to cultivating students' ability to revise and output composition repeatedly through multiple evaluations, such as teacher evaluation, Pigai webpage application evaluation, peer evaluation and self-evaluation.

Next, the author presents a sample teaching plan of "Unit 3 Intercultural Communicative Competence: Describing Scenic Spots" to illustrate the specific process of blended learning based on Pigai webpage application in English teaching. The teaching process of the experimental class is shown in Table 5.

Table 5 Sample Teaching Plan in Experimental Class

Teaching Design for the Experimental Class			
Name	Qiao Liang	Grade	Freshmen
Subject	Unit3 Intercultural Communicative Competence: Describing Scenic Spots		
Lesson Type	Writing	Teaching Time	90 minutes
1.The analysis of teaching material			

This is an English writing class, and the teaching materials are excerpted from *Successful Writing 2* of Shanghai Foreign Language Education Press, Unit 5. The purpose of this unit is to guide students to understand the intercultural differences in the description of tourist attractions and to develop students' intercultural communication competence. The content of the unit combines sample essays and practical examples to introduce the writing skills of scenic spots description. A variety of communication activities can stimulate students' interest in learning.

2. The analysis of teaching subjects

The subjects of this lesson are students in sophomore who begin to take the course in the first semester of their freshman year. According to the actual investigation of some students, the researchers know that their previous writing courses mainly focus on theoretical learning, while the practical writing practice is relatively insufficient. Although they have learned some simple writing methods and techniques, it is difficult for them to effectively apply these skills to actual writing, so teachers should pay more attention to the actual practice of writing.

3. Teaching objectives

(1) Knowledge objectives

- A. Knowing the differences between Chinese writing and English writing.
- B. Knowing the importance of "intercultural communicative competence" in English writing.

(2) Ability objectives

- A. Learning to use the writing techniques when describing scenic spots.
- B. Becoming flexible in English writing to achieve the communicative goal.

(3) Emotion objectives

Becoming aware of the intercultural differences in writing scenic spots description.

4. Key and difficult points

(1) Key points

- A. Knowing the differences between Chinese writing and English writing.
- B. Learning to use the writing techniques when describing scenic spots.

(2) Difficult points

- A. Becoming flexible in English writing to achieve the communicative goal.
- B. Becoming aware of the intercultural differences in writing scenic spots description.

5. Teaching methods

- (1) Blended learning method
- (2) PWP teaching method

6. Teaching aids

- (1) Pigai webpage application
- (2) PPT
- (3) The textbook: Successful Writing
- (4) Mobile phones
- (5) Multimedia equipment

7. Teaching procedure

(1) Before class

Through the “Assignment” function of Pigai webpage application, teacher sends the following preview tasks and requirements to the students, and lets students to preview on Pigai web page application in advance.

Preview tasks:

- ☐ The brief video of Wenlipo Scenic Spot
- ☐ Use the “self-test practice” function of Pigai webpage application to describe Wenlipo Scenic Spot Requirements: Collecting the materials about a scenic spot you have been to or you want to visit, such as videos, pictures, documents, etc.

(2) In class

Step 1 Lead in

By checking students’ self-test practice on Pigai webpage application, the teacher gives preliminary feedback to students’ problems. Then, in order to check whether the students understand the preview material, the teacher will ask the students the following questions on PPT according to the preview material and ask the students to discuss and answer in groups.

- ☐ What are the difference between Chinese writing and English writing ?
- ☐ How does the brief video introduce Wenlipo Scenic Spot ?
- ☐ If you were asked to describe a scenic spot you have visited, what aspects of the scenic spot would you introduce in the description ? How would you describe them?

Step 2 Pre-writing

Firstly, teacher guides the students to discuss the differences between Chinese writing and English writing, and find the answer on page 62 of the textbook.

Differences Between Chinese and English Writing

Differences between Chinese and English writing appear at different linguistic levels such as the word level, the sentence level and the discourse level. As advanced learners of English, we need to notice more the differences at the discourse level.

At this level, we may have already noticed that English writing tends to use more cohesive devices, especially the lexical devices, to achieve coherence. Taking the scenic spot description for example, we also notice that English native writing tends to be more "fact-driven" than "opinion-driven", and more informative than entertaining.

Secondly, teacher organizes students in pairs or in groups of three to discuss the following questions according to the three passages on pages 56-60 of the textbook

□ A scenic spot description involves both opinions and facts. Which one among the three pieces of writing is more "opinion-driven", which is more "fact-driven"? Underline your evidence.

□ For a Chinese student, writing in English involves the thoughts of intercultural. What writing techniques do we need to use when describing scenic spots?

□ When describing scenic spots, how to write English flexibly to achieve the purpose of communication?

Thirdly, through group cooperation and collective collaboration, the teacher and students work together to sum up the following answers and present them with PPT.

Answer to question □ : A Chinese student needs to develop thoughts of intercultural in three aspects in order to achieve his communicative goal.

- He should be sensitive to the differences between Chinese and English writing.
- He should tolerate the different culture between Chinese and English writing.
- He should be flexible in adjusting his own strategy.

Answer to question □ : The purpose this type of writing is to arouse the interest of the target readers, and to provide necessary information for them. Many scholars have already noticed that typical western people seem to be more straightforward in their thinking and behavior than Chinese people.

Therefore, in order to arouse their interest and provide information for them, we need to be more straightforward both in language and in content. In particular, the writing should be more cohesive in language and more relevant by providing more facts than opinion.

Finally, student's complete task 4 on the textbook independently.

Step 3 While writing

Firstly, through the "Assignment" function of Pigai webpage application, teacher assigns writing theme and requirements. After clicking the "Confirm Arrangement" button, the system would automatically generate a "Composition Number". Next, the teacher informs students the "composition number" and students write

independently on the Pigai webpage application according to the theme. The writing theme and requirements are as follows.

- ☐ Writing theme: Writing a Scenic Spot Description
- ☐ The number of words required to be about 300 words
- ☐ The writing time is 20 minutes
- ☐ Pay attention to the cultural differences between Chinese and English in writing scenic spots description.

Secondly, students log in to Pigai webpage application, enter the composition number, click the “Find Composition” button, write the first draft of the composition according to the corresponding composition theme and requirements, and then click the “Submit Composition” button.

Step 4 Post writing

After the composition is submitted, the Pigai webpage application will complete the review; generate scores and modification suggestions immediately.

Firstly, students can follow the hints of Pigai webpage application and click the “Continue to Improve” button to improve the draft. After that, teacher browses

The compositions submitted by the students, and understands the “Score Distribution” and “Error Statistics” through the “Diagnosis” in Pigai webpage application. Then analyzes and answers the problems such as structure and logical order which can't be solved by Pigai webpage application.

Secondly, teacher organizes two students to demonstrate their compositions through Pigai webpage application, and asks several students to evaluate the compositions according to Jacob's Composition Rating Scale.

Thirdly, teacher uses Pigai webpage application to present excellent compositions and explores writing highlights with students.

Finally, teacher organizes students to conduct self-assessment. Then, students revise and improve their compositions.

Step 5 Summary

- ☐ The teacher and students summarize and review the key contents of this unit.
- ☐ The teacher assigns a preview task for unit 6.

(3) After class

Teacher uploads courseware and extended materials, enters a sample composition in the sample composition text box on Pigai webpage application, and then establishes student peer evaluation through the “Mutual Evaluation” function of Pigai webpage application. Students review courseware, browse expansion materials and sample composition, and then conduct peer evaluation, polish and submit the final compositions on the Pigai webpage application. Teacher checks the final compositions and evaluates the student's composition using the “Group Batch” function of the Pigai webpage application.

Constructivism emphasizes that students are the subjects of learning, the subjects of information processing and the active constructors of knowledge. Teacher should inspire students to think in a purposeful and planned way, so that students can master English writing strategies and skills, and the and skills, and the teaching content should be linked with students' interests and needs (Zhou Xiaoling, 2010:51).

In the teaching design of this research, first of all, the teaching link of “pre-class” embodied the teaching concept emphasized by constructivism learning theory that students are subjects, and students are the processors of information and the constructors of knowledge. The teacher used the rich network resources to assign novel writing tasks, such as watching the video about the brief video of *Wenlipo Scenic Spot*, which helped to stimulate students' desire to participate actively. Teacher sent links, documents, pictures and other rich and diverse teaching resources to Pigai webpage application before class to meet the diversified learning needs of students. Through the “self-practice” function of Pigai webpage application, students can practice writing repeatedly, which can avoid the embarrassment of teachers pointing out mistakes face to face and can meet students' desire to express writing idea. Students is going from being taught to learning.

Secondly, the design of teaching activities in “lead-in” and “pre-writing” embodies the teaching concept emphasized by constructivism learning theory that teacher should not regard students as knowledge receivers, but should cultivate students' ability to think independently (Wu & Huang, 2008). According to the students' problems, the teacher played a guiding role to give preliminary feedback, and students discussed and answered questions through group cooperation, which reflected the teacher's teaching concept of taking students as the center to cultivate students' independent thinking ability.

Thirdly, the design of teaching activities in “while writing” embodies the concepts advocated by constructivism learning theory: learning is a process in which learners obtain knowledge through meaning construction with the help of others and

necessary learning materials based on original knowledge and experience (Zhou, 2010). The teacher used Pigai webpage application to publish clear and detailed writing requirements. Students referred to writing learning materials such as the “share question bank” on Pigai webpage application to write a first draft of the composition based on their original writing knowledge and experience. It embodies the teaching idea advocated by constructivism learning theory.

Additionally, the design of teaching activities in “post writing” fully embodies the concepts advocated by humanism learning theory: creating a good learning environment for students, emphasis students’ self-improvement and all-round development (Du Juan & Gong Yao 2015:112); encouraging the combination of internal evaluation and external evaluation, and forming a diversification of evaluation subjects and methods (Li & Wang, 2005). After submitting the first draft, students no longer rely solely on the teacher’s single feedback. Pigai webpage application provides every student with timely, comprehensive and sufficient feedback, which creates a free, open and targeted autonomous learning environment for students. The design of teaching activities of Pigai webpage application feedback, involving teacher feedback, peer evaluation and self-evaluation, embodies the educational idea of constructing diversified evaluation subjects and methods advocated by humanism learning theory.

What’s more, the design of students’ online learning activities after class embodies the teaching idea advocated by humanism learning theory, that is, the teaching and learning of English writing can develop in the direction of individualization and autonomous learning, without the restriction of time and place. After class, students browsed the expanded materials and excellent model essays uploaded by teacher, conducted online mutual evaluation, improved and polished the final composition anytime and anywhere with the help of Pigai webpage application. Therefore, this instructional design reflects the teaching idea of humanism theory.

In general, this thesis designs specific teaching activities and procedures based on the teaching concepts advocated by humanistic learning theory and constructivism learning theory, aiming to improve students' English writing proficiency.

Experiment Process of Control Class

Though Pigai webpage application wasn't used in the the control class, the PWP teaching method was adopted, in which the teaching materials were the same as those of the experimental class. The teaching and learning activities of the control class are shown in Table 6



Table 6 Teaching and Learning Activities in Control Class

	Teacher	Student
Before Class	Collecting writing materials according to the writing theme, writing lesson plans and preparing PPT for class.	Collecting writing materials and completing the preview tasks and requirements.
In Class	<p>(1) Asking questions student's preview situation. and understanding.</p> <p>(2) Sorting out the main points of the textbook and asking questions.</p> <p>(3) Showing the main points of writing with PPT and assigning the exercises on the textbook.</p> <p>(4) Explaining the topic of the composition and putting forward the composition requirements.</p> <p>(5) Organizing two students to share and read their compositions and asked several students to evaluate the compositions, then explaining the difficult points according to students' evaluation.</p> <p>(6) Sharing an excellent composition and exploring the highlights of writing with PPT.</p> <p>(7) Organizing students to exchange compositions with their partner and conducting peer evaluation.</p> <p>(8) Organizing students to conduct self-assessment.</p> <p>(9) Summarizing the key points of this unit, assigning homework and preview tasks.</p>	<p>(1) Discussing in groups and answering these questions.</p> <p>(2) Reading the articles in the textbook, discussing and answering questions in groups.</p> <p>(3) Reviewing the main points of writing and completing the exercises on the textbook.</p> <p>(4) Writing according to the topic and writing requirements.</p> <p>(5) Sharing and reading the compositions; evaluating them according to Jacob's Composition Rating Scale.</p> <p>(6) Discussing, summarizing and learning the highlights of the excellent composition.</p> <p>(7) Exchanging compositions with partner and conducting peer evaluation according to Jacob's Composition Rating Scale.</p> <p>(8) Self-evaluation; revising and improving their compositions.</p> <p>(9) Summarizing and reviewing the key points of this unit; Writing down the homework and preview tasks.</p>

After Class	Random checking and evaluating students' compositions and giving feedback in the next class.	Completing after-class homework and preview tasks.
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Stage 4 Data collection and analysis

Data Collection

Data was collected and the research was done in the authentic classroom taking 28 hours. Before and after the experiment, the researcher conducted English writing tests respectively on students by using the Pigai webpage application. The maximum score for the writing test is 100 points. Students were required to write an English article according to the writing topic within one hour, and their final score was obtained through platform scoring and teacher scoring. And the data was collected separately Before and after the course. The time frame of data collection is illustrated in Table 7.

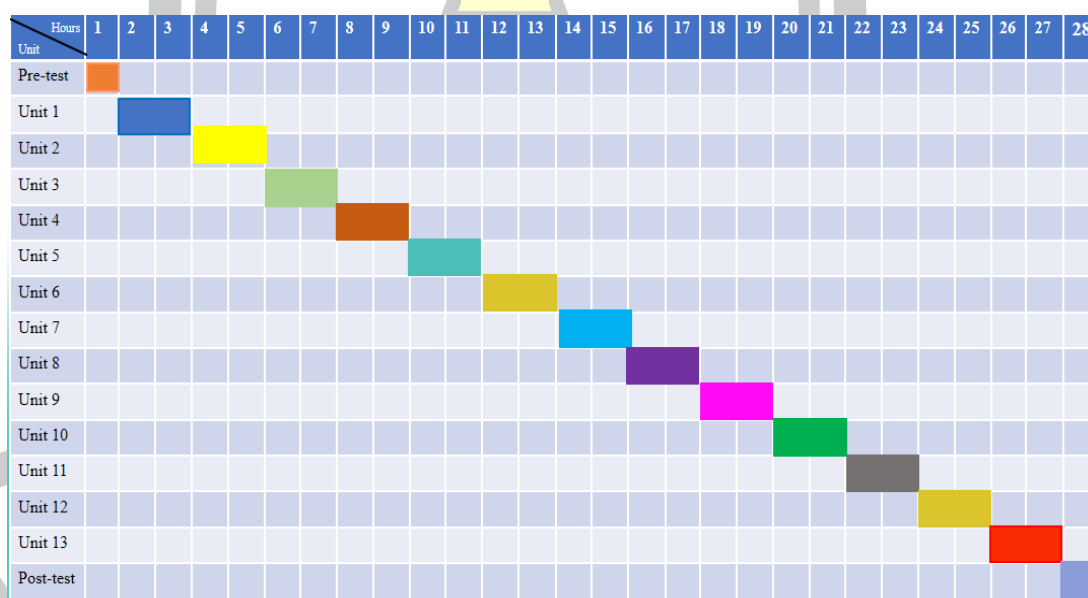


Table 7 Time Frame of data collection

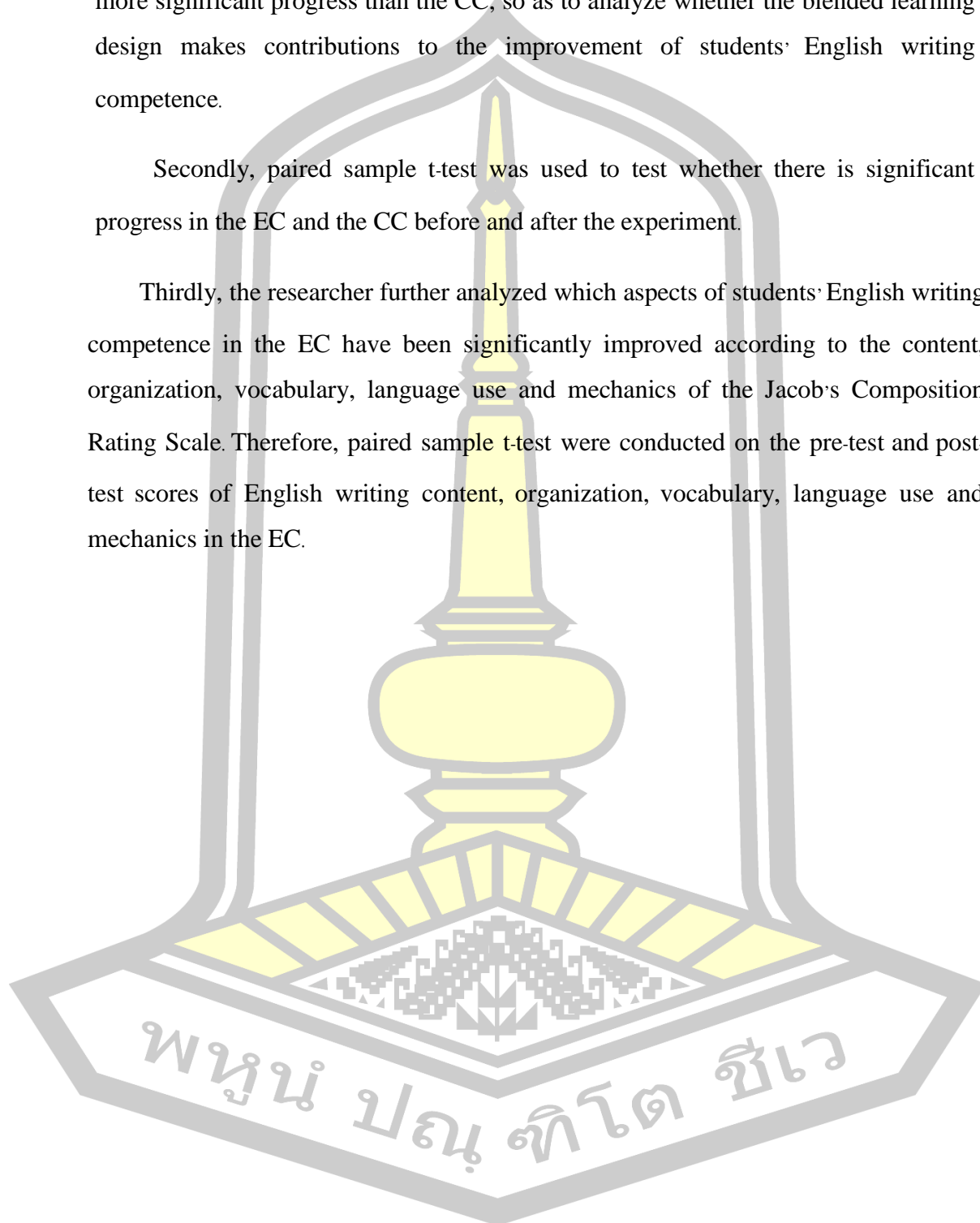
Data analysis

The data of this thesis are analyzed by SPSS24.0 statistical software. Firstly, in the pre-test, independent sample t-test was used to test whether there is significant difference in writing competence between EC and CC in the pre-test. In addition, in

the post-test, an independent sample t-test was used to test whether the EC has made more significant progress than the CC, so as to analyze whether the blended learning design makes contributions to the improvement of students' English writing competence.

Secondly, paired sample t-test was used to test whether there is significant progress in the EC and the CC before and after the experiment.

Thirdly, the researcher further analyzed which aspects of students' English writing competence in the EC have been significantly improved according to the content, organization, vocabulary, language use and mechanics of the Jacob's Composition Rating Scale. Therefore, paired sample t-test were conducted on the pre-test and post-test scores of English writing content, organization, vocabulary, language use and mechanics in the EC.



CHAPTER IV

RESULTS AND DISCUSSION

This chapter consists of two parts. The first part analyzed and described the research data and results. The second part discussed the research results in depth.

Research Results

This study aims to 1) improve the English-writing competence of higher vocational college students in Sichuan, China by developing blended learning design. 2) to investigate the aspects from which the online writing tool has significantly improved students' English writing competence.

The researcher used SPSS24.0 to analyze the pre-test, post-test data and described the research results around the above three research objectives.

Purpose 1 To improve the English-writing competence of higher vocational college students in Sichuan, China by developing blended learning design.

Before the experiment, both the experimental class and the control class were required to write an English composition according to the specified topic (Listed in Appendix II), and the scores of this composition were retained as pretest scores. The full score of the test paper is 100. The following Table 8 has shown the results of independent samples t-test for pre-test that is used to identify whether there is a significant difference in English writing proficiency between the two classes before the experiment.

Table 8 Independent Samples T test for Pre-test between EC and CC

	Class	N	Mean	Std. Deviation	Sig. (2Tailed)
Pre-test	EC	30	73.5833	5.48050	0.810
	CC	30	73.2333	5.72763	0.810

From Table 8 we can see the number, mean, standard deviation and standard error mean of the two classes before the experiment. There are 30 students in experimental class, and there are also 30 students in control class. We can find that the mean of EC (73.58) is close to the mean of CC (73.23). Besides, the difference of Std. Deviation is only 0.24. And in this table, Sig. (2-tailed) is “0.810” that means there is no significant difference in English writing proficiency between the EC and CC before the experiment, so it is feasible to choose the two classes as experimental subjects to carry out the experiment.

After the experiment, both the classes finished the post-test paper (Listed in Appendix III). The full score of the paper is also 100 points. Since the pre-test and post-test papers are selected from the first volume of the freshmen textbook, the difficulty is almost the same. In order to detailed analyze whether the writing proficiency of students in the two classes has improved or not after the experiment, the author conducted independent sample t-test and paired sample t-test to analyze the post-test scores of the two classes. The results are demonstrated as follow.

Table 9 Independent Samples T-test for Post-test between EC and CC

	Class	N	Mean	Std. Deviation	Sig. (2-tailed)
Post-test	EC	30	82.2667	4.91081	0.003
	CC	30	77.5500	6.57365	0.003

As it is shown in Table 12, the post-test mean of experimental class is “82.26”, and the post-test mean of control class is 77.55”. After the experiment, the mean of the EC was 4.71 points higher than that of the CC.

As is presented in this Table, the Sig. (2-tailed) is “0.003” that is lower than 0.01, so it is indicated that there is a significant difference between the scores of experimental class and control class after the experiment, which indicates that using

blended learning design in English writing teaching can improve vocational college students' English writing competence in Sichuan, China.

Purpose 2 To investigate the aspects from which the online writing tool has significantly improved students' English writing competence

According to the Jacob's Composition Rating Scale, students' English writing competence can be divided into five dimensions: content, organization, vocabulary, language use and mechanics. In this part, the researcher further analyzed which aspects of students' English writing competence in the EC have been significantly improved according to the five dimensions. The pre-test and post-test scores of the English writing content, organization, vocabulary, language use and mechanics of the students in EC were performed with a paired samples T test. The data and results are demonstrated as follows.

Table 10 Paired Samples T-test for the Scores of EC

	EC	N	Mean	Std Deviation	T	Sig.(2-tailed)
Content	Pre-test	30	22.5000	2.27429	0.081	0.936
	Post-test	30	22.4833	2.52397		
Organization	Pre-test	30	16.0333	1.54231	-3.579	0.001
	Post-test	30	16.8667	1.50249		
Vocabulary	Pre-test	30	14.6000	1.42272	-16.730	0.0000
	Post-test	30	18.1500	0.75601		
Language Use	Pre-test	30	16.6667	1.52753	-20.904	0.000
	Post-test	30	20.5833	1.26684		
Mechanics	Pre-test	30	3.7833	0.42918	-3.607	0.001
	Post-test	30	4.1833	0.42514		

According to Table 10 and t-values Table, the researchers reached the following conclusions. Firstly, as for content, $t=0.081 < t_{0.05(29)}=2.045$, Sig.(2-

tailed)= .936 > 0.01, which indicates that there is no significant difference between the pre-test and post-test scores of the English writing content in the experimental class. Secondly, as for organization, $t=3.579 > t_{0.05(29)}=2.045$, Sig.(2-tailed)=.001 < 0.01, which means that there is a significant difference between the pre-test and post-test scores of the English writing organization in the experimental class. Thirdly, as for vocabulary, $t=16.730 > t_{0.05(29)}=2.045$, Sig. (2-tailed)=.000 < 0.01, which shows that in the experimental class, there is a very significant difference between the pre-test and post-test scores of the English writing vocabulary. Fourthly, as for language use, $t=20.904 > t_{0.05(29)}=2.045$, Sig. (2-tailed)=.000 < 0.01, which shows that in the experimental class, there is a very significant difference between the pre-test and post-test scores of the English writing language use. Finally, as for mechanics, $t=3.607 > t_{0.05(29)}=2.045$, Sig.(2-tailed)=.001 < 0.01, which shows that in the experimental class, there is a significant difference between the pre-test and post-test scores of the English writing mechanics.

Through the analysis of the above data, we can get the results of the second research objective, the online writing tool (web page application) can better improve students' English writing competence from the aspects of organization, vocabulary, mechanics and language use proficiency, among which the improvement of vocabulary and language use is more obvious.

Discussion

The present research questions are as follows:

- 1) Can development of blended learning design improve English writing competence of higher vocational college students in Sichuan, China?
- 2) In what aspects has the online writing tool significantly improved students' English writing competence?

The findings can be discussed in the following aspects:

□ First of all, in terms of the first question, the researcher found that both the blended learning and the PWP method made contributions to English majors' English writing learning. That is to say, using these two methods to teach English writing, students' writing competence were all improved. However, the increase means of the EC were much higher than that of the CC. That is to say, compared with PWP teaching method, developing blended learning design in English writing teaching can better improve students' English writing competence. It can be concluded that the development of blended learning design can improve English writing competence of higher vocational college students in Sichuan, China.

□ Secondly, in terms of the second question, the conclusion can be concluded that the online writing tool (Pigai webpage application) can better improve students' English writing competence from the aspects of organization, vocabulary, mechanics and language use proficiency, among which the improvement of vocabulary and language use is more obvious.

From the perspective of the previous research results, the research results of this thesis are consistent with those of Lam et al. (2018:97), Tan Jin et al. (2020:23), Wang Yi (2011:81) and Zhen Rong (2013:142). Blended instructional design can effectively improve students' writing proficiency. English writing teaching based on blended learning combines multimedia network teaching with traditional classroom teaching can help students reduce writing anxiety and improve their sense of self-efficacy and English writing proficiency. This writing teaching design also provides a new direction for promoting the reform of traditional writing teaching. At the same time, the research results of this thesis further verify the research results of Yang Xiaogiong and Dai Yuncai (2015:21), Sheng Renze and Yu Jianqiong (2012:135), Zhe Zhang (2020:12), blended learning design is an effective means to carry out English writing teaching under the background of network environment. The development of the blended learning design in English writing teaching is helpful to improve students'

writing competence and self-efficacy. It can stimulate students' English writing motivation. At the same time, it also has a positive significance for English writing teaching reform. Blended learning design may be playing a more and more important role in second language writing, which requires teachers to make maximum use of the feedback advantage of Pigai webpage application to help students.

He Xuliang (2013:64-66) concluded that Pigai web page application mainly provides feedback and suggestions on vocabulary and grammar, and it lacks feedback on content logic, text structure, stylistic rhetoric and coherence. Lee et al. (2013:39) showed that learners who received the double feedback from the digital writing platform and the teachers' feedback performed better than those who only received the teachers' single feedback in terms of composition content, structure and total score. The results of this thesis are consistent with the former, but slightly different from the latter. At present, the empirical research on such literature is far from enough, and future researchers can further study and verify.

From the perspective of constructivism learning theory, Zhou Xiaoling (2010:51) stated that learning is a process in which students actively analyze information and construct knowledge based on their original knowledge and experience in a specific social and cultural environment with the help of teachers and peers. Under the guidance of the teaching view of constructivism, Wang Xiangling and Ning Chunyan (2003:30) pointed out that with the improvement of modern educational technology theory and the deepening of related practical research, as well as the wide application of network technology, the teaching reform has made a great breakthrough and improvement from "teaching" to "learning". The various characteristics of multimedia technology and Internet applications are particularly suitable for the realization of an ideal constructivist learning environment. The perfect combination of the two can effectively promote students'. The instructional design of this thesis conforms to the teaching idea advocated by constructivism learning theory. Under the condition of the blended learning based on Pigai webpage application, the preview materials were published before class. The sample essays and courseware and

can also be permanently stored on Piai. webpage so that students can review and preview these materials according to their own learning speed. Besides, through the grading function and “Self-practice” function of Piai webpage application, students can practice writing anytime and anywhere and get timely feedback. In this learning environment, students can explore freely and learn independently. Most importantly, the “Error Distribution” and “Student Performance” data in Piai webpage application can make teachers understand the problems in students’ writing, and then teachers can carry out online feedback and face-to-face feedback on the problems that can’t be found by Piai webpage application. In this way, teachers can have a good understanding of students’ learning situation, and on this basis, appropriately adjust the teaching content and teaching progress, so as to provide students with more meaningful guidance. Students can also check and fill the gaps timely and master the writing knowledge in an all-round way. Furthermore, the mutual evaluation function of Piai webpage application increased the interaction among teachers, students and students, which further stimulated students’ interest in writing. All these are helpful for students to improve their English writing proficiency.

From the perspective of humanism learning theory, humanism learning theory advocates abolishing the teacher-centered model and replacing it with a student-centered model (Quoted from Zhou Xiaoling, 2010:52-53). Du Juan and Gong Yao (2015:112) indicated that humanism learning theory attaches importance to how to create a good learning environment for students and emphasizes students’ self-improvement and comprehensive development. In the process of teaching, teachers created a safe and relaxed learning environment for student’s self-realization through ingenious guidance, so that students can actively participate in the teaching process. Wu Yuanqiong and Huang Hao (2008:38) claimed that that humanism learning theory reminds us that educators should adhere to the educational concept of “taking students as the center and promoting students’ autonomous learning”. English teaching should

attach importance to the cultivation of students' independent thinking ability, and guide them to actively explore the English world.

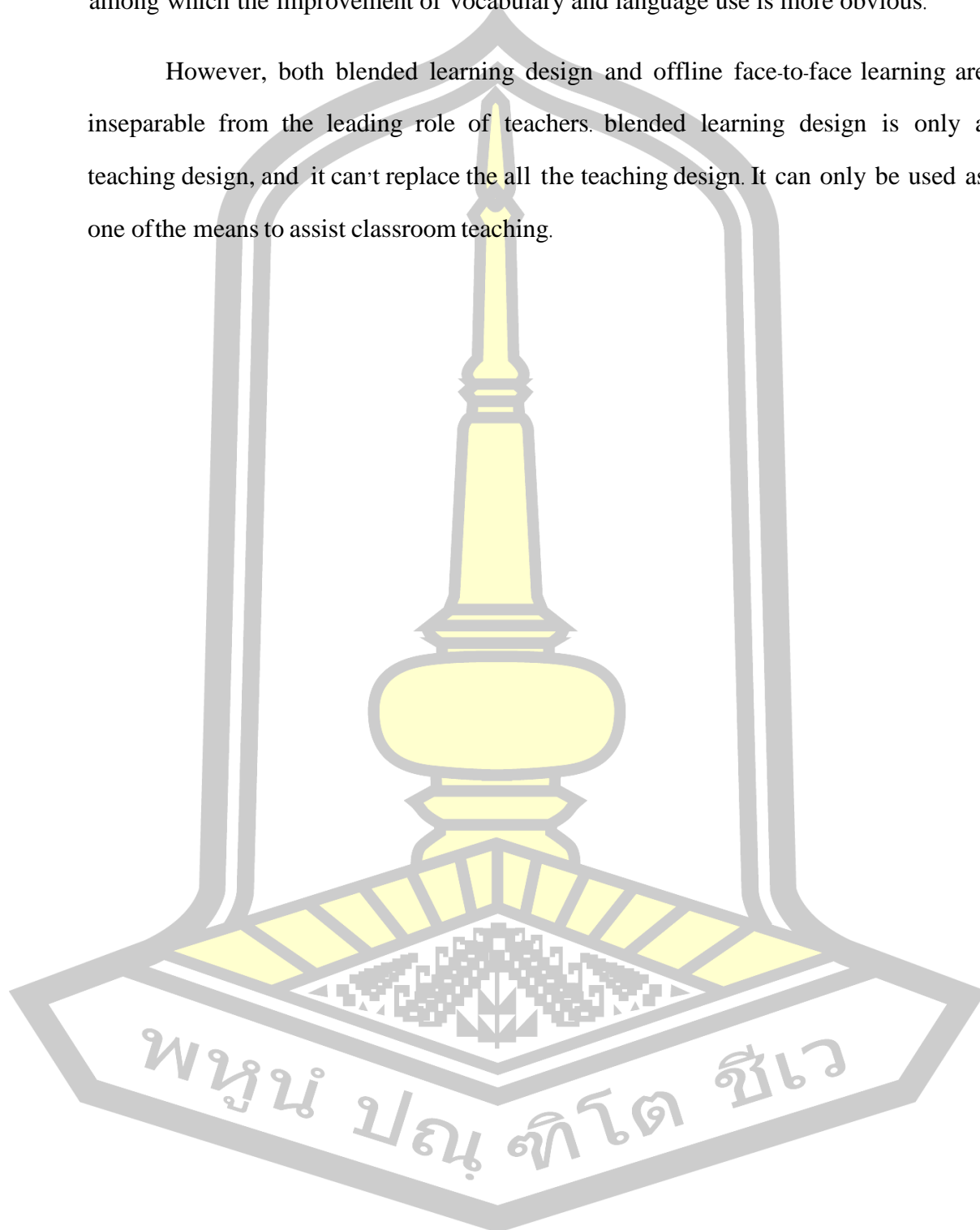
The instructional design of this thesis conforms to the teaching idea advocated by humanism learning theory. We can know that humanistic learning theory emphasizes student-centered and individual learning. With the development of modern educational technology, advanced educational concepts urge teachers to integrate advanced scientific and technological achievements into teaching, which enriches students' learning resources, changes students' learning style, and expands students learning space. The emergence of these phenomena urges teachers to consider students' need to give them full and free space for development, make students adapt to the changes of contemporary learning life, and finally achieve self-realization. Pigai web page application has the function of "Timely Feedback", "Comment by Sentence" and "Mutual Evaluation" and so on, which greatly meets the learning needs of students. This allows students to have sufficient space for independent learning and enhance their ability of independent learning. In traditional face-to-face learning, because time and manpower are limited, it is almost impossible to do this.

Teachers can collect relevant data and materials through Pigai webpage application, and closely track students' learning dynamics, evaluate students' self-study of English writing, and adjust teaching plans and methods in time. At the same time, in blended learning mode, teacher gave full play to their guiding role, integrated the online curriculum resources with the traditional classroom teaching, provided personalized learning resources for students, pay attention to all aspects of the learning process, and cultivated their ability of autonomous learning, which can effectively improve students' English writing proficiency.

In conclusion, the research results can be concluded that the development of blended learning design makes contributions to the improvement of higher vocational college students' English writing competence, and can better improve students'

English writing organization, vocabulary, mechanics and language use proficiency, among which the improvement of vocabulary and language use is more obvious.

However, both blended learning design and offline face-to-face learning are inseparable from the leading role of teachers. blended learning design is only a teaching design, and it can't replace the all the teaching design. It can only be used as one of the means to assist classroom teaching.



CHAPTER V

CONCLUSIONS

Based on the analysis and discussion of the research data in chapter five, this chapter summarized the main findings of this thesis and elaborated its pedagogical implications. In addition, the author also put forward the limitations of this thesis and recommendations for future studies.

Major Findings of the Thesis

This thesis utilized experimental method to analyze the improvement of blended learning design in English writing teaching. All the data were analyzed by SPSS24.0, the main findings are as follows:

The development of blended learning design can improve English writing competence of higher vocational college students in Sichuan, China.

1) It is indicated in Table 8 that there is no significant difference between the mean of EC and CC in the pre-test. However, it is demonstrated in Table 4-2 that the means of EC and CC have been improved in the post-test. The mean of the EC is 4.71 points higher than that of the CC in the post-test.

2) From Table 4-2 we can see that the Sig. (2-tailed) is “0.003” which is lower than 0.01, so there is a significant difference between the scores of the EC and CC in the post-test. Therefore, compared with the pre-test results, the post-test scores of both the EC and the CC have improved, but the growth rate of EC is 4.37, which is higher than that of CC. The conclusion can be reached that the development of the blended learning design in English writing teaching can better improve English writing competence of higher vocational college students in Sichuan, China.

□As it is demonstrated in Table 4-3, we can find the the online writing tool (Pigai Web page application) has significantly improved students' English writing competence from the aspects of writing organization, vocabulary, language use and

mechanics, among which the improvement of vocabulary and language use is more obvious.

Suggestions for Further Studies

- 1) It would be helpful to apply the blended learning design in small classes as students have more time to practice, sharing ideas while working in small groups.
- 2) Improve the blended learning design.
- 3) Although this study is a teaching design developed to improve students' English writing ability, further research is needed to investigate the effectiveness of this design in improving students' English speaking, listening, and reading abilities in the future.
- 4) It is best to transform the role of teachers into providers, assistants, and consultants to improve the effectiveness of the learning environment.

Research innovation

In this study, the researcher developed a blended learning design to implement English writing teaching. Specifically, in classroom activities, teachers implement teaching steps through a combination of face-to-face teaching and online platforms. Face to face teaching mainly refers to the guidance provided by teachers to students in the classroom, such as explaining knowledge points, correcting errors, summarizing learning priorities, explaining exercises, etc. The online section refers to teachers using online writing platforms to release learning tasks, share learning resources, and provide writing support. The difference between this study and other studies is that the researchers used an online writing platform in the online section, which is more targeted for writing teaching compared to other regular online learning platforms. This platform has many powerful functions, such as automatic grading, correcting writing errors, providing writing support, and backend data analysis. Through these functions, teachers can timely understand the writing situation of students. However, ordinary online learning platforms do not have the comprehensive functions mentioned above, and most of them can only share resources, which cannot achieve the expected results

of online writing teaching. Therefore, using this online writing tool can better improve students' English writing ability. This is also a major feature and innovation of this study.

Limitations of the Present Thesis

Although the researcher collected effective data through practical teaching and comprehensively demonstrated the experimental results through scientific and systematic analysis under the guidance of mentors, there are still some limitations in this thesis because of the influence of objective conditions such as time, environment, experimental resources and so on.

(1) The sample size of experimental subjects is limited. The researcher collected experimental data from one grade in a university, so the general effectiveness of blended learning based is insufficient. If researchers can expand the research subjects and conduct experiments in different schools and grades, the data results will be more credible and persuasive.

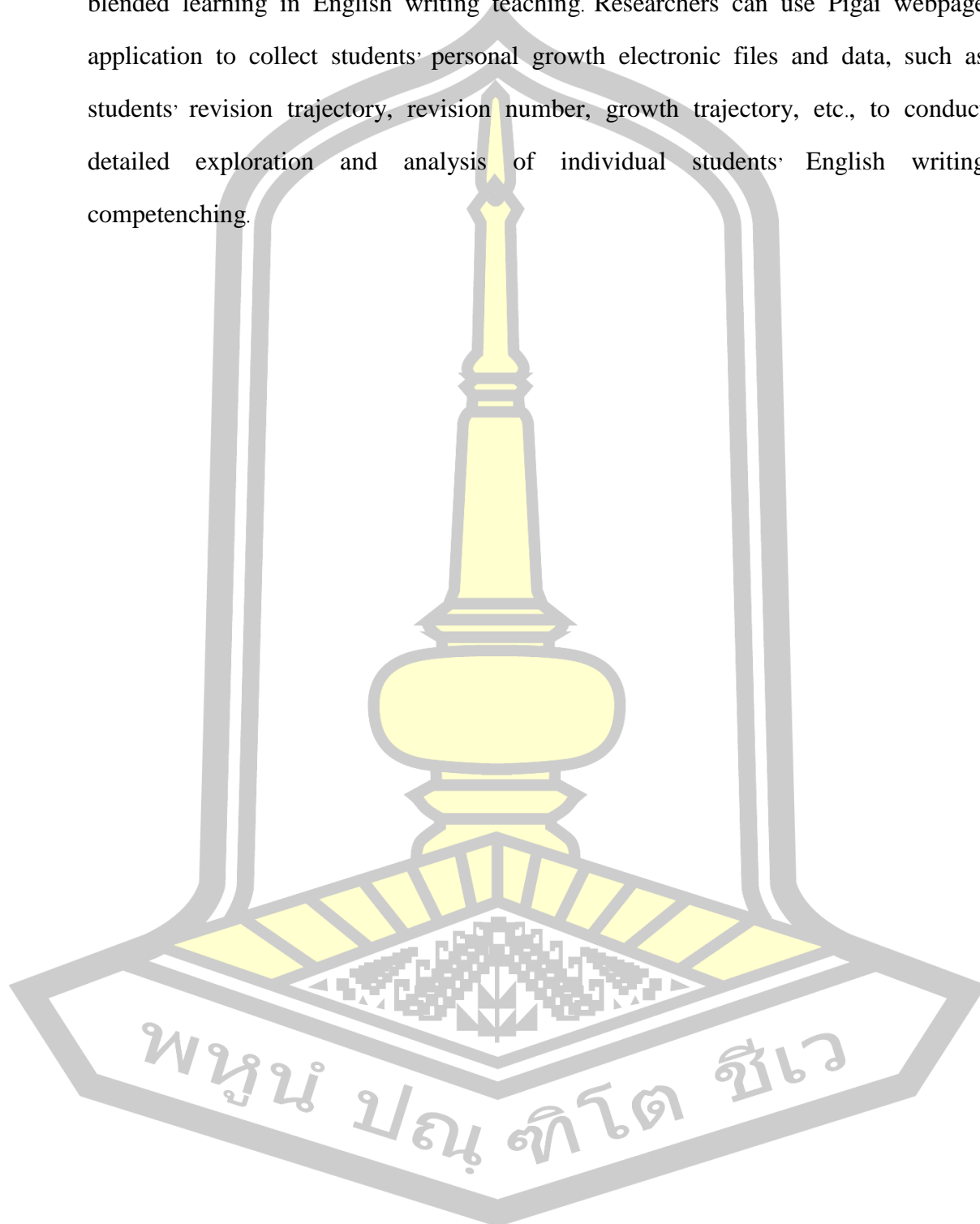
(2) On account of the limitation of the ratio of boys to girls in the experimental class, this thesis is unable to make an in-depth study on whether learners of varying genders have different learning effects or attitudes towards blended learning based on Pigai web page application in English writing teaching.

Recommendations for Further Studies

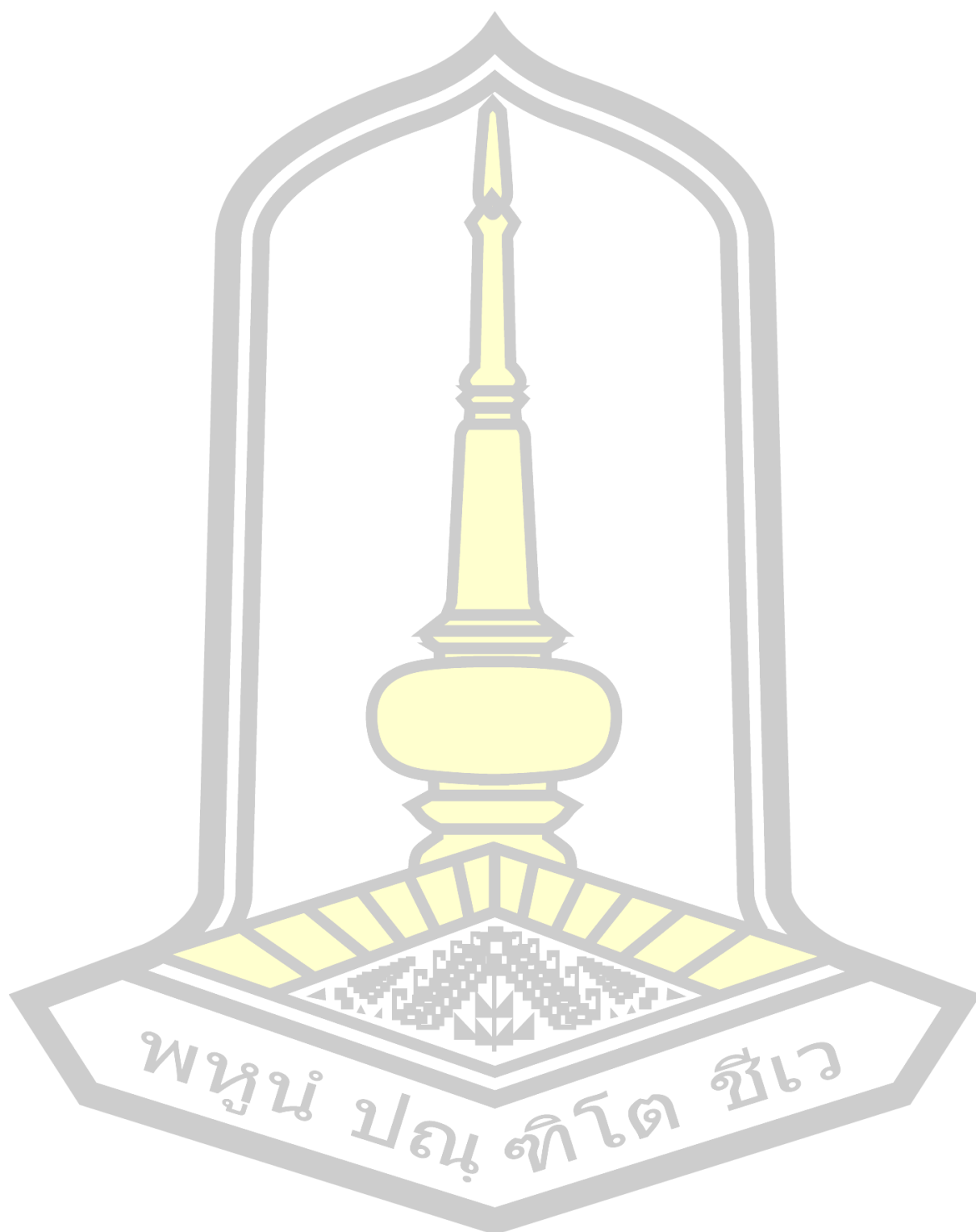
Based on the above research and analysis, it is suggested to conduct further studies in the following aspects:

(1) In future studies, researchers can explore blended teaching design under different teaching conditions, design appropriate blended learning based on actual conditions, and gradually improve the blended learning designs.

(2) Researchers can use the method of case study to explore the application of blended learning in English writing teaching. Researchers can use Pigai webpage application to collect students' personal growth electronic files and data, such as students' revision trajectory, revision number, growth trajectory, etc., to conduct detailed exploration and analysis of individual students' English writing competencing.



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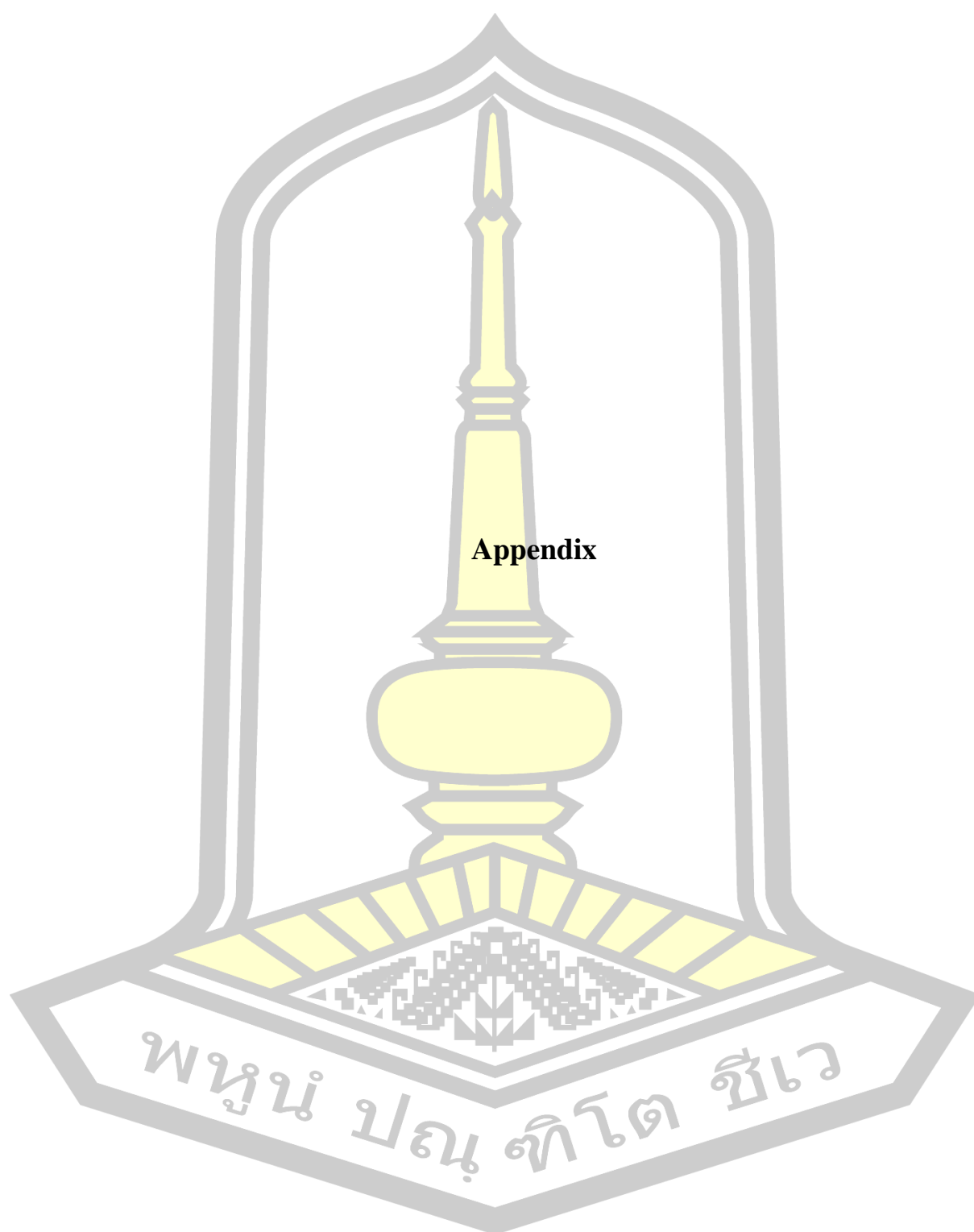
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Appendix I Jacob's Composition Rating Scale

Descriptions	Score Level	Criteria
Knowledgeable Substantive Thorough development of thesis Relevant to assigned topic	Content	30-27 Excellent to very good: knowledgeable * substantive * thorough development of thesis * relevant to assigned topic
		26-22 Good to average: some knowledge of subject * adequate range * limited development of thesis * mostly relevant to topic, but lacks detail
		21-17 Fair to poor: limited knowledge of subject * little substance* inadequate development of topic
		16-13 Very poor: does not show knowledge of subject*non-substantive * not pertinent * OR not enough to evaluate
Fluent expression Ideas clearly stated/supported Succinct Well-organized Logical sequencing Cohesive	Organization	20-18 Excellent to very good: fluent expression * ideas clearly stated/supported * succinct * well-organized * logical sequencing * cohesive
		17-14 Good to average: somewhat choppy * loosely organized but main ideas stand out * limited support * logical but incomplete sequencing
		13-10 Fair to poor: nonfluent * ideas confused or disconnected * lacks logical sequencing and development
		9-7 Very poor: does not communicate * no organization * OR not enough to evaluate
Sophisticated range Effective word/idiom choice and usage Word form mastery Appropriate register	Vocabulary	20-18 Excellent to very good: sophisticated range *effective word/idiom choice and usage* word form mastery * appropriate register
		17-14 Good to average: adequate range * occasional errors of word/idiom form, choice, usage but meaning not obscured
		13-10 Fair to poor: limited range * frequent errors of word/idiom form, choice, usage * meaning confused or obscured
		9-7 Very poor: essentially translation * little knowledge of English vocabulary, idioms, word form * OR not enough to evaluate
Effective complex		25-22 Excellent to very good: effective complex

constructions Agreement Tense Number Word order/function	Language Use		constructions * few errors of agreement, tense, number, word order /function, articles, pronouns, prepositions
		21-18	Good to average: effective but simple constructions * minor problems in complex constructions * several errors of agreement, tense, number, word order /function, articles, pronouns, prepositions but meaning seldom obscured
		17-11	Fair to poor: major problems in simple/complex constructions * frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions * meaning confused or obscured
		10-5	Very poor: virtually no mastery of sentence construction rules * dominated by errors * does not communicate * OR not enough to evaluate
Spelling Punctuation Capitalization Paragraphing Handwriting	Mechanics	5	Excellent to very good: demonstrates mastery of conventions * few errors of spelling, punctuation, capitalization, paragraphing
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing * poor handwriting * meaning confused or obscured
		2	Very poor: no mastery of conventions * dominated by errors of spelling, punctuation, capitalization, paragraphing * handwriting illegible * OR not enough to evaluate

Total scores:

34-52: very poor

52-68: poor to fair

68-83: average to good

100: very good to excellent

Appendix II Test Paper One of Pre-Test

Charles Dickens began his famous novel *A Tale of Two Cities* with these words: “It was the best of times; it was the worst of times.” Write a narrative about your own personal best time or worst time.

- (1) Present events chronologically.
- (2) Maintain first-person point of view.
- (3) Build a conclusion that explains what the experience meant to you.
- (4) Writing an essay of approximately 300 words.



Appendix III Test Paper Two of Post-Test

Shakespeare once said: “*white lies can add color to life.*” Write an essay of approximately 300 words using the title of “Lying is Sometimes Moral”.

- (1) Give 2-3 examples to support your theme.
- (2) Present these examples in a logical order.
- (3) Using appropriate transitional words or phrased to link these examples.



Appendix IV English Writing Process Material of a Student in EC

Sample Composition for the First Week

教师批改

表意不清(1)

逻辑不清(1)

用词不当(1)

主语不明(1)

衔接词不够丰富(1)

未分类(1)

代词使用错误&语言使用不流

词汇选择不恰当, 表达不流

点数的内容(1)

时态错误(1)

句酷批改

学习提示(18)

推荐表达(10)

拓展辨析(2)

近义词表达学习(2)

口译表达(1)

← 上一篇

第2156647号 作文

下一篇 →

My Best Time

There is a saying in a Tale of Two Cities that it was the best of times and the worst of times. Often busy tired times also have honey. (表意不清) When I was in high school, although I worked very hard and was tired every day, I had the best time (逻辑不清:此句可用作本段总结点题。), In high school, I had the happiest people, the happiest things and the happiest company. (用词不当:When I was in high school, I did many happiest things. I was the happiest person with the company of my best friends.)

One night in the first semester of senior high school, it (主语不明:the classroom) was so quiet that I could only hear cicadas chirping outside the window and the sound of pens touching the paper when writing. The atmosphere was tense and subdued. I felt that the questions on the math paper in front of me were becoming blurred and my head was dizzy. Then (衔接词不够丰富) I fainted in the chair. And then (I suddenly fainted on the chair and then lost consciousness.) I lost consciousness. I heard someone shout my name with a clear voice. After a while, I slowly opened my eyes and saw her at first glance. Yes, it was the one who had called me eagerly just now. She is my best friend Alice. My deskmate told me that I hardly thought you would have woken up if Alice hadn't pinched your philtrum and given you heart pressure (代词使用错误&语言使用不流畅:My deskmate told me that if Alice didn't pinch my thigh and press my heart, it would be difficult for me to wake up.), She shook my shoulder excitedly and cried, "I'm so afraid I'll lose you forever!" I looked at Alice feelingly and she hugged me deeply. She will always be my good friends to do each other's soul support (词汇选择不恰当, 表达不流畅。:I looked at Alice moved, she hugged me tightly. We regard each other as our best friends and soul support.),

My best time was when I got a precious friendship from the boring life in high school. Love is to rely on the story to support. Memories consist of good and warm reminiscent pieces. My happiness is to feel the love of people around me. Happy time makes up my best time. The best time lets me understand (时态错误:understood) what is love and how to love others. Nothing lasts forever but

Score Examiner	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of the composition
Pigai.org	24.0	16.0	15.0	17.0	3.0	75.0
The Rater	26.0	16.0	13.0	15.0	3.0	73.0
Average score of P&R	25.0	16.0	14.0	16.0	3.0	74.0

Sample Composition for the Fourth Week

教师批改 第2180523号 作文

An Unforgettable Story

Now children's idol is the entertainer but my idol is an unacquainted uncle. From small to large, that told over and over again. (语言组织方面: 表达不流畅, 意思模糊。) I have been growing up with this story.

In the Battle of Walong of 1962, my grandfather was a young missile soldier, only 17 years old. (语言使用: 建议用从句: my grandfather was a young missile soldier when he was only 17 years old.) It was cold and winter was coming on, the leaves were falling, and even the birds in the books moaned as if they had not had enough food to eat. (词汇和语言使用: 用词不当, 表意不够清楚: Winter is approaching, the cold wind is bitter, the leaves are falling, even the birds on the tree are groaning, it seems that they don't have enough food to eat.)

My grandfather was lying on a stretcher, lifeless as a falling leaf. My grandfather had been hit in the leg by a stray bullet and hadn't eaten in the past three days. His platoon leader walked gently over to him and grasped his hand tightly. "Can you hold on?" he said. My grandfather did not say a word, only silently left two lines of tears.

The platoon leader disappeared that night. The next morning my grandfather got up and went to the toilet. When he opened the door, he saw a bowl of noodles and a packet of medicine. There were still drops of blood on the ground. There was a note on the packet that said: Xiao Gao, you live well, the revolution needs young blood. (语言表达: 表意不明: You must be strong to live, the revolution needs you, needs young blood.) For the liberation of the whole people, hold on! Platoon leader (主语使用不当!) may not be able to continue the revolutionary struggle, I hope you can replace me to see our victory that day! (表达不当: witness the final victory) Take care of my mother, thank you! My grandfather ate the noodles and took the medicine in silence. All his life, grandpa silently thanked his platoon leader. He knew that his platoon leader was injured, and it was the platoon leader who said a dignified farewell to a younger brother.

No one knows where he has gone. (内容有点空洞, 主题没有得到升华。)

Score Examiner	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of the composition
Pigai.org	27.0	17.0	15.0	18.0	4.0	81.0
The Rater	25.0	17.0	15.0	16.0	4.0	77.0
Average score of P&R	26.0	17.0	15.0	17.0	4.0	79.0

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Sample Composition for the Eighth Week

教师批改 上一篇 第2211354号 作文 下一篇

意思不清(2)
用词不当(1)
词汇多样 句型整齐(1)
语言使用: 无味的复杂结构
代词指代不明(1)
语言使用不当(1)
用词不当(1)
表达不透彻(1)
词汇不够丰富, 关系代词使用

有瑕疵(1)
学习提示(20)
推荐表达(11)
句子警示(3)
闪光短语(2)
动词错误(1)
拓展辨析(1)
近义词表达学习(1)
连词警示(1)

Despite the public image of a politician in perpetual motion, Mr Sarkozy can be found in this book in quiet contemplation, staring blankly out of a window, or into (表达不清: staring into) the night. A person's self-image doesn't match with his public image definitely.

Looking at me in the mirror, I have a pretty face. I have a pair of beautiful eyes, a small oval face and fair and clear skin. I will smile when I see my peers, and I am kind and amiable. In my opinion, my self-image is perfect. Even though we tend to think that our self-image is accurate and based on reality, it's not. The strongest challenge for me now is to not let an exaggerated self-image eclipse its focus on balancing the constraints faced in reality with the wonderful fantasy (用词不当: not to let the exaggerated self-image obscure its focus on balancing the limitations of reality and the wonderful fantasy) in my head. Maintaining a (词义不清: perfect self-image makes me tired and even fall into vanity lies. Keeping up (词义不清: a self-image can be a burden. Hanging on (词汇多样 句型整齐) to an inflated, unrealistic one is a curse.

My public image is that of an unknown and gentle person but by no means a capable person (语言使用: 无味的复杂结构: My public image is an obscure and gentle person, but by no means a capable person.) I acknowledge that while I am not perfect and have a few faults, those faults don't play an overwhelming or irrationally large role in their lives or their own self-image (代词指代不明). Therefore, my self-image is still perfect. I occasionally take notice of my public image. What if you're concerned about your public image? (语言使用不当: What would you do if you were worried about your public image?) You can change the public image by keeping a positive attitude and improving your abilities. It won't necessarily change but at least you'll be happy. If your self-image is an outdated old picture left over from an unhappy or emotionally taxing time (用词不当: disturbing period), it probably isn't serving you very well. Margarita Tartakovsky, M.S. is an Associate Editor at Psych Central and blogs regularly about eating and self-image issues on her own blog, Weightless. (表达不透彻: She often writes about diet and self-image on her blog Weightless.) She advocates: dispelling the gloomy mood and replacing them with new, updated, empowering beliefs will completely change your self-image. Above all, by taking concrete actions that improve your competence, your self-image, you can increase that self-confidence (词汇不够丰富, 关系代词使用不当: Most importantly, by taking concrete actions to improve your abilities and self-image, you can increase your self-confidence.)

Once you figure out what you stand for, then stand firm - your self-image and public image.

Score Examiner	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of the composition
Pigai.org	26.0	17.0	16.0	18.0	4.0	81.0
The Rater	26.0	17.0	18.0	17.0	3.0	81.0
Average score of P&R	26.0	17.0	17.0	17.5	3.5	81.0

Sample Composition for the Eleventh Week

教师批改 第2211354号 作文

上一篇 下一篇

Despite the public image of a politician in perpetual motion, Mr Sarkozy can be found in this book in quiet contemplation, staring blankly out of a window, or into (表意不清:staring into) the night. A person's self-image doesn't match with his public image definitely.

Looking at me in the mirror, I have a pretty face. I have a pair of beautiful eyes, a small oval face and fair and clear skin. I will smile when I see my peers, and I am kind and amiable. In my opinion, my self-image is perfect. Even though we tend to think that our self-image is accurate and based on reality, it's not. The strongest challenge for me now is to not let an exaggerated self-image eclipse its focus on balancing the constraints faced in reality with the wonderful fantasy (用词不当:to not let the exaggerated self-image obscure its focus on balancing the limitations of reality and the wonderful fantasy) in my head. Maintaining a (it) perfect self-image makes me tired and even fall into vanity lies. Keeping up (it) a self-image can be a burden. Hanging on (词汇多样 句型整齐) to an inflated, unrealistic one is a curse.

My public image is that of an unknown and gentle person but by no means a capable person (语言使用: 无效的复杂结构:My public image is an obscure and gentle person, but by no means a capable person.) I acknowledge that while I am not perfect and have a few faults, those faults don't play an overwhelming or irrationally large role in their lives or their own self-image (代词指代不明). Therefore, my self-image is still perfect. I occasionally take notice of my public image. What if you're concerned about your public image? (语言使用不当:What would you do if you were worried about your public image?) You can change the public image by keeping a positive attitude and improving your abilities. It won't necessarily change but at least you'll be happy. If your self-image is an outdated old picture left over from an unhappy or emotionally taxing time (用词不恰当:disturbing period), it probably isn't serving you very well. Margarita Tartakovsky, M.S. is an Associate Editor at Psych Central and blogs regularly about eating and self-image issues on her own blog, Weightless. (表达不通顺:She often writes about diet and self-image on her blog Weightless.) She advocates: dispelling the gloomy mood and replacing them with new, updated, empowering beliefs will completely change your self-image. Above all, by taking concrete actions that improve your competence, your self-image, you can increase that self-confidence (词汇不够丰富, 关系代词使用不当.:Most importantly, by taking concrete actions to improve your abilities and self-image, you can increase your self-confidence.)

Score Examiner	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of the composition
Pigai.org	26.0	17.0	17.0	18.0	4.0	82.0
The Rater	27.0	16.0	18.0	20.0	4.0	85.0
Average score of P&R	26.5	16.5	17.5	19.0	4.0	83.5

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Sample Composition for the Last Week

教师批改 第2254907号 作文

上一篇 下一篇

Lying is Sometimes Moral

"Men love lies, not only because they fear the difficulty of finding out the truth, but also because they have a natural but decadent love for the lie itself," said Francis Bacon, a distinguished philosopher in Britain.

When we talk about the word "lie", if we add an attributive: benign, and add this qualifier, the nature of the lie will change fundamentally.

Firstly, white lies are based on good morals, with the purpose and starting point of safeguarding the interests of others. It is well known that contradiction can be divided into universality and particularity. Particularity includes particularity and differs from universality. According to the nature of the white lie itself, the white lie is not a kind of evil interest, but based on the sincerity and kindness in the heart, while the white lie is to seek benefits for the liar, taking others as means, at the expense of hurting others, with a strong desire for interests and weak rationality. In fact, relatives and friends of patients with terminal cancer often use white lies to make their illness very mild and encourage them to cooperate with doctors for treatment. I'm sure that no one here would accuse them of moral.

Secondly, a lie is immoral in most cases, only sometimes it turns into a white lie in some special circumstances. For example, our mainstream educational concept still requires children to be an honest person. A white lie is moral, but it doesn't mean it is right. White lies also have a day of truth, the process is moral, the result or the essence of deception is constant. For example, a soldier who was captured by the enemy lied and did not betray his country. His action was moral because it was a matter of national interest. But when we look at this example from the perspective of God, its fundamental nature is still a lie which is despised by the man of noble character.

Lying and morality are actually the relation of unity of opposites. The white lie is just a beneficial supplement to the morality of lying, rather than a hindrance.

Score Examiner	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of the composition
Pigai.org	27.0	17.0	17.0	19.0	4.0	84.0
The Rater	26.0	17.0	18.0	21.0	4.0	86.0
Average score of P&R	26.5	17.0	17.5	20	4.0	85.0

Appendix V Pre-test and Post-test scores of the Control Class

The Pre-test Scores of the Control Class						
Serial Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of Pre-test
1	24.0	15.0	14.0	18.0	3.0	74.0
2	21.0	14.0	13.0	15.0	4.0	67.0
3	16.0	15.0	11.0	14.0	4.0	60.0
4	23.0	16.0	16.5	20.0	4.0	79.5
5	22.0	15.0	16.0	18.5	4.0	75.5
6	24.0	15.0	14.0	19.5	4.5	77.0
7	23.0	16.0	15.0	18.0	4.0	76.0
8	17.0	14.0	13.5	16.0	3.5	64.0
9	20.5	13.5	14.0	15.0	4.0	67.0
10	22.5	17.0	15.0	17.0	3.5	75.0
11	21.0	16.0	14.5	19.0	4.5	75.0
12	25.5	16.0	15.0	18.0	4.0	78.5
13	17.5	16.5	16.0	20.0	3.5	73.5
14	21.0	17.0	14.5	18.0	4.0	74.5
15	23.5	17.0	15.5	17.5	4.0	77.5
16	22.0	14.5	14.0	16.0	4.0	70.5
17	19.0	14.0	13.5	15.0	4.0	65.5
18	17.0	13.0	12.0	14.0	3.5	59.5
19	24.5	14.5	15.5	17.0	4.0	75.5
20	23.5	17.0	17.0	19.0	3.0	79.5
21	23.0	13.0	13.0	18.0	3.0	70.0
22	23.5	15.0	16.0	17.0	4.0	75.5
23	24.0	17.0	15.5	19.0	4.5	80.0
24	20.0	16.0	14.0	16.0	3.5	69.5
25	20.5	15.0	15.5	16.0	4.0	71.0
26	22.0	16.5	16.0	17.0	4.0	75.5
27	24.0	15.5	17.0	17.0	3.5	77.0
28	23.0	17.0	16.5	19.0	4.0	79.5
29	24.0	15.0	15.0	17.0	3.0	74.0
30	25.0	17.0	17.0	18.0	3.5	80.5

The Post-test Scores of the Control Class						
Serial Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of Post-test
1	24.5	17.0	14.0	19.0	4.0	78.5
2	19.5	15.0	13.0	18.5	5.0	71.0
3	22.0	14.0	13.0	17.0	4.0	70.0
4	26.0	17.0	16.0	21.0	4.0	84.0
5	24.0	16.0	16.0	20.0	5.0	81.0
6	26.5	18.0	15.0	19.5	5.0	84.0
7	24.0	16.5	13.0	19.0	4.0	76.5
8	16.0	15.0	14.0	15.0	4.0	64.0
9	21.0	15.0	15.0	17.0	5.0	73.0
10	25.0	18.0	13.5	19.0	5.0	80.5
11	22.0	18.0	14.0	20.0	4.0	78.0
12	25.5	19.0	14.0	21.0	5.0	84.5
13	24.5	20.5	17.0	21.5	4.5	88.0
14	24.0	18.5	16.0	20.0	4.0	82.5
15	23.5	17.0	17.0	17.0	5.0	79.5
16	21.0	16.0	14.0	18.0	4.0	73.0
17	20.0	15.0	14.0	16.0	4.0	69.0
18	18.5	14.0	11.0	15.5	4.0	63.0
19	25.0	17.0	16.0	18.0	4.0	80.0
20	26.0	19.0	16.0	22.0	5.0	88.0
21	23.0	14.5	13.0	20.0	4.0	74.5
22	24.0	16.0	15.0	19.0	4.0	78.0
23	14.5	17.0	15.5	19.5	4.5	71.0
24	21.0	17.0	14.0	17.0	4.0	73.0
25	19.5	16.0	14.5	17.0	4.0	71.0
26	22.0	17.5	17.0	18.0	5.0	79.5
27	25.0	19.0	16.5	16.5	4.5	81.5
28	26.0	18.0	17.0	18.5	4.5	84.0
29	24.5	18.5	16.0	19.0	5.0	83.0
30	25.0	18.0	16.5	19.5	4.0	83.0

Appendix VI Pre-test and Post-test scores of the Experimental Class

The Pre-test Scores of the Experimental Class						
Serial Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of Post-test
1	24.0	14.5	14.5	17.0	4.0	74.0
2	24.0	15.0	15.0	17.5	4.0	75.5
3	25.0	16.0	14.0	16.0	3.0	74.0
4	21.5	14.0	16.0	15.0	4.0	70.5
5	22.0	16.0	15.0	16.5	3.5	73.0
6	23.0	15.5	13.5	18.0	4.0	74.0
7	23.0	13.0	14.0	13.5	3.5	67.0
8	25.0	17.5	15.0	19.0	3.0	79.5
9	24.5	19.0	17.5	17.0	4.0	82.0
10	20.0	14.0	14.0	16.0	3.5	67.5
11	21.0	17.0	15.0	19.0	4.0	76.0
12	21.0	14.5	13.0	15.0	4.5	68.0
13	23.0	16.0	14.0	19.0	3.5	75.5
14	17.0	14.0	11.5	14.0	4.0	60.5
15	22.0	17.0	15.0	16.5	4.0	74.5
16	24.0	18.5	14.0	17.0	4.0	77.5
17	20.0	17.0	14.5	16.5	3.0	71.0
18	21.0	17.0	15.5	18.0	3.0	74.5
19	20.0	16.0	14.0	15.0	4.0	69.0
20	22.0	16.5	15.0	18.0	4.5	76.0
21	18.0	13.5	12.0	14.0	4.0	61.5
22	22.0	18.0	13.5	16.0	4.0	73.5
23	24.0	16.0	16.0	17.5	4.0	77.5
24	19.5	16.0	14.0	16.0	3.5	69.0
25	24.0	18.0	17.0	17.0	4.0	80.0
26	26.5	17.0	15.5	18.0	4.0	81.0
27	25.5	18.0	16.5	18.5	4.0	82.5
28	25.0	16.0	17.0	18.0	4.0	80.0
29	24.0	15.0	12.5	16.5	3.0	71.0
30	23.5	15.5	14.0	15.0	4.0	72.0

The Post-test Scores of the Experimental Class						
Serial Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score of Post-test
1	25.0	15.0	18.5	21.0	4.5	84.0
2	23.0	16.0	18.0	20.0	4.0	81.0
3	26.0	16.0	17.0	21.0	5.0	85.0
4	20.0	14.0	18.5	18.0	4.0	74.5
5	22.5	15.0	17.5	19.0	4.0	78.0
6	23.0	16.5	18.0	21.5	4.5	83.5
7	23.5	14.0	18.0	19.0	4.0	78.5
8	24.0	18.0	18.5	22.0	4.5	87.0
9	26.0	17.0	19.0	22.5	4.0	88.5
10	19.0	16.5	17.0	20.0	3.0	75.5
11	22.0	18.5	19.0	21.0	5.0	85.5
12	21.0	16.5	17.5	19.0	4.0	78.0
13	24.0	17.0	19.0	21.5	4.0	85.5
14	17.0	15.0	17.0	18.5	4.0	71.5
15	21.0	18.0	18.0	21.0	4.5	82.5
16	25.0	19.0	19.0	20.0	4.0	87.0
17	22.0	18.0	18.5	21.5	4.0	84.0
18	21.0	18.5	19.0	22.0	4.5	85.0
19	19.0	16.0	17.0	20.0	3.5	75.5
20	22.0	20.0	19.0	21.0	4.5	86.5
21	18.0	17.0	16.5	19.5	4.0	75.0
22	23.5	19.0	18.0	19.5	5.0	85.0
23	24.0	19.0	18.0	21.0	4.0	86.0
24	18.5	15.5	17.5	19.0	4.0	74.5
25	24.5	17.0	18.0	20.5	4.0	84.0
26	25.5	16.5	19.0	23.0	4.0	88.0
27	24.0	17.5	19.0	22.5	4.5	87.5
28	26.5	17.0	19.0	21.5	4.0	88.0
29	21.0	16.0	18.5	21.0	4.0	80.5
30	23.0	17.0	18.0	20.5	4.5	83.0

BIOGRAPHY

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PLACE OF BIRTH	Zi Gong City, Sichuan Province, China
ADDRESS	No.102,ZiWei Street, Ziliujing District, Zigong City, Sichuan Province, China
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PLACE OF WORK	Sichuan Vocational College of Health and Rehabilitation
EDUCATION	Graduated from SiSu University, China with Bachelor's Degree 2021-2024 (Master) Faculty of Educations at Mahasarakham University
Research grants & awards	None
Research output	None

