



Implications of Blended Teaching Based on Theory of Semantic Wave for Teaching English Writing in High School

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DOI: 10.32629/jher.v3i2.747

Abstract: In recent years, information technology has been widely used in foreign language teaching. As a new English teaching mode, the blended teaching, integrates the advantages of online teaching and traditional face-to-face class. Based on the theory of semantic wave, teachers can play the role of blended teaching in enhancing the writing interest and writing ability of high school students. The research makes a blended teaching design paradigm based on previous research and give some suggestions to teachers, which will better serve the teaching and learning.

Keywords: theory of semantic wave, information technology, foreign language teaching, blended teaching, English writing

1. Introduction

The new high school English curriculum standards proposed that: "Ordinary high school English courses should pay attention to the reform of teaching modes and learning methods under the background of modern information technology, make full use of information technology, promote the deep integration of information technology and curriculum teaching." With the continuous enrichment of online teaching resources, various educational platforms have gradually emerged. Since the covid-19 pandemic, the policy advocated by the Ministry of Education has also provided opportunities for the development of online education platforms. However, in practical applications, most teachers still simply copy the mode of offline classes to online classes. Blended teaching can not only take advantage of modern educational technology to enriching learning resources and expanding students' horizons, but also make students' interaction more timely. Starting from the theory of semantic wave proposed by Australian sociologist Maton, this paper explores the unique role played by online and offline blended teaching in high school English writing courses based on the literature analysis method. Nowadays, education technology is highly developed, and blended teaching can provide some advice for high school English writing classes.

2. Analysis of the current situation in English writing teaching

In a traditional high school English classroom, most students don't have much specialized training in writing. Traditional face-to-face classrooms have irreplaceable advantages. However, due to the large number of course tasks, the students' writing training is not systematic enough. Teacher's correction task is heavy. And the single evaluation method has become a problem of the offline course that needs to be solved urgently.

At present, online education through the internet is booming. Major universities are also carrying out online teaching practices, such as MOOCs, which is a mature platform. Teachers select suitable television materials and teaching videos on the Internet, and then students learn it independently, which will expanding their horizons and enriching their theoretical knowledge. However, online teaching also has its limitations. The quality of online educational resources is uneven. In order to select suitable teaching resources for students, it requires teachers to have a high ability to identify the quality of online resources. Secondly, students have low interaction with teachers and classmates online, which is prone to problems of distraction and low motivation.

3. Theoretical basis of blended teaching

3.1 Blended teaching

Information technology has a revolutionary impact on educational development and must be highly valued. As a new type of teaching mode, blended teaching can break the limitations of time, space and even subjects, and provide students with rich and reasonable education and teaching resources from a higher level and a wider dimension. Blended teaching is not a simple addition of online teaching and offline teaching, but to give full use of their respective advantages. What's

more, blended teaching not only emphasizes the guiding role of teachers, but also respects the individual differences of students. On the other hand, Blended teaching also puts forward higher requirements for teachers, for whom needs higher identification ability. Teachers need to change roles timely so that they can better organize online activities and provide resources to students. Practice has proved that although blended teaching cannot completely replace traditional education, it can still provides a new idea for the current education model.

3.2 Theory of semantic wave

Sociologist Karl Maton has developed the Legitimation Code Theory by inheriting and developing Bernstein's theory of codes and the theory of knowledge structure. He believes that knowledge needs to be unpacked and then repackaged so that it can be learned. Legitimation Code Theory has five principles: autonomy, density, specialization, temporality, and semantics. Semantics refers to the role of semantic density and semantic gravity in achieving knowledge construction behavior. (Tang Bin, 2014) Semantic gravity(SG) refers to the degree to which meaning relates to its context. Semantic gravity may be relatively stronger(+) or weaker (-). Where semantic gravity is stronger (SG+), meaning is more closely related to its context; where weaker(SG-), meaning is less dependent on its context. The context may be social or symbolic.(Maton 2011) Semantic density(SD) refers to the degree to which meaning is condensed within symbols. Semantic density may be relatively stronger(+) or weaker(-). Where semantic density is stronger(SD+), symbols have more meaning condensed within them; where semantic density is weaker(SD-), symbols condense less meaning. The meanings condensed within a symbol may be an empirical description or they may be feelings, political sensibilities, taste, values, morals, affiliations and so forth.(Maton 2011)

In the process of knowledge construction, the changing process of semantic gravity and semantic density can be used to reveal the cumulative process of knowledge learning. If the semantics of knowledge are high, the semantic density is high and the semantic gravity is weak. It shows that the knowledge at this time is more abstract, and it may be difficult for students to understand obscure knowledge. If the semantics of knowledge are low, the semantic gravity is high and the semantic density is weak. It shows that the knowledge at this time is more specific and scattered. It may be difficult for students to summarize the knowledge. If teachers can use blended learning based on the theory of semantics in English writing. It can be seen from the semantic wave that when the semantic density of knowledge is high, the teacher will unpack the highly abstract conceptual knowledge, and the conceptual knowledge will become easy to understand content through deduction, which is easy for students to understand. When the semantic gravity of knowledge is high, teachers can help students summarize highly generalized abstract knowledge from simple examples through induction. Based on this, knowledge can be successfully accumulated by continuously unpacking and packaging.

4. Blended teaching English writing mode

The blended teaching English writing model provides a good example for the reform of English writing teaching, which can effectively use the learning resources on the Internet to provide relevant information for students' writing and build scaffolding. For some abstract writing tasks, the teacher unpacks the meaning and the abstract knowledge into concrete examples or easy-to-understand language. And teachers can participate in student interaction in offline face-to-face teaching to provide timely feedback to students. Based on the practice of the previous teachers, students can reconstruct their cognition of a certain genre, and the student's writing is the process of packaging meaning. After the writing is finished, the teacher can evaluate the student's article through online teaching. Multi-assessment can be used in the entire evaluation process. In the whole evaluation process, teachers play a guiding role, and students can exert their own subjective initiative, evaluate different works, learn from the advantages of others, and learn from each other's strengths.

5. Suggestions for blended teaching

5.1 Teachers' preparation for writing

The blended teaching preparation in China is generally in the transition stage from the intention period to the exploration period. It can be seen that from the perspective of teacher preparation, China has a certain foundation for promoting the reform of blended teaching, but there is still a large room for improvement.(Feng Xiaoying et al 2021) Therefore, from the perspective of teacher preparation, first of all, teachers should strengthen their theoretical learning of blended teaching methods. Because only the support of strong theoretical knowledge can provide development ideas for blended teaching practice. Teachers should use online resources to learn blended teaching experience. Secondly, schools can provide teachers with a platform for blended teaching practice, such as carrying out competitions and on-campus or off-campus blended teaching seminars.

5.2 Activities design in classes

In the process of blended teaching practice, teachers must not copy the traditional class model. In particular, efforts should be made in the design of activities. According to the content of the class, teachers need to determine whether the content is dominated by online courses or offline courses. In online course-led teaching, the focus is on "meaning unpacking" activities for students. Various learning resources, such as video images and text, will be presented in the online course. The frequency and timeliness of students' online communication have been greatly enhanced, and the information feedback after class has become richer. In offline curriculum-led teaching, instructional design should focus on practice-based activities such as collaboration between students and team learning. These activities are irreplaceable by online learning. All in all, blended teaching puts forward higher requirements for teachers in understanding the difficulties of teaching and improving students' key competence. Looking at blended teaching from a developmental perspective is a basic requirement that every teacher should do in the face of teaching reform.

5.3 Assessment of writing

In terms of writing assessment, teachers can adopt a blended evaluation method of online and offline mode. In the online evaluation part, teachers can reasonably use emails, grading websites and other new ways to participate in teaching evaluation, and can use the resources on the Internet to provide excellent examples for students' writing. In the offline evaluation section, teachers can conduct multiple evaluations of students, whether it is self-evaluation or mutual evaluation, so that students can participate in the evaluation and gain new knowledge in the process of evaluation.

6. Conclusion

Affected by the reform of information technology and the domestic epidemic, the learning style of primary and secondary school students has also been greatly affected. In a changeable social environment, how teachers can change their roles in time and develop suitable learning methods for students is a huge challenge. Blended teaching based on the theory of semantic wave can provide a reasonable paradigm for the current teaching of English writing. If teachers can effectively use the influence of the environment to introduce blended teaching into English writing, it will help cultivate students' independent learning ability and meet their personalized learning needs.

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