

**AN ANALYSIS OF NON-ENGLISH MAJOR STUDENTS' ENGLISH WRITING ABILITY BASED ON CORRECTING NETWORK: A CASE STUDY OF PANZHUIHUA UNIVERSITY**

**Ding Yuanqi and Wang Haitao**  
Pan Zhihua University 617000  
Corresponding Author: Wang Haitao

<https://doi.org/10.54922/IJEHSS.2024.0811>

**ABSTRACT**

In the current college education system, for non-English majors, college English is a basic subject with an important position, especially for writing. English writing ability is an expression of English comprehensive ability, which can objectively reflect students' language application ability. In the teaching of English writing in colleges and universities, it is necessary to innovate the teaching mode and build a modern education system to stimulate students' enthusiasm for writing. As an automatic composition correction system, the correcting network conforms to the trend of educational informatization and promotes the reform of the traditional writing teaching mode. It is of great help to improve college students' writing ability. This paper collects the composition data from the two advanced classes of non-English majors in Panzhihua University based on the correcting network. Research methods of experimental, comparative, theoretical, and interview are used to analyze the writing samples to find out some problems. Then some related causes are to be analyzed and some reasonable suggestions to be put forward for teachers and students to make full use of information resources, and strengthen the online interaction, so as to improve students' English writing ability.

**Keywords:** English writing ability, correcting network, informatization.

**1. INTRODUCTION**

In this section, the research background of the thesis, literature review and the significance of the study will be represented.

**1.1 Research Background**

English writing plays an important role in English learning. It is not only a direct reflection of students' internalization of English culture, but also a reflection of students' comprehensive quality. Johnson points out that output plays an important role in language acquisition, while English writing ability is the output ability of a language [1]. Zamel, Rollison and Truscott find negative results about the effect of teacher feedback in student writing concerning its accuracy and arbitrariness[2][3][4]. In the traditional writing teaching mode, university teachers cannot give a timely and serious feedback due to their heavy tasks, limited time and energy. Students are also in a passive position to accept the tasks assigned by teachers, and cannot revise and self-reflect on the problems. In the teaching of modern English writing, Panzhihua University keeps up with the pace of the times, and internet technology has introduced to assist teaching. Therefore, in this case, it is necessary to conduct relevant research on the teaching of modern writing based on internet technology.

## 1.2 Literature Review

In recent years, the General Office of the CPC Central Committee and The General Office of the State Council have issued the Outline of the National Informatization Development Strategy, which emphasizes on improving the application level of informatization[5]. Therefore, under the strong advocacy of national policies, the automatic feedback system is explored in College English Teaching in China, and the Juku correcting network system is developed for domestic foreign language learners. Therefore, many scholars study the application of Juku correcting network in English writing. For example, Hou Zhen, Li Shi, and Cai Fuzhe pointed out the influence of the correcting network on the English writing ability of college students. According to the research results, the correcting network has a positive impact on the writing ability of college students[5]. Huang Jing and Zhang Wenxia found that corrective networks can effectively improve students' writing ability in the influence of multiple feedback on the revision of college students' English compositions[6]. Geng Xiaona, in her article on the measures to improve college students' English writing ability based on the mobile learning platform, concluded that mobile learning can be combined with course teaching to comprehensively improve college students' English writing ability[7]. Tian Lili and Zhou Yu, in their article the multiple feedback absorption of online English writing courses, concluded that teacher feedback can make up for the lack of feedback on the correcting network[8]. Judging from the data collected so far, although many scholars have conducted studies on the impact of the correcting network on English writing ability and the strategies of the correction network to improve the writing ability of college students, there are also deficiencies in these studies. Therefore, this paper will continue to explore the impact of the correcting network on the writing ability of college students and the strategies for improving the writing ability of college students.

## 1.3 Research Significance

At present, college students have formed the habit of looking up learning resources before the class, carrying out learning activities and learning independently on mobile platforms. They are familiar with mobile learning, which lays a foundation for them to improve their English writing ability by using Juku correcting network. This paper analyzes the English writing ability of non-English majors in Panzhuhua University by collecting writing samples based on the correcting website so as to find out some problems and the related causes and finally puts forward reasonable suggestions to improve students' writing ability

## 2. RESEARCH DESIGN

In this section, the research objects of the thesis and the research of the study will be represented.

### 2.1 Research Objects

The study objects are two advanced classes of non-English majors in PanZhihua University. A total of 130 undergraduates from Grade 2020 are taught by the same teacher with the same teacher correction and writing comment. Moreover, all of them are required to use the Juku correcting network to complete the writing assignments and tests assigned by teachers. Therefore, the composition samples will be selected in the two classes from October 2021 to December 2021. Three topics of writing assignments are given by the teachers, which are "on the great harvest of college life", "do small things in great way" and "on the distribution of Chinese population in 2020" (for the convenience of the following statistics, these topics are marked as the composition topic 1, the composition topic 2 and the composition topic 3 in chronological order). By using the

Juku correcting network, these two classes of students finished the writing task and made the revision for several times online until the final submit. And a total of about 388 composition samples was obtained. Moreover, these two classes did not know their participating in this teaching method experiment in advance, so their composition sample validity was not affected.

## 2.2 Research Method

Experimental research method, comparative research method, theoretical research method and interview method have been adopted in this research.

The experimental research method is a scientific research method in which researchers start from a certain theory or hypothesis, in order to highlight the experimental factors of the study, consciously control certain conditions, promote the emergence of certain phenomena, and analyze their results, so as to draw scientific conclusions about experimental factors. In this study, the composition samples of these two classes have been analyzed quantitatively through the experimental method after collection.

The comparative research refers to an analytical method that compares two or more things or objects to find similarities and differences between them. Therefore, the comparative analysis of students' English writing ability before and after the experiment is compared, that is, the comparison between the initial version submitted and the revised final version.

The theoretical research method refers to the method of further systematic thinking processing of survey data on the basis of statistical analysis. So in this research, the theoretical research method is mainly used to analyze students' writing problems based on the related writing teaching theory. The interview method is researchers gather information through oral conversations with their subjects. So the interview method is mainly face-to-face communication with the interviewee and records the entire interview process. At the end of the interview, the records are analyzed.

## 3. RESEARCH PROCESS

Based on the correcting network, the following three questions will be discussed in order to analyze the writing ability of non-English majors: (1) What are the main problems with non-English major students writing? (2) What are the factors that affect the non-English major students' writing ability? (3) Can the feedback from the correcting network improve students' writing ability? By using teacher background system of the correcting network, the author collects English writing samples and sorts out the corpus parameters of the three groups of writing assignments such as the number submission times, average grade, error distribution, and the word count as the research quantification. Then based on the relevant theories of English writing sample analysis, the factors affecting students' writing ability will be analyzed. And some students from both the English major and non-English major classes were selected for interviews. The contents of the interview are mainly about students' views on the teaching of English writing in Panzhihua University. Finally, the students' responses are analyzed to find out the problems.

### 3.1 Composition Score Comparison

As can be seen from table 3.1, students modify their compositions based on the feedback from the correcting network in order to improve their final score. For composition topic 1, the difference between the average score for students' first time submission and the final time submission is 3.2 points, For composition topic 2, the difference between the average score for students' first time

submission and the final time submission is 3 points, For composition topic 3, the difference between the average score for students' first time submission and the final time submission is 2.9 points. At the same time, the total submissions times decreases from 1025 to 214. It can be seen that the more times students modify and submit, the greater the average score difference will be and the better grades students will get. So it can be concluded that the feedback from the correcting network after modification of each time is helpful for students to improve their writing ability.

**Table 3.1 Comparison of composition scores**

Composition	First grade average	Last grade average	Submit the number	Time
Composition topic 1	74.4	77.6	1025	2021/10/23
Composition topic 2	75.2	78.2	584	2021/11/28
Composition topic 3	77.1	80	214	2021/12/31

### 3.2 Writing Errors Analysis

Composition errors are divided into overall errors and local errors[9]. Overall errors are mainly errors related to the main structure, such as text structure, sentences errors and content-related. Lexical and grammatical errors belong to local errors. The overall and local errors of the two advanced classes will be collected, sorted out and analyzed, based on the data of Juku correcting network.

#### 3.2.1 Overall Errors Analysis

As can be seen from table 3.2.1, among the overall errors, the number of errors in the text structure > sentence errors > content-related errors.

Judging from the composition propositions of the national CET-4 and CET-6 over the years, the main writing type is discussion. In analyzing the students' compositions, the writer found that most of the errors in the text structure are due to the lack of rigorous text structure. For example, in a composition with the wrong text structure, the composition has only two natural paragraphs. In the first natural paragraph, the author points out the main idea and gives an example in the second paragraph. Therefore, it is obvious that this composition lacks a conclusion, which leads to the loose structure of the article. The other types of text structure error students love often make are unsegmented composition and too many paragraphs. A composition is usually divided into three

paragraphs, topic sentence + argument + conclusion. However, students often ignore this point, resulting in the unclear paragraphs and chaotic structure in the composition.

Sentence errors refers to that in the composition there are more simple sentences and less subordinate clauses. The use of clauses is an important indicator to measure the writing level. The proper use of clauses can enhance the coherence and readability of the article to a certain extent and avoid the article from being too scattered. English articles are more compact than Chinese, so the use of clauses is closely related to the English level of users. From a sentence error composition sample of one student, the author finds that there are totally 13 sentences but only 3 clauses, and the rest are just simple sentences. Moreover, there are many grammatical errors and a lack of cohesive elements in this composition.

Content-related errors are mainly off-topic in the composition. The author found seven compositions from the collected samples by the correcting network, in which the off-topic problems were serious. For example, the composition topic 3 needs to briefly describe the map of population distribution in 2020, and to introduce the meaning of population hints and the author's evaluation. In three off-topic compositions student simply described the population distribution on the map, when describing the local economy, environment, climate, and other issues in the next paragraph, they did not put forward the aspect of population growth, neither the evaluation related to the population at the end. The content-related errors in the composition topic 2 and the composition topic 3 are also similar to that in the composition topic 3, which shows that the content in the middle of the error composition samples does not conform to the requirements of the topic.

**Table 3.2.1 Overall errors of composition samples**

Error	Number of error composition samples topic 1	Number of error composition samples topic 2	Number of error composition samples topic 3	Total
Textual structure	4	17	8	29
Sentence	7	3	4	14
Content-related	3	1	3	7

**3.2.2 Local Errors Analysis**

Table 3.2.2 shows the local error distribution of all compositions. It can be seen from the error number that students have serious writing problems in collocation, spelling, the sentence constituents, subject-predicate consistency and articles. The concrete local error analysis can be shown in the following examples.

1. The main reason for collocation errors is the use of Chinglish:

Example 1: We made beautiful sentences.

“beautiful sentences” is Chinglish and should be changed into “great sentences”.

2. Spelling errors are mainly simple lexical errors:

Example 2: During the process, he happaned to find the gravity which can explain the of apple falling.

“happaned” should be changed into “happened”.

3. Most of the errors in sentence components are lack of predicate and double predicate:

Example 3: The population of China increasing year by year.

This sentence lacks a predicate. It can be changed to “The population of China is increasing year by year”.

Example 4: When you've done that, all you need to do is persevere.

There is a double predicate for “is persevere” in this sentence.

4. The main errors of subject-predicate consistency are subject-predicate inconsistency:

Example 5: Small things is also of great importance.

“things” are plural, so the predicate verb should be changed into “are”.

5. Article errors mainly include missing articles:

Example 6: If we can't do great things at beginning, let's do small things in a great way.

“at beginning” should be changed into “at the beginning”.

6. Conjunctions errors are mainly about conjunctions missing:

Example 7: It is to say, students will gradually realize the importance of the part-time experience in college.

It can be changed to “It is to say that students will gradually realize the importance of the part-time experience in college”.

7. Case errors are mainly caused by forgetting to capitalize the first letter and capitalize when capitalization should not occur:

Example 8: Tagore once said People who are afraid of orderly people are orderly.

“People” here should be changed into lowercase “people”.

Example 9: as a famous saying goes “if we cannot do great things, we do small things in a great way”.

“as” here should be capitalized into “As”.

8. Noun errors are mainly caused by forgetting to add “s” when the noun is plural:

Example 10: Life should always be full of ritual.

“ritual” here should be changed into “rituals”.

9. Part of speech misuse mainly refers to the misuse of adjectives as nouns:

Example 11: Her successful is a great pleasure to her parents.

“successful” should be changed into the noun “success”.

10. Prepositional errors are mainly the misuse of prepositions:

Example 12: I think if you want to do some great things must do some small things by a great way.

“by” should be changed into “in”.

11. Sentence structure error:

Example 13: Since there is a lack of interest. There is a great lack of information.

The sentence should be changed into “Since there is a lack of interest, there is a great lack of information”.

12. Verb errors are mainly the omission of be verbs:

Example 14: They all kind to me.

“They” should be followed by “are”.

13. Adjective errors are mainly adjective modification errors:

Example 15: He transported amount of goods by road reduced rapid from 100 million tones to 20 million tones.

“rapid” is an adjective and cannot modify a verb. “rapid” should be changed into “rapidly”.

14. Adverb errors are mainly adverb modification errors:

Example 16: There was a dramatically increase in the number of people taking public transport.

“increase” is a noun and “dramatically” is an adverb. Adverbs cannot modify nouns.

“dramatically” should be changed into “dramatical”.

15. Sentence tense errors are mainly caused by inconsistent tenses:

Example 17: The picture shows that a young boy said to his father that he was worried about the waste of nuclear, but if you can empty the Dustin, you can do anything.

Change the tense of “said” “was worried” into the general present tense “says” “is worried”.

16. Pronoun errors mainly refer to inconsistent pronouns:

Example 18: Don't always waste our time, even if you are still young.

“you” should be changed into “we”.

17. Modal verb errors:

Example 19: For example, you may doesn't enter the security area without authorization.

“may” is a modal verb followed by a verb. “doesn't” should be changed to “not”.

**Table 3.2.2 Local errors of all compositions**

Error Classification	Error Number	Error Classification	Error Number
Spelling mistakes	185	Wrong size	81
Collocation error	222	Part of speech misuse	47
Verb error	25	Preposition error	36
Noun error	52	Adjective error	18
Pronoun errors	4	Article error	104
Conjunction error	92	Modal verb error	1
Subject predicate consistency	106	Sentence element	136
Sentence structure	33	Sentence tense	15
Adverb error	5		

**3.3 Composition Length Analysis**

Article length refers to the number of words that make up the article, that is, the length of the article. To some extent, the length of the article can reflect the breadth and depth of College Students' writing ability. Although the number of words in CET-4 and CET-6 composition is limited according to the requirements of the syllabus, for the vast majority of college students, their writing level will not be affected. In 2007, the Ministry of Education promulgated the “Teaching Requirements for College English Courses”, which divided the English written expression ability requirements for non-English majors into three levels: general requirements, high requirements and higher requirements[10]. The general requirement is that students can write a short passage of no less than 120 words in half an hour. The high requirement is that students can write a short passage of no less than 160 words in half an hour. The higher requirement is that students can write a short passage of no less than 200 words in half an hour.

From table 3.3, it can be seen that the average number of words when students write the composition topic 1 is 170, the average number of words of composition topic 2 is 177, and the average number of words of composition topic 3 is 181. And the number of samples with fewer than 120 words decreased in turn, and the number of samples with more than 200 words also increased in turn. Therefore, it can be seen from this set of data that students can basically meet high requirements, and students' writing level is rising.



**Table 3.3 Composition length comparison**

Composition topic	Average number of words	Less than 120 words	More than 200 words
Composition topic 1	170	4	18
Composition topic 2	177	3	26
Composition topic 3	181	1	34

#### **4. FACTORS AFFECTING STUDENTS' WRITING ABILITY**

In this section, it is the factors of difference in thinking, the weak foundation, and the English writing teaching.

##### **4.1 Differences Between English and Chinese Thinking Modes**

On the one hand, due to the influence of different social, historical and cultural backgrounds, there are obvious differences between the thinking mode of English and Chinese texts. For Chinese student' essays, British have pointed out that "the focus is not prominent" and "lack of adhesion" are two defects[11]. In the West, people are influenced by religious-philosophical views, whose thinking is extreme and their English passages develop in a typical straight line, and their most common discourse thinking patterns are problem-solving and generalization-details. These two patterns have one thing in common: from synthesis to analysis, from overview to details. While the development of Chinese passages is spiral-shaped, and the indirect expressing way revolves around the periphery of the subject, Chinese passages are used to express implicitly, not directly stick to the theme and clearly express the viewpoint. These differences can easily make Chinese students have no clear point of view when writing English composition paragraphs, which will produce a chaotic and off-topic phenomenon for chapter structure.

On the other hand, English and Chinese languages belong to two different language families. As far as syntax is concerned, English emphasizes on morphology and Chinese emphasizes on meaning. The main trunk of the English sentence is the center, and the other acts as a limiting component, expanding around this trunk, so that the various grammars of the English sentence are interlock[12]. Chinese sentence grammar does not need to be clearly marked, which means the sentence is independent of each other[12]. The various grammars of Chinese sentences do not need to be clearly marked, and the sentences are independent of each other. Therefore, in English sentences, conjunctions are used to complete the articulation and coherence of discourse, while Chinese sentences rely on the ideographic method to express the sentence relationship. Therefore, it is easy for Chinese students to ignore these differences between English and Chinese expressions, so a lack of conjunctions often appears in their compositions, which leads to incoherence in the composition.

##### **4.2 The Weak Basic in English Language Knowledge**

Due to the small number of hours of non-English writing courses in colleges and universities, some students lack self-control and do not have the motivation to learn English consistently, and use a

temporary way to study in order to cope with the exam, resulting in weak basic knowledge of English. There exists similar situation in Panzhihua University. And when students' basic knowledge of English is not solid, they will make mistakes in vocabulary and grammar[12].

Students only pay attention to the superficial meaning of words when they recognize words, and do not know much about the potential meaning of words. For example, three words in English indicate "thinking": "deliberate", "meditate", "muse". "deliberate" refers to thinking attentively and often slowly. "meditate" alludes to serious thinking, such as consideration of actions taken or plans to be executed. "muse" refers to immersion in one's own thoughts, often containing an abstract nature. In addition, students have little knowledge about the degree of expression of words and the different semantic effects of words in different contexts, which leads to poor vocabulary and improper use of words.

Verdkin said that "without grammar you cannot express well, and without words you cannot express anything". It can be seen that in order to achieve an accurate and fluent expression, in order to write correct and authentic English sentences, proficiency in grammar is the foundation. Nowadays, students have fallen into two major misunderstandings in learning grammar: First, they learn grammar for the sake of learning grammar[13]. Before entering the university, grammar is learned in order to complete various exercises and exam questions. Students only memorize grammar rules, ignoring how to use it in actual writing. The second is that students downplay grammar for communication. Because the cultivation of language communication skills are promoted, and listening and speaking exercises are over-strengthened, grammar learning in the current English teaching and learning are ignored. When students do not have an accurate grasp of grammar knowledge, students will make mistakes that they should not make when writing, such as common collocation errors in writing, sentence composition errors and subject-verb inconsistencies and other grammatical errors.

#### **4.3 Neglecting Teaching of English Writing**

In some colleges and universities, there are some irrational phenomena in college English curriculum and education. In the past few years, there has been a trend of reducing college English class hours. In Panzhihua University, English class hour have also been reduced, so there is no special class time for teaching writing in non-English major college English courses, and in the classroom, teachers and students pay less attention to writing methods, logical ideas of author writing, etc. Even if professional English courses are offered in a small number of majors, their emphasis on English writing is still rarely reflected in the setting of the syllabus and teaching schedule.

Most of the non-English major college English teaching is in a large class mode, and the class size is as many as more than 80 students. In Panzhihua University, the large class teaching mode non-English major college English also exists, which is a large workload for teachers to correct students' English compositions.

In the teaching of English writing in universities, teachers still adopt the traditional indoctrination teaching method, through first analyzing writing ideas, then talking about writing skills, plus a case analysis, and finally allowing students to complete the specified topics after class[7]. Through the interview, it is learned that this teaching method is also used in Panzhihua University, which easily makes students feel bored, consumes the student's learning willpower, and does not help to improve the effectiveness of English writing learning. At the same time, the English writing process is the process of language training and meaning expression, but many teachers value

language training, ignore the psychological activities and thinking characteristics of students in the writing process, resulting in students “modeling” writing without innovative ideas.

## **5. SUGGESTIONS**

In the teaching of English writing, the teacher is the guide of learning, and the student is the main body of learning. Therefore, make reasonable suggestions to them, so as to improve students' writing ability.

### **5.1 Suggestions for English Teachers**

In the teaching of English writing, the English teacher is the imparter of knowledge and the guide of student learning in the classroom. There are two suggestions for English teachers, such as maximizing the use of the correcting network' feedback System and optimizing the writing education system centered around students.

#### **5.1.1 Maximizing the Use of the Correcting Network' Feedback System**

Teachers can expand the teaching resources of English writing for college students through online teaching platforms, and make students use these teaching resources for in-depth learning[14]. At the same time, network learning has a certain degree of interaction. Students' perception ability and the teaching effect of college English writing can be improved, practically cultivating students' writing ability. Moreover, when students use the network teaching platform, especially the correcting network, they experience the positive feeling of playing an active role in English writing learning, and are given many opportunities to modify the network direct comments, which greatly improves the sense of accomplishment of students in English writing. Therefore, teachers should make use of the teaching platform and provide opportunities for students to explore the logic of sentences, words, grammar and other easy mistakes in English writing, so as to adjust the teaching program. In addition, teachers can also use the learning platform to strengthen online interaction after class, randomly select articles to comment on and modify, and students can also check the teacher's guidance records at any time and give online answers to the teachers.

#### **5.1.2 Optimizing the Writing Education System Centered Around Students**

There is no doubt that the personality of modern students is relatively strong[15]. It is of great importance to realize the innovation of English writing for non-English majors in colleges and universities by selecting suitable English writing education modes for different students and making students consciously integrate into the English teaching system through educational innovation. In the process of cultivating students' writing ability, many teachers do not optimize the reasonable teaching system, and English writing is not integrated into the teaching system. On the surface, the whole teaching is very lively, but students' knowledge is still confused and fragmented. In view of this situation, at the beginning of writing teaching, college English teachers should carry out targeted curriculum design according to the content of English writing teaching, carry out teaching step by step, gradually cultivate students' writing ability, and achieve the goal of college English writing education reform.

## 5.2 Suggestions for Students

Students are the main body of learning, and any teaching method must work through them. So there are two suggestions for students, such as strengthening mobile learning with the correcting network and strengthening the recitation input and laying a good foundation.

### 5.2.1 Strengthening Mobile Learning with the Correcting Network

Based on the combination of mobile phone and correcting network, a new type of English writing training mode can be formed, which belongs to mobile learning. Under this mode students can log on to the correcting network with their mobile phones for English writing training and make repeated revisions, which increases the opportunity for writing training and greatly promotes students' interests in English writing. Students can also choose the place and time of study according to their own learning habits, and can use their mobile phones to find the necessary background materials, related basic knowledge, grammar and syntax, etc. At the same time, students can consciously summarize the problems existing in writing through the feedback mechanism of the correcting network so as to overcome the hard wounds in words, grammar, logic, etc., and improve the English writing skills in a targeted manner.

### 5.2.2 Strengthening the Recitation Input and Laying a Good Foundation

As Nakamura once pointed out, "the role and influence of language in culture are so universal that no text can be properly understood without careful consideration of its cultural context"[16]. Therefore, in order to avoid the interference of native language expression and mode of thinking in English writing, students can also learn about the differences of language culture and thinking between English and Chinese by reciting the great sentences in English movies and books, so as to develop the habit of thinking in English and learn authentic English expression. Students can also learn grammar and memorize English words in context by memorizing texts, thus laying a good foundation in English writing.

## 6. CONCLUSION

### 6.1 Summary

In recent years, with the rapid development of science and technology, under the vigorous advocacy from the national policy, the application of internet and computer technology becomes more and more universal in college English writing teaching. So correcting network for English writing and translation are developed and widely used as a type of automated scoring and evaluating system. Therefore, based on the data of the correcting network, this paper takes the two advanced classes of non-English majors in Panzhihua University in 2020 as the research objects, and uses the experimental research method, comparative research method, theoretical research method and interview method to find out the problems of sentences, textual structure, words, grammar and other issues in English writing, and analyzes the reasons of the English writing problems to make some suggestions to the teachers and students. Teachers should pay attention to information education, and optimize the writing education system centered around students to help teachers effectively use the information resources in the correcting network to adjust writing teaching on time. Students should use the correcting network to learn independently and strengthen the recitation input to help students minimize similar errors and lay a good foundation for English writing.

Although the correcting network is helpful for students' writing, there are some technical deficiencies. The feedback of the correcting network is often based on a single piece of data, and the comments given are too mechanical, not specific enough, and have uneven inaccuracy. The judgment of obvious errors is quite accurate such as the word spelling and formatting of sentence patterns. Once you encounter more flexible problems, the accuracy is greatly reduced such as word collocation and sentence expression. In the case of detaching from the context and ignoring the structural logic, it is easy for the correcting network to only compare the corpus and easily lead to misjudgment, which will cause a great interference to the improvement of students' writing ability. Therefore, students should adopt feedback dialectically, and teachers should also supplement comments in time to correct them, and finally realize the optimization of the correcting network to promote the improvement of college students' writing ability.

## 6.2 Research Limitation

Since this article is based on sample essays from two non-English major classes at Panzhuhua University. Researcher is not sure whether the results of the study could be applied in English majors at the university. Researcher hoped that similar studies in the future the compositions of English majors could be selected as samples, in order to make the research results more reliable and objective.

## REFERENCES

- [1] Johnson, K.R. *The Second Language Curriculum*[M]. Cambridge: Cambridge University Press, 1989.
- [2] Zamel, V. *Responding to Student Writing*[J]. TESOL Quarterly, 1985(09):79-101.
- [3] Rollinson, P. *Using Peer Feedback in the ESL Writing Class*[J]. ELT Journal, 2015(01):23-30.
- [4] Truscott, J. *The Case Against Grammar Correction in L2 Writers Classes*[J]. Language Learning, 1996(06):327-369.
- [5] 侯圳, 李诗, 蔡福浙. 批改网对大学生英语写作能力影响的研究——以江西师范大学为例[J]. 校园英语, 2019(04):31-32.
- [6] 黄静, 张文霞. 多元反馈对大学生英语作文修改的影响研究[J]. 中国外语, 2014, 11(01):51-56.
- [7] 耿晓娜. 基于移动学习平台的大学生英语写作能力提升措施研究[A]. 开封文化艺术职业学院学报, 2021(01):95-96.
- [8] 田丽丽, 周羽. 在线英语写作课程多元反馈吸收研究[A]. 外语与外语教学, 2022(01):95-105.
- [9] 娄惠茹. 英汉思维模式差异对英语写作的影响及策略[J]. 外语学刊, 2009(07):144-146.
- [10] 张敏. “批改网”对于不同水平非英语专业学生写作水平的影响[J]. 重庆文理学院学报( 社会科技版 ), 2018(03):92-98.
- [11] 邢福义. 文化语言[M]. 武汉: 湖北教育出版社, 1990.
- [12] 王明树. 大学生英语写作能力滞后的原因即对策[J]. 四川文理学院学报, 2010(08):106-107.

- 
- [13] 邹强珍.地方高师院校大学生英语写作学习现状及对策探究[A].英语广场·2016(07):83-85.
- [14] 殷丽莎.浅谈高校非英语专业大学生写作能力提升策略[A]. 戏曲之家·201(06):166-168.
- [15] 任学勇.高效课堂理念下高校大学生英语写作自主学习作业的设计与应用[J].课程教育研究·2014(02):145-146.
- Nakamura, H. *Ways of Thinking of Eastern People: India, China, Tibet*[M]. Honolulu: University Press of Hawaii, 1971.