Research on the Application of Deep Learning Technology in the Construction of English Writing Scoring Index Model

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Abstract: English teaching either emphasizes reading or listening and speaking, and the cultivation of writing ability has not been paid enough attention. Due to the relatively independent task and lack of interactive environment, there is no communication and cooperation between teachers and students in the writing process, and students' thoughts, knowledge, understanding, information and materials are limited, which affects the writing quality. In this regard, this paper further analyzes the scoring index of English writing through deep learning technology, and establishes the scoring index model of English writing in this paper, and designs a formative evaluation model suitable for oral English teaching. By urging students to manage their own learning, it provides a basis for the recycling and utilization of effective learning, which is helpful to help students understand the subjects they have learned effectively, thus cultivating knowledge-based students with deep understanding of information. In addition, feedback information is collected, and the situation of the student group is often understood and analyzed through the network, so as to adjust the teaching arrangement with better quality. Experience the sense of achievement in learning, gain confidence in learning and life, and cultivate students' cooperative spirit and independent learning ability.

1. Introduction

The important role of English writing as a productive skill in English learning and teaching is beyond doubt. However, from the perspective of the English teaching syllabus, English teaching either emphasizes reading or focuses on listening and speaking, and the cultivation of writing ability has not been given sufficient attention. Due to the relatively independent completion of tasks and the lack of interactive environment, there is no communication and collaboration between teachers, students, and students during the writing process, which limits students' thinking, understanding, information, materials, etc., and affects the quality of writing. To help students quickly improve their comprehensive English proficiency and achieve the best learning outcomes, evaluation models should be comprehensively, objectively, scientifically, and accurately formulated[1]. It is recommended to divide teaching evaluation into two types: formative and summative. We have made progress in English writing, and if we achieve collaborative learning in the network environment, we will save most of the classroom time, which will make English writing teaching in senior high school more efficient and achieve writing results that meet social requirements. English writing teaching is the process of helping students collect, organize, and process the knowledge they have learned, and finally output information through writing. This process reflects language ability and cognitive level, and is a comprehensive reflection of various abilities. Therefore, the English writing grading process is not only a teaching and writing process, but also an evaluation process [2-3]. Years of teaching practice have shown that summative evaluation cannot comprehensively test students' true oral proficiency, and the introduction of English writing scoring is imperative. This article conducts research on English writing scoring indicators through deep learning technology, and establishes an English writing scoring indicator model in the article. Educators conduct a continuous evaluation of various aspects of students, including learning behavior, attitudes, and learning strategies, through various forms, with the aim of stimulating students' learning motivation and enabling them to master more effective methods while striving to learn[4].

This article describes the specific requirements of teachers and students based on deep learning technology, and designs a formative evaluation model suitable for English oral teaching. Experience the sense of achievement in learning, gain confidence in learning and life, and cultivate students' cooperative spirit and self-learning ability.

2. English Writing Teaching Mode

2.1 Description and Analysis of Teaching Materials

English writing teaching mode adopts process method, which is student-centered, so that students can complete their writing tasks through group participation, division of labor and cooperation, sharing resources and collective wisdom. Many teachers pay more attention to the analysis of model essays and the display of writing achievements in reading and writing classes, but ignore the demonstration value of model essays and the gradual infiltration of writing skills in the teaching process; Or in the case that students haven't thoroughly understood the model essay, teachers are busy letting students write, which doesn't reflect the smooth transition from reading to writing [5].

Through grouping writing learning combined with everyone's wisdom and full resource sharing, the role of teachers in this process is the guide, and what the guide needs to do is to arrange writing tasks and introduce writing methods and strategies [6]. In this model, teachers play the roles of instructors, participants and helpers, and their main responsibilities are to assign writing tasks, introduce writing strategies, prepare groups, group, guide and participate in discussion and evaluation, evaluate final works and give feedback. With the further deepening of the reform of English writing teaching effect evaluation, the role and value of formative evaluation in the process of teaching and assessment have been more and more fully affirmed, which is embodied in the following three aspects, as shown in Figure 1 for details.
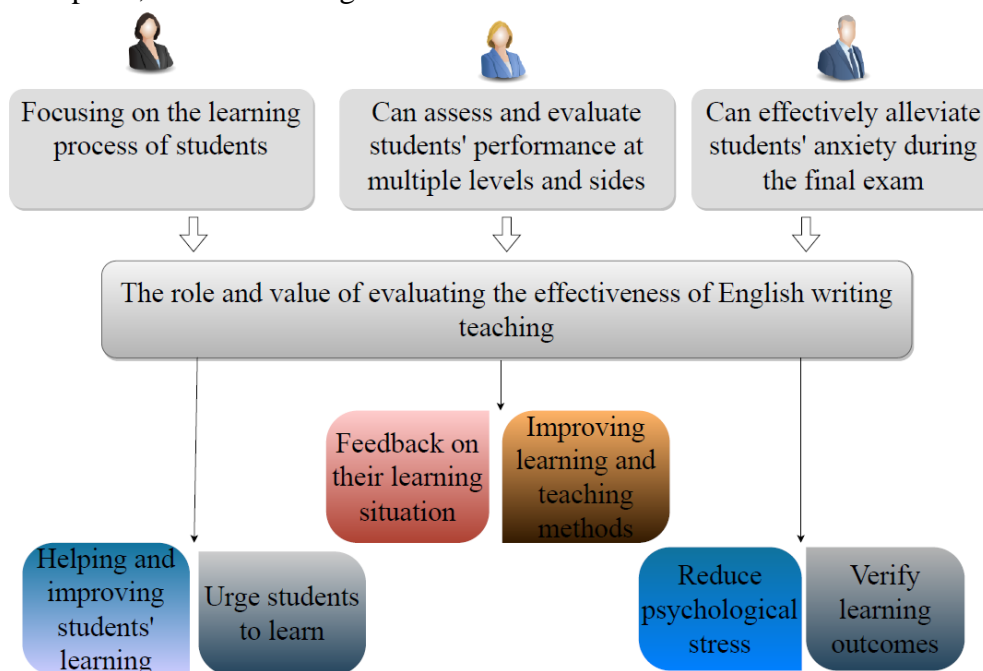

Fig.1 The Role and Value of English Writing Teaching Effect Evaluation

Make task knowledge concrete and abstraction, and promote the formation of common ideas, that is, individual learners bring previous incomplete personal understanding to the group, use learning partner resources, and achieve a deeper and comprehensive understanding of writing tasks through conversation negotiation, form common ideas, promote common solutions, and determine the direction of information collection [7]. Enable teachers to consider the suitability of teaching methods and techniques for classroom teaching content from the perspective of students, understand students' learning attitudes, interests, and methods, etc. After fully understanding students' recent

learning situation, they can provide effective guidance for each student's learning difficulties, learning methods, and special problems encountered, enabling students to solve learning difficulties in a timely manner.

2.2 Teaching Process of Promoting Writing by Reading

It is necessary to speak before writing. Speaking is a bridge between reading and writing, and students can learn from each other in the process of communication. For a long time, the accuracy of language has been paid close attention to by evaluators, who mainly evaluate it from the following aspects: word spelling, punctuation, vocabulary selection, grammar, format specification, style specification and so on. In order to urge students to achieve the teaching goal of saving classes, I divide the whole classroom teaching process into three stages by building a scaffold and progressing step by step: first, read simple books, from reading to speaking [8-9]. Second, read the friends' views of the three stars and perceive the topic sentences. Third, speak your own opinions and be familiar with three typical ways of expressing opinions. Students discuss their views on making friends and the types of friends they like. Teachers guide students to use core sentence patterns for group dialogue.

By constantly understanding students' writing situation and adjusting teaching in time, the quality of writing teaching can be improved. It can have an immeasurable impact on writing teaching activities from all aspects such as teaching theory, teaching methods and learning theory [10]. Designing writing tasks in reading teaching is conducive to strengthening students' reading gains, because students need to obtain information from previous reading activities when writing. Guide students to sum up how to write an article expressing their views on making friends, review the frame structure and write key information on the blackboard. By urging students to manage their own learning, it provides a basis for the recycling and utilization of effective learning, which is helpful to help students understand the subjects they have learned effectively, thus cultivating knowledge-based students with deep understanding of information. In addition, feedback information is collected, and the situation of the student group is often understood and analyzed through the network, so as to adjust the teaching arrangement with better quality [11].

3. The Construction and Implementation of a Scoring Index Model for English Writing Based on Deep Learning Technology

3.1 The Construction of a Scoring Index Model for English Writing

A study report refers to a written report by students to the teacher on their recent learning progress. This form of study report mainly allows students to record their daily or weekly learning progress, such as difficulties encountered in learning, exploration of learning methods, etc., in a diary or weekly diary, and finally evaluate their learning process and the effectiveness of learning method implementation [12]. Teachers should attach importance to the achievements of each student at each stage, carefully observe and record the entire learning process, help students reflect and evaluate reasonably, and regulate the learning process. With the rapid development of deep learning technology, this article applies deep learning technology to the study of English writing scoring indicators. At the beginning of English writing scoring, deep learning technology is used to grade the teacher's published essay questions and writing requirements, and a model of English writing scoring indicators is established, as shown in Figure 2.
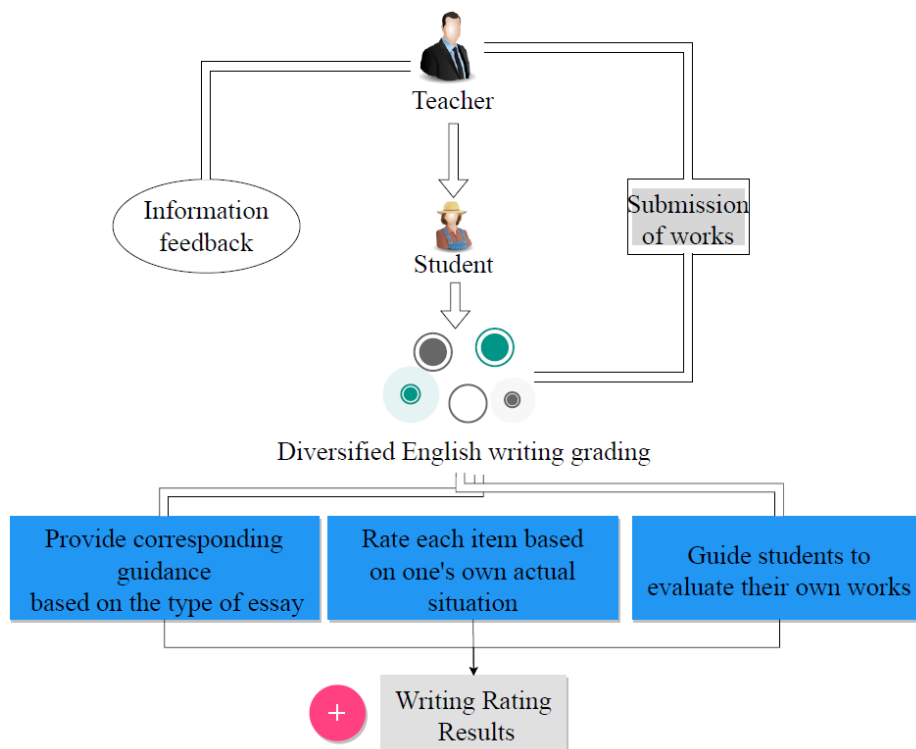
Fig.2 English Writing Rating Indicator Model

The evaluation of an essay should not only focus on the small aspects and the form of the language, but also on the overall use of the language. For example, attention should be paid to whether the main idea of the article is clear, whether the writing purpose is clear, whether the use of arguments is appropriate, whether the discourse structure is coherent, whether the connection is natural, and whether the communicative effect is achieved. Through deep learning technology, teachers need to fully understand students' learning situation, trends, and stability, and carry out targeted conversation work on learning. Although learning archives can directly reflect students' learning status, teachers still need to understand the criteria for formative evaluation [13]. Through deep learning technology, diversity is reflected in the teaching of English writing from three aspects: evaluation standards, evaluation subjects, and evaluation models, in order to stimulate students' interest in learning, improve their autonomous learning ability, and thus improve their English writing ability.

3.2 Implementation of English Writing Scoring Index Model

Writing is a process in which the author expresses his thoughts and chooses suitable content and methods to meet his personal communication needs according to the needs of the environment. Therefore, writing should not only pay attention to the accuracy of language, but also pay attention to the expression of thoughts. Collect students' homework and distribute it to different students, so that students can use corresponding evaluation standards and tools to evaluate other students' homework, not just verbally evaluating whether it is good or bad, but also stating their own reasons. Through this way of mutual evaluation, students can not only understand the advantages of others, but also have a deeper understanding of their own advantages and disadvantages, and absorb other students' good writing methods and words.

In order to ensure the comprehensive and reliable data collection of this study, the subjects were randomly selected from Grade Two in a senior high school. Besides, these students with similar education background were selected from four two classes. Their native language is Mandarin and they have learned English as a foreign language. The total sample is comprised of 65 Senior Two students. In order to understand the English writing level of students in two classes, the English writing score index model established in this paper is used to pre-test the English scores and English writing level of students in Class A and Class B. The full score of the test paper is 100, and the

writing score accounts for 18. The total scores and writing level of Class A and Class B are shown in Table 1.

Table 1 English Test Results

	Number of people	Average English score	Average writing score
Class a	30	70.15	7.03
Class b	35	75.25	7.64

As can be seen from Table 1, the scores of English writing in the two classes are not ideal. In the scoring index model of English writing, students will feel depressed when they see that most of the teachers' circles are their own mistakes; Secondly, teachers' overstepping their duties encourages students' dependence and deprives them of the opportunity to think independently. This practice is not conducive to mobilizing students' enthusiasm for learning, and students are also the main body of learning. Therefore, in addition to teachers, students should also be accepted as the main body of evaluation. Cultivate students' interest in writing, break the mindset and fully reflect students' learning autonomy; Teachers give timely and effective feedback in the process of students' writing, and conduct real-time interaction and evaluation.

4. Conclusions

English writing grading is student-centered, allowing students to become the subject of evaluation, paying attention to individual differences, evaluating compositions from multiple dimensions, emphasizing students' participation in the writing process, mobilizing students' interest in English writing, stimulating their enthusiasm and creativity in writing, and improving their writing skills. Teachers can understand what students have learned and to what extent they have learned: teachers can decide what small adjustments or major changes need to be made to teaching, so that all students can succeed in subsequent teaching and evaluation. The article follows the principles of equality, development, flexibility, and feasibility through deep learning technology, treating every student equally and not rigidly bound by form. This English writing scoring indicator should pay attention to training students' understanding of the evaluation criteria. This standard can be discussed with students, more practical, and can also stimulate students' learning motivation and sense of responsibility. After other group members take turns reading a student's English writing letter draft, fill out the peer evaluation form. What the guide needs to do is assign writing tasks, introduce writing methods and strategies. Timely adjust the evaluation methods and methods based on the specific situation and different stages of students' development; We also need to arrange time reasonably and use modern teaching equipment to better implement the formation of English writing scoring indicators.

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