

A Study on the Application of Output-Oriented Approach in College English Writing in Private Colleges

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Abstract: Based on the theory of output-oriented approach, this paper designs the teaching process from the following three aspects: motivating, enabling and assessing, so as to explore the effect of output-oriented method in college English writing teaching in private colleges .

1. Introduction

English writing ability is an important embodiment of students' comprehensive language ability and reflects their language level and thinking ability, which is one of the important objectives of college English. At present, college English writing teaching in private colleges in China is facing some difficulties. Due to the reduction of college English class hours, the class hours of writing teaching are also limited, so teachers cannot systematically explain writing skills in class, and students' writing practice opportunities are reduced, which is not conducive to the improvement of students' writing level. The main purpose of English writing teaching is to prepare for CET-4 and CET-6. It cannot stimulate students' interest, and students' learning motivation is insufficient. The evaluation method of English writing is not diversified and is dominant by teacher's evaluation. Teachers mainly give evaluation from the aspects of language, structure and text, which cannot arouse students' enthusiasm to revise their compositions and lead to the repeated occurrence of the same mistakes.

In order to solve the problems in college English writing teaching, Chinese scholars have been exploring suitable teaching mode based on China's national conditions. Based on Professor Wen Qiufang's Production-oriented Approach (POA), this paper explores the application of POA in college English writing teaching in private colleges from three aspects: motivating, enabling and assessing.

2. POA

In 2015, Professor Wen Qiufang formally proposed POA, whose theoretical system consists of three parts: teaching philosophy, teaching hypothesis and teaching process. The teaching concept is divided into learning-centered principle, learning-using integrated principle and whole-person education principle. Learning-centered principle emphasizes that classroom activities should promote effective learning in limited classroom time. Learning-using integrated principle holds that input learning is closely related to output application. Whole-person education principle advocates

that teachers can achieve the humanistic goal of education by carefully selecting input materials and cleverly designing classroom activities.

The teaching hypothesis of POA includes Output-driven Hypothesis, Input-enabled Hypothesis, and Selective Learning Hypothesis. The output-driven hypothesis holds that output can drive students' desire to learn; The Input-enabled Hypothesis points out that appropriate input can achieve better teaching results. The Selective Learning Hypothesis proposes that only by selecting useful materials can we improve the effectiveness of learning. The teaching process is divided into three parts: motivating, enabling and assessing. In the motivating part, the teacher first presents the communicative scene of using language, and the students try to produce and realize their own inadequacy, so as to stimulate their enthusiasm for output. In the enabling part, teachers provide input materials related to the output task, guide students to conduct selective learning and prepare for the output task. In the assessing part, students and teachers cooperate in evaluation to check the output of students.

3. The Application of POA in College English Writing Teaching in Private Colleges

Taking the theoretical system of POA as the guiding ideology, the author designed classroom teaching from the three aspects of motivating, enabling and assessing, and selected the topic of the composition from the teaching material New Vision College English one unit 1. The students are asked to complete an argumentative essay of at least 150 words. Since the freshmen are full of curiosity about the university, such writing tasks are closely related to themselves and can arouse students' interest.

3.1 Motivating

In the process of motivating, teachers need to set communication scenes, clarify teaching objectives and output tasks, challenge students' output ability, and stimulate students' output desire. In the class, students watch the English video. The video is about the purpose of going to universities which will help students understand the significance of going to university and figure out how to spend a meaningful university life. After watching the video, the students are asked to complete the composition titled How to Succeed in College. During this teaching process, teachers create a real communication environment, encourage students to express their own ideas and clear teaching objectives. Through the initial attempt to express, students will realize their own language reserve is insufficient and stimulate their desire to learn.

3.2 Enabling

In the process of enabling, teachers provide students with relevant input materials in terms of language, content and structure, and students prepare for language output through selective learning. The teacher asked students to skim the passage titled "fresh start" quickly. Students can imitate the author's writing ideas based on their own writing needs. In order to enrich students' vocabulary, teachers ask students to summarize the words and phrases related to college life, and provide relevant exercises to consolidate students' understanding and enable them to use the words and phrases creatively. Finally, the teacher explains the basic structure of an argumentative essay, so that students can understand the basic writing method of an argumentative essay. Through the above relevant input, students are asked to complete within 30 minutes by combing their own experience.

3.3 Assessing

In the evaluation process, the teacher conducts remedial teaching for the typical common problems in students' compositions, so as to improve the output quality. After the student completes the composition, the teacher may use the immediate evaluation and the delayed evaluation to evaluate the student's composition. The immediate evaluation is the teacher's evaluation of students' learning effect during the process of students' selective learning and output practice, which is helpful for the teacher to adjust the teaching progress.

4. Conclusion

Through this teaching practice, the author finds that the output-oriented method improves the classroom teaching effect, arouses students' enthusiasm and stimulates their learning motivation, which is of great significance for college English writing teaching in private colleges. Because of the short time of teaching practice, the long-term effect of POA cannot be verified. In the future teaching, the author will continue to explore the effectiveness of POA so as to improve students' writing ability.

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