

The Construction on Output-Oriented PWP Project-Based Blended Teaching Model

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Abstract. Academic English writing is an important part of academic English teaching, which aims to cultivate students' ability to use English for academic written communication. This essay tries to construct an effective teaching model with output-oriented and teacher-mediated approach assisting for students' professional learning and career development. The approach consists of three basic stages, namely pre-project motivating, while-project enabling and post-project evaluation, integrating with online and offline interaction, which effectively arouses learners' academic interests, cultivates their academic capacity for "scaffolding" college students to participate in international academic exchanges.

Keywords: project-based teaching, academic English writing, academic quality.

1. Introduction

English for Academic purposes (EAP), a branch of English for Specific Purposes (ESP), is an English course in higher education designed to enhance academic literacy and develop critical thinking skills and academic competitiveness in professional fields. Academic English writing is an important part of academic English teaching, which aims to cultivate students' ability to use English for academic written communication. *Opinions on the Implementation of Teaching Quality and Teaching Reform Project in Colleges and Universities* issued by The Ministry of Education emphasizes that the reform of college English teaching should "effectively improve the professional English level of college students and the ability to directly use English for scientific research, which explicitly points out the direction for college English teaching. Therefore, reading the professional literature in English, understanding the international development frontier of the discipline, and conducting academic writing in English to carry out international exchanges have become an important part of international talent training.

The academic English course in foreign colleges and universities has been well established, and the research on it has also been further explored. However, domestic academic English teaching lags far behind that of foreign countries. At present, the undergraduate writing training in China is basically in accordance with the requirements of composition in CET-4 and CET-6, that is unable to cultivate students' international vision, so college English teaching can't fully meet the needs of students to carry out professional learning and research. Based on the current situation, this essay attempts to conduct output-oriented, learning-centered, teacher-mediated, online and offline blended academic English writing teaching around projects for the purpose of academic interests' guidance, academic skills reinforcement, academic literacy cultivation to meet the needs of students participating in international academic exchanges.

2. Project-based teaching procedure

The university plays a dominant role for nurturing talents, and there should be more specific goals for training individuals. In terms of writing, students are ought to master various types of essays and research reports. Project-based learning emphasizes openness, research, and practicality, allowing students to acquire language skills through project research. The teaching objectives of college English courses are those students from diverse majors in different colleges and universities. So

academic English writing instruction should align with students' professional interests, meet their advanced learning needs, and provide language support for professional development.

According to the characteristics of POA and project-based learning method, an effective teaching model with three stages will be constructed for academic English writing teaching, which includes pre-project-motivating, while-project-enabling and post-project evaluating, namely PWP. In the pre-project preparation stage, students propose research questions based on their own majors and choose them as project topics. In the enabling phase of the project, teachers scaffold students to implement project research providing with necessary input materials. In the post-project evaluation stage, immediate evaluation and confirmative evaluation will be given to students' output. Taking General Academic English Comprehensive Course (Reading and Writing) as an example in the following.

2.1. Pre-project-motivating

Teachers should design appropriate tasks within "potential communicative value". Relying on the academic skills from the textbook, combined with the major of the students, the group as a unit, seriously discusses and selects the topic of the task, determines the appropriate research project for realizing "learning and doing integration".

The academic skills in the textbook include: identifying the style (structure) of an academic paper, narrowing the topic, citing, exemplifying, commenting, hypothesizing, researching question, research object, topic development, designing experiment or investigation, describing process, describing discovery, visualizing data, analyzing and comparing, etc. Each unit focuses on one academic skill. By reading the first unit of the text "Queuing Theory: how to choose the fastest line in the supermarket", learners will acquire the skill of narrowing the topic range. Based on learners' major, the group will discuss how to narrow the research scope, and independently determine the topic of the project to be researched.

Teachers can make full use of the Internet to carry out online and offline blended teaching. On certain learning platforms, teachers can upload documents and video materials closely related to project tasks for students to learn before class. Students also can reasonably arrange time for individual selective learning, which can save teacher's in-class time for detailed explanation so as to it will improve classroom efficiency. Selective learning can optimize the learning effect more than non-selective learning. Successful learners always choose the content that is essential or beneficial to them from massive information to process and remember, rather than comprehensive and in-depth without discrimination.

2.2. While-project enabling

After motivating, teacher will provide necessary input materials to guide students for materials selection and process. So, Understanding the text is not the main focus of learners, but most importantly, attaining the information needed to promote the completion of the output task.

According to the selected topic and research questions, the core concepts and principles related to the subject will be determined. With abundant literature related to the subject, especially English literature, learners in a group will sort out and analyze important literature. After completing English review, they will upload it to the online platform. In the class, Learners will make the first presentation about the research status of the project after completing the literature review. Besides, after completing the research report, make another presentation about the overall research status. On the basis of topic selection, literature review and presentation with the guidance of each unit of academic skills, students will independently write academic papers in English, that is, research reports, and upload them to the online platform for student-student and teacher-student evaluations.

The above "Enabling Stage" provides learners with study materials for writing, and correspondingly helps them attain academic norms through reading the text and related literature. At the same time, teachers always act as intermediaries, providing appropriate scaffolding, such as inspiring, guiding, prompting, organizing and supervising student, to help them solve difficulties and

problems. Students' teamwork ability and communication capacity can be cultivated in the process of group cooperation, and research and innovation ability can be improved by raising and solving problems.

2.3. Post-project enabling

Immediate evaluation and formative evaluation will be made after the completion of output task. In the enabling process, the teacher makes immediate evaluation about the learning outcome, when students decide on the topic of the project research and finish the presentation. Educators should pay attention to cultivating students' academic interest by encouraging them to put forward various questions centering around topic selection. In the presentation, it's necessary to evaluate learners' ability of comprehensive application of professional literature, the ability of demonstration and argumentation to project research, and capacity of the critical thinking and verbal communication.

The formative evaluation will be conducted as students complete the final output task. Students submit literature review and research report to the online platform which will guide users to have peer evaluation and teacher-centered evaluation. For students, the process of peer evaluation is also a learning process. When evaluating the achievements of others, they can objectively identify the strengthen and weakness. The intelligent evaluation systems also help teachers to extract linguistic features from the papers, form multidimensional vectors, and provide comprehensive calculation scores. What's more, multi-dimensional personalized feedback to students can be provided by analyzing spelling, content, organization, phrasing and grammar. On the basis of peer evaluation and machine intelligence evaluation, teachers will conduct comprehensive evaluation on students' output results.

3. Conclusion

The purpose of EAP is to improve learners' academic and professional qualities, and enhance their English application capacity for professional and academic communication. Academic English writing is of great importance for cultivating students' academic literacy. Therefore, in the undergraduate stage, educators should take the initiative to adapt to the new requirements of the information age, update teaching ideology, and constantly enhance professional and teaching ability. Simultaneously, considering the characteristics of language learning and personal specialty, online-offline blended project-based academic English writing teaching will be carried out based on clear teaching objectives and project-oriented output activities. Furthermore, educator should 'scaffold' student to complete the project in the whole process from pre-project motivating, while-project enabling to post-project evaluating for well development of individual academic literacy capacity.

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