Study on College English Writing Based on Production-Oriented Approach

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Abstract. According to Production-Oriented Approach (POA), writing is an output capability, which plays a critical role in student's English proficiency. Therefore, both teachers and students should attach great importance to writing. It is universally acknowledged that English writing is not only a giant headache for undergraduates but also a significant component in teaching syllabus. However, argumentative essay is a demanding part in college English writing, which is sophisticated and abstract. On the one hand, teachers have difficulty in teaching. On the other hand, students' writing performance is far from satisfactory. In order to make tentative endeavors to enhance the learning efficiency and teaching efficacy, the paper concentrates on the teaching design on college English writing based on Production-Oriented Approach (POA).

Keywords: Teaching Design, College English Writing, Production-Oriented Approach (POA), Mind Mapping.

1. Introduction

POA is composed of three phases including motivating, enabling and assessing, which is a scientific and effective theoretical foundation to guide teaching practice. Consequently, the English writing teaching design can be formulated in terms of three interrelated procedures. In order to promote students' writing performance, the essay takes the process approach for reference and utilizes the mind mapping for enlightenment. A composition cited from CET 4 paper will be chosen as an example to illustrate the implementation of teaching practice.

2. Background

There are several noticeable terminologies in this paper, which are explained as follows:

2.1. POA

POA is a systemic and prestigious teaching theory, which enjoys tremendous popularity among scholars and educators. Additionally, the teaching procedure contains three stages, namely motivating, enabling and assessing. Teachers should guide, design and establish the scaffolding to facilitate the utilization of three foregoing elements. As a consequence, teachers should undertake the responsibility to apply theory to practice in an optimized way.

2.2. Process Approach

Process approach is a workable and qualified theoretical foundation, which strongly advocates the principle of "learning to write through writing". Besides, it holds the student-centered vision so that students' potential and creativity can be cultivated in a large scale. In the relaxing and delightful environment, both teachers and students can cooperate with each other actively and productively. Concerning the roles played by teachers, they are organizers, facilitators, respondents or informants. As for the roles undertaken by students, they are participants, contributors, promoters or evaluators. Specifically speaking, writing process is composed of five indispensable stages including pre-writing stage, drafting, response, revising and rewriting. Consequently, writing proficiency can be bettered after the application of process approach.

2.3. Mind Mapping

Mind mapping originated from the world-renowned expert Tony Buzan, which is a visual tool to unveil the cognitive process and showcase the unstructured and complicated information. In fact, it is an effective graphic method to represent the main concepts and the branch concepts. Meanwhile, their relationships and connections can be crystallized and manifested. In that case, it is beneficial to enhance people's learning ability. Therefore, this strategy is prevailing and well-recognized.

3. Teaching Design on Contrast Essay Based on POA

Based on the three phases in POA and the process approach, the teaching design is expounded as follows:

3.1. Motivating

The motivating part can be taken as the pre-writing stage, which consists of three sections. Firstly, teachers are supposed to present the communicative scenarios. moreover, the topic in the scenarios should have the cognitive challenge. Secondly, students attempt to complete the commutative activity. In that case, students should realize the inefficiency in their language proficiency and generate the learning impetus. In the third place, teachers should clarify the teaching objectives and production task. Consequently, students can understand contents and type of the production task.

Students are supposed to collect necessary information in this part. Simultaneously, teachers are responsible for cultivating students' intuition and inspiring their vision. In order to further motivate students' initiative, teachers can utilize workable strategies to trigger students' potential creativity.

3.2. Enabling

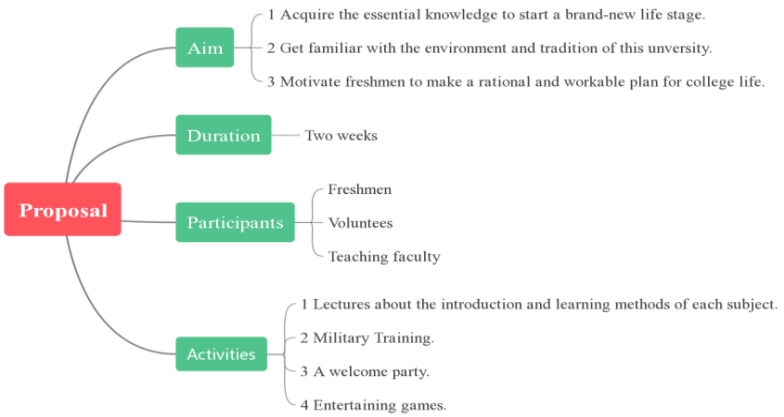
In this chapter, teachers explain the production and students should draft the essay. What's more, they should revise the essay diligently.

To better showcase students' vision, mind mapping can be utilized to visualize ideas clearly and directly. This approach is simple but inspirational, which showcases the idea by means of schematic diagrams. From the perspective of students, it can not only stimulate the associative capability, but also deepen understanding of the target topic. To demonstrate the implementation of mind mapping, an example is cited from the CET 4 paper in Dec, 2016.

Directions: Suppose your school is organizing an orientation program to help the freshmen adapt to the new environment and academic studies. You are now to write a proposal, which may include its aim, duration, participants and activities.

According to the requirement, the mind mapping can be showcased as follow:

Based on the mind mapping, students can complete the essay with systematic structure, which is logical and comprehensive. Furthermore, teachers should guide and supervise the writing process to scaffold for students.



Mind Mapping 1: Proposal for the organization of the orientation program

3.3. Assessing

Evidently, this part is of utmost importance, because students can rewrite the essay effectively with educational and meaningful feedback. Therefore, viable assessing mechanism should be employed, which is called Teacher-Student Collaborative Assessment (TSCA). Precisely speaking, the assessing system consists of four aspects including self-assessment, peer assessment, teacher assessment and automated assessment. The explicit illustration can be demonstrated as follows:

3.2.1. Self Assessment

Students can appraise their essays with the rating scale rendered by the teacher.

Table 1. Student Self-Assessment Rating Scale

Dimension	Assessing Index	Specification	Full Score	Given Score
Contents	Subject	The subject can be showcased in the essay	10	
	Relevance	Relevance can be reached.	10	
Language	Word	Advanced vocabulary can be applied accurately.	10	
	Sentence	Varied sentence patterns are used.	10	
	Grammar	Grammatical rules are followed strictly.	10	
Structure	Coherence	The essay is logical and coherent.	10	
	Organization	The structure is well-organized and united.	10	
Norm	Spelling	No spelling mistakes.	10	
	Length	The length is appropriate.	10	
	Format	The format is standardized.	10	

3.3.2. Peer Assessment

Students can examine essays written by their counterparts, which can not only enable them to appreciate their peers but also undertake the pressure from the same age group. In fact, peer recognition can motivate and inspire students, while peer pressure can trigger their competitive capability and cultivate their powerful potential. Consequently, students can review essays from their peers with the above rating scale. Meanwhile, revising suggestions can be added accordingly.

3.3.3. Teacher Assessment

Most students hold the belief that teachers can evaluate the composition in a more accurate and authoritative way. Frankly speaking, educators can review essays in terms of organization, coherence, relevance, fluency, emotional appeal, logic and unity, etc. As a result, teacher assessment is reliable and convincing which can boost students' writing competence and further arouse students' driving force.

3.3.4. Automated Assessment

"Pigai.org" is an online scoring system, which is widely employed in domestic universities. Its high efficiency in assessing grammar, spelling, sentence pattern, advanced vocabulary, synonym discrimination and other syntactic aspects are noteworthy. Students can polish their essays with detailed explanation and modifying suggestion from this online platform.

Honestly speaking, the aforementioned four assessing approaches have both merits and limitations, so we should combine these methods together to help students produce the optimal edition.

4. Conclusion

English writing teaching is significant for both educators and learners, therefore workable and effective teaching design should be proposed. In this paper, tentative endeavors have been made to study the teaching design on college English writing based on POA so as to further enhance students' learning efficiency and boost teachers' teaching efficacy.

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