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Instructional Design of Multimodal Input Based on Output-oriented Approach in Teaching English Writing in High School

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Abstract: High school English writing instruction is facing a period of change from a focus on writing results to a focus on the writing process, and from an emphasis on input to an output orientation. Writing, as an important way of assessing English proficiency, is routinely neglected in teaching. Multimodal input writing instruction based on the output-oriented approach provides students with authentic output-oriented writing materials and presents students with diverse resources in a multimodal way (videos, pictures, audio, etc.) to ease students' preparation for writing in terms of language, content, and structure, making writing output more efficient.

Keywords: Output-oriented approach; Multimodal input; High school English writing instruction.

1. Introduction

Writing instruction, as an output language skill, examines the development of students' language skills, thinking quality, cultural awareness and learning ability in a holistic manner. The New Curriculum Standards for General English (revised 2017 edition 2022) states that one of the basic ideas is to focus on improving learning and use skills so that students can learn to express their personal opinions, intentions and emotional attitudes; another basic idea is to pay attention to the application of modern information technology and enrich the learning resources of English courses. Output-oriented approach is a new English teaching model proposed by Wen Qiufang's team, which was initially only tried in college English to solve the problem of neglecting the role of output orientation and could better improve the language use ability of intermediate and advanced English level learners. In this study, the model is applied to high school English writing instruction and utilizes a multimodal input approach.

2. Theoretical system of "output-oriented method"

The "output-oriented approach" is developed by Professor Wen Qiufang on the basis of the "Output-Driven Hypothesis" and the "Output-Driven, Input-Enabled Hypothesis". Output-driven, Input-Enabled Hypothesis", so the output-oriented approach focuses both on output-driven and on providing language materials and related knowledge for output tasks. The theory implements the learning-centered, learning-to-use, and whole-person education teaching philosophies, and is based on the assumptions of output-driven, input-enabled, and selective learning, with the teaching process divided into three steps: driving, enabling, and evaluating. At each stage the teacher must play a mediating role, such as leading, designing, and scaffolding roles. The driving process includes three steps: the teacher presents the communicative scene, students try to complete the communicative activity, and the teacher explains the teaching objectives and output tasks; the facilitating process includes the teacher's description of the output tasks, students' selective learning, teacher's guidance and check, and output practice and check; the evaluation is divided into immediate evaluation and delayed evaluation, and the immediate evaluation includes the check part of the "facilitating" process. The immediate evaluation includes the checking part of the "enabling" session, and the extended evaluation is divided into review output and transfer output. [1]

3. Multimodality and related theories

Based on the combination of discourse and multimodality in the systemic functional grammar community, Lewitt (2001) argued that based on the small proportion of single words in discourse in real contexts, people communicate with each other based on more than two senses, which is called multimodal discourse. In 2006, he proposed that classroom teaching is done by a variety of modalities together, which include space, three-dimensional things, graphics, tables, In 2006, he proposed that classroom teaching is done by multiple modalities, including space, three-dimensional things, graphics, tables, drawings, animations, gaze, gestures, body gestures, movement, voice, accent, music, spoken language, and written language. [2] Zhang Delu, an expert on multimodal discourse analysis theory in China, first defines multimodal. [3] And he (2009) considers multimodal discourse as a phenomenon that uses multiple senses such as hearing, seeing, touching, and other means and symbolic resources such as speech, sound, pictures, and gestures to communicate. He also argues that multimodal meaning is the meaning that is difficult to be expressed by one modality, and that supplementing, reinforcing, and modulating it by another modality will make the meaning more fully expressed and allow the listener to understand the purpose of the discourse. For example, the class is taught with PPT using at least two modalities, visual and auditory. Next, the forms of multimodal discourse analysis, including verbal, pictorial, acoustic, and sensory, are analyzed. Different relationships between the modalities are also distinguished, namely, complementary (reinforcing and non-reinforcing) and non-complementary (crossover, insourcing, and contextual

interaction) relationships. Then, multimodal discourse media systems, both verbal and nonverbal, are analyzed. Finally, a comprehensive theoretical framework for multimodal discourse analysis is explored based on systemic functional linguistics, which consists of five parts: cultural level, content level, contextual level, expression level and media level. It is pointed out that when we study multimodal discourse, we should pay attention to multiple modalities such as cultural context, topic situation, grammar, form and medium within it, and each modality has its specific function in the whole. [4]

The present study defines multimodal input as the provision of more than one modality of linguistic input, such as verbal, acoustic, graphic, and sensory, to students through media or mediated means that allow them to interact with external input materials. The relationship between the modalities is a non-reinforcing relationship within a complementary relationship, i.e., they cross, join, and coordinate with each other.

4. A case of instructional design of multimodal input based on output-oriented approach in teaching English writing in high school

In this paper, we take the topic essay of Unit 4 of New Humanities Edition Compulsory 2: A description as an example, and design the teaching of English writing as follows.

4.1. Output target setting

According to the evaluation indexes of the criteria for the effectiveness of using teaching materials set by Wen Qiufang, the output objectives require appropriateness, including drive, teachability, logic and segmentation. The writing objectives are divided into communicative and linguistic objectives.

The objectives of this writing instruction are as follows.

1. Be able to use appropriate expressions to recommend historical tourist attractions to friends

2. and briefly introduce the local climate, transportation and food

3. Use the appropriate tone to write recommendation emails, such as welcome, expectation

4. Be able to effectively select vocabulary and sentence patterns from the input materials that you can use in your essay

4.2. Output drive link

This session consists of three steps: First, the teacher presents communicative scenes that are communicative and challenging to the students' existing cognitive level. Second, students try to complete the communicative tasks. Students experience first-hand that it is not easy to complete these communicative tasks, thus creating a state of hunger and motivation to write. Finally, the teacher clearly and thoroughly elaborates on the output tasks of this writing lesson.

4.2.1. Presenting communicative situations

The topic of this unit is about the introduction of places of interest, and the writing situations designed for this topic are as follows.

If you are Li Hua and your Canadian friend Mike is coming to China during Christmas, he is very interested in Chinese traditional culture and would like you to recommend some places of interest to him. Please send an email to him in English, recommending one or two places of interest to him.

Mike's request was conveyed to students through simulated WeChat voice, video, and email, which really put students in a real communicative situation and thus stimulated their interest and motivation in writing.

4.2.2. Trying to complete communicative tasks

In this communicative context, pictures, videos, texts, and broadcasts are used to provide different places of interest in China with special characteristics, such as the Great Wall in Beijing, the Mogao Caves in Henan, the Hongya Cave in Chongqing, and the Dujiangyan in Chengdu, and to lead students to try to complete the communicative task. Students, who do not know enough about Chinese places of interest to complete an introduction to them and are unfamiliar with the language and structure of the text used to introduce them, become aware of their own shortcomings and develop a hunger for learning, which leads to an intrinsic motivation to learn to write.

4.2.3. Clarify writing output tasks

After students realize their shortcomings, the requirements for writing are clearly listed as follows.

An introduction to the places of interest you recommend.

B.Describe the reasons for your recommendation.

C. Express your good wishes.

D. No less than 100 words.

Students are guided through a preliminary analysis of the genre, discourse structure, and target language of the writing, and teachers and students work together to develop writing evaluation criteria in three areas: essay content, discourse structure, and language.

Table 1 Writing evaluation criteria

Content	Complete points, complete content
Logic	The essay is logical between sentences and paragraphs and uses related words accurately
Language	Vocabulary and grammar are used correctly
Structure	Clear and concise structure
Writing	No obvious spelling errors, clean and tidy
Innovativeness	Variety of sentences and complete expression of meaning

4.3. Enter the enabling link

The enabling session is the core component of the output-oriented approach. Based on clear output tasks, output requirements and output criteria, students are provided with alternative input materials, while precision, progressivity and diversity must be adhered to to ensure the effectiveness of the enabling session. Alignment to the goal and dealing with output difficulties can help precision be reached; progressivity should take into account students' cognitive order and sequence of language organization, but also have some flexibility; diversity can be reached through a variety of information access channels, types of activities, forms of activity organization, task scenario setting, content, language and discourse structure. [5]

Accuracy. Students are not unfamiliar with famous places in China, but have difficulty in describing them in English. In this regard, the teacher prepares a variety of forms of modal input to help students select English-language introductory videos, audio, physical pictures and textual descriptions of

famous places in China to facilitate output-oriented tasks.

Progressivity. It is difficult for students to extract effective useable language and structure from an entire paragraph of text, a complete audio or video. At this point, teachers need to scaffold for students at different levels. From low to high and from shallow to deep, students should be scaffolded from core vocabulary and key sentence patterns to planning and layout.

Keywords: famous, well-known, attract, interesting, impressive, magnificent, refresh, success, representative,tourist,brilliant,popular

Phrase：place of interest,from near and far,from home and aboard,such a xx place,be sure to,welcome to,not only.... . but also,

Key sentence type:xx is located in,I strongly recommend xxx,I would like to,xx is one of the greatest wonders in the world,which is the most famous,where you can learn more about,that will impress you, the person who built it is xx,It is said to have been built,It is reported that,with long history,It has long history that is famous for,I am quiet sure that,I am looking forward to,wish you a nice journey

Chapter structure: welcome (first paragraph) + advice and reasons + good wishes (closing paragraph)

Genre: Explanatory essay

Dear Mike,
Expression of welcome (first paragraph)
Indicate and justify the recommendation
Expression of good wishes (closing paragraph)
Yours,
Li Hua

Format: Letter

Diversity. The input materials ensure the diversity of forms and sources of information, and multimodal input in different scenarios is selected as much as possible. For example, guidebooks, promotional videos of attractions, newspaper descriptions of attractions, guide maps, maps, pictures, etc. are provided. When organizing teaching activities, you can combine individual activities, peer activities, group activities and whole-class activities, ensuring time for individual reflection as well as drawing on the opinions of others. Encourage students to engage in richer and more varied language expressions.

Students practice output. Based on the above preparation, students are free to choose two sights to present, draft a writing outline and try their first round of writing output. At this point, it is free writing and students do not need to pay too much attention to writing word spelling, punctuation, etc. They just need to present all the ideas they want to express.

Table 2 Writing Outline

Writing Outline		
Attractions	xx is located in I strongly recommend xxx I would like to xx is one of the greatest wonders in the world	First paragraph I'm glad to know that you are coming to China during Christmas. The following is a brief introduction about some places of interest that I strongly recommend to you.
Introducing History	which is the most famous It is well known for, which has become popular all over the world where you can learn more about that will impress you the person who built it is xx/It is said to have been built It is reported that with long history/It has long history that is famous for	Second paragraph The Great Wall of China is one of the greatest wonders in the world, which is visible from outer space. Because of its rich history and magnificent appearance, the Great Wall attracts a lot of tourists, scientist, and historians. It is so cold in Beijing that I would remind you to wear more clothes. Here are so many local foods that you must to taste some of them, like Beijing Duck. Convenient traffic can bring you to everywhere as you want.
Climatic conditions	I'd like to tell you something about the weather in xx,which is xx You had better to take more clothes I think you will quickly adjust to them	
Transports	Here has convenient public transportation, such as taxi, subway, sharing electric motor	
Eating habits	The flavor is sweet,spicy... Noodles are the main food there	
Summary	I am quiet sure that I am looking forward to wish you a nice journey Hope you enjoy it If you have any question, you can connect with me in time.	Ending Paragraph I am looking forward to your arrival. there are many other wonderful places here. wish you a nice journey.

4.4. Evaluation Session

The evaluation session was divided into immediate and extended evaluation. Immediate evaluation is the teacher's review and correction of model texts in class using a combination of multiple modalities through multimodal results presentation and multimodal evaluation. In this case, students can organize and reflect on all comprehensible input of the lesson and check whether they flexibly use the effective vocabulary sentence patterns, expressions, and stylistic structures they have learned to write. Finally, outstanding examples are selected for appreciation. The immediate assessment provides a paradigm for students to use this type of assessment themselves after the lesson.

Wen Qiufang attaches great importance to off-class

assessment, and he believes that each student's output should be evaluated, so in order to cope with the problems of high frequency and many types of work completed by students, heavy teacher courses, and difficulty in ensuring timely and effective feedback, he created a new form of assessment under the guidance of POA, namely Teacher-Student Collaborative Assessment (TSCA) is a supplement to teacher assessment, student self-assessment, peer-to-peer assessment, and automatic machine scoring. Peer assessment and group assessment are adopted to help others analyze the strengths and weaknesses of their essays, to take advantage of their strengths and weaknesses, and to look for problems for secondary revision.

5. Conclusion

Multimodal input based on an output-oriented approach brings students a refreshing experience in writing classes, enabling selective input motivated by output. As a result, students are motivated to write from the inside out and keep their interest in writing. Students have more autonomy and enough language material to choose from to produce a unique, unique, and level-headed composition. The collaborative evaluation session between teachers and students can provide a good opportunity for students to reflect on their writing and thus develop the habit of checking it after writing. Therefore, multimodal input writing teaching based on output-oriented method is no longer boring, but lively and interesting, with various activities and a complete process, which is worth promoting and learning.

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