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An Application Research on continuation Writing in English College Entrance Examination from the Perspective of POA

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Abstract: This paper explores the application of high school English writing mode based on the theory of production-oriented approach (POA). It mainly introduces the theory and steps of the POA, and application of the high school English reading, in order to cultivate the learners' thinking mode and the ability of comprehensive language use. Through the in-depth analysis of the January 2021 Zhejiang College Entrance Examination English reading and writing test questions, this paper analyzes the practical significance of writing in high school English teaching by combining the theory of POA and specific teaching practice, with a view to improving the efficiency of the continuation writing classroom and enhancing the students' ability to learn and use.

Keywords: Reading Followed by Writing; POA; High School Students; Teaching Mode.

1. Introduction

According to the fundamental requirements of "General High School English Curriculum Standard (2017 Edition 2020 Revision)" of Lid Shu Ren, combined with the core literacy of high school English discipline, reading followed by writing, as a new type of questions, combines reading and writing, echoing the appeal of the foreign language examination on the investigation of comprehensive language use ability, has become the focus of the research on English writing teaching mode. However, at the present stage of high school English reading and writing teaching, due to the lack of effective teaching theory support, there are still some problems in the current high school English reading and writing teaching, such as low authenticity of output tasks, detached from reality; insufficient evaluativeness of output results, lack of feedback, etc. These problems lead to the difficulty for students to realize the effective transfer and use of language experience. POA is a foreign language teaching method proposed by Wen Qiufang, which has been confirmed to play a positive role in high school English teaching in a large number of studies. Based on the current situation of English reading and writing teaching, this study specifically discusses the specific teaching design of POA in high school English reading and writing under the premise of elaborating the theory of POA.

2. Theoretical Framework

POA is a teaching theory for foreign language teaching, which emphasizes the organic combination of input learning and output use, so that the learners' foreign language learning effect can be comprehensively improved (Wen Qiufang and Bi Qiang 2020). In 2015, the theoretical system of the output-oriented approach was constructed. In summary, the three parts of the POA circulate and promote each other, the teaching philosophy is the guiding idea of the teaching assumptions and the teaching process, the teaching assumptions provide the theoretical support for the various aspects of the teaching process, and the teaching process is the means and carrier by which the teaching philosophy and the teaching assumptions, as well as the whole POA, can be realized. The following figure shows the elements of POA and their interrelationships.

3. Teaching Model Construction

POA is divided into three parts: output-driven, input-enabled, and evaluation-feedback.

3.1. Output Drivers

Driven teaching principles should be "communicative authenticity", "cognitive challenge" and "appropriateness of output goals". According to these three principles, teachers should present communicative output scenarios to motivate students to practice language, so that they can actively express themselves and improve output efficiency.

3.1.1. Pre-lesson Goal-driven

Output task-oriented foreign language teaching can enhance learners' internal motivation. Teachers issue output tasks before class, so that learners can understand the main idea of the sequel text, and realize the gap between their current level and the objectives, so as to enhance the relevance of the input, and generate internal motivation for language learning.

3.1.2. In-class Task-driven

The task-driven model of "output-oriented" classroom foreign language teaching can be summarized as follows: "set a problem, put forward a challenge, and complete it within a time limit", which is conducive to improving students' motivation to learn. Criteria for "output-oriented" tasks: firstly, they are closely related to real life. Secondly, it is cognitively challenging. Teachers need to introduce the teaching objectives and output tasks to students, and set output tasks that match them, and guide students to selective learning and processing of language input materials.

3.1.3. After-school Tasks "Assessment-Driven"

We have implemented "partner assessment", "teacher-

student cooperative assessment" and "artificial intelligence assessment" for after-school tasks, in order to achieve high-quality output of after-school tasks and promote the sustainable development of foreign language skills. All students can conduct mutual assessment in small groups, giving full play to students' ability to identify and evaluate, which not only makes students pay attention to the assessment criteria, but also enables them to learn from each other's strengths and weaknesses, and pay attention to the quality of the outputs.

3.2. Input Enablement

The input facilitation session is divided into three parts: content facilitation, language facilitation and structure facilitation. Students learn selectively with the help of the teacher to gain a detailed understanding of the discourse structure and linguistic features of the text, to build up a dual awareness of content and language, to build up "scaffolding", and ultimately to contribute to the completion of the output task.

3.2.1. Content Enablement

At this stage, teachers should lead students to read the original text in depth, to understand the content elements, content development, logical relationships, language features, etc. in order to "gain insight into the nature of the language and its use"; to read the paragraph starters, to analyze the "echo of information with the above part of the discourse". In order to realize that the sequel is "imaginative, well-organized and reasonable", students should read the paragraph starters and analyze their "echoes of the information in the preceding part of the text".

3.2.2. Language Enablement

The reasons for the output difficulties are analyzed at the three levels of phrases, sentences and chapters, the points of focus are located, and the solutions are developed. At the phrase level, the aim of output is to help students overcome "pronunciation and spelling barriers". At the sentence level, in order to reduce the load of sentence processing and master the rules of sentence formation, teachers should design the activity of "conjugation": the teacher will disorganize complete sentences and ask students to conjugate the words into sentences.

3.2.3. Structural Enablement

The structure of an essay is part of its general character. To write an essay, one should pay attention to the language style of the original text and use appropriate word blocks, phrases and even rhetorical devices while distinguishing the genre. Teachers can guide students to analyze the linguistic style of the text, discuss chapter features and stylistic characteristics, and strengthen their sense of imitation in terms of structure.

3.3. Evaluation

The evaluation of outputs can be categorized into immediate and delayed evaluation. Through teachers leading students to evaluate each other and improve their own assignments with modifications, they can realize the synergistic development of reading and writing, and continuously improve students' logical thinking, innovation and critical ability.

3.3.1. Instantaneous Evaluation

After students complete the selective learning and output exercises, the teacher immediately evaluates the students' input learning and output exercises to understand the teaching effect. During the lesson, the teacher focuses on the common typical problems, approves the typical samples in detail, determines the evaluation focus, the students think independently according to the evaluation focus, then carry out group communication, then discuss collectively under the guidance of the teacher, then the teacher gives the modification opinions prepared before the lesson.

3.3.2. Delay Evaluation

Students receive evaluation after submitting the results to the teacher after practicing outside the class according to the teacher's requirements. After the class, students conduct self-assessment and peer assessment according to the evaluation focus based on the professional guidance of the teacher in the class, then the teacher censuses the results of the correction, and finally summarizes the revision and recommends the outstanding works (Wen Qiu-fang, 2016).

4. Case Studies Guided by the Output-Oriented Approach

4.1. Output-driven: Refining Discourse Themes, Setting Clear Output Tasks, and Stimulating Potentials

4.1.1. Pre-course Goal-driven

In this session, the teacher first plays a video about continuing the text to create a more three-dimensional, visual teaching situation for students to stimulate students' enthusiasm and initiative in learning. Afterwards, the teacher guides the students to read the title, browse the whole text, determine the topic sentence of the paragraph and summarize the main idea of the article. Teachers put forward the following two questions for students to think and discuss:

Q1: How did the protagonist in the story escape danger?

Q2: What do American families do during Halloween and their attitudes towards it?

With these questions in mind, students can discuss, put themselves in the shoes of the author of the text to experience and act on them. ---- Imagine what it would be like to have your head stuck in a pumpkin, how you would feel, and how you would react. In attempting to answer these questions, students are usually challenged in the areas of English expression, opinion, vocabulary, and cross-cultural awareness, and become aware of their personal shortcomings, thus becoming more motivated. This is a deliberate attempt by the teacher to create a state of "hunger" for the students.

4.1.2. In-class Task-driven

In this session, the teacher will ask the following questions in class to guide students' attempts to frame the content of the sequel:

Q1: How did my emotions change during the time when my head was stuck by a pumpkin?

Q2: Think about who I was rescued by and how I was rescued.

Students engage in discussions in the classroom. The teacher may notice that students are unable to express their thoughts clearly and methodically due to a lack of vocabulary or experience. Therefore, the teacher will provide the necessary vocabulary and sentence patterns on the classroom materials to lay the groundwork for the continuation of the discussion.

4.1.3. Post-course Assessment Driven

When students have a basic grasp of the structure of the essay and related expressions, students are asked to

conceptualize and complete the underwater essay for the first paragraph of the continuation in 15 minutes, and then turn it in. Randomly assigned by the teacher, students will evaluate and learn from each other. Students will find out the excellence of other students' writing and the deficiencies of their own essays.

4.2. Input Enablement: Scaffolding, Deep Interpretation of Discourse, and Output Enhancement

4.2.1. Content Enablement

Teachers need to get students to quickly grasp the theme through SKIMMING and identify the six elements of narrative (5W1H) to capture the main idea and the general meaning of the text.

1) When: Halloween

2) Where: Our home's kitchen table

3) Who: my 14-year-old brother Jason, Dad, Mom, I, my 10-year-old brother Austin.

Another brother and sister

4) Why: we neglected to weigh them before scooping out their innards, but I was determined to prove my point.

5) What: I thought forcing my head inside the pumpkin would settle the matter, however, I failed to get out.

6) How: My family come up with some ideas to get me out.

Students should capitalize on the prompt language in the first sentence of the two paragraphs of the continuation to frame the plot and move forward to the next step in the story before the continuation.

Make plot developments fit the logic and ideas of the original text.

Secondly, students are allowed to Scanning in a targeted way. The teacher reminds them to pay attention to the language style of the text and encourages them to imitate it, so as to pave the way for subsequent reading and emotional analysis.

4.2.2. Language Enablement

In response to the language output difficulties encountered by the students, the teacher designed the following activities at the sentence and chapter level:

Activity 1: Connecting Words into Sentences

In response to students' difficulties in producing complex sentence patterns and language, teachers can create sentences using the target phrases and sentence patterns and disrupt the sentence structure and ask students to reassemble them. Students need to analyze the grammatical functions of individual chunks, think about the collocations between the components, and gain structural knowledge in forming sentences.

Example: wave A him of bewilderment engulfed.

A wave of bewilderment *engulfed him.*

Activity 2: Fill in the blanks with content

Through "form-meaning pairing", the use of language in characterization and plot development of the novel is excavated, and learning is realized in real and relatively complete discourse, learning by using, learning by using, and learning by using.

Table 1. Language Enabling Activities

paragraph allocation	extract and integrate
Para1	I was stuck for about 6min though it felt longer. If only I had never forced my head in out of curiosity. Jason, aware of something wrong happening, dad for help. I was sparing every effort to make my head out. Dad came to the spot, (see my reaction).
Para2	Hardly had it been shown when quantities of comments conveyed people's passion for Halloween. Jason even (动作描写), claiming he became famous. (Was the true meaning of Halloween-love and fun).

Activity 3: Generalizing and Integrating

The teacher asks students to summarize the writing techniques, and guides them to summarize the emotional descriptions used in the sequel:

IDEAS. the specific design is as follows:

(1) Lead students to summarize the writing strategies

(2) Lead students to find out the language features.

1) He was determined to keep a video record of the events in its full entirety

To my dismay, instead of trying to help, Jason reached for his phone.

(3) Lead the students to imitate the sentences, designed as follows:

1) Excitement boiled inside me, and my heart raced as the melody of the song echoed deep in my ears.

2) Fear clutched at me, my breaths becoming shallow and short as the darkness of the tunnel completely enveloped me.

Reference Answer:

3) Excitement bubbled within me, my heart racing in anticipation as the melody of the song resonated deeply in my ears.

4.2.3. Structural Enablement

The third part is the Structure Enabling - Reading Bridging section. The teacher guided the students to infer the possible plot through discussion. (See Table 2)

Table 2. Plot and Behavior of High School Reading and Writing Texts in January 2021

Plot	Actions/Emotions
We neglected to weigh the pumpkins before scooping out their innards, but I was determined to prove my point.	I thought forcing my head inside the pumpkin
My mom filming the annual ritual	Laying the groundwork for the following text
I realized getting out was going to be less straightforward than getting in.	I felt a jab of panic as I braced against the table.
I as stuck for five or six minutes though it felt much, much longer.	?
That Facebook video went up the Monday before Halloween.	?

Then, the teacher asks the students some questions to predict and construct the detailed plot.

Q1: What is the author's emotional change? (Para1)

Q2: What is the reaction of the surrounding family members? (Para1)

Q3: How the author escaped danger from pumpkins (Para1)

With these questions, students can improve their discourse study accuracy for their English writing output.

4.3. Evaluation Feedback: Optimizing the Form of Evaluation, Guaranteeing Consistency in Teaching and Evaluation, and Reinforcing Effectiveness

4.3.1. Instant Evaluation

In the continuation text, students are required to continue the paragraph headings of the paragraphs, respectively:

Para1: I as stuck for five or six minutes though it felt much, much longer.

Para2: That Facebook video went up the Monday before Halloween.

After skimming through the students' drafts, the teachers found that there were language-level and content-level problems in the continuations.

In response to the above problems, the teacher explains them in response to the evaluation focus, and guides students to revise the sample questions and master the revision method.

4.3.2. Delayed Evaluation

Teachers clarify the post-lesson tasks and provide an evaluation checklist so that students are clear about the requirements for post-lesson revision, and ask students to carry out self-assessment and peer assessment according to the evaluation checklist, after which they submit their revised drafts.

Table 3. Post-course evaluation checklist

Evaluation focus	Whether the continuation is consistent with plot continuity (1) Whether the sequel plot fits with the original text (2) Whether or not the continuation of the paragraph is linked to the first sentence of the paragraph (3) Is there a strong connection between the continued paragraphs
Modification process	(1) Self-assess and revise the text based on the evaluation focus and give the revised text to a peer (2) Peers check and revise the text based on the evaluation focus, suggest changes, and have face-to-face discussions (3) Conduct a second self-assessment and revise based on peer revisions and submit the final revised version to the teacher
Modification Request	(1) Strictly follow the evaluation focus for evaluation and revision (2) Retaining traces of modification

5. Discussion and Reflection

5.1. Enhancing Students' Professionalism

In the "output-oriented approach" teaching model, the teacher needs to refine the overall goal of each output into several sub-goals, and then set the relevant output tasks according to each corresponding sub-goal. Students need to complete the corresponding tasks, thus reducing the opportunity for students to "desert". Through the diversified assessment system, students are made aware of their problems in language, content, chapter structure and cultural literacy. Establishing a platform for displaying excellent results, in the process of learning excellent results, students realize their shortcomings in English writing and make up for them in a timely manner.

5.2. Improvement of Teachers' Pedagogical Skills

In the process, the teacher’s task is to promote students to learn effectively, evaluate the learning effect of students. Teachers need to break through the inherent habit of students passively accepting the knowledge of the teaching mode, in accordance with the teaching process and the different needs of different students at any time to adjust the teaching method, the process, teachers are greatly challenged, the need to constantly innovate in teaching, and constantly collect input materials related to the content of the teaching, and constantly study the teaching of the unique and novel language output tasks, in addition to the use of fixed text, can also be designed through the Internet, such as resources useful to the students or to the students, or to the students, and to the students. In addition to using fixed texts, they can also use the Internet and other resources to design topics that are useful or interesting to students.

5.3. Promoting Students' Intercultural Awareness

This teaching mode helps to analyze and compare the similarities and differences between Chinese and Western cultures, at the same time, the teacher follows the principle of practicability in teaching cultural knowledge and cultivating students' cross-cultural competence. At the same time, teachers follow the principle of practicality in teaching cultural knowledge and cultivating students' intercultural competence, and the output tasks are designed with certain communicative value and correct orientation.

6. Conclusion

This study takes school English continuous writing as the research object, and builds a synergy reading and writing teaching mode, aiming to change the current situation of high school students' learning and using. It aims to change the status quo of high school students' learning and utilization. This teaching mode is not only conducive to breaking the boundaries between language learning and use, but also promotes the benign development of students' comprehensive language use ability, and allows them to experience the process of complete language input and output, which will enhance their core quality of the English discipline.

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