

# Research on the Integrated Teaching Model of College English Reading and Writing Based on the Output-oriented Approach

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**Abstract:** As the main force of popularization of higher education, local colleges and universities mainly aim at cultivating applied talents. "The traditional single and general college English course, which aims at improving the level of learning language, can no longer meet the talent training of local undergraduate colleges in the transition period under the new situation". Because students are unfamiliar with the new knowledge field, the student-led classroom learning activities fail to reach the due height and depth. With the globalization of the world economy and the great demand of society for high-quality applied talents, local undergraduate colleges, which carry the mission of delivering all kinds of applied talents to society, are facing unprecedented reform pressure, especially in college English teaching. This method puts forward the teaching hypothesis of "Output Driven-Input Promotion", and adheres to the "Learning Center" and "Learning-Utilization Integration". With the idea of "whole person education", it can solve the disadvantage of "separation of learning from practice" in current foreign language education and greatly improve students' comprehensive ability of using English. In this paper, based on the output-oriented method, under the theoretical framework of output-driven and input-driven, the output-oriented mode of teaching can make full use of the characteristics of "learning to apply, to promote learning", to improve teaching efficiency and teaching effect.

**Keywords:** Output-oriented approach, college English, integrated teaching of reading and writing

## 1. Introduction

With the development of economic globalization, the application of English language is becoming more and more popular. Through the process of English communication, the trade with western countries can be completed, and at the same time, the western culture can be deeply understood. POA advocates the teaching idea of "integrating learning with application", that is, output activities are both driving means and teaching objectives, while input activities are facilitating means, and output and input are linked organically to realize effective teaching [1]. As the main force of the popularization of higher education, local colleges and universities mainly aim at cultivating applied talents. "The traditional single and general college English course, which aims at improving the level of learning language, can no longer meet the personnel training of local undergraduate colleges in the transition period under the new situation" [2]. However, in the constructivist view of teaching, the role of teachers is weakened, students become the dominant players of learning activities, and teachers' expert leadership is weakened. Because students are unfamiliar with the new knowledge field, the student-led classroom learning activities cannot reach the desired height and depth [3]. Therefore, it is necessary for teachers to change the traditional teaching mode of college English, adopt the output-oriented teaching method, attach importance to students' dominant position in the classroom, stimulate students' interest in learning, improve students' English reading and writing ability, and realize the improvement of classroom teaching effect.

With the globalization of the world economy and the great demand for high-quality applied talents in society, local undergraduate colleges, which carry the mission of delivering all kinds of applied talents to society, are facing unprecedented reform pressure, especially in college English teaching [4]. The college English teaching guide published by the Ministry of Education in 2020 clearly pointed out that the teaching goal of college English is to cultivate students' application ability of the language, so that they can use English effectively in study, life, social interaction and future work [5]. This method puts forward the teaching hypothesis of "Output Driven-Input Promotion", and adheres to the teaching thought of "Learning Center" and "Learning-Utilization Integration". With the idea of "whole person education", it can solve the disadvantage of "separation of learning from practice" in current foreign language education and greatly improve students' comprehensive ability of using English. As a second language,

English is also a kind of communication tool [6]. Both reading and writing require certain application skills. Especially, some written contracts, Personal Resumes and other contents involve professional terms and fixed writing formats [7]. Students often find it difficult and tedious in their study. However, at present, the effect of College English teaching reform is not significant, and the applied talents in local undergraduate colleges and universities are far from meeting the social needs.

## 2. Analysis of College English Reading and Writing Teaching Model

### 2.1 Reading teaching mode

Reading is an essential skill for second language learners, a required item in various language tests, and the most important input link in language learning. However, from the perspective of the function of the curriculum, college English reading teaching is far from playing its due role [8]. In the process of college English reading and writing teaching, weak language ability is a common phenomenon, which has a certain relationship with students' learning ability and innate conditions. Students have less experience in reading and writing English, which leads to students failing to complete their learning tasks in time [9]. College English should be a comprehensive practical course which combines listening, speaking, reading, writing and translation skills. The output-oriented theory system just provides us with such a vision of blending output with input [10]. The POA research team modified and perfected the Output Driven Hypothesis to solve the problems it faced, and finally proposed the Output Driven-Input Driven Hypothesis. As shown in Figure 1.

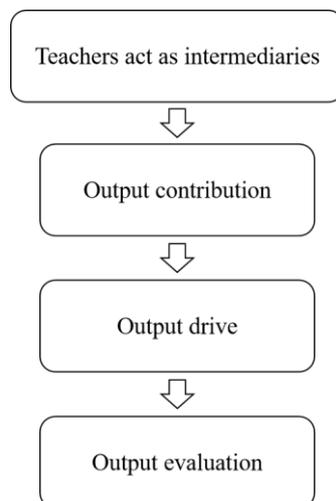


Figure 1: Output drive hypothesis

Only when college English teaching pays full attention to the important role of output and integrates input and output seamlessly can students' output ability and interest in input be effectively improved. According to the characteristics of teaching content and students' actual level, the teaching objectives are determined, the output tasks are carefully set before class, and the classroom teaching process is designed through several teaching links such as output-driven, input-facilitated and evaluation. Real-time evaluation can help teachers master students' learning progress and adjust the progress of the class timely. In addition, the evaluation mode of reading course is too single, usually be done by giving exercises to examine students' understanding and comprehension of text, which is too trial-oriented to stimulate students' desire for real reading.

### 2.2 Writing teaching model

Traditional college English writing teaching follows the "input-output" process. Teachers firstly adopt in-depth and interlocking instructional design to achieve the teaching objectives, and take language objectives as the basis of English reading and writing training, with the aim of improving students' expression ability of the language. Secondly, the teacher screens the input materials based on the principle of promoting output tasks, and uploads videos of related topics, PPT of new words and phrases in textbooks and other auxiliary learning materials one week in advance by using the online teaching platform, so that students can learn individually before class. After that before the first class, the teacher asks the students to finish the first and second paragraphs of the first draft of the composition, for instance,

talking about the psychology of receiving the admission notice and the first day of entering the campus. The students are supposed to write at least three sentences in each paragraph, and find relevant expressions in the two texts and on the Internet. Through this design, it is easily for us to notice the biggest difference between the output-oriented English teaching method and the constructivist one lies in that the former one stresses the importance that the "active construction" of students' knowledge structure should be done while giving play to the "expert leading" role of teachers. It emphasizes that classroom teaching should be carried out around "effective learning" and that continuous output exercises should be conducted for the core knowledge of the language. That is, the purpose of learning is to apply and solve the problems encountered in language communication. This kind of teaching idea solves the drawback of "separation of learning from practice" which existed before. Moreover, in the traditional result-oriented writing teaching, the task of evaluating works is completed by teachers, which is too single.

### 3. An integrated teaching model of English reading and writing under the guidance of POA

#### 3.1 Output drive and input enable

According to the POA teaching model, a complete English teaching process should consist of "motivating", "enabling" and "assessing". Compared with the traditional writing teaching method starting from reading model essays, POA thinks that teachers should first design output tasks that are suitable for this unit and let students complete it, which works as an "output-driven". In order to effectively mobilize students' subjective initiative, teachers should adopt the teaching concept of "output-oriented method" and expand the teaching content in combination with the needs of social development. To attract students' interest in learning, we should change traditional teaching steps reasonably, choose teaching contents properly and implement selective learning. Teaching principles consist of "learning-centered principle", "learning-using integration principle", and "whole-person education principle". The teaching hypothesis is based on four teaching hypotheses: output-driven hypothesis, input-enabled hypothesis, selective learning hypothesis and assessment for learning hypothesis. The teaching processes contain three phases, each mediated by the teacher: motivating, enabling and assessing. And the three links of motivating-enabling-assessing are divided into internal small cycle and overall large cycle. It emphasizes the teaching process of teacher-student cooperation under the guidance of teachers. As shown in Figure 2.

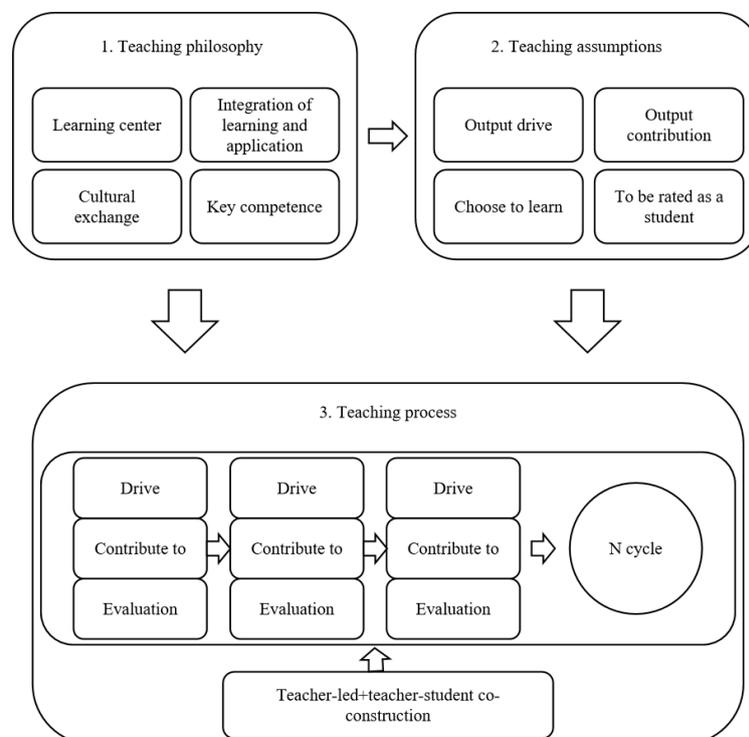


Figure 2: Theoretical system of output-oriented approach

Teachers guide or excellent students lead this group of students to select useful input materials and expressions, and students practice output in depth again. Most local college students' English

pronunciation is not ideal. First of all, we should check the students' pronunciation problems, such as reading words with common phrases and reading texts. Opponents believe that part-time work at school will put a lot of pressure on their studies, while supporters believe that part-time work at school is enough to shape character, mature students and gain work experience. Different students have different situations, and have their own advantages and disadvantages. Teachers' task is to find suitable teaching methods and content for different situations, and guide students to accept "facilitation".

### 3.2 Cooperation Evaluation

The "evaluation" link is an urgent part of the traditional teaching process, which has the problems of single standard and low efficiency. It's hard for teachers to reflect the true value of compositions that they have spent a lot of time and energy correcting. Most students only look at scores and ignore teachers' evaluation, so "the same mistakes appear again and again".

### 3.3 Reading and writing mixed teaching mode

Teachers can use advanced teaching tools such as multimedia to play videos to students in combination with textbook teaching content, and form intuitive English reading and writing perception through sounds and pictures to attract students' attention. Teachers arrange after-class consolidation exercises of language points according to unit teaching objectives, as well as some retrospective output tasks and migratory tasks, so as to expand and sublimate students' output ability. Based on this concept, this paper attempts to construct a mixed teaching model of College English reading and writing from the perspective of output-oriented approach, combining the advantages of online and offline teaching in the information technology era and based on the mixed learning model of College English. As shown in Figure 3.

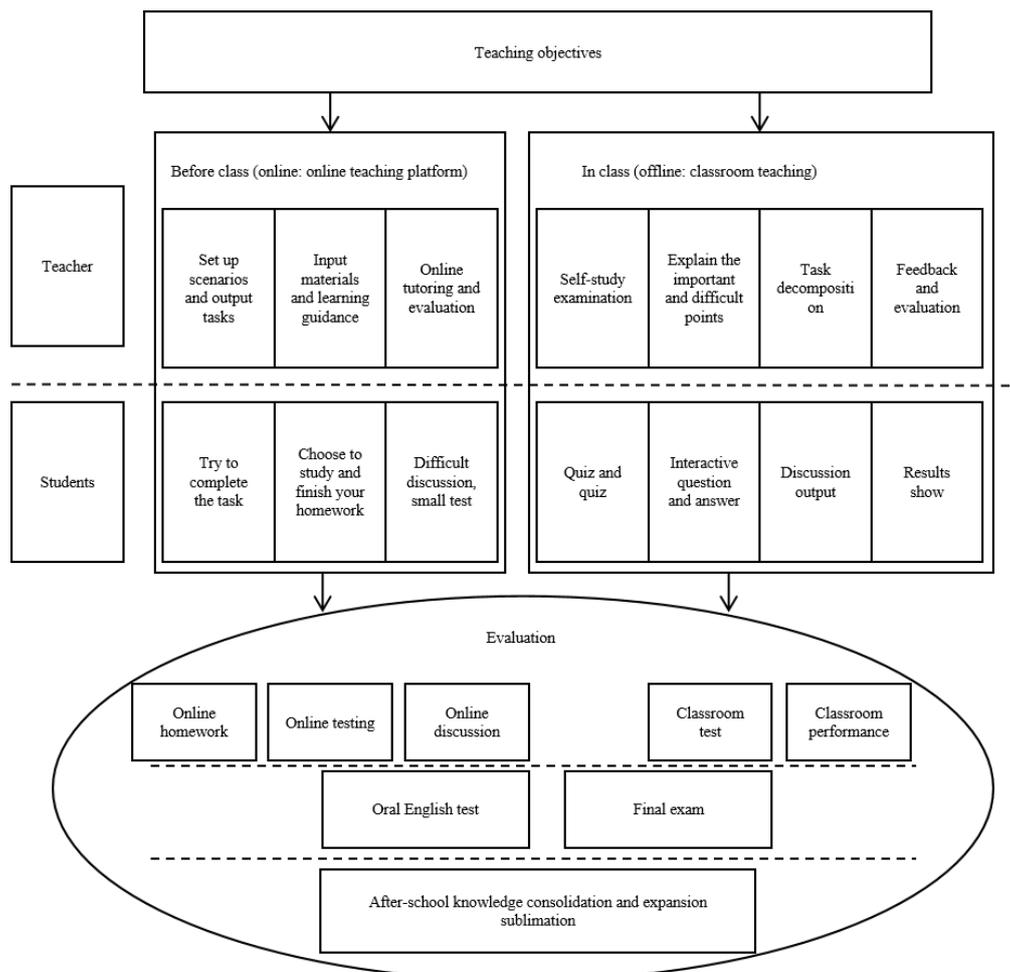


Figure 3: College English reading and writing mixed teaching mode from the perspective of "output-oriented approach"

English learners who lack vocabulary are limited to using simple words in their writing. Therefore, in reading teaching, it is necessary for teachers to expand the practice of synonyms, antonyms and word shape changes. In order to make full use of the advantages of information technology in the era of big data, teachers encourage students to search for arguments from the Internet, and search for the attitudes of European and American parents and students towards part-time jobs in schools. Find out the differences between Chinese and Western parents about part-time jobs at school and list the tables in a statistical way. In addition, teachers must grasp the relationship between students' autonomous learning and teachers' teaching of language skills in the "enabling" link. Really play a good role of "scaffolding" instead of letting go and let the students study on their own.

#### 4. Conclusions

Generally speaking, POA is a great progress compared with the traditional teaching mode. Teachers give full play to the role of instructors in teaching design and practice, set clear teaching objectives, use multimedia and other teaching tools to create situational teaching environment, activate classroom teaching atmosphere, and form good teacher-student interaction. At the same time, the results of this teaching practice are also influenced by some factors, such as students preparing for CET-4 and CET-6, and the unreal scene design of some output tasks in the teaching process, and its effect on receptive ability such as reading needs to be further studied. This kind of teaching mode can enhance the confidence and interest of local college students in English learning. Reasonable use of peer review and writing software can further alleviate students' writing anxiety and teachers' workload. Combining the advantages of information technology in the data age, this paper conducts a research on College English reading and writing under the guidance of output-oriented approach. One semester of practical teaching has proved that this model can effectively link teachers, learners and reading materials, give full play to the synergy, and comprehensively improve students' linguistic application ability. Therefore, POA is a theory of foreign language education with both Chinese characteristics and international perspectives, which has great significance for future foreign language education in China.

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