

TSCA on Students' Attitude toward Writing in Blended Learning of College English

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Abstract: English writing is an important output skill developed in college English programs. Most colleges and universities do not offer a separate college English writing course and have little time for classroom writing instruction. To cope with the solution of this dilemma, the Production Oriented Approach (POA) mentions Teacher-Student Collaborative Assessment (TSCA) which creates a new form of assessment. Through TSCA, teachers can not only ease the heavy teaching load, but also fully tap the network resources to efficiently use students' time before, during and after class to maximize and optimize the teaching effect. In this paper, the teaching concept of "TSCA" is used to conduct writing teaching experiments, to study and analyze students' attitudes towards effective writing, so as to provide inspiration for the practice of English writing teaching.

Keywords: TSCA; English attitude; effective evaluation

1. Introduction

China Education Modernization 2035 proposes accelerating educational changes in the information age, building intelligent campuses, coordinating the construction of integrated intelligent teaching, management and service platforms, accelerating the reform of talent cultivation modes by using modern technology, and realizing the organic combination of large-scale education and personalized cultivation. Wang Shouren (2011), the chairman of the University Foreign Language Teaching Guidance Committee, said that "in the process of communication, spoken English and English writing are equally important". Most colleges and universities do not offer separate college English writing courses and have little time for classroom writing instruction. Teachers also overuse the traditional writing teaching mode and do not emphasize the application of information technology in writing teaching.

Over the years, front-line English teachers and related educational researchers have proposed a variety of pedagogical methods and tools to cope with and solve students' problems in English writing. However, these pedagogies and tools have achieved little. This is mainly because writing is a difficult language to learn. If students do not get systematic input training and follow-up supervision, it is difficult for students to rely on their learning initiative to achieve satisfactory results (Zhang Yi & Tao Lijun, 2018).

"Production - Oriented Approach (POA) is a foreign language teaching and writing theory proposed to address the shortcomings of "learning and use separation" in foreign language teaching in China. TSCA (Teacher-Student Collaborative Assessment, for short) is a new method for POA (Production-oriented Approach, for short). "Output-oriented Approach") a new form of assessment created (Sun Shuguang, 2020). It consists of three stages: pre-class, in-class and post-class. Before class, teachers select and review typical samples according to the teaching objectives of the unit. Inside the class, students think independently, then communicate in pairs/groups, and then have a large class discussion led by the teacher, who gives the pre-course prepared reviews at the right time. At the end of the lesson, on the basis of the teacher's in-class professional guidance, students supplemented the TSCA with self-assessment or peer assessment.

In this paper, the teaching concept of "TSCA" is used to conduct writing teaching experiments, to study and analyze students' writing attitudes towards effective writing, so as to provide inspiration for the practice of English writing teaching.

2. Literature Review

Information technology has created informative learning styles, from E-learning (electronic learning, digital learning), to M-learning (mobile learning, mobile learning), to U-learning (ubiquitous learning, ubiquitous learning) (Chen Jianling & Jia Zhengxiao, 2017). In the age of informationization, university English writing teaching relies on the support of information technology. The development of network technology promotes the development of teaching concepts, teaching methods, teaching content and teaching assessment in English writing. Realizing the effective integration of English writing courses and information technology, developing a favorable network ecological environment for English writing teaching, and coping with all the challenges faced by university English writing teaching have been the urgent tasks of English writing teaching at present.

"Production - Oriented Approach (POA) is a foreign language teaching writing theory (Wen Qiufang, 2015), which is put forward in response to the drawbacks of "separation of learning and use" in foreign language teaching in China. Theory (Wen Qiufang, 2015). As the last part of POA, TSCA is a new form of evaluation created by POA (Wen Qiufang, 2016). Its evaluation object is the students' extracurricular output tasks, and the evaluation subjects include teachers, students, and machine scoring. The evaluation content is based on the teaching objectives of the unit study, while paying attention to the quality of the realization of the communicative objectives, as well as examining the effect of the students' application of language forms and language structures. It is conducive to organizing and balancing the teacher's evaluation with other evaluation methods. Therefore, TSCA can effectively solve the problems of inefficiency and inefficiency in traditional assessment methods.

Attitude is a core element in the development of learning motivation. Gardner (2010) found that attitude towards learning is the main reason for learners' success in learning a language. Gardner is one of the scholars who studied learners' attitudes. He believes that "desire to achieve learning goals + good attitude towards language learning" are two important factors in language learning. Therefore, he found that attitude has a significant impact on EFL/ESL learning. In practice, writing attitude is an affective disposition. Attitude towards writing makes learners feel emotional changes from happiness to unhappiness through the act of writing (Graham, 2007). Zinsler (2001) points out that we write only when we have the intention to write. No one can force us to write, and Clark and Trafford (1995) agree that the direct result of successful foreign language learning is a change in attitudes toward second language learning.

Currently, TSCA research focuses on the teaching of English writing. However, there has been no research to focus on the improvement of students' attitudes toward writing. Therefore, this study focuses on the improvement of students' writing attitudes under the TSCA teaching model. The object of teaching is emotional. The improvement of attitude is a prerequisite for everything to go well. It is necessary for English writing teaching research to focus on the change of students' attitudes toward writing under the TSCA model.

3. Research methodology

The choice of research method depends on the research question. The problem of this study is: students' attitudes towards effective English writing under the teaching concept of "TSCA". This is a problem of describing the current situation. The quantitative research method is more suitable for describing the current situation of a large sample. Quantitative research is "more suitable for large-scale investigation and prediction of things at the macro level" (Chen Xiangming, 2000). This study focuses on the questionnaire survey to find out the improvement of TSCA on students' writing attitudes from the students' perspective. In addition, when forming the measurement scale of effective writing instruction in blended college English, the author utilized the Delphi expert survey method to ensure the scientific validity of the scale.

3.1 Research Objects

Factors such as the determination of the research population, sample selection, sample size, and sampling strategy affect the quality of the data, which in turn affects the quality of the interpretation of the overall research data (Zheng Xinming & Wang Yushan, 2014). Theoretically, all the students of university English courses receiving blended teaching are the research subjects, that is, the theoretical totality. However, due to the limitations of human, material and financial resources, it is impractical to study the totality of the totality.

The implementation of blended teaching in university English courses can vary greatly due to the different levels of English learning among students. In order to highlight the effectiveness of the "TSCA" teaching concept applied to college English writing courses, the author purposely selected freshman B-level students (with a score of less than 90 out of 150 on the college entrance examination). There are 31 classes in the freshman B level, totaling 1,242 students. According to Raosoft's scientific calculation, in order to ensure the validity of the measurement is more than 95%, I surveyed 350 students in the form of questionnaire, in order to obtain the specific situation of the implementation effect of effective writing teaching under the teaching concept of "TSCA" from the students' point of view, so as to better perfect the improvement of students' writing attitudes in the context of blended teaching in college English. In order to improve the students' writing attitude in the context of blended teaching, the survey was conducted on 350 students.

3.2 Research Tools

In order to understand the current situation of students' attitudes towards English writing in blended teaching, an appropriate and effective evaluation tool is needed. The author compiles a variable questionnaire based on current literature and experts' opinions, then consults the literature to sort out the concepts and connotations of these variables, and compiles a variable questionnaire with reference to relevant questionnaires compiled by scholars at home and abroad that have been validated. This questionnaire consists of two parts. The first part is students' basic information, including gender, specialty, and English learning experience. The second part is writing attitude (Adapted from Hall et al.'s (2016) Writing Attitude Scale), including written enjoyment, written interest, value and utility of writing, and cognitive ability of writing.

4. Research results and analysis

4.1 Reliability of the questionnaire

Table 1 Reliability Result

Questionnaires	Indicators	Cronbach Alpha	Remarks
Writing attitude	enjoyment in writing	0.882	Good
	interest in writing	0.796	Acceptable
	value & Utility of writing	0.838	Good
	cognitive Competence in writing	0.864	Good

George and Mallery (2003) provide the following rules of thumb: " $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable"

The mean internal consistency coefficient of the Table 1 was 0.845. The four indicators of writing attitude was, in order: 0.882, 0.796, 0.838, and 0.864. The data showed that the questionnaire has high consistent reliability and internal validity for all variable sub-dimensions, indicating that the scale is suitable for investigation.

4.2 Questionnaire sub-dimensions

Table 2 Students' English Writing Attitude Based on Enjoyment

Indicators	WM	VI	Rank
1. Writing in English is fun.	2.73	Agree	1
2. I like to share my English written work with others.	2.55	Agree	2
3. I feel relaxed while writing in English.	2.46	Disagree	5
4. I am enthusiastic about writing in English.	2.49	Disagree	3
5. Writing in English makes me feel happy.	2.47	Disagree	4
Composite Mean	2.54	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49 = Strongly Disagree

As observed in Table 2, indicator 1 (WM-2.73) is the highest score. It shows that students are interested in English writing. students still feel satisfied with their writing results and are happy to share their writing results with others. In actual teaching, students always enjoy the writing topics. They actively participate in the discussion of writing topics. They show positive attitudes toward writing. Tormala (2008) argues that people can judge the attitudes of others by observing their

behavior.

But indicator 3 (WM-2.46) is the lowest score. It reflects that students do not enjoy the process of writing in English. Students generally feel anxious about the process of writing and are not confident in their English writing ability. This has a bad impact on the change of students' cognitive and emotional attitudes (Gan Lin, 2020).

Therefore, teachers should guide students to correctly recognize English writing, involve students in writing evaluation through peer assessment and other ways, help them understand the criteria for judging English writing, eliminate their fear of English writing, improve their confidence in English writing level, and reduce their anxiety in English writing, so as to improve their English writing level (Guo Jidong, 2018).

Table 3 Students' English Writing Attitude Based on Interest

Indicators	WM	VI	Rank
1. I am interested in understanding different techniques in English writing.	2.86	Agree	2
2. I am interested in developing my skills in English writing.	2.99	Agree	1
3. I feel relaxed about writing in English.	2.43	Disagree	4
4. I am interested in English writing.	2.58	Agree	3
5. I write in English in my spare time.	2.32	Disagree	5
6. I have no difficulty writing in English.	2.06	Disagree	6
Composite Mean	2.54	Agree	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

As observed in Table 3, indicator 2 (WM-2.99) is the highest score. This means that students enjoy English writing. Data show that students were not only interested in English writing, but also in English writing skills. People tend to do things that are interesting, easy, and familiar and avoid things that are boring, difficult, and unfamiliar (MacIntyre & Serroul, 2015). This shows that students are willing to invest time and energy on things they like.

But indicator 6 (WM-2.06) is the lowest score. It shows that students have difficulty in English writing. Students were emotionally anxious and encountered difficulties in the writing process, and thus were unwilling to spend their free time to improve their writing. This is the same result as the first subdomain-written enjoyment: students' fear of writing and poor sense of English writing learning experience.

Teachers should teach students according to their aptitude, pay attention to their individual differences in the same scenario, cultivate their individuality and creativity, improve their university classroom learning experience, and promote their comprehensive ability (Zhang Lin, 2015). In this way, students can improve their English writing in a good English writing experience, enhance their self-learning autonomy, and actively utilize their leisure time to improve the quality of English writing.

Table 4 Students' English Writing Attitude Based on Value and Utility

Indicators	WM	VI	Rank
1. English Writing is applicable in my life outside of school.	2.63	Agree	6
2. I write in English in my daily life.	2.35	Disagree	7
3. Good English writing skills will make me more employable.	3.05	Agree	2
4. Good English writing can improve my academic performance.	3.18	Agree	1
5. Expressing feelings in English is a valuable activity.	3.02	Agree	3
6. Writing in English is good for the expression of my feelings.	2.84	Agree	5
7. Writing in English can help my mind develop.	2.98	Agree	4
Composite Mean	2.87	Agree	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

As observed in Table 4, indicator 4 (WM-3.18) is the highest score. It indicates that students believe

that English writing is beneficial to improve their academic performance, enhance their social employment advantage, and improve their thinking and emotional expression. Gardner (Chen Qi & Liu Rude, 2020) believes that attitude as a learned disposition is an aspect of motivation. It will respond to a particular object in a favorable or unfavorable way. Students feel that English writing has a functional value in learning, work and life. This also responds to the first and second dimensions of the variable: students' interest and enjoyment towards English writing.

Meanwhile, indicator 2 (WM-2.35) is the lowest score. Therefore, students believe that English writing only plays a role in academic achievement, social job hunting, and expression of thoughts and emotions. This also shows that English teaching in China belongs to EFL rather than ESL. Therefore, teachers have to change the traditional English education paradigm of teaching and learning English that belongs to Asia to give a new identity to Asian English learners and teachers (Zhu Zhengcai, 2016).

Therefore, teachers should keep up with the trend of the times, get rid of the traditional level, revolutionize the concept of education with the help of modern information technology, stimulate the enthusiasm of students to learn, so that students can learn, think and use.

Table 5 Students' English Writing Attitude Based on Cognitive Competence

Indicators	WM	VI	Rank
1. I can inquire about English materials related to the task.	2.76	Agree	6
2. I can make judgments and choices about the credibility of information in English.	3.00	Agree	2.5
3. I can judge the reasonableness of other people's opinions from different angles.	2.92	Agree	5
4. I can improve my own writing based on other people's writing.	2.98	Agree	4
5. I can revise my writing based on other people's suggestions.	3.00	Agree	2.5
6. After the writing is completed, I can consult the relevant materials to improve my writing.	3.01	Agree	1
Composite Mean	2.94	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

As observed in Table 5, indicator 6 (WM-3.01) is the highest score. It shows that students can use information technology resources to improve the quality of writing. Informatized network resources are conducive to enriching the content of English writing teaching. The informatized platform contains rich teaching resources, including novel writing topics, writing materials on various topics and Fan. Teachers can collect, download and organize the resources according to the needs of students' writing teaching. Students use information technology resources to break the time and space constraints of communication between teachers and students.

Indicator 1 (WM-2.76) is the lowest score. This means that students can't make full use of the rich informational resources. Although students can improve their own English writing, they are unable to dig out the important online news sufficiently. Through the informatization platform, students can choose the appropriate way to learn, which not only improves their language learning ability, but also shows the trend of personalized learning.

The students' cognitive skills improved significantly with a mean value of 2.94 (2.50-3.49=agree). This indicates that TSCA is conducive to the development of students' cognitive skills in writing. Cognitive ability is centered on students' critical thinking ability. Among all courses, the role of writing classes is particularly important for the development of critical thinking skills (Sun Youzhong, 2011). This shows that the TSCA develops students' critical thinking skills and enhances their cognitive abilities in English writing.

5. Conclusion of the study

Overall, TSCA is conducive to the improvement of students' written English interest, written enjoyment, Value and Utility and cognitive ability. The Composite Mean of the four sub-domains, in descending order, is Cognitive Ability (2.94), Value and Utility (2.87), Interest (2.54) and Enjoyment

(2.54). Of these, the improvement in cognitive ability was the most significant. TSCA promotes the development of students' cognitive ability to evaluate online information resources and others through pre-course information resource-driven, in-course teacher-student multivariate evaluation, and post-course modeling. Therefore, this suggests that the TSCA improves students' attitudes towards English writing.

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