

Research on the Implementation Path to Enhance the Quality of College English Writing Teaching Based on TSCA

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Abstract: *Based on the TSCA to fully explore the improvement of the quality of college English writing teaching, adopt the method of practical teaching design to conduct a comparative experiment on college English writing teaching. It analyses the actual effectiveness of this teaching method to improve the English writing level of college students. The study is carried out in two rounds, adopting the cyclic quality improvement method, deeply practicing the TSCA teaching theory, and optimising the theory in practice. In the process of practical teaching, the online and offline teaching methods are combined to carry out the experimental design, and the practical results show that students' satisfaction with the TSCA teaching method reaches 98%, and students' writing quality, revision awareness, and writing attitudes are significantly improved after one semester's intervention.*

Keywords: *tsc; university english; writing teaching; teaching quality*

1. Introduction

TSCA (Teachers and Students Cooperative Assessment) Teaching Method of Teacher-Student Cooperative Assessment is a new form of teaching evaluation^[1] proposed by Professor Wen Qiufang and his team of researchers in output-oriented method. Its specific steps include the teacher choosing evaluation focus and typical samples before class and evaluating these samples. And in the classroom, students are guided by the teacher to carry out cooperative valence. And after the class, students self-evaluate their own learning according to the evaluation focus, and then evaluate each other or machine evaluation [1]. Throughout the whole process of TSCA teacher-student cooperative evaluation teaching method, the teacher plays the role of guidance and direction. From the results of existing theoretical research, TSCA teacher-student cooperative assessment teaching method can improve students' learning participation and learning effect through the cooperative assessment between teachers and students. It can help students better understand the teaching objectives and evaluation criteria, and promote them to reflect on and improve their learning methods. In addition, through mutual assessment or machine assessment among students, it can also cultivate students' spirit of cooperation and critical thinking skills. The application of this approach can effectively promote students' learning development and quality improvement. However, at present, there is a lack of more systematic practice research on the practice of this approach. Therefore, the article carries out analyses through the experimental design to understand the specific application effect of the method, so as to provide effective guidance for the teaching of college English writing.

2. Overview of TSCA teaching methods

Before the lesson, teachers should choose the evaluation focus and typical samples according to the teaching objectives, which will help students to understand what they are expected to achieve. Through the selection of evaluation focus and samples, teachers can clarify the aspects that students should pay attention to and focus on improving, helping them to better understand and master knowledge. In the classroom, teachers and students participate in the evaluation process together. Teachers guide students to actively participate in cooperative evaluation by asking questions and organising group discussions. Students' evaluation of typical samples under the guidance of teachers can help them better understand the criteria and requirements of evaluation. At the same time, students can also learn from each other and provide feedback through collaborative evaluation to develop their critical thinking and co-operation skills. At the end of the lesson, students make a self-evaluation of their own learning based on the evaluation focus. This can help students better recognise their strengths and weaknesses

and find directions for improvement. In addition, students can conduct mutual assessment or machine assessment to further enhance their learning through exchanges and comparisons with their classmates.

3. The Implementation Path to Enhance the Quality of College English Writing Teaching Based on TSCA

3.1. Background of the study

This study was chosen to be carried out in an undergraduate polytechnic university in Henan Province, where 25 non-English majors were selected to carry out a 12-week teaching practice to develop students' writing skills. During the teaching practice, students in each course completed a thematic writing task, which was both related to the in-class materials as well as the actual questions of the Grade 4 and 6 exams.

3.2. Research Methods

We adopt the dialectical research teaching method proposed by Professor Wen Qiufang's team to optimize the combination of online and offline teaching, fully leveraging the relevant role of post class evaluation in teaching. Based on the theory of tsca teaching, we carry out pre-course design, in-class activities and post-course evaluation.

3.3. Research process

First of all, teachers need to fully understand the theoretical basis and core points of TSCA teaching method. TSCA teaching method mainly focuses on the training of students' thinking and the cultivation of their innovative ability, and improves students' writing ability through teacher guidance and student interaction. The teaching objectives are clearly defined according to the requirements of the curriculum and the level of students. For example, improving students' writing and expression abilities, cultivating their logical thinking abilities, and selecting appropriate writing tasks based on textbook or course requirements. You can choose specific topics or academic writing tasks, etc. Ensure that these tasks stimulate students' interest and thinking. Select a model text and guide students to analyze it. By analysing the structure, use of language and logical thinking of the model essay, students will learn about the characteristics and skills of good writing.

As shown in Table 1, the first round of instruction mainly contains two parts, propositional essay and situational essay, focusing on students' vocabulary richness and sentence variety. The second round of instruction focused on the articulation of students' utterances, the use of supportive sentences, and their structural arrangement.

Table 1: Teaching process and content

research phase	writing task	Focus of evaluation	Issues of concern	optimisation theory
first round	essay on a theme On a harmonious dlormitory life	lexical richness	languages	Combined online and offline TSCA after-school implementation Steps
	applied writing Write an advertisement on your campus website to sell a bicycle you usedl at college	Sentence variety		
second round	Scenario Essay Situation: Your friend David who has an internship in New York Times invite you to post some comments in response to the article "Will the humanities save us?"	Use of support sentences	structures	TSCA Principles for Implementing Peer-to-Peer Assessment After School

Teachers provide specific writing instruction based on the students' actual situation. They can help students to clarify their writing ideas and organise the structure of their essays by explaining the writing requirements, providing writing frames and writing ideas. Students are allowed to carry out writing practice activities, which can be individual writing or group co-operative writing. Teachers play a guiding and supervisory role in the process, giving students timely feedback and suggestions. After

students finish the writing task, they can present and evaluate their works. Teachers and classmates can evaluate students' work together and encourage students to learn and improve from each other. According to students' writing performance, teachers can provide further writing training in a targeted manner. For example, targeted training and guidance will be provided for students' problems in logical thinking and language use. Throughout the teaching and learning process, teachers need to provide ongoing assessment and feedback. By assessing students' writing ability and providing specific feedback, they help students to continuously improve and enhance.

3.4. Data collection

After completing the teaching and learning activities, teachers submitted classroom observation records as well as teaching journals, students submitted relevant assignments, students' reflective journals as well as the results of the in-depth interviews, and the researcher followed up on the concerns of the initial attempts, as shown in the content of Table 1 for the specific tasks.

3.5. Research findings

Table 2: The transport of discourse articulation means before and after the implementation of TSCA

Use of articulation tools	Almost no connection	Simple articulation (simple transitions first...)	Richer articulation	sum
First draft (before TSCA implementation)	3(12%)	22(88%)	0	25
Final (after TSCA implementation)	0	4(16%)	21(84%)	25

As shown in Table 2, students' articulation improved by 12% after the instructional intervention, and enrichment was much higher

From the results of the study and the subsequent interviews, the students highly evaluated the teaching, most of the students thought that they had gained a lot from the teaching, and at the same time, the students could provide richer modifications to each other, some students expressed their emotional touch, and some students had some students' seriousness about English learning had improved significantly.

4. Reflections and conclusions

4.1. Deeper Understanding of TSCA Instructional Theory

Based on the TSCA teaching theory, during classroom teaching, teachers should design a clear focus of evaluation based on the learning objectives and classroom content, such as students' ability to express themselves and solve problems. This will help students clarify the direction of post-class evaluation and revise the first draft in a targeted manner. Stimulating students' sense of independent learning is the key^[2] to teaching. Teachers can cultivate students' awareness of taking the initiative to pay attention to the focus of classroom evaluation and guide them to engage in serious learning and thinking in class. After class, teachers can organise after-class tutorial activities to provide personalised guidance to students. Teachers can give evaluation suggestions to different students according to their specific situations and help them improve their first drafts. Through face-to-face communication with students, teachers can understand students' learning situation and confusion and provide necessary support and help. Teachers can provide some excellent model essays and clear evaluation criteria for students' reference. These model texts can show the characteristics of good work and in this way stimulate students' interest in learning and motivation to improve. The evaluation criteria can help students clarify the requirements of the after-school evaluation so that they can revise their first drafts in a more focused manner. Teachers should pay attention to properly controlling students' learning load and avoiding excessive pressure when arranging the time for after-school assessment. They should arrange the time appropriately to give students enough time for reflection and revision, and at the same time ensure that students' time is properly utilised to avoid delay and waste. Through the implementation of the above countermeasures, teachers can continuously play the role of scaffolding to help students successfully complete the post-course evaluation. In this way, students will be able to better grasp the focus of the assessment, have a certain degree of assessment literacy, and be able to effectively revise their first drafts to improve their learning and competence^[3].

4.2. Conducting online and offline combined after-school evaluations

The steps of TSCA post-course implementation combining online and offline teaching mainly include four processes: consolidation practice, teacher-student discussion, work revision and summary demonstration. Through these steps, college English students' expressive ability in writing can be significantly improved. Firstly, consolidation practice is an important part of consolidating students' English writing foundation. When implementing consolidation practice after class, students can be asked to complete a short essay or composition independently by assigning writing homework. This allows students to apply what they have learnt in class to practice and exercise their writing ability. Secondly, teacher-student discussions can promote students' understanding and mastery of writing skills and content. After class, a discussion can be organised between students and teachers, so that students can put forward the problems and confusions they encounter in the writing process, and teachers can give targeted answers and guidance. Through this form of interaction, students can better understand writing skills and improve their writing level. Third, work revision is a key link to improve students' writing ability. The work submitted by students can be meticulously and purposefully corrected by the teacher, pointing out the problems and deficiencies and providing specific suggestions for improvement. Through repeated revisions and improvements, students can gradually improve their writing skills. Finally, summarising and demonstrating is an important part of the implementation steps after class. In the classroom, the teacher can choose some students' excellent works to be displayed for the whole class to taste and discuss. By sharing the excellent writing examples, students can learn some excellent writing methods and skills and improve their expression ability. Through these steps, students can constantly revise and improve their writing works and gradually enhance their expression ability^[4].

4.3. Improving the immediacy and interactivity of teaching evaluation

The main purpose of this experiment is to conduct a more adequate teaching and learning assessment to improve students' writing. The cloud classroom platform is used to improve the vocabulary richness and grammatical precision of students' writing. In the consolidation practice stage, teachers will issue tweets in which participles are used correctly with error correction and rewriting exercises. Based on the data feedback from the platform, teachers will select topics with high error rates for online explanation and Q&A. It is very important for students to use rich words when writing. Rich vocabulary can make the article more expressive and attractive. Through this experiment, students will have the opportunity to be exposed to a variety of rich vocabularies on the CloudClass platform and learn how to use these vocabularies correctly to improve their writing. Besides the richness of vocabulary, the precision of grammar is also a part of writing that cannot be ignored. Through correction and rewriting exercises, students will be able to strengthen their understanding of grammar rules and learn how to correct their own grammatical errors in writing.

Tweets are posted on the CloudClass platform to facilitate students to practice and consolidate their knowledge. Students can answer questions based on the practice questions posted by the teacher and get feedback after submitting them. Teachers can learn about students' errors based on the data feedback from the platform and select topics with high error rates for online explanation and Q&A. This form can better help students understand and correct their mistakes, and improve their writing skills. In conclusion, through this experiment, students will have the opportunity to improve the richness of words and the precision of grammar in their writing through the cloud classroom platform^[5]. Teachers will help students to better improve their writing by posting tweets, setting up correction and rewriting exercises, and selecting wrong questions for online explanation and Q&A based on the platform's data feedback. From the data analysis of the experimental results, it can also be seen that most of the students were able to have better articulation in discourse design after the study, and the simple transitions were richer in terms of diction, and the overall level of richness of diction was increased by more than 20%.

4.4. Building rich pedagogical scaffolds

In writing courses in college English, teachers, peers, assessment forms and machines play a certain scaffolding role, but to varying degrees, they need to be organised and applied flexibly by teachers. Therefore, teachers need to make good use of multiple assessment methods to complement each other in classroom organisation and provide more effective feedback for students. First of all, teachers, peers, and evaluation forms are all effective assessment methods that can help students identify and correct errors in the writing process. Through teachers, peers, and evaluation forms, students can learn about

their problems in writing structure, grammar, and spelling and how to improve them. Teachers can also guide and comment on students' writing through the evaluation sheet. This approach can enable students to have specific goals and directions in their writing and promote their thinking and expression skills. However, teachers, peers, and evaluation forms also have their limitations. On the one hand, machine evaluation can often only superficially check grammar, spelling, etc., and cannot assess the logic and coherence of the writing. On the other hand, machine evaluations may have some misjudgements and cannot assess students' writing completely and accurately. Therefore, teachers need to evaluate and guide through other ways. At the same time, teachers can also carry out evaluation through classroom discussion and group discussion. In the classroom, teachers can guide students to evaluate their own writing, and students can also evaluate and guide each other. This approach can stimulate students' thinking and promote the development of their expressive and critical thinking skills. In addition, teachers can conduct individual interviews on a regular basis to discuss with students their writing achievements and progress. Through interviews, teachers can gain a fuller understanding of students' writing and provide them with more specific and personalised feedback and guidance. This approach can better stimulate students' learning interest and promote their writing ability. Therefore, teachers need to make good use of a variety of assessment methods to complement each other and provide more effective feedback for students in college English writing courses. Only through the combination of multiple assessment methods can we better help students overcome the problems in writing and improve their writing ability^[6].

5. Conclusions

In conclusion, teaching English writing at the university level based on TSCA teaching theory has achieved better results. Student interaction was stimulated in the process, while students were able to receive stronger support and scaffolding to monitor their performance diagnosis to correct their misperceptions, thus improving students' expression. Teachers, peers, evaluation forms, and machines all play scaffolding roles to varying degrees when teaching writing courses in college English. Therefore, teachers should make good use of multiple assessment methods to complement each other in classroom organisation to provide more effective feedback to students.

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