

The Application of Output Oriented Approach in College English Writing

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Abstract: From the beginning of primary school, students began to learn English letters, junior high school began to understand and learn English grammar and English words systematically, to high school, under the pressure of the college entrance examination, students try their best to memorize 3500 words that they have been looking forward to for a long time, but no matter in which grade, writing has been accompanied by students' English learning. However, according to the results of college students' English competitions in recent years, there are many problems in college students' English writing, such as lack of vocabulary, grammatical errors, scribble and so on. These problems also play an alarm role for college teachers and students, so that they constantly start to think, to find the problems, and try to find better solutions in a short time.

Keywords: Output Oriented Approach; College English; Writing Application

Whether it is English or Chinese, writing has always been the key and difficult point in teaching. Writing seems to be an ordinary topic, but the efforts behind the presentation of an excellent composition are unimaginable. For example: a good quality English composition, at least have the following three points:

- (1) Writing fluent and beautiful, written impression is very important.
- (2) Grammar, word order and so on are used correctly, grammar should be as advanced as possible.
- (3) Vocabulary should be rich, simple vocabulary does not have much positive effect on the score of the article, vocabulary should also pursue advanced.

However, there are some loopholes in the vocabulary accumulation of contemporary college students. In order to complete the writing better, improving the vocabulary is the primary task. Writing ability can't be improved in a short time, it needs a cumulative process, vocabulary is the foundation. No matter what subject you study, foundation is the key. The following will bring you a more suitable method for English writing output oriented method.

1. The present situation of college students' English writing

Nowadays, many college students are influenced by the Internet or other people's speech. They think English is "useless to learn, not to learn", and think English plays a unimportant role in life. There are also several common problems in college English teaching:

- (1) Science is seriously biased, and there is a serious lack of interest in English.
- (2) Non professional students do not pay attention to English teaching; they despise the tasks arranged by English teachers.
- (3) Students are weak in foundation; it is difficult to carry out all English teaching.
- (4) To non professional department, both English classes and assignments are very less, and students learn English in less time after class.

These phenomena are not only in English majors, but also in other non English majors. Especially in science departments

like applied physics and electronics, many students are seriously biased. Teachers who teach these subjects are generally more distressed. In fact, teachers and students should reflect on it. Teachers should reflect on whether the teaching methods are correct and effective. Students should reflect on whether their attitude is correct. If both of them take this problem seriously, the current situation of English writing in China will be improved in the near future.

2. The concept of output oriented method

“Production oriented approach” is the result of many years of hard research by Professor Wen Qiufang and his team. For many years, Professor Wen and his team have been committed to the research of English education and teaching, constantly analyzing English education in China, analyzing and reflecting on the situation of English teaching, thus yielding this great achievement —Output oriented approach. The theory of output-oriented method is roughly divided into three parts: the first is the teaching idea, the second is the teaching hypothesis, and the third is the teaching process. This method perfectly explains the whole process of the teacher’s activities. The teaching idea can be seen as the theoretical preparation of the teacher before class, the teaching hypothesis can be seen as the teacher’s judgment of the classroom situation, and the teaching process is the demonstration before the real teaching.

3. The application of output oriented approach in college English writing teaching

Writing is a topic to investigate the students’ written expression ability, which can well reflect the students’ literary literacy, but the requirement of writing for students is relatively high, it requires students to have a better ability in both vocabulary and grammar. However, as far as the current situation of college students’ English writing is concerned, they still have a long way to go in writing. There’s a long way to go. In order to improve students’ writing ability faster, we need to find a way to constantly promote students’ improvement. Output oriented method can help students improve their English writing, so it is very popular among teachers and students.

3.1 Drive

Every time the teacher assigns a new writing task to the students, it can be used as a puzzle game. Of course, the choice of topics should also be novel. Teachers can make more interesting preparations before revealing the answer. We can attract students’ interest through a video, a few pictures, a paragraph of text and so on, and the content taken in the preparation also plays an important role. Therefore, teachers should know more about students’ preferences in advance, otherwise the foreshadowing may become worthless in blindness. After the preparation, the students will actively participate in the activities of “guessing questions”, and the classroom atmosphere will be ignited. After the final answer is revealed, the students will be more active in the lively atmosphere. At this time, the teacher can arrange a “what do you think of the subject”. When the students share their own views, there may be a phenomenon of off topic. At this time, the teacher should timely and tactfully point out to remind the students that they should not make mistakes at the beginning of writing. Teachers can also appropriately express their own opinions, which will help broaden students’ horizons. Students will not have “nothing to say” when they write in the areas they are interested.

3.2 Facilitate

“Facilitate” is also similar to “complete”. No matter how much students are interested in the composition topic provided by teachers, but “say it and do it”, soldiers without guns will eventually die. Therefore, the primary task of teachers today is to “provide guns” for students as much as possible, and provide help for students in many aspects. Some students have problems in vocabulary, while some students have problems in grammar. Therefore, teachers should provide help in many ways. For example: before class, you can write down the key and difficult points in the writing task, sort out the related common words, and provide these contents to the students when you assign the English writing task. Although this will increase the content of teachers’ work, it provides students with a lot of convenience in writing, and can also slow down students’ fear of difficulties.

3.3 Evaluation

Evaluation plays an important role in education and teaching. It is an evaluation for teachers, but it is also a reflection for students. From small to large, every student will pay more attention to the teacher’s evaluation of themselves, so the teacher’s

evaluation must be taken seriously. In college English writing, teachers' evaluation generally includes: whether the words are correct, whether the grammar is used correctly, whether the writing is serious, and whether the content meets the requirements. Although students attach great importance to teachers' evaluation of themselves, teachers should be objective and authentic, praise students' advantages in time, and put forward students' shortcomings in time. For example, in the evaluation of college English composition, the teacher can provide some synonyms for the words that some students repeatedly use in their writing. For example, students always use "very good" to describe a food that is very delicious. At this time, the teacher can provide several words "delicious, yummy, tasty" to describe the delicious food. For the grammatical problems in students' compositions, the teacher can also find out the correct usage in time, such as "remember to do / remember doing". In this way, students can learn a lot of knowledge when they see the teacher's evaluation, and their self-esteem is also well protected. The improvement of students' English writing ability is just around the corner.

4. Conclusion

In a word, output oriented method is a kind of methodology theory which is worth learning by English teachers. The change of the current situation of English is urgent. Only by using the right method can we improve the English situation faster and better. The output oriented method can solve this problem well. It can drive, promote and evaluate the three stages. It can help students to understand more knowledge by attracting students' writing interest and finally promote students to complete the writing task. Through this method, not only the ability of teachers, but also the writing level of students are improved, and the students' self-esteem is well protected. This method is worth the country to vigorously promote and develop. It is believed that under the guidance of the correct method, the English writing level of college students can be improved and the English teaching in China can also be higher.

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