

Teaching Design of College English Writing Based on Process Approach

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Abstract. With the rapid development of modern technology, it is imperative for English Educators to implement the feasible teaching strategy to promote teaching competence in college English. According the POA, writing is regarded as an output capability, furthermore, assessment is a critical procedure in teaching practice. What's more, process approach takes writing as a recursive mental cognitive process, creative thinking process and social interactive process. Therefore, we should attach great significance to the advancement of students' writing competence. Consequently, Teacher-Student Collaborative Assessment (TSCA) can be utilized to evaluate students' feedback in a scientific and comprehensive way. Specifically speaking, student's composition can be examined in terms of diversified approaches including teacher assessment, self-assessment, peer assessment and automated assessment. It is noteworthy that "pigai.org" is an effective approach in assessing students' composition. The paper concentrates on the teaching design of college English writing based on process approach.

Keywords: English Writing Teaching; Process Approach; Teacher-Student Collaborative Assessment (TSCA); "Pigai. Org".

1. Introduction

POA is the scientific theoretical foundation for English educators to design the teaching procedure including motivating, enabling and assessing. Based on POA, a creative and workable assessing mechanism named Teacher-Student Collaborative Assessment (TSCA) is proposed. Additionally, process approach stress the importance of writing process. In order to facilitate the effectiveness for assessing students' feedback, "pigai.org" can be utilized to examine their composition. This paper aims to make tentative endeavors to enhance learning efficiency and teaching efficacy.

2. Background

2.1 Process Approach

Process approach is regarded as the core in writing teaching, which strongly advocates the principle of "learning to write through writing". Besides, it holds the student-centered vision so that students' potential and creativity can be cultivated in a large scale. Within the relaxing and delightful atmosphere, both teachers and students can cooperate with each other actively and efficiently. Regarding to roles played by teachers, they are organizers, facilitators, respondents or informants. As for the roles undertaken by students, they are participants, contributors, promoters or evaluators. There are five indispensable stages in the writing process including pre-writing stage, drafting, response, revising and rewriting. As a consequence, writing performance can be bettered after the application of process approach.

2.2 Teacher-Student Collaborative Assessment (TSCA)

TSCA is derived from the POA, which is a systemic and organic approach to assess the writing outcome. Moreover, TSCA emphasizes on the combination of diversified assessing methods involving teacher assessment, self-assessment, peer assessment and automated assessment. It is universally

acknowledged that automated essay scoring is prevailing nowadays. Undoubtedly, the online scoring system renders a time-saving and highly-effective pathway.

2.3 “Pigai.org” Platform

As a powerful tool to complement other assessment strategies, “Pigai.org” platform plays a viable role in composition correction, which lays a solid foundation for the implementation of blended learning. Based on corpus and cloud computing technology, this revolutionary service system originates from Automated Writing System. Along with the continuous development, “Pigai.org” platform has enjoyed tremendous popularity in China. Compared with other traditional methods, it outperforms the previous ones. Specifically speaking, it can offer useful services including quick response of error correction, explicit revising suggestions of each individual sentence, automated scoring and assessing feedback, sample essay, and other extending knowledge, etc.

3. Teaching Design on College English Writing Teaching

Based on the process approach, the writing task is composed of five phases, namely, pre-writing stage, drafting, response, revising and rewriting. Therefore, the teaching design in this paper can be divided into five above-mentioned phases. On this account, the paper takes a contrast essay with the topic of “Where would you like to work after graduation, in big cities or in small towns?” as a paradigm to unveil the implementation of the above conception. The corresponding teaching design is elaborated as follows:

3.1 Pre-writing

In the first phase, students are supposed to collect necessary information. Simultaneously, teachers are responsible for cultivating students’ intuition and inspiring their vision. In order to further motivate students’ initiative, teachers can utilize workable strategies to trigger students’ potential creativity.

3.1.1. Brainstorming

Students can discuss collectively or think individually to generate ideas related to the foregoing topic. They can write or tell any viewpoints freely without the consideration of grammar, spelling, organization, coherence, unity and rhetoric, etc.

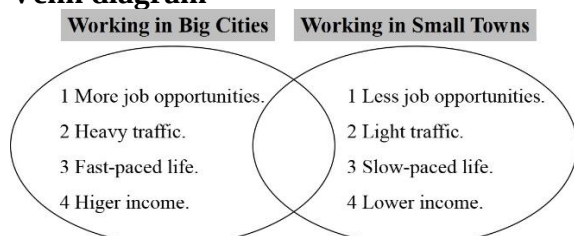
3.1.2. Clustering

This approach is simple but inspirational, which showcases the idea by means of schematic diagrams. In that case, ideas can be demonstrated visually and directly. From the perspective of students, it cannot only stimulate the associative capability, but also deepen understanding of the target topic. Here is a case in point to reveal the differences between working in big cities and working in small towns with two schematic patterns.

T-Chart

Working in Big Cities	Working in Small Towns
1 More job opportunities.	1 Less job opportunities.
2 Heavy traffic.	2 Light traffic.
3 Fast-paced life.	3 Slow-paced life.
4 Higher income.	4 Lower income.

Venn diagram



3.1.3. Questioning

In this way, students are required to answer pertinent questions, such as who, what, when, where, why and how. The genre, subject, purpose, target reader and other relevant aspects can be explored with appropriate answers.

3.1.4. Outlining

Based on the acquired knowledge, students can scheme an outline to indicate the structure of a composition. This method cannot only portray thoughts in a logical way, but also reveal a composition in a panoramic manner. To exemplify the utilization, two outlining patterns are illustrated as below:

Outline One: Point-by-Point Pattern

Topic:

Where would you like to work after graduation, in big cities or in small towns?

Introduction:

College graduates have different choices regarding to working places. Big cities and small towns have distinct features, which can be seen in job opportunity, traffic condition, life pace and income.

Body:

Point 1: Big cities have more job opportunities, while small towns have less job opportunities.

Point 2: Big cities suffer from heavy traffic, whereas small towns enjoy light traffic.

Point 3: Life pace in big cities is fast, however, life pace in small towns is slow.

Point 4: People in big cities can receive high income, nevertheless, people in small towns receive low income.

Conclusion:

College graduates make divergent choices because of the different characteristics between big cities and small towns.

Outline Two: Subject-by-Subject Pattern

Topic:

Where would you like to work after graduation, in big cities or in small towns?

Introduction:

College graduates have different choices regarding to working places. Big cities and small towns have distinct features, which can be seen in job opportunity, traffic condition, life pace and income.

Body:

Subject 1: Firstly, big cities have more job opportunities. In addition, they suffer from heavy traffic. What's more, life pace in big cities is fast. Lastly, people in big cities can receive high income.

Subject 2: To begin with, small towns have less job opportunities. Additionally, small towns enjoy light traffic. Besides, life pace in small towns is slow. Finally, people in small towns receive low income.

Conclusion:

College graduates make divergent choices because of the different characteristics between big cities and small towns.

3.2 Drafting

In this phase, students should write the rough draft. In the meantime, teachers should supervise the producing process and exchange ideas with students to help them formulate the composition framework. It is noticeable that drafting is a repeated polishing and revising process until the completion of the draft paper.

3.3 Response

Response plays a critical role in writing, which enables the writer to obtain the overall feedback. With respect to the feedback, a scientific assessing mechanism called TSCA is adopted, which can be expounded as follows:

3.3.1. Self Assessment

Students can evaluate their own composition with the rating scale provided by the teacher.

Table 1. Rating Scale.

Dimension	Assessing Index	Specification	Full Score	Given Score
Contents	Subject	The subject can be clarified in the composition.	10	
	Relevance	Relevant information is written in the composition.	10	
Language	Word	Appropriate and advanced words are used.	10	
	Sentence	Diversified sentence patterns are utilized.	10	
	Grammar	Grammatical rules are correctly employed.	10	
Structure	Coherence	The composition is logical and coherent.	10	
	Organization	The passage is well-organized and united.	10	
Norm	Spelling	Spelling mistakes are not existed.	10	
	Length	The length is proper.	10	
	Format	The format is precise.	10	

3.3.2. Peer Assessment

Peer pressure can not only motivate students, but also enable them to reap the benefits from each other. In consequence, students can examine the composition of other counterparts with the aforementioned rating scale as well.

3.3.3. Teacher Assessment

The majority of students assume the viewpoint that teachers can evaluate the composition in a more accurate and authoritative way. As a matter of fact, educators can review essays in terms of organization, coherence, relevance, fluency, emotional appeal, logic and unity, etc. As a result, teacher assessment is reliable and convincing which can enhance students' writing proficiency and promote students' learning impetus.

3.3.4. Automated Assessment

"Pigai.org" is a convenient and productive scoring system, which is widely implemented among universities. It has excellent performance in assessing grammar, spelling, sentence pattern, advanced vocabulary, synonym discrimination and other syntactic aspects. According to its instant feedback, students can polish their products with detailed explanation and referential suggestion until the optimal edition is achieved. Frankly speaking, learners can experience the whole writing process and have the sense of self-fulfilment. Furthermore, this high-end technology can raise students' curiosity and stimulate their enthusiasm.

The aforementioned four assessing methods have both benefits and limitations, therefore we should take all of them into account to evaluate students' product. These respects should be integrated together to improve students' writing capacity and advance teachers' teaching qualification.

3.4 Revising

After receiving and analyzing the responses from various channels, students should revise the essay meticulously. The revising task can be conducted both individually and collectively. Evidently, the revising procedure fully demonstrates the importance of writing practice. As for students, their cognitive competence, critically thinking ability, creativity and writing competence can be further boosted.

3.5 Rewriting

Subsequent to the above phases, students can rewrite the composition and output the final draft. The writing mission can be accomplished thoroughly and successfully. On the one hand, students can

reflect and summarize the entire writing process through contemplation. On the other hand, teachers can retrospect and review the complete mission and take the hard-won and valuable experience for reference to guide future teaching practice.

4. Conclusion

In a nutshell, writing is a significant part in English proficiency for students, therefore educators and researchers has made painstaking efforts to improve learners' writing ability. In this paper, we emphasized on the teaching design of college English writing based on process approach aiming at providing an effective proposal to enhance the writing performance for students. Thereby, students should attach great importance to writing and practice writing via process approach. In addition, teachers should update teaching mindset, optimize the feedback mechanism on the foundation of TSCA and lay emphasis on writing process.

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