Construction of POA Mode in College English Writing Teaching under the "Correction Network" Model

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Abstract. Based on POA put forward by Professor Wen Qiufang, this paper analyses the current situation of College English teaching in China, and tries to construct the teaching mode of College English writing on the basis of the online teaching platform of "Correction Network". From the perspective of input facilitation, the paper describes how audio-visual materials, reading comprehension and English Writing model essays are applied specifically in the teaching process of college English writing.

1. Introduction

The Outline of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020) points out that the goal of College English teaching is to cultivate students' English application ability, enhance their intercultural communicative awareness and communicative competence [1]. As a part of language output, English writing can fully reflect students' comprehensive English application ability. The five basic skills in English are listening, speaking, reading, writing and translating. Listening and reading are the input of language, while speaking, writing and translating are the output of language. Listening and reading provide services for the realization of speaking, writing and translation. Writing has the same status as speaking in intercultural communication. However, in actual English teaching, especially in college English teaching, writing has not received enough attention.

The main reasons why writing has not received enough attention in College English teaching are as follows: at present, the class hours of College English in China are decreasing year by year, the time-consuming and untimely manual reading of compositions and other factors make many teachers pay little attention to it in the process of College English teaching, and some even ignore it completely, which leads to the fact that students' English writing level at the university stage is not as good as it should be. However much progress has been made, some of them have gone backwards. In this form, how to effectively improve the English writing level of college students has become very urgent. How to make college students' English writing from passive to active, and even become their hobbies is a problem that college teachers need to solve. In view of this, the author uses the POA proposed by Professor Wen Qiufang as the theoretical basis, and "Correction Network" as the online teaching platform, trying to construct the college English writing teaching mode, in order to improve the quality and efficiency of college English writing teaching.

2. Current Situation of College English Teaching

English is the bridge of international communication. It plays a self-evident role in world economic cooperation and cultural exchanges. It plays an equally important role in cross-cultural communication as spoken English [2]. However, in College English teaching, writing teaching is time-consuming and ineffective, which makes teachers unwilling to spend too much time on teaching. College English courses mostly use comprehensive courses, which include all parts of listening, speaking, reading, writing and translation. Writing is not taught in detail as a separate course in terms of words, sentences, paragraphs and articles. In the college English teaching, teachers use the traditional teaching mode, which emphasizes the explanation and analysis of the content and structure of the text within the unit, and rarely explains the English writing mode and method. In addition, the student number of each class taught by the teachers is large and the

workload is heavy. The students' English essays basically take a long time to review and complete the feedback to the students. The students often only look at the feedback of the teachers and basically won't rewrite the composition according to the teachers' advice. It is recommended to re-write, the teacher did not supervise whether the student has revised the composition again, so the students' English writing level mostly stays in the middle school stage. As far as students are concerned, because of their lack of vocabulary and grammar knowledge, English writing makes them feel very difficult and even disgusted and repulsive, and they are not willing to practice English writing actively.

3. Writing Platform of "Correction Network"

Correction Network is an online automatic correction platform for English compositions based on corpus and cloud computing. It can not only evaluate the scores of English compositions immediately, but also generate comments and improvement measures for this article. On the one hand, the use of this technology greatly improves the efficiency of teachers' assessment of compositions and lightens the burden of teachers. On the other hand, it can also enhance students' consciousness and interest in English learning and improve their English writing ability. When teachers assign homework through the corrective network, they can determine which students need to answer according to the degree of difficulty of the article, and then designate students, while students who are not designated can not write the composition. At the same time, the teacher can open the attachment option when setting up the homework, and set the scoring formula according to the student level: for the non-English major students, they need to pass the CET-4, so they can be set to the CET-4 scoring formula or the CET-6 scoring formula. English Writing model essays can be submitted to the students to understand the writing requirements before writing. The system can also judge whether the students' writing is based on the model essay. The attachment can also be set up in the attachment mode. The correction method includes the following three forms: system multiple corrections + teacher multiple corrections, system multiple corrections + teacher one-time correction and system one-time correction + teacher once. In order to test the effect of POA teaching mode on students' English writing, one-time system correction + one-time correction of teachers can be used, and then students self-evaluation and student mutual evaluation. The correction network can comment on the sentence collocation, sentence expression and Chinglish of the students in English writing.

The Correction Network also provides a shared question bank, which includes all kinds of writing resources for English examinations at all levels. Students choose different modules to practice according to their needs. There are also social hot issues that people care about and need to solve. By practicing these essays, not only can students improve their writing skills, but they can also solve problems and solve problems when they encounter such related problems.

4. POA Model in College English Writing Teaching under the "Correction Network" Model

4.1 Theoretical basis

POA, short for production-oriented approach, means "output-oriented approach", is a teaching theory put forward by Professor Wen Qiufang according to the current situation of College English teaching in China. The theory mainly includes three parts: teaching idea, teaching hypothesis and teaching process mediated by teachers. The teaching idea includes the theory of learning center, the theory of integration of learning and application and the theory of Holistic education. The Learning Center said that it is mainly aimed at the traditional "student-centered" concept. The Learning Center says that all teaching activities are required to serve effective learning, that is, to pay attention to whether students really meet the teaching objectives. The theory of learning and application breaks the traditional teaching steps, and advocates the use when teaching, and teach when using, which emphasizes the simultaneous language output (ie, speaking, writing, translating) and language input (ie listening, reading). The theory of Holistic education focuses on improving students' ability to use English comprehensively, and also focuses on cultivating students'

independent students and thinking ability [3].

In POA theory, teaching hypothesis is the theoretical support of classroom teaching process, which is mainly composed of "output-driven", "input-driven" and "selective learning" [3].This kind of teaching process is different from the traditional one. The traditional teaching order is "brainstorm", "text structure analysis", "text understanding", "explanation of key and difficult points", "let students retell the main content of the text and the treatment of homework after class by prompting Keywords". The teaching process of output-oriented method liberates the key and difficult points of the text at the back, and puts the knowledge points that students should grasp at the front. The output-oriented method emphasizes the teacher-centered and student-centered "double centered" teaching mode, which has changed the long-standing student-centered teaching mode. The teaching process of "double centered" consists of three stages: "driving", "promoting" and "evaluating" [3].

POA teaching theory is put forward based on the current situation that college English teaching emphasizes theory and neglects practice, and the teaching effect is not optimistic. It has Chinese characteristics and has certain practicability and operability. To a certain extent, this theory can activate the passive knowledge stored by students in primary and secondary schools, make students aware of the lack of existing knowledge when they output language, and then stimulate their desire for knowledge, which meets the basic psychological and academic needs of College students. This theory meets the needs of cross-cultural communication, and effective cross-cultural communication is ultimately achieved through speaking, writing and translation. The theory emphasizes that teachers play an intermediary role in the teaching process, while students are the center of teaching activities. The intermediary role of teachers is to build the scaffolding needed for students' output by continuously inputting knowledge points, thus achieving the purpose of teaching them fishing. This theory is in line with the current situation of college English teaching reform in China. Today, the amount of college English teaching time is declining. To maximize the training of foreign language talents that meet the needs of the society in a limited class, it is necessary to adopt the corresponding teaching philosophy [4].

4.2 The Teaching Model of College English Writing Based on "Correction Network"

According to the POA teaching method proposed by Professor Wen Qiufang, the basic teaching process is "output-driven", "input-driven" and "selective learning". That is to say, at the beginning of the unit, students are introduced to what knowledge should be grasped and used flexibly in the unit, and students are allowed to try to produce the knowledge points that should be grasped in the teaching. Students will realize the deficiency of their knowledge points and the lack of language competence according to their own output situation, which can motivate students' desire and motivation for further learning. In order to achieve the output task, students can carry out targeted input learning, which can effectively compensate for the problems and shortcomings in their output. Students try to output tasks again, and use selective learning methods to fill in gaps in unfamiliar sections. The college English specific writing teaching process can be operated and trained through the steps in the figure below.
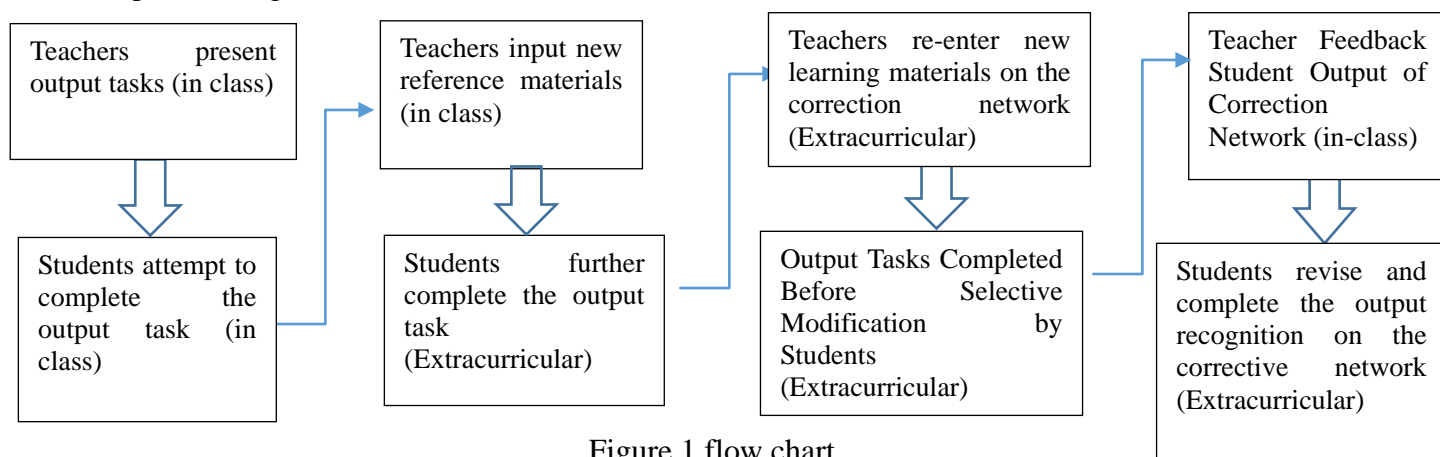

Figure 1 flow chart

Based on the three teaching hypotheses in POA proposed by Professor Wen Qiufang, the author summarizes the basic flow chart of College English writing teaching based on the online platform of "Correction Network" (Figure 1). The first row of charts shows the input drivers of college English writing teaching for teachers in the classroom or on the correction online, and the second row shows how students complete the output tasks step by step in the output-oriented approach. The two-line arrow indicates the driving-driven teaching steps, and the single-line arrow is the teacher's continuous adjustment of the input based on the student's output [5].

4.3 Output Driven Hypothesis

At the beginning of the unit task, the teacher presents the output task to the students by asking questions or videos, and the students produce the oral task according to the existing knowledge. Then the teacher divides the students into groups to summarize the previous oral output and get the most appropriate output contents according to the need. Through the oral and group discussion mode, students can better understand and be familiar with their own deficiencies, which in turn leads to the students' desire to further learning relevant knowledge, and gradually complete the unit writing task designed by the teacher according to the unit goal.

4.4 Input facilitation hypothesis

POA's teaching philosophy emphasizes the teaching mode of "double centered", that is, teacher-centered and student-centered, which breaks the long-standing practice of student-centered teaching mode in all teaching activities. In the English writing teaching based on, the leading role of teachers is reflected by the continuous construction of scaffolding for students. Teachers continue to supplement and improve relevant materials according to the students' oral presentation in the classroom, completion of language tasks and output after class.

4.5 Audio-visual facilitation

In the first class of the unit task, the teacher designs relevant teaching contents according to the teaching objectives and tasks of the unit, and supplements relevant videos or listening materials with respect to the teaching contents. Before the students watch the videos and do listening materials, the teacher shall design some questions according to the audio-visual contents, and after watching the videos or hearing the listening materials, the students shall orally answer relevant questions according to the materials they have seen or heard. Students' verbal ability is very limited. They want to express the questions in a better word or sentence structure, but they often fail to make sense. Through verbal expression, students realize their inadequacies and often have strong desire to learn.

4.6 Reading facilitation

When students have a strong desire to learn, the teacher chooses two reading materials which are closely related to the writing task of the unit to input language materials. One reading material is explained in class, and the other one is presented to the students through the markup network. In the classroom, the teacher prompts the lexical and grammatical structures used in the reading materials, explains the translation of the text, checks whether the students have mastered the key points of knowledge that the reading materials need to grasp through exercises after the text, and lets the students recite some good words and sentences in the reading materials when necessary. After class, the teacher assigns the students to complete the relevant English writing tasks. The students are asked to imitate the space structure of the reading materials and their words and sentences. Next, the teacher passed a correction on the Internet to read a reading material related to the subject of writing, so that students can make language input again after class. Students need to self-study and correct the online reading materials, analyze the text structure of the article, outline their good words and sentences, students can even further analyze the structure and the advantages and disadvantages of the article, and put forward their own ideas.

4.7 Writing model facilitation

After class, teachers need to upload a model English composition on the online platform of "Correction Network", so that students can learn it by themselves, and excavate the key language points of the model text according to the reading materials taught by teachers in class. To evaluate the level of an English composition, it is often necessary to see whether the structure of the article is

clear, whether the language is fluent, whether there are compound sentences or complex sentences, whether there are grammatical errors, and whether the vocabulary is used correctly. Composition framework structure is a good and bad overall impression of a composition. It plays an important role in the evaluation of a composition. Students should list the framework structure of this writing model according to the steps of teachers' analysis of the article in class time, so that students can have a general understanding of the whole article. Teachers can also arrange for students to discuss the merits and deficiencies of the writing essays with the group members on the basis of understanding the essays, and propose their own reasons and methods for modifying the essay. After the input of the teacher in class time, the students have a certain understanding on analyzing and summarizing the reading material structure, so they need try to analyze the structure of the writing essay after class.

After the input and selective learning of reading materials in and out of class, students need to write an English composition related to reading materials. Firstly, students should write an outline of their composition, and then make choices according to the difficulty of the points listed. Students then use group discussion to determine which perspectives have a higher degree of logical fit. Later students can organize the available information in the form of mind maps, construct a reasonable structure, and organize content-rich text writing [6].

Conclusion

On the one hand, the application of POA in College English writing teaching under the mode of " Correction Network" can change the problem of "separation of learning from practice" in College English teaching, lead students to the track of "learning for application", enable students to realize the confidence that English language output brings to them, thus arousing students' desire for continuous improvement; on the other hand, it can timely feedback students' writing situation. "Correction Network" can instantly generate the scores of student essays and provide analysis of the language and content of the essays. It can give feedback and modify opinions when the grammar, vocabulary and sentences of the essays are used incorrectly, which helps to stimulate students to learn and improve the enthusiasm of English learning and the awareness of students to learn independently.

The production-oriented approach advocates that teachers should build scaffolding for students in the process of teaching, so that students can learn step by step, and gradually develop students' ability to accomplish tasks independently. The input facilitation linking with College English writing are designed from the perspective of audio-visual, reading materials and writing model composition, so that students can acquire the required corpus in writing output from listening, speaking, reading and other aspects, and gradually achieve the transition from teachers' providing corpus to students' active search and acquisition of materials. Trying POA Mode in College English Writing Teaching under the "Correction Network" Model can make full use of the advantages of online instant feedback results, but there are also certain problems and deficiencies, which need to be gradually improved in the future teaching practice.

Acknowledgement

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