

The Application of "Output Oriented Method" in Writing Teaching for English Majors in Universities

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Abstract: The output oriented approach is a teaching method that is student-centered and oriented towards students' language abilities and learning needs, aiming to improve their language output ability. The application of this method in writing teaching for English majors in universities can help teachers adjust teaching strategies, stimulate students' interest in learning, help students master writing skills, and improve language output ability. This article analyzes the basic concepts and application considerations of the output oriented approach, and proposes the application strategies of the output oriented approach in writing teaching for English majors in universities. Through research, it has been found that the output oriented approach can help improve the efficiency of writing teaching for English majors in universities and help students improve their language output ability.

1. Introduction

Language output refers to the transformation of language knowledge into information used for expression, reflecting an individual's language ability, that is, the ability to express ideas through language. Writing is one of the main forms for students to transform their language knowledge into information expression. Writing teaching plays an important role in English major teaching and is an important foundational skill for English major students. However, there are currently problems in writing teaching for English majors in universities, such as low classroom efficiency, insufficient student interest, and poor learning outcomes, which seriously restrict the improvement of students' language output ability. Therefore, it is necessary to change teaching methods, and the output oriented approach is one of the good choices. Therefore, it is necessary to conduct relevant research[1].

2. Basic concepts and application considerations of output oriented method

2.1. Basic concepts

Table 1: Main components of the output oriented approach

Name	Functional positioning
Output	Drive
Input	Facilitate
Ultimate objective	Evaluation criterion

The output oriented approach is a teaching model that focuses on students, targets output, and

emphasizes both input and output. The main components of the output oriented teaching method are shown in Table 1.

From Table 1, it can be seen that the core of this teaching model is to drive, facilitate, and evaluate, achieving the purpose of English writing teaching through these three steps.

There are two main forms of application of the output oriented method in writing teaching for English majors in universities. One is the teaching mode of the pre class driving part of the output oriented method, and the other is the teaching mode of the driving part in the output oriented method class[2].

The output oriented approach is mainly implemented through guidance in the classroom, which is mainly achieved through the teacher's design and arrangement of students' writing tasks. This teaching model is very different from traditional teaching models. Teachers mainly play the role of organizers and guides in the classroom, while students are the main body of learning activities, which is very different from traditional teaching models[3].

It is worth mentioning that there are two types of driving tasks for the output oriented approach, as shown in Table 2. Teachers should make good choices based on the actual situation.

Table 2: Two Types of Output Driven Tasks

Name	Define
Driven Tasks	Refers to the provision of a certain amount or difficulty level of writing materials by teachers in the classroom for students to engage in verbal or nonverbal communication activities.
Induced Tasks	Refers to the assignment of relevant writing tasks by teachers in the classroom, requiring students to complete and receive feedback and feedback from teachers.

2.2. Application precautions

According to the basic concept of output oriented method, teachers need to pay attention to the following aspects in the application of output oriented method.

(1) Teachers need to clarify the application purpose of the output oriented approach. Although the output oriented approach aims to cultivate students' language proficiency, in teaching practice, teachers need to flexibly adjust teaching objectives and reasonably arrange teaching content based on students' actual situations to ensure that the entire teaching process conforms to students' cognitive development laws and cognitive ability levels[4].

(2) In the output oriented approach, teachers carry out teaching activities with the aim of promoting students' language proficiency. Therefore, when carrying out teaching activities, teachers need to focus on students' language expression ability and learning interest based on their actual level.

(3) When implementing the output oriented approach, teachers should respect the individual differences of students. Although the output oriented approach emphasizes student-centered approach, there are differences in the language foundation, learning abilities, learning interests, and learning needs of different students. Therefore, when conducting teaching activities, teachers should respect and meet the personalized needs of different students to achieve the best teaching effect.

(4) In the output oriented approach, teachers can reasonably set up activity links based on the teaching content. However, due to the fact that the setting of activity links can affect the progress and effectiveness of the entire teaching process, it is necessary to follow the principle of gradual progress when carrying out activities. Taking the assignment of writing tasks by teachers as an example, teachers can first provide students with writing samples as reference materials, allowing them to imitate writing based on the samples. On this basis, conduct independent writing exercises. As

teaching activities progress and continue, teachers can arrange a certain amount of time for students to evaluate and provide feedback on their writing after completing the writing task[5].

(5) The output oriented approach emphasizes the mutual promotion between input and output. In traditional English classrooms, teachers mainly focus on students' mastery of language knowledge.

3. Design of writing teaching based on output oriented approach

3.1. Driving link: Stimulating learning interest and promoting language learning

The driving link is the first link of the output oriented approach, which aims to stimulate students' interest in learning and promote their mastery and understanding of language knowledge. In the driving process, teachers can adopt different driving methods based on different teaching content to stimulate students' interest in learning. For example, teachers can combine relevant background knowledge with students' daily life and stimulate students' interest in English major writing courses by using relevant curriculum themes such as "the Belt and Road" and "China Dream". On this basis, teachers can also design relevant writing tasks to guide students in learning and consolidating knowledge. For example, teachers can stimulate students' interest in learning language knowledge by assigning relevant reading assignments; You can also set up related writing tasks to consolidate language knowledge and enhance language communication skills[6].

In addition, teachers can also use various forms to stimulate students' interest in learning English writing courses. For example, teachers can stimulate students' interest in learning English writing courses by setting topics such as "My Favorite Book" or "My Favorite TV Program"; It is also possible to stimulate students' interest in learning English major writing courses by setting visual materials such as pictures and videos related to English major writing courses[7].

3.2. Facilitation link: Provide writing tasks and encourage collaborative learning

The "facilitating link" in writing teaching for English majors in universities mainly includes determining teaching objectives, assigning writing tasks, and encouraging cooperative learning. In this stage, teachers should provide students with writing tasks and guide them in collaborative learning. In order to help students better understand the writing tasks provided by the teacher, they can be divided into three parts: firstly, to introduce the author's life experience to students; Secondly, students are required to write an article about the author's academic life and write an outline of the article based on their understanding of the author; The third is to have students collaborate in class to complete a small essay to complete the writing task assigned by the teacher[8].

Collaborative learning can enable students to better grasp knowledge in the classroom, but it requires teachers to provide some guidance before class to ensure that collaborative learning can proceed smoothly. Firstly, teachers should choose appropriate cooperative learning methods. For example, teachers can have students discuss problems in small groups and provide their own opinions; Or have each group report, exchange, and summarize their prepared articles; Students can also collaborate to complete small essays in their spare time. Secondly, teachers should guide the process of cooperative learning. In this process, teachers should guide students to discuss relevant issues and make revisions to the article; At the same time, teachers should also understand the writing situation of different groups to determine whether cooperative learning has achieved the expected goals. Finally, when collaborating in class to complete a small essay, the teacher should refine the writing task and encourage students to reflect on their own tasks[9-10]. For example, teachers can ask students to complete writing based on their own understanding, encourage students to clarify their respective roles and responsibilities during the discussion, reflect on the writing process after the discussion, and propose suggestions for revision.

3.3. Evaluation stage: Multiple evaluation methods to improve writing ability

The evaluation process is an essential part of writing teaching for English majors in universities, and it is an important way for students to internalize and apply the knowledge they have learned. In this process, teachers should not only evaluate students' language skills, but also evaluate their learning attitudes and abilities to improve their writing skills. Therefore, in the "evaluation process", teachers can evaluate students' writing ability through various methods such as classroom participation and homework grading. In terms of classroom participation, teachers can adopt the form of group cooperative learning to jointly complete a writing task. Specifically, teachers can set up a writing group where each group can conduct independent assignments. Teachers guide students to collaborate in groups through questioning and other methods in the classroom, assigning writing tasks to each group member, and promoting the improvement of each member's language skills and communication abilities. In terms of homework grading, teachers can ask each student to grade their essay with a different colored pen and provide specific evaluation opinions. Students who make grammar or spelling errors in their compositions will be penalized. Teachers can also give different levels of evaluation opinions based on the different personality traits exhibited by students in the classroom.

In terms of evaluation methods, teachers can adopt multiple evaluation methods to improve students' writing abilities. Firstly, teachers can evaluate students' writing abilities through two methods: classroom participation and homework grading; Secondly, teachers can comprehensively evaluate students based on their completion of writing tasks; Finally, teachers can obtain feedback from students on different teaching methods through questionnaires or interviews. Through the application of multiple evaluation methods, teachers can help students recognize their shortcomings in language skills and communication abilities, and can plan their future learning and practical activities reasonably to improve their ability level.

4. Conclusion

In summary, introducing the output oriented approach in writing teaching for English majors can not only help students improve their English writing skills, but also provide guidance for their future teaching activities. Therefore, university teachers should pay attention to the current situation of writing teaching in English majors, recognize the necessity and feasibility of applying the output oriented method to writing teaching in English majors in universities, master the application strategies of the output oriented method in writing teaching in English majors in universities, and improve the quality of teaching through this method.

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