Effective Writing Use of TSCA in Blended Learning of College English

Luo,Youyou

Guangdong Peizheng College, School of Foreign Languages, Guangzhou 510000, Guangdong

Abstract: English writing is an important output skill cultivated in university English courses. And in the age of informationization, college English writing teaching relies on the support of information technology. In order to cope with this dilemma, "Production - Oriented Approach (POA)" mentions Teacher-Student Collaborative Assessment (TSCA) as a new form of assessment. "TSCA") which creates a new form of evaluation. It can organize and balance teacher assessment with other forms of assessment. In the limited and valuable classroom teaching time, teachers using "TSCA" can not only ease the heavy teaching load, but also fully explore the network resources to efficiently use the students' time before, during and after class, in order to maximize and optimize the teaching effect. In this paper, we conduct a writing teaching experiment based on the teaching concept of "TSCA", and research and analyze the writing attitude, writing ability, and writing self-efficacy of effective writing, so as to provide insights for the practice of English writing teaching.

1. Introduction

The Modernization of China's Education 2035 proposes accelerating educational changes in the information age, building intelligent campuses, coordinating the construction of integrated intelligent teaching, management and service platforms, accelerating the reform of talent cultivation modes by using modern technology, and realizing the organic combination of large-scale education and personalized cultivation. The University English Teaching Guide points out that "students' individual differences and learning styles should be taken into full consideration, appropriate and effective teaching methods should be used, and the teaching concept of teacher-led and student-led should be embodied, so as to realize the transformation of teaching activities from teaching to learning and the formation of a teacher-led and student-led system. It is the requirement of "to transform teaching activities from "teaching" to "learning", and to form a teaching norm which is mainly characterized by teachers' guidance and inspiration, and students' active participation". As an important output skill, the importance of English writing is beyond doubt. Wang Shouren (2011), the chairman of the Steering Committee for Foreign Language Teaching in Universities, said that "in the process of communication, spoken English and written English are equally important". Even in more usage occasions, English writing is more important. He suggests that schools with the conditions can develop and build English writing courses from the perspective of students' interests, abilities and needs, and provide English writing training. However, college English teaching has long focused on developing students' reading or listening skills. Most colleges and universities do not offer a separate college English writing program and have little time for classroom writing instruction. Teachers also overuse the traditional writing teaching mode and do not emphasize the application of information technology in writing teaching.

The Teaching Requirements for College English Courses (2007) issued by the Ministry of Education emphasizes that college English teaching should be supported by network technology and a new English teaching mode of modern information technology. From this, it can be seen that the necessary way to reform college English teaching is teaching informatization. Over the years, front-line English teachers and related educational researchers have proposed a variety of pedagogical methods and tools to cope with and solve students' problems in English writing.

However, these pedagogies and tools have had little effect. This is mainly because writing is a difficult language to learn. If students do not get systematic input training and follow-up supervision, it is difficult for students to rely on their learning initiative to achieve satisfactory results (Zhang Yi and Tao Lijun, 2018).

"Production-Oriented Approach (POA) is an output-driven writing theory based on the assumption that foreign language teaching is separated from learning and use in China. The POA is an output-driven theory of foreign language teaching and writing based on the assumption that output is emphasized with Chinese characteristics. Due to the high development of education informatization, blended teaching has become a mainstream teaching mode. In the environment of blended teaching, the Output-Oriented Approach applies information technology to actual teaching and emphasizes learning-centeredness, integration of learning and use, cultural communication and key competencies in teaching concepts; output-driven, input-enabled, choice-based learning, and assessment-based learning in teaching design; and teacher-led and teacher-student co-construction in the teaching process, which can help improve college English teaching and improve the teaching of English. It helps to improve college English teaching, stimulate students' motivation to learn, and make students learn, think and use what they have learned. The theory emphasizes both the output process and the output result (Wen Qiu-fang, 2015).TSCA (Teacher-Student Collaborative Assessment) is a new approach for POA (Production- oriented Approach). oriented Approach) is a new form of evaluation created for POA (Sun Shuguang, 2020). It consists of three stages: before class, during class and after class. Before class, teachers select and review typical samples according to the teaching objectives of the unit. Inside the class, students think independently, then communicate in pairs/groups, and then have a large class discussion led by the teacher, who gives the pre-course prepared reviews at the right time. After the class, on the basis of the teacher's in-class professional guidance, students supplemented the "teacher-student cooperative assessment" with self-assessment or peer assessment. TSCA has the following distinctive features: first, from the point of view of evaluation subjects, TSCA is not a simple superposition of teachers and other subjects (teachers make detailed approval of typical samples before the class, and then students cooperate with each other during the class, and teachers cooperate with students to jointly evaluate the typical samples); second, the content of the evaluation is not only limited to the quality of the product itself, but also covers the fulfillment of the teaching goals (the teaching goals of POA include both language Third, the evaluation is not only satisfied with the cooperation between teachers and students in the classroom (on the basis of learning how to conduct effective evaluation, students also conduct self-assessment or mutual evaluation after the classroom, supplemented by automatic scoring by machine, and finally the teacher gets a comprehensive understanding of the fulfillment of the teaching objectives through the combination of census and random checking).

In this paper, the teaching concept of "teacher-student cooperative evaluation" is used to conduct writing teaching experiments, to study and analyze the writing attitude, writing ability and writing self-efficacy of effective writing, so as to provide insights for the practice of English writing teaching.

2. Literature Review

In the age of informationization, college English writing teaching relies on the support of information technology. Foreign language teaching and research in the twenty-first century is increasingly characterized by ecology, field, synthesis and modernization (Chen Jianlin, 2004). The development of network technology promotes the development of teaching concepts, teaching methods, teaching content and teaching assessment in English writing. From 2009 to 2010, the Steering Committee of University Foreign Language Teaching of the Ministry of Education found through a survey of 427 schools that more than half of the universities had built special network rooms for English teaching. This facilitates the development of a new model of English teaching with computer network technology (Wang Shouren & Wang Haixiao, 2011). Realizing the effective integration of English writing courses and information technology, developing a favorable network ecosystem for English writing teaching, and coping with all

the challenges faced by university English writing teaching have been the urgent tasks of English writing teaching nowadays.

Taking an overview of the current era, the continuous development of social technology has promoted the systematic change of higher education in China. At the same time, under the background of the era of economic globalization, the status of English teaching in colleges and universities is also rising (Zhang Shu, 2020). However, in terms of the situation of quality improvement, the development of college English writing teaching is not very optimistic. In the context of the big data era, college English writing teaching lags behind the development of the times. University English writing teaching not only fails to update the traditional concept of English writing teaching, but also fails to make full use of the various types of information technology produced in the new era. These have greatly slowed down the reform and development of university English writing teaching. Along with the arrival of the big data era, the university English writing teaching system should revolutionize the educational concept with the help of modern information technology. Its teaching system should keep up with the trend of the times and get rid of the traditional level. Only in this way can college English writing teaching be changed to a greater extent in the way of obtaining educational resources, teaching concepts and mode of advancement, and ultimately realize the overall improvement of the teaching effect of college English writing class.

For the development of students, English writing ability is undoubtedly vital as a large part of English language ability (Song Hao, 2016). From the national university English four and six-level examinations in recent years, although students' English listening and reading abilities have improved, their writing scores have not seen any significant improvement. This is mainly due to two reasons: first, the earlier College English Syllabus did not put forward higher requirements for students' writing ability; second, there are certain problems with the traditional college English writing teaching methods. This is also because there are two following problems in college English writing teaching in China. First, there is an imbalance between students' knowledge acceptance and knowledge output development. Emphasis on learning has always been a major "chronic disease" in China's university education. To a large extent, students' learning process is the process of knowledge absorption and knowledge accumulation. Teachers usually adopt the teaching form of classroom lectures, and at the same time require students to complete the practice and consolidation of knowledge outside the classroom. In the teaching of college English writing, the disadvantages of this form of teaching begin to come to the fore. Although teachers can exercise and improve students' English writing skills to a certain extent through large classes, the improvement of students' English writing ability requires not only teacher-student interaction, but also inspirational writing teaching and timely writing feedback. At the same time, English writing teaching also requires continuous writing practice and writing insights. However, the reality is that limited educational resources have caused English teaching in universities to be implemented in the form of large classes, and the time allocated for teaching writing is even less. Second, teachers' motivation to teach English and students' motivation to learn English are not high. Many of the language rules in English cannot be completely relied on by teachers simply teaching them in class. Students must rely on their own extensive practical use in order to master these language rules. Therefore, under the limitation of this objective situation, teachers tend to show low motivation for teaching. Meanwhile, English writing includes both language and content. Students have difficulties in language expression and cannot get timely feedback, which will further dampen their motivation to write in English.

English writing is a synthesis of many linguistic factors. For example, vocabulary, grammar, parts of speech, content, logic and so on (Wu Xiaojin, 2012). English writing has always been the weak point of our students due to its comprehensive and output characteristics and other reasons. Students' English writing problems are mainly manifested in the following aspects: i. Vocabulary (unfamiliarity with the meaning of basic vocabulary, lexical properties, and the basic collocation of words and words); ii. Grammar (constant small mistakes and fear of using high-end grammar); iii. Articulation (errors in the use of articulatory devices and logical contradictions in the arrangement of content) (Wen Qiu-fang, 2011). Over the years, front-line English teachers and related educational

researchers have proposed a variety of pedagogical methods and tools to cope with and solve students' problems in English writing. However, these pedagogies and tools have had little effect. This is mainly because writing is a difficult language to learn. If students do not get systematic input training and follow-up supervision, it is difficult for students to rely on their learning initiative to achieve satisfactory results (Zhang Yi & Tao Lijun, 2018)..

"Production - Oriented Approach (POA) is an output-driven writing theory based on the assumption that foreign language teaching is separated from learning and use in China. The POA is an output-driven theory of foreign language teaching and writing based on the assumption that output is emphasized with Chinese characteristics. Due to the high development of education informatization, blended teaching has become a mainstream teaching mode. In the environment of blended teaching, the Output-Oriented Approach applies information technology to actual teaching and emphasizes learning-centeredness, integration of learning and use, cultural communication and key competencies in teaching concepts; output-driven, input-enabled, choice-based learning, and assessment-based learning in teaching design; and teacher-led and teacher-student co-construction in the teaching process, which can help improve college English teaching and improve the teaching of English. It helps to improve college English teaching, stimulate students' motivation to learn, and make students learn, think and use what they have learned. The theory emphasizes both output process and output results (Wen Qiufang, 2015).
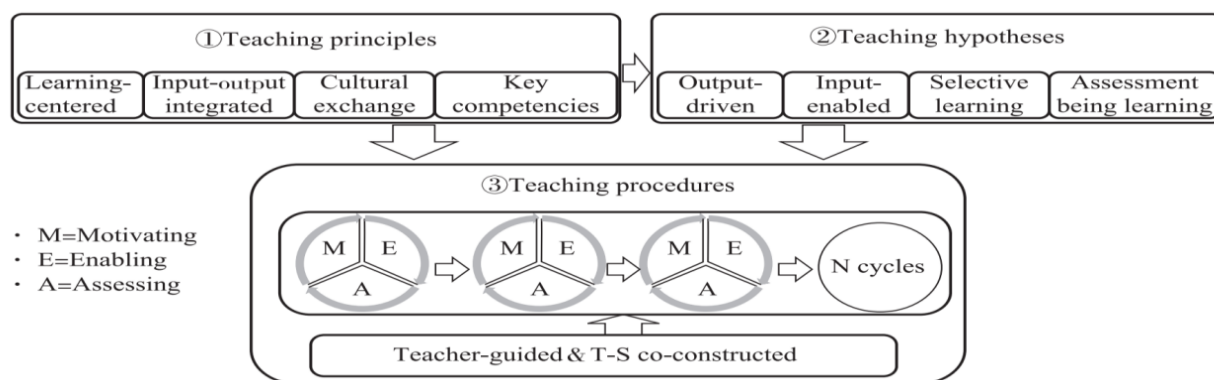
TSCA is part of the POA system and can be realized within or outside the framework of POA for instructional practice. TSCA consists of three phases: pre-lesson, in-lesson, and post-lesson. Before the lesson, the teacher selects and reviews typical samples according to the unit teaching objectives. During the lesson, students think independently, then have pair/group exchanges, and then have a large class discussion led by the teacher, who gives timely comments on the pre-course prepared rubrics. At the end of the lesson, on the basis of the teacher's in-class professional guidance, students use self-assessment or peer-assessment to supplement the "Teacher-Student Collaborative Assessment". Through TSCA, teachers can evaluate students' outputs before class, identify typical samples and evaluation focuses; assist students in evaluating typical samples during class; and after class, students conduct self-assessment, peer assessment and machine evaluation.
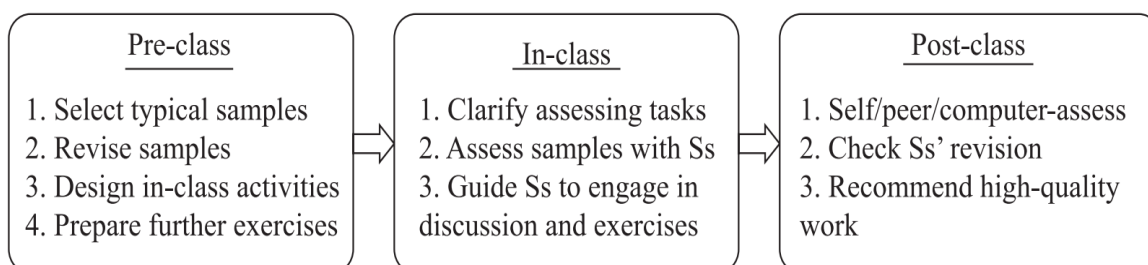
As the last part of POA, TSCA is a new form of evaluation created by POA (Wen Qiufang, 2016). Its evaluation object is the students' extracurricular output tasks, and the evaluation subjects include teachers, students, and

machine scoring. The evaluation content is based on the teaching objectives of the unit study, while paying attention to the quality of the realization of the communicative objectives, as well as examining the effect of the students' application of language forms and language structures. It facilitates the way of organizing and balancing the teacher's evaluation with other evaluations. In terms of evaluation, it has 3 main features. First, in terms of evaluation subjects, TSCA is not a simple superimposition of teachers and other subjects (detailed approval of a typical sample by the teacher before the lesson, followed by cooperation between students within the lesson and cooperation between teachers and students to jointly evaluate the typical sample). Second, the evaluation is not limited to the quality of the product itself, but also covers the realization of the teaching objectives (the teaching objectives of POA include both language and communication). Thirdly, it is not just satisfied with in-class teacher-student cooperative evaluation (on the basis of learning how to conduct effective evaluation together, students also conduct self-assessment or mutual evaluation after class, supplemented by automatic machine scoring, and finally the teacher gets a comprehensive understanding of the realization of the teaching objectives through a combination of census and sample checking). Therefore, TSCA can effectively solve the problems of inefficiency and poor efficiency in traditional assessment methods.

In summary, TSCA improves the multiple evaluation subjects and multiple evaluation methods in the blended teaching environment, makes full use of offline and online blended teaching media resources, and realizes "assessment for teaching", "assessment for learning" and "assessment for learning". "Assessment for learning". This can enrich the research on effective teaching from the theoretical level of "teacher-student cooperative evaluation" and enrich its content at the micro level and operational level. Through actions in real teaching situations, the teaching concept of "teacher-student cooperative evaluation" has been tested in practice and enriched with theoretical development.

3. Research Design

(1) Research questions

The purpose of this study is to obtain specific information about the effectiveness of effective writing teaching under the "TSCA" teaching concept from the students' point of view, so as to better improve the effective writing teaching of college English in the context of blended teaching. Taking Guangdong Peizheng College as an example, the study explores the main factors affecting the blended teaching of college English, examines the interaction between various factors, and proposes suggestions for teaching improvement, so as to provide a reference for teachers to improve the effectiveness of blended teaching.

Based on the above research objectives, this study is organized around the following three research questions:

First, what are the students' attitudes towards effective English writing under the "TSCA" teaching concept?

Secondly, what are the students' writing skills for effective English writing under the teaching concept of "TSCA"?

Third, what is the students' writing self-efficacy for effective English writing under the "TSCA" teaching concept?

(2) Research objects

Factors such as the determination of the study population, sample selection, sample size, and sampling strategy all affect the quality of the data, which in turn affects the quality of the interpretation of the overall study data. The author purposely selected freshman B-level students (English below 120 out of 150 on the college entrance exam). There are 31 classes in the freshman B level, totaling 1,242 students. According to Raosoft's scientific calculation, in order to ensure that the validity of the measurement reaches more than 95%, I conducted a survey in the form of a questionnaire on 350 students from three perspectives of writing attitudes, writing ability, and writing self-efficacy, in order to obtain the specific situation of the effect of effective writing teaching under the teaching concept of

TSCA from the perspective of students, so as to better improve the effect of effective writing teaching under the teaching concept of TSCA. In this way, we can better improve the effective writing teaching of college English under the background of blended teaching.

(3) Research methodology

The choice of research methodology depends on the research questions. The three research questions in this study are all status quo description questions. A quantitative research method is more suitable for investigating and predicting the current situation of a larger sample (Chen Xiangming, 2000). This study focuses on the questionnaire survey to find out the effectiveness of the "TSCA" teaching concept in college English writing courses from the students' point of view. In addition, the author utilized the Delphi expert survey method to ensure the scientific validity of the scale when forming the measurement scale of effective writing instruction in the blended teaching of college English.

(4) Research tools

To understand the current situation of effective English writing teaching in university English blended teaching, an appropriate and effective evaluation tool is needed. The author prepares a questionnaire of three variables based on current literature and experts' opinions, then consults the literature to sort out the concepts and connotations of these variables respectively, and refers to the relevant questionnaires prepared by scholars at home and abroad and have been validated to prepare the variable questionnaire. This questionnaire consists of four parts. The first part is students' basic information, including gender, specialty, and English learning experience. The second part is writing attitude, including written enjoyment, written interest, value and utility, and cognitive ability. The third part is writing competence, which examines students' current status of effective writing in terms of language knowledge, discourse knowledge, sociolinguistic knowledge, and strategic competence. The fourth part is writing self-efficacy, which examines skill efficacy, task efficacy, and feedback efficacy that influence students to engage in effective writing.

Table 1 Reliability Result

Questionnaires	Indicators	Cronbach Alpha	Remarks
1. Writing attitude	1.Enjoyment in writing	0.882	Good
	2.Interest in writing	0.796	Acceptable
	3.Value & Utility of writing	0.838	Good
	4. Cognitive competence in writing	0.864	Good
2. Writing ability	1.Language Knowledge	0.707	Acceptable
	2.Discourse Knowledge	0.896	Good
	3.Sociolinguistic Knowledge	0.762	Acceptable
	4.Strategic Ability	0.856	Good
3. Writing self- efficacy	1. Skill Efficacy	0.847	Good
	2.Task Efficacy	0.860	Good
	3.Feedback Efficacy	0.871	Good

The mean internal consistency coefficient of the total scale was 0.882. the four indicators of questionnaire 1 were, in order, 0.882, 0.796, 0.838, 0.864. the four indicators of questionnaire 2 were, in order, 0.707, 0.896, 0.762, 0.856. the three indicators of questionnaire 3 were, in order, 0.847, 0.860, 0.871. the data showed that the three sub-dimensions of all variables in the questionnaire have high consistent reliability and internal validity, indicating that the scale is suitable for the survey.

The pilot questionnaire was tested for reliability and validity and then formally tested. All the questionnaires were distributed online through "Questionnaire Star". The online questionnaire has a "mandatory answer" function, so that participants cannot submit the questionnaire without completing the mandatory questions. In addition, the questionnaire can also be personalized to make the questionnaire more in line with the needs of the study in terms of content and structure, which is conducive to the survey respondents to fill out the questionnaire online. At the

same time, in order to avoid the problem of repeated completion of online questionnaires, "Questionnaire Star" set the same account can only be filled out once. The author informed the English teachers of the classes in which the questionnaires were tested of the conditions for filling in the questionnaires and other precautions through direct or indirect relationships.

4. Data Collection and Analysis

(1) Basic information about the student

Table 2 Distribution of Respondents' Profile

Profile Variables	Frequency	Percentage
Sex		
Male	108	31.8
Female	232	68.2
Major		
Liberal Arts	205	60.3
Science	135	39.7
English Learning Experience		
6 - 7 years	120	35.3
10 - 14 years	185	54.4
Above 14 years	35	10.3

George and Mallery (2003) provide the following rules of thumb: "_ > .9 - Excellent, _ > .8 - Good, _ > .7 - Acceptable, _ > .6 - Questionable, _ > .5 - Poor, and _ < .5 - Unacceptable".

1) Sex and major

According to the statistics of SPSS version 28, there were 108 male and 232 female students. The ratio of male to female is 31.8% : 68.2%. This is almost the same as the male-female ratio of the freshman class of 2022 (32.93% : 67.07%). Meanwhile, the data also shows that there are 205 students majoring in arts and 135 students majoring in science, with the ratio of 60.3% : 29.7%. It is easy to see that there is an inherent tendency to choose gender and major in Chinese society. Men tend to choose science and technology, and women tend to choose liberal arts.

This indicates that gender is related to professional interests (Lesile & Sarah- Jane, 2015). Influenced by the culture of gender, there is a deep difference between the two genders in terms of professional interests. At the same time, also under the influence of social values, social role expectations have constructed a set of production and reproduction mechanisms for different genders. In the process of growing up, individuals internalize gender expectations through the mechanisms of family, school, peers, social media, etc., which results in a significant difference in the distribution of professions between the two genders. As a result, gender differentiation begins before entering the labor market (He Guangye, 2018).

2) English learning experience

The data showed that 120 had 6 to 7 years of ELL experience, 185 had 10 to 14 years of ELL experience, and 35 had more than 14 years of ELL experience. Thus, more than half of the students had 10 to 14 years of ELL experience and only a small percentage had more than 14 years of ELL experience.

The above data shows that the majority of students have received a complete basic education level of English learning (from the third grade of elementary school to the third grade of high school). With the informatization and artificial intelligence of society, schools need to develop students' ability to cope with social changes. And the development of education starts from the child. Starting from the third grade of elementary school, English education in China focuses on training students to become citizens in the era of globalization and to become part of

building a "community of human destiny". This also reflects the value of English education at the basic stage and the vision of English education in China (Huo Yanjuan, 2021).

In summary, the gender, specialty and English learning experience of the student information reflect the influence of gender differences on the choice of specialty and the importance of China's basic English education, respectively.

(2) Writing attitude

Table 3 Summary Table on Students' English Writing Attitude

Key Result Areas	Composite Mean	VI	Rank
Enjoyment	2.54	Agree	3.5
interest	2.54	Agree	3.5
Value and Utility	2.87	Agree	2
Cognitive Competence	2.94	Agree	1
Grand Composite Mean	2.72	Agree	
George and Mallery (2003) provide the following rules of thumb: "_ > .9 - Excellent, _ > .8 - Good, _ > .7 - Acceptable, _ > .6 - Questionable, _ > .5 - Poor, and _ < .5 - Unacceptable".			

1) Enjoyment

The above data shows that students' written enjoyment has not improved much, with a mean of only 2.54 (2.50-3.49=agree). Students generally feel anxious in the process of writing and have no confidence in their English writing ability. Therefore, teachers should guide students to correctly understand English writing, involve students in writing evaluation through peer assessment and other ways, help them understand the criteria for judging English writing, eliminate their fear of English writing, improve their confidence in their English writing skills, and reduce their anxiety in English writing, so as to improve their English writing skills (Guo Jidong, 2018).

2) Interest

The above data shows that the students' interest in writing has not improved much with a mean of only 2.54 (2.50-3.49=agree). The author found that students were emotionally anxious and encountered difficulties in the writing process, thus they were reluctant to improve their writing in their free time. This is the same result as the first sub-domain - written enjoyment, i.e., students are afraid of writing and have a poor sense of English writing learning experience. And in this sub-domain, the data also highlights that students lose interest in learning because of poor learning experience and are reluctant to practice writing in their free time. Teachers should teach students according to their abilities, value their individual differences in the same scenario, cultivate their individuality and creativity, improve their learning experience in the university classroom, and promote their comprehensive abilities (Zhang Lin, 2015). In this way, students can improve their English writing in a good English writing experience, enhance the autonomy of self-learning, and actively utilize their leisure time to improve the quality of English writing.

3) Value and utility

The above data shows that students' value and utility improved slightly significantly with a mean value of 2.87 (2.50-3.49=agree). Students as a whole agree that learning attitudes have improved in terms of value and utility. Students believe that English writing is beneficial to improve their academic performance, enhance their social and employment advantages, and improve their thinking and emotional expression. Therefore, students' use of English writing is only limited to academic achievement, social employment, and expression of thoughts and feelings. This also shows that English language teaching in our country belongs to EFL but not ESL.Therefore, teachers have to change the traditional paradigm of English language education, which is teaching and learning English that belongs to Asia, to give a new identity to Asian English language learners and teachers (Zhu, Jianxin & Zhang, Haibo, 2014). Meanwhile, this is the same result as the first subdomain-Written Enjoyment and the second subdomain-Written Interest. Because of poor writing experience, students are reluctant to spend more time on writing training even

though they realize the importance of writing.

Therefore, teachers should keep up with the trend of the times, get rid of the traditional level, revolutionize the concept of education with the help of modern information technology, stimulate the enthusiasm of students to learn, so that students can learn, think and use.

4) Cognitive competence

The above data shows that the students' cognitive skills improved significantly with a mean value of 2.94 (2.50-3.49=agree). This indicates that TSCA is beneficial to the development of students' cognitive ability in writing. Cognitive ability is centered on students' critical thinking ability. The humanistic view of English education holds that the development of critical thinking skills is one of the ultimate core goals of higher education. Among all courses, the role of writing classes is particularly important for the development of critical thinking skills (Sun Youzhong, 2011). "The Output Oriented Approach (OOA) emphasizes the integration of learning and use, choice-based learning, and assessment for learning to develop students' cognitive skills in writing. The data also show that students can rely on online resources and peer assessment to critically review their English writing. This shows that the Output-Oriented Approach develops students' critical thinking skills and enhances their cognitive abilities in English writing.

Overall, TSCA favors the improvement of students' written English interest, written enjoyment, value and utility, and cognitive ability. The mean values of the four sub-domains, in descending order, were: cognitive ability (2.94), value and utility (2.87), written interest (2.54) and written enjoyment (2.54). Of these, the improvement in cognitive ability was the most significant. "TSCA" promotes the development of students' cognitive ability towards online information resources and others' evaluation through pre-course information resource-driven, in-course teacher-student multivariate evaluation, and post-course push-up demonstration. Therefore, it shows that TSCA improves students' attitudes towards English writing.

(3) Writing skills

Table 4 Summary Table on Students' English Writing Ability

Key Result Areas	Composite Mean	VI	Rank
Language Knowledge	2.69	Agree	2.5
Discourse Knowledge	2.69	Agree	2.5
Sociolinguistic Knowledge	2.61	Agree	4
Strategic Ability	2.76	Agree	1
Grand Composite Mean	2.69	Agree	

1) Language knowledge

The above data shows that the students' linguistic knowledge improved slightly significantly with a mean value of 2.69 (2.50-3.49=Agree). Vocabulary knowledge relates to the first to third questions with a mean value of 2.69 . Syntactic knowledge was related to the fourth question with a mean of 2.54. Writing was related to the fifth to sixth questions with a mean of 2.76. "TSCA actively mobilizes the knowledge base in students' minds through pre-lesson brainstorming activities. Prior to the lesson, three parts of the teaching and learning process were organized in a goal-oriented manner: drive-facilitate-evaluate. All three segments were designed around output objectives (Wenqiu Fang, 2015). Output goals include communicative and linguistic goals. Teachers designed output scenarios and communicative activities around the objectives, which improved students' original content and language levels and promoted the development of students' vocabulary, syntax and writing skills.

2) Discourse knowledge

The above data shows that students' discourse knowledge improved slightly significantly with a mean value of 2.69 (2.50-3.49=Agree). Chapter knowledge is related to the first to second questions, with a mean of 2.86, genre

structure knowledge is related to the third to fifth questions, with a mean of 2.68, and topic content knowledge is related to the sixth to seventh questions, with a mean of 2.55. When facilitating, the teacher designs the facilitating activities around the output sub-objectives, provides students with the topic content, genre structure, and articulation needed to complete the output activities, and facilitates students to complete the corresponding output activities (Sun Shuguang, 2020). corresponding output activities (Sun Shuguang, 2020).

3) Sociolinguistic knowledge

The above data shows that the students' discourse knowledge improves the degree of goodness slightly significantly, with a mean value of 2.61 (2.50-3.49=agree). Socio-cultural knowledge relates to the first to second questions, with a mean value of 2.6.Intercultural knowledge relates to the third to fourth questions, with a mean value of 2.62.When evaluating, the teacher designs the evaluation content around the output objectives and pays attention to the quality of the achievement of the communication objectives as a way of checking whether the output objectives presented in the driving session are achieved, and whether the content of the topics, the structure of the genres, and the articulatory coherence of the facilitating session are fruitful or not (Wen Qiu-fang. 2016). The realization of communicative goals relies on socio-cultural knowledge and intercultural knowledge. The output goal-oriented implementation of writing and assessment covers the achievement of communicative goals and the use of the target language, and promotes the development of students' socio-cultural knowledge and intercultural knowledge.

4) Strategic ability

The above data shows that the students' strategy skills improve the degree of goodness slightly significantly with a mean value of 2.76 (2.50-3.49=Agree). Strategies are the action steps that language users/learners take to ensure the smooth running of communication activities.

In the writing activity, strategies were specified as preparation and planning, drafting and monitoring, and assessment and revision. Preparation and planning involves questions one through two with a mean of 2.66. drafting and monitoring involves question three with a mean of 2.72. assessment and revision involves questions four through six with a mean of 2.85. The principles of implementation of TSCA are reflected in the following:(1). Pre-lesson: goal-oriented and focused; (2). During the lesson: problem-driven, scaffolding gradual; (3). Post-lesson: process monitoring, pushing for excellence and demonstration (Sun Shuguang, 2020). Teachers create learning opportunities for students in the preparation and planning stage before class, the drafting and monitoring stage during class, and the assessment and revision stage after class (the timing of teaching and the effect of learning: twice the result with half the effort), and make real-time decisions based on students' levels, provide appropriate scaffolding, and leave space for students to explore themselves (the content of teaching and the purpose of learning: assessing for learning). At the same time, the teacher provides progressive guidance and dynamically adjusts the scaffolding according to the students' current cognitive and linguistic level (Teaching problems and learning needs: checking for deficiencies).

Overall, the Output Oriented Approach favors the improvement of students' language knowledge, discourse knowledge, sociolinguistic knowledge, and strategic competence. The mean values of the four sub-domains, in descending order, were: strategic competence (2.76), language knowledge (2.69), discourse knowledge (2.69), and sociolinguistic knowledge (2.61). Among them, the improvement of strategic competence is the most obvious. This suggests that "TSCA" provides the best solution for students' English writing, which is conducive to the efficient improvement of students' writing in the initiation, execution, and evaluation and revision phases of writing. Therefore, it shows that TSCA has improved students' English writing skills.

(4) Writing self-efficacy

Table 5 Summary Table on Students' English Writing Self-efficacy

Key Result Areas	Composite Mean	VI	Rank
Skill Efficacy	2.59	Agree	2
Task Efficacy	2.62	Agree	1
Feedback Efficacy	2.39	Disagree	3
Composite Mean	2.53	Agree	
Legend:3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree			

1) Skill efficacy

The above data shows that the students' skill efficacy improved less significantly with a mean value of 2.59 (2.50-3.49=agree). Skill efficacy is the learners' confidence in utilizing established writing skills to successfully complete writing tasks. It includes grammatical spelling efficacy sense, chapter organization efficacy sense, and ideation efficacy sense. Grammatical spelling efficacy is related to questions 1 to 6 with a mean of 2.66, chapter organization efficacy is related to question 7 with a mean of 2.49, and conceptualization efficacy is related to questions 8 to 10 with a mean of 2.49. TSCA utilizes collaborative teacher-student assessment, peer assessment, and machine assessment. This type of evaluation not only enables students to understand their writing performance, but also automatically records the results, which helps the relevance and typicality of students' writing evaluation (Wen Qiufang, 2016). The data reflected that "TSCA" did not play the role of application in the sense of chapter organization efficacy and the sense of idea efficacy. This suggests that teachers neglected to cultivate students' abilities in chapter organization and ideation when implementing the Output Oriented Approach to actual writing instruction. Although students were willing to share their writing with others, the experience of the writing process and the actual chapter organization were not as effective as expected. It is necessary for teachers to sort out the preparation and planning stage before class, the drafting and monitoring stage during class and the assessment and revision stage after class to find out the root causes of the teaching problems so as to better serve the actual English writing teaching.

2) Task efficacy

The above data shows that the students' task efficacy improvement goodness is slightly significant with a mean value of 2.62 (2.50-3.49=Agree). Task efficacy is the learners' confidence in achieving the set writing task objectives. "TSCA integrates the evaluation objectives with the instructional goals and enabling activities of the unit, and designs the evaluation focus in terms of the instructional goals. Student texts and instructional objectives interact to produce assessment content. Teachers pay attention to the typicality, teachability, progressiveness, and systematicity of the evaluation focus when determining the evaluation content. Students realize the focus problem and solve the focus problem in the process (Sun Shuguang, 2020).

3) Feedback efficacy

The above data shows that students' feedback efficacy was not improved with a mean value of 2.39 (2.50-3.49=agree). "TSCA" is designed to improve teachers' teaching efficiency and balance teacher evaluation with other evaluation methods (Wen Qiu-fang, 2016). English writing teaching promotes the development of students' self-assessment ability and ability to assess others through teachers' identification of typical samples before class, students' self-assessment and peer assessment during class, and students' additional assessment comments after class. The core concept of teaching is "student-centered". Teachers lead students to "learn" through "evaluation" in actual teaching. The effectiveness of students' feedback has not been improved. This shows that teachers are still "teacher-centered" in actual teaching and have not given full play to the development of students' learning ability under the "TSCA" teaching concept.

Overall, TSCA favors the improvement of students' skill efficacy and task efficacy. The mean values for the three subdomains, in descending order, were: task efficacy (2.62), skill efficacy (2.59), and feedback efficacy (2.39). Of these, the improvement in task efficacy was the most significant. Although TSCA improved students' skill efficacy and task efficacy, it did not improve students' feedback efficacy. One of the most important functions of TSCA is to develop students' ability to self-evaluate their writing and to evaluate others. This is in line with China's long-standing educational philosophy that it is better to teach a man to fish than to teach him to fish. Teachers do not teach by filling in the blanks, and students must learn to learn on their own. "TSCA develops students' self-learning ability through the selection of appropriate teaching materials and the support of teachers during teaching. This ability is especially important for university students. Teachers need to go through four stages to understand, accept, apply, and optimize new theories: experimental stage, interpretive stage, innovative stage, and emancipatory stage (Sun Shuguang, 2016). Teachers need to self-censor the problems in teaching so as to improve the efficiency of teaching and develop students' independent learning ability.

5. Conclusions and Implications of the Study

(1) Research findings

During the one-year empirical study, the English teachers in the B-level class used "TSCA" to teach English writing in practice. By collecting and analyzing the data from the questionnaires, it can be seen that "TSCA" is conducive to the teaching of college English writing. The main findings are as follows:

First, what are the students' attitudes towards effective English writing under the "TSCA" teaching concept?

Overall, TSCA favors the improvement of students' written English interest, written enjoyment, value and utility, and cognitive ability. The mean values of the four sub-domains, in descending order, were: cognitive ability (2.94), value and utility (2.87), written interest (2.54) and written enjoyment (2.54). Of these, the improvement in cognitive ability was the most significant. "TSCA" promotes the development of students' cognitive ability towards online information resources and evaluation by others through pre-course information resource-driven, in-course teacher-student multivariate evaluation, and post-course push-up demonstration. Therefore, it shows that TSCA improves students' attitudes towards English writing.

Secondly, what are the students' writing skills for effective English writing under the teaching concept of "TSCA"?

Overall, TSCA favors the improvement of students' language knowledge, discourse knowledge, sociolinguistic knowledge, and strategic competence. The mean values of the four sub-domains, in descending order, were: strategic competence (2.76), language knowledge (2.69), discourse knowledge (2.69), and sociolinguistic knowledge (2.61). Among them, the improvement of strategic competence is the most obvious. This suggests that "TSCA" provides the best solution for students' English writing, which is conducive to the efficient improvement of students' writing in the initiation, execution, and evaluation and revision phases of writing. Therefore, it shows that TSCA has improved students' English writing skills.

Third, what is the students' writing self-efficacy for effective English writing under the "TSCA" teaching concept?

Overall, TSCA favors the improvement of students' skill efficacy and task efficacy. The mean values for the three subdomains, in descending order, were: task efficacy (2.62), skill efficacy (2.59), and feedback efficacy (2.39). Of these, the improvement in task efficacy was the most significant. Although TSCA improved students' skill efficacy and task efficacy, it did not improve students' feedback efficacy. One of the most important functions of TSCA is to develop students' ability to self-evaluate their writing and to evaluate others. Teachers need to self-examine the problems in their teaching so as to improve the efficiency of teaching and to develop students' independent learning ability.

In conclusion, after one year of teaching under the TSCA concept, students' writing attitude, writing ability,

and writing self-efficacy were improved. Among them, the improvement of writing attitude is the most obvious. Meanwhile, the improvement in the cognitive ability sub-domain of writing attitude is also the most obvious compared with the other sub-domains of the variables. This indicates that TSCA is conducive to the development of students' cognitive abilities. This also directly proves that the concept of "TSCA" has been heavily utilized in the development of critical thinking skills in English language teaching. However, the Feedback Efficacy sub-domain of writing self-efficacy scored the lowest compared to the other variables. This result is not consistent with the finding that TSCA can improve peer assessment. This suggests that teachers do not have a good understanding of TSCA and improve students' ability to evaluate others in actual teaching.

(2) Research implications

First, the TSCA concept can improve the quality of writing.

The data on the variables show that students are able to use online resources and refer to other people's writing and the comments made to improve the language, content and structural issues of their own writing, have a basic grasp of ways to improve the focus of their evaluations, and are gradually internalizing their knowledge of language and chapter, which they can transfer to new writing situations.

Secondly, teaching under the "TSCA" concept can develop students' independent learning and self-assessment skills.

Teachers lead and monitor student evaluations during and after the lesson, and develop students' ability to self-reflect and self-evaluate during evaluations. The "TSCA" goal-oriented assessment links assessment, teaching and learning, promoting teaching and learning through assessment.

Thirdly, the contradictions faced by teachers in applying new teaching methods to actual teaching under the concept of "TSCA".

Teaching is a profession that requires continuous learning and development. In their professional development, teachers tend to fall into the dilemma of "skilled incompetence", i.e., they no longer question familiar patterns of teaching and learning and their validity. Teachers need to learn to reflect on their teaching and develop new concepts through reflection to promote effective teaching.

References

[1] Lesile, Sarah- Jane, Andrei Cimpian, Meredith Meyer and Edwaid Freeland. Expectations of Brilliance Underlie Gender Distributions across Academic Disciplines.Science, 2015, 3(47):262-265.
[2] Chen Xiangming. Qualitative research methods and social science research [M]. Beijing: Educational Science Press, 2000:6.
[3] Chen Jianlin. Catechism and Foreign Language Teaching Research in the Era of Big Data ---- Challenges and Opportunities [J]. Foreign Language E-Learning, 2015, (1):3-8.
[4] Chen Jianlin, Jia Zhenxia. Exploratory Study on Informatized Foreign Language Learning Mode in the Era of Big Data [J]. Foreign Language E-Learning, 2017, 04:3-8.
[5] Guo Jidong. The Effects of Writing Self-Concept and Self-Efficacy on College Students' English Writing Performance [J]. Journal of Foreign Languages, 2018, (2): 72-73
[6] He Guangye. Gender Differences in Professional Choice and First-Job Acquisition: Findings Based on the Growth Tracking Survey of College Students in the Capital City [J]. Society, 2018, (2):214-241.
[7] Huo, Yanjuan. (2021). Analysis of the policy connotation and development vision of English basic education in China since the founding of New China[J]. Research in Educational Linguistics, 2021, 4:204-206.
[8] Ministry of Education, Department of Higher Education. Teaching requirements for university English courses [S]. Beijing:Higher Education Press,2007:43.
[9] Min Weifang, Ding Xiaohao. Survey and Analysis of Employment Situation of College Graduates in 2007 [J]. Research on Higher Education, 2005, 1:31-38.
[10] Sun Youzhong. Innovative assessment system for English majors, leading the development of students' discursive ability--- "English assessment and the cultivation of discursive ability" [J]. Chinese Foreign Language, 2013 (1) : 4 - 9.

[11] Sun Shuguang. Teacher-student cooperative evaluation in output-oriented method [M]. Beijing: Foreign Language Teaching and Research Press, 2020, 132.

[12] Song Hao . A comparative study of university English writing network intelligent scoring and teacher manual scoring [J]. Education Modernization ,2016,3(13):72-73.

[13] Wang Shouren,Wang Haixiao. Survey on the Status Quo of College English Teaching in Chinese Universities and the Direction of College English Teaching Reform and Development[J]. China Foreign Language, 2011, (5):4-11.

[14] Wang Shouren. Some Thoughts on College English Teaching in Universities[J]. Theory and Practice of Foreign Language Teaching,2011, (1):1-5.

[15] Wang Shouren. Interpretation of the main points of the University English Teaching Guide[J]. Foreign Language Community,2016, (03):2-10.

[16] Wen Qiufang. A study of key issues in second language acquisition [M]. Beijing: Foreign Language Teaching and Research Press, 2011: 81- 82.

[17] Wen Qiufang. Constructing the theoretical system of "output-oriented method" [J]. Foreign Language Teaching and Research, 2015, (4):547-558.

[18] Wen Qiufang. "Output-oriented method" and teaching Chinese as a foreign language [J]. World Chinese Language Teaching, 2018,(32):389-390.

[19] Wu Xiaojin. A Brief Analysis of the Problems, Causes and Solution Countermeasures in College Students' English Writing[J]. Science and Education Forum.
2012, (7):169-170.

[20] Zheng Xinmin and Wang Yushan. How to use survey method scientifically in foreign language education research-Analysis based on the articles of CSSCI journals of foreign languages in China (2008-2013)[J]. Foreign language e-learning, 2014, (4):8-13.

[21] Zhu JX, Zhang HB. A paradigm shift in English language education in Asia: from EFL/ESL to EAL [J]. Foreign Language Community, Shanghai International Studies University, 2014, 1:26

[22] Zhang Lin. Teaching system design of experiential learning model applied to university classroom [J]. Journal of Heilongjiang Institute of Education, 2015, 7:153-154

[23] Zhang Yi, Tao Lijun. Analysis of the change path of English writing ability based on "output-oriented teaching method" [J]. Chinese Journal of Education, 2018, 3:137-138.

[24] Ministry of Education of the People's Republic of China. China Education Modernization 2035 [M]. Beijing: People's Education Press, 2019: 42.

[25] Zhang Shu. Reform of College English Writing Teaching in the Era of Big Data [J]. Education Modernization, 2020, 7(47):55-58.

About the Author

Luo,Youyou (1992-01), female, Han nationality, Huanggang City, Hubei Province, doctoral degree, information technology course design.