TSCA on Students' Ability Toward Writing in Blended Learning of College English

Youyou Luo

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

Abstract: English writing is an important output skill cultivated in college English courses. And in the age of informationization, college English writing teaching relies on the support of information technology. In order to cope with the solution of this dilemma, Production-Oriented Approach(POA) proposes Teacher-Student Collaborative Assessment (TSCA), which creates a new form of assessment. Through TSCA, teachers can not only alleviate the heavy teaching load, but also fully tap the network resources to efficiently use students' time before, during and after class to maximize and optimize the teaching effect. In this paper, the teaching concept of TSCA is used to conduct writing teaching experiments, to study and analyze the writing ability of students who write effectively, so as to provide insights for the practice of English writing teaching.

Keywords: TSCA; Writing Ability; Effective Evaluation

1. Introduction

China Education Modernization 2035 proposes accelerating educational change 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 scaled education and personalized cultivation. The development of network technology promotes the development of teaching concepts, teaching methods, teaching content and teaching assessment in English writing. According to Wang Shouren (2011), the Curriculum Requirements emphasize the organic combination of modern information technology and foreign language courses and the adoption of a new type of teaching mode. Most colleges and universities do not offer a separate college English writing course, and there is little time for classroom writing teaching. Teachers also overuse the traditional writing teaching mode and do not emphasize the application of information technology in writing teaching. However, for the development of students, English writing ability is undoubtedly vital as a large part of English language ability (Song Hao, 2016).

Over the years, frontline English teachers and related educational researchers have proposed a variety of pedagogies and means to cope with and solve students' problems in English writing. However, these pedagogies and means 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 a foreign language teaching and writing theory proposed to address the shortcomings of "learning and use separation" in foreign language teaching in China. TSCA (Teacher-Student Collaborative Assessment) is a new method for POA(Sun Shuguang, 2020). It consists of three stages: pre-class, in-class and post-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. At the end of the lesson, on the basis of the teacher's in-class professional guidance, students supplemented the TSCA with self-assessment or peer assessment.

In this paper, the teaching concept of "TSCA" is used to conduct writing teaching experiments, to study and analyze the writing

ability of students who write effectively, so as to provide insights for the practice of English writing teaching.

2. Literature Review

Information technology has created informative learning styles, from E-leaming (electronic learning, digital learning), to M-leaming (mobile learning, mobile learning), to U-learning (ubiquitous learning, ubiquitous learning) (Chen Jianling &Jia Zhengxiao, 2017). In the age of informationization, university English writing teaching relies on the support of information technology. The development of network technology promotes the development of teaching concepts, teaching methods, teaching content and teaching assessment in English writing. Realizing the effective integration of English writing courses and information technology, developing a favorable network ecological environment 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 at present.

Shuang Dingfang (2011) views language learning as two parts: classroom learning and out-of-class learning. The five major functions of classroom teaching are as follows: (1) to cultivate students' interest in learning; (2) to create a favorable environment for language learning; (3) to provide learning resources; (4) to provide guidance on learning methods and strategies; (5) to help students overcome their learning difficulties; and (6) to provide opportunities for students to demonstrate their learning achievements. Effective classroom teaching in blended learning needs to fulfill functions such as the above. The relationship between classroom and extracurricular learning: language learning = classroom learning + extracurricular learning; classroom teaching = preparation for extracurricular learning; extracurricular learning = facilitation of classroom learning; methods and contents of extracurricular learning = learning + communication. The combination of offline and online learning is also what blended learning focuses on. Qi Yajun (2015) analyzed the effectiveness of foreign language classroom from the perspective of the Teaching Competition of Foreign Language Teaching Society. He believes that effective language teaching needs to take into account the humanistic, ideological and social aspects of language, rather than only emphasizing the instrumental aspects of language. He also analyzed the effective factors of teacher-student interaction in the classroom: mutual respect, listening to each other, suspending judgment, keeping an open mind, and being problem-driven, etc.; and its corresponding effective dialogue strategies: follow-up questioning, attentive listening, situational imagery, dynamic resource development and critical reflection. He also realized that the dominant factor in effective teaching is the teacher. Therefore, he advocates promoting the development of effective teaching through the development of teachers, i.e., the mechanism of experience conversion, the mechanism of motivation generation and the mechanism of institutional guarantee. Rethinking foreign language teaching with the concept of effective teaching. Qiao Shuxia (2011) believes that effective teaching is oriented to teaching goals, takes into account the effectiveness and efficiency of teaching, and emphasizes teaching reflection, so as to promote the scientific development of foreign language teaching in China and change the situation of "time-consuming and inefficient" foreign language teaching.

In the age of informationization, college English writing teaching depends on the support of information technology. The research on foreign language teaching in the twenty-first century is more and more 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 ecological environment for English writing teaching, and coping with the challenges facing university English writing teaching have been the urgent tasks of English writing teaching at present. According to Wang Shouren (2010), "The Curriculum Requirements emphasize the organic combination of modern information technology and foreign language courses, and the adoption of new teaching modes. Although there are various ways to combine with foreign language courses, the basic point of the combination is to integrate computer network technology into college English teaching and to realize the "two basics", i.e., computer-based and classroom-based. The future direction of English course construction is inevitably: excellent teachers, coupled with modern information technology.

"Production - Oriented Approach (POA) is a foreign language teaching and writing theory proposed to address the shortcomings

of the "separation of learning and use" in foreign language teaching in China (Wen, 2015).TSCA is part of the POA system and can be realized within or outside the framework of POA (Sun, 2020).TSCA includes three phases: pre-class, in-class and post-class. 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 reviews. 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 TSCA. Through TSCA, teachers can evaluate students' outputs before class to determine typical samples and evaluation focuses; assist students to evaluate typical samples during class; and after class, students conduct self-assessment, peer assessment and machine evaluation. Therefore, TSCA can effectively solve the problems of inefficiency and poor efficiency in traditional assessment methods.

Writing ability is the object of testing writing, which is the theoretical basis for proposing questions, developing writing ability scales as well as scoring criteria (Pan & Zou, 2020). Writing ability includes the ability of written expression and the knowledge of language learners or users. There is no consensus among scholars about the stage characteristics of English writing ability and its description. However, in recent years, scholars have become more and more clear about the description and research perspectives of English writing ability, namely, from the social cognitive perspective and the linguistic communication perspective. The social cognitive perspective views writing as a cognitive process (Hayes, 2012). The linguistic-communicative perspective, on the other hand, views writing as a communicative activity and focuses mainly on the intrinsic components of this activity (Bachman & Palmer, 2010; Council of Europe, 2001). In essence, writing ability is a practical ability, which is manifested through concrete language use (Pan & Zou, 2020).

There are few research designs on the evaluation of English writing ability at home and abroad, and even fewer studies on the evaluation of writing in the context of blended learning, and the only studies that have been conducted are limited to qualitative studies and lack quantitative studies supported by reliable data.TSCA's research focuses on the teaching of English writing. At the same time, the researchers of TSCA are also the lecturers. Therefore, this study is able to improve the practical application of TSCA theory at both the practical and theoretical levels. The study was conducted in all classes at the same level, not limited to the researcher's classes or to observing the classes taught by others. The results of this study are typical and can provide a reference value for the utilization of TSCA.

3. Research methodology

The choice of research method depends on the research question. The problem of this study is: students' ability towards effective English writing under the teaching concept of "TSCA". This is a problem of describing the current situation. The quantitative research method is more suitable for describing the current situation of a large sample. Quantitative research is "more suitable for large-scale investigation and prediction of things at the macro level" (Chen, 2000). This study focuses on the questionnaire survey to find out the improvement of TSCA on students' writing abilities from the students' perspective. In addition, when forming the measurement scale of effective writing instruction in blended college English, the author utilized the Delphi expert survey method to ensure the scientific validity of the scale.

3.1 Research Objects

Factors such as the determination of the research population, sample selection, sample size, and sampling strategy affect the quality of the data, which in turn affects the quality of the interpretation of the overall research data (Zheng&Wang, 2014). Theoretically, all the students of university English courses receiving blended teaching are the research subjects, that is, the theoretical totality. However, due to the limitations of human, material and financial resources, it is impractical to study the totality of the totality.

The implementation of blended teaching in university English courses can vary greatly due to the different levels of English learning among students. In order to highlight the effectiveness of the "TSCA" teaching concept applied to college English writing courses, the author purposely selected freshman B-level students (with a score of less than 90 out of 150 on the college entrance examination). There are 31 classes in the freshman B level, totaling 1,242 students. According to Raosoft's scientific calculation, in order to ensure the validity of the measurement is more than 95%, I surveyed 350 students in the form of questionnaire, in order to obtain the specific situation of the implementation effect of effective writing teaching under the teaching concept of "TSCA" from the

students' point of view, so as to better perfect the improvement of students' writing attitudes in the context of blended teaching in college English. In order to improve the students' writing ability in the context of blended teaching, the survey was conducted on 350 students.

3.2 Research Tools

In order to understand the current situation of students' ability towards English writing in blended teaching, an appropriate and effective evaluation tool is needed. The author compiles a variable questionnaire based on current literature and experts' opinions, then consults the literature to sort out the concepts and connotations of these variables, and compiles a variable questionnaire with reference to relevant questionnaires compiled by scholars at home and abroad that have been validated. This questionnaire consists of two parts. The first part is students' basic information, including gender, specialty, and English learning experience. The second part is writing ability(Adapted from "The Chinese English Language Proficiency Scale: A Study of the Writing Proficiency Scale" by Mingwei Pan & Shen Zou (2020)), which examines the current status of effective writing in terms of language knowledge, discourse knowledge, sociolinguistic knowledge, and strategic ability.

4. Research results and analysis

4.1 Reliability of the questionnaire

Table 1 Reliability Result

Questionnaires	Indicators	Cronbach Alpha	Remarks
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

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

The mean internal consistency coefficient of the total scale was 0.805. The four indicators of writing ability was, in order: 0.707, 0.896, 0.762, and 0.856.The data showed that the questionnaire has high consistent reliability and internal validity for all variable sub-dimensions, indicating that the scale is suitable for investigation.

4.2 Questionnaire sub-dimensions

Table 2

Students' English Writing Ability in terms of Language Knowledge

Indicators	WM	VI	Rank
1. I can use common words to express on familiar topics.	2.60	Agree	5
2. I can choose appropriate vocabulary to express one's own ideas.	2.81	Agree	2
3. I can properly use commonly used fixed expressions, such as proverbs, idioms,etc.	2.66	Agree	4
4. I can use various sentence structures to express ideas.	2.54	Agree	6
5. I can correctly write the upper and lower case forms of all letters.	2.69	Agree	3
6. I can write the upper and lower case of letters correctly, although occasionally make some small mistakes.	2.86	Agree	1
Composite Mean	**2.69**	**Agree**	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Indicator 6 (2.86) is the highest score. It shows that students can differentiate the use of letter case in specific writing scenarios.In English writing, students need to capitalize or lowercase the initial letters of certain words depending on the content of the writing

(Pan, 2020). This indicates that the teacher emphasized the need for students to be aware of the effect of the content of the writing on the initial letters of certain words.

Knowledge of vocabulary involves questions one to three (2.69). Knowledge of syntax involves question 4 with a mean of 2.54. Knowledge of graphology involves questions 5 to 6 with a mean of 2.76. Students can use appropriate vocabulary, syntax and graphology in English writing according to the topic of writing. Language knowledge includes knowledge of vocabulary, knowledge of syntax and knowledge of graphology (Pan, 2020). The students' ability to express language affects their ability to use their knowledge of the relevant language to express information.

Table 3

Students' English Writing Ability in terms of Discourse Knowledge

Indicators	WM	VI	Rank
1. I can use simple conjunctions or transition words to connect sentences in the text.	2.91	Agree	1
2. I can effectively use cohesion means to make the expression of text sentences coherent and appropriate.	2.80	Agree	2
3. I can organize chapters reasonably and meet the genre requirements of specific tasks.	2.65	Agree	5
4. I can compose familiar texts in simple and coherent sentences.	2.73	Agree	3
5. I can effectively use linking words and sentences in complex text writing.	2.66	Agree	4
6. I can write clear, organized and detailed articles.	2.54	Agree	7
7. I can write clear and fluent texts in an appropriate and effective style and logical structure	2.56	Agree	6
Composite Mean	**2.69**	**Agree**	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Indicator 1 (2.91) is the highest score; it shows that students can choose simple appropriate conjunctions or transition words according to the logic of the content of the essay, which shows that in actual writing students can not only grasp the theme of the essay, but also connect the context with the content of the essay by choosing appropriate conjunctions or transition words.Through these conjunctions or transition words, students' compositions tend to be more hierarchical, and the contents of the compositions seem to be more structured (Pan, 2020).

Indicators 6 (2.54) and indicator 7 (2.56) got the lowest score. It implies that although students can use simple conjunctions or transition words to organize their language and use simple topic statements to develop their writing, it is difficult for them to grasp the logic, fluency and detail of the writing as a whole. As a result, the students could only use simple and limited connectives and topic statements in their writing. The limited vocabulary made it difficult for students to develop their writing (Pan, 2020).

Table 4

Students' English Writing Ability in terms of Sociolinguistic Knowledge

Indicators	WM	VI	Rank
1. I can use language appropriately as needed.	2.58	Agree	4
2. I can understand the writing characteristics of formal and informal texts.	2.62	Agree	2
3. I can notice differences in cultural customs in writing.	2.62	Agree	2
4.I can choose different language forms according to the target culture and social customs in writing, and express your own views, emotions, and attitudes appropriately.	2.62	Agree	2
Composite Mean	**2.61**	**Agree**	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49 = Strongly Disagree

Table 4 presents the composite mean of 2.61. Socio-cultural knowledge involves questions 1 to 2, with a mean value of 2.6. Socio-cultural knowledge is the knowledge of the society and culture of the target language. Cross-cultural knowledge involves questions 3 to 4, with a mean value of 2.62. Cross-cultural knowledge means understanding the similarities and differences between the culture of the native language and the culture of the target language. Such knowledge usually refers to general knowledge of life, understanding of life, interpersonal relationships, values and so on (Pan, 2020). Students have to distinguish between formal texts and informal texts in actual writing.

Table 5

Students' English Writing Ability in terms of Strategic Ability

Indicators	WM	VI	Rank
1. I can sort out the main ideas or information of the literature before writing.	2.65	Agree	6
2. I can prepare for writing in various ways, such as discussion, drafting an outline, listing key points etc.	2.66	Agree	5
3. I can list the main points and keywords required by the written text in order to write the article.	2.72	Agree	4
4. I can correct inappropriate language expressions and coherence problems.	2.75	Agree	3
5. I can get help from classmates or teachers to improve the quality of writing and the accuracy of writing content.	2.88	Agree	2
6.I can use (electronic) dictionaries, automatic functions of word processing software and associative functions of input methods to improve writing quality and efficiency.	2.92	Agree	1
Composite Mean	**2.76**	**Agree**	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49 = Strongly Disagree

Table 5 presents the composite mean of 2.76.Indicator 6 (2.92) is the highest score. This indicates that students have imbibed the habit of using their phone installed dictionaries with translation. Hence, they can easily give synonyms, also antonyms and other word derivations whenever necessary inside classes. At the beginning of writing, the informatized writing platform system will clarify the writing ideas and writing framework for students, and provide students with words that may be used as reference during the writing process (Ji, 2022).Strategies are the action steps that language users/learners take to ensure that communication activities run smoothly (Pan, 2020).It consists of four steps: planning, implementation, evaluation, and refinement. In the case of writing activities, strategy is expressed in preparation and planning, drafting and monitoring, and evaluation and revision. Preparation and planning relates to questions 1 to 2; drafting and monitoring relates to question3; and evaluation and revision relates to questions 4 to 6.

Indicator 1 (2.65) and indicator 2 (2.66) are the lowest scores. Both indicators belong to preparation and planning. This shows that students do not do a good job of gathering information in English writing, such as finding the center sentence of the essay topic, discussing the content of the essay topic and outlining the core content of the essay. Strategies are the action steps that language users/learners take to ensure the smooth running of communication activities. In writing activities, strategies are specified as conceptualization, writing and revision (Pan, 2020).

5. Conclusion of the study

Table 6

Summary 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**	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49 = Strongly Disagree

Overall, the Output Oriented Approach favors the improvement of students' linguistic knowledge, discourse knowledge, sociolinguistic knowledge, and strategic competence. The Composite Mean of the four sub-domains, in descending order, was: 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 POA 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 POA improves students' English writing ability.

References

[1] Bachman, L.F., & Palmer, A.S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford: Oxford University Press.

[2] Chen XM. (2000). Qualitative Research Methods and Social Science Research. Beijing: Education Science Press.

[3] Chen JL. (2004). Theoretical Connotation of University English Networked Teaching and Its Application Analysis. Foreign Language E-learning, (6):27-31.

[4] Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching and assessment. Cambridge: Cambridge University Press.

[5] Chen JL & Jia ZX. (2017). Exploratory Research on Informatized Foreign Language Learning in the Era of Big Data. Electronic Teaching of Foreign Languages, 4, 3-8.

[6] Hayes, R. (2012). Modeling and remodeling writing. Written Communication, 29 (3), 369-388.

[7] Ji CD. (2022). Research on the Application of Artificial Intelligence in College English Teaching under Informationization Environment. J*ournal of Changchun Normal University*, 7, 164-165.

[8] Pan MW & Zou S. (2020). A study of the Chinese English proficiency scale-writing proficiency scale. Beijing: Higher Education Press.

[9] Qiao SX. (2011). Implications of the Western Concept of Effective Teaching for Foreign Language Teaching in China. Education Exploration, (11):158-159.

[10] Qi YJ. (2015). Research on Effective Teaching and Formation Mechanism of English Classroom under the Perspective of Dialogue: Classroom Observation and Comparative Analysis Based on the Foreign Language Teaching Competition of National Colleges and Universities. Shanghai International Studies University, 9-12.

[11] Wang SR & Wang HX. (2011). A survey on the status quo of university English teaching in China's colleges and universities and the direction of reform and development of university English teaching. China Foreign Language, 5, 4-11.

[12] Wen QF. (2015). Building a theoretical system of "production-oriented approach". Foreign Language Teaching and Research, 4, 547-558.

[13] Shuang DF. (2001). On the functions and goals of foreign language classroom teaching. Foreign Languages and Foreign Language Teaching , 1:5-8.

[14] Song H. (2016). A Comparative Study of Online Intelligent Scoring and Teacher's Manual Scoring of College English Writing. Education Modernization , 13, 72-73.

[15] Sun SG. (2020). Optimization of teacher-student cooperative evaluation in output-oriented approach: a dialectical study (in English). Chinese Journal of Applied Linguistics, 03, 305-322.

About the author: Youyou Luo (January 1992), female, Han nationality, Huanggang City, Hubei Province, doctoral degree, information technology course design.