

**The Application of Production
Oriented Approach in English
Writing Teaching in Primary School**

产出导向法在小学英语写作教学中
的应用

Abstract

The elementary school period is a stage where students come into contact with new knowledge and lay a solid foundation of knowledge. At this important stage, students' English learning level and language ability can be demonstrated through English writing ability. It can be seen from this that the teaching teacher should increase the emphasis on the students' writing teaching, and strengthen the training of students' writing and language expression skills. However, as far as the current level of elementary school English writing teaching in China is concerned, teachers generally focus on the training of students' listening and speaking activities, and ignore the cultivation of students' writing ability. In addition, the content of English writing teaching classrooms is boring, lacks fun, and the teaching method is single, which has become a factor restricting students to learn writing. How to carry out the teaching work of English writing in primary schools and greatly increase students' interest in writing is a topic that most English teachers should discuss together at this stage. "Production oriented approach" is a new teaching method newly proposed by Professor Wen Qiufang. Its theoretical basis includes "three major assumptions": output-driven assumptions, input-assisted assumptions, selective learning assumptions, and "three major concepts": learning center theory, integration of learning and application, and holistic education. Writing plays an important role in foreign language learning. The purpose of writing teaching is not writing practice to memorize knowledge, but to understand and express meaning accurately. Traditional primary school writing teaching is not enough to train students' writing ability, the quality of students' articles is not very high, and it is slightly lacking in stimulating students' enthusiasm for writing. This article is guided by the concept of "output-oriented approach", and carries out instructional design of English writing teaching in primary schools from the three aspects of "driving", "facilitating" and "evaluating" of POA. Through output-driven design, input-facilitated design and evaluation design, the teacher's "scaffolding" role is fully utilized in the teaching process to help students improve their English writing skills.

Key words: production oriented approach; English writing teaching; primary school

摘要

小学时期是学生接触新知识、夯实知识基础的阶段，在这个重要阶段，学生的英语学习水平以及语言能力可以通过英语写作能力展现。由此可见，授课教师应当提高对于学生写作教学的重视，并加大力度培养学生的写作和语言表达能力。然而，就现阶段我国小学英语写作教学水平来看，教师一般都侧重于学生听说活动的训练，忽视了对于学生写作能力的培养。加之，英语写作教学课堂内容枯燥、缺乏趣味性，且授课方式单一，这些都成为制约学生学习写作的因素。如何开展小学英语写作教学工作，大大提高学生写作兴趣，是现阶段广大英语教师应该共同探讨的话题。“产出导向法”是文秋芳教授新提出的一种新型教学方法，它的理论基础包括“三大假设”：输出驱动假设、输入促成假设、选择性学习假设和“三大理念”：学习中心说、学用一体说、全人教育说。写作在外语学习中占有举足轻重的地位。写作教学的目的是为了记忆知识而进行的写作练习，而是为了准确地理解和表达意义。传统小学写作教学对学生写作能力的培养不够，学生文章质量不是很高，在激发学生写作的积极性方面略有欠缺。本文以“产出导向法”理念为指导，从“驱动”、“促成”、“评价”三个环节对小学英语写作教学进行教学设计。通过输出驱动设计、输入促成设计和评价设计，在教学过程中充分发挥教师的“脚手架”作用，帮助学生提高英语写作能力。

关键词：产出导向法；英语写作教学；小学

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