



Research on Japanese Writing Course in Senior High School Based on POA

Take the Japanese Course of Senior High School as an Example

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Abstract. Language ability is one of the important components of the Core Competencies of the Japanese discipline, while writing is the internalization, application, integration and creation of language ability and it is also the examinational contents of the college entrance examination. At present, the Japanese curriculum in senior high schools is still in its infancy, and the curriculum design, teaching methods and teaching concepts are not perfect. The output-oriented approach, which focuses on the circular promotion of input and output, is a foreign language learning and teaching model with Chinese characteristics. Therefore, the teaching of Japanese writing in senior high school under the POA model has become a topic that must be paid attention to in Japanese courses.

Keywords: POA · High school · Japanese writing · curriculum

1 Introduction

With Japanese as one of the foreign languages in the college entrance examination in 2018, more and more students choose Japanese as the test subject. Driven by students' needs, more and more high schools offer Japanese courses. With the increasing social attention to Japanese, the exploration of Japanese teaching strategies and teaching design is also increasing. "Production-oriented approach" (POA) is a teaching theory formally put forward by Wen Qiufang (2007) in 2015 based on the "output-driven hypothesis", which closely combines students' needs and teaching objectives, and carries out Chinese-style innovation on teaching concepts, teaching assumptions and teaching processes [1, 2] In recent years, there have been more researches on the "output oriented approach" in teaching practice, teaching design and teaching material compilation in China. Searching on the keyword "POA, Writing" in CNKI, there are all about the teaching design and teaching research of English writing, while searching on the keyword "POA, Japanese, Writing", there is no reference. Under the guidance of POA model, this paper discusses the curriculum and teaching application of Japanese writing in senior high school.

2 POA

POA includes three parts: teaching concept, teaching hypothesis and teaching process. Teaching idea is the guiding thought of teaching hypothesis and teaching process; the teaching hypothesis is restricted by the teaching idea and is the theoretical support of the teaching process; the teaching process tests the teaching hypothesis, which is the way to realize the teaching idea and teaching hypothesis [3]. The above three parts are mutual support and mutually restricted (Fig. 1).

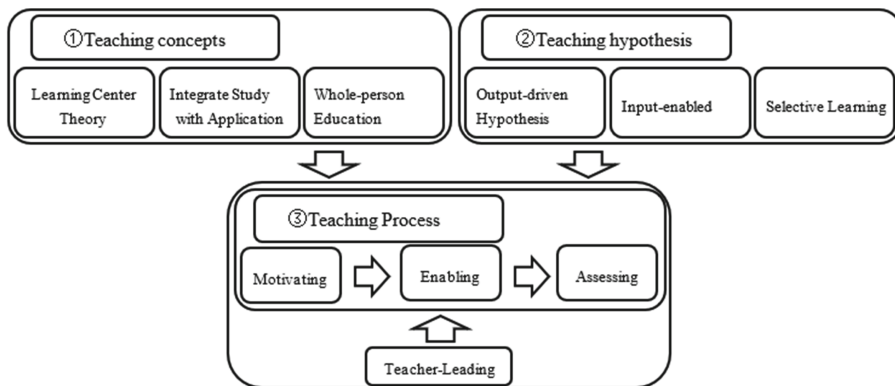


Fig. 1. Theory System of POA (Wen Qiufang, 2015: 548)

2.1 Three Teaching Concepts

“Learning Center Theory” advocates that all classroom activities must serve effective learning [4], must achieve students’ independent “learning”, and promote the realization of teaching objectives and effective learning. Teachers should focus on what students can learn in each instructional design and teaching task.

“Integrate Study with Application” advocates the close combination of input learning and output application, that is, learning while using, and combining learning and application. There is no clear boundary between learning and application, and they are integrated.

“Whole-person Education” advocates that education should serve the all-round development of students, that is, to achieve the goal of humanity while improving the comprehensive language skills.

2.2 Three Hypotheses of Teaching

The output-driven hypothesis is different from the teaching order of “input first, then output” advocated in the past. It advocates that “output” is the driving force of language learning, but also the goal of learning. Therefore, students try to write (output) under the guidance of teachers. When encountering difficulties, the teacher will provide targeted

input according to the output goal and the difficulties encountered by the students. Through the output-driven hypothesis, the students will know the deficiencies, thus stimulating the learning desire and creating the teaching sequence of “output → input → output”.

Input facilitation hypothesis requires input to serve the teacher’s teaching pre-design, that is, clear output objectives. After the students have completed the output drive and met difficulties, the teacher can carry out targeted input according to the difficulties encountered by the students, truly realizing the accurate connection between input and output, ensuring the effectiveness of input, and truly making the classroom an efficient classroom.

The hypothesis of selective learning is to selectively input new knowledge points urgently needed in this class according to the teaching objectives and output objectives of this class, and conducts extended working, so that timely input can better serve the output.

2.3 Three Processes of Teaching

The teaching process includes several “Driving - Promoting - Evaluating” cycle chains. The three teaching concepts, “Learning Center Theory”, “Integrate Study with Application”, and “Whole-person Education”, run through the whole teaching process.

The driving stage is mainly about the teacher designing the lead-in activities, making scene design and knowledge preparation, clarifying the different writing tasks according to the difference of students’ level, stimulating students’ writing interest through “hunger state”, and providing impetus for the development of writing tasks. Swain (2006) proposed that language should replace output, emphasizing the role of language in knowledge construction. Liu & You (2020) proposed that written speech is a way for learners to use written language to write their own interpretation, reflection and inference of what they have learned, so as to regulate language learning.

The contributing stage mainly includes: the teacher describes the output task; Students conduct selective learning and teachers give guidance and inspection; Students practice output and teachers give guidance. This stage attaches importance to input and output, that is, “integrating study with application”, which is an important part of the whole output-oriented approach. Therefore, when releasing the writing task, teachers must determine the type of writing task and play a leading role while paying attention to the difficulty of the task content.

The evaluating stage is divided into “evaluation without delay” in class and “delayed evaluation” after class, with emphasis on cooperation between teachers and students. The evaluation stage is the “check” part of promoting the output of the section, which requires teachers and students to participate in the study of writing evaluation standards; the teacher will evaluate the output results in class after the students submit the output results.

3 POA and Japanese Writing

At present, many high schools in the western region adopt the form of introducing educational institutions to carry out Japanese teaching, which to some extent mitigates the demand for Japanese teachers for schools, and also injects vitality into Japanese teaching in various regions, but there are also certain drawbacks. After making statistics on the Japanese writing in the final and unified examinations in XX City, Sichuan Province, it is found that there are some problems: students have no ideas for writing and do not know how to start; The teacher's teaching strategy is not scientific, and the teaching mode of "cramming" is adopted, there are no connection about exercises on Japanese's various abilities; The textbooks are outdated, the learning contents are unrelated, and the writing ability is not trained enough; Students' language awareness is not strong, and they often lack auxiliary words and auxiliary verbs when making sentences. Therefore, it is urgent to adopt appropriate teaching mode to improve students' writing level.

3.1 Selecting Suitable Textbooks

At present, most of the teaching materials used by schools offering Japanese courses in Sichuan Province are "*Zhongri Jiaoliu Biaozhun Ribenyu (I, II)*". It is a classic textbook for second foreign language learning for college students. It mainly introduces topics related to life and work through dialogues, with few emotional topics [6]. Moreover, this textbook has a lot of dialogues, with few articles, which is not very consistent with the college entrance examination. The language ability, cultural awareness, thinking traits and learning ability required by the core accomplishment of Japanese learning are inter-related and mutually compatible [7]. Therefore, the current teaching materials and core literacy training are not compatible enough, and the four basic language skills of listening, speaking, reading and writing are not really integrated into each class [5]. Therefore, it is urgent to select the teaching materials that really help to improve core literacy. Only by selecting appropriate textbooks can students really improve their Japanese language awareness and writing awareness in the circular learning mode of "output while input, input while output", and ensure the effectiveness of writing.

3.2 Improving the Comprehensive Quality of Teachers

According to the questionnaire survey of Japanese teachers in XX City, the proportion of teachers who have been teaching for 1–3 years is 70.59%. The teaching staffs are young, the educational theory is relatively lacking, and the teaching experiences are slightly insufficient. After visiting the Japanese classes, it was found that they had information spoon-fed to students and gave students little time to think. Through the analysis of the diagnostic writing test paper in XX City, it is found that students often copy the model text in the process of writing, which leads to their articles are all of a piece; students are not familiar with the style of the writing and randomly gather the number of words. Helping students form the quality of sustainable development and lifelong learning is one of the purposes of the Japanese curriculum. "The writing of test should let students know who to write to, why to write and how to write, and the main forms include the continuation of a story, rewriting, reading pictures and writing reports, including summaries,

topic compositions, etc.” [7] Therefore, it is imperative to enhance the basic quality of teachers’ writing. In the teaching process, it cannot only emphasize the number of words and grammar, but also strengthen the overall framework of writing and paragraph organization. Therefore, in normal practice, teachers should give full play to the guiding role of “ $i + 1$ ” theory according to the teaching objectives and the current level of students [8], design the theme of exercises, timely supplement the grammar knowledge that need to be used, do not interfere too much with students’ writing, group discussion and other activities, focus on the knowledge that students can learn in the limited time of class, provide students with appropriate materials to input, and guide students to actively and effectively use new grammar knowledge and learn more writing skills, thus to build a reasonable and effective writing teaching mode.

3.3 Reading and Imitating to Expand Ideas

Students, as cognitive subjects, must become active constructors of textual meaning. Liu Changming (2019) pointed out that there is a significant positive correlation between reading and writing, and reading and writing have a common cognitive basis [9]; Reading is the “source” of writing and students can obtain materials, writing skills and emotional experiences and so on by reading. Therefore, students can pay attention to accumulating materials, polishing languages and forming deep thinking, thus to play a central role. It can strengthen the cultivation of their generalization and language reorganization ability, improve the actual effect of input activities such as brainstorming, listing, reading, listening, and survey-taking, and actively encourage students to form the “individual self-expression structure [10]”. To really realize the promotion of internal drive by reading, thus promoting writing; the desire to write is driven by imitation, so as to promote writing (Wen Qiufang, 1996a: 131), and finally achieve the improvement of writing level.

3.4 Strengthening the Cooperative Learning Mode

K. Lewin (1930) pointed out that “interdependence among members based on common goals is the essence of a team”, and cooperative learning is a task-driven learning method [11], which can be a form of communication through cooperation within groups, competition between groups, communication and interaction [12]. Through group discussion, groups communication, pair activities, individual presentation, group presentation and other cooperative learning forms, students’ awareness of self-driven improvement can be stimulated; language output can be edited, integrated, corrected, and monitored; declarative knowledge can be transformed into procedural knowledge and improve the fluency of language output, so as to efficiently complete the tasks issued by teachers. Different forms of cooperative learning can stimulate learning enthusiasm, enhance learning motivation, and cultivate the ability of independent learning and independent inquiry [13], thus truly noticing the lack in the self-language form in the process of cooperative learning, and turning the potential power of language development (Hanaoka, 2007) into a real driving force, so as to clarify ideas, deepen the understanding of the interaction process, and truly realize the guiding principle of “student-centered”.

3.5 Conducting the Evaluation of Teachers and Students

Taylor (1981) pointed out that the writing process is for students to use foreign language as a tool to discover and clarify meaning, so as to accurately express their thoughts. It is an inclusive and mutually overlapping process. Therefore, mutual evaluation between teachers and students is a cyclical process of students' discovery, exploration and correction, and also a way to improve writing. The evolutionary game of mutual evaluation between teachers and students is mutually beneficial and stable [14]. For feedback, explicit or implicit feedback is adopted for different levels of learning. For example, in the group discussion, various organizational discussions and group communications can be carried out in the form of questioning techniques, involvement techniques, feedback techniques, review techniques, and pupil-supportive techniques to guide students to think actively and beat their brains. When evaluating students' writing, teachers should evaluate from the perspective of readers, avoid marking all errors found, teach students the correct concept of amending, and guide students to develop the habit of checking and self-correcting with representative error explanations in order to change passive learning into active learning. At the same time, pay attention to students at different levels in time, especially those whose foundation is not solid enough, encourage them to actively output, and constantly correct errors in the process of output, so as to improve their writing ability.

4 Conclusion

The output-oriented theory advocates “starting from output and ending at output”. Its teaching philosophy, teaching design and teaching assumption always adhere to the output of students as the core, which meets the requirements of the Japanese curriculum standard of “taking the theme as the guide, relying on the situation, taking the text as the carrier, and taking the task as the drive”. The Japanese curriculum in senior high school in the western region is still in its infancy, and there are still many areas to be improved. Under the guidance of POA theory, constantly guide and improve teaching from the aspects of textbook selection, classroom organization, cooperative learning, and combination of learning and evaluation, and thoroughly implement the “task-driven” requirements for the cultivation of Japanese subject core literacy, so as to truly achieve the goal of whole-process education.

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