

The Construction of an Evaluation System for the“Hybrid”Teaching Model of College English Based on the Production-oriented Approach

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Abstract: In college English teaching,teachers can better achieve the integration of“teaching,learning,and doing”through the“hybrid”teaching model.The author has constructed a multi-level evaluation system for the“hybrid”teaching mode of college English with the production-oriented approach(POA)as the theoretical guidance,and has practiced and explored the mode.Practice has shown that this evaluation system can effectively promote the implementation of the“hybrid”teaching mode of college English,improve the learning effectiveness of students and the teaching quality of teachers.This paper introduces and explores the evaluation system of the“hybrid”teaching model for college English,aiming to provide some reference and guidance for college English teachers.

Keywords: Production-oriented approach;College English;“Hybrid”teaching;POA,Evaluation system

1. Introduction

With the continuous improvement of China’s international status and the increasingly frequent economic and cultural exchanges with other countries in the world,the demand for foreign language talents in China is constantly increasing,and college English teaching is facing new challenges.As an important part of the whole English teaching,college English teaching plays an important role in the future development of students.However,there are many problems in the traditional college English teaching model.For example,the teaching content does not meet the needs of students;Students lack independent learning ability;The traditional teacher-oriented classroom teaching mode cannot stimulate students’learning interest and improve students’learning effect;Teachers do not give full play to their own subjective initiative,and the classroom atmosphere is not active.Therefore,it is imperative to reform the“hybrid”teaching mode in college English teaching.The so-called“hybrid”teaching mode refers to the organic integration of traditional college English classes with enterprise and social practice,and the full use of practical items in enterprise and social practice for classroom teaching to make students master relevant theoretical knowledge and solve practical problems in learning,so as to improve students’language application ability.Based on this situation,the production-oriented approach is a new college English teaching method which takes“the combination of learning and application”as the core concept,takes production as the driving link,takes learner as the center,takes task as the means,and takes teaching and learning as the goal.The organic integration of production-oriented approach and driving-facilitating teaching method has unique advantages in improving students’Language proficiency and comprehensive cultural literacy,and can provide a new way of thinking for teaching reform of college English.

2. Introduction of“Hybrid”Teaching Mode

The“hybrid”teaching mode of college English is A new teacher-led and student-centered college English teaching model aimed at improving students’comprehensive abilities,with the core of cultivating their self-learning and teamwork abilities,and guided by the“production-oriented approach”(POA)theory.This model realizes the organic combination of traditional teaching and modern teaching,and makes teaching and learning,learning and doing be carried out in the same classroom,which can not only meet the requirements of college English teaching for comprehensive language ability,but also meet the requirements of modern education for talent training.

The teaching mode emphasizes the integration of teaching objectives, contents and methods. The teaching objectives refer to “whether the knowledge and skills acquired by students through college English courses are in line with the knowledge and skills needed for their future development”. Methods refer to “whether the learning methods taught by teachers through college English courses can stimulate students’ learning motivation, cultivate students’ independent learning ability, and improve students’ independent learning effect”. The teaching mode realizes the integration of “teaching, learning and doing”.

3. The Overview of POA Theory

The production-oriented approach is a teaching method proposed by Professor Rosenthal of Stanford University in the 1980s. The teaching method combines “input”, “output” and “production”, and emphasizes students’ participation and learning effect in the learning process. The core of the teaching method is to combine language learning with language application, takes students as the center, and cultivates students’ practical language application ability. In this teaching method, students complete the transformation process from input to output by carrying out three stages of English learning before, during and after class. In teaching, the production-oriented approach can promote teachers to change their teaching ideas and roles, combine knowledge imparts with ability cultivation, and focus on students’ language ability and comprehensive quality. Through the three stages of analysis, design and output activities, the teaching method enables students to really participate in teaching activities in class and improve their English application ability in the interactive process. Because the production-oriented approach can effectively promote the development of students’ language ability and comprehensive quality, it is widely used in English teaching. In college English teaching, teachers can better realize the integration of “teaching, learning and doing” by combining the production-oriented approach with the “hybrid” teaching mode. Since the production-oriented approach can not only meet the needs of college English course construction and teaching reform, but also meet the needs of students in the development of language ability and comprehensive quality in the process of English learning, it is widely used in English classrooms.

4. The Construction of Teaching Evaluation System Based on POA

In the “hybrid” teaching mode of college English, teachers take students as the center, adopt POA teaching method to promote students’ independent learning and active learning, and integrate “teaching, learning and doing” in teaching. However, the traditional English teaching evaluation system mainly focuses on “teaching” and “learning”, lacks the concern and evaluation for students, and neglects the feedback and education for students. Therefore, in the traditional English teaching evaluation system, there is a lack of feedback to the learning effect of students, and it cannot fully reflect the learning effect of students.

Based on the POA theory system, the author constructs a multi-level college English “hybrid” teaching model evaluation system. The evaluation system constructs a multi-level “hybrid” college English teaching model evaluation system through four aspects: evaluation objective, evaluation content, evaluation criteria and evaluation subject. The evaluation system can give feedback to students and teachers in a timely manner after the end of teaching activities, and evaluate them to a certain extent, so as to improve their enthusiasm and initiative in English learning and promote the improvement of college English teaching quality. The evaluation system can effectively help teachers understand students’ learning situation and learning results, adjust teaching strategies and methods in time, and better promote the implementation of the “hybrid” teaching mode of college English.

5. Practical Exploration

Firstly, we need to be clear about the objectives of the evaluation. In college English teaching, our goal should be to evaluate whether students can effectively use English to communicate, learn and cooperate, and whether they can understand and master the basic knowledge of English grammar, vocabulary and rhetoric. Secondly, we need to design tools for the evaluation. These tools can include tests, assignments, projects, oral presentations, etc. These tools should be able to evaluate students’ English learning comprehensively, not just their test scores.

Next, we need to develop criteria for evaluation. These criteria should be based on the core principle of the production-oriented approach (POA), which states that students should learn and master languages through practical, meaningful language productions such as writing, speaking, discussion, etc. Therefore, we should focus on the actual language productions of students, not just their mastery of knowledge. Then, we need to collect the data for the evaluation. These data can come from teachers’ observations, students’ self-assessments, peers’ assessments, etc. Students should be encouraged to participate actively in the evaluation process so that they can better understand their own learning and also improve their self-reflection and self-management skills. Finally, we need to analyze the results of the evaluation. We should analyze the data to find out the advantages and disadvantages of students, as well as the advantages and disadvantages of teaching. Then, according to these results, we should adjust the teaching strategy and evaluation strategy to improve the teaching effect and students’ learning effect.

6. Conclusion

This paper proposes an evaluation system of college English “hybrid” teaching mode based on POA by summarizing the theory of production-oriented approach (POA) and analyzing the characteristics of the “hybrid” teaching mode. The aim of the system is to better evaluate the teaching effect, so as to optimize the teaching mode and improve the teaching quality. However, the construction of the evaluation system still needs more practical exploration, so as to better adapt to the teaching needs of different disciplines and different levels.

In the future, we should further study the theoretical system of production-oriented approach (POA) and explore its application in other disciplines to enrich its theoretical connotation. At the same time, we should strengthen the practice and exploration of “hybrid” teaching mode, perfect its evaluation system, and make it more scientific, reasonable and effective. In addition, we should also pay attention to the development of educational technology and use technological means such as artificial intelligence and big data to improve the accuracy and efficiency of the evaluation. In general, the construction of evaluation system of “hybrid” college English teaching mode based on the production-oriented approach (POA) is a continuous development process, which needs to be explored, practiced and improved continuously.

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