

A Study on Innovation of College English Teaching Mode in Application-oriented University Based on POA

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Abstract: This paper, based on POA, takes whole-person education as the teaching principle, and combines inquiry and collaborative learning to innovate the college English teaching mode, which aims to transform the “input-driven” teaching mode into “output-driven” teaching mode, so as to meet different needs of the students and make them change from passive recipients to active participants.

Keywords: POA; College English Teaching Mode; Whole-person Education

1. Research background

College English course is not only an essential basic language course for college students, but also a quality-oriented education course to broaden their knowledge and understand the world culture, which helps to cultivate their cultural quality and impart their international cultural knowledge. In other words, college English course not only broadens students' knowledge domain, but also opens a window for them to understand the world culture. The college English curriculum implements people-oriented education concept and learning-centered education thought, to improve students' comprehensive competence to use English, enhance their cross-cultural communication consciousness and communication ability. Furthermore, it can cultivate students' international vision and innovative spirit, so that they can use English effectively in their study, life, social communication and future work, to meet the needs of national, social and personal development.

However, in the actual college English teaching, most teachers still adopt the traditional teaching method. The teaching content mostly focus on language points, for example, the introduction of cultural background, explanations of some key words or phrases, analysis of complex sentences and grammar, so that it is not conducive to for students to play the dominant position in learning. At the same time, most teachers regard the students' passing rate of CET-4/6 as the basis to evaluate their teaching effect, hence, all teaching activities are carried out around the exam.

In addition, the existing curriculum assessment methods mainly focus on students' knowledge acquisition, their ability training, but seldom take students class performance, their learning attitude, and self-management into consideration, let alone peer evaluation and self-assessment. Hence, to some extent, the current teaching pattern violates

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the people-oriented teaching concept, and cannot stimulate students' motivation to learn English. Besides, it cannot meet students' real needs, meanwhile, it can hinder students' unique personality to give full play, thus goes against students' diversified development and their ability of knowledge construction.

From the above analysis, this paper, based on POA, takes whole-person education as the teaching principle, and combines inquiry and collaborative learning to innovate the college English teaching, which aims to transform the "input-driven" teaching mode into "output-driven" teaching mode, so as to meet students' different needs and make students change from passive recipients to active participants.

2. Overview of POA

In 2015, Professor Wen Qiufang, based on the theory of "output-driven hypothesis", put forward the theory of "production-oriented approach (POA)", and its core includes "three theories", "three hypotheses" and "three stages". Its theoretical system mainly includes teaching concept, teaching hypothesis and teacher-mediated teaching process. Once it was proposed, this theory attracted wide attention from the academic circle.

Professor Wen Qiufang (2015) pointed out that the "production-oriented approach (POA)" system contains three parts: ① teaching principles; ② teaching hypotheses; ③ teacher-mediated teaching process. Teaching principles include "learning-centered", "learning-use integrated", "whole-person education", and are regarded as the guiding ideology which determines the direction and overall goal of classroom teaching; Teaching hypotheses cover "output-driven", "input-enabled" and "selective learning", and are the theoretical basis in the teaching process; Teaching process consists of "motivating", "enabling" and "assessing", and is the carrier to realize teaching concept and test teaching hypotheses, and is also the means to achieve POA teaching goals.

"Output-driven" points out that output is the driving force of language learning and the goal of language learning. Therefore, so in the driving stage, teachers first show students the tasks designed in advance to enable them to try to produce tasks. In the enabling stage, teachers should provide learners with a large number of relevant input materials, so that learners can choose and process the materials. Therefore, when the teacher understands the students' output difficulties at this stage, then decomposes the total output tasks into several logically related micro-activities, and each micro-activity also includes a motivating-enabling-assessing cycle. After the completion of the micro-activity, it enters the overall evaluation stage and focuses on the output of the whole output task target. In the assessing stage, there is group evaluation, mutual evaluation between students, teacher-student collaborative assessment which is a new evaluation criterion designed by POA. In terms of evaluation, "evaluation" is not "evaluation for evaluation", but "evaluation to promote learning". When evaluating, teachers should always put "promoting learning" in the first place.

3. The implementation of new English teaching mode based on POA

Taking Passage A-Freshman Friendship in Unit 8 "Love and Friendship" of College Experiencing English (Fourth Edition) Integrated Course (Basic Goals Book) published by Higher Education Press as an example, the author designs and implements a teaching plan for Passage A-Freshman Friendship based on POA's "learning-centered", which advocates that all activities in classroom teaching should serve the occurrence of effective learning, in order to explore whether the teaching effect meets the needs of students.

3.1 Teaching principles

This teaching design closely follows the teaching philosophy of POA—"learning-centered", "learning-use integrated", "whole-person education", follows the teaching process of "motivating-enabling-assessing", decomposes the total output tasks of the unit into three stages and a series of small tasks that students can achieve according to students' ability and their learning level, and guides students to complete various teaching tasks based on text theme, language form, thinking pattern and cultural sublimation through the combination of "online + offline" and "in-class + extracurricular", so as to promote the realization of teaching objectives of the unit, optimize learning effect and improve teaching quality through teacher-student cooperative evaluation.

3.2 Teaching objects

The teaching objects are first-year non-English majors in the first semester. These students are "the generation after 00s", who have a wide range of knowledge, wide interest, high comprehensive cultural literacy and certain independent thinking ability. They have mastered the basic English input skills, can correctly understand the text and grasp the main facts and related details. However, their English knowledge structure is not balanced, for example, they can have the foundation of the grammar and reading ability, but they are poor in the text understanding, including analyzing the text, evaluating, and inferring the implied meaning. So, they are lack of pragmatic knowledge and need to improve their

abilities in the language use and critical thinking.

3.3 Teaching design

This teaching practice follows POA with 3 periods in the teaching process, namely, “motivating-enabling-assessing”. The evaluation link is carried out by teacher-student collaborative assessment. At the stage of “motivating”, the teacher designs the output task of the unit in combination with the knowledge and language skills of the unit and the students’ interest. The design of the output task conforms to the students’ cognition and interest, but is also a big challenge for the students’ current level, which can effectively stimulate students’ learning motivation. When students have a sense of hunger to gain knowledge, the teacher can make clear the language goals and communicative goals to be achieved in this class.

Enabling: before class, the teacher first provides students with input of language, knowledge, values, emotions and other aspects through online resources. In class, the teacher first guides students to discuss with audio-visual materials, introduces text topics to strengthen their language training, and consolidate and internalize their language knowledge, and then leads students to understand the theme, structure, writing skills of the text, and targeted in-depth study of the core vocabulary, key sentence patterns, functional expression, text organization, etc., so as to improve students’ expression, layout and other language application ability. In this process, the teacher can set up various forms of practice activities with clear objectives based on the output task. The activities which involve listening, speaking, reading, writing and translation, provide scaffolding support for students.

Assessing: in the process of students’ autonomous learning and task practice, the teacher determines the focus of evaluation, clarifies the evaluation criteria with students, and carries out teacher-student collaborative assessment and peer evaluation. After class, students use the evaluation list for self-assessment and revision. After more than two rounds of evaluation with clear focus, modification steps and clear evaluation content, it helps students improve their oral communication ability and writing ability, so as to achieve a better learning effect.

3.4 Teaching implementation process

3.4.1 Session 1 (2 periods)

(1) Before class (motivating): Post the major tasks of passage A on the U-learning platform in advance which helps students make clear their learning objectives, and stimulate their enthusiasm for learning. ① Task 1: Appreciate the poem “Love and Friendship” written by Emily Bronte and “You Are My Lucky Star” written by Meghan and answer the following questions: Q1: According to the poet, what are love and friendship? Q2: How do you make friends on campus? ② Task 2: Watch the video clip “We Are One” and work in groups to answer the following questions: Q1: What happened in this video clip? Q2: What did it reflect? ③ Task 3: Work with your teammates and decide on some representative Chinese classical stories on Friendship, and give your presentation in class.

(2) In-class (enabling & assessing):

1) Lead-in (20 mins)

Step 1: Poem appreciation

Individual presentation: Choose some students as the representatives to take turns to be presenters and audiences, and give the presentation on the questions listed on the U-learning platform by the teacher in advance.

Peer evaluation: Audiences will evaluate the presentation with evaluation criteria prepared by teacher.

Teacher’s comments: Friendship and love, especially on campus, play a leading role in one’s personal growth and development. The two sayings——“A friend is a person who listens attentively while you say nothing.” “Love is friendship set on fire”——proved the importance of friendship and love.

Step 2: Group discussion

Group presentation: Each group takes turns to be presenters and audiences, and give the presentation on the questions related to this video posted on the U-learning platform by the teacher in advance.

Peer evaluation: Audiences will evaluate the presentation with evaluation criteria prepared by teacher.

Teacher’s comments: While under the tremendous pressure of public health emergency, China has moved quickly to provide as much assistance to the international community as it can. We stood with other countries and peoples to help them prevail over the virus. Meanwhile, the values of friendship can become our cultural genes and our spiritual streetlights to lead us to a better future.

2) Global reading (25 mins)

Step 1: Skimming and scanning

Students need to skim the text and answer the questions related to the text. For example, Q1: How did the author

and her friends spend the last day of being freshman? Q2: What's the author's true feelings on her first year of college? Q3: What effects did her freshman year have on her? Q4: According to the author, what is true friendship?

Q5: How to keep friendship long for the part of the author?

Teacher's comments: Friendship is both a process and a relationship. It takes time to develop and grow. Having good friends can make you a better person. Friendship is a moral code of the society as well as a noble quality of an individual, and is an excellent character formed by self-cultivation which is helpful to build a harmonious and beautiful campus and to solve the thorny problems such as the moral abnormality.

Step 2: Writing skill——time indicators

Students need to find the time indicators which give tips for the author's feelings for roommates and the freshman year and exchange opinions with their classmates.

Two years ago—he last night of the freshman year—at the beginning of their senior year—at the end of last semester—in the future, maybe...

Step 3: Main idea and text structure

Based on the global reading above, the teacher guides students to try to make a part division about passage A and summarize the main idea of each part.

3) Detailed reading (45 mins)

Step 1: Language learning

The teacher explains some key words and phrases (mythical; acquaintance; apart from; irreplaceable; sibling; motion; principle; drift apart; no matter how; reunion; shoulder; compare) and guides students to drill the key words or phrases in the specific context, and consolidate their usage. For example: During Spring Festival, people pay tribute to deities and their ancestors, post auspicious couplets and New Year paintings, buy new year's goods and put on new clothes, have a family reunion dinner, give children gift money; Gu Yanwu said: The rise and fall of all under heaven is the responsibility of every individual, no matter how lowly they may be; The landscape here is beyond compare.

Step 2: Sentence highlighting

The teacher explains the complex and difficult sentences, and guides students to have the deep thought to make comments on each sentence.

Sentence 1: For freshman, and especially for us, saying goodbye at the end of the first year can feel like saying goodbye forever.

Teacher-student cooperative comments: Based on the background, it is clear that at any given time, an American may have a few close friends but many casual acquaintances, while Chinese may have more lifelong friends.

Sentence 2: I think the principle lesson I learned was the definition of true friendship.

Teacher-student cooperative comments: Realize the importance of essential qualities of true friendship—mutual respect, understanding, appreciation, last a lifetime.

Sentence 3: And I have never had nor will ever have better teachers than Alisa, Karen and Gabrielle.

Teacher-student cooperative comments: Fish cannot survive in the water that is too clear. One will have no friends if he is too shrewd (The History of the Han Dynasty), we should learn to appreciate each other and find the best in others. This also echoes the thinking of “having great virtue and accommodating all things”.

Sentence 4: They said no matter how far we drift apart or who else we become friends with after college, we will always incline to recall each other first whenever we think of college.

Teacher-student cooperative comments: If you have a bosom friend within the Four Seas, even at world's end he remains close to you.

Step 3: Oral project

Students are encouraged to tell Chinese classical stories on friendship in English.

Group presentation: Each group takes turns to be presenters and audiences and gives the presentation on Chinese classical stories selected by each group beforehand.

Peer evaluation: Audiences will evaluate the presentation with evaluation criteria prepared by teacher.

Teacher's comments: “the Friendship of Guan Zhong and Bao Shuya” and “High mountains and flowing rivers” reflect the essence of friendship. A faithful friend is hard to find. We should cherish true friends and trust each other. If we had been more sympathetic to each other, more understanding, more sincere, then there will be a more harmonious society with a bright future. This plays a significant role in enhancing students' moral self-discipline.

3) After class (review and autonomous learning)

In this part, students need to complete the related assignments online assigned by the teacher through individual writing project and various forms of exercise. Then students can revise their composition based on the revision suggestion given by automatic writing marking system on U-learning platform, and submit the final version of the composition by combining the teacher's comments and peer comments. In this way, students can improve their autonomous learning ability and test whether they have achieved effective output through a series of online test.

3.4.2 Session 2 (1 period)

(1) Before class (motivating)

Post the major tasks of passage A on the U-learning platform in advance which helps students make clear their learning objectives, and stimulate their enthusiasm for learning.

Task 1: Submit a 3-minute videoed speech on "Communication, Friendship and Future" to the U-learning platform based on the instruction.

Task 2: Upload the composition on "How to Keep College Friendship Long" to U-learning platform.

Task 3: Collect some proverbs on "Friendship" from "Xuexi App" or "Bilibili".

Task 4: Finish the translation practice online posted on U-learning platform in advance.

(2) In class (enabling & assessing)

1) Language appreciation (20 mins)

Step 1: Proverbs on friendship

Students need to give a presentation on the task—collecting proverbs on friendship prepared in advance and have a deep insight into the collected sayings.

Teacher's comments: The above old sayings have been applied by China to deepen friendship and cooperation with other countries.

Step 2: Translation practice

The teacher chooses the difficult one from the translation practice posted on U-learning platform and explains the related translation skills applied in the practice in detail, and makes comments on it.

Teacher's comments: Influenced by Chinese traditional culture, the Chinese lay more emphasis on loyal and steadfast friendship, and also focus on the fine qualities of high-mindedness and detachment. The Chinese value the inclusive and broad mind of and their compassion, love and friendship towards other human beings. Students can be cultivated to help others, improve the spirit of devotion, build up the sense of responsibility, realize the kindness from heart, speech and action, and become a modern person with talents and virtue, who is responsible for the national reviving, stressing on knowledge and practice.

2) Critical thinking (25 mins)

Students need to think over the following question and share their ideas with their classmates. Then the teacher chooses the representative from each group to give the presentation while other groups make evaluation on their peer's performance.

Q: What's the attitude of us Chinese towards friendship and what kinds of friendship do the Chinese people usually have?

Teacher's comments: We Chinese attach greater importance to responsibilities and expectations to friendship and treat each other with sincerity and loyalty; The saying "a friend in need is a friend indeed" mirrors the Chinese people's understanding of a genuine friendship.

3) After class (review and autonomous learning)

In this part, students need to complete the related assignments online assigned by the teacher through individual oral project, group oral project and knowledge consolidation. Then students can upload their videoed speech based on the suggestion given by automatic oral marking system on U-learning platform, and submit the final version of the videoed speech by combining the teacher's comments and peer comments. In this way, students can improve their autonomous learning ability and test whether they have achieved effective output through a series of online test.

3.5 Teaching evaluation

The evaluation in this teaching design is based on the concepts of "integration of evaluation and learning", "promoting learning by evaluation" and "promoting teaching by evaluation". Before class, the teacher provides evaluation criteria according to unit teaching objectives, select evaluation focus and typical samples. Under the guidance of teachers, during class, students conduct teacher-student collaborative assessment on typical samples through pairings, group discussions, and class-wide communication. After class, students repeatedly modify the written manuscripts and

the oral videos submitted according to the teachers' comments.

Specifically, teachers' evaluation and immediate evaluation are mainly used before and during class. In the process of students' output task practice, the teacher gives timely and targeted evaluation to students' output content and learning effect, helps students check the mastery of knowledge and skills, and also adjusts the teaching rhythm accordingly. After class, evaluation is carried out by combining peer evaluation and teachers' delayed evaluation.

The teacher provides a clear and easy-to-use evaluation list for students' mutual evaluation. On the basis of teachers' instant evaluation and peer evaluation, on the one hand, it can give full play to the spirit of solidarity and cooperation of students, reflect the dominant position of students in the learning process, and give full play to students' autonomy, enthusiasm and creativity, so as to achieve a virtuous circle of promoting learning and teaching by evaluation.

On the other hand, it helps to further consolidate students' language skills and improve students' critical thinking ability. Delay evaluation means that students, according to the requirements of the teacher, submit the results of output practice through the U-Learning platform after extracurricular practice, and obtain targeted feedback and evaluation. In this process, the teacher can observe the teaching effect more intuitively, so as to adjust the key and difficult points of teaching.

In short, through the evaluation of teacher-student collaboration in the three stages of pre-class, in-class and after-class, it is not only conducive to cultivating students' ability to discover problems, think independently, explore knowledge and speculative consciousness, but also to promote learning through evaluation.

4. Conclusion

The implementation of this teaching model adheres to the concept of POA, advocates the integration of learning and application, combines learning with application, and combines teaching methods such as group cooperative learning, autonomous learning, and teacher-student collaborative assessment. It focuses on improving classroom efficiency and strives to improve students' awareness of team cooperation, their autonomous learning ability and language application ability.

Through the implementation of the new teaching mode of combining online and offline, the study found that: Firstly, the process of "motivating-enabling-assessing" can stimulate students' interest in learning and ignite their passion in learning, mobilize students' enthusiasm for learning, so that students can efficiently use limited classroom time to complete the established learning goals and tasks. Secondly, combining instrumentality and humanity of language organically, teachers can not only impart language knowledge, improve students' cross-cultural communication ability and practical application ability of English, but also help students establish a correct concept of friendship. Thirdly, this new teaching mode can also help expand learning content, increase learning intensity and effectively improve the teaching quality of college English.

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