

The Research and Practice of College English Teaching in Global Village

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Abstract: Production-oriented Approach is a foreign language teaching theory developed by Professor Wen Qiufang to improve the English teaching effect in Chinese universities. Global Village is the comprehensive language and cultural practice teaching base of our school. The new foreign language teaching mode in Global Village is consistent with the teaching concept of “learning and use” of POA theory. This paper introduces an innovative teaching design of College English given in Global Village under the guidance of POA theory. This teaching design aims to realize the effective learning and teaching in a new space rather than the traditional classroom, which is a new attempt in College English teaching.

Keywords: College English Teaching; Global Village; Production-oriented Approach

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1. Introduction

Nowadays, the demand for undergraduates in many working fields is inclined to those with “professional training + foreign language” abilities. However, there are still many undergraduates who cannot adapt their foreign language skills well to the needs of their work, and the lack of comprehensive foreign language skills in the work field has highlighted the contradiction between college English education and social needs, which shows the “separation of learning and use” in the process of foreign language learning. In recent years, English teaching at universities in China has been undergoing continuous reform. The theoretical system of “Production Oriented Approach” (POA) established by Professor Wen Qiufang’s team has revolutionized the traditional foreign language teaching mode and is an innovative teaching system localized in China. ^[1] POA inherits the good traditional educational concept of China, and applies foreign language teaching theories to practice as well, integrating learning with using the foreign language. ^[2]

The Global Village is a comprehensive teaching base of language and culture practice in Jilin International Studies University. It has been built for more than ten years and has become a new place for foreign language teaching. The Global Village is different from the traditional classroom, it is an independent space in which the most representative cultural elements of each country are used to build the language and cultural environment, and to show the characteristics of the country in politics, economy, history, culture and other aspects through the miniature landscape, display board, sand table simulation and part of the landmark buildings of the target country.

The Global Village has played a unique role in foreign language teaching. It has changed the traditional classroom teaching and created the mode of “experience-learning-application-research-output”, which is in line with the teaching concept of POA theory. ^[3] College English teachers lead students out of the traditional classroom and bring them to the Global Village, creatively design the output tasks for students, and make full use of the advantages of the simulated environment to realize the language input and output for students. Students will be more fully aware of their learning environment, and will be more willingly to speak out the assignments given by the teacher. In such circumstances students are more likely to notice and describe the concrete things in their eyes rather than

the abstract things in their mind or imagination, which will improve the effectiveness of teaching and learning.

2. The Teaching Design of Audio-Visual-Speaking Course

Unit Topic: Art

Teaching mode: Online + Offline blended teaching mode

Students: sophomores, non-English majors; 30-40 students in one class

Overall teaching objectives:

① To be able to talk about art-related topics and describe a piece of art in detail using descriptive language; to be able to introduce and promote Chinese art to foreign friends fluently in English.

② To be able to introduce the charm of traditional Chinese art to foreign friends in English, and to promote Chinese culture in English.

Sub-objectives:

① To be able to understand and master words, phrases and descriptive sentences describing an artwork (Language Objective)

② To be able to describe an artwork in detail in terms of its shape, color, structure, material and other characteristics; to be able to express an opinion about an artwork. (Language Objective, Communicative Objective)

③ To be able to introduce and promote the characteristics of Chinese artworks with historical and cultural knowledge to foreign friends. (Communicative Objectives)

Teaching design:

① Output task: In the new semester, international students from different countries come to visit the Global Village – the International Language and Culture Teaching Center in our university. Try to make international students know about the Chinese Village and to introduce the charm of Chinese traditional art.

② Enabling activities:

Firstly students are required to complete the output task through group activities and during this process they will discover their lack of vocabulary and expressions in talking about art topics. ^[4]

Activity (1) - Online learning

Students use the online teaching platform to listen to and read the key vocabulary: abstract, canvas, circle, art gallery, incredible, original, polka dot, sculpture, awesome, graffiti. Students are required to record and upload the audio of reading the vocabulary in order to familiarize themselves with the words describing the shape, color and structure of artworks.

Students read online reading materials about Chinese artwork (including Chinese porcelain, cloisonné, jade carving, and paper cutting)

Activity (2) – Listening practice:

Since this is an audio-visual class, the teacher should give appropriate instructions on listening skills when leading students to complete the listening practice. After finishing the listening practice, the teacher will lead to distill the sentence patterns to describe the characteristics of the artwork and express appreciation of the artwork, such as messy lines, abstract paintings, have its own personality, What's the point of lots of giant polka-dotted balls? The circle is a symbol.

Activity (3) – words expansion and oral practice

Students are asked to work together to expand the descriptive vocabulary and the sentences which are used to express personal opinions and ideas.

Using descriptive language	
This painting (drawing / sculpture / installation / photograph / mural / video) is . . .	
amazing, awesome, beautiful, colorful, cool, fun, incredible, interesting, original / unique, realistic / lifelike, terrific.	These adjectives all have a positive meaning.
awful / horrible / terrible, boring, depressing / dark, offensive, scary, silly, ugly, weird.	These adjectives all have a negative meaning.
just okay / nothing special.	Use these words to say that something is okay (neither great nor terrible).
This spider sculpture is very / really cool. Really? I think it's a bit / kind of / sort of scary. This is a really weird painting. Yeah, but it's also kind of fun.	The words in bold can come before an adjective. Very and really make those words stronger. A bit, kind of, and sort of are used to soften adjectives.

Teacher provides pictures of different artworks (e.g. Terracotta Warriors, ink, paper and ink stone, Peking Opera mask, Guqin and Guzhang, etc.) and asks students to use the new words and sentence patterns they have learned to make dialogues in two-person group, asking them to describe the characteristics of the artworks in the picture: shape, color, structure, material; and to express their own opinions about the artwork.

Activity (4) – Video watching and answering questions

Teacher shows a video introducing traditional Chinese artworks (including Chinese porcelain, cloisonné, jade carving, and paper cutting)

Students watch the video and answer the questions: What is the historical, cultural, and artistic value of the artwork?

The above input activities integrate language, content, and structure in a way that is designed to meet the POA principles of precision, progressivity, and variety. [5] Students learn from spelling new words, listening practice to making dialogues using the new words and sentences learned. In this process teacher plays a leading role in building the scaffolds and gradually increasing the difficulty of the exercises to help students consolidate and master the useful expressions learned, which is in line with the concept of learning and using simultaneously in POA (Wen Qiufang, 2018).

2.1 Output activities and evaluation

According to the theme Art, students will complete the output tasks in China Pavilion of the Global Village: each group (5-6 students) chooses one artwork in the Chinese Pavilion and describes it in detail, including the shape, color, structure, material and other characteristics of the artwork. For example: describing the cloisonne handicraft; introducing the large vase representing peace at the entrance of the Global Village to foreign friends, etc. Each group should make use of the vocabulary and descriptive sentences learned in the unit when they give the presentation; 1-2 members in each group should play the role of foreign friends and express their views and opinions about the artwork while listening to the introduction.

After each group's presentation, peer evaluation and teacher's comments will be made immediately. (Instant evaluation) Students are given evaluation criteria and scoring sheets with detailed items in advance. Evaluation criteria: (1) whether the key vocabulary and sentence patterns were used during the communication process; (2) whether Chinese history and culture are introduced during the process of describing the artwork to foreign friends.

2.2 Post-class activities

After class, each group should revise and polish the artwork presentation based on the comments of their classmates and teacher, then record a video for online sharing. Teacher and all the students will comment on the video presentation and pick out the most improved and unique one. The teacher will conduct a typical sample review in the next class.

3. Conclusion

Presenting real communication scenes is the first step of the output task, and the scenario design includes four basic elements: topic, purpose, identity and occasion. This paper explores the practicality of POA theory in college English teaching, and expands the spatial dimension of POA theory in practical application. [6]

College English courses are both instrumental and humanistic in nature, with POA theory as the teaching concept, teacher will focus on cultivating students' language skills in real communication situations. Teachers can break the time and space limitations of traditional classrooms and achieve the effective teaching and learning with students' deep participation in Global Village.

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