

Practice of College English Reading and Writing Course in Blended Teaching and Learning Mode Based on POA Theory

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Abstract: Taking college English courses under the guidance of POA theory as an example, this paper explores the implementation and application of the blended teaching and learning model of college English reading and writing course. It focuses on the practice of college English blended teaching and learning mode in Guizhou Normal University, and carries out the overall teaching design of reading and writing course in the three links of “drive”, “facilitation” and “evaluation”, so as to combine reading and writing. In the post-epidemic era, we should coordinate “online” and “offline” teaching, promote students’ in-depth learning, and constantly improve and enhance teachers’ teaching quality.

Keywords: POA; College English; Blended Teaching and Learning

1. The introduction

The proposal of POA theory system makes up for the deficiency of blended teaching and learning theory, because it emphasizes the dominant position of teachers in teaching, puts forward the concept of learning rather than student-centered, gives full play to the leading role of teachers, and maximizes the learning effect of students. Meanwhile, the rapid development of blended teaching and learning as well as online education platform also provides a broader field for the research of POA theory system.

2. The teaching practice of reading and writing course

Due to the impact of the COVID-19 pandemic, writer’s school has conducted online teaching for more than a month. In this semester’s college reading and writing course, our school tried to adopt the “production-Oriented Approach” to carry out blended teaching and learning. Here we present a unit teaching scheme based on POA theory. The selected teaching content is “Life Stories”, Unit 3 of “New Horizons College English Reading and Writing Course 3”, which lasts 4-6 class hours. The teaching target is the Z generation college students of all majors in the second year of our university. A variety of Internet tools and resources have been used to implement the blended teaching and learning model of flipped classroom.

2.1 Task-drive online

The driving link of POA college English teaching mainly includes three aspects: first, the teacher presents the communication scene; Second, students try to produce; Third, teachers explain teaching objectives and output tasks. “The purpose of POA-driven is that students realize their own shortcomings by trying to complete productive activities, and stimulate the enthusiasm to learn new knowledge and the willingness to produce.” Therefore, in teaching design, teachers should combine the features of flipped classroom and use small driving tasks related to the unit theme to encourage students to find their own deficiencies in language knowledge and ability, stimulate students’ “hunger” for learning material content, achieve students’ output through effective teaching input, and improve students’ language ability.

For the blended teaching mode of reading and writing courses, due to the consideration of teaching time and the realization of teaching objectives, the driving task is mostly online self-study. In the teaching of section A, Unit 3 of New Horizon College English, teachers of our school will tell students that the communication scene of Unit 3 output is to introduce famous Chinese figures in different fields to foreign friends. Students first need to use U Campus online learning software, preview text content and language knowledge points. Then, teachers will use Rain Class to upload ppt and ask students to carry out related quizzes; For example, the teacher will let the students learn the bilingual materials about Huang Wenxiu (who won the title of “Moving China 2019 Person of

the Year”, “National Model of Poverty Alleviation” and “Model of The Times”) and answer relevant questions, which fully arouses the students’ enthusiasm and initiative in learning. The statistical answer data in the background of the Rain Class also facilitates the teachers to timely grasp the students’ learning situation in the early stage, and adjust the design of the facilitation activities at any time according to the performance of different classes.

2.2 Online and offline facilitation activities between teachers and students

In the process of facilitation, the leading role of teachers has been fully reflected. This link is the focus and difficulty of teaching. Teachers and students need to work together to move forward, while teachers need to effectively design and implement enabling activities to guide students to selectively learn the input materials related to unit tasks in depth, and complete the unit output tasks with the help of input learning. Attention should be paid to the facilitation process: First, teachers need to decompose a large output task into several sub-activities to reduce the difficulty of the final output. Secondly, teachers need to provide immediate feedback and help in various activities of the facilitation link, and solve the problems encountered by students in a targeted way. After completing each sub-activity, teachers need to immediately evaluate and guide students to produce effectively.

For example, in Unit 3, which is an introduction to Audrey Hepburn’s life story, the output activity is a written task: write a profile. In order to accomplish this final task, the teacher designed several sub-tasks in advance, which are connected one by one. Explain the completion steps and requirements to students in detail. For example, in the online teaching stage, the teacher will play a video related to the topic of the single element. Students need to record the key time and events, and master the chronological narrative mode. In the offline face-to-face teaching stage, the teacher will ask the students to work in a group to selectively learn the content of the second part of the text. The first group will find the time identifying words, and the second group will retell what happened at that time point. The entire class took turns trying to retell Hepburn’s life story. The setting of these two sub-tasks combines the learning of text content and language form. Due to the lack of output ability of students, teachers will give priority to encouraging students to imitate the language expression structure of the text. In the third sub-activity, Teacher Bi will give pictures of famous Chinese figures, such as Zhang Guimei, Chen Xiangrong, Yuan Longping, Zhong Nanshan, etc., and ask questions: What is your dominant impression to these people and talk about what are specific on him or her? What is your dominant impression to these people and talk about what are specific on him or her? Students can choose the characters that their groups want to describe. The first step is to orally discuss the characteristics and important life events of the characters. The second step is to use the language expression and writing structure that have been learned to complete the output task. The final output is required to be posted on the marking website by students. By using the online writing wisdom platform, students can be driven to revise their own works repeatedly after the comments and grades of the machine, which arouses the enthusiasm of English writing output and improves the enthusiasm of students for active learning. In this process, teachers need to give full play to the role of scaffolding. According to previous experience, students have limited expression of time markers and logical structure in writing tasks, teachers need to discuss with students, review and accumulate. In addition, many students can’t select important and interesting details in the discussion of character description, and the content is not relevant. Teachers need to remind students repeatedly to arouse their attention, so as to ensure the quality of the final written output.

2.3 Online and Offline Evaluation of teachers and students

Evaluation of English teaching is one of the important methods to test the effectiveness of teaching. Different from traditional evaluation methods, the evaluation of POA is the evaluation of teacher-student cooperation. The combination of students’ self-evaluation, peer evaluation and teacher evaluation can effectively cultivate students’ language skills and communicative skills, and improve students’ ability to find and solve problems independently.

In the teaching of Unit 3, writer provides the evaluation table of output ability, which allows students to conduct self-evaluation and peer evaluation in class, and then points out the common problems of students in combination with teacher evaluation. In addition, due to the limited class time, some teachers adopt the delayed assessment by combining the online communication tool software and the intelligent platform. Some teachers ask students to submit the works after the second modification to the QQ class group to punch in, requiring students to check after class for peer evaluation. Other teachers make full use of the convenience of information technology, asking students to submit the second-modified works to the Pigai website (www.pigai.org), give play to the evaluation function of the machine, and monitor the improvement of students’ writing level through collected data. The whole process of online and offline evaluation strengthens the participation of students and the authenticity and objectivity of the evaluation. To promote learning by evaluation, evaluation becomes an opportunity to review and strengthen the knowledge of the unit.

3. Conclusion

After more than a month of teaching, writer's school has made some accumulation and harvest in the exploration and practice of the blended teaching and learning model based on the POA theoretical system. Firstly, from the data collected online and offline, it can be seen that after the three links of driving, facilitating and evaluating, the reading and writing ability of the middle and low level students has been significantly improved, and the writing output after the second revision is of high quality. Secondly, the combination of group cooperative learning and independent learning with blended teaching can greatly promote the construction of innovative talent training mode under the condition of "Internet +". In POA teaching, the use of online teaching platforms such as Rain class and U Campus can make up for the shortcomings of offline classes of traditional Reading and Writing course, realize the supplementary support of teaching resources, enhance the interaction between teachers and students, and more effectively cover the cultivation of students' key abilities. Teachers coordinate the whole teaching process, and lead students to successfully complete the output activities. In the future blended teaching and learning practice of our school based on POA, we need to further improve the existing problems: properly handle the completion degree of online and offline classroom teaching content, improve the rationality and fairness of teacher-student evaluation activities, and improve the cultivation of students' interactive ability and innovative ability. In the post-epidemic era, we should ensure efficient and high-quality college English teaching, and promote the modernization of college English teaching theories and methods.

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