Online and Offline Blended Teaching of College English with the Guidance of POA Theory

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Abstract: It has always been the focus of foreign language circle on how to improve the effect of College English teaching while stimulating students' learning motivation in order to promote effective learning, producing and applying. Fortunately, POA theory could provide new ideas, perspectives and approaches for the issues mentioned above. And due to the development and penetration of information technology in education, multiple and multi-dimensional teaching and learning environment have been made possible, which helps to offer new places and approaches for the high-quality and efficient implementation of POA teaching. With the help of POA and platforms chosen in line with students' learning situation, a multi-evaluation system could been built with the innovation and combination of teacher-student evaluation, students self-evaluation, peer evaluation and platform assisted evaluation. On the basis of that, designing practical and effect teaching plans consistent with students' reality could solve the problems in the implementation of blended teaching and maximize the efficiency of blended teaching.

Keywords: POA; Blended teaching; Teaching platform; Multi-evaluation

1. POA theory and blended teaching

The Production-oriented Approach proposed by Professor Wen Qiufang advocates that classroom teaching activities mainly serve the effective learning and achieve teaching objectives. Its teaching process covers three stages: (1) Motivating; (2) Enabling; (3) Assessing (Wen Qiufang, 2015). And these three stages all emphasize the intermediary role of teachers, namely: guide, design, scaffolding. Specifically, in the first stage, teachers guide students to present real communication scenes to try to produce, so as to drive students' learning desire, and then teachers explain unit teaching objectives and output tasks. In the second stage, the teacher describes the output task, and the students practice producing after selective learning. During the whole process, the teacher needs to guide the students and check the students' learning process and output results. The evaluation in the third stage is divided into instant evaluation and delayed evaluation. Instant evaluation requires teachers to evaluate the learning effect of students during the enabling part; Delayed evaluation requires teachers to evaluate the results submitted by students after extracurricular exercises.

Blended teaching is to combine traditional English teaching with mobile learning, match appropriate technology and personal learning characteristics at an appropriate time, and transfer knowledge and skills to learners to achieve the best teaching effect (Wang Xia, 2020). Yang Shanshan and Sun Meng (2019) also pointed out that the blended teaching mode based on MOOC is a new development direction of college English curriculum. The key to college English teaching at present lies in the integration of traditional face-to-face teaching and information-based network teaching methods to create a coordinated development between the first and the second classroom.

2. A practical study of online and offline blended college English teaching under the guidance of POA

2.1 Problems in blended teaching practice

Blended teaching is favored by front-line teachers because of its obvious teaching advantages, but the actual blended teaching practice is not so smooth. The main problems are:

The online and offline content is poorly connected and has not formed a system. The so-called mixing refers to the learning centered classroom teaching method supported by network information technology (Li Yi, Gu Shiyan, Li Jinyang, etc.: 2019). In practice, online learning content is often separated from offline classroom teaching, and students' pure online learning is separated from teachers' guidance.

The role of teachers' scaffolding is not given full play to. The effective development of blended teaching cannot be separated from the supervision and guidance of teachers. If teachers do not conduct real-time and effective intervention, offline classroom teaching will produce poor effectiveness.

The evaluation relies too much on the teaching platform. Thanks to the development of new educational technology and teaching platform, formative evaluation is more convenient. But it is precisely because of this mechanized evaluation and the convenience of information storage that teachers become dependent, resulting in mechanized evaluation and ignoring the evaluation of people and emotions.

2.2 Establishment and practice of online and offline blended college English teaching mode under the guidance of POA

POA is introduced into the blended teaching, and the teaching process of "motivating-enabling-production" is naturally integrated into the pre-class, in-class, after-class, online and offline teaching processes. Chopping the unit project into sub-tasks is added to the original design, making the whole teaching process and content more unified and scientific. The design of each teaching link serves the output of students' tasks, pays attention to the cultivation of students' language output and application ability, maximizes the role of teachers as scaffolding for effective input and enabling, and makes a multi-dimensional evaluation of students' output tasks, so as to promote the realization of unit project step by step. In addition, all activity design and output design should strive to provide students with more opportunities to try to practice and produce, thus making learning an interesting and fulfilling process so that students can improve their language application ability in a good learning experience.
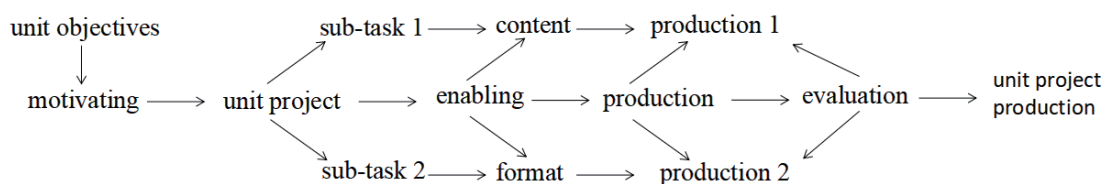

Figure 1   Process of POA Teaching Practice

Taking Unit 2 Friendship in the textbook of the New Generation College English Comprehensive Course II as an example, the whole teaching design is as follows:

Table 1 Blended teaching practice design under the guidance of POA

	Pre-class	In-class	Post-class
1-2 periods	1. Issue online study list, learning objectives and unit project--;What is friendship; 2. Watch Audrey Hepburn's speech about friendship and think about the importance of friendship 3. Complete vocabulary learning and exercise	1. Motivating 1: Discuss *what does friendship mean to you*/unit project trial production; 2. Activity 1: Discussion (1) The qualities we value most/east in friends: (2) How to maintain true friendship; (To have a good friend, you need to be a good friend) 3.Enabling 1: How to make a report	1. Sub task 1: Group project - interview different people's views on friendship, make a report and assess it with the checklist 2. Watch *What is real friend?* Complete the listening exercise.
3-4 periods	1. Watch and think: *The differences between real friends&toxic friend.* (video) 2. Preview Text A to complete Understanding the Text	1. Output and evaluation 1 of sub task 1: Students' report presentation: 2. Enabling 2: How to distinguish good friends& toxic friends (current news) 3. Activity 2: Analyze the qualities of China and help him distinguish his good and toxic friends	1. Sub-task 2: using the new expressions and ideas learn in these two periods to write a short message on *My views about friendship.* Upload it to online platform for teacher-student evaluation and peer evaluation 2 2.Collect information for the unit project
5-6 periods	1. Read: *A forever friend* 2. Issue check list for unit project 3. Students' preparation of unit project	1. Enabling 3: Writing skills explanation--the use of comparison of different opinions and quotation 2. Activity 3: Writing Practice 3. Evaluation 3: Teacher's comments and summary 4. Students revise the unit project for a written composition	Complete the final unit project and upload them to the pigai.com for teacher-student evaluation and platform assisted evaluation 4 for data analysis.

From what has been pointed out we can see the whole design combines the subjective evaluation and interactive evaluation of people with the auxiliary evaluation of machines to form a multi-dimensional evaluation system of "student self-evaluation + teacher-student evaluation + peer evaluation + assisting evaluation of teaching platform". On the one hand, teachers' evaluation and feedback are indispensable; On the other hand, students' self-assessment can help students produce consciously and purposefully; Peer evaluation is a useful way for students to learn from each other. Finally; While platform assisted evaluation is also a necessary supplement to the "teacher-student cooperative evaluation model", whose unique data statistics and analysis functions can clearly present the students' learning situation, thus to help teachers adjust their teaching content accordingly.

3. The practical achievements and prospects of online and offline blended college English teaching under the guidance of POA

After several rounds of teaching practice, the blended college English teaching under the guidance of POA theory has achieved remarkable results:

Students' interest in English learning has been significantly improved. Under the student-centered production oriented learning mode, the teachers' speaking stage has been changed into students' performance stage and even platform, giving students the greatest space to show what they have learned, thought and created, and improving their classroom participation and learning enthusiasm.

Students' English language ability has been greatly increased. With constant output stimulation, students have more opportunities to use language; Assisted by offline language input and enabling, students' English ability is improved in the cycle of continuous acquisition- practice -application- consolidation.

Students' autonomous learning ability is gradually developed. The hunger stimulation of trial output, the drive of classroom activities by teachers and students and the motivation of output and production all urge students to improve their classroom experience through continuous self-study, and the cultivation of students' autonomous learning ability has achieved initial results.

Of course, the teaching theory and teaching mode are in constant development. With the gradual maturity of modern information technology and education and teaching platforms, the online and offline blended college English teaching under the guidance of POA theory will continue to be improved in practice.

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