

An Exploration of the innovative mode of Online and offline mixed teaching based on POA teaching method -- A case study of Business English Listening and Speaking course

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Abstract: The mixed teaching method of online and offline is widely used in the field of education. In some practical English major classes, knowledge input has been improved, but the output effect is not good, and the mixed teaching is still unbalanced. Under the guidance of the output-oriented method (POA) theory, taking the Business English Listening and Speaking course as an example, this paper explores the innovative mode of online and offline mixed teaching and its specific application from the teaching design and teaching process, combined with the actual situation, so that students can have deep thinking and cultivate “foreign language +” talents.

Key words: POA teaching method; Online and offline; Mixed teaching; Business English Listening and Speaking

Online and offline mixed teaching is a combination of traditional classroom teaching and information technology teaching methods, aiming to reshape traditional teaching through multi-dimensional integration of teaching objectives, teaching methods, class evaluation and other aspects, and complement the advantages of information education and traditional education, so as to improve teaching quality and release more possibilities for education development. Teachers can make use of the advantages of the mixed teaching mode to maximize the teaching effect and help learners from shallow to deep learning. Under the background of “Internet +”, with the vigorous development of education informatization, the mixed teaching mode of online and offline has gradually become the new normal of education.

As a compulsory course for business English majors, Business English Listening and Speaking plays an important role in connecting language courses and business courses with large practical hours and demands. However, today’s listening and speaking classes have not kept up with the development of information technology, and the integration of online and offline is not deep enough, resulting in students’ failure to effectively participate in practical activities and no significant improvement in expression ability. Therefore, according to the guidance of POA (Production-oriented Approach) teaching method, innovating and developing the teaching mode and practice path of Business English Listening and Speaking courses, so as to cultivate “foreign language +” talents, is a topic of contemporary significance.

I. Present situation of Business English Listening and Speaking teaching

Business English Listening and Speaking courses cover a variety of business topics, which can train students to have good professional knowledge and cross-cultural expression skills in formal business situations. In most classroom teaching, in addition to theory imparts and practice consolidation, there is also interaction between teachers and students to enhance students’ learning enthusiasm. However, in actual classroom, these goals and requirements are not achieved effectively, and there are some common problems in teaching.

1. Limitations of practical teaching environment and platform

This course requires students to experience business situations and practice English conversations in specific situations, which can not only help students improve their language level and communication skills, but also help them truly master business knowledge. However, in the actual classroom teaching, it is either detached from the practical environment or the form of the activity is not innovative.

In teaching, due to the lack of online and offline teaching facilities or platforms, most of the practical activities are watching videos, role-playing, group lectures, etc. These activities themselves can help students make progress, but the practical activity is more entertaining than academic. Students write dialogues and do practices in specific situations based on the teacher’s explanation and their own understanding of video resources. In this form, students’ language level will be improved to some extent, but their experience still stays in the “imagination” stage. In fact, even though most students are very familiar with business situations, it is difficult for them to truly reflect the mindset of a professional. Moreover, in the process of English learning, students have done many similar activities, and it is inevitable that they will be a little careless about the same type of activities. In addition, almost all dialogues are written in advance, which lacks authenticity to some extent and cannot solve immediate and unexpected situations, so it is difficult for students to really improve their practical ability.

2. Lack of comprehensive ability training

In fact, Business English Listening and Speaking course requires students to comprehensively improve their language skills, business knowledge and cross-cultural communication ability, so that students can learn deeply. According to the American Institutes For Research, deep learning is a student’s deep understanding of core subject knowledge and the ability to apply that understanding to real-world problems and situations. The result of this research is to develop cognitive, interpersonal, and introspective skills - the ability to deeply understand content knowledge, critical thinking, and complex problem solving, to collaborate and communicate with others, and to learn learning and academic beliefs. In the teaching process, teachers will use online tools and share supplementary resources to enable students to think independently, but they neglect to monitor the process and results of students’ independent learning, resulting in students’ “shallow learning”. At the same time, teachers will not change the teaching design and steps according to the students’ online learning results, so the

traditional teaching model remains unchanged. This entertaining and fragmented learning mode makes it difficult for students to have deep thinking.

In addition, the teaching of the course still focuses more on the improvement of the language level and less on the learning of business knowledge, which is unable to cultivate real “foreign language + business” talents. At the same time, teachers fail to attach importance to guiding students’ emotional and cognitive input. In fact, they do not know how to effectively carry out dialogue and negotiation and propose solutions according to different conversation objects in business communication, nor do they know how to correctly publicize the corporate image and safeguard the fundamental interests of the enterprise. Students can master language skills, but they do not develop intercultural communication skills, lack audience awareness and international communication awareness, and fail to improve their comprehensive abilities.

3. The evaluation mechanism is imperfect

The assessment of Business English Listening and Speaking is generally by examination, and teachers’ evaluation of students’ performance will inevitably be subjective, and there is also a lack of systematic review of students’ assignments and practical reports. Teacher evaluation is necessary, but random and unsystematic evaluation will cause students to be unable to make clear learning goals and directions, and students will continue to rely on teachers and find it difficult to think independently, which will solidify their thinking, reduce the teaching effect and limit the improvement of students’ ability.

II. The innovative model of integrated classroom under POA teaching method

1. POA teaching method

POA teaching method (Production-Oriented Approach), also known as “output-oriented approach”, is a foreign language classroom teaching theory with Chinese characteristics proposed by Wen Qiufang. It aims to solve some common problems in China’s current foreign language classrooms and enable Chinese students to balance input and output when learning foreign languages. POA is composed of three parts: teaching concept, teaching hypothesis and teaching process. Its teaching process includes driving, facilitating and evaluating. In the driving process, teachers need to present communication scenes, give learning goals and output tasks, and students will encounter the problem of insufficient knowledge reserve in this process, which will stimulate students’ interest in learning. In the promotion process, teachers should let students understand the task requirements, and practice, with the help of teachers, the final output of learning results. In the process of evaluation, there are immediate evaluation in class and delayed evaluation after class. Delayed evaluation includes evaluation of review and migration output.

POA teaching method puts forward the complete learning requirements and process steps. Through the mixed teaching of online and offline, it can put forward some new thinking for Business English Listening and Speaking class, innovate the mode of course practice, and improve the teaching predicament.

2. Teaching design

Inspired by the POA teaching method, the teaching of this course can adopt the mixed teaching mode of online and offline, and carry out the teaching design. Taking Orientation is Part of Company Culture as an example, the second unit of the first volume of the textbook aims to let students understand the steps, activities and work of new employees of the company, learn relevant language expressions, and improve students’ independent learning ability and team spirit. Understand the basic concepts and organizational steps of induction training, cultivate students’ awareness of career planning in advance, and establish correct professional ethics.

In order to better have a “deep thinking” pattern, the design of teaching content mainly includes concepts, sentences, listening exercises and practical activities. Listening and speaking courses will also involve business concepts, which need to be explained. For example, the word orientation means “orientation training” in the context of the company, and “orientation week” in the context of the campus. If students are unfamiliar with these concepts and the usage of these words, they need to be explained by the teacher in class. At the same time, students can find out the components and matters needing attention of “orientation training” through the online resource platform, and share them briefly in English after the group discussion. This not only expands the scope of students’ knowledge, but also leads to the next class content.

In order to master the listening and speaking skills well, students need to be familiar with the dialogue text of this unit, understand the language features, and master important vocabulary. In this way, different activities can be set up on the online platform, such as countdown selection, quick answer, etc., to test students’ mastery of words and sentences. Finally, the teacher will explain and summarize the problems with many mistakes, so that the students will not be discouraged from “reciting words”. With the vocabulary foundation, teachers can find suitable online audio and video and make new listening exercises. These exercises should be timely, authentic and expansive, so that students can truly feel the English dialogues they will hear in business and work occasions, thus laying a good foundation for future oral activities.

According to the theme of this unit, we can set up a simulated dialogue practice activity of “introduction on daily schedule at work”, so that students can understand the daily work of the company, be able to express themselves in English and communicate with others, and establish professional ethics awareness in advance. Students can work in a group of four, in which two of them play the role of senior staffs and two of them play the role of new employees. The senior staffs should introduce the company and work to the new employees, so that the dialogues can be conducted and the students can preliminarily experience the workplace, and generate thoughts about the job duties and the development of the company.

3. Teaching process

POA teaching method includes three basic processes: driving, facilitating and evaluating. In each process, the teaching mode of online

and offline is integrated.

First of all, in the process of driving, teachers should pay attention to the construction of practice scenes. In the past, practice was always based on a relatively virtual situation and relies on imagination to practice, but Merel believes that only when learners are engaged in solving problems in the real world, can they activate known knowledge through demonstration or application, and use it as the basis for understanding new knowledge, new knowledge will be integrated into the learner's world. Therefore, teachers should ask students to do tasks in real situations according to the content of the textbook. Therefore, teachers can choose enterprises with Chinese characteristics as scenario-driven, and in this process, "interaction" is extremely important. This interaction first includes in-depth interaction between students and information, that is, students should first understand the nature and background of the enterprise online before class, and comprehensively collect the basic process of the company's induction training. Through this interaction, students can improve their information technology skills and really understand the textbook content instead of just relying on imagination. Secondly, interaction also includes the interaction between students, and between students and teachers. As students gather information, sift through it, and write the content of their conversations, the interaction between students improves their application and leads to deeper thinking. If you can't understand some professional knowledge, the teacher should also give support. Online platforms such as Xuexitong can let students put up questions, and the teacher can reply and answer them in time.

Secondly, in the facilitation process, students should start practice according to tasks, but teachers should pay attention to students' experience in this process. Cognition, as an activity of organism adapting to the environment, is the result of the synergistic action of body, environment and activity. In other words, people's experiences in a particular environment can affect their cognitive level and outcomes. Therefore, Business English Listening and Speaking should pay attention to students' experience of business scenarios, so as to better enable students to apply what they learn in the future. However, due to the limitations of offline teaching places, more online tools can be used to create real business scenes. First, with the help of online platforms or interactive teaching platforms designed by themselves, dialogue interactive videos in business occasions can be made. Students can follow the complete video, or they can play another role in the video and have human-machine interactive dialogues with the original video, which can make students prepared in advance and eliminate their timidity for on-site practice. Second, VR technology can be used to create corresponding theme scenes, so that students can have real business experience without leaving the house and start group practice. Third, after the completion of practice, relevant people from enterprises can be invited to give "orientation" lectures online for students, and then simulate the induction process in English, so that students can reflect on their own performance and have more and more emotional input. Finally, assignment of transferring learning should be provided and students will be asked to complete homework of writing an "invitation letter" to orientation. In this part, students are guided to do practice driven by a real scene, cultivate their collaborative ability, and realize the transition from information processing to cognitive learning.

Finally, in the evaluation process, after the students have completed the practical activities, the mutual evaluation between the students can be carried out on the learning channel, and the teacher should give a timely evaluation, pointing out the merits of the performance of different groups, and point out the need for improvement. The teacher's evaluation of students can be divided into two parts: group performance and individual performance, with each part accounting for 50%, as shown in Table 1. For mobility output, teachers should also make corrections on the platform in time, point out problems online, and give suggestions to revise their homework.

Table 1 Grading standards

Group Performance	Point value	Individual performance	Point value
Content integrity	30	Voice intonation	10
Business etiquette	10	Performance status	20
Teamwork	10	Language quality	20

III. Summary

The combination of online and offline teaching is a new reform, which promotes the modernization of education and improves the quality of teaching. Business English Listening and Speaking teaching is faced with many difficulties. However, according to the POA teaching process of "driving, facilitating and evaluating", the drawbacks of "separation of learning and application" in traditional foreign language teaching are overcome. Combined with the blended teaching mode, teachers can effectively and comprehensively supervise students' learning, make the practical tasks of listening and speaking class practical and feasible, and truly enable students to experience the business scene in class. Learn business English knowledge, think deeply about the content of the course, cultivate professional ethics in advance, and develop into "foreign language +" comprehensive talents.

The combination of POA theory and online and offline teaching has explored a new solution for the classroom teaching of Business English Listening and Speaking. However, part of the practice process still needs to rely on the development of future science and technology, which requires high comprehensive level of teachers, and part of the process needs further testing. With the development of science and technology and the continuous exploration of teachers, POA and mixed teaching modes can be applied to a wider range of classroom teaching.

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