The Study on College English Class Teaching Design Based on Production-Oriented Approach

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With the development of times, the requirements for the college students’ English level have become higher and higher. The traditional College English teaching mode cannot be the solution with its limitations. Production-Oriented Approach (POA) provides us with some clues. The paper first explains the important principles and beliefs in POA and then gives an example of the application of POA in the College English class teaching design.

Keywords: College English, teaching design, POA

With the advocacy of “One Belt and One Road” policy, the English language plays a more and more leading role in education, science, and technology as an international communicative language. The ability to communicate and cooperate through English becomes increasingly important. So, the requirement for the college student’s English ability from the society and the employer has been raised. However, it is followed by the question for the teaching quality about the College English class, such as “the dumb English”, “time-waste and low-efficiency”, etc. Now the English teachers are facing an important project: How to improve the college student’s English output ability effectively? The Production-Oriented Approach (POA) Theory can provide us with some clues.

The POA Theoretical System

The POA Theory is a kind of foreign language teaching theory raised by Wen Qufang in 2015 which applies to the higher education in China. It is composed of three parts: teaching beliefs, teaching hypothesis, and teaching procedures.

It advocates “the theory of learning center”, “the theory of the integration of learning and application”, and “the theory of holistic education”. The “theory of learning center” puts that all the teaching activities should be learning-centered and they should fulfill the teaching objectives and achieve the goal of effective learning. “The theory of the integration of learning and application” emphasizes the close connection between learning and practice, i.e., the relation between the input and the output. It emphasizes learning while practicing, practicing through learning, learning through practicing and learning combined with practicing. “The theory of holistic education” advocates that student should improve their thinking ability, self-learning ability, and the comprehensive cultural quality through English learning besides the ability to use the language widely.

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The teaching hypothesis includes “output-motivation” “input-promotion”, and “optional learning”. The “output-motivation” puts that the teachers design some output tasks to make students aware of their shortness in the language to stimulate their passion for learning. The “input-promotion” puts that the teachers supply the appropriate output materials and tasks to enhance the student’s learning efficiency. The “optional learning” puts that the teachers select part of the input materials closely relevant to the output goals to practice to optimize student’s learning efficiency based on the output demand.

The teaching procedures are divided into three steps: motivation, promotion, and evaluation. Motivation is the most creative part. It can arouse the students’ desire to learn the new knowledge about the language. The promotion is the core in the POA. In this part, the teachers design the output task for the student based on the teaching materials, provide students with the related background information accordingly, and instruct the students to achieve the goal with the given information. Evaluation plays the role as a measurement for the students’ learning effect. Students and teachers make adjustments accordingly when receiving this measurement as feedback to make the effective learning happen (Lin, 2021). There are two types of evaluation: immediate evaluation and delayed evaluation.

The Importance of the Application of POA in College English Teaching Design

POA is a kind of teaching mode which can assist in improving the students’ core quality in English and effectively enhancing the teaching effect in the English class.

Catering to the Quality-Oriented Education

The quality-oriented education is put forward against the disadvantages brought about by the exam-oriented education. It emphasizes the development of student’s overall abilities during the language acquisition. In addition, the quality-oriented education emphasizes developing student’s self-learning ability and the two-way interactions between teachers and students. It can also cultivate student’s innovative ability and the ability to apply what they have learned into practice, which is in line with the holistic education advocated by POA. The reasonable application of POA into teaching practice can effectively stimulate students to have the positive experience emotionally during the process of self-learning (Rao, 2021). The teacher can create the authentic social environment for commutation by means of the teaching design and offer the language learning tasks to make student master language knowledge used in daily life, thus arousing the students’ persistent learning interest and improving their comprehensive qualities.

Improving Student’s English Abilities

The student’s core quality should be developed in the College English class including the language ability, learning ability, thinking ability, and cultural awareness. Of them, the language ability means the listening, speaking, reading, and writing abilities in language acquired by student’s the knowledge internalization. Learning ability means that students can find the suitable learning methods through the teaching activities in the class so as to elevate their ability to participate in the learning process on their own. The thinking ability can prompt students to have a clear understanding about the difference between Chinese and English thinking patterns and deal with the problems resulting from it. The cultural awareness suggests the cultural tolerance and cultural confidence based on the student’s understanding about the differences between China and Western countries. The implement of production-oriented approach can create more opportunities for college students to use the language and contribute to enhancing their four kinds of abilities mentioned above. Every task in the
teaching requires the language production from students, for example, the introduction of the article topic, the cultural background, role-play, etc. In all, it can urge students to produce the knowledge actively instead of receiving knowledge passively to broaden their thinking scope and improve English ability.

**Beneficial for the Improvement of Teaching Quality**

Currently, the college English teaching is time-consuming and low efficient. Many teachers and students esteem that the limited class time and traditional teaching methods cannot make the teaching quality live up to the teaching standards (Zhao, 2021). So, it is hard to improve their English ability. Most students cannot express themselves fluently in English, understand the academic lectures given by foreign teachers, and write the proper English articles after a period of English learning. Besides the teaching in the class, the teacher requires students to spend a lot of time on the English learning after class, such as memorizing the new words and phrases, practicing English listening and doing some reading and writing assignments. But POA makes the teacher lead the students to carry out the optional learning reasonably according to the task, making student internalize the new language knowledge based on the English knowledge system that have been mastered. Students can solve the problems during the learning process while completing the tasks in class.

**The Application of POA in College English Class Teaching Design**

College English teaching design is an arrangement for student to achieve the teaching objectives and arouse their learning interest. The following is the teaching plan for six periods based on POA, taking Unit4 *Five Famous Symbols of American Culture* in New Horizon College English 3 as an example.

**The Teaching Topic**

The topic of the text is to explore and understand American culture through the famous signs, mainly including The Statue of Liberty, Barbie Doll, Uncle Sam, etc. The awareness of Chinese and American cultures can make students travel or study in American more conveniently. The topic tallies with principle of the integration of learning and application advocated by POA.

**The Teaching Objectives**

The teaching objectives can be divided into two levels: language and culture. The former means that the students should master the words, phrases and expressions relevant to the American culture, history and customs and pay attention to the typical usage of Subjunctive Mood while the latter aims to develop the student’s transcultural communicative ability.

**The Production Task**

The production task in this unit is “Who can introduce the cultural symbols of America or China?”, requiring students to describe the signs symbolizing the American culture in groups and introducing background knowledge about their history and the customs. It can also be done by introducing the Chinese culture signs in comparison with the former and find the similarities and differences through the teacher and students’ evaluation.

**The Teaching Process**

**The motivation.** It means that the teacher creates some communicative situations in which students can be aware of their lack of the language ability in their attempt to use the language based on the teaching topic or content, so it arouses their learning motivation. For example, the teacher can ask students questions at the
beginning of the class, such as “Do you know American culture?” or “What are the criteria for cultural symbols?” Students may not answer these abstract questions. But they can realize they know little or nothing about American culture. The teacher also can design a communicative situation in which students deliver speeches concerning American culture in their eyes by means of symbols of culture. The teacher then introduces the differences between Chinese and American cultures on the basis of the introduction to the symbols of American culture in the text. Students can be conscious of their shortage in cultural background, language expressions and logical thinking, etc. on their attempt to finish tasks and that they need to study the text to achieve the goal (Wei, 2021).

The promotion. It was the key to pushing students to learn on their own and putting learning into practice. All the activities teachers design should facilitate the student’s achievement of the goal rather than the explanation of the teaching materials and the language points. In this course, it includes the promotion of language expressions and the cultural communicative ability.

The language expressions. Firstly, the teacher should explain the words, phrases, and sentence patterns about the American cultural symbols and then check them out with forms related to the five symbols in the text and let the students communicate with each other to enhance their learning confidence. Secondly, the teacher should provide students with some relevant information about the symbols they do not really know to help them understand American culture. Lastly, in order to make students better understand the standards for the cultural symbols, look for the Chinese cultural symbols, and accomplish the task, the teacher needs to tell students that the American cultural symbols introduced in the text can present the national spirit of American people.

The cultural communicative ability. In the phase of speech simulation, students are required to describe the historic and cultural background about one American or Chinese cultural symbol. The students can either retell the text or describe the Chinese cultural symbols taking the text as a model. The students are divided into groups, and the students in each group should prepare to deliver a speech in turn. In the teaching practice, most of the students retell the information about one American cultural symbol, while some students describe one Chinese cultural symbol, such as the Great Wall based on the acquired knowledge, which completely accord with the teaching ideas of learning center advocated by POA.

The evaluation. It mainly can help the teacher and student know the teaching effect and make students find the shortcomings in the group activities. It includes teacher and student’s assessment and assessment feedback.

Firstly, in the teacher and student’s assessment, when the speaker delivers a speech, the other students should give a score according to his speech content, facial expressions, the gestures and the emotion involvement, and someone sees to the video recording. After the class, the teacher points out the grammar mistakes and mistakes in word usage according to the videos. Besides, the teacher should make some comments on the students’ speech gestures and facial expressions for them to better interact interpersonally.

Secondly, in the assessment feedback, the teacher can require students to reorganize their line of thinking through writing to deliver a speech again or to introduce the Chinese cultural symbols and compare the Chinese and American cultural symbols through writing. With the application of POA, the teacher can improve the teaching effect, cultivate the student’s cultural communication ability and further enhance the English teaching quality.
References


