The Teaching Design of Comprehensive English for English Majors in Higher Vocational Colleges Based on "Production Oriented Method"

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Keywords: Comprehensive English, Production-oriented Approach, Teaching Design.

Abstract. As the core basic course for English majors, Comprehensive English is faced with the difficulties of time consuming and effort with little effect, serious separation between learning and application, and poor English output of students. The Production-oriented Approach (POA) provides a theoretical basis for the reform of comprehensive English. According to the POA theoretical system of "motivate-enable-assess teaching process", this paper carries out teaching design and teaching practice for unit 3 "My First Job" in college Comprehensive English. The practice shows that the Production-oriented Approach has a positive effect on the separation of learning and application and the unsatisfactory output effect of the comprehensive English course.

1. Introduction

As a core basic course for English majors, Comprehensive English is a course to cultivate students' comprehensive skills in listening, speaking, reading, writing and translation. Comprehensive English course plays an important role in the teaching of English majors. Taking Guangdong Polytechnics as an example, this course is offered in four semesters, with 12 credits in total, 4 periods a week for freshmen and 2 periods a week for sophomores. Compared with other basic professional courses, such as listening, reading, grammar, etc. Comprehensive English course has relatively more credit hours, which highlights the importance of this course. However, the author has been teaching Comprehensive English for many years, and found that this course is time-consuming and laborious with little effect. This is mainly reflected in the fact that teachers spend a lot of effort in preparing lessons—preparing words, phrases, texts, exercises, etc. Students struggle to take notes in class—word usage, example sentences, translation of paragraphs, answers to exercises; the current situation of teachers "working hard" and students "working hard but not making progress" has existed for a long time. As a result, students took a lot of notes, but their English proficiency wasn't improved and the separation of learning and application was very serious. In class, teachers try their best to design a variety of activities, students also actively participate in those activities. Although the classroom atmosphere is warm and the interactions between teachers and students are frequent, students can't use the language knowledge they have learned, and their practical ability in English is weak. Inputs in the classroom are not effectively transfer into outputs.

2. The Theoretical System of Production-Oriented Approach

"Production Oriented Approach", hereinafter referred to as POA. The theoretical system of POA is a foreign language teaching method with "Chinese characteristics" proposed by Professor Wen Qiufang. POA prototype based on the theoretical basis of Swain's output hypothesis. The theoretical system is mainly divided into three parts: teaching philosophy, teaching hypothesis and teaching process. The teaching philosophy includes "learning centre", "integrated learning and application" and "whole person education". The teaching hypothesis includes "output-driven", "input facilitates", "selective learning" and "evaluation promotes learning" [1]. The teaching process consists of three parts: "motivating"—"enabling”—"assessing", and the teacher plays a "leading role" in this process.
The proposal and improvement of POA theory system put forward new teaching ideas to solve the "separation of study and use" and "time-consuming and inefficient" phenomena in current Comprehensive English classroom teaching, which can effectively improve the classroom teaching effect and efficiency.

3. Teaching Design of Comprehensive English Course Based on POA Theory System

The POA theory challenges the traditional English teaching model. This article will try to make a new teaching design for Comprehensive English course according to the teaching process in the POA theoretical system.

3.1. Teaching Objects and Contents

The teaching objects of this teaching design is the students of Business English class 191 and 192 of higher vocational College. The students of these two classes belong to the students of college entrance examination with relatively good English foundation. They have studied in the university for half a year and have a certain understanding of English major learning. The teaching content is selected from unit 3 "My First Job", College English—Intensive Reading, Shanghai Foreign Language Education Press. This unit is about "My First Job". The main character is a high school graduate waiting to go to college. Most of the teaching objects have had summer job experience in the summer vacation after the college entrance examination. Therefore, the topic of this article is close to students and students have a special sense of familiarity with this unit. The topic in this unit is closely related to the job interview. Students have great interest in this topic. By studying the text in this unit and extending the topic, students can link their learning content with their future employment and develop their English interview ability.

3.2. Teaching Objectives

Teaching objectives are divided into three dimensions: knowledge objectives, ability objectives and quality objectives. The goal of knowledge is to master the vocabulary and phrases related to the text, understand the general idea of the text and relevant grammar knowledge. Ability objective is to be able to write narrations correctly, master English interview related sentence patterns, understand English interview procedures and precautions, standardize pronunciation and intonation, and be able to conduct job interviews in English; The quality objectives are to cultivate students' correct view of employment, enhance students' confidence in interviewing in English, and cultivate students' teamwork spirit.

3.3. Teaching Process Based on POA Theory

According to POA theory, the teaching process is divided into three stages: drive, facilitate and evaluate. Teachers in all three stages play an intermediary role, which is embodied in leading, designing and scaffolding.

3.3.1. Output-Driven Design

According to POA theory, task-driven design should "present students with communication scenarios and topics they may encounter in their future study and work. These scenarios are not experienced by students, but they can actually feel the possibility of these scenarios and the cognitive challenge of the topics to be discussed in these scenarios [2]. According to the topic of this unit, the teacher has set the following driver tasks:

A. Release English interview videos on Cloud Class for students to study by themselves before class;

B. Self-study 8-minute micro class on interview etiquette and procedures, and set questions to test students' self-study;
C. Mock English job interview;

Through the task driving design, students can understand the basic vocabulary, etiquette and process of English interview, and find their own shortcomings in these aspects. Through the mock English interview, students can realize their deficiencies in language ability and professional vocabulary, and thus have the desire to learn.

3.3.2. Input-Enabled Design

According to POA theory, without corresponding input materials, students' output efficiency cannot be guaranteed by only emphasizing students' output. In this part, teachers should give full play to the role of "scaffolding" and provide students with appropriate input materials or help them to choose the materials needed to complete the output task [3]. This unit sets the following output tasks according to the teaching objectives:

Output task 1: Speaking activities.

Do you want to be a teacher in the future? Why? Why not? This topic is consistent with the text. The text in this unit mainly introduces the hero's experience in interviewing a primary school teacher. Therefore, students are familiar with the topic. Teachers can share their own teaching experience, show students the work of teachers at different levels, and provide students with some English vocabulary and sentence patterns related to the teaching profession. Students should express their own opinions and complete the task according to the teacher's guidance.

Output task 2: Understand and retell the text.

Although POA theory emphasizes the output of students, it does not negate the role of textbooks. And the explanation of textbooks is still necessary. To complete this task, teachers should correct the pronunciation and intonation of the text and words to help students improve their language level. Teachers should also explain the key words and long difficult sentences in the text. Under the guidance of the teacher, students should read the text quickly and complete the corresponding exercises. The students are able to translate the text with the cooperation of groups. The teacher's explanation of important and difficult knowledge can help students to use the newly acquired vocabulary correctly. After understanding the text, the teacher presents the pictures that match the text content and asks the students to retell the text by looking at the pictures. This task can not only check whether the students understand the text, but also train the students' oral expression ability.

Output task 3: Mock English job interview.

This task requires students to master English job interview skills, to standardize the pronunciation and intonation and be able to attend job interviews in English fluently. Students work in small groups, acting as interviewers and interviewees. Teachers need to play a "scaffolding" role in this output task. The teacher designs vocabulary games related to the interview and let the students acquire vocabulary in the games. English interview videos are also provided for students to learn. Students prepare for the mock interview through the input materials provided by the teacher, and record the video of the interview after class and submit it to the cloud class online.

Output task 4: Writing task.

Write a narrative essay entitled "My Most Unforgettable Experience". In class, teachers will analyze the structure of this unit, explain the six elements of narration, and guide students' writing skills. Through the teacher's instruction and the text study, the student will complete this output task relatively easily.
3.3.3. Evaluation

After completing the output task, students should get the corresponding evaluation to promote the subsequent learning. POA theory emphasizes the combination of immediate evaluation and delayed evaluation.

The immediate evaluation is applicable to the oral output in class, and both the output task 1 and the output task 2 of the teaching design are applicable to the immediate evaluation. For example, the speaking task “Do you want to be a teacher in the future? Why? Why not?” needs the immediate assessment. It is necessary for teachers to evaluate students' oral output in a timely manner. On the one hand, the teacher can comment on the form of language, such as the correction of pronunciation and intonation, or the correct use of words. On the other hand, teachers can also comment on the language content. The immediate evaluation should not only affirm students' output and stimulate their enthusiasm, but also point out the deficiency of students' output so that students have the motivation to learn. In addition, the immediate evaluation can also be the evaluation of both teachers and students. For example, in task 2, when students read the text aloud, students and teachers can evaluate it together. While the student is reading the passage, the other students listen carefully and point out which words the student is reading incorrectly. In this way, students can learn from each other and make progress together.

Delay evaluation is applicable to after-class practice output or transfer output [4]. Both output task 3 and task 4 of instructional design are applicable to delay evaluation. The delay evaluation requires teachers to explain the evaluation criteria when assigning the output task, and students complete the output task and submit the results on Cloud class. Teachers can arrange students to make mutual evaluation, in which each group can evaluate each other and learn from each other; Teachers' selection of excellent works to display in class can not only stimulate the completion of the works, but also make other students realize their own shortcomings and stimulate their motivation for progress [5].

Output task 4: Writing task. The teacher sets this task on the cloud class APP, and the students submit the composition to the platform. The teacher chooses a combination of student mutual evaluation and teacher evaluation to evaluate the output task. The teacher shows the excellent composition in class and gives a reference model.

4. Teaching Reflection

According to the teaching objectives of this unit, after studying for 8 periods in two weeks, the results of students' learning were tested. It can be seen from the participation of students in class and the interaction between students and teachers that the participation of students is more than 70% and the accuracy of answering questions in class is more than 90%. Some students can not only retell the text, but also recite the text. It can be seen from the video works submitted by the students that they have basically mastered the interview skills, improved their pronunciation and intonation, and improved their English interview communication skills. Their self-confidence has been greatly improved; through group cooperation, the spirit of unity and cooperation among students is shown. It can be seen from the writing task that most students have mastered the basic structure of narration and can write narrations well. POA theory can not only effectively stimulate students' interest and motivation in learning, but also coincide with the current concept of "curriculum ideology and politics" of whole-person education, and greatly promote the cultivation of students' humanistic quality.

5. Conclusion

As our school is a higher vocational college, students come from various sources and their English foundation is uneven. However, POA theory is applicable to middle and advanced English learners, so it is difficult to apply this theory system to all classes of English majors in our school. Therefore, in teaching practice, teachers should adjust the teaching design according to the actual situation of
teaching objects, which varies from person to person and from time to time, so as to play a positive role in the POA theoretical system.

References


