

The Enlightenment of English Online Classes to Teaching Reform of Higher Education Based on Production-Oriented Approach

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ABSTRACT

The paper makes a comprehensive analysis of college students' online classes in 2020, so as to provide reference for improvement of online education, thus promoting teaching reform of higher education. The analysis is based on production-oriented approach, exploring the common problems in most college English teaching under the background of the new curriculum reform. It is of utmost significance to realize the effective application of POA in the combination of online class and offline class.

KEYWORDS

Online class; College English; Production-oriented approach; Blended teaching mode

1 Introduction

At present, network teaching has been widely used in teaching, and it is deeply sought after by university teachers and students because it can be used repeatedly around the world. Blended teaching is a new teaching method. As the name suggests, it is an effective integration of online teaching and traditional teaching. This new teaching method absorbs the advantages of both and is more conducive to the development of teaching work. In the mode of blended teaching, the rhythm of learning and teaching can be consistent or inconsistent, regardless of the limitations of place and time.

2 Research

2.1 Object and method of research

A questionnaire about the college students' online class experience is adopted, and the questionnaire is linked through the APP Questionnaire Star to college students with promise to keep the contents of the questionnaire confidential and only for the use of study. Totally 240 valid questionnaires are collected. The online survey data is automatically uploaded to the Questionnaire Star App, so I directly import the data into the online intelligent SPSSAU software for statistics and analysis.

2.2 Analysis of research

In order to understand the correlation between students' satisfaction with online courses and the following 8 factors: Daily Online Learning Time, Online Assignment, Amount of Online Teaching Content, Constraints of Network Conditions, Live Broadcast Class or Recorded Broadcast, Teachers' Teaching Style, Disturbance of Surroundings, Frequency of Interaction with Teachers, Pearson Correlation analysis was carried out with SPSSAU.^[1]

Table 1	
Pearson Correlation	
	Satisfaction with Online Class
Daily Online Learning Time	-0.152
Online Assignment	-0.159
Amount of Online Teaching Content	-0.126
Constraints of Network Conditions	0.012
Live Broadcast Class or Recorded Broadcast	-0.051
Teachers' Teaching Style	-0.024
Disturbance of Surroundings	0.220
Frequency of Interaction with Teachers	0.050

* $p<0.05$ ** $p<0.01$

From Table 1, it is clearly shown that there is a significant positive correlation between students' satisfaction with online courses and such factors as Constraints of Network Conditions, Disturbance of Surroundings, Frequency of Interaction with Teachers. There is a negative correlation between students' satisfaction with online courses and such

factors as Daily Online Learning Time, Online Assignment, Amount of Online Teaching Content, Live Broadcast Class or Recorded Broadcast, and Teachers' Teaching Style.

Table 2

Parameter Estimates (n=50)									
	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>	VIF	<i>R</i> ²	Adj <i>R</i> ²	<i>F</i>
	<i>B</i>	Std. Error	<i>Beta</i>						
Constant	1.644	0.917	-	1.794	0.080	-			
Amount of Online Assignment	-0.096	0.160	-0.096	-0.603	0.549	1.218			
Frequency of Interaction with Teachers	0.120	0.199	0.098	0.604	0.549	1.259	0.077	-0.028	<i>F</i> (5,44)=0.732, <i>p</i> =0.604
Constraints of Network Conditions	0.110	0.254	0.069	0.435	0.666	1.214			
Teachers' Teaching Style	0.075	0.240	0.051	0.313	0.755	1.273			
External Environmental Interference	0.233	0.155	0.248	1.504	0.140	1.293			
Dependent Variable: Satisfaction with Online Class									
D-W: 2.348									
* <i>p</i> <0.05 ** <i>p</i> <0.01									

From Table 2-Linear regression model diagram, we can draw the conclusion that students' satisfaction with online courses are greatly influenced by two independent variables: Frequency of Interaction with Teachers, External Environmental Interference.

Table 3

Disadvantages of Online Class	Percentage
Lack of good learning atmosphere and environment	61.67%
Poor self-control due to lack of teachers' supervision	63.75%
Unsatisfactory learning effect	38.75%
Constraints of network conditions	32.5%
Lack of interaction with teachers in class	35.83%
Decrease of peers' communication and assistance	40.83%
Others	20.42%

From Table 3, among the disadvantages of online courses, Poor self-control due to lack of teachers' supervision tops the list. This is also the biggest internal reason for students themselves. Therefore, teachers must try their best to improve students' self-discipline and autonomy in both off-line teaching practice and online classes.

3 Literature review

3.1 Production-oriented approach

Production-oriented Approach (POA), proposed by Professor WEN Qiufang, a well-known foreign language teaching and research expert in China in 2015, is a new type of teaching theory system. The theory system of POA mainly includes teaching concepts, teaching hypotheses and teaching procedures with professional teacher as the intermediary.^[2] "Learning-centered theory" holds that all activities in classroom teaching should serve for effective learning. "Learning-practising integrated theory" advocates the combination of learning and application. "Holistic education theory" advocates that foreign language curriculum should achieve both instrumental and humanistic goals, that is, to improve students' comprehensive ability to use English as well as their critical thinking ability, autonomous learning ability and humanistic quality. What is more, teachers should pay attention to the whole-person education, guide students to learn and use the whole and attach importance to it.

Among them, teaching hypotheses refer to the effective output drive, effective input promotion, selection of professional theoretical knowledge and learning by evaluation. "Output-driven hypothesis" proposes that output is not only the driving force of language learning, but also the goal of language learning. Output can stimulate students' learning enthusiasm more than input learning, and then help students achieve good learning results. "Input-facilitated hypothesis" advocates that teachers should provide appropriate materials to promote output, so as to achieve teaching objectives. "Selective learning hypothesis" refers to learners' learning from input according to the needs of output. Select useful parts for cognitive processing, such as practice, memory and application. The hypothesis proposes that selective learning can optimize the learning effect better than non selective learning. Under the guidance of teachers, students need to evaluate while learning, and promote learning by evaluation, so as to break the boundary between learning and evaluation, strengthen the learning effect and promote the further development of learning through evaluation.^[3]

Teachers should play an intermediary role and attach importance to the specialty in the whole classroom teaching process. Teaching procedures include motivating, enabling and assessing. These three stages require teachers to give full play to their leading role and actively serve the students by providing professional guidance.

The effective application of POA in professional teaching requires professional teachers to play an appropriate intermediary role in the whole classroom teaching process, pay attention to the dominant position of students in the classroom, and focus on guiding students to learn correctly instead of the traditional single teacher-centered and theoretical knowledge indoctrination. From this aspect, we can see that the challenge of POA is the “student-centered” education concept which is relatively popular at home and abroad and is more valued and welcomed by the education circle and the majority of students.

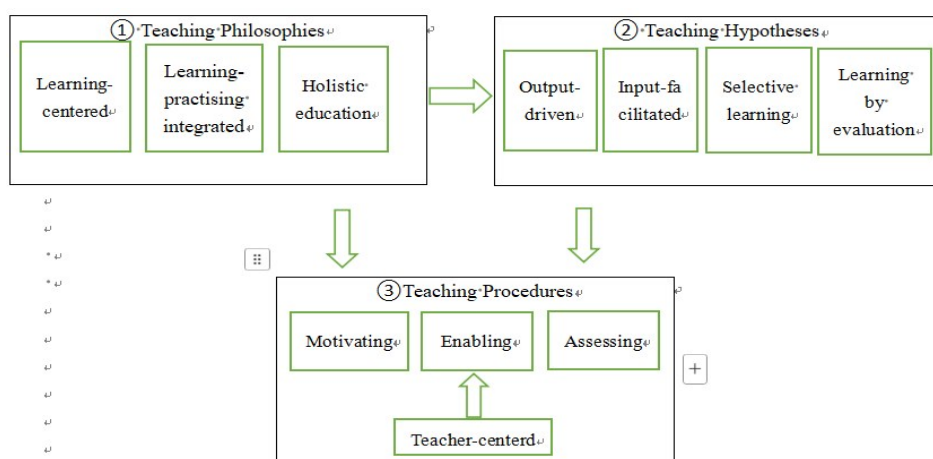


Figure 1 POA (Wen, 2015)

3.2 Offline to online (OTO) teaching mode

Under the background of the development of Internet and computer technology, traditional education means must be innovated and changed towards information education means. Teaching should conform to the development of the times, the traditional teaching mode should be improved, and the network teaching should assist students' learning. OTO teaching mode emphasizes learning based on initiation and challenge, and interactive cooperative learning based on online and offline classes. For the traditional teaching, teachers are only the initiators of knowledge, and students are only passive receivers. In the OTO teaching mode, teachers are mentors and students are active researchers. The teacher is not a simple impartor of knowledge, but a designer, assistant and supporter of students' learning.

4 Importance of combination of online and face-to-face learning mode

4.1 Weakness of traditional teaching and online teaching

In the traditional teaching mode, although teachers and students can carry out face-to-face communication, the enthusiasm of students' active communication is not high. Students usually accept the knowledge taught by teachers in a passive state. Due to the lack of interest in learning, the learning effect is not outstanding. The emergence of online teaching effectively makes up for the shortcomings of traditional teaching. With the help of network teaching platform, teachers can arrange homework for students, set up group discussion activities, etc., and can also impart knowledge to students. They are good at stimulating students' interest in learning. Students can improve their innovative thinking ability in the process of participating in online activities. The disadvantage of online learning is that because teachers and students can't communicate face to face and there is no learning atmosphere, it is difficult for teachers to find students' problems in the learning process in time and can't answer them immediately.

Online teaching relies on a variety of auxiliary tools, such as smart phones, ipads, laptops, etc. Although online teaching breaks the time and geographical restrictions, allowing students to more freely allocate their time, because teachers do not face students, many English teachers do not ask students to turn on video cameras. Therefore, teachers can only see the students' online situation, but they don't know whether the students are listening carefully or not, which leads to some students using the “hang up” method to deal with class attendance. It is difficult to do a good job in the supervision and management of online teaching, which will not only greatly reduce the quality of online teaching, but also hinder the embodiment of the advantages of blended English teaching mode.

4.2 Characteristics of OTO teaching mode

The emergence of OTO teaching mode realizes the complementary advantages of online teaching and traditional teaching, effectively makes up for the shortcomings of a single teaching mode, and can improve the teaching quality to the greatest extent. It increases the interest and diversity of students' learning methods and classroom teaching.

During online learning, learners can independently control the learning time, place, path or progress. When learners study a course or a teaching project, the modules of the course are well integrated to provide learners with an overall learning experience, so that students can take their learning initiative fully. Students can make use of online resources to do preview before class voluntarily, prepare for offline learning, and take online problems into the class. It expands learning practice, space and opportunities, supports a variety of voluntary teaching, promotes students' active participation in teaching through interaction and cooperation, and supports curriculum-management activities.

5 Construction of combination of online and offline teaching mode based on POA

On the basis of questionnaire survey, data analysis and learning situation understanding, with the help of OTO teaching mode, the traditional classroom teaching and modern network technology are deeply integrated. Through three teaching strategies, i.e. outline, teaching students in accordance with their aptitude and internalization, the students' learning initiative is stimulated, the teaching tasks are efficiently completed, the knowledge growth chain is formed, and the development of thinking quality is promoted.

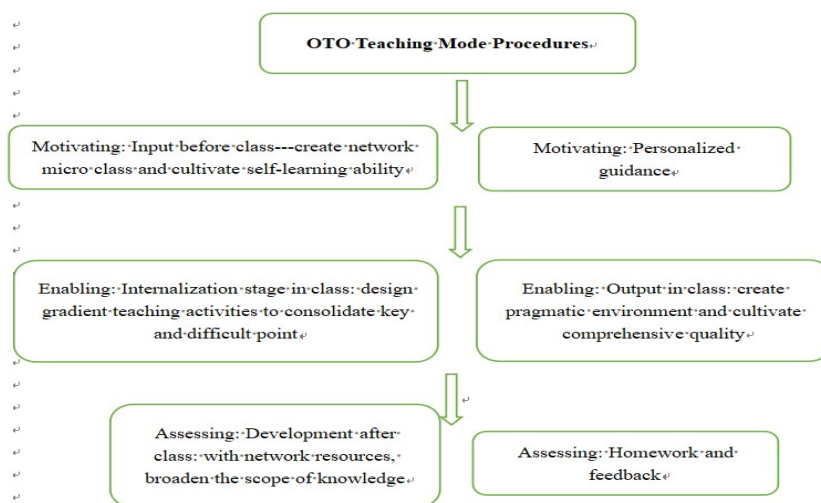


Figure 2

In the first half of 2020, the whole network teaching mode of College English was launched in colleges and universities across China. With the absence of traditional classroom teaching environment, College English as a language, public obligatory course, how to create a rich, interesting, real-time and effective network classroom for students, is worth exploring and studying. In the comprehensive online teaching environment, we tried to explore the application of "task feedback mode" in College English teaching, and tried to build a network teaching mode suitable for College English course from three aspects: task arrangement, task communication and task feedback.

5.1 Before class---motivating

Before class, the teacher elaborates the teaching objectives, teaching difficulties and learning objectives of this course, and then determines the output-driven tasks according to the classroom learning objectives, and sets different levels of output tasks according to the differences of students' learning ability and level. In order to enable students to better understand the technical terms, pre-class preparation is very important. The teacher will release the pre-class learning task one week in advance to let the students preview the knowledge points of this chapter and log in to the campus network platform to complete the chapter task point learning. In addition, in order to give full play to the role of process evaluation, it is necessary to improve the quality of evaluation in tracking and feedback of students' online preview, and urge them to preview and learn carefully, thus deepening the understanding of knowledge points in each chapter. Students can also use the Superstar Network platform to discuss the problems encountered in learning, the teacher will also log in to the campus network course platform and analyze the students' questions one by one and give the answers respectively and corresponding guidance, to make adequate preparation for teaching.

5.2 During class---enabling

First of all, the teacher combs and summarizes the content of students' autonomous learning before class. In view of the key points of each chapter and the difficult problems of students, the teacher makes targeted explanation and communication. The teacher randomly selected students to make statements around the teaching content of this chapter and exchange their own experience. Presenting scenarios to the students is the primary challenge that teachers will encounter when applying the Production-oriented Approach. There are four essential elements that each scenario should include, namely topic, purpose, identity and setting.^[4]

Table 4

Topic	Purpose
Information/issue	Descriptive/explanatory information
Problem/difficulty	Persuasive/argumentative information
Identity	Scenario
Producer identity	Formal scenario
Audience identity	Informal scenario

In the traditional presentation report, most teachers only stay at the level of providing a theme, allowing students to play freely. The form is monotonous and students lack interest. In the presentation designed under the POA theoretical framework, teachers should reflect on whether the materials given to students have practical communicative value, ensure that each unit has a theme, and each activity has four complete scenario elements.^[5]

Table 5 Example

Topic	Enabling	Scenario Design
How we behave is who we are	Good and bad behaviors in public places	Scenario 1: What do you usually do when you see someone taking loudly on their mobile phones on trains?
		Scenario 2: Is there any body language which would be important for a foreign visitor to our country to know?

Before class, the teachers guide students to collect corpus, analyze the cultural phenomenon behind the language, and then guide students to dialectically look at the social behaviors. The two scenarios designed combine current events to train students' language and thinking ability with practical problems.

5.3 After class---assessing

According to the teaching objectives, the teacher arranges exercises after class to further consolidate the knowledge and improve the ability to use knowledge. In addition, the campus network platform is used to release the post-school reflection task, so that each group of students can complete the knowledge taught in the classroom. And in the campus network course platform also uploaded different difficulty levels of after-school detection and development of learning materials, which is helpful for students to improve their knowledge and practical ability. Teaching is a cycle of inquiry, action and reflection. Through the design of reflection activities, we can reflect on the learning process, cultivate students' meta-cognitive thinking, and imperceptibly improve students' thinking quality and comprehensive quality. With the help of students' reflection and feedback, teachers can accelerate self-renewal, update the curriculum implementation and improve the teaching effect. With Sudoku Reflection,^[6] teachers can design reflective questions from the perspectives of curriculum content, subject literacy, major concepts, learners' skills and so on. Sudoku Reflection provides sufficient space for interdisciplinary unit reflection, such as the reflection on "Global Warming".

Have you gained any understanding on the writing strategy after this interdisciplinary unit?	Do you think your understanding on "Global Warming" has been improved?	How does this passage fit our interdisciplinary unit?
How were your skills improved? Give examples.	Reflection	Explain your understanding on interdisciplinary unit.
Was everything going on as well as you had planned?	Anything else you want to inquire into this interdisciplinary unit?	What are your suggestions and expectations on interdisciplinary unit next time?
Have you experienced any challenge in the process?		

In order to avoid the students' swotting-up right before the exam and better supervise the students' process learning, the teacher also began to use the new evaluation mechanism this semester to further improve and optimize the teaching effect of the new teaching mode. If the teacher blindly asks the student to produce without corresponding feedback, it

will easily discourage the students' enthusiasm and reduce the desire to express ^[7]. The new evaluation mechanism pays more attention to the process assessment rather than the summative assessment, changing from summative evaluation to formative evaluation. The teacher-student collaborative assessment under the production-oriented approach is designed to tackle two challenges: low efficiency and poor effectiveness of achievement assessment. ^[8]

6 Conclusion

From the current situation of blended English teaching under the current online class mode, there are still some problems, which affects students' recognition and evaluation of blended English teaching mode. In order to ensure the effectiveness of blended English teaching model, it is necessary to formulate effective solutions to its existing problems.

A: Teachers and schools should do a good job in online teaching supervision and management.

B: Teachers should be fully prepared to ensure that online and offline teaching can be effectively connected.

C: Teachers should help to guide students to correct their learning attitude.

D: Teachers should change their ideas and teaching modes.

About the Author

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