Research on the Construction of Higher Vocational English Classroom Model based on POA Theory

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Abstract: Based on Bloom's taxonomy of educational objectives and POA theory, and based on the current situation and problems of Higher Vocational English teaching, this study constructs a three-dimensional classroom model of Higher Vocational English, that is, "the high order of teaching objectives, the innovation of teaching content and teaching methods, the innovation and challenge of teaching activities and the challenge of teaching evaluation". In order to improve the effect of English Teaching in Higher Vocational Colleges and comprehensively improve the quality of teaching and talent training.

1. Introduction

In recent years, the disadvantages of "separation of learning and use" in college English teaching have become increasingly prominent, and the classroom teaching mode needs to be improved urgently, which is also the key point of teaching reform. The theoretical system of "output-oriented method" combines the western second language acquisition theory with the practice of English teaching in China, so as to improve the English classroom teaching in higher education in China.The output oriented approach (POA) was extended to college English Teaching in 2013. The teaching operation process of the system includes three main parts: driving, facilitating and evaluation. [1] Based on the original input-output theory, it puts the two in the same important position and advocates the division of labor and cooperation between teachers and students in English learning. At present, some colleges and universities put too much emphasis on Teachers' scientific research ability and ignore teachers' classroom teaching ability, resulting in some English teachers have no time to accept and understand new teaching ideas and can not effectively apply teaching strategies to practice.

2. POA theory

"Production oriented approach" (hereinafter referred to as POA) is a teaching theory proposed by Professor Wen Qiufang and his team (Wen Qiufang, 2016; 2017; 2018). POA theory puts forward that teachers play a leading role in the whole teaching process. They are the designers, organizers, leaders and commanders of classroom teaching. Students are the main body of teaching activities and give full play to their enthusiasm and initiative. [2] The POA theoretical system covers teaching concepts, teaching assumptions and teaching processes (Wen Qiufang, 2015; 2017). The teaching idea is composed of "Learning Center Theory", "integration of learning and application theory" and "whole person education theory", which is the basis of classroom teaching direction and teaching goal; Teaching hypothesis covers "output driven", "input facilitated" and "selective learning", which is the theoretical basis and verification standard of classroom teaching; The teaching process includes three stages, namely "driving", "facilitating" and "evaluation". It is the actual carrier of the realization of teaching ideas and the test of teaching assumptions, and the means of verifying and implementing the specific teaching objectives of Poa (Wen Qiufang, 2017: 350). [3]

3. Current situation and problems of English Teaching in Higher Vocational Colleges

Higher vocational college students in China account for a high proportion of college students, and have become an effective force that can not be ignored. Some of these students are enrolled through the college entrance examination, while others are recruited from secondary vocational schools. Due to social and historical reasons, they are considered to be learners with low English level. In order to meet the comprehensive requirements of the development of the times for highly skilled talents, it is urgent to improve their English writing ability. Considering the practical needs of higher vocational college students to improve their writing level, the author thinks: Although the process of Poa theoretical system is complex, since it has obvious effect on learners with high English level, does it also have effect on learners in Higher Vocational Colleges? In view of the problem of learners' English level, is the POA system, especially the methods of students' self-evaluation and mutual evaluation, suitable for students in Higher Vocational Colleges? [4]

3.1. Construction of three-dimensional English classroom model in Higher Vocational Colleges

Based on Bloom's taxonomy of educational objectives, Poa theory and blended learning theory, the author constructs a three-dimensional model of Higher Vocational English Classroom (see Figure 1). The specific teaching practice is mainly reflected in "the high-level of teaching objectives, the innovation of teaching contents and teaching methods, the innovation and challenge of teaching activities and the challenge of teaching evaluation". [5]

Figure 1 Construction of three-dimensional English classroom model
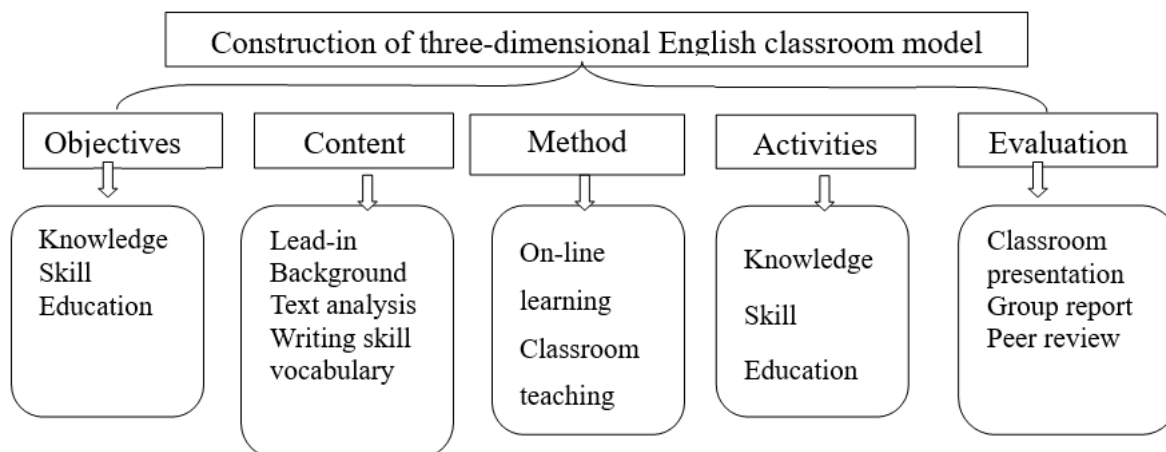
3.2. Search Object

Based on POA theory, the author designs a unit teaching scheme, trying to show how to organically combine online and offline mixed teaching. After modification and improvement, the teaching program was put into teaching in September 2020 for half a year, with 4 class hours per week. [6]The teaching objects are sophomores majoring in economics and management and information in a university, with 52, 56, 53 and 58 students respectively. This round of teaching practice collects students' feedback and evaluation by means of open questionnaire and students' reflection log.

3.3. Higher order of teaching objectives

From the macro and micro perspectives, the author sets the general goal of the course and the specific goals of each unit as "knowledge goal, skill goal and emotional goal". The goal of knowledge is to teach students vocabulary, grammar, text and pragmatics; The skill goal is to cultivate students' language skills of listening, speaking, reading, writing and translation, as well as their language application ability, cooperation ability, autonomous learning ability, problem-solving ability, inquiry ability and innovation ability; Emotional goals are mainly achieved through the

achievement of the above goals, so as to realize the organic integration of the fundamental task of Building Morality and cultivating people and the cultivation of professional talents, and realize the organic integration of knowledge exploration, capacity-building, personality cultivation and value guidance, so as to improve their academic, professional and comprehensive cultural literacy. [7]

3.4. Innovation of teaching content

Teachers divide the knowledge points of different topics in each unit into several small modules, including theme introduction, humanistic and cultural background, text analysis, writing skills and vocabulary structure, and run them on the MOOC platform of Chinese University. Students conduct online autonomous learning and try to complete output tasks. [8]In the flipped classroom, students present output tasks. Teachers provide relevant input materials for output objectives and students' output difficulties, help students effectively absorb teaching priorities and difficulties, and promote students' inquiry and autonomous learning.

3.5. Innovation of teaching methods

According to the hybrid teaching theory, the online teaching and offline teaching are organically integrated. The output oriented method is used before, during and after class in the teaching process to set innovative and challenging communication scenes, stimulate students' learning desire, drive learning, and then promote output tasks, analyze output difficulties and evaluate output "products", so as to achieve knowledge objectives Skill goal and education goal.

3.6. Innovation and challenge of teaching activities

The author comprehensively considers the unit teaching design from the difficulty and complexity of the task. On the one hand, task design is challenging; On the other hand, the unit goal is "measurable and measurable", which can play the role of "scaffolding" of teachers. Therefore, the author sets the unit task as oral output and written output. Oral output is "positive and negative" argumentative discourse. Help students master the skills of how to express their personal views and refute each other's views, master the methods of argumentative writing (i.e. argument and refutation), and then reflect the teaching value of argumentative writing.

3.7. Challenge degree of teaching evaluation

According to the output oriented method, carry out formative evaluation in the teaching process, evaluate students' learning status through students' participation in teaching activities, obtain students' learning situation and the degree of achievement of teaching objectives, find problems in time and adjust teaching; Students can master their own learning situation, improve learning methods, improve learning efficiency, and continuously enhance their self-management ability in the learning process. Therefore, "learning through evaluation, promoting learning through evaluation, promoting teaching through evaluation and promoting effectiveness through evaluation" should be carried out in all links before, during and after class, and classroom learning evaluation scales suitable for school and learning conditions should be formulated to establish a reasonable and effective multiple evaluation system, so as to achieve the dual purpose of improving teaching and improving teaching quality (Wen Qiufang, 2019). [9]

The evaluation link of "output oriented method", that is, the evaluation of students' output "works", helps teachers and students understand the effectiveness of "teaching" and students' "learning", and is an important link to improve the quality of their "products". The evaluation of the output task is as follows: (1) find and review typical samples through the "driving" task on the front line of the class; (2) aiming at the common problems presented by students online.Arguments and arguments are irrelevant, and the teacher specifies relevant evaluation materials; (3) design relevant in class exercises - matching questions. Through this exercise, help students summarize and summarize arguments and relevant arguments. Through group cooperation and mutual evaluation, students need to check, summarize, feed back, diagnose wrong understanding, and find neglected knowledge, so as to improve the evaluator's understanding. In the process of this evaluation,

teachers should observe the performance of students as peer evaluators in real time, provide guidance and feedback in time, build a "scaffold" for students and provide problem solutions; (4) after the group mutual evaluation, the representatives of each group present the "product" in the form of mind map, and the teachers conduct interactive evaluation around the three aspects of content, language and communication skills.

4. Conclusion

This study attempts to construct a three-dimensional classroom model of English in higher vocational colleges, that is, "the high order of teaching objectives, the innovation of teaching contents and teaching methods, the innovation and challenge of teaching activities and the challenge of teaching evaluation". In order to improve the effect of English Teaching in Higher Vocational Colleges and comprehensively improve the quality of teaching and talent training. This study also has some limitations, such as short teaching practice cycle and few subjects. In the future, it is necessary to verify the theoretical model in a wider range in order to further improve it and facilitate its popularization.

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