

Research on College English Based on POA with the Implementation of Digital Technologies: A Case Study on the Teaching Design of “The Surprising Purpose of Travel”

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Abstract. College English teaching has undergone dramatic innovations because of the rapid development of digital technologies. In order to boost the teaching efficiency and optimize the teaching procedure, Production-Oriented Approach (POA) is employed as the theoretical foundation. The passage “The Surprising Purpose of Travel” is selected as the target text to conduct the case study to showcase the specific teaching design based on POA with digital technologies.

Keywords: College English, Teaching Design, POA, Case Study, Digital Technologies.

1. Introduction

Digital technologies can largely facilitate the learning efficacy and teaching efficiency. Therefore, a wide range of digital technologies can be utilized in teaching practice. What's more, scientific educational theories should be employed to make the teaching process more logical. Hence, POA is adopted to guide the teaching process. There are three phases in the teaching practice including pre-class motivating period, in-class enabling period and after-class assessing period. In order to elaborate the whole teaching procedure, the passage “The Surprising Purpose of Travel” is chosen to exemplify the detailed implementation of the case study.

2. Teaching Practice

The passage “The Surprising Purpose of Travel” is cited from the book called New Horizon College English (Book Three Reading and Writing Unit 4 Text A), which is published by Foreign Language Teaching and Research Press. The teacher makes endeavors in analyzing students' status quo in English proficiency beforehand. In that case, the teaching practice is designed to cater for the needs of students. Therefore, the student-centered and teacher-guided principles can be manifested in the whole teaching practice. Three phases of the teaching practice are expounded as follows.

2.1. Pre-Class Motivating

Pre-class motivating part consists of four aspects including learning objectives, teaching methods, teaching practice and learning practice.

2.1.1 Learning Objectives

Firstly, Students are supposed to memorize important language expressions and get familiar with the contents of the passage (Key Point). Secondly, Students should have a preliminary understanding about the cause and effect writing skill and make a mind map for it (Difficult Point). Thirdly, They are required to look up three English expressions of tourist attractions in their hometown and find ten travel-related English expressions.

2.1.2 Teaching Methods

First teaching method, students self-learning under teachers' guidance. Secondly, group cooperative learning based on digital technology. Thirdly, task-driven learning with precise and appropriate objectives.

2.1.3 Teaching Practice

In the first place, the teacher prepares audio of the passage, audio of the new words and self-produced preview materials and then uploads the preview kit to U Campus for students to learn. What's more, self-assessing quizzes are rendered on U Campus for students to examine their learning outcomes.

Besides, the teacher sends the website address to WeChat group for all students and asks them to learn the micro lecture carefully. Subsequently, students can summarize the cause-and-effect writing skill and make a mind map.

Finally, the teacher collects travel-related expressions sent by students on U Campus and makes a word cloud with the theme of "travel" on WPS.

2.1.4 Learning Practice

First of all, students should learn new words and get familiar with contents of the passage with the assistance of the preview kit provided by the teacher on U campus. Moreover, they should complete corresponding exercises and quizzes to enhance self-learning efficiency.

Additionally, students should view the micro lecture about the cause and effect writing skill and then summarize the writing skill and make a mind map for it.

Last but not least, students should look up three English expressions of tourist attractions in their hometown, find ten travel-related English expressions and upload them to U Campus afterwards.

2.2. In-Class Enabling

In-class motivating part is composed of four elements including learning objectives, teaching methods, teaching practice and learning practice.

2.2.1 Learning Objectives

Firstly, Students should master and apply strong verbs and other important language expressions. Secondly, they are supposed to understand and apply the cause and effect writing skill (Difficult Point). Thirdly, students are asked to explore the purpose of travel and contemplate the charm of travel. Additionally, they should tell local stories, tell food stories and tell stories of cultural relics (Key Point).

2.2.2 Teaching Methods

First teaching method, text analysis through reading driven task. Secondly, structure analysis through listening driven task. Thirdly, writing technique illustration through writing driven task.

2.2.3 Teaching Practice

In warming-up activity part, the teacher showcases pictures of three touristic symbols and asks students where they should go to see these symbols.

- Cultural Relic: Plain Unlined Gauze Gown (Hunan)
- Delicious Food: Beijing Roast Duck (Beijing)
- Cutting-Edge Technology: FAST (Guizhou)

In text analysis part, the teacher summarizes three purposes of travel about the author and provides three touristic symbols accordingly.

- Purpose One: Enhance the refreshment of the mind.
- Purpose Two: Enable the open-mindedness.
- Purpose Three: Empower the creative thinking ability.
- Symbol One: In-Depth Travel of Xi'an (Book)
- Symbol Two: Brocade Arm Protector in Han Dynasty "Five Stars Out of the East for China"

- Symbol Three: Food Model of Lanzhou Beef Noddles

Three design intentions can shown in teaching practice. Firstly, integration of travel purposes and touristic symbols. Specifically speaking, the teacher combines three purposes of travel with three touristic symbols to enable students' deeper understanding for the passage. Secondly, route design of Virtual Tour (Xi'an — Lanzhou— Urumchi). Virtual Tour can help extend travel space. Students are not confined to the class space and they can use their imagination to travel freely in the journey of virtual tour. Thirdly, well-plotted suspense. The teacher uses a silk scarf to cover three touristic symbols on the table in the front of the classroom. Three covered mysteries will be unveiled one by one during the teaching process. In that case, students' curiosities can be aroused and they don't feel sleepy and tedious in class.

In writing skill part, the teacher firstly illustrates the meaning of cause and effect writing skill: The cause and effect essay sheds light on analyzing causes and exploring effects of an event, an action or a situation. Afterwards, the teacher elaborates the writing skill and then asks students to apply the writing technique.

Step 1: Fishbone Diagram Make your ideas visualized.

Step 2: Writing Structure Make your ideas logical.

Step 3: Transitional Words Make your ideas coherent.

In summary and assignment part, the teacher summarizes the entire teaching contents and asks students to write an effective cause and effect essay to invite comrade-in-arms to visit their hometown. Besides, the essay should be sent to the online platform.

The teacher asks a thought-provoking question at last. Question: As China's visa-free "friends circle" continues to grow, an increasing number of international tourists are visiting the country. What are the reasons for the popularity of "China Travel" ? In addition, the teacher cites a proverb from a prestigious traveler named Xu Xiake in Ming Dynasty to further arouse students' patriotic feelings and motivate them to travel around the amazing motherland. Proverb: The aspirant man should travel to the Blue Sea in the morning and then travel to the Cangwu in the evening.

2.2.4 Learning Practice

In warming-up activity part, students should answer touristic destinations of each cultural symbol.

In text analysis part, students should understand connections between three travel purposes and three symbols. Firstly, students should observe the first suspense carefully to have a panoramic view of Xi'an and appreciate the ancient side as well as the modern side. Therefore, students can have a deeper understanding about the first travel purpose: Enhance the refreshment of the mind. Secondly, students should observe the second suspense meticulously to tell the differences between Lanzhou hand-pulled beef noodles and Lanzhou beef noodles. Students can have a firsthand experience of the second traveling purpose: Enable the open-mindedness. Thirdly, students should follow the teacher's lead and appreciate the precious cultural relic comprehensively. Students can enjoy the learning process thoroughly and understand the third travel purpose: Empower the creative thinking ability.

In writing skill part, students should comprehend the meaning of cause and effect writing skill, master the skill and apply it.

In summary and assignment part, student should review the contents, complete the assignment and contemplate the proverb.

2.3. After-Class Assessing

The teacher adopts Teacher-Student Collaborative Assessment approach to evaluate students products. Therefore, four assessing dimensions are integrated. Firstly, teacher assessment. The teacher selects three samples and critically reviews them. Secondly, peer assessment. Students examines the selected essays carefully and discuss their respective opinions in groups. The teacher can provide the rating scale for students. Thirdly, self assessment. Students appraise their own products and then revise. Fourthly, automated assessment. Online scoring systems can be utilized to facilitate the scoring process, which is reliable and efficient.

3. Conclusion

Taking the aforementioned into account, College English is a compulsory course for non-English major college students, which is significant and necessary. Therefore, it is imperative for English teachers to attach great importance to self-improvement. College English teachers should keep pace with up-to-date teaching theories, follow the lead of advanced teaching principles, make good use of cutting-edge digital technologies, optimize the teaching practice and cultivate more talents in the future teaching career.

4. Digital Technologies

Digital technologies are effectively applied in diversified aspects, which are indispensable for students to have the ubiquitous learning and personalized learning realized. Digital learning materials can be explored and added. Secondly, digital interactive platforms can be utilized to have the smart learning performed, such as Rain Classroom, U Campus and WeChat etc. Thirdly, digital learning environment can be established like Smart Classroom. Besides, digital assessment tools can be employed like iWrite, Pigai, WPS and ERNIE Bot etc. Therefore, blended teaching can boost the learning efficacy and teaching efficiency.

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