

The Research of Online and Offline Mixed Teaching Practice Based on POA + BOPPPS Teaching Mode

-- Taking Advanced Japanese Course as an Example

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Abstract. Taking Advanced Japanese course as an example, this paper carried out a research on the blended online and offline teaching reform of advanced Japanese based on POA philosophy and BOPPPS teaching model. Aiming at the current situation of Japanese teaching in colleges and universities, the teaching objectives of the course are formulated in combination with the training objectives of Japanese majors in colleges and universities. On this basis, combined with the characteristics of the course and the learning situation, an effective six-step teaching method based on POA teaching theory and BOPPPS is proposed. Combined with the network teaching platform, the blended online and offline teacher-student co-construction teaching mode is constructed in the whole process of before, during and after class. This paper discusses the key issues in the teaching design and implementation of the model, and gives specific suggestions for each step of the teaching process combined with specific teaching cases, in order to explore and practice how to form a more systematic and modular effective teaching model.

Keywords: POA; BOPPPS; Online and offline mixed teaching; Japanese Teaching in Universities.

1. Introduction

Production-oriented Approach (POA) is a teaching theory with Chinese characteristics proposed by Wen Qiufang and her team from China Foreign Language Education Research Center of Beijing Foreign Studies University. This theory inherits the fine tradition of Chinese education, draws on the essence of foreign language teaching theory and practice, and is based on solving the bad tendency of "emphasis on learning instead of practical application" or "emphasis on practical application instead of learning" in Chinese foreign language teaching, aiming to solve the problem of "separation between input and output" in domestic foreign language education in China, and effectively improve students' foreign language output ability. The theory of output-oriented method has been continuously updated and developed in the past decade. The current teaching concepts include "learning-centered theory", "learning-application integration theory", "key competence theory" and "cultural exchange theory". The teaching hypothesis consists of "output driven", "input stimulus", "selective learning" and "learning by assessment". Teaching concepts and teaching assumptions jointly promote the teaching process, and the teaching process links follow the organic integration principle of "teacher as the leading role + teacher-student co-construction", which is composed of several "Motivating, Enabling, Assessment, MEA" cycle chains. POA provides the overall teaching goal orientation and teaching framework of "task output, learning and application" for this course. On the other hand, BOPPPS teaching mode is famous for its effective teaching. It is a teaching activity mode that is oriented by teaching objectives, which takes students as the main body, emphasizes students' extensive participation in the classroom teaching process, and pays attention to teaching interaction and feedback. Based on POA BOPPPS teaching ideas and teaching mode of the two complementary advantages, organic combination, with the aid of network teaching platform of online hybrid teaching can put the advantages of online teaching and traditional face-to-face classroom teaching, can in the limited classroom teaching hours to implement knowledge, ability and emotion in the three aspects of training target.

In the teaching of Advanced Japanese, the author takes POA as the theoretical guidance, focuses on the teaching objectives, and combines the network teaching platform to construct the three-stage

teaching module before class, during class, and after class. In the teaching process (in class), the WBOPPPS seven-step teaching process is adopted. The so-called WBOPPPS gives the training requirements in Japanese expression ability, cross-cultural communication ability and the ability to speak Chinese culture in Japanese in the training objectives of Advanced Japanese course. Before the six-step classroom teaching process of BOPPPS, a warm-up activity of sharing Chinese and Japanese culture in Japanese for 5 minutes is added every day. The WBOPPPS teaching process of this course (W warm-up --B Bridge in --O objective --P1 pre-assessment --P2 participatory learning --P3 post-assessment --S summary) has been formed. Based on the study situation analysis, the design ideas and implementation results of the teaching model are discussed in the following.

2. Study situation analysis of this course

The accurate grasp of learning situation is conducive to the setting of teaching objectives, the design of teaching process and the development of teaching activities, which is an important part of effective teaching. Senior Japanese is to grade three and grade four students in Japanese major professional core courses, because of the different from the English major students who major in Japanese, after entering the university more than zero starting point to learn Japanese, in the junior stage mainly realize the knowledge understanding, the students' autonomous learning ability, expression ability, intercultural competence and thinking ability is weak. At the same time, contemporary college students, as "Internet natives", are living in a complex and changeable network information environment. Influenced by diversified cultures, they have strong self-awareness and lack of concentration. The traditional "teacher-centered" classroom teaching method in the basic stage is difficult to attract students' attention. On the other hand, the first course of this course is rich in content. The texts are all excerpts from Japanese famous original texts, which are long and permeated with humanistic spirits such as national culture, life philosophy, upward consciousness of goodness, feelings of family and country, and international perspective. The teaching content is difficult and the schedule is tight. It takes 10 hours to complete one lesson in offline classroom teaching. It is difficult to effectively complete the teaching tasks and meet the requirements of all-round cultivation of students' knowledge, ability and value emotion by only relying on the classroom teaching of 6 class hours per week. This requires teachers to carry out teaching mode reform on the basis of full analysis and grasp of learning situation, and explore the teaching mode with high acceptance and participation of students and good effect.

3. Design of effective teaching structure based on POA

3.1 Effective teaching

Effective teaching means that teachers follow the objective law of teaching activities and use as little time, energy and material resources as possible to achieve teaching objectives and students' personality cultivation and all-round development, so as to achieve as many teaching effects as possible. Effective teaching includes three dimensions: effect, efficiency and benefit.

"Effectiveness" refers to the degree of consistency between the results of teaching activities and the expected teaching objectives. In practice, the evaluation criteria of teaching effects are mainly reflected in students' academic performance, students' cognitive changes and changes in learning attitude. If academic performance is the external representation of teaching outcomes, then students' cognitive changes are the internal elements of teaching outcomes. The change of learning attitude means the change and improvement of students' learning enthusiasm, learning emotion and learning quality through teaching.

"Efficiency" means that the process and method of learning is scientific and time-saving. That is, a small amount of investment equals more return, teaching efficiency = effective teaching time/actual teaching time. In practice, the evaluation criteria of teaching efficiency mainly lie in saving time and liberating students.

"Benefits" means that what is learned is valuable and useful. Specifically, it refers to whether the teaching objectives are consistent with the educational needs of a particular society and individual. In practice, the evaluation criteria of teaching effectiveness are mainly manifested in three aspects: learning for application, learning to learn and learning to be a person. The fundamental purpose of education is to "cultivate virtue and cultivate human beings", and the realization of whole-person education is the ideal goal of education. The effectiveness, efficacy and benefits in effective teaching is just like the length, width and height of a cuboid. One of the three dimensions is indispensable, and the lack of any one dimension cannot constitute an effective teaching with complete meaning.

3.2 Teaching structure based on POA teaching theory

POA teaching theory mainly emphasizes that learning should be the center of foreign language teaching, and learning and application should be integrated, cultural exchange and key competence should be realized. Under the guidance of this teaching concept, four teaching hypotheses are put forward: output driven, input facilitated, selective learning and evaluation of learning. Furthermore, in each teaching process, the inner microcirculation of "Motivating, Enabling, Assessment" small target and the large loop of large target are divided into "Motivating, Enabling, Assessment" small target to achieve the output target. In the process of driving facilitation and evaluation before, during, and after class, the online education platform is used to combine project-based teaching methods, group inquiry, scenario creation, teacher-student role reversal, and other diversified teaching forms, which are interesting and participatory. The group task stage can give students of different levels room to play, and the work-based output gives students a strong sense of acquisition.

"Output driven" in POA reverses the traditional teaching sequence of "input before output". That is to say, output tasks are given before class, and learners try to output first. Through output, students are made aware of output difficulties and their own shortcomings, and then the teacher provides relevant input to facilitate output goals and students' output difficulties. Help students to effectively clarify the learning objectives, difficulties and problems of the course content, and generate learning desire.

The integrated online and offline blended teaching structure based on POA before class, during class and after class is shown in Figure 1.

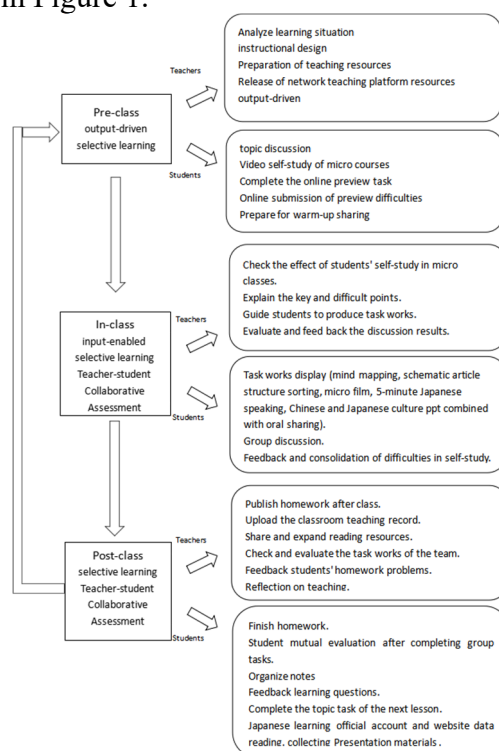


Figure 1. Structure diagram of blended online and offline teaching in the whole process of POA of Advanced Japanese before, during and after class

Based on the "output-oriented POA" teaching theory and the effective six-step teaching method of Canadian BOPPPS, the three-stage teaching module of pre-class, mid-class and after-class is constructed based on the teaching objective and the network teaching platform. Combined with task-driven, group inquiry, scenario creation, knowledge sharing and other teaching methods, WBOPPPS classroom seven-step and POA three-stage whole-process teacher-student co-construction teaching mode was implemented.

4. Design of classroom teaching process based on BOPPPS

After designing the integrated online and offline teaching structure of the whole process before, during and after class based on the POA teaching concept, the teaching process is mainly designed with the help of BOPPPS in the input-enabled stage. The specific steps are promoted by each link of BOPPPS, aiming at the training goal of Advanced Japanese. The W (Warm up) link is added to form the seven-step teaching process of WBOPPPS. Some specific links and POA complement and detail each other. In this process, teacher-student Collaborative Assessment in POA theory runs through the whole process. That is, goal-oriented before class, problem-driven in class, and process monitoring after class. Combined with online teaching platform, the whole teaching process is systematic, modular, effective, efficient and beneficial.

4.1 Warm up

The training goal of Advanced Japanese Course requires students to be able to express their thoughts and feelings correctly in Japanese. Therefore, it is necessary to exercise students' ability to express in Japanese. Before each formal class, students should make a topic presentation in Japanese for 5-8 minutes with one student at a time in the first semester. The theme is decided by students and teachers through discussion. The content mainly includes Japanese culture, hot news between China and Japan, ideal perception, etc. In the second semester, the theme focuses on sharing small knowledge of Chinese culture and stories around China in Japanese. Each semester is assigned to the whole semester published tasks and order, students look up information in advance, determine the topic, make PPT, combined with PPT presentation to share in class. After the sharing, teachers can ask other students about the theme of the presentation and make simple comments. This session is not only a warm-up, but also an output driven activity with students as the main body.

4.2 Bridge in

The function of "Bridge in" is to improve students' attention in teaching activities and highlight the relationship between the course content and students, which can help students focus on the following courses. The strategies of introduction are: narrating a story related to the topic of the lesson; Or ask questions related to the teaching topic to guide students into the content of the class; Play short videos or pictures that are related to the teaching content and close to students' life or social hotspots; We publish discussion topics on the network teaching platform to trigger students' thinking and discussion and arouse learning motivation; You can also link this lesson to what you have already learned or will learn in the future. For example, the article "The Trap of Culture Theory" in the textbook "Advanced Japanese", Volume 6, Lesson 3, is an argumentative essay by modern Japanese thinker and art critic Masahiro Yamazaki on stereotypes and stereotypes of cultural and national images. During the introduction, I selected a street interview about stereotyping in the streets of Japan. Before watching the video, give clear instructions — students are expected to pay attention to what stereotypes are mentioned in the interview and how the Japanese people interviewed perceive these stereotypes.

4.3 Objective

According to Bloom's classification of educational objectives, the teaching objectives are set at three levels: knowledge, ability and emotion. The connotation of knowledge includes elements,

theories and concepts; Ability is skill and performance; Emotions include attitudes, values, beliefs and emotions. Teachers should clearly communicate the teaching objectives and let students clearly grasp the direction of learning. The course objective must be a specific and clear narrative, including four elements: who, will do what, under what condition and how well. It should be noted that the objectives of the course are different from the specific objectives of each class. In the specific teaching, the objective link must make students understand what they can learn and what they should pay attention to before the formal classroom explanation.

4.4 The pre-assessment

For teachers, through the pre-assessment, they can understand the interest and ability of students, confirm whether the starting point of the class is correct for students, and then adjust the depth and progress of the content. For the students, they can focus on a specific purpose through the pre-assessments, and they can also express their needs for revision or solution to the teacher. Tests, assignments, or open-ended questions and brainstorming can all serve the purpose of pre-assessment. The pre-assessment of Advanced Japanese can be divided into article understanding and vocabulary and grammar knowledge. For example, the text "The Trap of Cultural Theory" can be used to publish the topic discussion on the mobile terminal of the online teaching platform for article understanding: "Please use 2-3 words to describe your impression of Japanese people". The result is a word cloud, which can understand students' understanding of the cultural content involved in this article. In terms of vocabulary and grammar knowledge, we can ask students to translate and construct sentences or send test questions on the mobile end of online teaching platform to understand students' self-study of grammar micro-class videos, so as to explain the parts that students have not mastered in a timely manner.

4.5 Participatory learning

Participatory learning is the main link of classroom teaching organization and an important process to achieve teaching objectives. Participatory learning is specifically designed according to "Motivating, Enabling, Assessment" mode in POA, centering on teaching objectives. Promoting task-driven, group inquiry, scene creation, role reversal of teachers and students and other diversified teaching forms. Participatory learning is mainly divided into two types: interaction between instructors and students (teacher-student interaction), and interaction between students guided by instructors (student interaction). For example, in the course of Advanced Japanese, students are required to preview the vocabulary and grammar knowledge in an online micro-class before class. Students are asked to explain to other students in class, and the teacher will supplement. Please use this sentence pattern to translate between China and Japan. And the way of classroom test, timely understand the students' grasp of this grammar, and invite different student representatives to speak, discuss, clarify the reasons for mistakes.

In the part of understanding the content of the article, group discussion and sharing of the structure of the article mind map can be adopted. Students can discuss the article segments, the general ideas and main ideas of the paragraphs in groups. In class, representatives of each group will make statements and show the results of the mind map, and teachers will give guidance and explanation in time. For example, the theme of the text "Leaf Fish" in Lesson 5 of Book 5 of the textbook is fables. Students are asked to deduce the story content of the text in Japanese by groups and roles. They can adapt the ending of the story according to their own understanding and check it by submitting videos or performing. In class, students in each group were asked to show the results of the video or sitcom performance, and the students' "produced works" were evaluated by multiple evaluation methods including teacher's evaluation, students' self-evaluation and peer mutual evaluation.

4.6 Post-assessment

At the end of the course, a post-assessment is given to determine how well students have learned and whether they have achieved their teaching goals. There are different detection methods for

different contents. Combined with the online teaching platform, the post-assessment method combining online and offline can be designed. For example, in the study of "The Trap of Cultural Theory", students can practice in class and ask questions in class. The online teaching platform can be used to publish the in-class exercises, mainly by choosing and judging questions, so as to timely understand the students' grasp of the grammar points learned in this class. Question: "Please tell me how many Japanese people are labeled in the passage?". After class, the online teaching platform will be used to publish after-class exercises, such as translation and fill-in-the-blank exercises for grammar knowledge. The national culture and philosophy of life involved in the article are discussed on the platform after class and tested in the form of small papers and impressions.

4.7 Summary

At the end of a lesson, a brief summary helps students reflect and integrate what they have learned. Teachers can identify what students have learned and what goals they have achieved, and arrange for extended learning. The summary link also adopts the form of co-construction between teachers and students. Teachers use PPT and blackboard writing to summarize the teaching objectives proposed in the front, and they can also ask the group to summarize, so that students can communicate with each other about the process of group discussion; Feedback, such as one-minute paper or muddiest-point; Recognize the students' efforts and achievements in this class; Student representatives are invited to sort out the key knowledge of this class, and other students supplement.

5. Implementation effect and teaching feedback of POA+WBOPPPS online and offline mixed teaching mode

This teaching model has been implemented for three years. Students' autonomous learning ability, learning expectation, class participation and praise rate have been greatly improved, and the quality of output has been improved year by year. The students' Japanese expression ability and critical thinking ability have been greatly improved. In recent years, they have achieved excellent results in various international and domestic discipline competitions.

In order to fully understand students' acceptance and effect of the teaching of Advanced Japanese under POA+BOPPPS mode, a questionnaire survey was conducted on all students each time according to the reform points of the course. According to the results, the current teaching method of this course receives high acceptance and good effect. All people show preference to the whole link output in the design of teaching tasks. The students said that they enjoyed the presentation before class and the group work on the micro-film of the text. After receiving this driving task, the students were motivated to read the article and consult the materials. In the process of shooting, they further understood the text. The team cooperation promoted the communication among the students, and they learned a lot of things that could not be learned in the textbook.

Definitely, there are also some problems that need to be improved, such as: some students with poor foundation have difficulties in autonomous learning and completing output tasks; Student show failure in self-evaluation; There are numerous tasks in learning styles, and the students failed to arrange time reasonably. Besides, the students can't keep up with the pace of teaching, etc.

6. Reflections and suggestions

According to the teaching feedback, POA+WBOPPPS 'hybrid online and offline mode breaks the limitation of teaching space and time, takes offline classroom as the main position, and combines online teaching platform and resources to realize "teacher-predominance, student-dominated", participation-oriented and output-oriented advanced Japanese teaching. It can better improve students' learning enthusiasm, initiative of independent learning, classroom participation and learning effect, promote the cultivation of language application ability, cross-cultural communication ability

and critical thinking ability of students in Japanese major from the scratch in the limited teaching hours, and contribute to the realization of effective teaching.

The implementation of this teaching model can be achieved with attention to several problems. Firstly, to increase the supervision of the level and quality of learning before and after class. The reason is that during the implementation of WBOPPPS classroom teaching, due to the increased participation of students in the classroom, the amount of extracurricular learning of students increases in the case of limited class hours. At the same time, if the amount of extracurricular learning of students is not guaranteed, the in-class teaching activities will be in a hurried state, or the teaching will not be smoothly promoted. Secondly, to adopt a variety of teaching methods and activity organizing strategies to ensure the combination of learning and application and extensive participation of students. Thirdly, flexibly adjust and arrange all links of BOPPPS to avoid formalization. The six-step teaching process of BOPPPS classroom can be flexibly configured and used according to the specific teaching objectives and teaching contents, such as the combination of pre-assessment and bridge-in, and the combination of post-assessment and summary. Finally, to grasp the quality of teacher-student Collaborative Assessment and improve students' feedback ability.

In 2019, the author learned the advantages of the BOPPPS teaching model under the guidance of Professor Li Wenxia of Taiwan University. Then, through in-depth analysis of the BOPPPS teaching model based on the POA teaching concept proposed by Professor Wen Qiufang's team, the author carried out the reform of the teaching model of Advanced Japanese, which achieved certain results with many problems at the same time. The teaching model will be further improved in the future, hoping to provide a useful reference for the majority of foreign language teachers to achieve effective teaching.

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