Research on Teaching Design of College English in Motivating Link Based on POA—Take Applied Undergraduate Colleges as an Example

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Abstract: *As the first step of the teaching link, the formulation of teaching tasks plays a guiding role in the content of the entire teaching link. Based on the theory of "production-oriented approach", combined with the practical application of English teaching in undergraduate colleges, particularly focusing on the second volume, this study analyzes the existing problems in the design of English teaching in applied undergraduate colleges. The reasons behind these problems are discussed, and principles for teaching design that teachers should be allowed to adopt in the motivational aspect are summarized. By doing so, the study proposes a teaching direction in the motivational aspect to enhance students' productive outcomes.*

Keywords: *Production-oriented Approach; application-oriented university; motivating link; teaching tasks*

1. Introduction

The output oriented approach, also known as the Production oriented Approach, or POA, is a foreign language teaching concept with Chinese characteristics proposed by Professor Wen Qiufang of the China Foreign Language Education Research Center at Beijing International Studies University. It advocates that teaching should be based on output as the starting point and ultimate goal. The theoretical system of [1]POA consists of three teaching concepts, three teaching hypotheses, and three teaching processes mediated by teachers. According to Professor Wen's speech at the "Innovative Foreign Language Education in China" academic forum held in Beijing in May 2019, teaching is an N cycle process composed of three teaching stages. In specific course practice, teachers can purposefully and step by step divide teaching objectives into several sub goals, and set corresponding driving, facilitating, and evaluating three teaching stages to achieve each sub goal, with teachers as intermediaries, Guided by output, gradually enabling students to achieve the teaching objectives of each sub goal.Among them, the driving link is the beginning of a unit teaching, which mainly includes three teaching steps, namely, teachers present communicative scenes, students try to produce, teachers explain teaching objectives and output tasks [2]. "Output-oriented Method" (POA) involves all aspects of college English teaching. It is a new English teaching mode explored and introduced by Chinese colleges and universities in the new teaching environment. The proposal of this new "localization" teaching mode solves the problem of emphasizing "learning" over "application" in Chinese college education, and can train students to closely combine input learning and output application. The balanced development of students' language ability provides a strong support for training application-oriented composite talents.

In recent years, research on POA has emerged endlessly. With the continuous improvement of this theoretical system, Chinese scholars have explored the teaching effectiveness of POA from different perspectives. Some scholars have studied the feasibility of applying POA in various types of English teaching, such as basic English, English reading, and college English. For example, Zhang Lingli [3] found through a semester of college English teaching experiments that POA can effectively improve students' listening, writing, and speaking abilities, and tested the effectiveness of POA in college English teaching; Some studies are based on teaching practice, focusing on the teaching process design of POA in specific courses. Teachers such as Zhang Wenjuan [4] and Wang Yan [5] used specific units in textbooks as examples to demonstrate the teaching process design of each link of POA; Some scholars have also studied POA based textbook research, such as Chang Xiaoling [6] who studied POA based textbook writing and proposed a "teaching theory action research dual wheel drive" textbook

writing model.From this year's research, it can be found that most of POA's research results come from Professor Wen Qiufang's research team, and the research objects are mainly students in domestic first-class universities, but POA's research in local universities and applied universities is relatively rare. At the same time, although the current research has paid attention to different aspects of POA, most of them focus on the research of the teaching effect in the promotion and evaluation stage, and there are relatively few articles on the design of teaching objectives in the driving link. This paper takes the task design of the driving link as the research content, summarizes the principles of teaching objective design in college English teaching, and discusses the application of "output-oriented method" in college English teaching in application-oriented colleges and universities.

2. Problems in the design of college English teaching in applied undergraduate colleges

Unlike traditional teaching methods, POA emphasizes the "learning centered approach", which reflects the importance attached to teaching content in the teaching process and advocates that all teaching content should serve effective learning. What teachers should say and what students should learn are all reflected in the content of teaching tasks, therefore, this theory highlights the importance of teaching task design. But currently, there are still many problems for English teachers in many universities, especially in applied undergraduate universities, when designing teaching tasks, mainly including the following points:

(1) The setting of teaching tasks is uniform and lacks variation. At present, most college English teachers in application-oriented colleges and universities mainly design teaching tasks according to the existing teaching tasks in the syllabus or the teaching tasks listed in the textbook, and do not improve the teaching design according to the specific learning situation, and lack of change.

(2) The design of teaching tasks only emphasizes the cultivation of exam-oriented ability, ignoring the cultivation of communicative ability. At present, the main purpose of college English courses for most non-English majors in colleges and universities is to pass CET-4 and CET-6. The assessment of schools also focuses on the final exam scores rather than the phased evaluation. As a result, the setting of college English teaching tasks focuses on the mastery of English knowledge and the teaching of vocabulary, grammar, translation, etc., while the cultivation of students' practical English ability is ignored, particularly the cultivation of listening, speaking, and communication skills.

(3) The importance of teaching task design is overlooked in traditional teaching. In traditional college English teaching, teachers generally adopt the teaching process of "introduction - learning of text content - learning of language points - practice". Most teachers overlook the importance of teaching tasks and never consider what to teach in this unit of curriculum when preparing lessons? What do students need to learn? These problems result in teachers not being able to highlight the key and difficult points during the teaching process, and students often feel confused about what they have learned in the college English course.

There are many reasons for the above problems. Application-oriented undergraduate colleges and universities are the types of higher education produced in the process of higher education from elite education to popular education. They aim at cultivating senior application-oriented talents with comprehensive and coordinated development of knowledge and ability and facing the front line of production, management and service. [7] The aim is to cultivate high-quality applied composite talents, focusing more on the improvement of skills rather than theoretical basis. From the perspective of students, most students do not know enough about the talent training mode of application-oriented undergraduate colleges and their future development direction, so they only pay attention to the acquisition of knowledge and the passing rate of examinations. From the perspective of teachers, the high-quality English teachers needed by application-oriented undergraduate colleges should not only have solid professional knowledge and teaching ability, but also have practical ability.However, at present, the English teachers in these universities only have a background in English and lack work experience in other industries. When setting teaching objectives, they completely copy the teaching tasks in the teaching syllabus, only focus on the cultivation of English knowledge, without considering the different needs of students from different professions and majors in English. In addition, there is a lack of understanding of the talent cultivation goals of college English in applied undergraduate colleges. Not considering the English proficiency of students in application-oriented universities leads to teaching tasks that are not in line with students' actual needs, resulting in students losing interest in English learning and unable to find English learning goals.

To sum up, there are many problems in the design of college English teaching tasks in applied

undergraduate colleges. POA clearly proposes that teachers should explain the teaching objectives and output tasks in the driving process, and emphasizes the importance that teachers attach to the design of teaching tasks.

3. Principles of teaching design for driving links based on POA

According to POA, the core of the driving link is the development of teaching objectives and tasks. Therefore, the main task of teachers in the driving link is to design the teaching objectives and tasks of this unit, and clarify the learning objectives of students. At the same time, teachers can use this teaching objective to test whether students have mastered the learning tasks of this unit in the promotion and evaluation process. The author of this article takes Environmental Protection in Unit 4 of Volume 2 of New Qihang University English as an example to analyze the principles that should be followed in formulating teaching objectives and tasks.

(1) Take the characteristics of the talent training mode of application-oriented undergraduate colleges as the principle

At present, the country is vigorously cultivating a group of local undergraduate colleges to transform into applied undergraduate colleges. Unlike previous undergraduate basic education, applied undergraduate colleges pay more attention to cultivating students' specific abilities in daily life and work, such as work skills, communication skills, problem-solving skills, and so on. Professor Wen Qiufang also mentioned in her article that there should be two types of teaching objectives, one is communication objectives, and the other is language objectives. For students in applied undergraduate colleges, learning English is to cope with future communication problems in their work. Therefore, it is particularly important to reflect communication objectives when setting teaching objectives and tasks.

Take the fourth unit of the second volume of "New Sail College English" as an example, the theme of this unit is environmental protection. Environmental protection is a hot topic at present. What harm environmental pollution has caused to human beings and what measures people can take to protect the environment are often discussed topics in daily life. Therefore, when teaching this unit, teachers should first cultivate students' ability to discuss some hot topics in English in daily communication, and then encourage students to put forward their own views and opinions on a hot topic and make a brief speech. According to the above two points, the primary task of teachers in setting the teaching tasks of this unit should be to be able to discuss the topic of environmental protection and express their own views. This teaching task is concerned with the improvement of students' communicative ability, which reflects the communicative goal in the teaching task.

(2) Based on the level of students in application-oriented undergraduate institutions

Compared to top tier undergraduate universities in China, students in applied undergraduate colleges generally have a lower level of English proficiency. According to a survey conducted by Yang Yan[8] in 2015 on the English learning needs of non English major students in applied undergraduate colleges, more than 80% of students generally rated their English proficiency as average or below (poor). In terms of basic English skills, they believe that they are proficient in grammar, phonetics 82.6%, 77.6%, and 77.6% of students with average or below (poor) mastery of vocabulary and other aspects respectively, indicating that students in such universities generally have poor English proficiency, relatively weak English foundation, and weaker English learning abilities compared to students in other undergraduate universities. Meanwhile, due to the single teaching mode, many students may not even be interested in learning English. If teachers do not take into account students' English foundation and learning ability when setting teaching objectives, and the set teaching objectives are too difficult for students to achieve after the end of a unit of learning, it will further lead to students losing interest and confidence in English learning, and ultimately losing motivation to learn.In such a cycle, students' English scores can not be improved, and their English ability can not be improved. The "selective learning hypothesis" in POA proposes that useful parts of input material should be selected for deep processing, association, and memorization according to output needs. This hypothesis holds that selective learning can optimize learning effect more than non-selective learning [9]. Therefore, when setting unit teaching objectives, teachers should take into account the English level of students in such colleges and universities, reduce the difficulty of target tasks, and reduce the amount of English learning tasks of students through selective learning methods, so as to transform teaching objectives into achievable tasks, increase students' confidence in learning English and optimize learning results.

For example, in the development of the teaching objectives for Unit 4 Environmental Protection, the original teaching syllabus required students to meet the following two requirements: 1 Able to discuss topics related to environmental protection and the harmonious development of humans and nature; 2. Master the vocabulary and phrases of this unit. Among them, the first point requires students to discuss the topic of harmonious development between humans and nature, but for first-year non English majors, this topic is relatively abstract, making it too difficult for students to use their existing English knowledge reserves to discuss this topic. The second point requires students to master all the vocabulary and phrases in this unit. According to calculations, there are nearly a hundred new words and phrases in this unit, making it too difficult for first-year students with weak learning abilities to remember and master so many words in just a few class hours.Therefore, the author revised the teaching objectives of the original syllabus as follows: 1. Be able to talk about environmental protection related topics; 2. Master the vocabulary and phrases related to environmental protection in this unit. Removing the discussion of more axial topics in the original teaching objectives and requiring students to selectively learn the vocabulary related to the topic of environmental protection in this unit reduces the difficulty for students to complete the objectives, reduces the amount of tasks for students to learn, and improves the possibility of achieving the teaching objectives.

(3) Take the problems presented in the communicative scenes of the driving links as guidance

The "output driven" hypothesis in POA advocates that output is both the driving force of language learning and the goal of language learning. That is to say, in teaching, using output tasks as the starting point, students who attempt to complete output tasks can not only realize the communicative value of output tasks for their blood and future work, but also recognize their language proficiency deficiencies and enhance their sense of urgency in learning In the driving process, the teacher first presents students with possible scenarios and topics to discuss in future learning and work. Then, through the second step of "student experimentation", the teacher allows students to personally experience the challenges posed by these scenarios. They discover that it is not easy to complete some seemingly simple topics in practical English, thus realizing their own shortcomings and generating a desire to learn.The problems found by students in this step have a certain orientation and are also the problems that teachers should focus on helping students to solve in unit teaching. There are many ways to set the communicative scenes in the driving part. Teachers can simulate a real language environment for students to talk to each other, set a hot topic for students to discuss with each other, or let students express their views on a certain social phenomenon. Then teachers adjust the formulation of teaching objectives in a timely manner according to the problems found by students in this link.

When setting up the communication scenario for the unit of "Environmental Protection", the author had students prepare an English speech about "Environmental Protection, Start from Me" in advance. The reasons for setting up this activity are as follows: Firstly, the reading article of this article is a speech, which is a basic skill that college students should possess and may even use it in their college or future work. It is necessary for students to understand the genre and language characteristics of speeches; Secondly, the theme of this unit is environmental protection, and students can recognize their own lack of reserves in the process of preparing for this exercise.

Table 1: Teaching Objectives for Environmental Protection in Unit 4

	Total target	Specific objectives
Communication objectives	1. Able to discuss environmental protection topics and express one's own views.	1. Able to communicate in English on the topic of "environmental protection" and provide suggestions.
		2. Able to give an English speech on "environmental protection".
Language goal	2. Master the vocabulary and phrases related to environmental protection in this unit	1. Be proficient in the vocabulary and phrases related to environmental protection in this unit, such as:
	3. Understand and master the genre and language characteristics of English speeches, and be able to use the vocabulary and phrases learned in this unit to give an environmental protection speech	2. Be able to understand and master the subject matter of English speeches, and be able to use rhetorical devices such as parallelism and quotation in speeches.

When students try to complete communication activities, the author finds that students mainly have the following two problems: 1. He is not familiar with the English speech style and does not reflect the

stylistic and linguistic characteristics in his speech; 2. Lack of language expression when elaborating specific measures of environmental pollution and environmental protection. The third teaching objective in the original teaching syllabus of this course is "listening, speaking, reading, writing and translating language activities by using the vocabulary and phrases learned in this unit". This teaching objective is too broad and does not specifically solve students' problems in this unit. The author revised the teaching objective of the third point to "understand and master the genre and language characteristics of English speech and make a speech on environmental protection with the vocabulary and phrases learned in this unit".

Therefore, based on the theory of "output oriented approach", the teaching objectives of Unit 4 Environmental Protection are ultimately adjusted as shown in Table 1:

4. Conclusion

Due to the characteristics of talent cultivation models in application-oriented undergraduate colleges, college English teachers should change their teaching focus and abandon the phenomenon of emphasizing input over output in traditional English teaching. The "output oriented approach" highlights the importance of output in English teaching, believing that input and output are equally important. The emphasis on cultivating communicative goals also points the way for the reform of college English teaching. It should be noted that when setting the goals of college English teaching, university teachers should first reflect the teaching concepts of "learning centered approach", "integrated learning and application approach", and "holistic education approach" in the "output oriented approach", so that all teaching activities serve effective learning, allowing students to have input learning and effective output, while also reflecting the cultivation of contemporary college students' emotions and morals.

Acknowledgements

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