Practice of Chinese Traditional Culture Teaching Based on POA and Informational Technology in College English Course

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Abstract: This article uses case study to elaborate on the integration of informational technology and Production-oriented Approach in Chinese traditional culture teaching in college English course, which aims to solve the problem of language learning and using separation. The case study shows that the application of POA integrating informational technology not only enriches classroom teaching forms, improves teaching effectiveness and students' English proficiency, but also contributes to deepening the understanding of Chinese culture, enhancing cultural confidence, and developing right concepts of value.

Keywords: POA, informational technology, Chinese traditional culture teaching

1. Research background

Language is the carrier of culture and also a component of culture. Through learning the English language, students can not only enhance their understanding of different cultures and cultivate cross-cultural communication skills, but also improve their ability to tell Chinese story in English. Therefore, the teaching of traditional Chinese culture in college English class is necessary and should be implemented throughout the entire teaching process. To achieve this, teaching methods need to be flexibly applied to enable students to improve their English language skills and express Chinese culture as well.

However, in College English teaching, there is the phenomenon that students can't speak English fluently and accurately. In order to address the fact of "separation of learning and application" among Chinese English learners and construct a foreign language teaching theory with Chinese characteristics, Wen Qiufang(2015) proposed the "Production-oriented Approach" (POA) based on the "Output Driven Hypothesis".

The POA theoretical system mainly includes teaching principles, teaching hypotheses, and teaching procedures mediated by teachers. There are three hypotheses, namely output driven, input enabling, and selective learning; The teaching procedures include three phases: motivating, enabling, and assessing. The goal of the POA theoretical system is to promote the achievement of teaching objectives and the occurrence of effective learning as the purpose of foreign language classroom teaching is, at the macro level, to achieve teaching objectives and complete teaching tasks, while at the micro level, it is to teach students how to do things in a foreign language. In addition, the different forms of classroom teaching activities serve different teaching objectives. When designing these activities, teacher should fully consider students' different levels, building a "scaffolding" for students so as to gradually improve their language output ability. The following teaching process based on POA theoretical system fully demonstrates the specific implementation of the three phases of motivating, enabling and assessing, and also clarifies the specific role of teacher as facilitator and consultant.

2. Phases to achieve cultural integration in college English course

In order to achieve the teaching objectives of traditional Chinese culture in college English course, teacher needs carefully design the teaching process, pay attention to students' feedback, and provide supplementary guidance. Firstly, collective lesson preparation and study of textbooks should be carried out, then teacher formulates clear teaching objectives for knowledge, skills, emotions and values according to the specific tasks and logicality of POA. At last, teaching phases and activities are necessary parts to be designed according to the motivating-enabling-assessing procedures.

In the motivating phase, teacher presents the scenarios of to-be-finished tasks and students make initial trial, after that, teacher evaluates and provides feedback on the content of student output to help them realize the existing difficulties and problems. At the same time, teacher also needs to summarize and analyze students' productive tasks, identify common problems, and move to classroom teaching content.

In the enabling phase, teacher introduces the knowledge, skills as well as emotional and value goals of this unit, then conducts content teaching on the basis of students' needs of accomplishing the assigned productive tasks. Through text

content analysis, passage structure learning, and key language exercises, students are facilitated in language, content, and structure to achieve the goal of completing output tasks again.

In the assessing phase, teacher uses "teacher-student collaborative assessment" to evaluate language products. Before class, students submit their finished tasks and teacher determines the evaluation focuses based on common problems after reviewing students' works. Specifically, the evaluation focuses can be selected and determined based on vocabulary, sentence structure, paragraph, and discourse. For example, in terms of vocabulary, attention could be paid to the use of prepositions, verb collocations, participle forms, etc; With regard to sentence structure, it is those aspects such as tense selection, active and passive voices, subject and subordinate sentence structures, and Chinglish that require special attention; As for paragraph, focuses could be put on theme and details, supporting methods, and the use of cohesive words. In respect of discourse, teacher should take notice of logical relationships, connecting sentences and cohesion as well. After determining the evaluation focuses from students' tasks, teachers prepare for the evaluation practice: In class, teacher first displays typical samples to guide students to focus on the key issues, then explains language knowledge points in detail and leads them to practice and consolidate. Afterwards, students revise the focused issues in their products and conduct peer evaluations in small groups; After class, students submit their revised output tasks again to the Rain Classroom platform for review, then teacher scores and uses the class's WeChat group, QQ group, etc. to provide feedback, share excellent works and summarize writing performance, which contributes to students' further learning actively.

3. Teaching case and implementation process

The following is a specific case study to illustrate how to apply POA assisted by informational technology to achieve cultural integration in college English course. The teaching content is Over To You (An integrated course) Book 1 Unit 3: A Matter of Taste. This unit focuses on Chinese cuisine and dining culture, so the cultural teaching goal in the unit is set to understand and express traditional Chinese culture in English, enhance cultural confidence, and improve moral cultivation. Based on the main content of the unit, the final output task is to introduce the production process of hometown special cuisine and display it in video format.

In order to achieve this task, teacher segments this large productive task into several mini-ones: (1) use vocabulary related to cooking; (2) discuss the structural characteristics of recipe writing; (3) write a recipe for hometown cuisine; (4) shoot videos of hometown cuisine production to cultivate the ability of telling Chinese stories.

Teaching process consists of four phases:

(1) Motivating.

Students attempt to introduce the process of making a delicious dish from hometown. During this initial production stage, students found that they knew little about how to express cooking materials and process in English. Their tasks showed that the recipe ingredient table was incomplete, the production process was too simple, the instructions of cooking steps were unclear, and the cooking vocabularies were inaccurate. So teacher guides students to pay attention to issues in output tasks, making them realize their weaknesses and then focus on subsequent learning.

(2) Enabling from the aspects of content, language, and structure.

Activity 1: Listen to the conversation in video and answer questions. Students are required to complete listening exercises on the U campus platform before class and discuss their respective hometown dishes in class. The input and discussion of listening materials can activate students' background knowledge, stimulate their thinking and interest in reading, then facilitate content learning.

Activity 2: Skim recipes for Kung Pao Chicken and match the cooking terms with their definitions. In this part, students should quickly browse the recipe of Kung Pao chicken, and understand the meaning of key cooking verbs through matching and sentence-making exercises for the purpose of expanding their vocabulary on cuisine.

Activity 3: Read again and complete the instructions on how to prepare the dish. To fulfill this task, students read the production process of Kung Pao Chicken again to master the production process through verb blank filling exercise. After that, the students are guided to retell the process orally. In this way, their language awareness is enhanced and language proficiency promoted.

Activity 4: Discuss the gene features of recipes. Teacher puts forward two questions for students to discuss: What are the basic components for a recipe? What are the characteristics of sentence structure in recipe writing? Afterwards students are required to discuss in small groups before teacher guides them to summarize the basic parts in recipe and the application of imperative sentence structure in production process. This task aims to internalize structural features and facilitate structure use by teacher-student and student-student interaction.

Activity 5: Write the recipe of one dish from hometown. Students should produce writing tasks based on the recipe

writing knowledge learned in class to introduce the production process of their hometown cuisine. In this activity it is necessary to make clear the criteria for assessment and require students to submit their finished products on time.

(3) Evaluation.

Teacher-student cooperative evaluation is applied to build a smart model of online and offline interaction and cooperation through Rain Classroom in class and WeChat groups after class.

Before class: Students hand in the output products on the U campus platform. After teacher's review and evaluation, it is found that most of the students' focus issues are: illegible handwriting; incomplete basic parts of recipe structure; lack of ingredient lists and tips; unclear explanation of the production process. To assist students in making revisions, the teacher prepares classroom teaching content, including evaluation criteria for recipe writing and exercises design about words and imperative sentence structures. Besides, supplementary cuisine vocabulary should be offered in advance through Rain Classroom for students to preview.

In class: In the second step, the teacher requires students to brainstorm in groups of four, and develop evaluation criteria for the recipe based on the knowledge learned in the textbook to assist students in conducting self-examination. Afterwards, each group summarize their evaluation criteria and make reference to the thinking skills, identifying gaps and modifying errors. Finally, students need to conduct self-evaluation and peer review in accordance with revised standards so as to make improvements in their products and further internalize the text structure features of the recipe. In addition to enabling students in structure use, it is also necessary to enlarge their word lists about cooking and correct the misuse of imperative sentences by filling in blanks and selecting some focus sentences for students to translate.

After class: Students are required to modify their writing tasks and submit again on U campus platform. Their revised versions show that there has been significant improvement in writing; the overall structure of the recipe is complete, the sentence structure is more concise, and the meaning is more specific.

(4) Complete the final output task: shoot videos of their hometown cuisine production.

Firstly, students share the video products in Wechat class group, and the teacher reviews and provides feedback on the problems in the video which mainly lie in pronunciation errors and the lack of connecting words. Afterwards, students are required to make revisions and resubmit them. In addition, students who work hard are encouraged to demonstrate to the whole class and set examples for other students.

The above case shows that the "Production-oriented Approach" can be used to implement Chinese traditional culture teaching in college English course according to motivating, enabling, and assessing phases. In this process, the teacher gradually builds a "scaffolding" for students, helping them complete the output task of shooting videos of hometown cuisine production step by step. Furthermore, completing writing-based video presentation task is not an overnight task. It is necessary to carefully design teaching content and activities based on teaching objectives, subdivide the final output task, and assist students to promote the facilitation of content, language and structure. Furthermore, various informational technology platforms like U campus, Rain Classroom, Wechat are applied to make preparation, collect assignments, supplement knowledge, and conduct evaluations. Moreover, the quality of students' final output tasks is closely related to the frequency of evaluations and feedback from teachers on students' products. Through multiple feedback modifications, the quality of students' works has significantly improved and facilitation in language, content and structure is achieved.

4. Teaching effectiveness

4.1 Innovate classroom teaching and motivate students to learn

The application of the "Production-oriented Approach" integrating informational technology in Chinese traditional culture teaching not only enriches classroom teaching forms and improves classroom teaching effectiveness, but also promotes the improvement of students' English proficiency. The following words are students' reflection:

Student 1: When we were in high school, we only focused on grammar and problem-solving, but the college English class is completely different in that the teacher assigns us oral tasks for each unit. For myself, being able to speak English is a happy thing!

Student 2: At first, I felt like there was too much homework in college English class, but now I'm getting used to it and my speaking ability has improved a lot.

4.2 Cultivate students' comprehensive abilities with multi-tasks

To accomplish the final task of cuisine introduction, students are required to write cuisine production first, which motivates them to select relevant ideas, language and discourse structures from what they have learned. Then the practice of shooting video prompts students to correct pronunciation and make connections between steps. This process, on the one

hand, helps students improve their comprehensive abilities in reading, writing, translating and speaking. On the other hand, it also encourages them to deepen the understanding of Chinese culture, strengthen their teamwork ability, enhance cultural confidence, and form correct values. As some students wrote:

Student 3: Group collaboration has taught me how to collaborate with team members to advance tasks, and has also increased my communication with classmates who are not good at socializing.

Student 4: In the past, I dared not speak in class. When the teacher asked me to come on stage, I was nervous. However, through the practice in college English class, I am more confident than before and dare to stand before the classroom delivering speech to everyone.

5. Teaching reflection and future vision

In the process of Chinese traditional cultural teaching, the improvement of language proficiency and value education are not limited to classroom learning, but involve three stages: before class, during class, and after class. Firstly, based on the unit objectives, teacher assigns motivating tasks for students to activate their relevant knowledge on the targeted topic. In classroom teaching, due to limited time, it is necessary to place more emphasis on the focused teaching content and value education elements to guide students to learn step-by-step. When assigning output tasks, teacher needs to design extended ones based on students' different English proficiency. Those with higher language proficiency are encouraged to accomplish extended tasks while those with weaker proficiency just need to complete basic ones. Concerning task assessment, teachers' review and feedback are important factors in promoting students' continuous learning, which requires teachers to devote great patience and responsibility for further teaching and educating.

This practice research indicates that the use of Production-oriented Approach integrating informational technology to implement value education in college English course has a positive effect on improving students' language ability, deepening their understanding of Chinese culture, establishing cultural confidence, and developing right concepts of value. In the future teaching, appropriate adjustments remain to be made in class schedule and teaching content design to address the issue of less attention to grammar which is reflected in the feedback from students. At the same time, it is necessary to explore more flexible ways of group activities, ensuring the participation and enthusiasm of each member in completing tasks and promoting effective group cooperation. Teachers themselves also need to constantly study the national policies, extensively explore knowledge from different disciplines, expand the scope of knowledge in an effort to improve the value education effect and cultivate new generations with noble ideals, multiple abilities, and social responsibilities.

Acknowledgments

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