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# Study on the Application of Chaoxing Online Class in the POA Mode

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***Abstract**: In recent years, the production-oriented approach (POA) has been widely used in foreign language teaching in China's universities and has achieved good results. However, in teaching practice, there are still problems such as long teaching process time-consuming and low student participation in classroom. Introduce the Chaoxing online class platform in teaching, and build a mixed online and offline teaching model based on POA. Based on the analysis of the drawbacks of traditional classrooms, the application strategy and application value of the learning platform are expounded to provide a reference for improving the implementation path of POA.*

***Keywords**: POA; Chaoxing online class; Blended teaching; Application strategy; Application value*

## Introduction

Production-oriented approach is a foreign language teaching theory put forward by Chinese linguist Professor Wen Qiufang. Originated from the output-motivating hypothesis, this theory was first used to guide the curriculum reform of college English majors, and then extended to the teaching practice of college English public courses. In 2014, it was officially named as production-oriented approach , which attracted wide attention from educators and researchers. As a foreign language teaching theory with Chinese characteristics, the production-oriented approach, starting from the current situation that foreign language learners in colleges and universities in China have more passive input training and less active output training, puts forward the reform idea of attaching importance to students' dominant position in foreign language learning, and emphasizes the output training concepts such as "learning in use" and "promoting learning with use", aiming at improving the professional skills of middle and senior foreign language learners such as "speaking, writing, interpreting and translating" (Wen, 2015). The teaching mode based on POA is mainly composed of three links: "Motivating, Enabling, Assessing". Teachers should focus on teaching objectives and output tasks, strictly refer to the evaluation standards of each link, and flexibly design teaching activities of each unit, so as to maximize the role of POA in promoting learning. At present, the production-oriented approach has been widely used in college foreign language teaching and achieved good results. However, in the implementation process, there are some problems such as long teaching process (Lv, 2020) and insufficient student participation (Zuo, 2018), which affect the overall teaching effect. The online learning platform represented by Chaoxing online class provides a new way to solve the above problems.

Chaoxing online class is an intelligent network teaching platform developed by Chaoxing Company, which provides dynamic resource construction functions for making and uploading learning resources, intelligent interactive functions such as online grouping, discussion, voting and grading, and learning process analysis

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functions such as homework and statistics (Liu, Xu & Liang, 2020). The platform is based on the deep integration of informationization and teaching, and its functional design meets the needs of teachers' teaching and students' learning under the background of educational informationization, which is convenient for teachers to grasp students' learning situation in time and students to carry out online interaction and knowledge management. At the same time, the platform provides web and mobile applications, which provides support for students to carry out ubiquitous learning. At present, the platform has been widely used in teaching activities of various disciplines in colleges and universities, and achieved good results. The existing empirical research results show that the reform of various teaching modes based on the platform of “Chaoxing online class” can significantly improve students' comprehensive ability to use knowledge, and students' satisfaction is high; At the same time, the application of the platform can effectively promote teaching interaction, promote students' active learning, and cultivate students' autonomous learning and cooperation (Xu, Jin, Liu & Li, 2019). Based on the existing research results, this paper intends to introduce the learning platform into the teaching mode of POA, design the online and offline mixed teaching process, and provide solutions to the existing problems in the practice of POA.

## Application Design of Learning Communication in Production-Oriented Approach Teaching Mode

### Preliminary Preparation

The blended teaching mode guided by the theory of POA attaches importance to the deep integration of online learning and offline teaching, attaches importance to students' dominant position in learning, and also emphasizes the guiding role of teachers in the teaching process. In order to improve the efficiency of teaching process, before the start of the semester, teachers should design the curriculum content framework and teaching objectives according to the syllabus, and input relevant information on the learning platform, so as to facilitate students to form a preliminary understanding of the teaching content and provide reference for targeted learning and selective learning after the formal start of the course. At the same time, students also need to improve relevant personal information according to teachers' requirements, be familiar with the operation methods of various projects of the platform, and prepare for online learning, interaction and evaluation. Before the formal start of the course, teachers can arrange relevant guidance courses to explain the teaching process and the use of the platform, so as to enhance the running-in between students and the platform and ensure the smooth development of the follow-up courses.

Before the start of each module, teachers should set up the curriculum framework of the module in advance, and the content of the framework should correspond to the teaching process of POA and the design requirements of each link (as shown in Figure 1). The specific design idea is as follows: firstly, set the general directory of units on the directory page, and then establish three subdirectories: "Motivating task", "enabing task" and "asscssing task". After that, edit the three subdirectories respectively-three levels of directories such as " Motivating scene presentation" and "teaching goal and output task description" can be set under the  Motivating task subdirectory; Three levels of directories such as "output task disassembly", "content facilitation", "language facilitation" and "structure facilitation" can be set under the facilitation task subdirectory; Three-level directories such as "evaluation standard" and "typical case" can be set under the

evaluation task subdirectory. On this basis, teachers should complete the preparation of uploading learning resources and editing classroom exercises in the corresponding directories in advance according to the teaching needs, so as to provide guarantee for the smooth development of the course. It should be noted that after setting the framework content, teachers can use the "distribution setting" function of the platform to set "regular opening", "breakthrough mode opening" or "hiding from students" of chapters according to the course progress and teaching needs, so as to enhance students' focus on a certain stage of learning.




*Figure 1. Structure diagram of unit frame*

## Motivating Link

As the first step in the teaching process of POA, the motivating link requires teachers to provide students with motivating materials, present students with realistic and communicative scenes, guide students to try to produce, and stimulate students' learning hunger. On this basis, teachers complete the explanation of unit objectives and output tasks. In order to ensure the authenticity of communication scenes, teachers can use video, interactive courseware, pictures and other forms of teaching materials to visually display communication pictures and enhance students' output motivating force. At the same time, teachers also need to analyze students' output attempts in time, judge students' learning situation, and design a plan for the subsequent teaching activities.

In the traditional production-oriented approach classroom, the motivating link is mainly completed in the offline classroom, and students need to spend precious classroom time watching motivating materials and thinking about output attempts. Because of different levels, it is difficult to meet the needs of different students with a fixed time of trying to produce, which will inevitably have a negative impact on students' participation. At the same time, due to the limited statistical methods in offline classroom, teachers can't know the overall output level of students in time, and can't meet the "accuracy" requirements of classroom activities in the facilitation stage.

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In the blended teaching relying on the learning platform, teachers can effectively solve the above problems through the "course" and "test" functions provided by the platform. Before the start of the offline course, teachers can share the information of "Communication Scene Presentation" in the form of a sub-directory in the unit, and attach "Chapter Test" to the sub-directory at the same time, requiring students to complete it before the course starts (as shown in Figure 2). It should be noted that the chapter test here is mainly used to guide students to try to produce, not to evaluate students' ability. This part can include multiple questions, such as single-choice questions, multiple-choice questions and short-answer questions. Teachers can make flexible arrangements around output according to teaching objectives and needs. Through the above design, on the one hand, students can flexibly deal with online viewing and thinking of scene presentation data according to their personal learning progress before the start of the course, so as to reduce the learning anxiety of completing the output attempt within a fixed time in class, which is convenient for them to clearly understand the lack of personal ability and generate the internal Motivating force of learning; On the other hand, teachers can learn about students' existing abilities and difficulties in output in time through the statistics of "chapter test" results provided by the platform, and design teaching activities for facilitating links more pertinently.

After students complete the output attempt, teachers can open the "unit goal" and "output task" course units to students, and describe the specific requirements and total output tasks of unit learning to students through mind maps, micro-courses, etc., so as to help students get familiar with the curriculum content framework before the start of online courses and complete the preparation in advance.




*Figure 2. Communication scene display of motivating link*

## Enabling Link

In the facilitation stage, the POA requires teachers to clearly explain the teaching objectives to students, and disassemble the output tasks. Students carry out selective learning under the guidance of teachers, and then complete the output exercises. When disassembling the output tasks, it is necessary to decompose the final output tasks into several small output tasks according to the three levels of "content", "language" and "discourse structure", so as to help learners understand the knowledge needed to achieve the final output

tasks and clarify the selective learning objectives (Figure 3). At the same time, teachers also need to provide students with selective learning materials according to teaching objectives, and design relevant output practice training to achieve effective input facilitation.




*Figure 3. Disassembly of output tasks*

Under the traditional teaching mode, facilitation often takes more time because it involves more activities and rich learning contents. At the same time, it lacks teachers' timely understanding of students' selective learning, and cannot guarantee the effective absorption of various facilitation contents. Therefore, the above problems can be solved by relying on various interactive functions provided by the learning platform.

First of all, in the content facilitation phase, teachers can use the "discussion" function of the platform in the offline classroom to guide students to carry out online brainstorming around the content level knowledge needed to complete the output task based on the online resources prepared in advance in the "content promotion" unit. After the discussion, students' ideas are displayed through the "screen" function. Explain the key points of content promotion. Through this way, on the one hand, it can provide students with rich forms of selective learning resources, overcome the disadvantages of the traditional teaching mode that only can provide textbooks or other paper materials; on the other hand, it can also provide students with more relaxed online speech opportunities to enhance their enthusiasm for participating in the curriculum. Second, in the language facilitation section, teachers can set up targeted exercises for students through the chapter test function in the "language facilitation" unit. This part of the exercise requires students to explore the selective learning of online resources. According to the difficulty of language learning, they can design language activity forms such as word meaning recognition and discrimination, sentence pattern understanding and application, word formation into sentences, sentence formation and paragraph formation. Design different types of questions, such as filling in the blank, choosing, judging and short answer (as shown in Figure 4).At the same time, we should make full use of the "breakthrough" function of the unit (Note: the breakthrough function refers to the ability to start the learning of the next project only when the required results of the training of the project are achieved), so as to help students focus and understand the core knowledge of language, and turn the declarative knowledge into procedural skills. Thirdly, in the process of promoting discourse structure, teachers can provide students with mind maps of common discourse structures for learning in the unit of "discourse structure facilitation"; they can also understand students' understanding of a certain discourse structure through the "discussion" function, and carry out discussions with them; they can also provide training such as paragraph sorting and paragraph cohesion sentence pattern filling through the

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"chapter test" function. In this way, students can acquire high-level knowledge of discourse level.




*Figure 4. language facilitation*

## Assessing Link

The assessing link under the guidance of POA includes timely evaluation and delayed evaluation. Timely evaluation is mainly aimed at the language-facilitated output in the enabling link, which can take the form of oral evaluation and concentrated discussion; The delayed evaluation mainly takes the students' final output task as the evaluation object, and "teacher-student cooperation evaluation" is mainly adopted in the production-oriented teaching mode. In the teacher-student cooperation evaluation, the teacher first completes the selection and evaluation of typical output results, and then distributes the results to students, who are paired or evaluated separately. On this basis, the teacher explains the key problems in this typical case, which helps students pay more attention to relevant knowledge points, and at the same time deepens students' understanding of evaluation rules and requirements, and improves the learning effect of subsequent activities to promote learning by evaluation. After the classroom evaluation, students complete the revision of their personal output according to the evaluation criteria and the main points of teachers' explanations in class, and then complete the evaluation of their peers' works. In the evaluation process, they test the accuracy of their personal knowledge structure, learn from each other's strengths, and achieve the deep construction of new knowledge.

In the traditional process of teacher-student cooperation evaluation, the output results submitted by students are mostly paper-based assignments. If a typical case is distributed to students for revision, a large number of copies of the work are needed, and a lot of time and energy will be consumed in the distribution of peer evaluation assignments. At the same time, students may have problems such as page confusion when revising personal output. However, the use of electronic documents to submit the output results can save the energy of collecting and distributing the results, but teachers still need to design more cumbersome design in peer evaluation and distribution, and can not meet the supervision of the process of mutual evaluation, which inevitably has an impact on the effect of promoting learning by evaluation.

Chaoxing online class provides good support for the evaluation of teacher-student cooperation. First of all,

teachers can arrange students' final output homework through the "homework" module, and clearly indicate the output task requirements and evaluation criteria in the title, so as to facilitate students to compare the standards at any time in the process of completing tasks, and strengthen the attention to some key knowledge. Second, after the students submit the output results online, the teacher selects typical cases in the homework statistics page for correction, and adds the comments to the homework correction office for saving. After that, teachers set up discussion topics and share typical cases to the discussion area. Students are required to complete the evaluation and modification of the output online in the form of group message after class. At the end of this process, in the off-line classroom, teachers share teachers' evaluation opinions on typical cases through the "homework sharing to discussion area" function of learning communication platform, and guide students to carry out targeted learning and complement according to online group evaluation. After the classroom evaluation, the teacher will return the students' initial output through the "homework return" function provided by the platform, and ask them to complete the modification and submit it again within the specified time (as shown in Figure 5).In the final stage, teachers can distribute the output results to each student randomly through the "student mutual evaluation assignment" function provided by the Chaoxing online class. At the same time, they can also view the progress of students' mutual evaluation in real time through the "assignment list" function, so as to complete the effective supervision of the mutual evaluation process. The Chaoxing online class, sharing and mutual evaluation provided by learning link platform meet the requirements of cooperative evaluation between teachers and students, and provide support for reducing the burden of teachers and improving the effect of students promoting learning by evaluation.




*Figure 5. typical case correction and sharing*

## The Application Value of Chaoxing Online Class in the POA Mode

First, the statistical function of the platform is convenient for teachers to grasp the learning situation in time. Learning link platform provides a powerful statistical function, which can conduct big data statistics and Analysis on the completion of students' online learning, interaction, homework and other projects. Through this function, teachers can understand students' current level, judge students' recent development area, and prepare for the design and implementation of i +1 level teaching activities (Krashen, 1981). At the same

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time, the platform can provide complete student learning files and classroom activity records, and provide data support for teachers to summarize teaching experience and carry out relevant teaching research after the course.

Second, the platform online course function realizes the students' self-determined learning pace. The platform provides online sharing function of teaching resources. Teachers can upload motivating materials, selective learning resources and micro courses to the platform according to teaching needs, so as to provide students with flexible learning. Online learning breaks the time and space constraints of traditional classroom, reduces students' foreign language learning anxiety in real classroom (MacIntyre & Gardner, 1994), and truly realizes the student-centered ubiquitous learning. At the same time, the platform provides the function of personal learning files. Students can view personal learning records at any time, summarize personal learning situation, and provide reference for adjusting learning strategies.

Thirdly, the platform's online interactive plug-ins enhance students' participation in class. Chaoxing online class provides a wealth of online interactive plug-ins, its functions mainly include discussion, scoring, answering, voting, checking in, selecting people, etc. These activities not only enrich the forms of classroom interaction, but also meet the online learning habits of students in the Internet era, reduce the anxiety of students expressing personal opinions in the real classroom, facilitate students to actively share views in the virtual space, obtain teachers' targeted evaluation in time, and improve the course participation and learning efficiency.

Fourthly, the platform operation mutual evaluation function improves the evaluation efficiency. The platform provides the functions of job evaluation, job return and job sharing in the operation project, which perfectly meets the requirements of the POA mage students' cooperative evaluation, and provides support for improving the evaluation efficiency of output results and promoting learning effect by evaluation. Among them, the homework sharing function enables teachers to share the analysis of typical cases, which is convenient for students to check repeatedly and master the evaluation key points and core knowledge; the homework return function improves the efficiency of students to obtain and modify personal output results after typical case analysis; and the homework mutual evaluation function can realize the random distribution of mutual evaluation works and reduce the tedium of teachers' manual assignment of assignments. At the same time, it can also realize the online supervision of teachers' mutual evaluation activities, and improve the overall efficiency of the evaluation process.

## Conclusion

The production-oriented approach has brought about changes in foreign language teaching mode and achieved good teaching results. However, there are still some problems in the traditional offline production-oriented approach classroom, such as students' low participation and time-consuming evaluation. Based on the Chaoxing online class platform, this paper designs a new hybrid teaching mode under the guidance of output oriented method, expounds the application strategies of the online learning platform in the aspects of motivating, enabling and assessing, and analyzes its application value on this basis. In general, the introduction of the platform can help teachers to obtain students' learning situation in time, provide support

for students' autonomous learning, improve the curriculum participation and evaluation efficiency of output results, and provide new ideas for solving existing problems. At present, this study only stays in the stage of theoretical design. In the future, the author will carry out further research on the specific application effect of learning through platform in teaching practice.

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