

## **Research On The Effect Of Flipped Teaching Mode Of English In Vocational College With The Introduction Of POA On Improving Oral English**

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**Keywords:** POA; Ability In Oral English; Higher Vocational College; English; Flipped Classroom; Teaching

**Abstract:** With the advance of the new round of reform in courses, the research on English teaching methods has been conducted with breakthroughs in practice. The emergence of the theory system of "production-oriented approach" (POA) provides a theoretical basis for the study of English teaching theory and the realization of teaching objectives of English course. Generally speaking, flipped classroom teaching in vocational colleges is conducive to the improvement of the ability of oral English of students. Besides, flipped classroom teaching provides feasible reference in teaching objectives, teaching design, practical effect and future prospect for teaching of the foreign language.

The theoretical system of "production-oriented Approach" (POA) was originally given into birth with the emergence of the teaching theory of the foreign language with Chinese characteristics proposed by Professor Wen Qiufang, and the special framework was constructed. "Production-oriented approach" covers three aspects of learning center theory, learning and application theory and application of holistic education. The specific process can be divided into driving, facilitating and evaluation [1]. The construction of flipped classroom in vocational colleges is based on the whole learning process and cultivation of effective learning habits for students.

The teaching concept of flipped classroom is based on the experiential teaching concept of "coexistence and common prosperity", which has outstanding value in effectively improving English output ability of students, ability in critical thinking and classroom efficiency. In the practice of construction of flipped classroom in vocational colleges, there are learning motivations that promote the realization of teaching objectives and the improvement of effective oral English ability based on POA theoretical system goals. Firstly, the establishment of teaching objectives and teaching requirements are integrated to contribute to effective learning. Besides, the theory system can be beneficial to better serve the teaching concept and objectives and the teaching effects in medium - and long-term will be achieved, which is important to realistic teaching effects [2].

### **1. Overview of flipped classroom teaching in vocational colleges with the introduction of POA**

Flipped classroom teaching of English in higher vocational colleges with new media based teaching as the auxiliary teaching tool is of interactive importance to online teaching mode, teaching and oral English. By contrast, the teaching context is upgraded with innovation, and teaching contents are activated and the design in teaching process is enhanced, which provide evidence for the improvement of teaching efficiency and teaching quality in teaching of English.

### **2. Construction of teaching system of flipped classroom in vocational colleges with introduction of POA**

#### **2.1 Feasibility Study Report**

As a systematic teaching theory system, flipped classroom based teaching mode in vocational colleges has strengthened the differences in the effect of curriculum planning in teaching content and teaching process among learners of different degrees and levels. At the same time, new teaching concept and teaching hypothesis based on POA are used to objectively evaluate the quality of

English teaching and learning situation, which contain the teaching details of new curriculum and are conducive to and the overall conversion efficiency in knowledge, materials, output tasks and teaching implementation, learning enthusiasm of students, independent learning ability and the ability in independent exploration[3]. At the same time, compared with the traditional teaching law of "teaching the superiority and assessment inferiority", flipped classroom teaching in vocational colleges serves as the internal driving force for students in studying of English in class in form of "output-input-output" model, as a result the effect of course teaching is demonstrated in a better way.

The integration of the two is the key point of optimizing teaching situation, enriching teaching content and strengthening classroom interaction. Finally, in the inclusive learning such as the learning of extensive knowledge of oral English ability, the teaching tasks were accomplished by selective learning, knowledge matching and expression matching, maintaining the emotional communication bridge between teachers and students, independent course learning and practice in language expression.

### **3. The integration and innovation of the two in English class**

#### **3.1 Construction of evidence**

As the supplementary and improvement of the practice in flipped classroom teaching of English in higher vocational colleges, "production-oriented Approach" (POA) is implemented with innovation in teaching concept of English courses with teachers centered. Besides, the infusion and cramming teaching are overthrown to motivate the independent exploration ability of students in learning. In the "parallel transmission" with teaching content, teaching mode and curriculum teaching as the center, the knowledge capability and learning efficiency of students are comprehensively improved with the multidimensional learning concepts, setting up of teaching plans and teaching tasks, as a result, the mutual exchange of teaching information is achieved[4].

#### **3.2 Analysis on the necessity**

In the compilation of English textbook series for students in higher vocational colleges, the organization and selection of difficult and key points in course teaching are particularly important for the practice of oral English expression, translation and the macroscopic design of teaching. The "integration path" of flipped classroom teaching of English in higher vocational colleges, POA is designed with more emphasis on exploration and the application of theoretical knowledge of English to guide the students for integration in selective manners. Besides, POA is given top priority in integration of the English vocabulary, grammar, sentence patterns, translation of oral English, language expression and so on with the purpose to effectively teaching goal of course teaching[5].

#### **3.3 Paths**

##### **3.3.1 Selection of teaching objects**

POA is involved in the integration of flipped classroom in vocational colleges. The specific path includes output as the driving force -- input for facilitation -- evaluation in learning. With micro-video teaching and multimedia courseware as tools under the background of modern network technology, flipped classroom makes up for the ambiguity and disorder of traditional curriculum in teaching objectives and contents, which gives better solution to the difficult problems in teaching. The status of students as learning objects is made clear and the feasibility in effective learning is accomplished by the integration of the two factors.

##### **3.3.2 The teaching process**

The ways of teaching in flipped classroom of English in higher vocational colleges with the introduction of POA can be divided into the followings: (1) Groups are divided with classes as the units and 6-9 groups are divided according to the performance in grades with 3 to 4 levels and the

learning enthusiasm of students can be motivated after quantitative evaluation.(2)the teaching plans regarding the knowledge suitable for students will be designed by teachers in accordance with the division of levels. The teaching objectives should be made clear and the videos should be made according to the difference of classes and students can be selected for the making of contents with timely feedback for revision.(3)In the introduction of videos before class, learning enjoyment at different levels can be demonstrated , which is convenient for gaining new insights through reviewing old materials.(4)In view of the feedback from students in teaching, efforts should be redoubled on concentrated explanation, consolidated training to ensure that students master the relevant knowledge points in class. Then, the training demonstration class should be arranged to illustrate and explain the questions that are difficult for students. Besides, error correction can be made by teachers for students for extension of knowledge and students should be instructed to develop their ability in critical thinking. Finally, the practical effect of oral communicative ability can be made clear with discussions by students.(5)In class, the students are to be tested on their mastery of key and difficult points.(6)According to the important and difficult knowledge of this lesson, a small number of targeted homework should be assigned to achieve the purpose of review and consolidation.

In order to realize "output-driven effect" in the organization of practical teaching process of flipped classroom in vocational colleges, the output tasks in English teaching should be clearly defined in guiding students to watch short videos of flipped classroom. In evaluation of teaching, quantitative evaluation of oral expression and other practices should be strengthened, so as to obtain satisfactory teaching effects in mutual evaluation [6-8].

### **3.3.3Teaching in practice and reflection for courses**

Specific steps include selecting topics regarding English, collecting teaching materials of listening and video teaching resources related to the course, and efforts should be made in selecting and organizing relevant materials. In the process of "flipped classroom", the students are divided into groups to master the key and difficult points of oral knowledge and commonly used short and long sentences. such as Great minds think alike.

The knowledge points indicating the action to be conducted should be summarized and classified in difference of expression. Get going! The application of POA teaching theory in the flipped classroom teaching model in vocational colleges has a positive effect on improving students' oral expression ability in practice.

In the course reflection of flipped classroom, flipped classroom can be used to improve the scores of marginal students and students with good performance in courses. Based on class generation, step by step measures should be conducted. To achieve full coverage of wireless network, students should reflect on whether they can consciously complete video learning and effectively complete monitoring effects. In order to improve students' self-management ability and self-learning ability, the integrated teaching method should be adjusted gradually according to the experimental results of different classes.

## **Conclusion**

Compared with traditional course teaching of English, the flipped classroom teaching of English in higher vocational colleges should be given more efforts in teaching objectives and watching short video related to teaching and the time should be strictly controlled to express the key and difficult sentences under the guidance of POA teaching concept so as to master the basic skills for oral expression and explore the underlying connections of the sentences. Specifically, in the learning process of English in higher vocational colleges, teachers should be capable of making students to be independent, effective, active and innovative in learning and be the master in learning in the process of "imparting knowledge-design homework-clearing confusion". As a result, the students can comprehensively master the knowledge and freely apply what they have learned into practice and articulately express what they are eager to show to us in a flexible manner in communication based and cooperative teaching with the help of new media. Besides, the grammatical expression

can be used for standardized daily communication in easy manner.

## **Project**

Project name: Construction and application of flipped classroom based teaching model from the perspective of cognitive language

Project No.: 18YYE693

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