

The Construction of College English Listening Teaching Model Based on POA Theory

—A Case Study in Kunming University

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Abstract—There are many defects in College English listening teaching in application-oriented Universities. The emergence and development of Production-Oriented Teaching Approach has brought forward new possibilities for the teaching reform of English listening course. This paper finds that the teaching model of college English listening class can be constructed by the three-step teaching process of "driving-facilitating-evaluating". It puts forward the idea of constructing the teaching model of college English listening from the aspects of teaching objectives, teaching contents and resources, and teaching methods, so as to truly improve the students' language application ability of "learning for application".

Keywords—POA theory; College English listening teaching; teaching model

I. INTRODUCTION

In college English teaching, listening teaching has always been an indispensable component and one of the indicators to assess the application ability of students' English language skills. Both the *College English Course Requirements and the newly revised College English Teaching Guide* in 2017 clearly state that the goal of college English teaching is to foster students' comprehensive English application ability. In particular, the listening and speaking ability enables students to communicate effectively in English on the job.^[1] However, the cultivation of listening comprehension ability has always been a weak point in college English teaching. Under the general trend of the change in college English teaching mode, from the traditional mode to the mode of language application ability, it is imperative to reform college English listening teaching. The emergence and development of POA theory points out a new approach to English listening teaching and helps teachers to improve students' listening ability by using the characteristics of POA teaching model. Based on the theory of POA, the teaching mode of "input-driven" is changed into "output-driven". In this way, the efficiency of college English listening course and the effectiveness of teaching will be greatly improved.

II. THEORETICAL FRAMEWORK AND APPLICATION VALUE OF THE POA

A. About "production-oriented approach"

The POA stands for "production-oriented approach", which was officially named in October 2014 at the Seventh China International Conference on English Language Teaching. Its predecessor is the "output-driven hypothesis" and "Output driver-input assumptions"^[2]. With the help of curriculum theory and second language acquisition theory, Wen Qiufang and other scholars have reformed their foreign language learning motivation to construct this new foreign language teaching model. Its overall framework consists of three parts: teaching idea, teaching hypothesis and teaching process. The third part of the POA, the teaching process, is divided into three stages: driving, facilitating and evaluating. In the driving stage, teachers assign "output" tasks to students to prepare them independently. During the facilitation phase, teachers have specific knowledge of the readiness of students and provide timely guidance to help students improve the quality of their expression; In the evaluation stage, the teacher sets out clear evaluation criteria, carries on the analysis evaluation to the student's achievement. In the evaluation, students are also encouraged to appraise each other, to better consummate the expression task. At every stage, the teacher should give the students full autonomy, but he can't let the students go free. He must give full play to the leading role so as to ensure the controllable and effective teaching process. "driving-facilitating-evaluating" is divided into three parts: internal small cycle and overall large cycle, which contains several, loop chains. There are logical and independent relations between these divided small output objectives. The innovation of POA theory is embodied in its teaching idea of "Learning Centered" and "Learning as One", according to which teaching must be oriented to achieve teaching objectives and to promote the occurrence of effective learning. Students should learn by doing, combine learning with using, and emphasize the importance of combining input learning with use of output.

From a theoretical point of view, the POA theory is a combination of curriculum theory and second language acquisition theory. On the one hand, teachers should complete the specific content which is in accordance with the requirements of curriculum theory, including the establishment of appropriate teaching objectives, the choice of teaching

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content appropriate to the teaching objectives, the adoption of appropriate teaching means and a reasonable evaluation system. On the other hand, teachers should pay attention to whether the theory of second language acquisition has been tested and used reasonably in different stages.

B. Application value of the POA theory

English listening teaching requires students to have a solid grasp of language knowledge and skills and to learn to use listening skills and strategies properly. For a long time, there has been a serious disconnect between theory and practice in listening teaching, and teachers tend to stress the skills of listening to the topic rather than the practical training of communication. Teachers usually impart more theoretical knowledge and skills to their students during a very limited period of time. The teacher's role is limited to the teaching of relevant theories and knowledge to the students, the interaction of listening training is insufficient, and the development of students' reaction ability, thinking ability and practice ability are all affected.

The POA theory advocates that the output activity in teaching is the driving means and goal of teaching, which is the driving force of language learning. Inputting activity is a means; the language output of the students can stimulate learning enthusiasm more than input learning, and make learning achieve better results.^[3] Under output-driven conditions, the timely provision of inputs that contribute to output yields well learning outcomes. Because of the need of language output, students should select some useful content from the input material to finish the task. After the material processing and practice, the effect of learning is optimized, which is called "selective learning". The three teaching hypothesis of the POA theory advocate "learning as one" to enable students to clearly identify the objectives and tasks. They are able to handle specific learning materials in a limited time. Teaching activities are to serve the effective learning of students, to achieve the "learning" and "use" of the organic combination and integration. The POA theory holds that learning should be put into practice, so as to improve the students' comprehensive English ability. It is also necessary to achieve the humanist goal of improving students' ability of thinking, self-learning and comprehensive cultural attainment, which is the teaching goal of "College English Course Requirements". The theory of POA emphasizes "learning centered", paying special attention to the core position of learning in the whole teaching system. Both "input" and "output" should help students improve their learning efficiency and help them achieve their learning objectives. This means that the teaching practice of POA can't emphasize the students' subjective position in the learning process. Teachers should play a leading role to help students achieve effective learning.

POA attaches great importance to the effective integration of the concepts of "input learning", "productive use" and "combination of learning and use"^[4]. The ideas contained in POA are in good agreement with the teaching of college English listening.

III. MAJOR PROBLEMS EXISTING IN COLLEGE ENGLISH LISTENING TEACHING

For a long time, the teaching effect of college English listening and speaking course is not satisfactory. Although most English teachers and research personnel have tried various kinds of teaching reform, they have failed to make significant progress because of many objective factors. There are several main problems in college English listening class.

A. Dull and monotonous teaching model

There are two teaching models in College English listening and speaking course in Kunming University. One is about a specific teaching topic in each unit. The teacher plays the relevant listening and video materials. After listening, the students choose or fill in the blanks for the important and difficult problems. Then the teacher will call the students one by one to state their choices, and the teacher will make a hint or comment when the students answer. At last, the students' understanding of the whole listening material was evaluated and the key points and difficulties were explained and then re-played to deepen the understanding of the listening materials. Another kind of teaching model is to improve the passing rate of CET-4 and CET-6. The teachers use great amount of CET-4 and CET-6 relevant listening materials to practice and explain the skills of problem-solving skills. Their teaching objective is to help the students to improve their grades by means of a large number of simulated tests.

These two teaching methods are time-consuming, inefficient and poor pertinence. Teachers play the leading role in the whole teaching process. Students only input language materials passively, which belongs to the typical "input-driven" learning model, and the teaching effect is not ideal.

B. Insufficient teacher-student interaction in the classroom

At present, the class size of college English teaching in our country is too large. Taking Kunming University as an example, the normal class size of College English course is generally 50-60 students. This kind of class size has some negative impact on listening class. There are great differences in the standard of students. It is difficult for teachers to accommodate students of different levels in a limited period of time. Some excellent students often feel that the lesson is too simple. There are some doubts among the intermediate students, while the poor students may not understand it at all. Teachers cannot interact and communicate effectively with students in different levels. According to the author's observation of the college English listening class in her university, in most of the classes, the students are not placed in the main position, and most of the students are not able to take an active part in the activities of the class. Students only passively accept the teacher's instructions and answer questions instead of expressing opinions on their own initiative. The teacher-student interaction is very little. The students' willingness to participate in active learning and active solution to English listening is very low and they even lose interest in listening.

C. Low motivation of students to study

Due to the dullness of most listening classes and the lack of effective teacher-student interaction, the interest of students in listening class gradually decreases. The main purpose of most students participating in listening activities is to pass CET-4 and CET-6. They don't realize the importance of listening ability in everyday language communication. The main ways for students to acquire language input and listening skills come from teachers, whose learning content, learning progress and learning style are often determined by their own knowledge structure, and teachers are also the masters of teaching activities. The students are greatly dependent on their teachers, and seldom take the initiative to practice listening skills. In this process, their listening ability is also difficult to improve effectively.

IV. THE CONSTRUCTION OF COLLEGE ENGLISH LISTENING TEACHING MODEL BASED ON POA THEORY

A. Update teaching concepts and methods

At present, both teacher-centered and student-centered teaching concepts have their own shortcomings in college English listening teaching. The former emphasizes the importance of the teachers in the classroom teaching, neglects the students' subjectivity and leads to the separation of learning and using. The latter may cause the students to participate in the classroom blindly, but not improve the effectiveness of the classroom. At the same time, the teacher's role as the language inputter in the classroom is marginalized. The language input of the students is limited, which affects their effective output. The teaching idea of POA reflects the fusion of these two concepts. The "Learning Centered Theory" emphasizes that all activities in the classroom should serve the production of effective learning and pay attention to the return of the learning process in essence. The theory of "learning as one" emphasizes the close combination of input and output of learners, the integration of "learning" and "using" into one, the use of output activities as a means to drive students' enthusiasm for learning, and the input activities as a means of producing outputs.

The theory of POA emphasizes the combination of learning and using, which can solve the problems of the low rate of English use and the separation of learning and using in the classroom.^[5] The three steps of the teaching process are the foundation of the teacher's teaching design and the student's practice. In college English listening teaching, teachers should be oriented to productive tasks in order to activate students' internal cognition, mobilize their initiative in learning and improve their meta language ability. In the facilitation stage, teachers should take the purpose of developing skills, clarify the requirements of the task, and students choose relevant materials to study, so as to achieve effective input, teachers play their "expert guidance" role. In Kunming University, the teaching material for college English is *New Horizons College English Audio-Visual Course*. There is no other teaching material to assist with listening. The main language input of students is limited to the content of the teaching material, or the reference vocabulary and sentence pattern provided by teachers. The limited language input restricts the development of students' language output ability. Teachers should process and

select many non-contextualized language materials from the Internet so as to make them the authoritative language materials that meet the demands of productive tasks. At the same time, teachers can encourage students to acquire knowledge related to productive tasks through library or network resources, and increase the input of comprehensible language materials. In the process of evaluation, the "teacher-student cooperation evaluation" model is adopted. Due to the large scale of classes in college English teaching, students can use the network to submit the tasks, get timely feedback and comments, or rely on the network platform to conduct mutual evaluation between teachers and students.

B. Construction of college English listening teaching model based on POA theory

At present, the theory of POA has not only made some impact in academic circles, but it also made great achievements in college English teaching practice. One of the most important reasons is that the two practical links in POA theory, "facilitation" and "evaluation", can be combined with the new teaching methods in the modern network era. Due to the limitation of time and space, the theory of POA can only stay in the level of research and exploration, which can not be widely implemented. Now, with the appearance of micro-class, Mocc and flipped Class, the practice of POA theory has also made a qualitative leap.

The key to the construction of college English listening teaching model is to change the input-driven language learning into the output-driven language learning teaching pattern^[6]. Students can pre-study by watching a video lecture, listening to a podcast or reading an e-book, or completing certain learning tasks. In class, teachers solve the key and difficult knowledge through explanation and discussion, and make corresponding evaluation on the students' task completion. Teachers change their roles from the transmission of teaching content into instructors. This kind of role transformation of teachers is so-called "the leading role" of teachers in the POA theory system.

Wen pointed out, "Given the current popularity of mobile technology, the output-driven segment can be video-driven or micro-taught to allow students to learn before class. In class, teachers need only check students' understanding of the video, teaching objectives and output tasks. This will free up more time for the second stage that is the "facilitating stage"^[2] in the POA theory. Furthermore, the POA theory emphasizes the organic linkage between input learning and output utilization, and every teaching step focuses on what students can learn. Driven by the pre-class task, students will take the initiative to control the progress of learning, so as to realize the stage of extra-curricular learning and internalizing knowledge, to promote the validity of students' knowledge output, to improve teachers' and students' interaction in an all-round way.

College English listening teaching is not an isolated listening practice. Usually, listening and speaking skills are inserted into the listening and speaking course. Taking Kunming University as an example, the listening and speaking course includes two parts: listening and speaking. Under the traditional teaching mode, the two parts are completed in class, and there are some problems such as the shortage of teaching

time and the lack of interactive opportunities between teachers and students. For students, it's all input-driven learning, and it's passive. Under the guidance of POA theory, students are required to watch video on their own before class to understand the communication scene presented by teachers and to complete the "listening" part. At the same time, the teacher can describe the output task in the last part of the video, "driving" the student to study selectively before class, and to practice "facilitating" the output result. In the classroom, the teacher examines and directs the students' output results. We can regard this kind of "examination" as the "evaluation" part of the POA theory, namely the "delayed evaluation". Its evaluation criteria are discussed and formulated by teachers and students in accordance with the requirements of certain degree. The final grade can be divided into three basic levels, including excellent, good and general. In addition, the timing and form of the submission of outputs should be clarified.

When the students are ready for class, they can have a smooth communication, and finish the part of "speaking" with high quality. Thus, based on POA theory, the whole process of listening and speaking classroom teaching becomes the "output-driven" model of learning by students. The process can be divided into three steps. Step 1: Driving, teacher-led task assignment. Before class, the teacher arranges students to watch the specified micro-video frequency, provide the corresponding communication scene, and design the output task; Step 2: Facilitating: students as the main implementer of the task. The content of the video, language and discourse structure are the three necessary conditions for task production. before class, students should study these three items according to their own understanding and requirements., and complete the activities, practice output, so that students will turn these input materials from the receptive knowledge into productive knowledge; Step 3: Evaluation: teacher-led and students as the main body, to complete this process. In class, the teacher answers the students' questions and makes a delayed evaluation of the output of different levels of students, thus making suggestions for further learning.

Therefore, the theory of POA is helpful for teachers to design a more effective and specific listening teaching plan. Through more practical activities, students' enthusiasm of learning is enhanced. The former passive indoctrination is turned into active exploration, thus teaching efficiency is greatly improved.

V. CONCLUSION

In summary, under the guidance of POA theory, college English listening teaching should gradually change the traditional "input-driven" teaching into "output-driven" teaching. It fully mobilizes the students' subjective initiative in learning and exploring, which points out the direction for the reform of college English listening teaching, and also poses new challenges to college English teachers. We should conform to this reform trend, renew our teaching idea, improve our college English listening teaching method, and improve comprehensive application ability. However, due to the different teaching environment and teaching conditions in China and the differences of students' English level, teachers should adapt to local conditions and teach students in accordance with their aptitude when implementing the POA listening teaching method.

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