

Research on College English Flipped Classroom Teaching Based on POA Theory

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Abstract: To build college English flipped classroom based on POA theory we should adopt POA theory to enrich the teaching concept of flipped classroom, promote the role flipping of teachers and students in flipped classroom, and optimize the teaching links of flipped classroom. To implement college English flipped classroom teaching based on POA theory, we can carry it out from such four aspects as making good input preparation for flipped classroom teaching, promoting output-driven flipped classroom through diversified means, making good teaching guidance to realize the input promotion of flipped classroom, and implementing scientific evaluation and improvement of flipped classroom output.

In recent years, English teaching in colleges and universities urgently needs the guidance of advanced educational theories. Many colleges and universities have been committed to the reform and innovation of teaching modes. Flipped classroom and other teaching modes have been gradually recognized by teachers and students in colleges and universities, and have been widely used and actively tried in English classroom teaching. POA theory is an important theory used to guide English teaching in China. It emphasizes that English teaching activities should be learning-centered, output-driven and learning-process-centered, and students should achieve knowledge acquisition and ability improvement through the completion of established goals. Flipped classroom also emphasizes students' learning, breaks traditional teaching mode, turns the process of acquiring knowledge and acquiring ability, and highlights the subject status of learners. In this way, the educational concept of flipped classroom is similar to POA theory, both of which are committed to highlighting students' dominant position in the classroom and emphasizing students' autonomous consciousness and practice research. Therefore, the study of college English flipped classroom teaching strategies based on POA theory plays an important role in improving the quality of English teaching.

1. The Construction Objective of College English Flipped Classroom based on POA theory

Flipped classroom teaching is a new teaching model emerging with the development of the Internet, which changes the previous fixed model of teaching first and students learning later. Instead, it makes use of information technology to produce teaching content into learning videos, requiring students to watch videos before class to learn independently and then find out the difficulties they encounter in learning. Classroom teaching focuses on explaining key content and difficult points faced by students, avoiding the "full classroom teaching" and effectively stimulating students' awareness of independent learning. Therefore, flipped classroom teaching requires teachers and students to achieve the corresponding flip in roles, in order to obtain the best learning effect as the goal. However, under the POA theory, the English teaching mode is "output-input-output", that is, the teaching objectives are determined first, then the "input" and "selective learning" are targeted, and finally better teaching "output" is obtained. It can be seen that flipped classroom teaching model and POA theory are in the same line. POA is the theoretical guidance, while flipped classroom is the teaching practice. Therefore, it has significant advantages to carry out college English flipped classroom teaching based on POA theory, which can provide important theoretical reference and guidance for the construction of English flipped classroom

teaching model.

1.1 Enrich flipped classroom teaching concept with POA theory

For a long time, college English teaching mode attaches importance to the explanation of English knowledge points but ignores the application and practice of English. There is a problem of "emphasizing input and neglecting output", which leads to the separation of "learning and using" in English teaching. As a result, college students' English application ability is generally poor, and there are serious defects in English communicative ability and the quality of applying what they have learned to practice. It is difficult to adapt to students' future employment needs and career development needs, and the social function of college English teaching can not be played. POA theory advocates "integration of learning and application" and emphasizes that teaching "output" and "output" are the goal and starting point of English teaching. It requires English teaching to highlight applicability and practicability. Applying POA theory to flipped classroom teaching can change the previous English teaching mode and further enrich the teaching concept of flipped classroom. It can instruct English teachers to increase the proportion of practical teaching in flipped classroom teaching, and cultivate the "output" efficiency of students' English learning.

1.2 Promote the role transformation of teachers and students in flipped classroom with the help of POA theory

The application of POA theory in flipped classroom can promote the transformation of the roles of teachers and students and help to effectively flip the roles of teachers and students. In traditional English classes, teachers are the central role and teaching authority of the class. Many students are prone to the phenomenon of role marginalization in passive acceptance learning, and the space of independent learning is also severely compressed. Although flipped classroom teaching optimizes the classroom teaching model, the teacher-led model of classroom teaching is often not fundamentally changed. By applying POA theory to flipped classroom teaching, teachers and students can fully understand the theory of "learning center theory" and "learning and application theory", position their classroom roles more accurately, guide teachers to formulate scientific teaching objectives, contents and processes, change the awkward situation of students' passive learning, and actively think and practice in English learning. In the clear "output" on the basis of scientific "input", it can enhance the teacher's teaching and students' learning pertinence.

1.3 Optimize flipped classroom teaching with POA theory

Based on the connotation of POA theory, it can play an important role in optimizing flipped classroom teaching process. College English teaching puts forward high requirements on the cultivation of students' listening, speaking, reading and writing ability, and the content of college English is varied. In order to ensure the effect of flipped classroom teaching, teachers need to analyze the key and difficult points of teaching, formulate clear "output driven" goals, and then produce high-quality and targeted learning videos and other resources according to the level of students, so as to carry out high-quality "input promotion". This can effectively improve the teaching process of each link. Under POA theory, students can carry out "selective learning" according to their own ability and level, such as targeted reading, listening and speaking training, so as to make up for their deficiency in English language quality and improve the learning efficiency in all aspects. Therefore, flipped classroom teaching based on POA theory has obvious advantages.

2. Implementation strategies of College English Flipped Classroom Teaching based on POA theory

The application of POA theory plays an important role in optimizing and promoting the implementation of flipped classroom. The teaching theory and hypothesis of POA can provide theoretical guidance for the development of flipped classroom. On this basis, flipped classroom can be taught in accordance with the teaching process of POA theory, so as to integrate the two and make college English flipped classroom teaching more scientific and effective. To be specific,

flipped classroom teaching of college English based on POA theory can be carried out from the following aspects:

2.1 Prepare for the input of flipped classroom teaching

Flipped classroom is a new teaching mode, and many English teachers are not skilled in its development and implementation, so there is still a lot of room for improvement in flipped classroom teaching effect. To ensure its smooth development, we should carefully do a good job in each teaching link of flipped classroom. Among them, scientific and adequate teaching preparation is a prerequisite for the successful implementation of flipped classroom. Flipped classroom teaching is carried out based on rich video resources and other teaching materials. Meanwhile, based on POA theory, the establishment of teaching "output" goal is also crucial. Therefore, the preparation of flipped classroom teaching input based on POA theory should be carried out from two aspects: the preparation of teaching resources and the formulation of teaching ideas. In terms of enriching teaching resources, the former college English teaching resources mainly come from textbooks, which are limited in content and lack of timeliness and interest. Therefore, teachers should enrich teaching resources through various ways. Flipped classroom teaching is a teaching model developed based on the Internet and information technology, teachers should make full use of network technology and select the latest materials and information for flipped classroom teaching. Teaching resources can be simple audio and video resources, or a combination of multiple resources, which can be scientifically introduced into the corresponding teaching links, which can ensure the quality of teaching resources and the richness of flipped classroom teaching videos, and provide basic guarantee for the implementation of flipped classroom. Moreover, in terms of formulating teaching ideas and objectives, according to the guidance of POA theory, "output driven" can be used as the fundamental basis and direction for English teaching. Teachers formulate flipped classroom teaching objectives and "output" tasks according to the "output driven" hypothesis, including classroom learning objectives, after-class practice objectives, practical objectives, etc. Then make learning videos and design teaching processes based on this, so as to improve the quality of input preparation for flipped classroom teaching.

2.2 Promote the output-driven flipped classroom through a variety of means

In POA theory, output-driven is an important part of the teaching process. By output-driven, students can clarify their learning objectives and their own learning tasks. At the same time, output-driven can stimulate students' enthusiasm for learning through various means and better enhance their learning initiative. Therefore, when carrying out college English flipped classroom teaching based on POA theory, output-driven teaching is the link that needs to be designed and carried out. Teachers should attach importance to the implementation of output-driven teaching and enrich the means of output-driven teaching to lay a foundation for the smooth development of flipped classroom teaching. Output-driven teaching can be carried out in the following aspects: First, "output" tasks can be shown to students. Secondly, arrange students to study independently and try to complete the "output" task. Students can carry out their own learning on the basis of their own knowledge and ability, try to think and solve problems and complete "output" tasks. In this process, teachers can provide a variety of methods to assist students' learning, such as adding interesting elements in the teaching process and imparting learning skills and methods to guide students to carry out independent thinking and learning activities. Thirdly, when teachers explain "output" tasks, they can carry out objective assessment on the basis of understanding students' learning achievements. At this time, teachers should elaborate the meaning and implementation strategies of "output" tasks to students on this basis, stimulate students' learning motivation and help them prepare for efficient learning. In this way, it not only promotes the effective flipping of the roles of teachers and students in flipped classroom, but also improves the output-driven effect of flipped classroom.

2.3 Do a good job in teaching guidance to achieve the input of flipped classroom

In flipped classroom teaching of college English based on POA theory, flipped classroom

teaching activities should be effectively echoed with input-facilitated teaching, so that expected teaching objectives and results can be achieved under the flipped classroom model. In this regard, English teachers should attach importance to teaching guidance in the teaching process of flipped classroom, further clarify the output tasks by means of explanation, guide students to carry out selective and independent learning of English materials based on their learning objectives and shortcomings, and timely check the learning progress and results to ensure the corresponding English language output. In each link of input facilitation, English teachers should explain the specific content, implementation steps and detailed requirements involved in the output task to ensure that students have a clear understanding, and then release certain input materials through the network technology platform or new media platform, such as some reading materials, courseware, video and audio, etc. Students are given certain guidance on the learning focus, direction and methods, so that students can choose the materials that are truly suitable for themselves from the materials input by teachers, give priority to the materials they urgently need, and contact more content closely related to the output tasks in the selective learning. Only in this way can the teaching tasks facilitated by input be better realized in the flipped classroom.

2.4 Implementation of scientific flipped classroom output evaluation and improvement

College English teaching belongs to a kind of language teaching. The cultivation of students' language quality needs to pay attention to step by step and continuous improvement. Combined with the basic characteristics of English subject and the theory of POA, the teaching output of flipped classroom needs to be evaluated scientifically, so as to realize the continuous optimization and improvement of the teaching scheme under the flipped classroom teaching model. There are two main methods of output evaluation in English teaching: instant evaluation and delayed evaluation. Among them, instant evaluation is mainly made in the first time for students' performance and achievements when they practice or complete the output tasks arranged by teachers, which requires English teachers to pay attention to both the explicit results of students and the participation process in the completion of output tasks. In this way, the instant evaluation can timely correct students' learning deviations and maintain students' learning enthusiasm and efficiency. So its application in English listening, speaking, reading and other teaching links is more suitable. And delayed Evaluation usually requires English teachers to evaluate the overall results of students' learning in and out of class, which is most applicable to the horizontal evaluation of students' English writing and translation level.

3. Conclusion

POA theory and English flipped classroom teaching have similarities in concept and practice. The former can be the theoretical guidance and reference of the latter, so English teachers should strengthen the application of POA theory in the construction and implementation of flipped classroom teaching model and teaching activities. Optimize the teaching process of English courses from the perspectives of pre-class preparation, output-driven, input-facilitated, output evaluation and optimization, stimulate students' learning motivation and potential, and improve the quality and efficiency of education and teaching in the scientific process of "output-input-output".

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