

Construction and Exploration of the Guidance-Learning Model of Graduate Course for Subject Teaching (English) Major Based on POA

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Abstract: Based on the teaching concept and teaching process of “Production-oriented Approach” proposed by Professor Wen Qiufang, this paper explores the guidance-learning model for the postgraduate course of Subject Teaching (English) major, constructs the guidance-learning model of pre-class drive, in-class facilitation and process evaluation, and puts it in practice of a specific degree course for three semesters. The research results show that the students have obtained sufficient teaching practice training in the course learning. At the same time, in the process of completing each process of guidance-learning model, students have gradually acquired preliminary teaching and research ability and basic skills, and have accumulated substantial theoretical knowledge. Both teachers and students have gained the output ability of study and teaching, as well as the potential and space for continuous improvement on comprehensive quality and the ability of integrating knowledge with practice from this guidance-learning model.

1. Introduction

The courses of master of Education in Subject Teaching (English) are aimed at cultivating key teachers of English teaching in secondary schools with modern educational concepts, teaching and research abilities. It is required in the teaching that the graduate students master the international excellent English teaching theories and basic educational research methods, and teachers attach importance to students' teaching practice, the cultivation of students' ability of integrating theory with practice and comprehensive quality, and encourage students to innovate in teaching research and practice. In my years of graduate courses teaching, it is found that students have the problems such as imperfect teaching theory knowledge system, insufficient practice, inflexible application of teaching and research methods, insufficient logical thinking ability and so on. Especially because of the limited class time and the large class size (up to 60 people), it is a great challenge to individualized instruction. In view of this situation, in order to achieve the cultivating goal of this major, we attempt to introduce the teaching concept and teaching process of Production-oriented Approach (POA) into the graduate courses. POA is a foreign language teaching theory created by the team led by Professor Wen Qiufang of China Foreign Language and Education Research Center. Since it was first proposed in 2007, it has formed a relatively complete theoretical system[1,2]. This paper, with POA as the theoretical framework, with the basic major course “English Education Measurement and Evaluation” as the teaching platform, probes into the guidance-learning model for the course so as to achieve the ultimate learning goals that graduate students can have a solid theoretical and practical ability, and reach knowledge input and output balance. At the same time, it is expected to provide reference and demonstration for POA to enter graduate classroom.

2. Construction and Exploration of Guidance-Learning Model for Graduate Course Based on POA

2.1. The Teaching Concept and Process of POA

The teaching concept of POA proposed by Professor Wen Qiufang includes three aspects: Learning-centered, learning-using integration and whole-person education. The learning-centered requires learners to focus on the learning process. Learning-using integration requires learners to apply what they learn and combine knowledge input with output. Whole-person education requires learners to pay attention to both the instrumental and humanistic nature of curriculum learning. According to the concept, the teaching process is correspondingly a cycle of drive, facilitation and evaluation[1,3].

2.2. Implementation of the Guidance-Learning Model based on POA in the Graduate Course “English Education Measurement and Evaluation”

The following part is devoted to the proposal of guidance-learning model based on POA for the course, difficulties and countermeasures, implementation process and effect, teaching implication. It also points out the limitations and suggestions.

2.2.1. Proposal and Implementation Difficulties of Guidance-Learning Model

Based on POA teaching concept and process, the treatment takes the graduate course “English Education Measurement and Evaluation” as the practice object, focuses on the teaching materials and learning process itself, and requires students to apply what they learn and combine knowledge input with output. It uses the course itself as a research tool for a good practice of three teaching concepts of POA, forming a teacher-guided and student-centered learning relationship[4], proposes the guidance-learning model of pre-class drive, in-class facilitation and process evaluation[5,6]. The key point for implementation is to concern about the effectiveness of the process, to ensure the optimization of theory and practice effect and output maximization[7], and meet the training requirements of professional master degree.

2.2.2. The Implementation Process of Guidance-Learning Model

According to the characteristics and content of the teaching materials used in the course “English Education Measurement and Evaluation”, Table 1 lists the specific implementation process and content of the guidance-learning model:

Table 1 Implementation process and content of the guidance-learning model.

guidance-learning model	Implementation Process
Pre-Class drive	1. Discuss with students and determine the academic presentation content suitable for the course and textbook. 2. Effectively guide students to complete relevant literature reading and form a reading report. 3. Make input preparation and coaching of theoretical knowledge for students. 4. Give students the guidance of Curriculum evaluation and teaching. 5. Make a preparation and the foreshadowing of course paper topic selection for students.
In-Class facilitation	1. Academic presentation: Four people in a group are supposed to complete an academic presentation with the requirements of clear logic, coherent and effective knowledge output, which can display the group’s cooperation and research results. 2. Book report briefing: Group work as the above mainly cultivates students’ basic scientific research skills. 3. Watch case videos: Group work as the above has the discussion with the teacher’s guidance.
Process Evaluation	Let the students fully realize that the teaching of the course itself is the evaluation process, and the evaluation goal is the teaching effect. 1. Students make self-evaluation and peer evaluation of group presentations, book reports, and case discussion results. 2. Teacher makes evaluation of group presentations, book reports, case discussion results. 3. Students make evaluation of the teacher’s teaching process.

In each process of the table above, the task of “pre-class drive” is mainly implemented after class

by group cooperation and online group meeting. “In-class facilitation” is mainly carried out in class, with 2 class hours per week. One class hour includes group academic presentation, book report presentation and teacher’s immediate evaluation, and the other class hour is the teacher’s time to elaborate on the key content of the course, including case analysis and discussion process arranged according to the course content. “Process evaluation” includes immediate evaluation, self-evaluation and peer evaluation among students after group presentations and book reports, and relevant evaluation by teachers, while students’ evaluation of teachers’ teaching process is conducted twice in the mid-term and the final.

2.2.3. Problems and Countermeasures in the Implementation of Guidance-Learning Model

The implementation of the guidance-learning model of this course was repeated for three semesters, with a total of 135 students participating in it. In the implementation process, it is found that the preparation and implementation of “pre-class drive” is very important, which directly affects the effect of the following process. Although there are differences in the quality and professional basis for each grade of students, two common problems exist among them. In view of these problems, teachers have carried out corresponding countermeasures.

First, the students’ preliminary theoretical reserve is insufficient. Due to the high requirements on the number and relevance of academic presentation topics, in order to achieve the goals of in-class facilitation, the teacher used the online platform to prepare and instruct students for the input of relevant theoretical knowledge.

Second, students’ ability to read the literature with the target is insufficient. In order to achieve the goals of in-class facilitation, and meanwhile for students to identify and find their research topics and interests, before the book report meeting, the teacher gave students instruction on how to conduct literature retrieval, how to clarify the reference value of the literature and how to prepare for their research topic selection, including the answer to the following questions: what content found in the literature is the most valuable to individual research, what is the original, what content is about summary of predecessors’ research, etc.

The solution of those problems directly lays a good foundation and preparation for in-class facilitation and process evaluation so that the following process could be carried out smoothly.

2.2.4. The Implementation Effect and Teaching Implication of Guidance-Learning Model

According to the students’ evaluation of the teaching effect of the course for three semesters, the effectiveness of the guidance-learning model is worth affirming. Students have a great sense of accomplishment from the portfolio of written achievements accumulated over the course of a semester, including book reports (with self-evaluation and peer evaluation forms), course paper writing, PPT of academic presentations and real-time performance records of students, written records of case analysis and discussion, and literature review, etc. The students generally believe that they have gained something from this course, gained sufficient experience in teaching practice, developed their primary teaching and scientific research ability and basic skills, and accumulated substantial theoretical knowledge in the process of completing various tasks.

Students also mentioned the part of academic presentation in particular. They commented that the topics selected after discussion is in line with their cognitive reality and can be fully connected with practice. They benefited a lot from the preparation process. Teachers also gained great confidence and meaningful enlightenment. In the following teaching, we should continue to adhere to and guarantee the quality of academic presentation, and to update the topic content in line with the academic frontier at any time, and further improve students’ awareness of theoretical and practical innovation.

2.2.5. Research Limitations and Suggestions

After three semesters of practice, guidance-learning model based on POA for the graduate course has obtained rich first-hand information and valuable teaching experience, providing valuable reference for the next graduate teaching. However the problems and limitations still exist.

First of all, the shortage of class hours and large class size are unfavorable to individualized

teaching and guidance. In fact, there are great differences in students' professional basis, cognition, learning style and personality. In order to achieve the ideal teaching effect, teachers need to pay more energy and time. Despite the best efforts of the teaching team, individualized guidance is still not enough.

Secondly, the postgraduate teaching of subject teaching (English) major is not fully connected with the English teaching in secondary schools. Therefore more work needs to be done to truly train teachers who are more competent for English teaching in secondary schools in theory and practice.

Therefore, in the following teaching, research and practice, the research team will further strengthen the study of professional knowledge and theory and improve the professional level, so as to provide more powerful academic and research guidance for students. At the same time, the team will closely relate to the teaching situation of secondary schools, strengthening investigation and case study, and accumulating rich practical materials for teachers and students.

3. Conclusion

After two years of research and three semesters of practice, the teaching team has gained a lot in the construction and exploration of the guidance-learning model based on POA for the postgraduate course of subject teaching (English) major. Teachers are pleased to see that students have made significant growth and progress in professional learning and academic aspects, and also see that their own professional ability has also greatly improved[8]. Both teachers and students have gained the output ability of study and teaching, as well as the potential and space for continuous improvement on comprehensive quality and the ability of integrating knowledge with practice from this guidance-learning model. That is the real goal and achievement of this research.

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