

A Case Study on the Multimode Teaching Design of College English Listening and Speaking Course Combined with Chinese Culture under the Guidance of the Production-Oriented Approach

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Abstract: With the rapid development of China's economy and the rise of China's international status, the exchange activities between China and other countries are more frequent than before, which results in the fact that English speaking and listening skills have become more and more important for college students. However, the reality is that Chinese college students' English speaking and listening skills are relatively weak compared to their reading and writing skills. Production-Oriented Approach, proposed by professor Wen Qiufang, is a new theoretical system for college English teaching in China, which aims to solve the problem of the "separation of learning and application", so as to improve the efficiency of English classroom teaching and to enhance students' ability to use English in the real environment. What's more, In the past, English teaching focused too much on the importance of the Western culture and ignored a deep understanding of Chinese traditional culture, which contributed not only to Chinese college students' weak awareness of spreading Chinese traditional culture but also to their low cross-cultural communication ability. Therefore, to realize the integration of language teaching and Chinese culture is one of the important goals of College English teaching. The case study aims to do a multimode teaching design of integrating Chinese culture with classroom teaching of College English Speaking and Listening course under the guidance of POA, which proved to be not only an effective approach to enhance the learners' listening and speaking ability, but also a new method to improve the teaching efficiency of ideological and political education in college English teaching.

Keywords: Production-Oriented Approach; Chinese culture; College English listening and speaking; Multimodal teaching

1. Research Background

On January 25, 2017, the General Office of the CPC Central Committee and the General Office of the State Council jointly issued *the Opinions on the Implementation of the Development Project of the Excellent Chinese Traditional Culture*. The opinions point out that "culture is not only the soul of the nation but also the spiritual home of the people. Cultural confidence is a more basic, deep and lasting power in the development of a nation. The implementation of the development project of traditional Chinese culture is a major strategic task of building a socialist country with advanced culture, which is not only of great significance for the inheritance of Chinese culture, but also helpful to comprehensively enhance the cultural literacy of the people, to maintain the national cultural security, to enhance the national cultural soft power and to promote the modernization of the national governance system and governance capacity"[1].

The College English Curriculum Requirements (2020 Edition) states that the college English course is both instrumental and humanistic. The humanistic nature of college English course is mainly reflected in two aspects. Firstly, college English courses enhance students' intercultural communication skills. Language is both a carrier and a component of the culture. By studying foreign languages, students can deepen their understanding of foreign cultures, enhance their awareness of the similarities and differences between Chinese and foreign cultures, and develop intercultural communication skills. Secondly, college English courses can cultivate students' ability to understand, interpret and disseminate Chinese culture.

It has become a necessity to actively explore the Chinese excellent culture with educational value in the teaching of college English. By integrating the excellent Chinese culture as the teaching materials into College English Courses, teachers can not only help deepening the learners' understanding of

Chinese splendid culture, and thereby enhancing their cultural confidence and national pride, but also improve students' competence to use language by telling and spreading Chinese excellent culture in English.

2. Theoretical Background

2.1. Production-Oriented Approach

The Production-Oriented Approach (POA for short) is Professor Wen Qiufang's idea of linguistic teaching model. Professor Wen emphasizes the three teaching philosophies of "Learning-centered Principle", "Learning-using Integrated Principle", and "Whole-person Education Principle", and advocates that teaching is to achieve the teaching goals, to promote the occurrence of effective learning and to combine language learning with language application. Teachers should realize the humanistic and instrumental goals of foreign language teaching through topic-driven output tasks, input materials and organizational forms serving output. "Output-driven Hypothesis", "Input-enabled Hypothesis" and "Selective Learning Hypothesis" are the three major hypotheses proposed by Professor Wen Qiufang [2]. The "Output-driven Hypothesis" advocates mobilizing students' enthusiasm and desire for learning through output tasks, so as to achieve better learning results. The "Input-enabled Hypothesis" believes that providing comprehensible input materials on the basis of the motivation of the output can stimulate students' existing knowledge structures and improve their language skills. The "Selective Learning Hypothesis" aims to select useful part of the input material for further processing, application, and memorization according to the needs of the output task. POA teaching includes three processes: "driving", "enabling", and "evaluating". The "driving" process consists of three parts: 1) presenting communicative scenarios; 2) trying to output; and 3) explaining the objectives and output tasks. The "enabling" process includes 1) teachers setting output tasks; 2) Students carrying out selective learning and teachers providing guidance; 3) Students presenting output tasks, and teachers guiding and checking them. The three stages of POA (driving, enabling and evaluating) and the teacher's "leading and mediating" role constitute the basis of POA teaching.

2.2. Multimodal Learning Theory

The theory of Multimodality was proposed by western scholars at the end of the 20th century, but there is still no unified definition of multimodality in academic circles. Kress [3] proposed that multimodality refers to any symbolic resources that can be used to convey meaning, such as language, words, images, videos, gestures, movements, colors, facial expressions and emotions etc.. Domestic scholars Gu Yueguo [4] and Zhang Delu [5] refer to modalities as multi senses used by learners to communicate with external information in the learning process, such as hearing, seeing, touching, tasting, and smelling. In this paper, multimodality includes multi-symbolic modality (language, sound, action, image, etc.), multi-sensory modality (visual, auditory, tactile, etc.), and the modal shift involved in the process of information input and output.

Numerous researches have been conducted in terms of multimodal listening instruction home and abroad. Guichon [6] experimentally demonstrated that multimodal combinations help students comprehend the listening materials and that bilingual captioning is more helpful than native captioning for students' listening learning. Wagner argued that the usage of symbolic modalities, such as eyes, gestures, gestures, and animations can be a useful complement to the information represented by linguistic symbols, and increase learners' accuracy of understanding the listening materials comprehensively. Domínguez [7] investigated the role of multimodality in listening instruction and found that multimodal modes could better facilitate students' comprehension of listening materials, but different modalities acted in different ways. In China, Long, Yufei et al.[8] showed that multimodality combined with metacognitive strategies can effectively promote listening comprehension through an empirical study. Liu Ming [9] found that multimodal discourse analysis can effectively help students, especially high-level students, to improve their college English listening skills through experiments. Wang Xiaomei [10] found that modal differences in input texts have different degrees of influence on listening comprehension of students at different levels through an empirical study. Li Xin et al. [11] conducted an empirical study on the effectiveness of a multimodal autonomous listening learning model and found that the teaching model was effective in improving students' listening skills and multiple literacy skills.

The literature review shows that although much previous research has been done on the multimodal teaching of college English listening and speaking, there is much room left for the research on College

English listening and speaking with the guidance of POA in multimodal environment.

3. Teaching Design

This thesis presents a multimode teaching design of Unit 5 *Relax and Explore* in the textbook *New Vision College English Audio-Visual Speaking Course 1* as an example under the guidance of POA.

3.1. Teaching Objectives

After learning this unit, students will be able:

(1) Knowledge Objectives: to master and correctly use the high-frequency words and phrases related to tourism through independent study; to use the English vocabulary related to the description of the tourist cities; to master the background knowledge related to the tourist attractions, local cuisines, celebrities, history and culture of Chinese tourist cities.

(2) Ability Objectives: to understand conversations around travel-related topics and be able to speak in English on this topic; to be able to tell basic information in English about famous attractions, local food, celebrities, history and culture of Chinese tourist cities.

(3) Moral education objectives: to enhance students' patriotism; to raise their cultural self-awareness and cultivate their cultural self-confidence; to cultivate students' concept of positive and healthy lifestyle; to enhance students' critical thinking ability and creative problem-solving skills and strengthen their sense of teamwork.

3.2. Teaching Methods

The main teaching methods used in this unit are situational teaching method, heuristic method, task-based approach and group discussion.

3.3. Teaching Procedure

(1) Pre-class Output-driven Period. The teacher publishes the teaching tasks on the platform before class. Firstly, the recording of *leisure*, a poem written by a famous British poet William Henry Davies, is presented on the platform as the introduction of the unit theme. Students are required to finish the following two tasks: 1) listen to the recording of the poem and try to fill in the blanks of the lyrics; 2) answer the question: what kind of attitude toward life is reflected in this poem. Nowadays, the life pace of modern people is getting faster and faster, and the pressure is getting higher and higher. Many people have little time to stop and enjoy themselves. People seem to forget the meaning of busyness and the purpose of life. The theme of the poem echoes the lyric "*While picking asters neath the Eastern fence, My gaze upon the Southern mountain rests*" written by a renowned Chinese poet Tao Yuanming. Both poems reveal a simple truth of life: there is no lack of beauty in the world but the eyes of finding it. Secondly, after watching the video "*Why do we travel?*" the students are asked to think the following questions: 1) What are the benefits of traveling? 2) Among these benefits, which do you think are the most important benefits? Students' learning motivation and interest is stimulated through the discussion of the theme-related topics, and students are expected to realize the importance of cultivating a positive and healthy lifestyle. At last, the teacher releases the unit output task on the platform: Introduce a Chinese tourist city.

(2) In-class Output-enabling Period. The teacher facilitates the students to output the main task from three aspects: language, content and structure. With the help of audio and video materials, students are guided to carry out listening practice and during this periods, students should fully mobilize their visual, auditory, tactile and other senses to assist listening learning. First, the teacher asks the students to think about the basic elements in introducing a tourist city through brainstorming. The students give answers like history, scenic spots, climate, food, transportation, etc. Then the teacher divides the above elements into five categories: basic information, things to do, places to visit, and typical food. Then students have a general knowledge of the structure of introducing a tourist city. Second, the teacher introduces some expressions about the introduction of a city to students, such as "The city bears witness to... years of history", "It is home to...", "... offers chance to experience...", etc. When talking about local food, the teacher can integrate English expressions of Chinese cultural knowledge, such as *sugar coated haws on a stick*, *Braised Pork Balls in Gravey*, *Sliced beef and ox tongue in chili sauce*, etc., and ask students to

compare Chinese and western catering cultures. Then, students are divided into several groups and each group chooses one representative tourist city in China, such as Xi'an, Beijing, Hangzhou, Shanghai, etc. to do group discussion and try to output the task collectively. The representative of each group then do the presentation to introduce the tourist city in the front of the class. Students' task output can be used as a resource to stir their divergent thinking, which associates with real-life examples and then gives students a deeper understanding of Chinese culture.

(3) Evaluation Period. Professor Wen proposed that evaluation can promote the occurrence of learning and it is a useful tool to detect whether the learning goals have achieved and can timely help the teacher discover the problems during the process of the realization of the teaching goals. The evaluation method for the POA listening and speaking mode is TSCA (teacher-student cooperation evaluation system), and process evaluation and summative evaluation are the two assessment forms. In the process evaluation, teachers give immediate evaluation on the oral and listening tasks that students participate in, so that students can consciously output language in accordance with the teacher's guidance after class. In order to help students carry out scientific self-evaluation and peer evaluation, teachers give students a group activity evaluation form, which formulates detailed standards of the evaluation of the output from three aspects: content, structure and language. In addition, teachers designed a self-evaluation scale for students to check their learning effects according to the expected teaching results. By encouraging students to do the self-evaluation after the unit course according to their actual mastery, the teacher can get data feedback to know whether the learning effect of the unit has been achieved, so as to continuously improve his or her teaching.

4. Reflection about the case study

4.1. College English Listening and Speaking Course blended with Chinese Culture improves Students' Intercultural Communication Competence

By integrating Chinese culture into the teaching of English audio-visual speaking course, students can improve their cross-cultural communication ability and are able to express Chinese cultural knowledge in English while developing their basic language skills. When setting the teaching objectives, teachers should integrate the understanding of Chinese traditional culture and the basic national conditions of China into the teaching objectives, while it does not mean that the importance of studying Western culture should be ignored. It is conducive to study western culture for students to expand their horizons and do comparison and contrast between Chinese and Western cultures.

4.2. Multimodal teaching mode enriches the teaching means of "moral education" in College English Listening and Speaking Course

With the advent of the new media era and the development of modern educational technology, the use of multimodal means in foreign language teaching has gradually become a major trend. In the College English Listening and Speaking Course, teachers can present rich teaching resources and learning materials to students through audio stream, video stream, animation stream, image and other forms. The multi-modal teaching can awaken students' sense consciousness through multi sensory stimulation, effectively enhance students' interest in learning, make the transformation between different modes of language input and output, change "passive" learning into "active" participation, and enhance the teaching effect.

4.3. Product-oriented Approach improves students' listening comprehension ability in a multimodal environment

In the pre-class output-driven period, the scenery presented by pictures and animation involves the full participation of visual mode, auditory mode, images, sound, spoken language and other modes. Modal conversion can help enhance learners' internalization of the knowledge they have learned and turn more input into absorption [5].

4.4. College Listening and Speaking Course integrated with Chinese culture improves teachers' cultural consciousness and ideological and political consciousness

The multimodal teaching mode integrated into Chinese traditional culture requires teachers to have a high degree of cultural consciousness and the ability to design multimodal tasks. Therefore, teachers

should not only cultivate their language cognitive ability, but also make efforts to explore new methods of information searching and transmission, and constantly foster their capability of cultural and moral education.

5. Conclusion

With Chinese culture becoming more and more important in the international stage, improving college students' ability to "tell Chinese stories and spread Chinese culture" has become a problem to be addressed right now. To solve this problem, three conditions need to be met: understanding Chinese local culture, having certain English skills, and having the ability to express local culture in English [4]. To enable college students to express Chinese culture in fluent English has become one of the curriculum goals of college English. The product-output approach suits the characteristics of Chinese students, emphasizes the combination of language ability and humanistic quality, and puts forward specific solutions to the problems in contemporary English teaching. Therefore, to integrate Chinese culture into College English Listening and Speaking Course with the guidance of POA will help enhance college students' understanding of Chinese culture and improve their ability to tell and spread Chinese stories in English.

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