



A Study on the Construction of the Blending Teaching Model of “A Survey of France” Based on the “Production-oriented” Theory

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Abstract. Through the “production-oriented approach”, the course of “A Survey of France” is transformed from “input” to “output-input-output”, and the teaching model combining online teaching and offline teaching expands the teaching dimension. In this course, students’ language production ability can be promoted and their cultural vision can be broadened. It is necessary to concentrate on the unity of knowledge and practice and understand French culture as well as cultivate their ability to tell Chinese stories.

Keywords: a survey of France; production-oriented; blending types; curriculum reform

1 INTRODUCTION

A Survey of France a core course for junior students at university to popularize the knowledge of French geography, history, politics, economy, culture and other aspects. Due to the large number of content and less class hour, the course is basically based on lecturers’teaching and students’, “knowledge input”, which lacks practical application. In this paper, based on the theoretical guidance of “output-oriented method”, it constructs a hybrid online-offline course teaching mode, changes the method of course evaluation, and shifts from “knowledge input” to “knowledge input + language output”. And finally it enables students to understand French culture, compares Chinese and French cultures, and disseminates Chinese culture at the same time.

2 THE CURRENT SITUATION AND BACKGROUND ANALYSIS OF THE CURRICULUM REFORM OF “A SURVEY OF FRANCE”

Language cannot exist without culture, and only by understanding its culture can we master a language. Foreign language majors need to be familiar with the civilization history and cultural profile of the language country they are learning, and at the same time they should be able to convey the civilization history and cultural profile of their country to the language country they learn, which has long been the consensus of the foreign language teaching community. Currently, with the development of the ideological and political education in colleges and universities in China, how to tell Chinese stories and spread Chinese culture in French on the basis of understanding the relevant cultural knowledge of French themes, has also been included in the teaching vision of the course of “A Survey of France”.

As a knowledge-based course, the distinguishing characteristics of “A Survey of France” are large teaching capacity, less class hours, and strong comprehensiveness, and also given the function of cultural communication carrier [1]. As a result, the output expression of cultural themes is also included in the teaching purpose of this course. Culture is a carrier, platform and booster for communication. How to use more efficient classroom forms and classroom teaching methods to help students cultivate the three core abilities of “foreign language application ability, professional practice ability and comprehensive professional ability” has become the main research object of the curriculum reform.

The most effective classroom format to expand the teaching dimension is the blending classroom teaching. This teaching mode is to integrate offline classroom teaching into online teaching, so that students can learn independently without the limitation of time and space and be guided to learn independently from the elementary to the profound. Students can complete the study and discussion independently based on the micro-videos, PPT teaching, case analysis, testing and other resources on the online teaching platforms provided by their teachers. In offline classroom teaching, teachers can selectively and pertinently explain the knowledge in detail according to students’ online learning level and discussion situation, so as to solve students’ online learning confusion. The new teaching mode needs the support of new teaching methods. Which teaching method can not only meet the needs of students’ personalized learning, but also give full play to the leading role of teachers in the teaching process, so as to ultimately achieve the teaching purpose and improve students’ innovation ability and teachers’ teaching quality? At this moment, the production-oriented approach comes into view.

The concept of “Production-oriented approach” (POA) is widely used by Professor Wen Qiufang and his team in the field of college foreign language teaching by applying the idea of “Output-driven plus Input-enabled Hypothesis”, whose main concepts are teaching concepts, teaching assumptions and teaching processes. The three relationships are as follows: the teaching concept is the guiding ideology of the other two parts; the teaching assumption is the theoretical support of the teaching process; the

teaching process is the realization of the teaching concept and the teaching assumption. The intermediary role of teachers is permeated in each link of the teaching process [2].

This teaching theory begins with “production” and ends with “production”. It designs the teaching process under the premise of “production”, integrates the teaching concepts of “Learning-centred Principle”, “Learning-using Integrated Principle” and “Whole-person Education Principle”, and highlights the “double masters” status that students are the main teaching subjects and teachers are the main teaching guidance, which can be well applied in the course of “A Survey of France”.

3 THE TEACHING REFORM OF “A SURVEY OF FRANCE” UNDER THE GUIDANCE OF “PRODUCTION-ORIENTED APPROACH”

3.1 The Gradual Penetration of Teaching Concepts

“Learning-centred Principle”: all the teaching activities should serve the occurrence of effective learning, determine the theme of teaching culture, and design the learning of professional terms, grammar and sentence patterns around the teaching theme.

“Learning-using Integrated Principle”: “learning” refers to the input learning, and the input of cultural content in the “A Survey of France” as well as the learning of professional terms, grammar and sentence patterns belong to the category of “learning”; “using” refers to the “output”, whose category includes group topic statements and related discussions on Chinese culture. POA advocates the close combination of input learning and output using, which requires using in learning and learning in using.

“Whole-person Education Principle”: foreign language curriculum should not only achieve the instrumental goal of improving students’ comprehensive ability to use foreign languages, but also achieve the humanistic goal of higher education, and improve students’ critical thinking ability, autonomous learning ability and comprehensive cultural literacy [3]. It can be achieved by carefully selecting the topics of the output task and the input materials serving for the output task and skillfully designing the organizational form of teaching activities (such as cultivating students’ spirit of mutual assistance and cooperation through group activities and group evaluation) in the course of “A Survey of France”.

3.2 The Construction of Blending Teaching Model

The principle of the teaching design of the course A Survey of France is to combine the advantages of offline lectures and online learning. It does not only play a full leading role of the teacher in guiding, inspiring and monitoring the teaching process, but also embody the initiative, positivist and creativity of the students as the main body of the learning process. It makes the course rich in knowledge, a high degree of interest, and a real highly personalized learning experience for students. According to the te

aching content and teaching procedures, the rational use of information technology, well-designed teaching activities (problem exploration, scene imitation, project seminars, thematic debates, classroom demonstrations). The teaching objectives, teaching contents and evaluation methods reflect the high level, innovation and challenge respectively. Meanwhile, the contrast between Chinese and French in the theme content is used to improve students' language skills in broadcast Chinese stories.

In the practical application of the theoretical system of production-oriented approach, a reasonable construction of a blending teaching mode for the "A Survey of France" should start from the following aspects:

1) Online learning: release tasks on the online learning platform to conduct the "driving" link; carry out the "input" of cultural themes and language through the high-quality micro course "French in France".

2) Offline learning: students practice production and groups display production results(theme explanation), to test the results of display and other students' learning results by setting questions to other students and "evaluate" the culture and language points by teachers and students.

3) Offline self-study: the demonstration group modifies PPT and explanation words according to the evaluation of teachers and students, carries out "review production" and conducts the group evaluation at the same time.

4) Online expansion: teachers publish discussions on online learning platform comparing Chinese and French cultures of the same theme or introducing Chinese culture, to complete the "transfer production".

3.3 The Methods of Teaching Evaluation

In the blending classroom, it needs careful reflection on how to set up a reasonable evaluation system to promote learning in terms of online and offline "production"- "input"- "output" [4]. At present, the course of "*A Survey of France*" adopts "tripartite evaluation" methods: creating individual learning evaluation form, interactive evaluation form within the group and teacher evaluation form to evaluate the learning effect of cultural themes. The individual learning evaluation form aims at the self-evaluation of the individual's actual mastery in the teaching process, accounting for 40% of the total score; the interactive evaluation form within the group aims at the individual's performance in group activities, and the group discussion scores together, accounting for 30% of the total score; the teacher evaluation form is the teacher's performance in group activities, classroom interaction and online discussion, accounting for 30% of the total score.

4 TEACHING PROBLEMS THAT NEED TO BE CONSIDERED IN THE COURSE DESIGN OF “A SURVEY OF FRANCE”

4.1 How to Set Output Tasks to Create the “Motivating” Learning

The selection of teaching content of “*A Survey of France*” should adhere to the three principles of basic, comprehensive and dynamic. Basic means that the selected teaching content must be the most basic and important, and what the students need to understand most; comprehensive means that the content should cover a wide range, and should not ignore or omit some content; dynamic means that the teaching content is not immutable, and should be dynamically organized and modified according to the teaching effect [1]. In the previous teaching, students often had no interest in french political systems, political parties and religious texts, while the “selective learning hypothesis” of POA proposed to select useful parts from the input materials for processing, practicing and memorizing according to the needs of production. Therefore, when designing tasks for each theme of the “*A Survey of France*”, it is necessary to be current and ingenious. It is better to contact the current affairs hot spots, set up a more real cultural theme output occasion, and integrate the boring and difficult themes that are prone to fear in the “possible” communication situations.

4.2 How to Promote the Trinity of Classroom Learning, Autonomous Learning and Cooperative Learning to form a Joint Teaching Force

The classroom teaching time of “A Survey of France” is very limited, and the importance of students does not match the importance of the courses. What course activities and evaluation mechanisms are used to promote students’ online autonomous learning, after-school cooperative learning and offline classroom learning, mobilize students’ learning time and energy in multiple dimensions, and increase the practicality of the course, which needs to be considered and studied in the design of each teaching theme [5].

4.3 The Effective Combination of Blending Teaching Model and “Production-Oriented Approach” Promote Students’ Cultural “Production”

Blended teaching is the organizational form of the curriculum, and the production-oriented approach is the theoretical basis for the design of curriculum activities. The two must be effectively combined to serve the course of “*A Survey of France*” to achieve the ideal teaching purpose, promote the students’ culture “production”, transforming the “input” classroom into “output” classroom, and reflect on how to convey the same Chinese cultural theme in communication from the French cultural perspectives. In the design of after-class expansion of the task, this can be the starting point.

4.4 The Role Orientation of Teachers

According to the teaching theory of “Production-oriented approach”, the teacher acts as a scaffolding in the “enabling” link, and “who will be the scaffolding” and “the way to provide scaffolding” must conform to the students’ foreign language proficiency [6]. Meanwhile, teachers should also consciously gradually reduce their scaffolding role, and gradually improve students’ sense of learning responsibility. The way and degree of scaffolding is also a problem to be considered in various instructional design activities.

5 CONCLUSION

In the era of Internet Plus, blending teaching is the trend of the transformation of the teaching mode in the field of education, and the language “production” is the main goal and direction of the training of applied foreign language talents. In the course of “A Survey of France”, the two will be combined in practice, that is, conducting the blending teaching mode under the guidance of the theory of “production-oriented approach”, and expressing Chinese and French cultural themes in French as the teaching content, which will inevitably change the course of “A Survey of France” from a knowledge-based course to a professional subject-based course, and be of great help to the improvement of French students’ cultural literacy and language skills. And this kind of courses need to be set up for both French majors and applied French students, so once the more suitable course mode is constructed, the beneficiaries will be more wider.

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