

# A Probe into Integration of Blended Teaching Mode Based on Production-oriented Approach into Implementation of Morality Cultivation of College English Teaching

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**Abstract:** With the advocacy of embedding morality education into whole-courses in higher education stage, many scholars and teachers have begun to research and practice on this field. College English, as one major course, should go hand in hand with this teaching reform. This study guided by Production-oriented Approach which emphasizes students' language acquisition by production, probes to explore an organic integration of online and offline blended teaching into implementation of morality cultivation of college English, aiming to construct an effective approach in promoting students' language competence and cultivating their comprehensive morality in both ways.

**Keywords:** Blended teaching, Production-oriented Approach, Morality education, College English.

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## 1. Introduction

College English has always been a compulsory course in the higher education curriculum, spanning two to two four semesters, taken by all non-English majors. It prepares students with high level competences of English listening, speaking, reading, writing, and translating. In 2016, the President of China Xi Jinping pointed out: "all courses should plant a good field of responsibility, going with ideological and political theory courses in the same direction to form a synergistic effect" at the National Conference on the morality cultivation in Colleges and Universities[1]. Thus, in the new era, college English shoulders multi-tasks with historical obligations: language knowledge imparting, skill training and most importantly, value shaping. College English is not just a fundamental course in language study, but also an agent to help students enlarge their knowledge scope, deepen their understanding about the global cultures and ideologies in different counties, and in the end cultivate their morality. In addition, it should guide students to adhere to national cultural confidence, institutional confidence, classic Chinese virtues, which are all included into socialist core values. How to effectively implement morality education into college English teaching is a field worthy researching on.

## 2. Connotations of Morality Cultivation

### 2.1. Connotations

In terms of connotations of morality education, it refers to a new education pattern involving the whole teaching staff, whole phase, and whole courses, systematically leading students on their value shaping, hoping to effect on their thoughts and behaviors. It is not to set up a new course or arrange some activities, but to find out the inner connection between professional knowledge and morality, then permeate into the teaching processes, reaching the expected education goal. In this process, courses serve as the carrier of morality education, which should be constructed as comprehensive, dimentioanl and innovative to meet the need.

Another key is the teacher who determines the extent of success of it. The understanding of the significance and perception of it, serves as the primary element to reach good effect. Only with deepened study of traditional Chinese culture, cultivation of patriotism and cutural confidence, could the teacher equip with updated knowlege and current affairs, thus naturally helping students to shape their values. Assessment and incentives are common approches to promoting innovative development of humanistic science. The solely score-oriented assessment approach should be modified and diversified into morality education, by designing multi tasks such as questionares, theme report, in-class presentation, group discussion and reflective journals. Taking students as the center, through formative assessment, collect multidimensional feedbacks to identify the effect of value-shaping in a more scientific way.

### 2.2. Assessibility of Morality Cultivation Implementaion Into Blended Teaching

With years of research and practice in real scenario teaching context, scholars understand blended teaching mainly covers four concepts, namely: combining diverse teaching methods to produce optimal learning outcomes through various teaching techniques; combining or blending multiple networked technologies (such as classrooms, collaborative learning, real-time virtual self-paced learning, streaming video, audio, and text) to achieve educational goals; combining instructional technologies with real work tasks to ensure consistency between learning and work; and synergistically combining various instructional technologies with face-to-face teacher-led education[2]. Therefore, the focus of blended teaching is laid on the full interaction between students and teachers, students and external resources, and students and media which should be characterized by a shift from teacher-oriented teaching perspective to student-centered perspective. As is discussed here, the nature of blended teaching is promoting education development with nurturing talents by integrating traditional teaching mode with modern technology, while the essence of

morality education is focused on the facilitating the growth of a person by cooperative work, meaning integrating the teaching content, and environment to enrich the connotation of morality and extension. Both morality education and blended teaching, dynamic and innovative, coincide with each other on the essence which echo with the call of the current time. So, the implementation of morality education into blended teaching could mutually promote the achievement of each other.

### 3. Production-Oriented Approach

Production-oriented Approach (POA in short), is an innovative teaching methodology, proposed by Professor Wen Qiufang and her research team, based on decades' observation of Chinese university students' English language learning process and outcome, aiming to solve the typical problems in Chinese English learning class, which has a significant impact on modern English teaching in universities. Adopting the classic Chinese Acquisition-Reflection Education Theory and western Second Language Acquisition theory in the perspective of social-culture [3]. this pedagogy includes three key elements: teaching theory, teaching hypothesis and teaching process, among which teaching theory serves as a guideline; teaching hypothesis is the foundation of the teaching process; while the teaching process is the implementing of the other two, during which teachers play the role as an intermediate agent. With deliberate design on the three core teaching stages: motivating, enabling and assessing, it helps students to optimize the language production, thus reaching optimal teaching effectiveness. This teaching theory which is not singularly fixed, is constantly enriched and refined over the past years, when it always adheres to the Theory of Learning-orientation, Learning-Application Integration (emphasizing the correspondance between "drive" and "output") and Whole-Person Education which especially views the importance of enhancing students' comprehensive literacy and humanistic cognition [4]. These guiding principles are in accordance with the purpose of morality education.

### 4. Discussion and Result: Implementaion of Morality Cultivation with The Application of POA

In the practice of college English teaching, when preparing a lesson, excavating the connotations of the unit theme to clarify the intrinsic connection with values is the very first step. Then design the unit production assignment based on real-life scenario concerning the goal of morality education, thus make students motivated. Then enable students with corresponding competences through online and offline activities and mini-tasks during which process the teacher should take students-oriented approaches, paying adequate attention on students' learning process and evacuating the accomplishment of each learning stage. When designing the lesson, the teacher should select lively teaching resources concerning morality components, such as news on current international affairs, cultural exchange stories, classic literature works, foreign bloggers' short-videos on Chinese stories, etc which could interest students, thus buliding a closer relationship between language corpus and them.

Assessment as one of the three key components in POA should be adopted to teaching designing in various ways and

divided into pre-class, in-class and post-class stages. In terms of assessment subjects, students self-assessment, inter-group mutual assessment, teacher's final assessment are combined, while quantitative assessment is realized by points, quizzes, voting, brainstorming and classroom discussion to inspire students' engagment and reflection. Comprehensive, objective and effective assessment of students' learning process aids in the enhancement of teaching effectiveness [5] and value shaping.

How to integrate morality education into POA-based English teaching has always been a challenge and difficulty. The primary level of integration is by various teaching approaches : such as leading students to perceive and reflect by themselves in designed language context through accomplishing enabling tasks so as to innate and absorb the values to construct their value system. The secondary level of integration is learning from the consistency between teacher's words and deeds. Teacher's words and actions embedded with the core values like patriotism, dedication to work, honesty, integrity, benevolence etc. are best examples set for students which would exert a subtle influence on their characters. The third level of integration is by creating exploratory, innovative and unified class atmosphere to promote students to cultivate their characters and establish upright values. The last level of integration is through online and offline, in-class and out-of-class activities, contests or competitions to train students' courage, persistence, research and team spirit.

### 5. Conclusion

As what has been discussed above, morality implementaion, based on Production-oriented Approach not only promote the efficiency and richness of college English teaching, but also make morality cultivation on students become more practicable and amibale. Integrating the modern information technology, this teaching mode help promote students to internalize lanaguge acquisition, humanistic virtues and core values, strengthen team collaborative spirit, train critical think capacity and promote literacy, so as to unificate language instruction and value guidance.

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