

The Teaching Concept of “Chinese as a Foreign Language + Career” based on the POA Teaching System

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Abstract: The Production-Oriented Approach (POA) to teaching Chinese as a foreign language in integrated courses focuses on language teaching around the language output, solving the problem of “separation of learning and use” in second language teaching; it is teacher-led and student-centered, allowing students to fully participate in teaching, cooperate with teaching, and gain something in the classroom. Teacher-led and student-centered, students can fully participate in teaching, cooperate with teaching, and gain something in class, as well as “evaluate” the effect and quality of teaching orally or in writing. The purpose is to overcome the Chinese foreign language teaching in the “learning and use of the separation” of the shortcomings, emphasizing the use of learning, using learning, learning while using, learning while using. At present, most of the research based on POA teaching method focuses on the field of grammar teaching, and the theory of POA is constantly improved in practice. Based on this, this paper takes the “output-oriented approach” as the theoretical framework, and puts forward the research objectives based on the experience of teaching adult classes in Cambodia, and explores the “POA” teaching system through the design of teaching actions. Through the design of teaching actions, this paper explores the feasibility of integrating the “POA” teaching system with “Career+”, and examines the idea of adapting the teaching materials and how to take it forward.

Keywords: Teaching Concept, Chinese as a Foreign Language + Career, POA Teaching System.

1. Research Background

With the deepening development of globalization, the demand for teaching Chinese as an important language for international communication has become increasingly strong. In the teaching of Chinese as a foreign language, it has become a focus of attention in the field of teaching how to enhance students' ability to apply Chinese language more effectively, especially the practical ability of career-related application. As an emerging second language teaching method, the output-oriented approach emphasizes the concept of students' language output and utilization, which provides a new way of thinking for teaching Chinese as a foreign language. At the same time, the combination of teaching and career, i.e. “Career+”, not only meets the practical needs of modern education, but also lays a solid foundation for students' future career development.

The output-oriented approach originates from the practice of foreign language teaching in China, which focuses on students' actual language output and encourages students to utilize the language they have learned in real-life contexts so as to improve their language application skills. The concept of “Career+”, on the other hand, is to closely integrate the content of teaching with the needs of careers, and to enable students to better understand and apply their language knowledge during the learning process by simulating career scenarios and setting up career tasks. Combining the two can not only stimulate students' interest in learning, but also make teaching closer to reality and improve the teaching effect.

2. Research Status

In recent years, domestic and foreign scholars have conducted extensive research on the application of the output-oriented approach in foreign Chinese language teaching. Studies have shown that the output-oriented approach can significantly improve students' language output ability,

especially in speaking and writing, and there are many research conclusions in the Internet search.

Specialized Chinese language refers to the language used in specific occupational or academic fields. Specialized Chinese language includes business Chinese, scientific Chinese, medical Chinese, legal Chinese, diplomatic Chinese, and so on. Currently, most of the professional Chinese language teaching materials published focus on the fields of business Chinese, medical Chinese, scientific and technological Chinese, and there is a lack of three-dimensional, systematic and targeted development of teaching materials. Therefore, by combining the output-oriented approach with careers, we enable students to better understand the application of the language in actual career scenarios, and thus master the language knowledge more effectively.

At present, focusing on the vocational Chinese language needs of countries along the “Belt and Road”, Jinan University has developed a series of books on the basis of the output-oriented approach; “Chinese for Customs”, “Chinese for Police”, “Chinese for Hotels”, “Chinese for Tourist Office” and “Chinese for Tourist Guides”, and designed a series of targeted teaching activities. For example, through the simulation of business negotiations, tourist guides and other vocational scenes, students can learn and apply Chinese language in the process of accomplishing practical tasks. These practices have shown that this integrated teaching approach can effectively improve students' Chinese language application skills and enhance their competitiveness in the workplace. On this basis, we can conduct research and make improvements.

However, although the combination of the output-oriented approach and the “Career+” approach has achieved certain results in teaching Chinese as a foreign language, there are still some challenges and problems. For example, there are not enough occupations covered, how to better design teaching tasks to meet occupational needs, and how to

effectively assess students' learning outcomes. In addition, there are differences in the learning needs and backgrounds of different students, so how to formulate personalized teaching plans for different students is also a problem that needs to be solved.

3. Practical Concepts of Combining Output-Oriented Approach and Career Plus

To summarize, the combination of the output-oriented approach and the “Career+” teaching method has a broad application prospect in the teaching of Chinese as a foreign language. Through this approach, students can not only improve their Chinese language application skills, but also better adapt to the future needs of career development. However, there is still a need to explore and innovate in order to overcome the challenges and problems in practical application.

Future research can further focus on the following aspects: firstly, to explore how to better integrate the output-oriented approach with the concept of “Career+” and design more targeted and effective teaching activities; secondly, to study how to formulate personalized teaching plans according to the needs and backgrounds of different students; and finally, to explore how to effectively assess students' learning outcomes under this teaching approach. Evaluation of student learning outcomes in this way of teaching, in order to further improve the effectiveness and quality of teaching. In practice, I think we should pay attention to the following key points:

3.1. Clear Teaching Objectives and Content

According to the needs of different occupational fields, set specific, clear objectives of Chinese language teaching, such as the mastery of vocational terminology, the enhancement of workplace communication skills. In conjunction with the characteristics of the occupations, we select teaching contents that are closely related to the occupations, so as to ensure the practicality and relevance of the teaching contents. The teaching of Chinese language in the workplace emphasizes “short, flat and fast” because the learning time is relatively short, mostly during the pre-employment training stage or outside the working hours; learners urgently need what they have learned to meet their needs in the workplace. The teaching is quick and effective, and can meet the needs of the workplace for professional expression and alleviate the linguistic needs of the workplace in a timely manner.

3.2. Design Output-Oriented Teaching Activities

Design various practical activities such as simulation exercises and role-plays around actual vocational scenarios, so that students can use Chinese language to communicate and cooperate in practice. Encourage students to participate in project-based learning and produce learning outcomes by accomplishing practical tasks, such as writing industry reports and conducting business negotiations.

In order to realize the basic needs of professionals, we take listening and speaking as the first step, designing a large number of listening and speaking exercises in each lesson to train learners' openness, and strive to let learners know basic listening and speaking in a short period of time; and at the same time, recognize and write to follow up and strengthen listening and speaking. We do not over-emphasize the

learners' ability to write, so most of the exercises are supplemented by pinyin to help them recognize and read, which reduces the difficulty of recognition and writing to a certain extent.

3.3. Language and Culture

Excellent teaching materials should take into account both the coordination of knowledge and the enhancement of skills. The teaching mode of “Hanyu + Vocational” aims to comprehensively cultivate learners' vocational Hanyu ability, taking into account language teaching and cultural communication, and to enhance learners' cultural literacy and comprehensive communication ability from the perspective of cross-cultural communication. According to the actual needs of different vocational Chinese language, multi-cultural communication is emphasized, and Chinese customs and places of interest can be incorporated into the exercises and texts. While learning the language, students can deepen their knowledge and understanding of each other's cultures, which can further improve their language skills and professionalism. Language skills and cultural literacy are integrated and mutually reinforcing.

3.4. Emphasize Teacher-Student Interaction and Feedback

Teachers need to play an active role in guiding students to learn effectively, and at the same time pay attention to students' learning progress and difficulties, and provide timely guidance and feedback. Encourage interaction and cooperation among students, and promote knowledge sharing and skill enhancement through group discussion and cooperative learning.

3.5. Strengthen Assessment and Reflection

Establish a diversified assessment system, including process and final assessment, to comprehensively assess students' Chinese language proficiency and vocational skills. Organize students to reflect on their learning on a regular basis to summarize their learning experiences and shortcomings, and to provide directions for improvement in future learning.

3.6. Integrate Teaching Resources and Expand Practice Opportunities

Make full use of modern educational technology, such as multimedia teaching, online learning platforms, stereo books and other multi-modal teaching modes, to provide students with a wealth of learning resources and convenient learning channels. On the one hand, it can increase readers' interest in reading and relieve reading fatigue, and on the other hand, it can enrich learners' visual modality. The multi-angle cooperation of text and pictures can transform the text mode into visual image mode. After-school exercises can also use picture-based exercises, such as looking at a picture to say a word or sentence, looking at a picture to choose a word, etc., to activate the three modes of speech, image and text. Games, competitions and practical exercises maximize the learner's senses from the perspective of vision, hearing and body movements.

At present, big data, cloud computing, virtual simulation, artificial intelligence and other high-tech development is very mature, we can also produce electronic teaching materials, digital curriculum, network and APP and other teaching resources, such as “Duolingo” is currently a very mature

project in this area, we can learn from.

We can also actively cooperate with enterprises and industries to provide students with practical opportunities such as internships and practical training, so that students can utilize Chinese language for vocational practice in a real environment.

Through the implementation of the above steps, the “Chinese Language + Vocational” teaching based on the output-oriented approach can more effectively enhance students' Chinese language proficiency and vocational skills, and lay a solid foundation for their future career development. At the same time, this teaching method also helps to cultivate students' independent learning ability, cooperative spirit and innovative awareness, and enhance their competitiveness in future careers.

4. Conclusion

In conclusion, the combination of the output-oriented approach and the “Career+” teaching method provides a new way of thinking and a new way of teaching Chinese as a foreign language, which can help to improve students' ability to apply Chinese as a foreign language and their competitiveness in the workplace. The concept of output-oriented teaching is realized by using the techniques of integrated development of vocational skills and cultural literacy, keeping up with the times, and integrating localization and nationalization. Future research should continue to deepen the exploration and practice in this area

and make greater contributions to the development of foreign Chinese language teaching.

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