

The Construction of a Curriculum Model Integrating Chinese Excellent Traditional Culture into Basic German Teaching - Taking “Contemporary University German 1” Lesson 5 as an Example

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Abstract: The “Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training” released in 2019 pointed out that “strengthen the overall design of the curriculum system, improve the planning and systematization of curriculum construction, avoid arbitrariness and fragmentation, and resolutely put an end to the establishment of courses based on people.” To do this, we must rely on specific teaching theories. The Output-oriented Method (POA) is developed by Professor Wen Qiufang and his Chinese teaching team after more than ten years of polishing. POA is integrated with foreign language education in China and is especially suitable for foreign language education in China. Taking the 5th lesson of Contemporary College German 1 as an example, this paper explores the feasibility of establishing a basic German course model integrating into the excellent traditional Chinese culture under the guidance of POA and combining it with Bloom’s taxonomy of educational objectives.

Keywords: Output-oriented approach; Basic German; Blum educational objective taxonomy; Excellent traditional Chinese culture

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1. Introduction

As a basic course for German majors, “Basic German” carries the task of teaching students basic German knowledge and cultivating students’ cross-cultural ability. In the description of the quality requirements of students in the teaching guide for undergraduate German majors in ordinary colleges and universities, it is pointed out that “students should have a correct world outlook, life outlook and values, good moral character,

Chinese feelings and international vision”^[1]. Therefore, in the course of teaching, appropriate integration into the excellent traditional Chinese culture helps cultivate students’ humanistic quality and cultural confidence. To realize the integration of professional knowledge teaching and excellent traditional Chinese culture education, it means improving the planning and systematization of curriculum construction, among which the teaching theory based on curriculum construction is particularly important. The output-oriented method, as a teaching theory established by Wen Qiufang’s team, has a strong guiding significance for teaching practice with its complete theoretical system.

2. The theoretical basis of curriculum model construction

2.1. Overview of the theory of output-oriented method

Output-oriented method, or POA for short, is a foreign language teaching theory that “integrates both Chinese and foreign countries” built by the Chinese foreign language teaching team led by Wen Qiufang^[2]. In view of the two disadvantages of “separation of learning and application” and “separation of language and Taoism” in China’s foreign language education, POA has established a complete theoretical system and determined the teaching process (a cycle of driving, facilitating and evaluating) based on the teaching concepts of “learning center theory,” “learning and application theory,” “cultural exchange theory” and “key competence theory”^[3]. The theory takes root in China and integrates the two perspectives of curriculum theory and second language acquisition theory. Through continuous revision and improvement in practice, POA provides a targeted and systematic prescription for the “separation of learning and using” that is common in language teaching, so that the theory can directly serve the classroom^[4]. In the process of classroom teaching, teachers are required to lead the teaching process, and students’ enthusiasm can be fully mobilized.

Since 2008, POA theory has been widely used in liberal arts and science courses taught in universities. Studies have shown that “POA can effectively improve students’ listening, writing and speaking skills, and promote their all-round development”^[5]. As a foreign language teaching theory, its applicability to the construction of the German curriculum is beyond doubt.

2.2. Bloom’s taxonomy of educational objectives

Blum, an American psychologist, divides educational goals into three areas: cognition, emotion and motor skills, which together constitute the educational goal system. Among them, the classification of educational goals in the cognitive field has a good guiding significance for teaching activities. In his *Taxonomy of Educational Goals* published in 1956, Bloom proposed the theory of classifying educational goals in the cognitive field, dividing the cognitive process into six dimensions, which are memory, understanding, application, analysis, evaluation and creation in order of complexity. Knowledge has four dimensions: factual knowledge^[6], conceptual knowledge, procedural knowledge and metacognitive knowledge. The cognitive process dimension and the knowledge dimension together form the classification table (**Table 1**).

Table 1. Ways to classify goals in a classification table

Dimensions of Knowledge	Cognitive process dimension					
	Memory/recall	Understanding	Apply	Analyze	Evaluate	Create
A. Factual knowledge						
B. Conceptual knowledge						
C. Procedural knowledge						
D. Metacognitive knowledge						

In setting the goals of specific teaching activities, “use complex cognitive processes to help achieve simpler goals” [7]. It is important to try our best to keep the consistency of teaching objectives, teaching activities and teaching evaluation activities. The classification table is an “analytical tool” [8]. “Once the curriculum has been decided upon, classification tables can help ‘sort through’ the complexity of the curriculum, thus making teaching more likely to be successful” [9]. Teachers can use the classification table to determine whether the combination of teaching objectives, teaching activities and teaching assessment activities will help to achieve the best teaching results. This coincides with the idea of the output-oriented method: in the three links of POA driving, facilitating and evaluating, each link includes the teaching objective, teaching content, teaching method and evaluation system from the perspective of curriculum theory [10]. Therefore, when the output-oriented method is applied to construct the basic German curriculum model, it is helpful to strengthen the scientificity of the curriculum model with the help of Bloom’s taxonomy of educational objectives.

3. The case of teaching design under the guidance of an output-oriented method

3.1. Instructional design

3.1.1. Teaching objectives

The textbook “Contemporary University German 1” is aimed at first-year undergraduate students majoring in German. Lesson 5 is about shopping and is taught in the first semester of freshman year. Therefore, four main objectives are set for this unit:

- (1) Objective 1: Learn the German vocabulary related to shopping, such as the name of the product, the quantity and weight of the product, the expression of the price and the name of the store. Objective (2)
- Objective 2: Write a simple shopping list using the vocabulary and sentence patterns you have learned.
- (3) Objective 3: Create a complete shopping situation, including the selection of goods, price comparison, payment, etc., and be able to express it in German. The teacher guides the students to integrate into the excellent traditional Chinese culture.
- (4) Objective 4: Evaluate the students’ performance in the shopping simulation and point out the advantages and disadvantages [11].

3.1.2. Output driven

In the output-driven part, teachers should first make it clear: “In foreign language teaching, teachers should ensure that students have enough space to understand the learning content” [12]. According to POA, the purpose of the driving link is to “make students realize their shortcomings by trying to complete the output activities, and stimulate the enthusiasm of learning new knowledge and the willingness to produce” [13]. In the task design

process, three quality indicators of the driving link should also be taken into account, namely “communicative authenticity, cognitive challenge and appropriateness of output goals.” According to the four goals set in this lesson, a total of three tasks are set in the driving link (**Table 2**).

Table 2. Driving tasks

Driving tasks	Task description
Driving task 1	Look at the pictures and identify the words <i>der Shop</i> and <i>der Supermarket</i> ;
Drive task 2	Wie der Preis, so die Ware. Please understand the meaning of this proverb.
Drive task 3	Propose oral communication tasks: Imagine accompanying Lukas, a German friend in China, to go shopping. Lukas plans to return to China and needs to bring some gifts with Chinese characteristics to his relatives and friends in Germany, recommend appropriate gifts to Lukas and act out the shopping scene.

Through the first task, students are required to mobilize the existing English knowledge reserve, identify the meaning of two words, and stimulate their interest in learning. The second task required students to think about proverbs related to shopping and guess the meaning of German proverbs in combination with the literal meaning, in the process, students felt familiar with the content they were about to learn. The final task was to go shopping. Because of the drive part, a task that is too difficult “weakens students’ motivation”^[14]. After the previous lessons, students have mastered a certain amount of German vocabulary. Such as Tee (tea), Esstabchen (chopsticks), Kuchen (pastry), and so on, and here the situation is the authenticity of communication, to recommend foreign friends with Chinese cultural characteristics of the gift, this is a problem that students are familiar with, but not only can let students eliminate the fear of difficulty, but also can arouse students’ cultural awareness psychologically. However, at the same time, students will realize that they have not mastered the sentence pattern of shopping, so they are not enough to know, and their desire to learn is stimulated, which is conducive to the promotion of the next facilitation link.

3.1.3. Input facilitation

The main task of language facilitation is to provide targeted help for students’ output activities. To complete this part, teachers need to provide input materials that match the interaction of output and design a series of teaching activities to enable students to express their ideas with what they have learned. “The language facilitation process must ensure the frequency of language contact, and the same target language needs to be strengthened in a variety of language practice tasks”^[15]. Therefore, in the three facilitating activities of this unit, full consideration should be given to the cultivation of listening, speaking and writing skills (**Table 3**).

Table 3. Facilitating activities

Facilitating activities	Activity content
Facilitating the activity 1	Show pictures and materials related to shopping, guide students to say corresponding German words, and the teacher will explain. Organize group activities and let students strengthen their vocabulary by asking and answering questions to each other.
Facilitating activities 2	Give some common shopping scenarios, with the teacher providing examples for students to discuss within a group and try to write a shopping list.
Facilitating activities 3	Play the recorded text and understand the sentence patterns and fixed expressions. The teacher explains. Students choose a specific shopping topic in a group and have a context-creating discussion. (The teacher provides suggestions, such as recommending Chinese characteristic gifts to foreign friends, or going to the supermarket for dinner with German friends’ families, etc.), The teacher walks through the groups, offering guidance and helping the students improve the situation.

The POA believes that “the effectiveness of the enabling activities is the guarantee of the achievement of the output objectives.” Teachers, as classroom leaders, should provide students with enough input materials and guide them to complete the enabling activities. Among them, the driving task 3 of promoting activity 3 continues the driving link. In the process of completing the output task, students have intangibly strengthened their cultural awareness. This activity is conducive to cultivating students’ awareness of spreading excellent traditional Chinese culture by using German.

3.1.4. The combination of evaluation and learning

“In foreign language teaching, evaluation is equivalent to late management, which is closest to the end of learning outcomes.” POA has adopted the “student-teacher collaborative evaluation,” or TSCA, as the evaluation method. In the evaluation activities, it is necessary to grasp the key points and make the evaluation “an opportunity to review, consolidate and strengthen new knowledge, to make a qualitative change and leap forward in learning.” In the process of evaluation, students should give full play to their subjective initiative, from the recipient of learning content to the spectator of learning content, so that they can reflect on the learning process from a different angle, so that knowledge can be internalized. The following is the evaluation process set up in the course.

(1) Evaluation activity 1

Teachers: Collect students’ shopping list writing assignments and evaluate them according to formatting, vocabulary accuracy, content completeness and other aspects.

Students: Analyze their writing ideas and make comments on their lists.

(2) Evaluation activity 2

Students: Each group will perform the shopping situation, and the other groups will score and evaluate according to the evaluation criteria.

Teacher: Synthesize the performance of each group, make a summary evaluation, point out the advantages and disadvantages, and put forward suggestions for improvement

(3) Evaluation activity 3

Teacher: Check the performance of students in group evaluation and class evaluation, and evaluate whether they can accurately and objectively evaluate the shopping simulation of classmates.

Students: Share the thinking in the evaluation process to promote the improvement of evaluation ability.

In this case, the POA believes that “the object of evaluation is the output results completed by the student outside of class.” In this case, the main part of evaluation activities 1 and 2 are completed by students outside class, and the evaluation is completed jointly by teachers and students in class. While the evaluation activity 3 is for teachers and students to reflect on the “evaluation link” itself, which is conducive to finding the problems in this link and making future evaluation activities more perfect.

3.2. The embodiment of teaching activities in Bloom’s taxonomy of educational objectives

According to the POA theory, this teaching case organizes teaching according to the cycle of three links: driving, facilitating and evaluating. Meanwhile, in the process of teaching design, the teaching activities are adjusted with the help of Bloom’s educational goal classification table. Finally, the corresponding degree of each link’s teaching activities in the classification table is as follows (**Table 4**).

Table 4. Knowledge dimension and cognitive process dimension corresponding to teaching activities

Knowledge dimension	Cognitive process dimension					
	Memory	Understand	Apply	Analyze	Evaluate	Create
A. Factual knowledge	Teaching Objective 1 Driving Task 1 Enabling Activity 1	Drive Task 2				
B. Conceptual knowledge			Teaching Objective 2 Enabling Activity 2	Evaluation activity 1		
C. Procedural knowledge			Drive Task 3 Evaluate Activity 2			Teaching Objective 3 Enabling Activity 3
D. Metacognitive knowledge					Teaching Objective 4 Evaluation Activity 3	

4. Conclusion

POA provides a new idea and method for the construction of the classroom mode of integrating Chinese excellent traditional culture into basic German. The teaching cases show that POA's teaching link theory, that is, the cycle of driving, facilitating, and evaluating, has strong guidance to teaching practice. The driving link can arouse students' learning enthusiasm and cultivate students' cultural consciousness in small places; The input materials of the driving link can guide students to actively participate in language practice and aim at the target. The evaluation link forms a closed loop with the previous driving and facilitating links so that students have the opportunity to understand the learning materials from different perspectives and cultivate cultural confidence. The teaching concept of POA has Chinese characteristics, focusing on the practical use of language and the cultivation of students' cross-cultural ability and the ability to tell Chinese stories, which can significantly improve the teaching effect and teaching efficiency of basic German classes. Through the investigation of the teaching cases of this course, it can be seen that POA theory helps the excellent traditional Chinese culture to integrate into the basic German class, and has a strong guiding significance for the construction of the curriculum mode of Basic German.

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