

A Research on the Application of Production-oriented Approach in College English Classroom Teaching

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Abstract: The “production-oriented approach” is proposed by professor Wen Qiufang. This essay aims to improve the “time-consuming and inefficient” teaching style of college English in China, to reform the existing evaluation system, to promote the students’ original English output capacity, and to verify this teaching model.

The literature review, experimental research, and interview were conducted in Jingchu College of technology in Hubei province on the basis of supporting theories of POA. Experimental research and interview show that the “production-oriented approach” is suitable for students of different levels. The research results show that the “production-oriented approach” can greatly improve students’ English writing and speaking production ability, and improve students’ interest, motivation and achievement in English learning.

Meanwhile, it breaks the traditional cramming mode of teaching and changes the traditional teaching mode that emphasizes text input over output. The teaching mode under the theory of the “production-oriented approach” emphasizes both input and output and attaches importance to language application ability, which is conducive to improving the teaching effect of college English class. The research is helpful to formulate the training plan of application-oriented talents corresponding and design a scientific curriculum system and structure, so as to promote the efficiency of college English teaching and improve the quality and level of teaching. While, it is conducive to English teachers’ comprehensive ability with the “production-oriented approach” in class.

1. Introduction

With the development of economic globalization and increasingly frequent international exchanges, the society has a growing demand for interdisciplinary applied talents, who can not only skillfully use English but also be proficient in professional talents. However, most colleges and universities fail to cultivate high quality applied talents meeting the social requirements, and there are constant calls for the reform of college English teaching. In addition to affirming the achievements of college English teaching as a national strategy and talent market, the censure on the “time consuming and low efficiency” of college English classroom teaching is also constant. Some scholars also thought teachers in the universities value imparting instead of practicing, and prefer language points learning to communication skills. (Xia Jimei, 2002). [1]

2. Production-oriented Approach

POA is proposed by professor Wen Qiufang at Beijing foreign language university in 2015, specially for adults’ learning foreign language in our country. Its predecessor was “output driving hypothesis” (Wen Qiufang, 2013) [3] and “output driver - input to hypothesis” (Wen Qiufang, 2014) [5]. It is suitable for intermediate to advanced English learners in China - the object of college English teaching theory. Based on Swain’s “output hypothesis” (Swain, 1985) [2] and the social and cultural perspective of language learning (Lantolf, 2000) [1], POA draws on the research results of

the second language acquisition theory and advocates the teaching concept of "integrating learning with application" to apply learning to practice.

Teaching hypothesis consists of three theoretical hypotheses: output-driven hypothesis, input-driven hypothesis and selective learning hypothesis.

"Output-driven hypothesis" regards output activities not only as an output-driven approach, but also as the goal of language learning. Output is both the starting point and the end point of students' learning, and "input contributing hypothesis" takes input activities as contributing means.

POA emphasizes the role of output activities in language learning and links output with input. The teaching goal not only takes the output as the starting point, arouses the student's study enthusiasm, but also takes the output as the goal, enhances the college English classroom teaching efficiency greatly. The teaching process is divided into three teaching stages: driving, facilitating and evaluating. In these three stages, teachers play an intermediary role in leading, designing and supporting respectively.

POA not only emphasizes output but also emphasizes the role of input, gives attention to both input and output, and attaches importance to language application ability. In the process of students' output, teachers play the role of "scaffolding", providing input materials consistent with the output task in time, helping to promote the output of students, and then teachers evaluate them, so as to achieve effective teaching. The students in Jingchu university of technology in Hubei province have reached the intermediate level of English learners.

3. The Application of Production-oriented Approach in Classroom Teaching

The traditional college English classroom teaching mainly focuses on teachers' explanation of English textbooks, and pays attention to the text content and input of language knowledge instead of the output practice. In class, teachers explain the text content in detail, while students' knowledge is not good enough, and it is difficult to finish the creative English output. This paper takes output as the driving force and goal, and combines input and output organically, which will reduce the difficulty of output task, improve students' interest and confidence in output, and thus improve students' output ability.

The author conducted a one-semester production-oriented teaching experiment in Jingchu institute of technology. The textbook used by the students was the fourth volume of new vision college English • reading and writing course. This paper designed a teaching plan for one unit of five units, and the class hours were 2 periods per week. The teaching objects are second-year students majoring in stomatology, and the class number is 30. The author videotaped the whole teaching process and invited peers to observe in class. After the teaching experiment, the evaluation and teaching feedback of students, peers and the author as the practice teacher of output oriented method were collected through examination, open questionnaire survey, semi-structured interview and reflection.

Teaching Contents:

Text 1 : Speaking Chinese in America

unit 5: Why Culture Counts?

Book: New horizons College English

Teaching objectives consist of language objectives and cultural objectives.

Language objectives:

- 1) 25 basic words, 9 phrases and 15 dining vocabulary needed to complete the output task
- 2) use the method of comparison and contrast

Cultural objectives: cultivate students' intercultural communication skills, including 1) intercultural awareness, ability to understand and understand the essential differences between Chinese and American culture, and ability to identify cultural differences; 2) able to analyze and explain the reasons behind cultural conflicts; 3) understand the differences between Chinese and American dining culture, and apply them to life and work practices.

4. Task Design

The task is to perform the scene in groups according to the text, and according to the text, the class can perform two scenes. Scene 1: My mum, uncle, and aunt have dinner at my house. Scene 2: a dentist and his/her colleague dine with an American doctor. The group members played the roles of the dentist and his or her colleague, an American medical worker.

5. Results and Analysis

Class 1 and class 2 majoring in stomatology of the author's college were selected as the subjects, among which class 1 with 30 students majoring in stomatology was the experimental class, and class 2 with 30 students was the control class. The reason why these two classes were selected as experimental subjects was that the students of these two classes had almost the same final scores in high and low grades of English in the 2017-2018-1 academic year, and their average scores were quite similar.

The experimental class adopts the POA teaching mode for one semester, while the control class still adopts the traditional teaching mode. The experiment time lasted from March 2018 to July 2018 with periods per week. In the experiment, both the experimental class and the control class used the fourth volume of the reading and writing course of New Horizon College English and the fourth volume of the audio-visual and speaking course of *New Horizon College English*.

At the end of academic year 2017-2018-2, two classes will be tested for learning effects, including speaking test, reading test and writing test. Among them, oral test and writing exams are to test students' output ability. The speaking test comes from the IELTS speaking test, the reading test and the writing test from the cet-4 test.

After a semester of teaching experiments, the author tested the two classes under the same conditions and conducted independent sample t test on their oral performance, the results are shown in table 1.

Table 1 Independent sample test of students' oral scores in the post-test

Group	N	Mean	Std. Deviation	Std. Error Mean	Sig (2-tailed)
EG	30	10.35	1.563	2.2312	0.037
CG	30	9.65	1.85	30	

According to the above statistical results, the Sig. Value of the two classes' oral English is less than 0.05, indicating that there is a significant difference in the oral English of the two classes after the test.

After a semester's teaching experiment, the author tested two classes under the same conditions and conducted independent sample t test on their writing scores. The results are shown in table 2.

Table2 Independent sample test of students' writing scores in the post-test

Group	N	Mean	Std. Deviation	Std. Error Mean	Sig (2-tailed)
EG	N	Mean	S.D	t	Sig.
CG	30	13.62	2.35		

According to the above statistical results, the writing Sig value of the two classes was less than 0.05, indicating that there was a significant difference in writing between the two classes after the test.

After a semester's teaching experiment, the author tested two classes under the same conditions and carried out independent sample t test on their reading comprehension scores. The results are shown in table 3.

Table3 Independent sample test of students' reading scores in the post-test

Group	N	Mean	Std. Deviation	Std. Error Mean	Sig (2-tailed)
EG	30	22.26	1.68	0.58	0.591
CG	30	21.35	1.92		

According to the above statistical results, the speaking Sig value of the two classes was greater than 0.05, indicating that there was no significant difference in reading comprehension between the two classes after the test.

According to the above data, the experimental class and the control class have made significant progress in writing and speaking, while the reading comprehension has not, indicating that the "production-oriented approach" of college English teaching can improve students' English production ability more than the traditional college English classroom teaching method.

A similar conclusion was reached in the questionnaire survey after the teaching experiment. 82% of the students in experimental classes were satisfied with POA of college English teaching mode. 78% of the students think output tasks and input material are helpful to improve the students' academic English interest and motivation greatly. 68% of the students think their English application abilities have been improved to a greater extent, while those in comparative class were not satisfied with their performance.

6. Conclusion

The "Production-oriented Approach" of college English teaching introduces the teaching concept of "integration of learning and application", innovates the traditional teaching mode of college English classes based on lectures, and adopts a new "driving-facilitating-evaluation" form of classroom organization to achieve the "localization" of college English teaching methods in China. The author made a preliminary attempt on this method in class, which is applicable to students of different levels, and preliminarily verified the feasibility of this method. It is believed that this teaching method is also applicable to English majors and other foreign language learners.

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