

Creative Application and Practice of Production-Oriented Approach in College English Oral Communication Class

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Abstract: The Production-Oriented Approach (POA) emphasizes "output-driven, input-enhanced, and integrated learning-application," effectively addressing challenges in college English oral instruction such as the separation between learning and application and students' insufficient motivation for expression. This paper first outlines the core concepts and theoretical foundations of POA, then explores its practical implementation in teaching design, instructional steps, and effectiveness evaluation through case studies of college English oral classrooms. Finally, it analyzes innovative pathways for integrating POA with modern educational technologies and outlines future development directions. Research findings demonstrate that POA significantly enhances students' oral output motivation, expressive fluency, and communicative competence, providing actionable insights for reforming college English oral teaching practices.

Keywords: POA, college English, oral classroom, teaching practice, innovative application

1. Introduction

With the acceleration of internationalization in higher education, college students' spoken English proficiency has become an important component of their overall quality and international competitiveness. However, current college English oral teaching still faces practical challenges such as low willingness to speak among students, limited authentic communication scenarios, and a disconnect between input and output. As a foreign language teaching theory with Chinese characteristics, POA methodology takes "output-driven" as its core, stimulating learning motivation through clear communicative tasks, facilitating language output by providing precise input materials, and promoting continuous improvement through multidimensional evaluation, effectively bridging the gap of "separation between learning and application" in traditional teaching. This paper attempts to introduce this method into college English oral classrooms, systematically examining its theoretical foundations, practical approaches, and innovative possibilities, aiming to provide valuable insights for enhancing the effectiveness of oral teaching and cultivating students' authentic communicative abilities.

2. Core Concepts and Theoretical Sources of POA Methodology

International research demonstrates that the theoretical foundations of POA are deeply rooted in multiple seminal achievements in second language acquisition. "Output Hypothesis" posits that mere language input is insufficient for achieving fluent and accurate language production; learners must engage in authentic output practice to identify linguistic gaps and trigger deep processing. Vygotsky's socio-cultural theory emphasizes that language learning occurs within social interaction contexts, with the "Zone of Proximal Development" concept providing theoretical basis for

teachers to construct scaffolding. Interaction Hypothesis further elucidates that meaning negotiation and communicative interaction serve as critical mechanisms driving language acquisition. These theories collectively converge on a core conclusion: output practice driven by authentic communicative tasks constitutes an indispensable pathway for foreign language proficiency development.

Domestic research indicates that Professor Wen Qiufang systematically developed the Production-Oriented Approach (POA) in the early 2010s. Building upon critical absorption of existing theories and addressing the persistent challenge of "years of study without practical application" in Chinese university English education, her framework integrates four core concepts: "Learning-Centered Theory," "Integration of Learning and Application," "Cultural Exchange Theory," and "Key Competency Theory." The theoretical framework comprises four interdependent components: "Output-Driven Motivation," "Input-Enhanced Expression," "Selective Learning Strategies," and "Evaluation-Based Learning." POA advocates stimulating motivation through authentic output tasks, facilitating high-quality expression via targeted input, and promoting learning through collaborative teacher-student evaluations^[1]. After over a decade of classroom validation and refinement, POA has evolved into a logically rigorous and highly operational localized system. Empirical studies consistently demonstrate its effectiveness in enhancing students' expressive motivation and addressing the disconnect between input and output in language acquisition.

3. Practical Application of POA Method in College English Oral Communication Classes

3.1 Teaching Design of POA Method in College English Oral Communication Classes

When applying POA methods to college English speaking classes, instructional design should focus on communicative authenticity, cognitively moderate challenges, and the attainability of output objectives. First, teachers need to carefully create output scenarios incorporating the four elements of "topic-purpose-recipient-context," such as "introducing taboos and customs of China's Spring Festival to a roommate preparing for overseas study" or "simulating self-introduction and career planning in a foreign company's HR interview." These tasks should be closely aligned with students' current lives while addressing future workplace or study requirements. Next, sub-objectives should be progressively broken down from three dimensions—content accuracy, linguistic richness, and textual coherence—around the overall output goal. Simultaneously, during the early design phase, students' tentative outputs should be analyzed to identify typical weaknesses (e.g., vocabulary gaps, monotonous sentence structures, awkward transitions, or lack of cultural context). Based on this, targeted textbook content selection or adaptation, along with supplementary authentic materials, can establish a complete "driving-promoting-evaluating" closed loop^[2]. Such design ensures task-driven progression while avoiding the common pitfall of traditional speaking classes—formal but ineffective—thus making the teaching process genuinely serve the substantive improvement of students' language application skills.

3.2 Specific Implementation Steps of POA Method in College English Oral Communication Classes

The classroom implementation strictly follows the three-step organic cycle of "driving—facilitating—evaluating"^[3]. In the driving phase, teachers create communicative scenarios through videos, images, or real-life situational questions to stimulate students' attempts at oral output, expose language and content gaps, and generate a sense of "learning hunger." Taking the theme lesson "Introduction to China's Traditional Festival Culture" as an example, teachers begin by playing a short video of a foreign friend puzzled by Spring Festival customs, then ask students to improvise in English explanations such as "why to paste Spring Festival couplets" and "what the cultural meaning of red envelopes is." Most students at this stage exhibit limited vocabulary and fragmented expressions, and this authentic experience of being "unable to speak" precisely activates strong learning needs. The facilitating phase is the core of teaching. Teachers design a step-by-step activity chain based on common issues revealed during the driving stage: first, using mind maps to help students organize an expression framework of "Spring Festival—customs—symbolic meanings—cultural background," then reinforcing high-frequency expressions like "symbolize," "be associated with," and "date back to"

through lexical chunk substitution exercises, followed by guiding students to complete oral paragraph retelling using sequential words, and finally entering a role-playing task of "introducing Spring Festival to foreign exchange students," requiring students to deliver coherent and appropriate cultural introductions within two minutes, achieving the transition from fragmented input to complete output. The evaluation process spans pre-class, in-class, and post-class phases: During lessons, teachers select two to three student presentations as samples for real-time analysis of logical coherence and cultural expression accuracy through collaborative teacher-student discussions. After class, students complete self-assessments and peer evaluations using standardized rubrics, then submit revised audio recordings based on feedback. Teachers provide targeted suggestions after delayed grading, forming a complete "output-feedback-reoutput" cycle that effectively enhances oral fluency, accuracy, and communicative appropriateness through continuous improvement.

3.3 Evaluation of Teaching Effectiveness of POA Method in College English Oral Communication Classes

The teaching effectiveness evaluation adopts a multidimensional approach, focusing not only on language output quality (including fluency, accuracy, complexity, and coherence) but also assessing communicative outcomes and learning processes. This is validated through classroom audio recordings, pre-post oral proficiency tests, learning log analysis, and interview feedback. Practical implementation demonstrates that POA significantly enhances students' speaking willingness and self-assurance in expression. Most learners demonstrate more proactive use of target language in authentic tasks, with improved logical organization and cultural expression skills. Meanwhile, teacher-student collaborative evaluation shifts students from passive reception to active reflection, markedly boosting learning autonomy. However, challenges persist, including initial adaptation difficulties for weaker students and excessive instructional design burdens for teachers. Continuous optimization of activities and tiered tasks is required to ensure the stability and sustainability of teaching effectiveness [4].

4. Innovative Exploration and Prospects of POA Method in College English Oral Communication Classrooms

4.1 Integration and Innovation of POA Methodology with Modern Educational Technology

The integration of POA methodologies with modern educational technologies has revitalized college English speaking instruction. Educators can leverage intelligent platforms, AI-powered speech recognition, and virtual reality technologies to optimize the "drive-encouragement-evaluation" process [5]. For instance, online collaboration tools create authentic cross-cultural communication scenarios, while AI provides real-time feedback on students' fluency, accuracy, and pragmatic appropriateness in spoken language, addressing the limitations of delayed and subjective feedback in traditional classrooms. Under blended learning models, pre-class online micro-assessments stimulate output attempts, in-class group interactions refine complex expressions, and post-class AI-assisted revisions complete final outputs, forming a closed-loop learning cycle. Practical evidence demonstrates that this integration significantly enhances student engagement and output quality, particularly in high-realistic tasks like simulated job interviews or international conferences. While technological scaffolding helps students with foundational weaknesses overcome output challenges, excessive reliance on technology may weaken teacher-student emotional connections. Therefore, it is crucial to emphasize that technology serves educational objectives rather than replacing humanistic guidance [6].

4.2 Future Development of the Outcome-Based Approach in College English Oral Instruction

The future development of POA methods in college English oral communication classes should move towards more precise tiered instruction, deeper integration of cultural and ideological education, and broader interdisciplinary applications. To address differences in students' proficiency levels, teachers can design multi-tiered output tasks and dynamically adjust content through big data analysis to facilitate personalized learning. Meanwhile, further exploration of ideological and political elements in textbooks and real-world issues can guide students to effectively tell China's

stories through cross-cultural expressions and enhance cultural confidence via output tasks. In the long term, this approach is expected to be deeply integrated with professional English teaching to meet talent demands under the Belt and Road Initiative. Through continuous empirical research to refine theoretical frameworks, it will better address the new requirements for oral communication skills in the globalized and digitalized era, ultimately forming a foreign language teaching paradigm with stronger China characteristics and contemporary features.

Conclusion:

The POA approach, centered on "output-driven, input-enhanced, and integrated learning-application," effectively addresses the persistent challenges in college English oral instruction—particularly students' lack of motivation and the disconnect between input and output. Through systematic exploration of theoretical frameworks, classroom practices, and technological innovations, this method demonstrates significant advantages in boosting oral output willingness, improving expression quality, and enhancing communicative competence. However, it also highlights the need for higher demands on teachers' instructional design capabilities and students' adaptability. Future improvements should focus on refining the precision and diversity of facilitation activities, deepening integration with intelligent technologies, and harmonizing tiered guidance with ideological and political education. These efforts will better serve the goal of cultivating internationally competitive high-quality talents and provide sustainable momentum and actionable pathways for college English teaching reform.

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