

The Application of Production-Oriented Approach in College English Teaching

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Abstract: The Production-oriented Approach is a teaching theory based on output-driven hypothesis. In the whole teaching process, teachers are the center of the whole media and promote the development and implementation of the whole teaching activities. By adopting Production-oriented Approach in the teaching process, teachers can reconstruct the traditional classroom teaching, better deal with the problems existing in the traditional college English courses, and further implement the student-centered teaching mode. This paper analyzes and discusses how Production-oriented Approach is applied in college English teaching design so as to promote the development of college English in the future.

1. Introduction

The Production-oriented Approach (POA) is a Chinese TEFL approach proposed by Wen Qiufang, a famous linguistics professor in China, in order to address the pressing problem of “separation of learning and application” in English instruction and improve students' comprehensive application ability and comprehensive quality.

POA is driven by three teaching principles: it is learning-centered, learning and use are closely integrated, and attention is paid to whole-person education. [1] It represents an innovative shift in perspective from previous English teaching methods in China, aims at developing competence in English with a central focus on productive skills, not least to respond to the increasing demands for language use in communication. After more than ten years of development, POA has been relatively perfect at present. It is a new teaching reform mode for college teachers to apply POA in college English teaching design effectively, which needs to be explored and deepened in the future college English course.

2. Application of Poa in College English

POA can effectively innovate the teaching content of college English courses and help teachers to improve the content in the existing teaching mode. The application of POA has increased the sharing of education and teaching resources, AND strengthened the connection between teachers and students.

2.1 Model Construction of Curriculum Resources

The construction of curriculum resources has always been the teaching content that teachers need to focus on. Among them, the construction of basic courses can ensure the establishment of effective teaching model. Therefore, when teachers set up college English course resources, they must make an effective and systematic construction of many details, such as teaching outline, course objectives, actual teaching plans and assessment methods [1].

The content and resources integration of the course should also cover teaching plans, courses, videos, after-class exercises and tests. In addition, it should also include extended resources related to the course, such as online open courses and lectures. At the same time, teachers can also collect some films and audio materials related to the learning content. In this way, students can feel the output of the resources more intuitively.

In terms of curriculum resources construction, universities should also set up systematic teaching programs to encourage teachers to better integrate the curriculum, and constantly extend new teaching ideas, so as to lay a solid foundation for the future teaching development. In addition, when expanding curriculum resources, teachers also need to continuously accumulate excellent resources to ensure better curriculum effects.

2.2 Course Design Based on Poa

According to the characteristics of POA, the design of college English courses should be analyzed from the following aspects:

First of all, teachers should have a clear understanding of their own role in the course, be prepared to be driven by the course system, be able to input the network platform according to the specific tasks of this course, and also need to make specific explanations for students based on the key and difficult points. In this phase, teachers need to import teaching material that are engaging and thought-provoking, and are aimed first of all at fostering the learners' interest and at arousing their curiosity. Students practice content not only needs to be included in the daily teaching video, readings, etc., also need to be at the beginning of the teaching guide students to active learning through the Internet platform for knowledge, and through this model for the expansion and extension of knowledge. A variety of prompts are set forward in the motivating phase, including multimodal ones such as videoclips, films and pictures, that are also integrated in the communicative scenarios set forward by the teacher. In subsequent phases both teacher and learners are involved in looking for additional relevant material [2].

In addition, teachers can make full use of online teaching, communicate with students at any time, give timely guidance and help to students when necessary. In this way, teachers will understand the problem students have encountered during preview, so that they can better explain the key knowledge in the subsequent course explanation. Students can also make personalized learning customization, that is, choose the appropriate learning content and learning methods according to their own learning situation.

Moreover, in the teaching process design stage, teachers should combine POA to design the specific teaching content. Among them, teaching process activities should be divided into three stages: output - driven stage, input - facilitated stage and assessment stage. Under the new teaching mode, students can become the master of the class and complete the whole process of learning output under the promotion of the teacher. In the learning process, the network learning platform, as an effective supplement to the existing teaching content, is helpful for students to continuously improve their comprehensive ability in independent learning, and improve students' participation in learning.

Thirdly, in the practical application stage of POA, teachers should first introduce the course content, stimulate students' interest in learning, and actively encourage students to construct

independent knowledge, so that they can improve their own ability. In addition, teachers must integrate the textbook content into the actual situation, so that students can integrate knowledge with practice, and constantly realize the internalization of knowledge [3]. Besides fostering active engagement on the side of the learners, as well as adding to the learning-centeredness dimension, POA could also be seen as a way to take the local context of learning into account, particularly for teachers, and to foster students' sense of self-efficacy and autonomy in the co-construction of competences and knowledge [1].

3. Suggestions for College English Teaching

It is supposed to realize the innovation of college English courses under the guidance of POA theory, which has gradually become the main direction of the current English teaching reform. For most students, they are more willing to try this innovative teaching mode, and their learning enthusiasm and comprehensive English ability can be improved more quickly. At present, many teachers believe that new teaching methods help to get students involved in teaching activities. Therefore, they gradually turn the students into the subject of the course, putting the “student-centered” model into practice. In addition, the network teaching mode can make up for the limitations of traditional teaching in time and space. In addition, the network platform can also shorten the distance between teachers and students, provide a wider channel of communication for teachers and students, and greatly improve the overall quality of teaching and learning.

4. Conclusion

Under the current education system, innovative teaching methods can better meet the current talent needs. Production-oriented Approach is a favorable method which is conducive to the further development of college English teaching and can improve the effectiveness of English teaching. The application of POA in college English teaching can promote the integration of online and offline teaching. With the purpose of cultivating students' practical English ability, teachers need to constantly reform the teaching model and innovate the teaching methods, so as to reinforce the efficiency of college English class.

References

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