

Curriculum Design for Developing Oral Communication Skills in Chinese as a Foreign Language Based on POA Theory

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Abstract: This article addresses the issue of learners lacking effective communication skills development paths in teaching Chinese as a foreign language oral English. Based on the Production-Oriented Approach (POA) theory, a set of courses has been designed. The goal is to enhance learners' oral expression and interactive abilities in real contexts. The course solves the problems of lack of practice and incomplete evaluation in traditional teaching by setting output tasks, selecting real-life content, and establishing a diversified evaluation mechanism. This experiment compared the oral expression accuracy and communicative fluency of two experimental classes (based on POA teaching) and two control classes (normal teaching) within one semester (17 weeks). The experimental results show that in teaching practice, learners based on POA teaching have improved their oral expression accuracy by 20% and communication fluency by 12% compared to learners in normal teaching, verifying the significant effect of the course in improving learners' actual communication skills.

1. Introduction

With the acceleration of globalization, Chinese, as one of the most influential languages in the world, is receiving increasing attention from foreign learners. Despite the increasing interest of learners in learning Chinese [1-2], many students still face many difficulties in actual oral communication [3-4]. The traditional teaching model of teaching Chinese as a foreign language often focuses on imparting grammar and vocabulary, while neglecting the practical application of language, which makes it difficult for learners to express their thoughts and communicate effectively in real contexts [5].

In order to address this challenge, the academic community is gradually focusing on how to improve learners' oral communication skills through optimizing teaching methods. POA [6], as an output oriented teaching theory, has gradually become a popular research field in teaching Chinese as a foreign language due to its emphasis on the effectiveness of language practical use and task

driven teaching philosophy. The POA theory emphasizes the balance between input and output, and through systematic teaching curriculum design [7], encourages learners to engage in language practice in real situations, ultimately achieving the improvement of language comprehensive ability. Since the proposal of POA, the application and research of this theory in language teaching have continued to deepen. In the field of foreign language teaching, the latest research continues to support the effectiveness of POA. Shu, Jinrong [8] designed a student self-directed learning evaluation system based on the POA theory, combined with the Analytic Hierarchy Process (AHP) [9], and introduced the Small Private Online Course (SPOC) model to construct an online teaching mode, aiming to enhance the English learning and practical abilities of vocational college students, stimulate their learning interest and initiative. Based on the proposed POA, Lu, Yuejia [10] used Unit 4 Space Exploration (Read and Thinking) as an example to design from four aspects: teaching content, teaching objectives, teaching steps, and specific implementation. They deeply explored the ideological and political education elements behind the text, achieved value shaping in knowledge transmission and skill cultivation, and implemented the fundamental task of cultivating students' morality in foreign language courses. Wu, Zhiling et al. [11] conducted a survey on the academic English proficiency and learning needs of non English major graduate students at Inner Mongolia University. They used POA to guide the reform of the general academic English curriculum for graduate students, implemented the separation of teaching and examination, and applied the POA teaching philosophy of "using to promote learning" to the teaching of graduate academic English writing. Combined with computer technology and related products developed by Beijing Tianyan Rongzhi Software Company, they constructed an open question bank that conforms to the POA summative evaluation, and applied the POA teaching evaluation model for course summative evaluation.

In recent years, the application research of POA in oral teaching has gradually increased. Sun, Lixuan et al. [12] used quantitative and qualitative analysis methods to explore the application effect of POA in high school English oral teaching and its impact on students' oral performance and acceptance. The results show that the students in the experimental class have significantly improved their oral fluency and grammar accuracy, and they hold a positive attitude towards this teaching method. Asmawi, Adelina et al. [13] used experimental methods to apply POA to online English oral teaching for Chinese undergraduate students in the context of the COVID-19 pandemic. The results showed that the English oral ability of the experimental class students significantly improved, especially in terms of pronunciation, vocabulary, and fluency, indicating that POA effectively improved the English oral skills of Chinese undergraduate students through online application. Kuang, Qi [14] explored the application of micro lessons combined with POA in college English oral courses in a blended learning environment. They found that micro lessons can effectively promote teacher-student cooperation and teacher led and supportive roles during the stimulation, empowerment, and evaluation stages, improving learning efficiency. However, they also pointed out the challenges faced by this method, and future research should focus on enhancing students' autonomous learning ability, micro lesson effectiveness evaluation, and teaching discourse adjustment.

The purpose of this study is to explore how to design an effective course for cultivating oral communication skills in Chinese as a foreign language based on the POA theory. By analyzing the core concepts and practical applications of POA theory, this study provides a new teaching approach for Chinese language teachers as a foreign language, and explores its effectiveness and feasibility in actual teaching.

2. Research Method

2.1. Cultivation Needs for Oral Communication Skills in Chinese as a Foreign Language

In the cultivation of oral communication skills in Chinese as a foreign language, it is necessary to have a deep understanding of the learner's language background, cultural background, and specific needs of the communication environment. Learners from different countries face varying challenges in learning spoken Chinese due to differences in their mother tongue and culture. Learners whose native language is Pinyin often encounter significant difficulties in mastering Chinese phonetics and tones, while learners from countries with significant cultural differences often struggle to understand the implicit meanings and culturally specific expressions in Chinese in cross-cultural communication. The cultivation of intercultural communication skills requires attention to learners' comprehensive language proficiency in different contexts. Figure 1 illustrates the core competencies that learners need to develop in cross-cultural oral communication and their interrelationships.

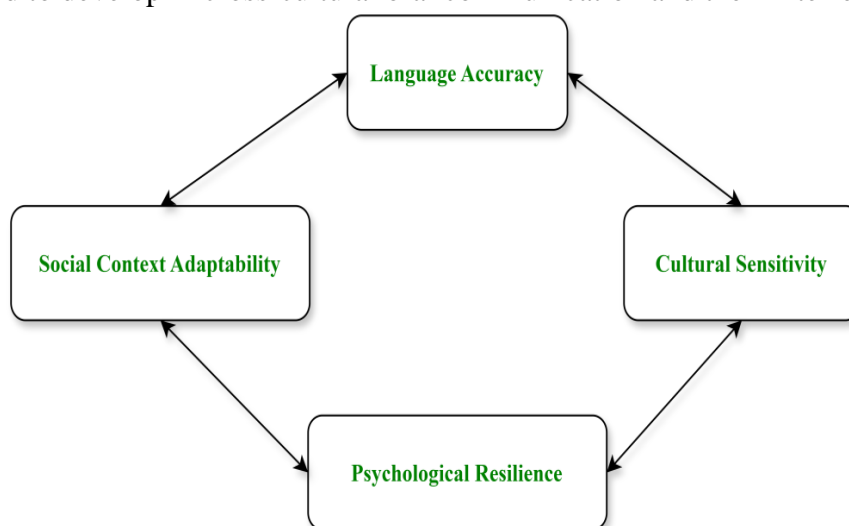


Figure 1: Structure of Learners' Cross cultural Communication Ability Needs

Figure 1 clearly illustrates the complex interactive relationship between language accuracy, social situational adaptability, cultural sensitivity, and psychological resilience. In cross-cultural communication, language accuracy serves as a fundamental ability that interacts with cultural sensitivity by influencing social situational adaptation, while psychological resilience runs through it to ensure learners can flexibly respond to cultural differences and language challenges. This ability structure emphasizes that in cross-cultural contexts, the improvement of a single ability is often insufficient to meet complex communication needs. Only by coordinating the development of these core abilities can learners effectively enhance their cross-cultural communication skills.

In oral communication, learners need to accurately express their personal opinions while flexibly using language in different social contexts. The transition of language style is particularly important in formal and informal settings, as clearly expressing one's stance in discussions and politely asking questions or providing feedback in conversations are key skills. In the context of cross-cultural communication, understanding and adapting to cultural differences in Chinese is crucial, especially in language choices for expressing agreement or disagreement, as well as different cultural understandings of time, space, and interpersonal relationships. Psychological resilience and confidence are another challenge that learners face. Many learners feel nervous and insecure in oral expression due to a lack of practice, which not only affects language fluency but also limits active expression in communication. Curriculum design should focus on simulating real communication

situations to enhance learners' confidence and enable them to respond flexibly in a changing language environment. Learners also need to master the ability to effectively conduct self-evaluation and reflection, identify shortcomings through evaluation and reflection, and make improvements. This ability helps to conduct effective oral practice both inside and outside the classroom, and promotes continuous improvement of comprehensive communication skills in the language learning process. Figure 2 shows the self-assessment and reflection path of learners in oral communication, forming a closed-loop process of ability improvement.

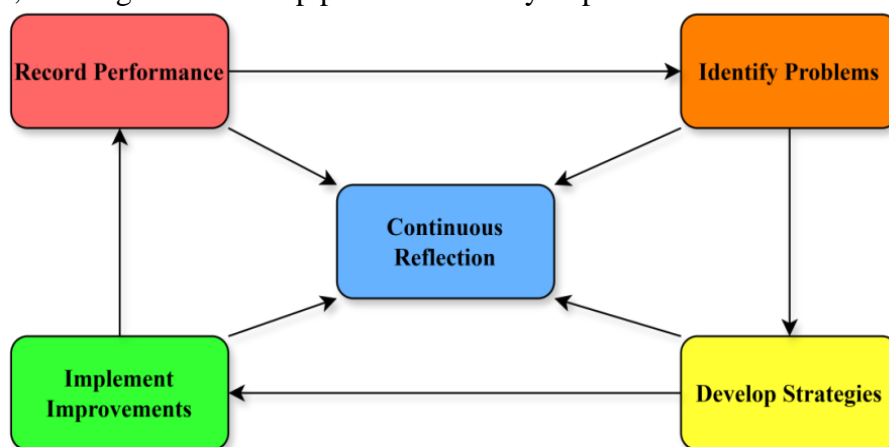


Figure 2: Learner Self Assessment and Reflection Path

Figure 2 depicts the closed-loop process from recording language expression to identifying problems, formulating strategies, implementing improvements, and then returning to language expression. Continuous reflection runs through this process, highlighting the core role of reflection in enhancing abilities. The connection between each step not only demonstrates the linear progress of capability improvement, but also emphasizes the importance of iterative iteration. In this process, continuous self reflection, through a form that runs through the entire path, ensures that learners can continuously improve their oral skills, form a stable pattern of progress, and thus demonstrate higher language fluency and communication confidence in actual communication.

2.2. Teaching Approach for Teaching Chinese as a Foreign Language Based on POA

The POA-based teaching method for teaching Chinese as a foreign language provides a new approach to language learning, enhancing learners' oral communication skills by focusing on language use in actual contexts. The core of this method lies in balancing input and output, and guiding learners to gradually improve their comprehensive language abilities through task setting and contextual input. Figure 3 is a flowchart of the teaching approach.

Figure 3 shows the teaching approach of teaching Chinese as a foreign language based on the POA theory. After task input, the teaching process is divided into two parallel paths: on the one hand, scene creation focuses on providing learners with real context, enabling them to practice language application in simulated communicative environments. On the other hand, task design focuses on developing targeted interactive tasks to ensure that learners can effectively output language in tasks that are appropriate for their language proficiency. The two paths ultimately converge in the guiding output stage, where learners continuously optimize their oral communication skills through feedback and improvement in a closed-loop process after obtaining specific language performance. The overall design of teaching methods focuses on enhancing learners' comprehensive language abilities from multiple dimensions, emphasizing the continuous improvement of abilities and flexibility in language use through dynamic feedback.

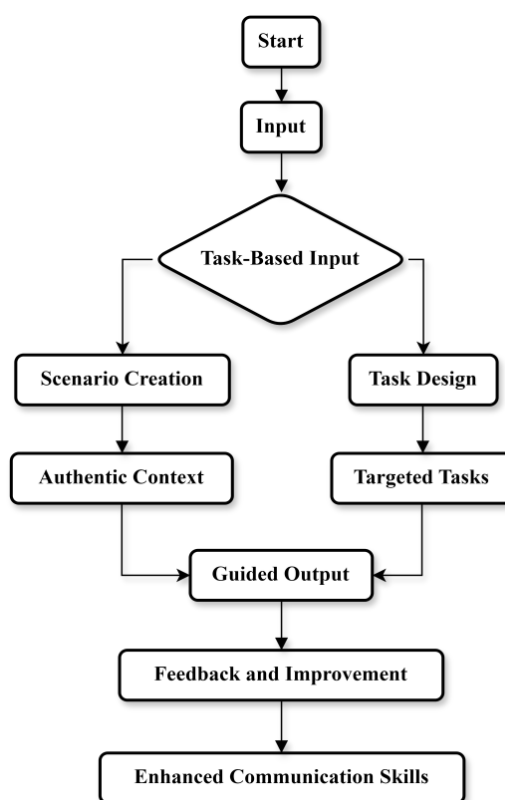


Figure 3: Teaching Approach for Teaching Chinese as a Foreign Language Based on POA

3. Design of Teaching Chinese as a Foreign Language Based on POA

3.1. Entry Points of Chinese Language Elements

This experiment focuses on the cultivation of oral communication skills in Chinese as a foreign language. Through systematic module design, it aims to enhance learners' language expression, comprehension, and practical application abilities. The selection of the entry point is based on the actual needs of Chinese language teaching, aiming to enhance students' confidence and expression accuracy in daily communication through training in multiple core elements such as vocabulary, grammar, and pronunciation. On this basis, cultural background and comprehensive training in listening, reading, and writing can be further integrated to comprehensively enhance language proficiency. Table 1 shows the entry points of each module and their applications in Chinese language teaching.

Table 1: Key Points for Developing Chinese Oral Communication Ability Modules

Module Name		Breakthrough Point
1	Vocabulary	Enhancing daily communication skills through practical vocabulary usage
2	Grammar	Strengthening sentence structure comprehension for clear expression
3	Pronunciation	Focusing on tones and intonation to ensure accurate speech
4	Conversation	Encouraging interactive dialogue to boost confidence in speaking
5	Culture	Integrating cultural context to deepen language understanding
6	Listening	Developing active listening to improve language acquisition
7	Reading	Using authentic texts to expand reading comprehension
8	Writing	Practicing structured writing to articulate thoughts coherently

3.2. Experimental Subjects

The experimental subjects are two teachers of Chinese as a foreign language in a university and four classes of students they teach. The teachers have rich teaching experience and are responsible for teaching tasks for two classes, with two classes serving as control classes for normal teaching and two classes serving as experimental classes for POA teaching. The Chinese proficiency of the experimental subjects varies greatly, ranging from beginner to intermediate to advanced levels. The experimental period is 17 weeks per semester, during which students' oral communication skills are evaluated. The evaluation method is to comprehensively measure students' progress through a final oral test combined with their usual classroom performance.

3.3. Teaching Process of Teaching Chinese as a Foreign Language under the Guidance of POA

In the teaching process of teaching Chinese as a foreign language based on POA theory, the teaching process is divided into three main stages, namely "motivation triggering", "situational introduction", and "outcome output". Each stage is closely connected, jointly building a complete teaching framework to enhance learners' oral communication skills.

The main task of the motivation elicitation stage is to stimulate learners' interest and motivation in learning. This process encourages learners to actively participate by setting challenging and engaging tasks. Teachers design situational questions that require learners to think about how to effectively express their views in specific communicative contexts. This type of task effectively stimulates learners' enthusiasm and encourages them to actively seek relevant knowledge driven by the task, thus laying the foundation for subsequent learning. The task objectives for this stage are shown in Table 2.

Table 2: Tasks and Objectives in the Motivation Triggering Stage

Task in Motivation Phase	Expected Goal	Specific Actions	Evaluation Criteria
Design Task Scenarios	Increase Learning Interest	Provide Specific Communication Issues	Learner Participation
Set Learning Goals	Clarify Learning Direction	Combine Task Objectives with Individual Needs	Goal Achievement Rate
Stimulate Autonomous Learning Motivation	Enhance Learning Drive	Provide Autonomous Learning Resources	Frequency of Autonomous Learning
Guide Problem-Solving	Develop Thinking Ability	Provide Thought-Provoking Questions	Depth and Breadth of Thinking
Provide Feedback Mechanism	Promote Improvement	Timely Feedback on Learning Outcomes	Improvement in Learning

Table 2 shows that the tasks in this stage focus on task design, covering the clarification of learning objectives, the stimulation of learning motivation, and the establishment of feedback mechanisms. These tasks work together to ensure that learners can clearly define their learning goals and actively engage in learning at the beginning stage.

The situational introduction stage is the core part of the entire teaching process, which simulates

scenarios to enable learners to apply their learned knowledge in practice. This stage is carried out through simulated dialogues, role-playing, and other methods. Teachers provide learners with communicative scenarios with cultural and social backgrounds, allowing them to practice language use in a highly realistic environment. This situation helps learners understand the practical application of the learned content and improves their adaptability in real-life communication scenarios. At this stage, teachers should pay attention to providing diverse contexts and guide learners to practice repeatedly in different situations. Through continuous practice, learners gradually internalize language skills and apply them freely in practical communication. During the process of situational introduction, teachers should also encourage interaction between learners to enhance the effectiveness and fun of learning. The objectives of this stage are shown in Table 3.

Table 3: Tasks and Objectives in the Context Introduction Stage

Task in Contextualization Phase	Expected Goal	Specific Actions	Evaluation Criteria
Create Communication Scenarios	Enhance Realism	Provide Culturally Backgrounded Scenarios	Immersion in Scenario
Design Role-Playing	Practice Language Application	Assign Different Role Tasks	Effectiveness of Role-Playing
Guide Contextual Dialogue	Improve Communication Ability	Simulate Real Dialogue Scenarios	Fluency in Dialogue
Emphasize Cultural Differences	Increase Cultural Sensitivity	Provide Cross-Cultural Communication Content	Depth of Cultural Understanding
Encourage Interaction	Enhance Learning Interest	Promote Learner Interaction	Frequency and Effectiveness of Interaction

The key to the situational introduction stage is to use highly simulated situational design to continuously reinforce the practical application of learned knowledge in a highly realistic environment. Through multiple exercises such as role-playing and situational dialogue, learners can gradually develop the ability to flexibly use language in different communication scenarios.

In the final stage of course output, learners need to verify their learned content by presenting their results. The main task of this stage is to showcase learners' language and thinking abilities through various forms of output activities such as speeches, debates, and project presentations. The output of results is not only a test of the learning effectiveness of the first two stages, but also an opportunity for learners to conduct self-evaluation and reflection. Teachers provide personalized guidance based on the actual situation of learners. By presenting different forms of results, learners can more comprehensively demonstrate their learning outcomes, while also discovering their own shortcomings through feedback from others and making targeted improvements. The objectives of this stage are shown in Table 4.

Learners test their language application ability in real-life situations through the output of results, while continuously improving themselves through feedback from others, in order to achieve a higher level of learning.

The entire teaching process is closely connected through three stages, constructing a complete teaching system from motivation stimulation to achievement display. This system emphasizes the learning of language knowledge and places greater emphasis on enhancing practical abilities,

thereby helping learners to apply what they have learned more freely in real-life communication scenarios.

Table 4: Tasks and Objectives in the Results Output Stage

Task in Production Phase	Expected Goal	Specific Actions	Evaluation Criteria
Arrange Speech Activities	Test Oral Ability	Organize Speeches or Reports	Accuracy in Language Expression
Organize Debate Competitions	Practice Critical Thinking	Provide Debate Topics	Logical Thinking
Design Project Presentations	Comprehensive Ability Display	Arrange Individual or Group Presentations	Project Completion
Conduct Outcome Evaluation	Promote Reflection and Improvement	Provide Personalized Feedback	Improvement in Learning
Establish Reflection Mechanism	Reinforce Learning Effect	Arrange Reflection Journals	Depth and Continuity of Reflection

4. Feedback on Teaching Chinese as a Foreign Language under POA Guidance

In the process of teaching Chinese as a foreign language based on the POA theory, this article conducted a comparative analysis between the experimental group and the control group to explore the changes in students' oral expression accuracy and communication fluency caused by POA teaching. The experimental data recorded a 17 week teaching process, and by comparing the performance of two groups of students under different teaching methods, the results are shown in Figure 4.

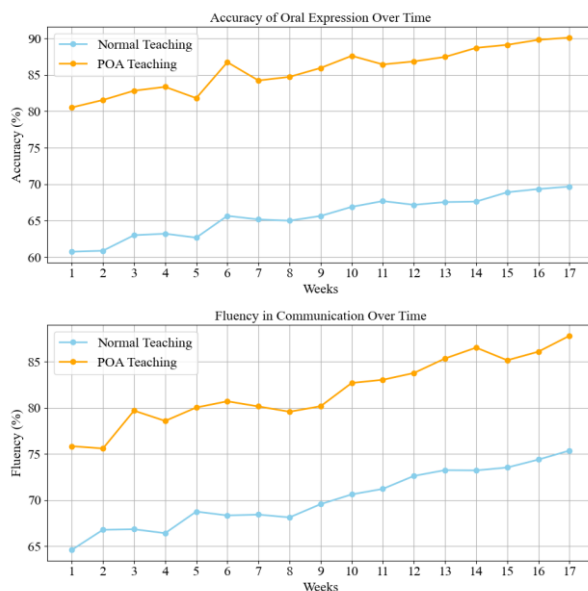


Figure 4: The impact of POA teaching on oral expression accuracy and communicative fluency

Figure 4 shows the impact of regular teaching and POA teaching on students' oral expression accuracy and communication fluency during the 17 week teaching process. The two curves in the figure represent the performance of students using both regular teaching methods and POA teaching

methods each week. Students who use the POA teaching method gradually improve their oral expression accuracy throughout the entire teaching cycle, with an overall increase of about 20% compared to students using ordinary teaching methods. The fluency of communication also showed a significant improvement when using the POA teaching method, with an increase of 12%. This data indicates that the POA teaching method has a significant effect on improving learners' oral expression and communicative fluency in long-term teaching practice.

5. Conclusions

This article systematically solves the problems of insufficient practice and incomplete evaluation in traditional teaching of spoken Chinese as a foreign language through course design based on POA theory. Research has shown that by setting output tasks and multiple evaluation mechanisms, learners have significantly improved their oral expression accuracy and communication fluency, verifying the effectiveness of the curriculum in cultivating practical communication skills. However, this study still has limitations in sample size and single evaluation dimension. Future research can further expand the scope of research subjects and explore evaluation methods in more dimensions. This study has built a bridge between Chinese language teaching theory and practical application, providing valuable references for future related teaching research.

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