The Educational Review, USA, 2023, 7(1), 89-93
https://www.hillpublisher.com/journals/er/
ISSN Online: 2575-7946
ISSN Print: 2575-7938

Research on Practical English Teaching Model Based on Production-oriented Approach

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How to cite this paper: Jiachi Song, Kun Li. (2023). Research on Practical English Teaching Model Based on Production-oriented Approach. *The Educational Review, USA*, 7(1), 89-93.
DOI: 10.26855/er.2023.01.020

Received: December 18, 2022
Accepted: January 12, 2023
Published: February 2, 2023

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Abstract

Under the production-oriented approach model, practical English teaching is divided into three stages: output driving, input contributing and output evaluation. The main purpose is to explore the theoretical and practical value of practical English. The application of production-oriented approach in practical English teaching in colleges and universities can not only cultivate students' comprehensive practical English ability, improve the level of practical English teaching, but also improve the practical English teaching system, which is of great significance to the development of practical English teaching. It can not only overcome the disadvantages of the lack of supervision and guidance of teachers in traditional teaching, but also the disconnection between theory and practice. The integrated theory of learning and application advocated by the outcome-oriented method is more helpful to cultivate students' ability to explore and solve problems, and stimulate students' learning motivation and desire for knowledge to the greatest extent. On this basis, this paper analyzes the strategies of practical English teaching for college students from the perspective of production-oriented approach, and provides reference and help for the reform and innovation of practical English teaching.

Keywords

Production-oriented approach, Practical English, Mode of teaching

With the development of education level in our country, the scale of college students is increasing, and the ability of social enterprises to graduates is also further improved. In the stage of students, practical English not only includes comprehensive content such as listening, speaking, reading and writing, but also emphasizes its practical value. To master practical English is to have a core competence (Wen Qiufang, 2015). It is obviously extremely important to be able to communicate in English. Companies also need college students who can speak English, not dumb English. However, according to the current situation of college English teaching, practical English teaching is inconsistent with the actual needs of students, teaching objectives and contents are not clear, teaching is divorced from the actual situation, resulting in low actual output, unable to meet the needs of comprehensive talent training. Therefore, under the environment of the new era, how to rationally use the production-oriented approach to carry out practical English teaching and how to improve the teaching effect have become the key to the cultivation of practical English ability.

1. Theoretical overview of production-oriented approach

With the acceleration of the process of global integration, it is becoming more and more important to cultivate students' English listening, speaking, writing and reading ability, which is also an important form of intercultural communication for students. However, the cultivation mode of English ability is not fully mature. Based on this background, Professor Wen Qiufang introduced the theory of "production-oriented approach" (Wen Qiufang, 2013). Production-oriented approach is a foreign language teaching method with Chinese characteristics, which mainly emphasizes

the combination of learning and application. The traditional English teaching method is "input-driven" teaching method, which aims to make students memorize English words, grammar and sentence patterns, and even make students recite chapters. Compared with the traditional model, the production-oriented approach is more practical and operable. The teaching system based on production-oriented approach mainly includes three parts: teaching concept, teaching hypothesis and teaching process. Among them, teaching concept is the goal and guiding ideology of teaching work and leads the direction of teaching development. For example, the theory of learning center, student main body, combination of learning and application are the guiding concepts of the production-oriented approach, which is very consistent with the goal of comprehensive foreign language talent training (Jia Guangmao, 2016). At the same time, the teaching hypothesis is mainly task-driven teaching activities to enhance students' pressure and sense of urgency, promote the input of teaching knowledge, and improve students' foreign language learning level. In addition, the teaching process is based on teaching assumptions and concepts. Although it has a general teaching framework, compared with traditional practical English teaching, it still has a very large flexible space. According to the current situation, the theoretical system of production-oriented approach is still in the experimental stage and has not been fully promoted and applied, so part of the knowledge system is not perfect. However, in order to improve practical English ability, the application of production-oriented approach in practical English teaching must be put into practice, strengthen students' learning efficiency and effect, improve the application ability of practical English, and provide solid language support for later employment and application(Yao Jianshu, 2018).

Therefore, in college practical English teaching, the close combination of "learning" and "application" should be emphasized, the boundary between "learning" and "evaluation" should be broken, and the teaching process of "driving", "contributing" and "evaluation" should be effectively carried out to promote the reform and development of college practical English teaching. The practice of "production-oriented approach" has gone through three stages, and the main contradictions and coping strategies of teaching development in each stage are different, which are generally manifested as the implementation path of "negation-development-re-negation", showing a spiral trend. The theory of production-oriented approach provides reference for English teaching reform from the perspective of thinking and method.

2. Analysis of the application status of production-oriented approach

At present, how to improve the quality and effect of practical English teaching has become an important direction of practical English teaching reform. In the 1990s, some scholars proposed that English education had entered a "post-method era". In this context, Wen Qiufang put forward the "production-oriented approach" (Gao Ruifang, 2018).

After more than ten years of development, this theory has demonstrated its practicability and effectiveness from the initial output-driven hypothesis to the formation of the theoretical system of output-driven input-facilitated hypothesis production-oriented approach. Since 2015, many front-line teachers have used "production-oriented approach" as theoretical guidance for teaching practice. For example, Yang Cen and Guo Suihong analyzed the research status of production-oriented approach from five dimensions, namely application mode, theoretical system, enabling activities, evaluation mechanism and effectiveness, and looked into the future development trend, aiming to deepen and improve the theory of production-oriented approach and effectively guide teaching practice.

At the same time, "production-oriented approach" has gained some recognition in the world. Alister Cumming studied the "production-oriented approach" and put forward some suggestions, including deepening education reform, extending to additional educational situations, testing the education model of production-oriented approach for English beginners, and the important contribution of future research of production-oriented approach to second language acquisition theory. Charlene Polio reflects on the output-oriented approach from the perspective of preservice education and points out that output-oriented approach provides a good theoretical basis for dealing with the problems facing preservice teachers. Paul Kei Metsuda proposed that the production-oriented approach is a good theoretical attempt. Its advantage is that it takes into account the professional skills and initiative of teachers and brings opportunities for their professional development.

"Production-oriented approach" can improve students' learning motivation, promote the output of tasks effectively, tamp student's knowledge system, and be more consistent with the present situation of practical English teaching in our country.

3. Practice of practical English teaching model based on production-oriented approach

Based on the characteristics of production-oriented approach, the practical English micro-class teaching design under the guidance of production-oriented approach has set up a new teaching concept centering on learning, advocating that teaching must be able to achieve teaching objectives and promote effective learning. Therefore, English teachers should pay attention to the training and cultivation of students' ability in words and deeds. In the driving link, that is, in the

teaching design of practical English micro-courses, attention should be paid to the authenticity of the presentation of communication scenes, and the problems discussed in the communication process should be cognitively challenging, so that students can experience seemingly simple and ordinary tasks, but not so easy to complete, showing a hungry learning mode. This constantly stimulates students' learning motivation for English knowledge (Lin Lin, 2019).

The fundamental purpose of practical English classroom teaching design is to provide students with more English learning knowledge of practical value, so as to provide students with more favorable opportunities to work in the future. Therefore, the teaching design of practical English micro-class based on the production-oriented approach must be in line with the actual cognitive level of students, have potential communicative ability, and can fully exercise the ability of students' words and deeds. Therefore, in the formulation of teaching objectives, students should be able to master more practical vocabulary, short sentences, sentence patterns, improve students' oral English ability, to achieve the purpose of integrating learning with application.

In the design of teaching link, the first step is to create the situation and propose the task. For example, in the design of practical English courses, we can use the form of video to introduce the course theme and trigger students to think about how to solve the corresponding problems. The second step is concept learning. Through concept demonstration, students can intuitively understand the detailed information of relevant English knowledge points. The third step is knowledge learning and application. After understanding relevant English knowledge points, English teachers can provide students with appropriate output help, lead students to focus on learning English vocabulary and sentence patterns through PPT explanation and characters in the camera, and introduce new videos to further deepen students' memory and understanding. The fourth step is for students to practice and try to produce. English teachers should use simulated cases to truly restore the professional communication situation and complete the output tasks in response to each other, so that students can fully realize the communicative value of the output tasks, improve their communicative competence in the future work and realize the deficiency of their own language ability, so as to enhance the sense of urgency in learning English. The fifth step is to introduce the teaching objectives of this unit and further propose the output tasks. This teaching link design work, do a good job in practical English micro-class teaching design and application.

3.1 Respect the differences of students and formulate targeted teaching objectives

According to the survey, the basic ability and learning level of students in different colleges and universities are also different. Therefore, when carrying out practical English teaching with production-oriented approach, it is necessary to clarify specific output tasks and construct tasks of "easy - difficult" and "simple - complex" in combination with students' individual characteristics and conditions, so as to ensure that students' learning needs can be met and the quality of students' task completion can be improved. However, in the process of task selection, students should be encouraged to properly challenge themselves and choose more difficult tasks, so as to guide students to constantly break through themselves and explore their inner English ability. For example, when explaining "enterprise product development", the teacher can first provide the basic English materials to the students and let the students input the material information independently. Then, according to the product research and development process of the enterprise, students are divided into reasonable groups. Students are asked to investigate the product market, write business letters, and organize new product research and development meetings. In this way, students can not only exercise their English translation ability, but also cultivate their English email writing ability, conference communication ability, and strengthen their English knowledge application ability. At the same time, the three tasks include basic simple tasks and high challenge tasks. Students can choose them independently according to their own abilities and needs, which can not only achieve the quality of the cultivation of students' English application ability, but also realize "differential teaching", which is very beneficial to the overall development of students (Wen Qiufang, 2016).

3.2 Expand classroom space and construct multi-mode classroom

In the traditional mode, students can only study in the classroom, whether learning place or learning time are limited to a certain extent. Therefore, in order to improve the quality of practical English teaching, teachers can use network information technology to build a mixed mode of online and offline, place key links and difficult contents in offline class, and then assign English tasks to online class to further improve classroom efficiency. First: Make micro-class videos. Input English knowledge into video, so that students can study independently in dormitory and at home, saving class time. For example, when explaining the English knowledge points of corporate culture, teachers can record corresponding micro-class videos for typical enterprises collected by students, and integrate English knowledge into the explanation of corporate culture, so that students can not only understand the practical use of English, but also understand the cultural status quo of market enterprises, which enhances the practicability of English learning. Secondly, collect relevant English MOOCs to supplement English knowledge points and meet students' individual needs. However, in

order not to increase the pressure of students, teachers do not make hard requirements on learning, can be arranged as independent learning, let students according to their own ability and time arrangement. In this way, English teaching can cover all aspects of students, which can not only expand students' knowledge reserve, improve the efficiency of classroom learning, but also strengthen students' independent learning ability and create diversified practical English classes (Yang Cen & Guo Suihong, 2019).

3.3 Optimize the output evaluation system

If the output evaluation is taken as the evaluation of teaching quality, from the perspective of theoretical knowledge, regular monthly examination, midterm examination and final examination are the evaluation results. However, under the production-oriented approach, English learning not only emphasizes theoretical achievements, but involves theoretical knowledge, practical application ability and other aspects. Therefore, it is necessary to construct and perfect the output evaluation system to correctly evaluate students' learning status. Therefore, according to the teaching objectives of each unit of practical English, students' task completion status, the change of students' English ability and other factors, the English learning assessment of students is carried out, and the analysis and evaluation of students are helped to guide the improvement and improvement of students in the later learning. At the same time, in order to continuously improve the English teaching classroom, teachers can also carry out the "teacher-student cooperative evaluation" model and encourage students to put forward suggestions for classroom improvement. In this way, not only can we realize the English teaching with helpful "learning" and helpful "teaching", improve the practical English level, but also can timely adjust the teaching rhythm and teaching methods, and narrow the distance with students.

3.4 Key issues to be solved

The implementation of the theory of "production-oriented approach" is highly dependent on the setting of teaching objectives and curriculum evaluation standards. Therefore, it is necessary to first formulate the English ability goals that need to be improved, and arrange the classroom teaching and evaluation standards that adapt to them according to the ability goals. At present, the problem of students' output needs to be solved urgently, so students' speaking, writing and translation skills need to be further improved. Firstly, students' listening, speaking, reading, writing and translating abilities are classified, then different ability training courses are set, different ability improvement objectives and corresponding assessment standards are set, and corresponding classroom teaching activities are further arranged.

The theory of "production-oriented approach" requires students to take learning as the center and provide students with as many opportunities to learn and apply English as possible. Therefore, curriculum assessment criteria should be diversified. Good assessment standards can greatly promote the implementation of the teaching concept of production-oriented approach. It is an important work to set up pluralistic learning and assessment standards. According to the application and practical requirements of the production-oriented approach teaching concept in English teaching, combined with the network multimedia technology, this paper explores the teaching model and realization path under the theoretical system of production-oriented approach from three dimensions of teaching design, classroom reform and teaching evaluation, gives the corresponding teaching practice summary, and explores the new, efficient and diversified teaching model. Give a variety of student-centered output-oriented teaching paradigm.

Taking ability cultivation as the research object, this paper considers how to carry out the design of each teaching link centering on the cultivation of students' language ability. In order to overcome the deficiency of "separation of learning and application" in practical English teaching, the "production-oriented approach" is applied to teaching experiments. According to the learning requirements, reasonable arrangement of teaching objectives and teaching plans, to achieve the expected learning results. "production-oriented approach" also has a certain effect in basic English education, which is of great significance for further deepening the teaching reform in practical English teaching practice.

4. Closing Remarks

In a word, under the background of the new era, it is very necessary to use production-oriented approach in practical English teaching, which is the key to improve practical English skills. By analyzing the basic concept and application process of the production-oriented approach, this paper summarizes the strategies of setting targeted teaching objectives, expanding classroom space and improving the output evaluation system, which not only promotes the reform of English teaching in local colleges and universities, but also improves the quality of postgraduate talent training.

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