

Application of Production-Oriented Approach (POA) in College English Teaching in Normal Universities

Hui Ding*

School of Foreign Languages, Jining Normal University, Wulanchabu, 012000, China
756126425@qq.com

*Corresponding author

Abstract: *Production-oriented Approach (POA), a teaching method in English language teaching, adopts practical language usage scenarios, pays attention to students' language output, promotes students to master the English language and its culture through practice, and improves their language application abilities. This article took college English teaching in normal universities as the background and explored the application of POA in English language teaching, aiming to improve students' grades and English communication skills, and provide new ideas for language teaching. This article mainly applied experimental methods and questionnaire surveys to conduct relevant data statistics on the application of this method in college English teaching. The survey results showed that 93% of people agreed with using output oriented methods to improve English, and the majority of respondents were willing to try using output oriented methods.*

Keywords: *Production-oriented Approach, Teacher Training Institutions, College English, Teaching Methods*

1. Introduction

At present, in college English teaching in normal universities, the European and American style language learning methods have gradually become the traditional teaching mode, and the traditional grammar translation teaching method can no longer meet the needs of students. The POA teaching method focuses on output rather than input, focusing on the quality of students' language output and helping them apply the language they have learned to practice. This teaching method has been widely used in Europe and the United States, and is more popular in Chinese Mainland. Exploring the application of POA in college English teaching in normal universities in this context can have important practical significance for optimizing teaching models and improving teaching effectiveness.

The POA teaching method is widely used in college English teaching in normal universities. There are many theories related to the research output oriented approach and college English teaching in normal universities. For example, some scholars have begun to explore new teaching methods in order to teach more effectively in the context of educational reform [1-2]. Some researchers also analyzed the difficulties encountered by art schools in college English teaching and described the concept and theoretical basis of output oriented methods [3-4]. In addition, some scholars emphasized the problems encountered in applied college English teaching and analyzed the reform measures for college English teachers [5-6]. POA can help improve the quality of English teaching in normal universities, thereby enabling them to more effectively promote the development of higher education in China and enhance the competitiveness of schools.

This article mainly explored the application of POA in college English teaching in normal universities, including the following aspects: in-depth analysis and exploration of the concept and principles of POA. A detailed investigation and analysis were conducted on the application of POA in college English teaching in normal universities. The advantages of POA teaching method in improving students' academic performance and English communication skills were analyzed. The possible problems encountered in the application of POA teaching method and their solutions have been proposed. In response to the specific background of college English teaching in normal universities, this study explored the application and effectiveness of POA teaching method in actual teaching processes, providing new ideas and experimental foundations for schools and teachers in optimizing teaching models and improving teaching effectiveness.

2. College English Teaching under POA

2.1 POA

The specific operation process of traditional teaching methods is: during the Presentation stage, teachers explain the concepts, content, and patterns of knowledge to students, such as pronunciation, grammar, vocabulary, etc. Through the process of explanation, students can master certain knowledge points. Practice stage: Students enter the practical stage and consolidate their knowledge points through imitation, follow-up, and collaboration. In this stage, both teachers and students participate and play an interactive role. Production stage: Students begin to apply knowledge points, carry out practical applications, and correct and improve errors in practice [7-8].

POA is a commonly used teaching method in English teaching. The core concept of this teaching method is to promote the improvement of students' English application ability through task completion, practice and application. POA or task-based teaching method is a new teaching model formed after the introduction of output theory in the field of language education. Its main feature is to enhance students' language knowledge and abilities by completing a task and outputting some language activities, enabling them to use English language in practical contexts.

The main characteristics of POA include a focus on the practical use of language. POA focuses on allowing students to use language in actual backgrounds and language environments, thereby allowing them to experience the application of language in real situations [9]. Attention is paid to the improvement of students' abilities. POA emphasizes that in the process of completing tasks, students should not only complete functions, but also improve their language abilities and literacy through continuous experimentation. Emphasize students' autonomous learning. The task-based teaching method encourages students to independently design and arrange learning tasks, and use the guidance of teachers to complete tasks, thereby achieving the goal of autonomous learning.

Teachers believe that this teaching method can effectively enhance students' participation and English language proficiency, enabling them to have stronger autonomy and initiative. At the same time, this teaching method focuses on practice, cultivating students' language sense, and improving their perception of English language. In addition, this teaching method can also promote interaction and cooperation between teachers and students, and enhance communication and exchange between teachers and students [10].

2.2 Advantages, Problems Encountered and Solutions of POA Teaching Method

The POA teaching method has multiple advantages, helping guide students to elevate language practicality to a higher level. This teaching method focuses on practice, enabling students to better master English pronunciation, grammar, vocabulary, and communication skills. Through practical activities, students' participation and initiative can be enhanced, and classroom teaching efficiency can be improved [11]. It can promote active communication and interaction between teachers and students, and improve the level of academic exchange between teachers and students. However, there are also some issues with the POA teaching method.

Lack of student autonomy: Because this teaching method requires teachers to provide guidance and reference within the controlled sliding range, their contribution to students is also important. If students directly operate on their own, serious errors may occur. Teachers should have a comprehensive plan for commuting between the three stages [12]. Language memory is insufficient, and the knowledge learned by students in the output oriented mode is difficult to remember for life. More importantly, it is mastered and flexibly applied during the indoctrination stage [13]. Therefore, it is necessary to guide students to actively participate in the learning process and gradually improve their autonomous learning ability. Students' language sense is cultivated through extensive practice. Teachers should make comprehensive plans to ensure that students receive effective guidance and assistance. Teachers should motivate students to enhance their memory level in teaching, so that knowledge can take root.

In short, the POA teaching method is a scientific and detailed English language education method that has brought positive changes to school education. By interacting with students, it aims to enhance their level of effort and initiative, and guide them to better use English in practice. While creating a warm classroom atmosphere, teachers also need to make appropriate adjustments and improvements to POA methods to help students better understand and digest what they have learned, and promote better learning outcomes.

2.3 Application of POA in English Teaching

Task centered teaching: Through task design, students are guided to actively and independently participate, with solving practical problems as the starting point, and achieve the goal of improving language literacy [14]. Actively creating opportunities for dialogue and communication: POA emphasizes that students should try language communication in the language environment. Teachers should close themselves and students should apply spoken and written language to real life. Utilizing technological means to achieve open learning: By utilizing internet, multimedia technology, and other means, students can better guide them to establish a mechanism for language accumulation and cultivate their language interest through autonomous learning. Emphasizing the training of language skills: The curriculum should encourage the full use of various technical tools, allowing students to acquire more language skills during the task process, such as language memory, expression, understanding, etc. [15].

POA enables students to learn more happily. POA fully leverages the uniqueness of students' interests, making learning enjoyable and stimulating their enthusiasm and interest in learning, making English teaching no longer boring [16-17]. Through task-based teaching methods, the universality of the English language is fully utilized, and learning is closely integrated with daily life, integrating into real situations. Effectively improving language proficiency: Through task-based teaching method, students are encouraged to continuously try and output, accumulate experience in language use, and thus improve their language proficiency. Strengthening the learning of comprehensive abilities: POA not only focuses on the improvement of language ability, but also requires learners to develop a series of comprehensive abilities such as analysis, problem solving and critical thinking in English learning.

In short, POA is a teaching model that emphasizes practical application and functionality, which can effectively improve learners' language proficiency and comprehensive abilities in English teaching. More importantly, it allows learners to establish an interest in English under relaxed and enjoyable learning pressure, thereby promoting the development of English education.

3. Application of POA in English Teaching

3.1 Key Points of POA Attention

The focus of POA is shown in Figure 1:

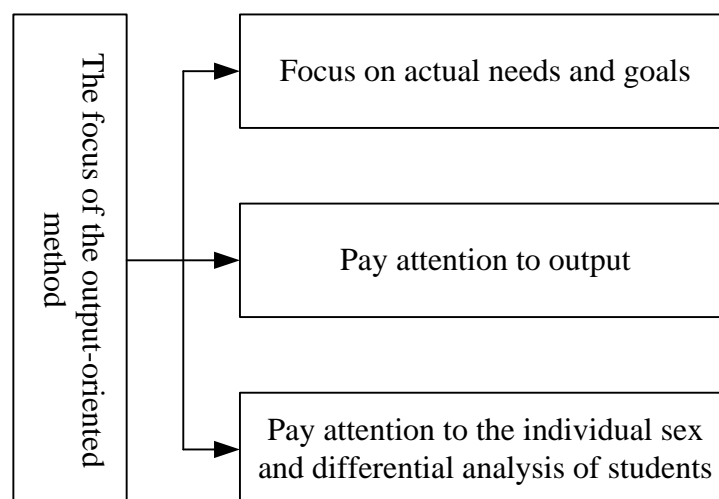


Figure 1: The focus of the output-oriented method.

POA focuses on education and teaching centered around practical needs and goals, achieving goals by mastering practical skills and techniques. Normal universities are important places to cultivate future teachers, and English teaching plays an important role in them [18]. The output oriented teaching method can help students improve their practical abilities, cultivate their practical teaching skills, and better apply it to future teaching work.

POA focuses on output, which refers to the improvement of students' abilities in language application, communication, thinking, and other aspects. Therefore, in the teaching process of POA, more emphasis is placed on cultivating comprehensive abilities rather than mastering single knowledge points. In English teaching, besides words and grammar, students should have relevant language skills, such as listening, speaking, reading and writing. The output oriented teaching method not only emphasizes the understanding of knowledge points, but also emphasizes students' practical application ability.

POA focuses on analyzing students' individuality and differences, and developing effective teaching plans based on learners' backgrounds, interests, and abilities. Therefore, personalized education can be achieved through output oriented teaching methods. In English teaching, different students have different levels of English proficiency and language application needs. Through output oriented teaching, teachers can develop different teaching plans and achieve personalized educational goals for different learners.

3.2 Application of POA in College English Teaching in Normal Universities

The application of output oriented teaching method in college English teaching in normal universities is relatively widespread. Mainly reflected in the following three aspects: objective evaluation and formulation. The output oriented teaching method focuses on the formulation and evaluation of teaching objectives. In English teaching, teachers can evaluate students' English proficiency before teaching, understand their actual needs and language application abilities, and then purposefully cultivate students' objectives when formulating teaching plans to achieve practical application effects. Task based teaching is an implementation method of output oriented teaching method, which is also widely used in English teaching [19-20]. Task based teaching integrates listening, speaking, reading, writing, communication, and thinking in the teaching process, focusing on students' language application abilities in practical tasks. The output oriented teaching method is essentially a learner centered educational model. In English teaching, students themselves play the role of language learners, so the learner centered teaching model is more in line with students' needs and practical application abilities.

The factors that affect output orientation include: The output oriented teaching method requires more educational resources, and teachers must fully understand the actual needs of students when formulating teaching plans, and have more in-depth personalized educational abilities. Therefore, the educational background, educational philosophy, and educational experience of teachers are important factors that affect the application of output oriented teaching methods. The output oriented teaching method focuses on the characteristics and needs of students. Therefore, the case studies and demonstrations of students at different stages and grades may vary, and teaching plans need to be analyzed and developed based on certain age and subject characteristics. The teaching environment has a significant impact on the application of output oriented teaching methods. The campus teaching environment, classroom materials, facilities, etc., all have an impact on the application of output oriented teaching methods.

3.3 Survey on the Application Prospects of Output Oriented Teaching Method

To cultivate students' comprehensive abilities, the output oriented teaching method focuses on their practical application abilities. In English teaching, it means that students can receive more comprehensive language skill training and improve their comprehensive abilities. Improving the quality of education, using output oriented teaching methods to develop personalized and differentiated educational goals based on learners' needs and backgrounds, implementing more targeted teaching plans, and achieving more significant teaching outcomes. Promoting educational reform, the output oriented teaching method can more accurately reflect the connection between the application environment and actual needs, as well as the unity and coordination between knowledge and practice, which has a strong promoting effect on the improvement and development of educational concepts. Adapting to talent needs, the output oriented teaching method is an educational and teaching model that is oriented towards social needs and output, which can help students better adapt to actual work and social needs. This is also the fundamental purpose of educational institutions to cultivate talents. This model has broad application prospects in the future education field.

In short, the output oriented teaching method is an efficient and personalized educational and teaching model, and its application in English teaching is also very extensive. Although difficulties

such as teaching resources and student characteristics may also be encountered in the practical process, it has extremely clear application prospects in the future education field.

4. POA Related Survey Results

English, as an internationally recognized language, has been widely used in various industries. In college English teaching, many educators are trying to explore and apply various new teaching methods to improve students' learning outcomes. Among them, POA is a very popular teaching method, whose main purpose is to make students pay more attention to their ability to express and communicate during the learning process, rather than just focusing on mastering grammar and language knowledge points. This article aims to investigate the application of POA in college English teaching in normal universities and analyze its survey results.

4.1 Basic Information of Questionnaire Design

The questionnaire for this survey consists of three parts: personal information, understanding of POA, and the application of POA in English teaching. The questionnaire consists of a total of 15 questions, including multiple choice questions, true/false questions, and open-ended questions. The specific content of the questionnaire is as follows:

Q1: Are you a student from a normal university? A. Yes B. No

Q2: How many years have you studied English? A. 0-2 years B. 2-4 years C. 4-6 years D. Over 6 years

Q3: Do you have any understanding of POA? A. Completely missing B. Understanding, but not clear about its specific content C. Roughly understanding, but still needs further study D. Very understanding, and has been applied to one's own learning

Q4: What do you think is the main role of POA? A. Improving students' oral expression skills B. Cultivating students' communication skills C. Improving students' reading ability D. Helping students better understand grammar and language knowledge points

Q5: Do you think POA can effectively improve the learning efficiency of English learners? A. Yes B. No

Q6: Do you think POA is suitable for teaching English in normal universities? A. Yes B. No

Q7: Do you have any teaching cases that apply POA in the English teaching courses you have studied? A. Yes B. No

Q8: Do you pay too much attention to grammar and language knowledge points in your English courses? A. Yes B. No

Q9: In the process of language learning, from your own perspective, do you pay more attention to understanding grammar and language knowledge points, or do you focus on improving expression and communication skills? A. More emphasis on understanding grammar and language knowledge points B. More emphasis on improving expression and communication skills C. Both are important

Q10: What positive significance do you think the application of POA has for college students' English learning?

Q11: Do you think there are any limitations to the application of POA in college English teaching in normal universities?

Q12: If you were an English teacher, would you use POA in the classroom? A. Yes B. No

Q13: If you are proficient in using POA, how would you maximize its effectiveness?

Q14: What are the requirements for the application of POA?

Q15: Are you willing to try using POA to improve your English proficiency? A. Yes B. No

A total of 100 valid questionnaires were collected in this survey, with students accounting for 86% and the rest being English teachers and other relevant personnel.

The effectiveness of a questionnaire survey can be evaluated through the following calculation formulas: internal consistency, repeated measurement consistency. Cronbach's alpha measures the

consistency between questionnaire items (questions).

$$\alpha = (m/m-1)(1 - \sum T_i^2 / T_s^2) \quad (1)$$

Usually, when the alpha coefficient is greater than 0.7, it can be considered that the internal consistency of the questionnaire is good. The questionnaire is divided into two parts with half reliability, and their correlation is calculated after each answer. The Spearman Brown formula is commonly used for correction.

$$R_s = \frac{2R_{bb}}{1 + R_{bb}} \quad (2)$$

R_s represents the reliability indicator of the entire test after Spearman Brown correction. The intra group correlation coefficient is commonly used to compare the repeated measurement reliability of continuity data between two measurements of the same subject. Pearson correlation coefficient: The degree of linear correlation between two variables is measured, with the formula:

$$r = \text{cov}(a,b)/(s_a * s_b) \quad (3)$$

Among them, cov is the covariance and s is the standard deviation. When $r=1$, it indicates positive correlation, when $r=-1$, it indicates negative correlation, and when $r=0$, it indicates no correlation. Spearman rank correlation coefficient: measures the nonlinear relationship between two variables and measures the degree of correlation between the levels of the two variables.

4.2 Questionnaire Results

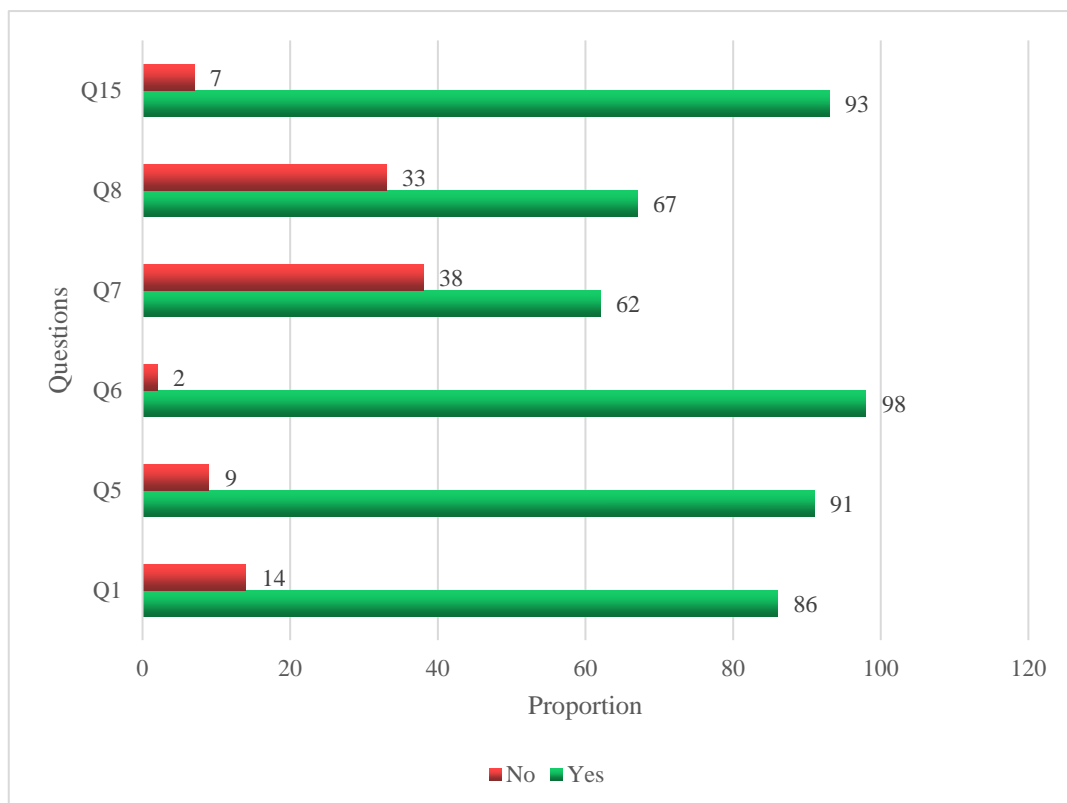


Figure 2: Students' attitude towards output orientation.

As shown in Figure 2, 86% of students are students from normal colleges, and 14% are not normal students. 91% of students believe that POA can effectively improve the learning efficiency of English learners, while 9% of students believe that POA cannot improve the learning efficiency of English. 98% of students believe that POA is suitable for teaching English in normal universities. 62% of students believe that POA teaching plans have been applied in English teaching courses. In the English courses

learned, 67% pay too much attention to grammar and language knowledge points.

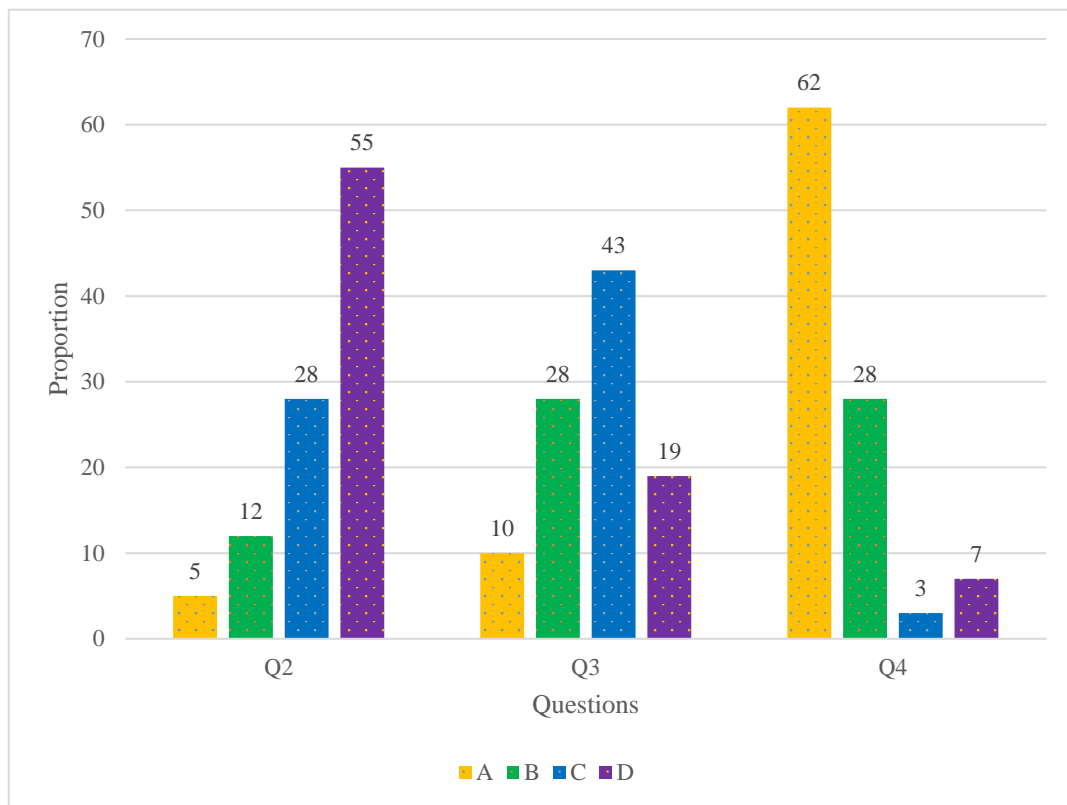


Figure 3: The answer results of Q2~Q4.

As shown in Figure 3, in this survey, 5% have studied English for 0-2 years, 12% have studied English for 2-4 years, 28% have studied English for 4-6 years, 55% have no knowledge of POA for more than 6 years, and 10% have no knowledge of POA. 28% have a general understanding of POA but are not sure about its specific content. 43% have a deep understanding of it, and 19% have already applied it to their own learning. 62% believe that the main role of POA is to improve students' oral expression ability, 28% cultivate students' communication skills, 3% improve students' reading ability, and 7% help students better understand grammar and language knowledge points.

Table 1: Students' language learning focus and teachers' tendency towards the output-oriented method.

	A	B	C
Q9	36	55	9
Q12	80	20	/

As shown in Table 1, in the process of language learning, 36% of students pay more attention to understanding grammar and language knowledge points, 55% of students pay more attention to improving expression and communication skills, and 9% of students believe that both are important. Therefore, most students pay more attention to improving their expression and communication skills. In addition, 80% of teachers stated that they would use POA in the classroom.

As shown in Figure 4, the application of POA has the following positive significance for college students' English learning: helping students better understand and use the English language, improving their oral expression and listening abilities, cultivating their confidence and confidence, enhancing their interactivity and participation, and cultivating their critical thinking and problem-solving abilities.

The limitations of POA in college English teaching in normal universities are mainly as follows: there are differences in the expression abilities of different students. The course content and schedule are limited. Teachers have varying degrees of understanding and mastery of this teaching model. The application of POA needs to be built on the premise that students have a certain foundation. The main points to maximize the effectiveness of POA are as follows: designing reasonable tasks and activities to allow students to experience learning in practice, guiding students to fully participate in activities and cultivate their autonomy and creativity, providing sufficient encouragement and positive feedback to stimulate students' motivation for learning, and reasonably controlling the course progress and teaching

priorities to ensure teaching effectiveness.

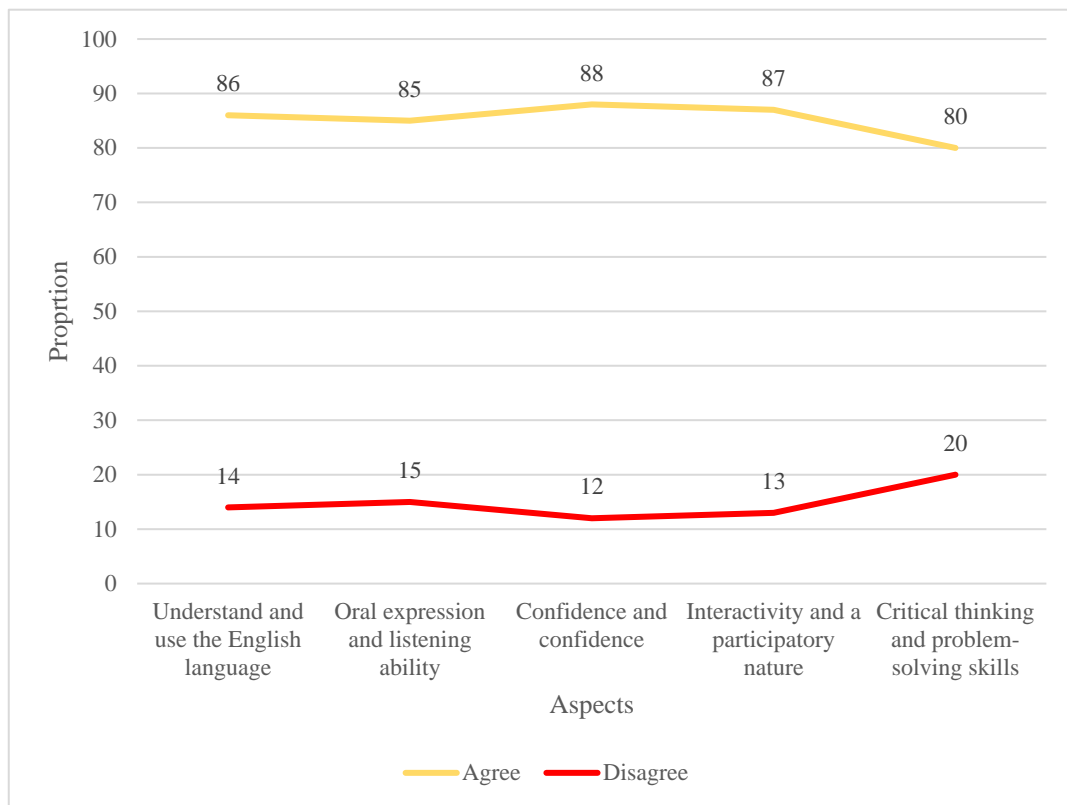


Figure 4: The significance of output-oriented method for college students' English learning.

The application of POA requires the following conditions. Students have sufficient language knowledge and skills, and can flexibly apply them in practice. Teachers possess high cognitive and communication abilities, which can effectively guide students' learning. The course environment and resources have certain conditions that can effectively support teaching activities. The school can provide sufficient funding and technical support to ensure the quality of teaching.

5. Conclusions

Through the research on the application of POA in college English teaching in normal universities, the following conclusion can be drawn: POA focuses on the application of practical contexts, which can help students have a deeper understanding of the English language and improve their English application ability. POA stimulates students' interest in learning through a series of language output practical activities, which is conducive to stimulating students' learning enthusiasm. The implementation of POA must pay attention to balancing the proportion of language application activities and language input teaching, otherwise it would reduce teaching effectiveness. The POA teaching method performs well in student evaluation and has been well received by teachers and students. Most respondents have some understanding of POA and believe that it is suitable for application in college English teaching in normal universities and can effectively improve the learning efficiency of English learners. The application of POA in English teaching can help students better understand and use the English language, improve their oral expression and listening abilities, cultivate their confidence and confidence, enhance their interactivity and participation, and cultivate their critical thinking and problem-solving abilities.

References

- [1] Mahdi Sofi-Karim, Ahmed Omar Bali, Kardo Rached. *Online education via media platforms and applications as an innovative teaching method. Educ. Inf. Technol.* 28(1). 507-523 (2023)
- [2] Nagaletchimee Annamalai, Arulsevi Uthayakumaran, Samer H. Zyoud. *High school teachers' perception of AR and VR in English language teaching and learning activities. A developing country*

perspective. Educ. Inf. Technol. 28(3). 3117-3143 (2023)

[3] Amar Shukla, Shailey Singhal, Tanupriya Choudhury, Sachi Nandan Mohanty. *Learners' Acceptability of Adapting the Different Teaching Methodologies for Students. Int. J. e Collab.* 19(1). 1-20 (2023)

[4] Katarina Pazur Anicic, Zlatko Stapic. *Teaching Methods in Software Engineering. A Systematic Review. IEEE Softw.* 39(6). 73-79 (2022)

[5] Vadim Gaydarenko, Elena Medvedeva, Nataliya Solovyeva, Anastasiia Plakhtii. *The Use of Information and Communication Technologies to Increase the Motivation of Students When Studying English as a Foreign Language. Int. J. Web Based Learn. Teach. Technol.* 16(6). 1-15 (2021)

[6] Adil Mohammed Hamoud Qadha, Mohammed Ahmed Alward. *The effect of using videos in teaching and learning English present progressive tense. Interact. Technol. Smart Educ.* 17(2). 159-170 (2020)

[7] Andres Honrubia-Escribano, Raquel Villena-Ruiz, Estefania Artigao, Emilio Gómez-Lázaro, Ana Morales. *Advanced teaching method for learning power system operation based on load flow simulations. Comput. Appl. Eng. Educ.* 29(6). 1743-1756 (2021)

[8] Mahmood Yenkimaleki, Vincent J. van Heuven. *Relative contribution of explicit teaching of segmentals vs. prosody to the quality of consecutive interpreting by Farsi-to-English interpreting trainees. Interact. Learn. Environ.* 31(1). 451-467 (2023)

[9] Khalid Abdullah Alotaibi, Madhawi Ghallab Alharbi. *Assessing the Learning Outcomes of Using Mobile Game Integration in Teaching English Vocabulary. A Case Study of Saudi Arabia. Int. J. Sociotechnology Knowl. Dev.* 14(1). 1-16 (2022)

[10] Ran Qian, Sudhakar Sengan, Sapna Juneja. *English language teaching based on big data analytics in augmentative and alternative communication system. Int. J. Speech Technol.* 25(2). 409-420 (2022)

[11] Ahmed Tlili, Sarra Hattab, Fathi Essalmi, Nian-Shing Chen, Ronghuai Huang, R. Kinshuk, Maiga Chang, Daniel Burgos. *A Smart Collaborative Educational Game with Learning Analytics to Support English Vocabulary Teaching. Int. J. Interact. Multim. Artif. Intell.* 6(6). 215-224 (2021)

[12] Erlu Wang, Priyan Malarvizhi Kumar, R. Dinesh Jackson Samuel. *Semantic Graphical Dependence Parsing Model in Improving English Teaching Abilities. ACM Trans. Asian Low Resour. Lang. Inf. Process.* 20(3). 48.1-48.14 (2021)

[13] Sedat Akayoglu. *Teaching CALL to Pre-service Teachers of English in a Flipped Classroom. Technol. Knowl. Learn.* 26(1). 155-171 (2021)

[14] Maria Zemlyanova, Natalia Muravyeva, Svetlana Masterskikh, Lyudmila Shilova, Anna Shevtsova. *Advancing English Language Learners' Speaking Skills Using VoiceThread in Mobile Learning for Russian Tertiary Context. Int. J. Web Based Learn. Teach. Technol.* 16(6). 1-11 (2021)

[15] Ahmet Basal. *Learning collocations. Effects of online tools on teaching English adjective-noun collocations. Br. J. Educ. Technol.* 50(1). 342-356 (2019)

[16] Najla'a H. Al-Ajmi, Zainab Aljazzaf. *Factors Influencing the Use of Multimedia Technologies in Teaching English Language in Kuwait. Int. J. Emerg. Technol. Learn.* 15(5). 212-234 (2020)

[17] Norah Almusharraf, Joseph Engemann. *Postsecondary Instructors' Perspectives on Teaching English as a Foreign Language by Means of a Multimodal Digital Literacy Approach. Int. J. Emerg. Technol. Learn.* 15(18). 86-107 (2020)

[18] Abdul Hakim Ali Bin Abdul Aziz, Wan Zhafirah Binti Wan Zainudin, Radzuwan Ab Rashid. *Supporting English As a Second Language (ESL) Teachers' Professional Development Through Multi-Platforms' Online Affinity Space. Int. J. Interact. Mob. Technol.* 14(9). 258-264 (2020)

[19] Haerazi Haerazi, I Made Permadi Utama, Heri Hidayatullah. *Mobile Applications to Improve English Writing Skills Viewed from Critical Thinking Ability for Pre-Service Teachers. Int. J. Interact. Mob. Technol.* 14(7). 58-72 (2020)

[20] Marzena Nowakowska, Karolina Beben, Michal Pajeci. *Use of data mining in a two-step process of profiling student preferences in relation to the enhancement of English as a foreign language teaching. Stat. Anal. Data Min.* 13(5). 482-498 (2020)