

Research on College English Listening and Speaking Teaching Based on Production-oriented Approach

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Abstract: *The production-oriented approach regards motivating, enabling and assessing as important stages in the teaching process, closely integrating input and output, and emphasizing the integration of learning and application. This paper first analyzes the current situation of college English listening and speaking teaching, then gives a brief overview of the production-oriented approach, and finally takes the Unit 6 “For every question there is an answer” of “New Horizon College English Viewing, Listening, and Speaking (Book 3, the Fourth Edition)” as an example to illustrate the design of English listening and speaking teaching under the guidance of the production-oriented approach, so as to improve the teaching effect of college English listening and speaking courses through the teaching method combining learning and application.*

Keywords: College English listening and speaking teaching, Production-oriented approach, Teaching design.

1. Introduction

College English teaching should strengthen students' professional knowledge of English, cultivate their comprehensive application ability of English, and enhance their cross-cultural communication awareness. English listening and speaking teaching is an important part of college English teaching. The cultivation of listening and speaking abilities enables students to effectively convey information in both oral and written forms in English in their future work and social interactions [1].

Under the background of the new era, business trade, cultural exchanges and other activities have put forward higher requirements for college students' English listening and speaking abilities. College English teaching should attach importance to improving students' English communication skills and provide sufficient oral practice tasks to help students with language output. However, in college English listening and speaking classes, there are often phenomena such as students' lack of enthusiasm and dull classroom atmosphere [2]. Students find it difficult to improve their listening and speaking skills, and they are not actively involved in classroom activities. They also have no clear goals for learning listening and speaking courses.

There are urgent problems to be solved, such as how to mobilize students' enthusiasm within limited class hours, help students clarify their learning goals, enhance their interest and enthusiasm in learning, and how to closely combine input and output to help students get out of the dilemma of learning and application separation, and efficiently carry out college English listening and speaking teaching to improve students' listening and speaking abilities

2. Current Situation of College English Listening and Speaking Teaching

The focus of college English listening and speaking teaching should be on creating a good English learning environment for students, providing some real communication scenarios, and helping students produce effectively after listening input. However, college English listening and speaking teaching is

facing problems such as a single teaching mode and low student learning interest.

Under the traditional teaching mode, teachers pay more attention to playing listening materials and explaining language knowledge points, while students complete some listening exercises. Facing the procedural teaching, students lack the enthusiasm to participate in classroom activities, and also lack real language communication environments and sufficient oral practice, resulting in insufficient English output. Students also have difficulty in improving their oral English. Students lack positive language output experiences in college English listening and speaking classes, making it difficult for them to exert their subjective initiative. Therefore, they are unable to achieve high-quality language output.

In addition, due to the pressure of exams, teachers and students pay more attention to written English in high school and practise less in listening and speaking skills. As a result, students' oral expression ability is relatively weak. When they enter the college English stage, some students find it difficult to keep up with the teaching pace of teachers due to their insufficient listening and speaking abilities. Sometimes they cannot even understand the teaching contents, resulting in poor learning effects in the language input stage and inability to actively participate in the activities of language output, which in turn affects the quality of language output and the teaching effect of the classroom.

3. Overview of the Production-oriented Approach

The production-oriented approach (POA), proposed by renowned foreign language teaching and research expert Professor Wen Qiufang, is a novel teaching theory. The theoretical framework mainly consists of teaching concepts, teaching hypotheses, and a teacher-mediated teaching process.

The teaching concepts include the “Learning-centered Principle”, the “Learning-using Integrated Principle”, and the “Whole-person Education Principle” [3]. According to the “Learning-centered Principle”, since the time available for classroom teaching is limited, teachers should focus all their

time on students' effective learning. Therefore, when designing the teaching process, teachers need to consider which activities can facilitate effective learning and what students can learn. Teachers can adopt various teaching forms, such as group discussions, individual presentations, and group presentations, to better achieve teaching goals. The "Learning-using Integrated Principle" emphasizes the combination of input-based learning and output-based application. Students learn English knowledge through text study and then apply English to complete various tasks. "Whole-person Education Principle" holds that teachers should select appropriate output topics and input materials based on teaching goals during classroom teaching and design reasonable and interesting teaching activities for students to achieve both instrumental and humanistic goals. In the teaching process, teachers should help students establish correct worldviews, outlooks on life, and values imperceptibly, cultivate students' communication skills and patriotic feelings, and broaden students' international perspectives.

The teaching hypotheses include the "Output-driven Hypothesis", the "Input-enabled Hypothesis", and the "Selective Learning Hypothesis" [3]. The "Output-driven Hypothesis" holds that output is both the driving force and the goal of language learning. Students gradually become aware of their difficulties in completing tasks, including deficiencies in language content, form, and structure, by completing output tasks. To better complete tasks, students will generate enthusiasm and motivation for learning, and thus make selective learning to make up for their deficiencies. According to the "Input-enabled Hypothesis", in college English teaching, if students can interact and communicate, and teachers can provide appropriate input materials, it can promote students to expand their English knowledge, improve English communication skills, and complete output tasks with higher quality, achieving better teaching effects. "Selective Learning" refers to the selection of useful parts from input materials for in-depth processing, practice, and memorization based on output needs [3]. In college English listening and speaking teaching, students should analyze and memorize the important information in the listening materials.

The teaching process consists of three stages: "motivating", "enabling", and "assessing" [3]. First, teachers need to provide students with effective communication scenarios to drive them to complete output tasks and achieve effective output, so as to achieve teaching objectives. Then, students selectively learn and practice output based on teachers' guidance to achieve the goal of input enabling. Finally, teachers conduct immediate and delayed evaluations of students' classroom performance and task completion.

4. College English Listening and Speaking Teaching Design Based on the Production-oriented Approach

The production-oriented approach integrates input and output, emphasizing "the integration of learning and application", and ingeniously combines listening and speaking training [4]. Teaching design based on the production-oriented approach requires considering the output goals in all three stages: motivating, enabling, and assessing. When setting teaching

goals, teachers should comprehensively consider students' learning situations, the content and design of the materials, and the cultivation of students' comprehensive abilities. The following example will illustrate the English listening and speaking teaching design under the guidance of the production-oriented approach, using Unit 6 "For every question there is an answer" of "New Horizon College English Viewing, Listening, and Speaking (Book 3, the Fourth Edition)."

4.1 Motivating Stage

In the motivating stage, students attempt to complete output activities and gradually recognize their own shortcomings. This helps to enhance students' learning enthusiasm and encourages them to make effective language output and communication. The first step in this stage is to present a communicative scene. The topic should be cognitively challenging. Teachers can choose themes that are in line with students' learning interests and actual needs, such as technology, art, health, and entertainment, allowing students to practice English listening and speaking skills in a real and effective language communication environment. This can stimulate students' learning enthusiasm.

In addition, teachers need to organize students to actively participate in communicative activities and provide effective language output for the selected communicative themes. Teachers can allow students to role-play and actively participate in the communicative scene, and have students think about appropriate communicative content and specific language expressions in the dialogue, thereby improving their listening comprehension skills and oral expression [5].

Teachers can construct a suitable communicative scene, organize students to discuss, encourage students to try to complete the given tasks, and prompt students to discover their own deficiencies in content, language, and structure during the discussion. For example, in the teaching of Unit 6 "For every question there is an answer" of "New Horizon College English Viewing, Listening, and Speaking (Book 3, the Fourth Edition)," the teacher sets progressive output tasks and encourages students to actively engage in the communicative topic "Could you talk about some problems you encounter in your daily life?" Then, the teacher extends the topic to "How do you solve these problems?"

After the discussion, students actively speak and state the problems they encounter in their daily lives, think about and share effective solutions. Students learn and apply English in real contexts, improve their listening and speaking abilities, cultivate language sense, and make language learning more relevant to real life. Moreover, through discussions, students' critical thinking and problem-solving abilities are cultivated. Teachers can summarize the key points and language expressions given by students during the discussion, and provide timely feedback, so as to help students organize their viewpoints, select appropriate English expressions, and achieve better teaching results. During the discussion and speaking process, students constantly familiarize themselves with the content of the communicative task and the words, phrases, or English grammar they need to master, laying a solid foundation for further completion of the output tasks.

4.2 Enabling Stage

In the enabling stage, students engage in selective learning in listening training to better complete output tasks. Teachers can clearly set learning requirements before listening and guide students to obtain the information needed to complete the output tasks from the content, language, and structure aspects. Teachers need to guide students to complete the practice activities in the listening materials, check and provide feedback on students' performance to understand their learning outcomes. When teachers select the content for listening input and design teaching activities, they should comprehensively consider the students' English listening proficiency, the tasks to be completed, and the teaching goals to be achieved, which enables students to apply the content, language forms and structures learned from the listening materials for oral output and complete the output tasks [6].

For example, in the teaching of Unit 6 "For every question there is an answer" of "New Horizon College English Viewing, Listening, and Speaking (Book 3, the Fourth Edition)," before the listening practice, the teacher introduces the relevant background of "Poverty Alleviation: China's Experience and Contribution" to the students, and explains cultural background information and English expressions, as well as how to identify signal words in the listening. The teacher informs the students of the completion requirements for this listening practice, and reminds the students to learn how to identify signal words in the listening materials, such as "firstly", "secondly", "next", "finally", "in other words", "therefore", "in a word", "because of", "as a result", "on the one hand...on the other hand", etc. During the listening, students record the key information of the listening text and write down the corresponding answers to the fill-in-the-blank and judgment questions based on what they hear. After listening, the teacher guides the students to discuss this topic in pairs. The discussion after the exercises helps students apply what they have learned into practice and improve their oral English and teamwork awareness. The entire process focuses on enhancing students' listening and speaking abilities, with a clear focus.

The input during the enabling stage can help students prepare for the output in terms of content, language and structure. By providing different kinds of language input and designing appropriate listening tasks, teachers can cultivate students' ability to complete output tasks. Teachers can allow students to find materials related to the unit theme outside the textbook after completing this stage of listening practice, to further supplement the input content and language knowledge, thereby enhancing the richness, appropriateness and high-level nature of language output. Due to the differences in students' English listening abilities, teachers can provide diverse output tasks for students to choose, thereby helping students obtain a better language output experience. Moreover, during the enabling stage, teachers need to guide students to accumulate relevant words, phrases and sentence patterns during the listening process, thereby increasing students' knowledge reserves.

4.3 Assessing Stage

Classroom evaluation is an important means to improve

teaching effectiveness. By constructing a diversified, systematic and scientific evaluation mechanism, teachers can better understand students' learning situations, provide targeted feedback, and promote students' continuous progress. Therefore, teachers need to constantly improve the evaluation mechanism, paying attention to both the output results and the output process.

Teachers should combine immediate evaluation and delayed evaluation, strengthen the connection between classroom and outside the classroom, and improve the evaluation effect. In the classroom, teachers provide immediate comments on students' listening practice performance or language usage, point out the deficiencies in students' language expression and communication, clarify the areas that need improvement, deepen students' impression of language knowledge, and give encouragement. Then, students refine their expressions according to the teacher's suggestions. Teachers make teaching adjustments based on students' classroom performance, so that students can maintain their enthusiasm and initiative in learning and continuously improve their shortcomings. Regarding delayed evaluation, teachers can analyze students' language output based on observations of their classroom performance and homework completion. Teachers can also select some common language usage errors from students' homework for feedback evaluation to help students further master the knowledge they have learned. Immediate evaluation and delayed evaluation are complementary to each other. Teachers can combine the two as needed and adopt a new evaluation model to improve the comprehensiveness and accuracy of college English listening and speaking teaching evaluation.

In the teaching of Unit 6 "For every question there is an answer" of "New Horizon College English Viewing, Listening, and Speaking (Book 3, the Fourth Edition)," the teacher should emphasize diversity in determining the evaluation methods and evaluation subjects. In the oral communication activities, the teacher should set certain evaluation criteria and comprehensively evaluate the students' classroom performance from multiple aspects such as the content of their communication, the accuracy and logic of their language expression, etc., and promptly provide students with effective improvement suggestions. For example, the teacher can evaluate the students' oral communication content and the accuracy of language use, and provide timely evaluation and feedback. At the same time, the teacher can encourage students to conduct mutual evaluations, allowing them to evaluate each other's language use and the accuracy of their content based on the evaluation criteria. When students evaluate others, they will compare their language expressions and may learn some more accurate and effective expressions, thereby promoting each other's listening and speaking skills. The teacher can use various evaluation methods, such as teacher evaluation, student mutual evaluation, and student self-evaluation, which encourages students to participate in the evaluation and makes them realize the importance of evaluation.

5. Conclusion

In college English listening and speaking teaching, the application of the production-oriented approach can help

students apply what they have learned into practice and achieve learning by listening. The motivating tasks can stimulate students' enthusiasm and motivation for learning, prompting them to engage in input-based learning and thereby complete the output tasks. The production-oriented approach emphasizes the combination of language input and output and advocates "learning through application, application through learning." This helps solve the problem of the separation of learning and application in college English listening and speaking teaching. Students can carry out language output through the communication scenarios set by the teacher to drive their learning enthusiasm and can also conduct selective learning during the listening process to better complete the output tasks. They will improve their comprehensive English listening and speaking abilities.

Teachers can design diverse teaching activities reasonably using the production-oriented approach, guide students to gradually master the topic content, language forms and structures, and adjust teaching methods and contents in a timely manner based on students' classroom performance, improve teaching evaluation, and thereby promote the development of students' English listening and speaking abilities, cultivate their comprehensive English application abilities, and also take into account the cultivation of students' moral and other qualities. Teachers should create as many opportunities for language output as possible for students in both the classroom and outside the classroom, guide students to apply what they have learned, learn through application, and combine learning and application, and combine multiple evaluation methods to make timely, comprehensive and effective evaluations of the completion of various tasks, thereby improving the quality of students' verbal output.

In conclusion, the production-oriented approach can help teachers stimulate students' learning enthusiasm and encourage them to actively learn the English knowledge, so as to better complete the output tasks. This is conducive to the development of students' English listening and speaking abilities and the cultivation of their comprehensive application abilities, enhances students' awareness of autonomous learning, and is beneficial for students' lifelong learning.

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