# Research on English Listening Teaching Based on Production-oriented Approach

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**Abstract:** *This paper aims to explore the application effect and teaching design of Production-oriented Approach (POA) in listening teaching of English major. The approach was proposed by Chinese education scholar Professor Wen Qiufang, emphasizing the integration of learning and application, guiding students to actively engage in language learning through tasks, and promoting the combination of input and output. This paper first outlines the basic concept and teaching process of Production-oriented Approach, including three stages: "driving", "facilitating", and "evaluating". Next, this paper describes the current situation and challenges of English listening teaching and takes specific teaching practices as examples to elaborate on the design of English major listening teaching based on POA.*

**Keywords:** Production-oriented approach, Listening teaching.

## 1. Introduction

With the continuous deepening of globalization, communication and interaction between countries around the world are becoming increasingly close. In order to better communicate with the world, the importance of English as a universal language has become increasingly prominent. However, English education has always been highly valued in China. For a long time, traditional English listening teaching frameworks have often focused on simple language information input, but to some extent, neglected the comprehensive cultivation of students' actual language output skills and application abilities. Therefore, to some extent, it leads to students being prone to uneven English proficiency, especially in listening and speaking, which is not satisfactory. In this situation, it is particularly important to explore a more effective and practical English listening teaching method.

The Production-oriented Approach (POA), proposed by the renowned foreign language professor Wen Qiufang in China, is a very practical foreign language teaching theory. The essence of this theory lies in 'production driven, input assisted, output evaluated'. Its core strategy is to use actual language output to stimulate students' intrinsic learning motivation, use efficient language input materials to accelerate students' language acquisition process, and rely on scientific output evaluation mechanisms to guide and optimize the entire teaching process. Applying the Production-oriented Approach to English major listening teaching can not only improve students' listening comprehension ability, but also promote their comprehensive language abilities such as writing and oral expression, achieving the comprehensive development of language learning.

This study will conduct in-depth research on English major listening teaching based on the POA. Firstly, provide a basic introduction to the POA. Secondly, by sorting out and analyzing the current situation and problems of English major listening teaching, the application value of output oriented method in listening teaching is clarified. Finally, based on specific teaching cases, this paper explores how to effectively implement the POA in listening teaching, including setting teaching objectives, integrating teaching resources, designing teaching processes, and conducting teaching evaluations, in order to provide useful references for the innovation of English listening teaching.

## 2. The Introduction of Production-oriented Approach

Production-Oriented Approach (POA) is a foreign language teaching philosophy with Chinese characteristics, proposed by the team of Chinese foreign language educator Professor Wen Qiufang, aimed at solving the common problem of separation of learning and application in foreign language teaching. Its teaching content includes teaching philosophy, teaching assumptions, teaching processes, etc. This theory was proposed by Professor Wen Jiao in 2015. Unlike traditional teaching concepts, POA has undergone reforms and innovations in various teaching elements. And this teaching philosophy is an innovative teaching concept proposed based on the actual situation of English teaching in China. In China, English, as an important component of foreign language learning, faces many unique challenges in its teaching process. On the one hand, students generally lack a real language environment and find it difficult to communicate frequently in English in their daily lives; On the other hand, traditional English teaching often focuses on explaining grammar and vocabulary, while neglecting the cultivation of students' practical language proficiency. This' cramming 'teaching method is difficult to stimulate students' interest in learning, which restricts the improvement of their comprehensive English ability and also limits their overall language development. Therefore, the emergence of POA is very necessary.

The teaching philosophy of POA includes the learning centered approach, the integration of learning and application approach, and the holistic education approach. The specific teaching process covers three important stages: teaching motivating, teaching enanbling, and teaching assessing.

In terms of teaching philosophy, the "learning center theory" advocates that the focus of teaching should be on students' learning, paying attention to what students can learn from the classroom, rather than the traditional teaching philosophy of teacher centered and student centered. The theory of

"integration of learning and application" advocates that students should not only learn knowledge, but also be able to use knowledge to combine learning and application, avoiding the phenomenon of "separation of learning and application". Holistic education emphasizes the comprehensive development of individuals, believing that education should fully tap into their potential, not only focusing on improving students' language skills, but also valuing their overall quality development, while emphasizing the coordinated development of emotions and intelligence.

In terms of teaching process, in the motivating stage, teachers design appropriate communication scenarios to stimulate students' enthusiasm for completing tasks and enhance their learning motivation; In the enabling stage, teachers provide necessary input materials and guide students to obtain the language, content, discourse structure, and other information required to complete the task through the selection and processing of language input materials, thereby facilitating the completion of the output task; In the assessing stage, teachers make immediate evaluations and remedial teaching, and guide students to conduct self-evaluation, peer evaluation, and teacher-student cooperative evaluation of output tasks, further promoting student learning.

The POA can avoid the traditional classroom model of "textbook centered", clarify students' learning goals, encourage them to learn actively, and at the same time, play the role of teachers as "scaffolding".

## 3. Current Status and Challenges of Listening Teaching for English Majors

The English major belongs to the category of foreign language and literature, aiming to cultivate students' comprehensive abilities in English language, literature, culture, and practical applications. Through systematic learning, we aim to cultivate and train students' abilities in English listening, speaking, reading, writing, translation, and other aspects, in order to equip them with the professional skills and abilities to engage in English related work.

The learning situation of English major students presents diverse characteristics. Most English major students have a strong interest in the English language and culture when they enroll, and some students also have clear career goals, such as becoming English teachers, translators, foreign trade personnel, etc. These motivations motivate students to study hard and continuously improve their English proficiency. They still need guidance from third parties such as teachers in their studies. Schools should pay attention to individual differences and learning needs of students, and provide targeted teaching support and guidance.

The main courses of English majors include basic courses, core courses, and elective courses, and English listening is a basic course. Most students generally feel that listening is a major difficulty in English learning, and they also have various problems in English learning. Most students only complete assignments assigned by teachers and do not consciously do so after class. Even in classroom listening training, they rely on the answers provided by the teacher without delving into the reasons for not understanding, let alone summarizing listening skills on their own, which makes it difficult for them to truly improve their listening skills.

There are also problems in English teaching. Firstly, the traditional teaching mode of listening is for teachers to play recordings and then listen before answering the questions. The traditional teaching method generally focuses on the listening content provided by the textbook, repeatedly playing to ensure that students can find the answers and understand the listening materials. Therefore, the teaching objective has become primarily focused on completing various listening exercises. This model makes it difficult for students to exert subjective initiative and communicate effectively with teachers, resulting in low quality of students' language output.

In terms of teaching content, selecting appropriate listening materials is the key to listening teaching. Materials that are too difficult can cause students to feel frustrated and lose interest, while materials that are too simple cannot effectively improve students' listening skills. In addition to classroom teaching, extracurricular listening training is also very important, and according to surveys, only a small number of students practice listening after class by listening to English related music, news, English movies, etc. Most students do not consciously improve their listening skills after class, and usually cope with exams by practicing exercises, memorizing words, and other methods.

On the one hand, students' English listening proficiency varies greatly, but more importantly, on the other hand, teachers' teaching methods are also not consistent. Some teachers use Chinese teaching, while others use all English teaching. The main purpose of English listening class is to cultivate students' English listening ability. If too much Chinese is used for teaching, it can help students understand listening content faster and reduce learning difficulty to some extent. But it may reduce students' opportunities to come into contact with and understand English, thereby affecting the effectiveness of listening training. One important aspect of language learning is imitation, which involves imitating pronunciation, intonation, rhythm, etc. Speaking too much Chinese in class can affect the development of students' English language sense and may also limit their ability to communicate and express themselves in English in practical contexts.

Finally, the English listening course lacks a reasonable evaluation mechanism, and most listening classes still rely on traditional summative evaluations, which leads to the inability of students to fundamentally improve their listening abilities and is not conducive to enhancing their overall English proficiency. The feedback on students' listening ability mainly relies on teachers' in class comments or homework feedback, with a single evaluation subject.

## 4. Listening Teaching Design Guided by Production-oriented Approach

### 4.1 Design of Pre-listening Motivating Process

Pre listening drive is an important part of English listening teaching, which mainly occurs before the listening task officially begins, aiming to provide students with a good preparation state for better understanding and absorption of

listening materials. Before starting each listening unit, teachers can provide relevant background knowledge and cultural information to help students understand the context and main idea of the listening material. For example, in the textbook "New English Listening Course 3", the listening materials of Unit 1 and Unit 2 contain a large number of cultural symbols from China and the United States, such as Chinese and Western fast food, traditional Chinese drama "The Peony Pavilion", foreign drama "Madame Butterfly", and The Metropolitan Museum. Most students are not particularly familiar with these cultural symbols, and the materials contain a lot of professional vocabulary and slang. Therefore, teachers can supplement relevant background knowledge in various forms, such as playing related videos to attract students' interest, drive them to actively understand the relevant culture, and generate a strong interest in the listening materials to be listened to next. Meanwhile, the teacher can supplement some relevant high-frequency vocabulary and phrases. Before listening practice, teachers can provide a vocabulary list related to the listening material for students to preview and review. These vocabulary should include some words that students may not be familiar with but are crucial in understanding the material. Through activities such as vocabulary cards and competitions, students can enhance their mastery of thematic vocabulary and gradually improve their vocabulary. Pre class materials should be slightly higher than students' current level, allowing them to encounter some challenges during the self-learning process.

### 4.2 Design of While-listening Enabling Process

In listening teaching, teachers should attach importance to the cultivation of students' listening strategies, such as shorthand skills, keyword capture, and information filtering. These strategies can help learners better understand and absorb the content they hear and process listening materials more effectively. For difficult or generally incomprehensible parts in listening materials, teachers can provide timely translation or explanation to help students overcome obstacles. When using listening materials, some deep digging tasks can be designed, such as asking students to search for relevant background information, conduct group discussions, and write analysis reports of listening materials. In order to improve the efficiency of group interaction, clearer group tasks and goals can be set, discussion time can be limited, and students can be encouraged to take turns speaking within the group to ensure that every student has the opportunity to participate. These tasks should be challenging to cultivate students' active learning ability and critical thinking.

Classroom time is more used for interaction and discussion, and teachers can provide focused answers to students' difficulties encountered during self-study. In addition, teachers should encourage students to actively speak up and create a relaxed and supportive classroom atmosphere. Anonymous feedback and group grading can be used to reduce students' psychological pressure, and more interactive activities such as role-playing, simulated conversations, and group presentations can be designed to encourage students to use language in real situations and improve their motivation for interaction. Teachers should introduce diverse listening materials, including movie clips, news reports, academic lectures, and daily conversations, which should be slightly

above students' current level, provide rich language input, and enhance the diversity and realism of the materials. Through the above measures, the teaching effectiveness of listening classes can be effectively improved, helping students to comprehensively master listening skills and related knowledge.

### 4.3 Design of Post-listening Assessing Process

The assessment after listening mainly evaluates the output results of students through various methods such as teacher assessment, student self-assessment, peer assessment, and teacher-student collaborative assessment. It helps teachers understand the teaching effect and also allows students to discover their own problems in learning, and then solve them with the help of teachers. After class, students can engage in self-directed learning through re listening of listening materials and related exercises to consolidate and deepen their classroom learning, ensure timely and effective feedback of evaluation results to students, help them recognize their progress and shortcomings, and stimulate their learning motivation. At the same time, encourage students to engage in self reflection, evaluate their performance in the listening process, identify strengths and weaknesses, and find ways to improve. Organize group discussions or peer evaluations among students to obtain feedback from others' perspectives, enhance mutual understanding and support. Utilize digital tools such as online listening test platforms and speech recognition software to conduct more objective and comprehensive evaluations.

In the selection of assessment content, combining formative assessment and summative assessment, classroom observation, daily assignments, and final exams are used as the basis for evaluating students' output results, ensuring the comprehensiveness and accuracy of the assessment. On the other hand, there has been a shift from evaluating theoretical knowledge to evaluating comprehensive listening abilities. This is in line with the nature of listening courses, emphasizing the practical application of listening in the communication process. In class, whether students have accurately understood the content of the listening material can be assessed by asking questions related to the material. The questions asked can cover aspects such as understanding details, main idea, author's attitude or viewpoint. Secondly, students are required to summarize the main content of the listening material in short sentences or paragraphs, in order to test their ability to integrate and summarize information. Teaching assessment plays a crucial role in ensuring the quality of education and promoting the comprehensive development of students. It not only helps teachers understand the effectiveness of teaching, guide the improvement of teaching methods and content, but also promotes students' self-awareness, stimulates learning motivation, and clarifies learning goals through feedback.

## 5. Conclusion

The POA effectively stimulates students' interest and initiative in English listening learning through a series of teaching processes such as motivating, enabling, and assessing. Driven by clear learning objectives, students are able to actively engage in listening learning, thereby

improving their learning outcomes. Meanwhile, encouraging students to make predictions, inferences, and critical thinking during the listening process can help them gain a deeper understanding of the content and meaning of the listening material. On the one hand, through diverse listening materials and activity designs, students' listening comprehension breadth has also been expanded. On the other hand, students need to independently preview, prepare, and complete listening tasks, which cultivates their ability for self-directed learning. And group cooperation, discussions and other activities also promote communication and cooperation among students, enhancing their teamwork skills. In terms of post listening assessment, the POA emphasizes a diversified teaching assessment mechanism, which not only focuses on students' listening scores, but also pays attention to their language output ability, learning attitude, and learning process assessment. This comprehensive assessment method can more accurately reflect students' learning situation and provide targeted teaching feedback for teachers.

The POA provides new ideas and methods for listening teaching in English majors, and has a positive promoting effect on improving students' comprehensive English abilities. In the future, we should continue to explore and improve this teaching model to better meet the learning needs of students and the society's demand for English talents.

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