



A Study on the Effectiveness of “Production-Oriented Approach” in College English Integrated Courses -- Taking the First-year Art Students of Hunan University of Science and Engineering as the Object of Study

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Abstract: Based on the theory of “Production-Oriented Approach”, a teaching experiment of college English integrated course was carried out among art students in our university. The results of this “Production-Oriented Approach” teaching experiment show that “Production-Oriented Approach” teaching can effectively improve students' overall English level, especially students' speaking and writing ability, and promote the improvement of students' language output level; “Production-Oriented Approach” is deeply loved by students, which enhances their English learning motivation, their confidence in English learning, and their learning autonomy.

Keywords: Production-Oriented Approach, College English, art students, effectiveness

Introduction

The Production-Oriented Approach (POA) is a foreign language teaching theory with Chinese characteristics constructed for the purpose of improving the quality of foreign language teaching in our country, aiming at overcoming the disadvantages of "input-output separation" and "separation of culture and principle" in foreign language teaching. POA proposes that learners' interest in learning should be stimulated by output-driven approach, and through input-enabled approach and teacher-student collaborative assessment to complete the output task and finally improve learners' foreign language learning ability^[1]. The Ministry of Education's "Opinions on Accelerating the Construction of high-level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability" proposes to "deepen teaching reform around stimulating students' learning interest and potential", "Choose the teaching methods according to the course conditions, scientifically design the contents and methods of course assessment, and constantly improve the quality of classroom teaching. Actively guide students to self-management and active learning, stimulate the desire for knowledge, and improve learning efficiency and self-learning ability." According to the teaching goals and requirements put forward in the College English Teaching Guide (2020 Edition), we must reform the single and traditional college English teaching model.

Literature Review

At present, many teaching experiments have provided classroom practical experience and lessons for the construction of this theoretical system, but such researches mainly focus on the design of teaching (Cao Xiaoyu 2021; Lu Wenxia, ZHU Yong 2021; Ji Wei, GUI Jing, Zhu Yong 2020), teaching model exploration (Wang Yaqin 2022; Zhang Chuan-yu 2022; Wang Lili, Zhang Xiaohui 2021), single unit teaching (Yang Cen, Guo Suihong 2022; Jiao Yang 2022), textbook compilation (GUI Jing, Ji Wei 2018; Chang Xiaoling (2017), there are a few experimental studies on the overall teaching effect of POA, but the research scope is narrow, the research results are only applicable to specific groups, and the quality level is uneven. Such studies still need to expand the scope, improve the research methods, the research quality, and the credibility of the research results.

This study aims to solve three main problems: (1) In the English teaching of art students, can POA teaching improve the overall English level of students more effectively than traditional teaching? (2) Which skills of listening, speaking, reading, writing and translating are most effective in POA? (3) How do students evaluate POA in general^[2]?

Description of the Study Area:

Research Design

Experimental Subjects

POA teaching has been tested in college English classes in several key universities, which proves its feasibility and effectiveness. However, the English foundation, learning motivation, learning initiative and learning consciousness of



the non-art students in the key universities are far different from art students in the ordinary schools. The experimental results are referable, but they cannot be copied. It is still necessary to prove its effectiveness and extensibility through further experiments and find out the considerations for implementing POA teaching among students with weak foundation.

The objects of this teaching experiment are the first-year art students of Hunan University of Science and Engineering, a total of 72 people. Among them, 36 people in the experimental group and 36 people in the control group were all first-year students majoring in music. The experimental group was taught by the author using POA. The control group was taught by an associate professor using the traditional "text-centered approach." Both of the two teachers have more than 10 years of teaching experience, and there is no obvious difference in teaching level and professionalism.

POA Teaching Program

The POA teaching experiment lasted for 14 weeks, 4 class hours per week, a total of 56 class hours. The control class uses the original teaching material of *Innovation College English Integrated Course 1*, while the experimental class uses the POA teaching material after "selection, adjustment, modification and addition" on the basis of the original teaching material. The course type is comprehensive and the teaching content is the same text. The first and second periods of the experimental class are POA guidance lessons, which briefly introduce the teaching concept, teaching hypothesis and teaching process of POA to students. The remaining periods focus on the teaching of 4 units in the textbook.

Data Collection and Analysis

This experiment adopts a mixed research method, including quantitative and qualitative research^[3]. The quantitative data comes from the pre and post test paper, and the qualitative data is the weekly learning record of the students.

Pre-test/post-test data

In order to understand the changes of students' English level before and after the experiment, we conducted a pre-test and a post-test at the beginning and end of the semester respectively. The pre-test paper is the final paper of the previous semester (including grammar, vocabulary, reading, translation, writing five types of questions, 20 points for each big question, 100 points in total) and the listening and speaking test at the end of last semester, and the overall difficulty is equivalent to the difficulty of Practical English Test for Colleges (Level A). The post-test paper is the final exam paper of this semester and the listening and speaking test of the end of this semester. The question type and score are the same as that of last semester, and the difficulty is basically the same as that of last semester.

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In order to further understand students' opinions and suggestions on POA teaching, students in the experimental class are required to record their learning feelings in the record book once a week, and the teacher checks it once a month to absorb suggestions, record and distinguish between positive and negative feelings.

Results and Discussion

The following sections mainly report the impact of POA on the overall English level and English skills, as well as students' overall evaluation of POA, and finally discuss it based on the experimental results.

Influence on the Overall Level of English

Independent sample t test was used to compare the data differences between the experimental group and the control group in the two tests before and after (see Table 1). The results showed that the pre-test scores of the experimental group were significantly lower than those of the control group ($t(72) = -3.663, p > 0.05$), after 56 class hours of teaching experiment, the gap between the experimental group and the control group in the post-test stage was reduced by 4.5 points ($t(72) = -1.079, p < 0.05$). To a certain extent, compared with the traditional teaching method, POA has certain advantages in the teaching of college English integrated courses, which is conducive to promoting learners with poor English foundation to make greater progress in short-term learning.

Stage	Group	Highest score	Lowest score	Average score	SD	Average deviation	t	p
Pre-test	Experimental group	80	34	57.3	10.86	-7.7	-3.663	0.12936
	Control group	82	44	65	10.12			
Post-test	Experimental group	85	29	66.6	11.96	-3.2	-1.079	0.00158
	Control group	86	50	69.8	10.19			

Table 1 Comparison of pre/post test results between experimental group and control group^[3]

Influence on English Skills

The differences in scores of listening, speaking, reading, writing and translation between the two groups were further analyzed, and the results were shown in Table 2. As can be seen from Table 2, the listening, reading, translating and writing level of the experimental group was lower than that of the control group in the pre-test, while the listening, speaking and writing level of the experimental group was higher than that of the control group in the post-test. The results show that POA has a significant effect on students' speaking, listening and writing skills, while it has little effect on reading and translation skills, which also indicates that POA focuses on transforming lazy knowledge into active knowledge and emphasizes output skills such as writing and speaking.

Groups	Listening 100		Speaking 100		Reading 20		Writing 20		Translation 20	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental group	65	75	73	80	13.9	14.0	11.5	13.8	14.9	16.0
Control group	67	70	72	75	14.7	16.1	12.8	13.1	16.5	17.1
Average deviation	-2	5	1	5	-0.8	-2.1	-1.3	0.7	-1.6	-1.1

Table 2 Comparison of pre/post-test skill scores between experimental group and control group

Overall Evaluation of POA Courses

Most of the students in the experimental group held a positive attitude towards POA. The high-frequency keywords such as "interesting", "happy", "harmonious", "harvest" and "colorful" in the diary fully illustrate this point. The positive feedback is mainly manifested in the change of English learning concept, Increased confidence and interest in learning, and the development of comprehensive skills^[2]. For example:

(1) Change of English learning concepts

S5: The classroom atmosphere created by the teacher and the evaluation model used are very good.

S7: I feel that college English is more practical than high school English.

S14: I feel college English is quite different from middle school English. I prefer college English.

S17: In this semester's study, my biggest achievement is to discover the importance of practice in language learning.

S18: Making PPT for presentation gives us a lot of learning space and mobilizes our ability of independent learning.

(2) Increased confidence and interest in learning

S2: I like English class.

S4: Dubbing aroused my interest in learning English.

S6: I have developed a keen interest in English.

S8: I have become more and more interested in English.

S11: Dubbing exercises are full of fun, learning English is not boring.

S13: In this unit, we prepared a PPT of an unforgettable trip, and I gave a speech on the stage, breaking the small weakness that I dared not.

S17: I have developed a keen interest in English through practice again and again in class.

(3) Development of comprehensive skills

S1: The vocabulary is obviously improved.

S3: I've made a lot of progress in speaking.

S6: Through this semester, I feel my English has improved a lot.

S9: My English has improved in all aspects, especially speaking and listening.

S10: A lot of progress in listening; Dubbing practice has also improved my spoken English.

S15: Not only have I made some progress in vocabulary, grammar, listening and so on, but more importantly, I can use English.

S19: I have learned a lot in the English class. I have learned a lot of knowledge inside and outside the textbook, and I have had a lot of unforgettable and precious classroom experience.

S20: In this semester's English study, I learned some knowledge that I had never learned before, I also understood the grammar that I did not understand before, I remembered more words, and my oral English was improved.

S21: I made a PPT speech on the theme of tourism, introduced my hometown in English, dubbed English animation, which enhanced our oral English ability in entertainment.

But there are also a few students because of the weak English foundation, the classroom experience is not good. For example:

S12: I feel that my English level in college is out of touch, my vocabulary is very limited, I can't understand anything, sometimes I have a feeling of listening to "books from heaven".

S16: I tried hard to listen to the class, but I couldn't understand it very well. The teacher was very patient, but my English was poor and I soon forgot what I understood.

Conclusion

The results of this POA teaching experiment show that POA teaching can effectively improve students' overall English level, especially students' speaking and writing ability, and promote the improvement of students' language output level; POA is deeply loved by students, which enhances their English learning motivation, enhances their confidence in English learning, and improves their learning autonomy.

Proposals:

In order to effectively implement POA teaching, the following suggestions are put forward based on teaching experiments, student weekly notes and interviews:

1. The teaching material used in this POA teaching experiment is *Innovation College English Integrated Course*, the arrangement of which is not suitable for POA teaching. Considering the compulsory content of this semester, teachers focus on text A of each unit, design productive tasks, add input materials, and make many changes, which increases the burden on teachers and students. If available, it is recommended to use POA special teaching materials.

2. To promote POA teaching among art students in ordinary universities, the productive task should be designed with interest. According to the weekly feedback, the students were very interested in the productive tasks of video production and on-stage presentation, and they were not very interested in simple writing, but they also improved their overall writing level through these writing tasks.

3. Speaking and listening sections are not included in the final English exam for art students in our school in the past. If POA teaching is implemented, it is recommended to include speaking and listening sections in the final exam. From the perspective of students' scores and feedback, POA teaching is the most helpful to students' speaking, listening and writing. Adding the speaking and listening sections can make students see their progress more intuitively, thus boosting their confidence and interest in learning.

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