Original Paper

Research on College English Teaching from the Perspective of Production-Oriented Approach—Take iEnglish course as an Example

Wanlin Ye[1]

[1] School of Foreign Languages, Guangzhou College of Commerce, Guangzhou, China

* Wanlin Ye, School of Foreign Languages, Guangzhou College of Commerce, NO. 300 Knowledge Avenue, Huangpu District, Guangzhou 511363, P.R. China, E-mail: 179373728@qq.com

Abstract

Production-oriented approach is a foreign language teaching method proposed by professor Wen Qiu-Fang in recent years on the purpose of effectively solving the current problems of college English education and the dilemma of "separation of learning from using". The effective application of the Production-oriented approach in college English teaching can improve quality in English teaching. The whole classroom teaching will be designed based on the three procedures of output-driven stage, input-enabled stage and evaluation, which improves the language usage and proficiency and increases the output of language in order to acquire English and use it in a right way.

Keywords

Production-Oriented approach, college English

1. Introduction

The reform of college English teaching in China, featuring technological innovation, is in full swing. How to avoid the phenomenon of separation of learning from application in English classroom teaching is a big challenge for many English teachers. If teachers are able to overcome this challenge, students can apply what they have learned to improve their ability of comprehensive English application, which is an urgent problem that needs to be solved in the current college English reform. In recent years, Professor Wen Qiufang has proposed a new teaching model based on Output-driven principle and Input-enabled principle. This teaching model emphasizes learning-centered principle, strengthens classroom language output training, and attaches importance to the leadership and guidance of teachers,

which is called production-oriented approach (POA) by the academic community. Production-oriented approach is a new teaching method. Since its proposal, it has attracted the attention from many foreign language educators, and its specific application and teaching effect in college English classrooms have also been studied by many educators, such as Huimin Zhao's research on college English teaching based on production oriented approach, and Huiling Zhong's exploration of the intelligent teaching model of college English reading and writing based on the production-oriented method. Furthermore, Liao Ying and Shaohan Bai have found that the APP-assisted teaching model of college English FIF oral training can be enhanced under the guidance of the production-oriented method. Based on the previous findings, this study applies the production-oriented approach to college English classroom teaching. The overall classroom teaching design was carried out, following the three principles of output- driven, input -facilitation and evaluation. Combined with the textbook --I English, the specific classroom teaching methods are studied.

2. Overview of the Production-Oriented Approach Theory

The Output-oriented Approach (POA) is a set of teaching theories suitable for Chinese foreign language teaching in college, which was constructed by Professor Wen Qiufang from Beijing Foreign Studies University. It has undergone the improvement and development of the output-driven hypothesis and the output-driven-input facilitation hypothesis and has now formed a mature theoretical system. POA consists of three parts: (1) Teaching philosophy: learning-centered principle, learning-using integrated principle and whole-person education principle, and it advocates learning-centered principle and highlights the leading role of teachers rather than just student-centered principle. Additionally, it targets the teaching drawbacks of separation of learning from using and meanwhile it advocates learning while using and using while learning to achieve combination of learning and using. It also advocates whole-person education principle, and foreign language courses should achieve both instrumental goals and humanistic goals. (2) Teaching hypothesis: output-driven, input-facilitated, selective learning and evaluation-driven learning. In other words, POA advocates output-driven and goal-oriented learning to stimulate students' enthusiasm for learning; timely input is provided to facilitate output tasks; teachers should guide students to selectively learn and deeply process input materials; teachers should carry out teacher-student cooperative evaluation, and guide students to learn and evaluate, thus promoting learning through evaluation. (3) Teaching process: the three teaching stages of output-driven-input-facilitated-evaluation, are interconnected and are all implemented by teachers.

In the POA theoretical system, teaching philosophy is the guiding ideology of teaching hypothesis and teaching process, while teaching hypothesis is the theoretical support of teaching process and teaching process is the implementation method of teaching philosophy and teaching hypothesis.

3. The Practice of College English Classroom Teaching Based on POA

In teaching practice, the textbook we use is I English" (Basic Edition Book 2, Foreign Language Teaching and Research Press), and the lesson plan was designed according to the three principles of output-driven principle, input-facilitated principle and evaluation.

3.1 Selection of Teaching Unit

We chose the eighth unit Culture and tradition in Book 2 of the Basics of I English to practice the production-oriented approach. We are all familiar with the topic of traditional culture, so usually we have the following questions in our minds: What are the traditional cultures we often mention? What are the differences between traditional Chinese and Western cultures? These warming-up questions can effectively trigger students' debate and thinking, and they can look at Chinese and Western cultures critically, thereby cultivating students' thinking ability in order to create conditions for the next step of language output. At the same time, by comparing the differences between Chinese and Western cultures, the charm of Chinese traditional culture is reflected, which deepens students' love for Chinese traditional culture and reflects the "whole-person education" concept advocated by the POA teaching method.

3.2 Design of Output Tasks

In this part of the output task, students will be asked to present their tasks in groups. The topic is cultural difference between China and western countries and students will be required to employ the words, phrases and sentence patterns learned in this unit as much as possible. Before assigning this task, teachers share students with watching materials about Chinese and Western cultures, so that students have enough input. When explaining the text, teachers focus on the words, phrases and sentence patterns that students may use in the task. For example, words such as *depict, heritage, precious, ethnic, characteristic, descendant, virtue*, etc. Phrases such as *go beyond*, *fit into*, etc. Sentences such as *Legend has it that…*, etc.

3.3 Presentation of Teaching Steps

According to the three core steps of the production-oriented approach: output-driven principle, input-facilitation and evaluation, teachers designed the following teaching flowchart, as shown in Figure 1:
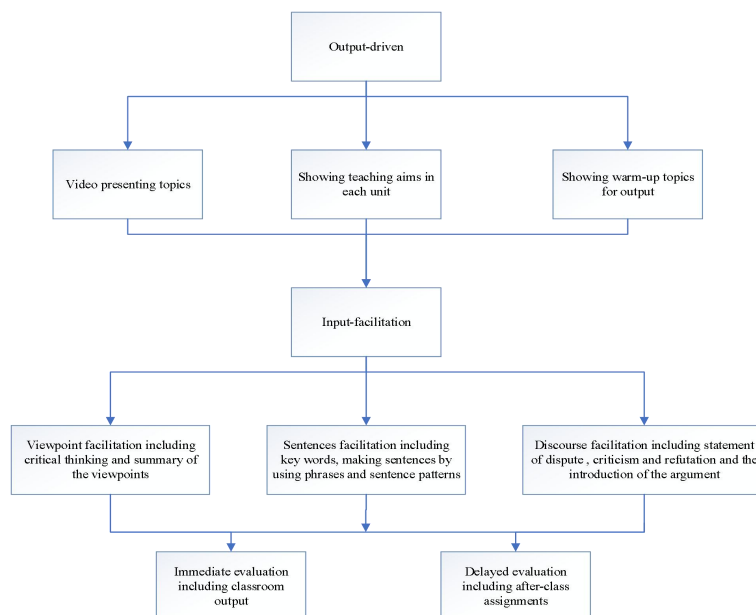
Figure 1. The Flow Chart of College English Classroom Teaching based on the POA

According to the flow chart of this output-oriented method, in the output-driven stage, the teacher first presents the real topic scene by showing a video clip featuring the image of the cross-cultural dragon. Dragon legends exist in China, and Western countries also have them, but the two cultures in different countries have very different understandings on the dragon's behaviors, symbolic meaning and its significance to society. Eastern countries seem to value the dragon's magic and beauty and have a high respect for it. However, in the West, the situation is completely different. Dragons have been regarded as monsters in Western history. After watching the video clip, students are supposed to watch it with the following questions prepared before. 1. What is the symbol of the dragon in Chinese culture? 2. What does the dragon represent in Western culture? The purpose of designing these two questions is to enable students to radiate the differences between Chinese and Western cultures through the image of the dragon in different cultures, and then guide students to answer these two questions in English to achieve the purpose of output-driven principle.

After asking the questions, the teacher can also present some pictures that reflect the differences between Chinese and Western cultures to students. For example, in daily life, Chinese people use chopsticks, while Westerners use knives and forks. Chinese people like to eat around a table, while Western countries like to use plates to divide food into small portions.

In the facilitation stage, the teacher first asks students to discuss the definition of traditional culture in groups. This process is also to check the effect of students' attempts to output. After asking questions, the teacher begins to summarize students' views and leads students to analyze the characteristics of traditional culture. By refuting some wrong views through critical thinking, teacher finally gave the connotation of traditional culture. And then the teacher writes the core vocabulary and phrases that may

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be used in the group presentation on the blackboard, and requires students to attempt to use the key vocabulary, phrases and sentence patterns learned in this unit in the group presentation.

While in the evaluation stage, the teacher tests the results by presenting the theme of each group of students, and then comments on the presentation of each group from the production of PPT and language output, which includes key vocabulary, phrases and sentence patterns which were taught in class. When teacher comments, he should evaluate each group's presentation together with the students. When describing cultural points in Chinese and Western countries shown by each group, teacher should set the standards that viewpoints are clear, sentences are smooth and reasonable, and discourse structure is clear and logical. Furthermore, the teacher requires all students to revise the presentation according to the contents of the classroom teaching and the evaluation results of each group, and submit it in written form the next class. Through delayed evaluation, teachers can grasp the students' acceptance of the content of the classroom teaching, and make appropriate improvements to the teaching content and details of the POA classroom.

4. Conclusion

The introduction of "production-oriented approach" in English teaching in colleges and universities in China aims to reverse the situation of ignoring language practice training in traditional college English teaching, which not only emphasizes the importance of output in language teaching, but also believes that language learning output activities are an effective way to promote real output, realizing the combination of input and output in language teaching. With the concept of "whole-person education" and tanking learning as the center, we give full play to the leading role of teachers as an expert by adopting the output-driven principle and input-facilitated principle to conduct output training on teaching content, and POA eliminates the drawbacks of "separation of learning from using" in previous foreign language education. We are trying to apply the "production-oriented approach" to college English classroom teaching, adopting the output method of both in oral and written form, in order to achieve the purpose of learning how to apply as soon as finishing studying , and strengthen output practice. We look forward to applying the POA to more foreign language teaching, in order to achieve greater teaching results.

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