A Review of Domestic Research on Production-oriented Approach

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The Production-oriented Approach is a theoretical system of foreign language teaching created by Chinese Professor Wen Qiufang. This article uses literature research as a clue to sort out the relevant domestic literatures of “Production-oriented Approach” from 2015 to 2020, and summarize the domestic research results of “Production-oriented Approach” on the basis of statistical analysis, and points out the existing problems. At the same time, it also made some prospects for the future development of the “Production-oriented Approach”.

Keywords: production-oriented approach, literature research, foreign language teaching

Introduction

“Production-oriented Approach” is a theoretical system of foreign language teaching with Chinese characteristics proposed by our country’s Professor Wen Qiufang. The theoretical system includes three parts: teaching principles, teaching hypotheses, and teacher-mediated teaching process. The development of the production-oriented approach has gone through more than ten years. The prototype of the production-oriented approach is the “output-driven hypothesis”, which is aimed at the reform of English professional skills courses. Later it was expanded to college English teaching, revised to “output-driven input-enabled hypothesis”, and then to the formation of the POA theoretical system. The production-oriented approach aims to improve the effectiveness of college foreign language classroom teaching and enhance students’ English ability.

This article uses the literature research method to systematically organize the relevant literatures of the production-oriented approach, summarize the relevant research results, and predict the development trend of the theory based on the research status of the production-oriented approach in order to further promote the research, development and application of POA.

Summary of Related Research on Production-oriented Approach

This article uses the CNKI database as the data source, uses advanced search functions to select the document type as a journal, and searches on the subject of “production-oriented approach”. The document query node is December 12, 2020, and 761 documents are retrieved. Among them, the number of articles published in 2015 was only 5, and in 2017 it surged to 80 articles, and in 2020 it reached 242 articles, and the number of

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articles published each year showed a linear upward trend. It can be seen that the production-oriented approach has become a hot spot in current academic research.

**Literature Sources**

In recent years, the number of papers on CNKI with the theme of “production-oriented approach” has been increasing year by year, and the journals cover foreign languages and educational technology. However, there are only 26 related papers published in core foreign language journals such as “Foreign Language Teaching” and “Modern Foreign Language”. Among them, there are 5 articles on “Foreign Language Teaching”, 9 articles on “Modern Foreign Language”, 1 article on “Foreign Language Teaching Theory and Practice”, 1 article on “Foreign Language Teaching and Research”, 6 articles on “Foreign Language and Foreign Language Teaching”, 3 articles on “Foreign Language World” and 1 article on “Language Teaching and Research”. It can be seen that although the number of publications of related papers is increasing year by year, the overall level of POA research is still in its infancy, and relatively few papers published in core journals. Compared with the number of journal papers, the number of dissertations is relatively small, indicating that although the production-oriented approach has been increasing in the scope of applied research in English teaching, the depth of research needs to be improved.

Then the document type is selected as Ph.D. and Master, the search subject is the same as the document query node, and 129 documents are retrieved. Source statistics show that only one of the 129 doctoral and master’s theses is a doctoral dissertation, that is, the “Applying Production-Oriented Approach to College English Teaching: An Action Research” written by Zhang Wenjuan of Beijing Foreign Studies University in 2017, which is verified by quantitative empirical research methods. The effectiveness of the production-oriented approach and supplement and enrich the theory. Regarding the distribution of dissertation sources, Beijing Foreign Studies University ranks first. In addition, normal colleges and universities account for a relatively large proportion, which to a certain extent shows that these colleges and universities are more sensitive to new teaching theories and theoretical practices.

**Research Objects**

The classification of subjects in the visual analysis of CNKI shows that the subjects involved in the research of production-oriented approach are mainly concentrated in the fields of language and education, with a relatively high proportion; among them, college English and English teaching are the main ones, and there are few related researches in teaching Chinese as a foreign language and small languages, especially in other disciplines. The emergence of this phenomenon is mainly attributed to the background of the production-oriented approach: the team of production-oriented approach has been committed to seeking new teaching theories for foreign language teaching in China from the beginning, so the theoretical system and the promotion of teaching practice have been focus on language and education.

**Specific Application of Research**

**Application of Production-oriented Approach to English Teaching**

The production-oriented approach has been used by many English teachers in foreign language teaching since its introduction. More research is to combine the production-oriented approach with a specific teaching
field (such as listening, speaking, reading, and writing) for targeted research. Qi Pin and Shi Xiaochun (2016) discussed the impact of the application of POA on students’ selective language output and oral output ability in “Designing and Effects of Viewing-Listening-Speaking English Course Based on POA”. The research results show that the application of POA can improve the efficiency of students’ selective input language and their oral output ability to a certain extent. Fan Zucheng (2019) analyzed the feasibility of the production-oriented approach for English reading teaching. He believes that the production-oriented approach applied to the college English speculative reading teaching can improve the traditional reading teaching method and better drive output and input Facilitate the integration and create the application value of classroom teaching. Zhang Wenjuan (2017) proved through a two-week teaching experiment that the production-oriented approach can significantly improve students’ writing skills, especially the mastery of the target language in the writing process, and also increase students’ interest in English writing. Fan Jiying (2019) applied the production-oriented approach to the business English letter writing course, and demonstrated the specific teaching design and process of the practical production-oriented approach with examples. The introduction of this method into the Business English Correspondence Class has more efficiently mobilized the enthusiasm of students, and assisted students to complete a new round of output and creative practice through professional guidance.

**Application of Production-oriented Approach to Other Disciplines**

The theory of production-oriented approach was originally proposed for the reform of English majors, mainly for intermediate and advanced English learners. At the same time, after combing the articles, it is found that domestic research on production-oriented approach is mainly concentrated in the field of college English education. Some scholars have begun to apply this theory to high school English teaching and show a trend of in-depth research. Some scholars even explored the applicability of production-oriented approach in other non-English subjects. Liu Chenchen and Feng Yajing (2019) applied the theory of production-oriented approach to Japanese interpretation teaching, proving that the theory is also feasible for Japanese and other non-universal language classroom teaching, can effectively improve the teaching efficiency of Japanese conversation classroom, and solve Japanese The problem of “input-production disconnect” in classroom teaching. Dong Xixiao (2019) reformed the Romanian comprehensive curriculum and carried out teaching practice in accordance with the concept of “production-oriented approach”. The practical results show that if the teaching plan can be continuously optimized and the leading role of teachers can be strengthened, it is expected that POA can be better implemented in the Romanian language teaching reform. Wang Bo (2019) explored the feasibility of applying the “production-oriented approach” to the teaching of lower grades of Korean language majors in universities, and believes that changing the outdated concepts of “teaching” and “learning” of grammar knowledge by teachers and students is the key to the effective application of “production-oriented approach” to non-universal language teaching in lower grades.

Some scholars have tried to apply the production-oriented approach to Chinese teaching in domestic universities and overseas Confucius Institutes to improve the efficiency of Chinese teaching. For example, Beijing Foreign Studies University’s “New Model Creation of International Chinese Textbooks and Teaching Methods Based on the Production-Oriented Approach” young art innovation team tried to apply POA to domestic
universities and overseas Confucius Institutes based on the theory and practice of Professor Wen Qiufang’s team
In order to improve the efficiency of Chinese teaching.

**Application of Production-oriented Approach and Textbook Compilation**

After Wen Qiufang’s team put forward the concept of the production-oriented approach theory system, he and many foreign language experts wrote and published the textbook “New Generation College English” based on this theory for two years. The textbook is the main source of materials for many English teachers to carry out teaching. However, in actual teaching, the phenomena of over-reliance and complete abandonment of teaching materials abound. In response to this problem, Wen Qiufang’s team constructed a theory of the use and evaluation of teaching materials based on the production-oriented approach. In addition, the theory also describes in detail the preparation process for the use of teaching materials and the validity criteria for evaluation.

There are also many articles that apply the production-oriented approach to textbook compilation research. Bi Zheng (2019) investigates the concept and practice of college English teachers using POA teaching materials through a follow-up survey of one unit of teaching by a college English teacher in a key science college in Beijing, and reveals the whole process of teachers using teaching materials. The characteristics and interrelationships of the POA teaching material usage concept and practice are analyzed, and the theoretical framework of the POA teaching material usage concept and practice is constructed. Xu Lin (2017) takes the production-oriented approach as the concept, and proposes to adopt foreign language teaching materials with the characteristics of audiovisual input to promote the traditional “reading” input method into a diversified cognitive means as an integrated information input process, This is more conducive to the occurrence of students’ selective learning and improve the timeliness of the classroom. Such teaching materials not only can better meet the needs of today’s learners in terms of learning resources and learning methods, but are also an exploration of new teaching models. Teachers’ professional background, teaching experience and language ability are different, and the ways of using teaching materials are also different. The future research on the combination of production-oriented approach and teaching materials can focus on the diversity of different teachers’ teaching materials use and adaptation methods.

**Research Problems**

**Insufficient Empirical Research**

There are many speculative studies on the theory of production-oriented approach, but few empirical studies. According to the literature data collected by CNKI, many scholars discussed the concept, characteristics, application and necessity of the production-oriented approach in college English teaching in their literature. And most of the literature focuses on the theoretical discussion on how the theory of production-oriented approach is combined with the development of English courses in universities and vocational colleges and applied in the theoretical sense, and the application research and teaching practice of production-oriented approach. There are few studies in this area, and the overall level of related research needs to be improved urgently. At present, the research on POA in our country is still in its infancy, and qualitative and quantitative research should be strengthened.
Teaching Effect Needs to be Further Studied

Teaching research based on the production-oriented approach is in full swing in the domestic academic circles, but most of these studies use questionnaires, interviews, classroom observations, and reflective logs to collect data, and lack in-depth case studies, narrative studies, or action studies. It is difficult to reveal learners’ typical behaviors and characteristics, and few studies consider learners’ individual differences, such as gender, motivation, foreign language skills and other related variables. And in empirical research, there are few diachronic studies, which ignore the corresponding problems in teaching practice, and it is difficult to forcefully prove that the teaching method is beneficial to the improvement of students’ language ability. This single affirmation and blind praise will inevitably cover up the various problems in the production-oriented approach, which may make research a formality, which is not conducive to the rapid development of teaching and research. In fact, Wen Qiufang’s team conducts research and training based on the production-oriented approach every year. During this period, they listened to the opinions of frontline teachers through interviews and questionnaire surveys, summarized the problems and confusions in the process of teaching based on this method, and concentrated answering questions and imparting experience to achieve the dual purpose of solving puzzles and promoting.

The Applied Teaching Field is not Comprehensive Enough

Through literature collation and summary, I found that POA is mostly used in college English writing and oral teaching, but it is rarely used in English reading teaching. There are very few discussions about the impact of POA on college English reading teaching. In fact, reading ability is of great significance to the improvement of students’ overall level of English.

Ignore the Assessment of Teacher-student Cooperation in POA

According to the analysis of literature data, there are few research literatures on teacher-student collaborative assessment in POA teaching. This reflects that researchers have not paid enough attention to the practical research of the POA assessment. In fact, assessment is the strengthening and in-depth stage of learning, and teacher-student collaborative assessment can optimize and strengthen teaching effects and improve teaching efficiency. Relevant teaching practice also shows that “if students are only required to produce product without providing effective and quick feedback, students’ productivity opportunities will be frustrated, and the quality of output will be difficult to guarantee” (Yang & Dai, 2015).

The Future Development Research Direction of POA

Firstly, the theoretical system of the production-oriented approach has been elaborated in the series of papers by Professor Wen Qiufang on the “production-oriented approach” and is becoming more and more complete. Carry out empirical corroborative research on resource construction and the development of students’ English application ability. A qualitative study of the application and embodiment of this theory in teaching practice, comprehensive research on college students’ English autonomous learning ability, application ability, and cross-cultural communication ability are all areas that need further exploration in the future. The output-oriented approach needs to be perfected through continuous teaching practice, and empirical research
needs to be strengthened, using empirical research to continue to verify the effectiveness of input facilitating links, and to explore the rationality of output task design.

Secondly, when conducting empirical research, we should pay attention to the diversification of research methods and adopt case studies or action research. In the process of teaching practice, teachers can extend the practice time to test the long-term validity of the production-oriented approach theory, deeply understand the problems of the production-oriented approach in teaching practice, promote the development of teaching practice, and promote the continuous improvement of the theory.

Thirdly, future research should strengthen the research and improvement of the assessment system of the production-oriented method, strengthen the understanding and mastery of the form of teacher-student collaborative assessment, and combine assessment with pre-teaching so that teachers can effectively “teach” and lead Students “learn” in “assessment” (Sun, 2020). Researchers can further practice and explore the specific rules of other assessment methods, or consider how to reasonably coordinate multiple assessment methods, and use experiments to test the feasibility and effectiveness of the teacher-student collaborative assessment system, so that the assessment system of the production-oriented approach can truly perform To “promote learning with assessment”, improve teaching efficiency and student learning efficiency, and promote effective learning.

Fourthly, research on the production-oriented approach and teacher development. When applying any new theory, teachers should pay attention to the contradiction between applying the theory and their own development (Qiu, 2020). The production-oriented approach puts forward higher requirements for teachers. Future research should focus on balancing the role of teachers’ scaffolding with the exertion of students’ autonomy (Zhang, 2016), as well as teachers’ use of new theories to get out of the comfort zone, face up to their own problems in teaching and promote their own professional development (Zhang, 2020). “Teacher-mediated” in the POA teaching process advocates that teachers should not stop at simply understanding student needs, but also need to use their own professional knowledge to actively guide student needs. Different colleges and universities in our country have different English proficiency and different needs. The use of POA requires teachers to act according to circumstances. This requires teachers not only to be familiar with POA concepts, assumptions and teaching procedures, but also to continuously develop their professional qualities. Therefore, in teaching, we need to use our professional qualities and knowledge to creatively use POA, adapt to local conditions, and give full play to the leading role of teachers. Future research should also pay attention to the professional development of teachers and their important role in teaching.

**Conclusion**

The development of “production-oriented approach” has gone through more than ten years, aiming to overcome the shortcomings of “learning and using being separated” in foreign language teaching in China, and to improve classroom efficiency. Since its introduction, its theoretical research has developed rapidly, and its teaching methods have been continuously refined. Teaching provides many valuable lessons. As a foreign language teaching theory with Chinese characteristics, it is of great significance to the development of foreign language education in our country. Through the collation and analysis of the literature data, it can be seen that although the theoretical system of the production-oriented approach has become increasingly perfect, there are still some problems. Teachers and scholars need to continue to deepen and expand to promote the theory of
output-oriented approach. It is believed that with the unremitting efforts of domestic scholars, the theory and empirical research of the production-oriented approach will become more mature and play a positive role in the development of our country’s education and the construction of the talent team.

References


