The Impact of Production-oriented Approach on Oral English Performance of Senior High School Chinese Students: An Application Study

Lixuan Sun
Department of Language and Literacy Education, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia

Adelina Asmawi*
Department of Language and Literacy Education, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia

Abstract. The Chinese education system has traditionally been textbook-oriented and focuses on rote learning. Distinct drawbacks and issues from rote learning have affected Chinese students' oral English learning. Thus, there is a pedagogical shift to task-based or project-centered learning approaches in recent years, focusing on applied learning. Wen (2017) created a distinctive foreign language pedagogy known as the Production-Oriented Approach (POA). The past five years have seen research carried out on the effectiveness and applicability of POA on productive skills in university contexts; however, few empirical investigations were carried out on the efficacy of POA on high school students. This study thus attempts to apply POA in oral English classes at a senior high school, specifically focusing on whether POA improves these students' oral performance and explores their acceptance of the POA. After 12 weeks of treatment, quantitative analysis of both the pre and post-tests revealed a significant improvement in the experimental class and minimal improvement in the controlled class. Additional findings discovered by qualitative analysis illustrated that the students were also satisfied with the POA used in oral English classrooms. It is implied that the POA application effectively enhances the students' learning of oral English skills.

Keywords: Production-oriented Approach; senior high school; Oral English instruction; performance; Chinese students

* Corresponding author: *Adelina Asmawi, adelina@um.edu.my*

1. Introduction

1.1 Research background

English teaching methods have recently undergone tremendous changes with new lenses through which Chinese teaching philosophy is embraced (Vettorel, 2018; Cumming, 2017). As a language discipline, English has continuously been a critical and difficult skill for Chinese students, therefore, the development of English teaching has been of wide concern for teachers, students, and people from all walks of society.

Most English teachers trapped in the current examination system mainly focused on the written examination to maximize students' English scores. This led to Chinese high school students achieving good results in reading and writing but the opposite for effective listening and speaking (Polio, 2017; Zhang, 2017; Kohn, 2018). As a consequence, even those with outstanding results in their English tests may find it difficult to use English to verbally communicate information. This highlights the importance of teaching oral communication which should not be overlooked and requires a revisit.

Relevant literature demonstrates that the conventional PPP (Presentation-Practice-Production) teaching mode is the most commonly used oral English teaching method in China for senior high school students (Vettorel, 2018; Cumming, 2017). However, the PPP may not be the most suitable approach to use for speaking classes. To stimulate students' interest in communication and maximize their potential, teachers should integrate engaging teaching activities by consolidating students' fundamental knowledge of English and further cultivate their ability to transform the English language into a practical verbal communication tool.

1.2 Theoretical foundation and teaching principles of POA

"Production-oriented approach" (POA) is based on the "output driven hypothesis," which explains that output motivates learners more than input and also improves their desire to learn a foreign language (Wen, 2018). The output-driven hypothesis is more suitable for social demands as it fosters productive skills such as speaking, writing, and translation. Output focuses both on the process of production and results of output. In early 2014, this hypothesis was revised and called the "output driven input facilitation hypothesis," and later the production-oriented approach (Wen, 2018).

This method was developed to improve learner's output such as speaking, writing, interpretating, and translating. POA is based on three principles: firstly, POA is learning-centred which means that instructors employ techniques to activate learning by engaging learners in activities (Fu & Li, 2021). Secondly, once students have learned new linguistic elements or skills through input-based activities, this learning should be linked and integrated into speaking and writing activities. In other words, students read the text, and use it to complete the output task. The third principle is called the whole-person principle (Zhang, 2020). This principle involves humanistic objectives, namely developing learners' critical

thinking skills, intercultural competence, and autonomous learning. Here, instructors try to promote cultural exchange between China and foreign countries.

This study explores the integration of oral English teaching and POA in Chinese senior high schools to investigate if the POA can improve the students' oral English performance. This study contributes to research on the integration of POA and oral English teaching in senior high school English classrooms. It forms a new teaching model and could have profound and extensive significance for both teachers and students. This study is also an important attempt at helping teachers to deepen the subject matter knowledge and internalize their own pedagogical practice.

When it comes to students, the output-driven section can effectively stimulate their enthusiasm and curiosity in English learning, focus their attention on the importance of autonomous English learning and improve their language awareness. In the evaluation process, teachers' guiding role and students' initiative are reflected. More attention is paid to the diversification of evaluation methods and establishing a harmonious interpersonal relationship between teachers and students.

The issue in contemporary China is that majority of secondary students focuses only on college admissions and the severe school workload forces English teachers to spend majority of their course time teaching English learning points, which then ultimately leaves little time for oral skills development. As a result, students have a limited understanding of oral production. They are unable to apply their English skills in verbal communication, resulting in a loss of confidence when speaking. In view of this phenomenon, this study formulates the following research questions:
1. How effective is POA in developing students' oral English performance?
2. How are the Chinese high students' acceptance of POA for oral English classroom?
3. Can POA improve students' fluency and accuracy of Oral English?

2. Literature Review
2.1 The Theory Development
The Production-oriented Approach originates from the output-driven hypothesis from Krashen (1992)'s input hypothesis and Swain (2005)'s output hypothesis. Input hypothesis is one of the five hypotheses of SLA. By observing immersion teaching, Swain thought comprehensible input could be regarded as a necessity but not a sufficient condition for SLA. In this regard, Park (2007) also proposed that if learners want to acquire SLA conditions, they need to combine the comprehensible input language with the actual communication process. Shintani (2016) emphasizes that teachers should combine comprehensible input with interactive output to form a complete communication process.

In international foreign language education, POA research scholars have made significant and critical observation locally and abroad (Wen, 2018). Foreign experts in language teaching and research have also made relevant analysis on

the role of POA in theoretical extension, classroom implementation, learner demand, and teacher training (Wen, 2012). In what follows, we explain the procedure of POA in the oral classroom.

2.2 Oral English Pedagogical Practice

POA pedagogical practice includes three stages: a) motivating learners, b) enabling learners c) assessing learners. In all three stages, teachers play the role of mediator to guide, design and scaffold. In the first stage, instructors should design communicative scenes including cognitively challenging topics to motivate students' learning. Then, instructors get learners to complete the communicative activities. In this stage, learners become aware of their language capacity or the lack of, and are motivated to develop their language capacity. For instance, the instructor may design the following communicative tasks following the theme of food and beverages. 'Imagine visiting a food festival in an international college overseas, and your international peers would like to know about the special dishes or Chinese cuisine in your country'. This task encourages learners to use their existing knowledge as well as actively engage with new chunks of knowledge to complete the task. Additionally, they would be familiar with Western and Chinese culture (Wen, 2012) as they complete the task.

To complete the output task, learners need input, language, and discourse structures. In the second stage of the POA which is the enabling or facilitation phase, teachers should provide students with necessary and supplementary input, content, and discourse to complete the output task. For instance, teachers prepared a video about Chinese cuisine and the Chinese New Year festival. It is worth mentioning that teachers should enable activities gradually starting from words, chunks, sentences, and then to a range of texts. Their enabling activities should include role-play, group work, monologue, debate, jokes, stories, and speech. In the POA approach, teachers should gradually reduce their level of scaffolding in the oral classroom.

As for assessment, in POA, students are assessed from the motivation stage until the summative assessment stage. There are two types of assessments in POA, instant or formative assessment, and delayed or summative assessment. The former refers to teachers' assessment for selective learning, which helps teachers modify the teaching progress. The delayed assessment refers to assessing the completed tasks. These two types of comprehensive and detailed assessments aim to reflect students' presentation in speaking class and enhance students' learning.

Teachers assess students in terms of participation in class, their progress, and their output product. Assessment covers students' critical thinking and use of English language particularly in grammar and collocations. The best methods of assessments are observation, interview, oral communicative presentation, and tests (Sun, 2020).

To date, several studies have confirmed that POA is an innovative transfer of English teaching theories and ideas in China, especially for the younger generation of language learners (Vettorel, 2018). Ellis (2017) believed that POA

has a rock-solid theoretical foundation and a wide range of research directions. Schaller-Schwaner (2018) believes that the generation of POA theory was another innovation in education and a new supplement to eradicate existing problems in oral skills development.

As for classroom implementation, Bygate (2016) believes that POA has great value in Task-based Language Teaching BLT. POA emphasizes that students can first realize the lack of existing language knowledge and skills through the output to acquire new, targeted language skills. As per learner demand, Kohn (2018) analyses the practical application of POA theory from the perspective of English as a common, international language.

For teacher training, Polio (2017) proposed that POA can promote teachers' pre-employment training to a certain extent as it can help new teachers to quickly realize the problems that exist in teaching. Zhang (2016) applied POA to college English classroom teaching and the feedback obtained from the students were excellent, with significant experimental results. In a follow-up study, Zhang (2017) again applied the POA to college English writing class with findings revealing that the language points learned by students using the POA were utilized more frequently in real writing application.

To the best of our knowledge, most scholars mainly take college students as core participants in POA. No study has investigated the effect of POA on high school students at schools. POA theory stipulates that students who reach the A2 level according to CEFR can be regarded as appropriate participants, and the English level of Chinese senior high school students is able to exceed the A2 standard. Therefore, there is a gap in the application of POA theory in senior high school oral English teaching classes. This study focuses on high school students and tries to expand the POA theory's application and scope to include the Chinese high school students' oral skills development.

3. Method
3.1 Research Design and Participants
This study aimed at investigating the effect of POA on Chinese secondary students' oral English performance. This study is of a mixed-method design. To answer research question 1, the researchers collected quantitative data. Pre and post-tests were carried out. To maintain reliability and validity of the results, all test questions were adopted from IELTS speaking tests. The public version of IELTS speaking and its rubrics including the accuracy of grammatical structures, fluency, pronunciation, vocabulary, and task achievement were used to assess the speaking performance in pre-and post-tests. SPSS software was used to analyse the pre-test and post-test scores. To answer research question 2, qualitative data were collected through semi-structured interviews to explore POA students' acceptance. Eight students were randomly selected through fishbowl sampling. Their answers for the questions about testing the acceptance of POA will be analysed to measure whether POA is well accepted by students. Interviewees' responses were carefully observed, recorded, and transcribed for further analysis. To answer research question 3, the researchers recorded the number of stuck per

unit time (1 minute) and grammatical errors per unit time (1 minute) during the pre-test and post-test by listening back to the students' oral test recordings.

The participants were two parallel classes of 50 local senior high school students with the same language proficiency level, which is A1 (CEFR). Oxford Placement Test Version 1.1 was administered to ensure the participants are of the same language proficiency level. Students' oral proficiency in both classes is expected to reach A2 or above at the end of the course. The same teacher conducted the Oral English lessons in both the experimental class and the controlled class. The experimental class adopted the POA to teach oral English, while the controlled class used the conventional teaching approach. The experiment duration was 12 weeks.

3.2 Research Instruments

The first instrument was Oxford Placement Test Version 1.1 to measure students' language proficiency. The test has 60 questions which mainly include communicative vocabulary and grammar questions. It was scored objectively. This test was used to assure the English level of students in the experimental class and the control class is consistent. The second research instrument was the IELTS speaking test (part 1 and part 2) to measure students' oral English language proficiency. This test was used as a pre-test and post-test which can be applied to measure whether POA is effective for students' oral English study (RQ 1). And the number of stuck per unit time (1 minute) and grammatical errors per unit time (1 minute) were recorded to explore whether it can improve students' fluency and accuracy of Oral English (RQ 3).

The last data collected was from a semi-structured interview conducted with the experimental group participants after the treatment. The interview included ten open-ended questions, validated by three experts. The researchers aimed to explore the students' acceptance of POA through this 15-minute interview.

3.3 Research Procedures

Through English proficiency tests, the researchers ensured that the two parallel classes of students had the same language proficiency levels. The teacher conducted a pre-test via IELTS among students in both the control and experimental groups to measure their oral proficiency. Three raters scored the IELTS speaking test results. The teacher taught students in the experimental class and control class for four months. This teacher taught students in the control group using the conventional method (presentation, practice, production). After a teaching session, materials extracted from related guidebooks were used in the oral English class. The same teacher taught oral English by applying POA guidelines in the experimental group. The following part illustrates one of the topics related to environmental protection as an example to explain how the teacher applied the POA to conduct the oral English class.

3.3.1 Task-driven Stage

In this stage, the teacher first showed students a video on environmental protection. Then, the teacher described environmental protection issues and assigned students some tasks. The researchers recorded students' answers,

especially those with production difficulties. Students became aware of their language issues and were motivated to acquire new knowledge to complete the first task production (see Figure 1).
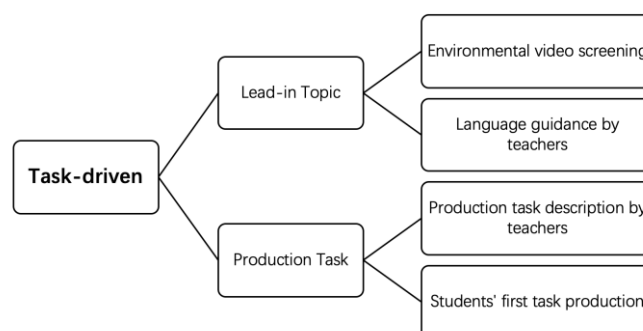

Figure 1: Task-driven stage

3.3.2 Facilitating stage

In this section, the teacher illustrated the production task again and clearly explained the standard procedures (see Figure 2). Students were provided vocabulary, phrases, and sentence patterns related to environmental protection to create an optional learning environment to learn, promote, and encourage each other, and prepare for the final production. Then, students began to carry out the trial production activities and independently practice the teacher's output tasks in the group (Miyawaki, 2012). In this section, corresponding input materials were given to students. In line with the "whole person education" concept of the POA, group cooperation is fully applied, so that students learned from active participation and cooperation.
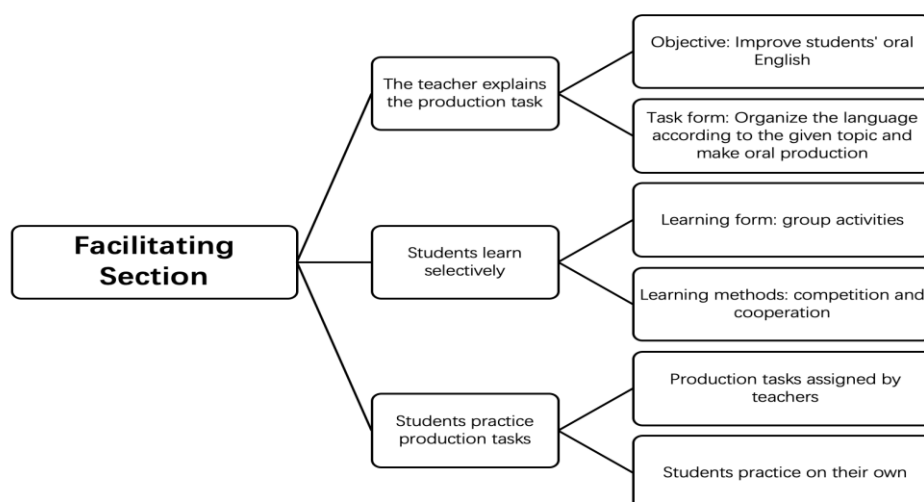

Figure 2: Facilitation section

3.3.3 Evaluation Section

The assessment phase of the POA, or Teacher-Student Collaborative Assessment (Sun, 2017), was implemented throughout whole teaching process. The teacher organized students' self-evaluation, peer evaluation, and teacher evaluation in the classroom. Self-evaluation creates an opportunity for students to correct mistakes

through monitoring ability. Through peer evaluation, students could further recognize their oral production drawbacks and realize their error correction and monitoring capability. Additionally, teachers provided students with feedback and inspired them to express themselves in correct English (See Figure 3).
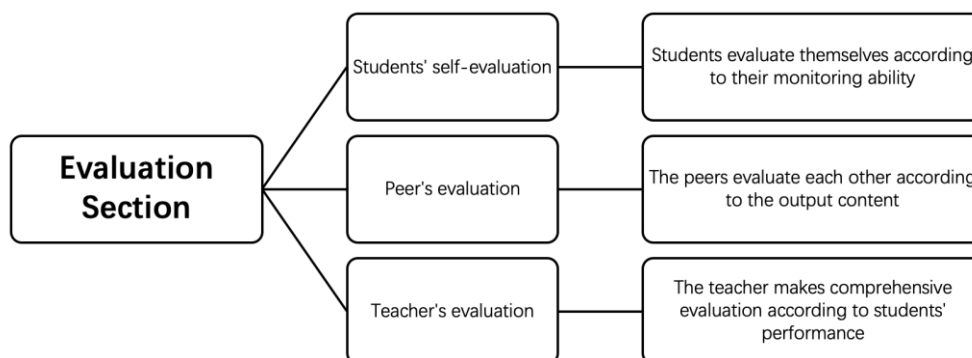

Figure 3: Evaluation section

Having been trained for four months, students took a post-test (IELTS) which was employed and conducted by the teacher. Simultaneously, a random sampling was carried out through a fishbowl method in the experimental class. Eight students were selected for a semi-structured interview of 15 minutes each consisting of several open-ended questions and collected data on students' acceptance of the POA.

4. Data Analysis and Discussion
4.1 Comparison of Pre-test between Experimental and Controlled Classes
To compare whether there is a significant difference between the experimental and control classes, an independent sample t-test was conducted. The experimental results are shown in Table 1 and Table 2.

Table 1: Group Statistics

	Group level	N	Mean	SD	Std Mean
Pre-test score	Experimental Class	50	5.200	.5803	.0821
	Controlled Class	50	5.260	.7016	.0992

Table 1 shows the descriptive statistics of the results of the experimental and control classes. The mean value of the pre-test of the experimental class is 5.200, and that of the control class is 5.260. It can be seen from the numerical value that there is a slight difference (0.060) between the two classes, but whether the difference reaches the level of statistical difference is shown in Table 2.

Table 2: Independent Samples Test

		Levene Test of Variance Equation		t Test of Mean Value Equation						
									95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig.	Mean Difference	Standard Error	Lower Limits	Upper Limits
Pre-test Score	Equal Variances Assumed	2.144	.146	-.466	98	.642	-.0600	.1288	-.3155	.1955
	Equal Variances not Assumed			-.466	94.669	.642	-.0600	.1288	-.3156	.1956

From Table 2, it is found that under the significance level of 0.05, the sig value of the experimental class and the controlled class in the pre-test was 0.642, which was greater than 0.05. Therefore, the results showed no significant difference in the scores of the two classes in the pre-test stage when the POA has not been implemented.

4.2 Comparison of Post-test between Experimental and Controlled Classes
In order to compare whether there is a significant difference between the experimental group and the control group, an independent sample t-test was conducted. The experimental results are shown in Table 3 and Table 4.

Table 3: Group Statistics

	Group level	N	Mean	SD	Std Mean
Post-test score	Experiment class	50	6.440	.3591	.0508
	Control class	50	5.560	.6673	.0944

Table 3 shows the descriptive statistics of the experimental group and the control group in the post-test. It can be seen that the average score of the experimental group in the post-test is 6.440, and that of the control group is 5.560. It can be seen from the numerical value that there is a difference (0.880) between the two groups.

Table 4: Independent Samples Test

		Levene Test of Variance Equation		t Test of Mean Value Equation					95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig.	Mean Difference	Standard Error	Lower Limits	Upper Limits
Post-test Score	Equal Variances Assumed	19.913	.000	8.211	98	.000	.8800	.1072	.6673	1.0927
	Equal Variances not Assumed			8.211	75.188	.000	.8800	.1072	.6665	1.0935

From Table 4, at the significance level of 0.05, the experimental group's sig value and the control group in the post-test of performance is 0.000, less than 0.05. The results show a significant difference between the two classes, and the experimental group average score is significantly higher (0.880) than the control group.

4.3 Comparison of Pre-test and Post-test in the Experimental Class

To compare the pre-test and post-test results of the experimental class and whether there is a relative improvement, the paired sample t-test is carried out. The experimental results are shown in Table 5 and Table 6.

Table 5: Paired Sample Statistics

		Mean	N	SD	Std Mean
Pair 1	Pre-test Score	5.200	50	.5803	.0821
	Post-test Score	6.440	50	.3591	.0508

Table 5 is the descriptive statistics of the results of the pre-test and post-test of the experimental group. It can be seen that the average score of the pre-test and post-test of the experimental group is 5.200 and 6.440, respectively. It can be found that the post-test average score is dramatically higher by 1.240 than the pre-test average score.

Table 6: Paired Sample Test

		Paired Difference					t	df	Sig.
		Mean	SD	Std Mean	95% Confidence Interval of Difference				
					Lower Limits	Upper Limits			
Pair 1	Pre-test score-post-test score	-1.2400	.3812	.0539	-1.3483	-1.1317	-23.002	49	.000

It can be seen from the numerical value that there is a slight difference between the pre and post test scores. It can also be seen that at the significance level of 0.05, in terms of performance, the sig value of the paired sample t-test of the pre-test and post-test of the experimental group is 0.000, less than 0.05. There is a significant difference (1.240) between the pre-test and post-test results of the experimental group. The post-test results are significantly higher than the pre-test results.

4.4 Comparison of Pre-test and Post-test in the Control Class

To compare the difference between the pre-test and post-test results of the control group, paired sample t-test was conducted. The results are shown in Table 7 and Table 8.

Table 7 Paired Sample Statistics

		Mean	N	SD	Std Mean
Pair 1	Pre-test score	5.260	50	.7016	.0992
	Post-test score	5.560	50	.6673	.0944

Table 7 is the descriptive statistics of the results of the pre-test and post-test of the control group. It can be seen that the average value of the pre-test and post-test of the control group is 5.260 and 5.560, respectively. It can be seen from the numerical value that there is a slight difference between the two, which is illustrated in Table 8.

Table 8: Paired Sample Test

		Paired Difference					t	df	Sig.
		Mean	SD	Std Mean	95% Confidence Interval of Difference				
					Lower Limits	Upper Limits			
Pair 1	Pre-test score-post-test score	-.3000	.3499	.0495	-.3994	-.2006	-6.062	49	.000

From Table 8, at the significance level of 0.05, the sig value of the paired sample t-test of the control group before and after the test was 0.000, less than 0.05. Therefore, it is considered that there is a difference between the pre-test and post-test results of the control group. The post-test score was higher than that of the pre-test (0.300), and significantly less than that of the experimental group (1.240).

4.5 Stuck and Errors Comparison of Pre-test and Post-test in the Experimental Class

The pre-test and post-test of the experimental class are recorded in the form of the whole process. While analysing the data, the researchers carefully listened to students' recordings of the experimental class's pre-test and post-test. The researchers have recorded the number of hesitations in unit time (1 minute) in Table 9 and the number of grammatical errors in Table 10.

Table 9: The Frequency of Students Stuck in Unit Time (1 minute)

Stuck times / Experiment name	0-5 times	5-10 times	10-15 times	15-20 times	Over 20 times
Pre-test (number of people)	1	6	8	16	19
Post-test (number of people)	10	24	10	4	2

From Table 9, most of the students were stuck more than 20 times per unit time (1 minute), most of them were 15-20 times, and only 15 students could achieve less than 15 times in the pre-test. In the post-test, the number of stumbling in unit time (1 minute) was mostly 5-15 times, and ten students could achieve less than five times. Only six students had more than 15 times in hesitation. From this data, in terms of fluency of language expression, students in the post-test stage have less hesitation time and more fluent communication.

Table 10: The Frequency of Students Errors in Unit Time (1 minute)

Errors times / Experiment name	0-5 times	5-10 times	10-15 times	15-20 times	Over 20 times
Pre-test (number of people)	4	5	4	24	13
Post-test (number of people)	21	20	6	2	1

From Table 10, in the pre-test, the proportion of students making mistakes in unit time is relatively large. 13 students made more than 20 grammatical errors. The number of students who made more than 15 mistakes accounts for the majority of

the class. Only a few students could control the grammatical errors within five times. In the post-test, the number of grammatical errors was significantly reduced. 21 students could control the errors within five times, most of them could control within 10 times, and only 3 students made mistakes more than 15 times. The less the number of grammatical errors, the higher the accuracy of using grammar.

4.6 Recordings of the Interview Results
Following the 12-week experiment, the researchers randomly selected 8 students from the experimental class for open-ended question interviews in order to learn more about the students' feelings on the use of POA in senior high school oral English classes and to get more feedback from the experimental subjects. The researchers discovered the following information from excerpts of the students' responses.

In terms of acceptance of POA for oral English learning, students' mentality has changed significantly. Student 1 illustrated that the POA employed in oral English class has been quite beneficial to him. Previously, he felt as though the oral English expression was really tough, and had no idea on how to address the deficiencies. Now he has gained a better understanding of the relationship between output tasks and effective learning as a result of the POA. Furthermore, he also learned how to collaborate with peers during this process (Line 32, Interview 1, 2020).

In the process of learning in the oral English classroom, through the continuous guidance of teacher, students gradually broke through their inner barriers, and gained more confidence to express their own ideas through discussing and cooperating with their peers to complete tasks. This is evident when Student 7 stated that studying POA has increased her awareness of the enjoyment of English learning. When there was a language barrier, the teacher provided her with supplemental information in a timely manner so that she could selectively acquire the required knowledge. Finally, after much effort, her heart felt both proud and gratified (Line 40, Interview 2, 2020). Students' enthusiasm to learn oral English has also gradually enhanced and learning efficiency has significantly improved.

When asked about the differences and effectiveness of the POA compared to the traditional classroom, Student 3, Student 6 and Student 8 believed that there is a clear distinction. They said that they were often embarrassed to express themselves in the previous oral class. They have always admired students who speak English well and express themselves accurately and eloquently, but they were not sure how to improve. They have just begun to participate more actively in the oral class and were increasingly expressing themselves during the POA class. This gave them more confidence to practice the oral English better. And also they agreed that the new teaching method had provided them with more chances to discuss in groups and learn from each other. (Line 24, Interview 3, 2020).

Simultaneously, teacher-student cooperation and mutual evaluation have enabled students to express their own ideas to improve oral classroom efficiency. For instance, Student 4 and Student 5 believed this strategy was ideal for high

school students, as they were typically under a lot of pressure with homework and had little time to focus on oral English practice. POA is a really efficient way that she could not only practice oral English in one lesson, but also listen to the expressions of classmates. Finally, they offered suggestions and assisted one another (Line 35, Interview 4, 2020).

Students also hope that teachers continue using this form of oral teaching in the future as the situational teaching mode of POA assisted students in enhancing their oral communication performance. They put forward some valuable advice for the following class. For example, Student 2 pointed that the teacher's materials in class could be more extensive. If the provided materials include not only text, but also audio and video, they would appreciate the variety and would learn more. Student 8 also mentioned that during the evaluation process, students should be given additional opportunity to learn from one another. The duration of each class is limited. If this strategy is extended to after-school or classroom duties, the effect would be enhanced (Line 55, Interview 5, 2020).

4.7 Analysis and Discussion
Based on the comprehensive analysis of Table 1 to Table 10, there is no significant difference between the experimental and controlled classes in the pre-test results, which shows that the two classes' initial oral English level is similar. After the POA experiment, there is an obvious difference between the results of the post-test and the pre-test in the experimental class through utilizing POA, and the average results greatly improved, with the specific value of 1.2400. However, the controlled class also showed changes after the end of the post-test results relative to the pre-test results, but the increase was slight, at only 0.300. From the data, it can be concluded that the POA can improve the oral English performance of Chinese senior high school students. Based on the analysis of Table 9 and Table 10, the number of students stumbling in unit time (from 35 to 6) and the number of students making grammatical errors (from 37 to 3) decreased significantly in the experimental class during the post-test. It shows that the POA can improve students' oral performance particularly in improving oral fluency and grammatical accuracy.

From the results of the experimental class students' interviews, students' attitudes about oral English learning have remarkedly been enhanced. Students eventually broke through their interior barriers and dared to share their thoughts during the classroom training process thanks to the constant assistance of teachers. Students' passion for learning spoken English steadily increased as a result of group cooperation as they jointly complete tasks and, in the end, consider that their learning efficiency has significantly improved. When asked about the differences and effectiveness of the POA versus the traditional classroom, students stated that this method gives them a clear direction and method of study. Simultaneously, this mode of teacher-student cooperation and mutual evaluation allowed students to bravely express their ideas and participate more actively in the classroom, thereby improving classroom efficiency. Students expressed hope to use this method of oral teaching in the future as well. Students will be able to truly feel the environment and atmosphere of oral communication thanks to the

situational teaching model. Focusing on the responses of the students shared above, the researchers noted that POA is highly effective in improving students' oral English ability. Students prefer the new oral English teaching approach, the POA, over the traditional one. Additionally, students have a high level of acceptance and recognition for this approach, indicating that it is consistent with the development of high school students' learning ability.

Based on students' speaking performance in pre-test and post-test of oral English and interview data in the later stage of the study, this paper discusses whether the POA can improve senior high school students' oral English performance. It is found that the lack of systematic training and other objective reasons lead to the lack of vocabulary, improper use of grammar, and other problems in speaking performance, which makes students lose confidence in oral communication. Therefore, teachers should use suitable and effective teaching approaches like the POA to develop students' oral English performance.

5. Conclusion

This study verifies that applying the POA can effectively improve senior high school students' oral English performance as data revealed that POA promotes the average score of students from 5.200 to 6.440 which is a significant improvement. Furthermore, POA has the ability to fully rouse students' enthusiasm for learning. Students will not lose confidence from fear of challenges if they are given a task of reasonable pressure, and instead, gain passion for learning new knowledge, thus constituting conducive stimulation which paves the path for future learning. The results of the interviews demonstrate that Chinese high school students accept POA to a significant extent. Simultaneously, with the support of POA, students' interest in oral learning has risen dramatically. As long as students cooperate enthusiastically and practice diligently, they can make rapid progress. By comparing the number of stutters and grammatical errors per unit time between pre- and post-tests, the researchers discovered that POA significantly reduced stutters and grammatical errors, demonstrating that POA can successfully improve students' oral fluency and language accuracy.

The POA application does not exclude the integration with other teaching methods like Task-based Language Teaching, Situational Approach, Cooperative learning, etc and can be combined with them. For instance, teachers can design the tasks in the first stage of POA to mobilize the student's learning interest, trigger their background knowledge, and adopt the cooperative learning method. At present, the POA is mainly used in College English teaching, and more development and research are required to prove its applicability in junior and senior high schools. Although the POA has been applied to overcome the shortcomings in current English instruction in China, this method might suit other EFL contexts such as Japan, South Korea, Thailand, Indonesia or the Middle East.

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