

# THE EFFECTS OF PRODUCTION-ORIENTED APPROACH ON CHINESE VOCATIONAL COLLEGE STUDENTS' ENGLISH SPEAKING ABILITY

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# A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN BILINGUAL EDUCATION AND ENGLISH LANGUAGE TEACHING SURYADHEP TEACHERS COLLEGE

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# Thesis entitled

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#### **Abstract**

This study aimed to 1) explore whether Production-Oriented Approach in teaching speaking English in higher education could improve the speaking ability of Chinese vocational college students, and 2) investigate whether Chinese college students were satisfied with Production-Oriented Approach for oral English lessons. The study was conducted at a Chinese vocational college in Yunnan province, China. The quasi-experimental group of 48 students was selected by convenience sampling method. The instruments adopted in the study consisted of the Pre/Post-Test and a satisfaction questionnaire. The Pre/Post Test result revealed a significant improvement of the speaking ability scores of Chinese vocational college students in the five parts including fluency, pronunciation, grammar, vocabulary and content (P<0.05). The questionnaire data analysis indicated that the students were satisfied with the Production-Oriented Approach in teaching and learning English speaking at the level of 'Agree' (X=3.880/SD-1.188). Thus, it is recommended the teachers should pay attention to the influence of students' interest and attitude towards language learning, students learning strategies under the guidance of the Production-Oriented Approach as well as the exploration of teacher-student interaction.

(Total 93 pages)

Key Words: Production-Oriented Approach, Speaking Ability, Chinese Voca	tional
College Students	

Student's Signature	Thesis Advisor's Signature	

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# **CHAPTER 1**

# INTRODUCTION

This chapter elucidated the background of the study, the research objectives, the research questions, the scope of the study, the significance and the limitations of the study Next, it presents the conceptual framework, the time frame and definition of terms.

# 1.1 BACKGROUND OF THE STUDY

In today's integrated world economy, English as an important language tool for international communication and cooperation. To be able to communicate globally, learners need to learn speaking, which is believed as a crucial language-communication skill (Goh & Burns, 2012). That is why acquiring speaking skills in English is considered an essential part of learning a foreign or second language (Richards, 2008). The world is undergoing a great change of globalization and internationalization, which encourages closer contact of the world peoples. Along the same line, China will be more open to the future and insist on positive interaction with the outside world. The English Program Standards for Higher Vocational Education are to cultivate students' ability to use English for oral communication in the workplace environment, to improve overall cultural literacy and cross-cultural communication awareness. However, at present, the oral English ability of students in higher vocational colleges is relatively low. This may result from the requirement of the English exam that places more importance on reading and writing. In the English classroom, most English teachers pay greater attention to listening, reading and grammar in their daily teaching, but neglect the training of spoken English (Kohn, 2018; Polio, 2017; Zhang, 2017). Despite many college students have more than ten years of English learning experience, but they have difficulty in communicating freely in English. Now, the changes in China's higher education that require that graduates should have sufficient skills in English for communication. Thus, students' oral ability will be no longer neglected but need to be improved. The task is therefore for the teachers of English to shoulder.

However, there are some problems in the current teaching of spoken English in higher vocational, such as the phenomenon of "separation of learning and use" (Wen, 2015), in which most college students in China do not have language environment and opportunity to implement corresponding oral communication activities, and most of the time they focus on English listening and reading, which makes teaching input more but effective output less, this makes the oral skills they have learned gradually detached from the actual application, making the input and output disconnected. Many students believe that English learning is not important for their future career and that English learning is only for passing the exam.

In addition, English teaching methods have recently undergone tremendous changes with new lenses through which Chinese teaching philosophy is embraced (Cumming, 2017; Vettorel, 2018). The teachers who often traditional teaching methods realize that they need to change their teaching strategies if students' speaking abilities are the main focus and that in their current practice, they do not create an environment for students to communicate orally in English (Zhang, 2017), so the speaking ability of higher vocational students has not been substantially improved, and still stays at the undesirable levels.

Meanwhile, relevant literature demonstrates that the conventional PPP (Presentation-Practice-Production) teaching mode is the most commonly used oral English teaching method in China (Cumming, 2017; Vettorel, 2018). A single teaching mode may lead to low classroom participation. In the long run, this is not conducive to improving the professional skill development of vocational teachers, nor is it conducive to improving their students' speaking skill and interest in English. However, one effective teaching approach recently integrated into classes at colleges and universities in China is the Production-Oriented Approach (POA). It is based on the "output-driven hypothesis," where output motivates learners more than input and facilitates the application of English knowledge. The output-driven hypothesis is more suitable for

productive skills such as speaking, communication, writing, and translation. In early 2014, this hypothesis was revised and called the "output-driven input facilitation hypothesis," before Professor Wen then, proposed the Production-Oriented Approach (Wen, 2016). Several scholars have reported significant progress in speaking, writing, and translating among university students (Wen, 2016, 2017; Deng, 2018). Some scholars found that POA was useful for improving speaking skills their learning satisfaction. at vocational colleges, where students' English level was elementary (Deng, 2018; Zhang, 2017).

Therefore, it's necessary for teachers to seek appropriate teaching methods in order to improve students' oral English abilities and enhance their interest in learning spoken English. In this study, based on the national conditions and learning situation of China, Wen (2015) proposed a new English teaching method 'Production-oriented Approach' based on the "output-driven hypothesis," where output motivates learners more than input and facilitates the application of English knowledge. The output-driven hypothesis is more suitable for productive skills such as speaking, communication, writing, and translation. It motivates students to produce a large amount of language by designing authentic language communication tasks. In the process of output, students takes the initiative to use language knowledge, experience the social functions of language, and get the opportunity to consolidate and extend what they have learned. It shows an effective path to language acquisition through communication. In the teaching process, this pedagogy is always oriented to the output target, allowing students to learn selectively about the text they are learning, thus aligning learning with application. 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 Teacher-Student Collaborative Assessment of this pedagogy can effectively promote students to learn and learn by evaluating. TSCA advocates that every student self-assessment or peer-assessment be preceded by teacher professional leadership, in which the teacher selects a typical sample and leads a collaborative assessment with all students. Instead of one training session, students receive more than one targeted training session. Self-assessment or mutual assessment takes place immediately after each specialized training. This is not only a review of the classroom content, but also an application and consolidation of the new knowledge, ideas and skills just learned (Wen, 2020, pp.1-127).

# 1.2 RESEARCH OBJECTIVES

- 1.2.1 To explore whether Production-oriented Approach in teaching speaking English in higher education can improve the Chinese college students' speaking ability.
- 1.2.2 To investigate whether the Chinese college students are satisfied with Production-oriented Approach for oral English classroom

# 1.3 RESEARCH QUESTIONS

In view of the short history of the Production-oriented approach (POA) and the lack of related applications and research in the higher vocational segment, the researcher designs and implements a one-month course on the application of the POA in the teaching of spoken English in higher vocational college to some students taught in Yunnan Vocational College of Transportation (YVCT) in order to explore the application of POA and the new path of the spoken English course in higher vocational college. The research addresses the following questions:

- 1.3.1 Can Production-oriented-based lessons effectively enhance English speaking skills in higher education?
- 1.3.2 What is the level of students' satisfaction with the production-oriented approach in their speaking lessons?

# 1.4 SCOPE OF THE STUDY

This study was conducted within a particular scope as described here.

# 1.4.1 Research Site

Firstly, the context of the study is one of higher vocational college in Anning city, Kunming, Yunnan Province.

In addition, the data collected from students in the Yunnan Vocational College of Transportation (YVCT) through Pre/Post Test, survey questionnaires. The college consisted of 9 teaching schools and 2 educational departments. The school has nearly 800 college staff, with more than 15,000 students.



Figure 1.1 shows the location of the research school

Source: Yunnan Vocational College, 2023

# 1.4.2 Population

The target population of the study consisted of 48 students in Yunnan Vocational College of Transportation, Anning city. They were between 18-21 years with mixed genders and learning abilities. The whole population was taken as the sample group for the study.

#### 1.4.3 Research Instruments

The data in this study were collected from a group of 48 students from Class 3 of 2022 Airline Flight Attendants at the school where the researcher was teaching and three instruments shown below were used.

- 1) A one group pre-post test
- 2) The satisfaction questionnaire for Production-oriented Approach

# 1.5 CONCEPTUAL FRAMEWORK OF THE STUDY

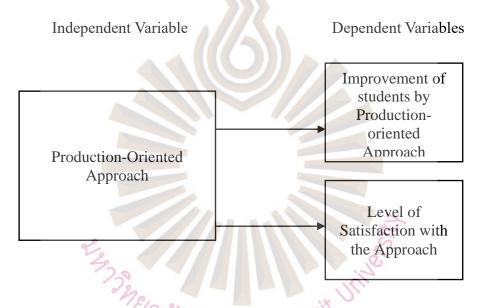


Figure 1.2 Conceptual Framework of the Study

# 1.6 SIGNIFICANCE OF THE STUDY

For the teachers: This study provided higher vocational English teachers with specific operational methods and strategies of the production-oriented approach in oral English teaching, which will help to improve teachers' teaching level and promote their professional development.

For the students: Through the research on the application of productionoriented approach (POA) in higher vocational English-speaking teaching, the POA emphasizes students' output in the actual oral communication process, which helps to promote the development of students' language ability.

For Researchers: Taking higher vocational students as the research objects can broaden the research scope of the production-oriented approach to a certain extent, and provide new research perspectives and ideas for oral English language teaching. On the other hand, this study can provide a new attempt for teaching and learning of spoken English in higher vocational education. The production-oriented approach closely combines listening and speaking skills to create real-life scenarios for students to use the language, so that students can contact with more authentic English expressions in simulated real-life environments, which helps learners to self-correct their errors in speaking, and then helps students to better improve their oral communicative competence in their daily speaking training.

# 1.7 LIMITATIONS OF THE STUDY

# 1.7.1 Number of Participants

The findings of this study were based on the data collected from 48 students from one vocational college in one of the cities in Anning. Thus, results could vary with more or a smaller number of participants because of which the findings from this study should not be generalized.

# 1.8 DEFINITION OF KEY TERMS

**Production-oriented Approach (POA)** in this study refers to the integration of oral English teaching and POA in Chinese high education to improve the students' oral English performance. The teaching lesson based on POA consists of three phases: motivating; enabling; and assessing. All three phases are mediated by teachers, whose mediating roles include guiding, designing, and scaffolding. 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.

**English Speaking Skill** refers to in this study, POA will be applied to the teaching of spoken English which means Chinese vocational college students need to improve grammar and vocabulary, pronunciation, interactive communication, to be able to apply English they have learned to use and adapting to the international environment.

**Satisfaction** refers to apply POA in oral English classes at a higher vocational college, specifically focusing on these students' acceptance of the POA.



# **CHAPTER 2**

# LITERATURE REVIEW

This chapter reviews the literature on the production-oriented theoretical basis of teaching speaking English in China and common English speaking teaching techniques to high vocational students and learning satisfaction. In the last part of the chapter, review of the related research in the area of the investigation is presented.

# 2.1 PRODUCTION-ORIENTED APPROACH

# 2.1.1 Theoretical Foundations of Production-Oriented Approach

Since the middle and end of the 20th century, most linguists have focused their research on theories of second language acquisition, among which the most influential "input and output theories" have provided a deep theoretical foundation for the birth of many pedagogies. In addition, the newly proposed "selective learning" theory in the 21st century has also provided a richer theoretical guidance for language learners and teachers. POA theory draws on foreign language teaching concepts (Ellis & Johnson, 1994; Krashen, 1985; Long, 1983; Swain, 1995) and useful components of teaching practice, based on solving the common problem of "emphasizing learning over use" or "emphasizing use over learning" in foreign language teaching in China (Wen, 2013; Zhang, 2016).

Production-oriented Approach (POA) used in mainstream education in Mainland China are characterized as being emphasis on language output, authentic contexts, cultivation of communicative competence, learner-centered and process assessment, which is attempted by Wen (2015) in the context of the post methods era (Brown, 2002; Kumaravadivelu, 2006; Richards & Rodgers, 2008), to overcome the disadvantages of 'separation of learning and use' in foreign language learning and to

further improve the efficiency and effectiveness of foreign or second language teaching in the classroom. "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. Since 'output-driven hypothesis' does not generalize and define the relevant role of 'input', after several rounds of teaching experiments by several teachers, such as Chen (2010), Fang and Xia (2010), Liu and Zhong (2011), Su (2011), Tang and Yao (2011), Wang (2010), Wen (2014) changed this concept into the 'output-driven-input-enabling hypothesis' emphasizing the important role of "input" in the process of foreign language teaching, and later named it as the Production-oriented Approach (POA) in the 7th International Symposium on English Language Teaching in China (Wen, 2014) and finally the production-oriented methodology system was formally formed (Wen, 2015).

# 2.1.2 The Principles of Production-Oriented Approach

This method was developed to improve learner's output such as speaking, writing, interpretating, and translating. POA is based on three principles: learning-centered principle, learning-use principle, cultural communication principle and key competencies principle.

The "learning-centered principle" advocates that all activities of classroom teaching should serve the occurrence of effective learning (Wen, 2015). It not only shakes the dominant position of "teacher-centered" in China's teaching, but also criticizes the 'student-centered' concept that overly delegates the role of teachers to students in classroom teaching. It is also a critique of the "student-centered" philosophy that overly delegates authority to students in the classroom, resulting in the marginalization of the teacher's role, as opposed to the 'teacher-centered' and 'student-centered' theories, which reflect the essence of soft education in schools more directly. The "learning" in "learning-to-use" refers to input language learning (listening and

reading) and "using" refers to output language use (speaking and writing). This concept advocates "learning while using, using while learning, using while learning, and combining learning with using" (Wen, 2015), hoping that students can move away from learning texts in a receptive way and use them as a tool to learn to complete output tasks in English and improve their ability to use English comprehensively.

Cultural Communication Principle and Key Competencies Principle believed that language education should have both instrumental and humanistic goals, that is, foreign language courses should not only 'improve students' ability to use the language together (instrumental goals), but also 'focus on cultivating students' critical thinking ability, independent learning ability and comprehensive cultural literacy' (humanistic goals) (Wen, 2015). According to Wen (2013) in the implementation of the Production-oriented Approach, teachers can achieve the humanistic goals of language education through three ways: the selection of topics (e.g. topics that help students establish a correct outlook on life, values, and worldview or develop cross-cultural awareness), the selection of input materials (e.g. materials that can cultivate students' national sentiments and broaden their international perspectives) and the design of teaching activities (e.g. cooperative learning, peer assessment, etc.). The humanistic goal of language education is to promote students' overall development.

# 2.1.3 Teaching and Learning Process of POA

Teaching with the POA consists of three phases: 1) motivating; 2) enabling; and 3) assessing. All three phases are mediated by teachers, whose mediating roles include guiding, designing, and scaffolding in addition to being a facilitator and a consultant (Wen, 2015).

Although the POA has been developed to overcome the weaknesses in current English instruction in China, it is also suitable for other contexts where English is taught as a foreign language such as Japan, South Korea, or Thailand (Wen, 2016, pp. 1-15).

Among them, the 'motivating' session is the starting point of teaching, including three steps, respectively, the teacher presents the communicative scene, students try to complete the communicative task, and the teacher explains the teaching objectives and output tasks (see Table 2.1 for teaching steps and requirements of motivating phases).

Table 2.1 Teaching steps and requirements of motivating phases

	Teaching Steps	Teaching Requirements
1	Teacher presents	Scenarios are communicative and topics are
	communicative scenes	cognitively challenging
2	Students try to complete the	Students become aware of their language
	communicative activity	deficiencies and develop a desire to learn
3	Teacher explains the output	Make students clear about both communicative
	objectives and tasks	and linguistic objectives
		Make students clear about the type and content
		of output tasks

Source: Wen, 2015

'Enabling' is the main session of teaching, in this session, teachers need to play a leading role, according to the needs of the output task and students' current level, select appropriate input learning materials, guide students to selective learning of input materials, and provide appropriate scaffolding to help students facilitate the speaking output task (see Table 2.2 for teaching steps and requirements).

Table 2.2 Teaching steps and requirements of Enabling phases

	Teaching Steps	Teaching Requirements
1	Teacher describes the output	Students have a clear understanding of the steps
	task	to complete the output task and the specific
		requirements for each step.
2	Students engage in selective	Students are able to select the content, language
	learning, and the teacher	forms and discourse structures needed for the

Table 2.2 Teaching steps and requirements of Enabling phases (Cont.)

	Teaching Steps	Teaching Requirements
2	provides guidance and	output task from the input.
	checks.	
3	Students practise the output	Students are able to apply the results of their
	and the teacher provides	selective learning immediately to the output
	guidance and checks.	task.

Source: Wen, 2015

'Assessing' is the testing stage of teaching. In this stage, the teacher uses peer assessment or teacher-student co-assessment to evaluate the output results after students have completed the output task and to provide teaching feedback. The 'Production-oriented Approach' includes both immediate evaluation of students throughout the language enabling session and delayed evaluation after students complete the output tasks (See Tables 2.3 for the steps and requirements). Among the challenges of the delayed assessment, Wen (2016) created a 'teacher-student collaborative assessment' in a way to complement the delayed assessment.

Table 2.3 Teaching steps and requirements of the Delayed Assessment

	Teaching Steps	Teaching Requirements
1	Teachers and students learn the assessment criteria together.	Criteria are clear, concise and easy to check
2	Students submit output results.	Submission deadlines and submission forms are clear
3	Teacher and students evaluate output results in class.	Effective use of time, clear requirements for the audience, targeted teacher evaluation
4	Teachers evaluate output results outside of class.	Teachers and students participate in the evaluation.  Students submit their outputs successively as the basis for formative evaluation.

Source: Wen, 2016

# 2.1.4 Instructional Hypothesis of POA

Instructional hypothesis are the theoretical underpinnings of the teaching and learning process. It includes 'output-driven hypothesis', 'input-enabling hypothesis' and 'selective-learning hypothesis'.

The 'output-driven' hypothesis is based on the 'output hypothesis' (Swain,1985,1993; Swain & Lapkin, 1995) and the 'interaction hypothesis' (Long, 1996; Long, 1983a) which argues that 'productive language use is both a driver and a goal of language learning, and is more effective than input learning' (Wen, 2015). According to Wen (2017) 'Output-driven' hypothesis can motivate students to know their own shortcomings and difficulties in learning, and fully mobilize their enthusiasm for learning and desire for knowledge.

The 'input-enabling hypothesis' emphasizes the need for students to learn to help use and promote 'self-reflection' and 'self-improvement'. (Wen, 2017) arguing that students can learn better in output-driven learning with appropriate and timely learning inputs (Wen, 2015). Wen (2015) argues that students can activate their knowledge and enhance their language fluency in the process of completing output tasks. However, in the process of students' knowledge construction, teachers need to provide students with appropriate materials or explanations to give full play to scaffolding and promote students' comprehensible input, so as to make up for students' own shortcomings, expand their knowledge system, and improve the quality of their language output (Wen, 2017).

The 'selective-learning hypothesis' argues that selective learning is more effective in improving learning efficiency and optimizing there learning effect, and opposes the traditional teaching model of teaching intensive reading without selective teaching but with high expectations for students (Wen, 2015). The Production-oriented approach advocates treating language learning materials as enabling materials rather than learning objectives, and advocates that language teachers select parts of the lesson preparation process that are beneficial for output activities to be fine-tuned so that

students can engage in selective learning in the limited class time (Zhang, 2017).

'Assessment for learning' is a new assumption in the theoretical system of Production-oriented approach, which advocates that teachers need to professionally lead students to evaluate while they learn, assess each other's learning, and use evaluation as a sublimation stage for teachers' teaching and students' learning. Learning assessment is mainly implemented through the new form of 'teacher-student collaborative assessment' (Wen, 2016) which not only can make up for the shortcomings of the existing assessment sessions, but also can reduce the burden of teacher assessment and can be carried out at different stages in the classroom. Before the lesson, teachers need to select and review representative samples of students' work according to the unit's teaching objectives to prepare materials for the post-performance assessment activities. In the class, teachers let students first think independently about the evaluation of typical samples, and then communicate to subgroups, and then organize and carry out a wholeclass discussion to conduct the final review to determine. Finally, give the review opinions prepared before the class for students' reference in this process at the right time. After the class, teachers need to provide students with guidance and relevant materials for self-evaluation and peer assessment, and guide students to self-evaluation or peer assessment on effect of 'teacher-student cooperative assessment' in promoting learning (Wen, 2017).

# 2.1.5 Theoretical System of POA

Theoretical system with the POA consists of four parts: Teaching Philosophy (learning-centered principle, learning-use principle, cultural communication principle, and key competencies principle), Theoretical Hypothesis (output-driven, input-enabling, selective learning, and assessment for learning), and Teacher-led Teaching Process (motivating, enabling, and assessing) (Wen, 2015, 2017, 2018), which provides an important reference, as shown in Figure 2.1

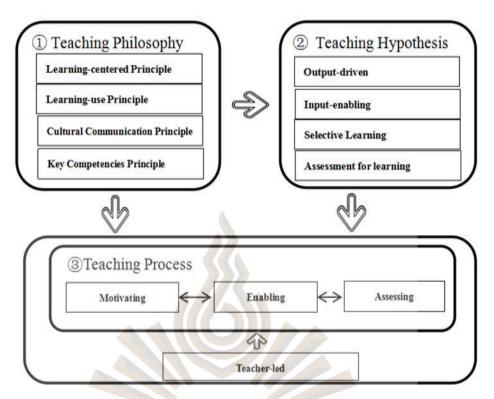


Figure 2.1 Theoretical system of Production-oriented Approach
Source: Wen, 2018b, p.393

In summary, the teaching process is the steps and means for realizing the teaching goals of POA. POA believes that teachers in addition to providing support and help to students, more importantly, should play a leading role in the whole teaching process, and teachers should be the designer, organizer, leader and director of classroom teaching. Students are the main body of learning activities, teachers cannot replace students to learn, but in the classroom how to make students can actively participate in learning, learning effectively, teachers play a leading role. POA is the process that stimulate students' interest in learning, and through the real-life simulation of the environment and tasks, students can participate in the real environment simulation, stimulate students' motivation, and cultivate students' multi-faceted abilities, including social skills, solidarity and cooperation, thinking skills and emotional management skills. At the same time, POA teaching method can also improve students' independent learning ability, cultivate students' hands-on ability and problem-solving ability, and enable students to discover, think and explore in practice, so as to promote their learning and development.

# 2.2 TEACHING SPEAKING

Speaking is the skill that the students will be judged upon most in real-life situations. It is such an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. So, as teachers, we have the responsibility to prepare students as much as possible to be able to speak in English both in the real world and in the testing room (Wang, 2006).

It is crucial for students to acquire speaking skills for the purpose of communicative purposes (Iman, 2017). As the most frequently used communication tool in daily life, spoken language can be divided into two categories "active oral speech" and "passive oral speech" , in other words, speaking and listening (Jia, Ma, 2004). Speaking is actually the process of speech output or release, while listening is the process of speech input or absorption (comprehension). In general, 'listening' precedes 'speaking' and 'speaking' develops on the basis of 'listening', and both are key elements in the process of oral communication interaction. (Zhao, 2002).

The goal of language teaching is to develop what Hymes (Richard, 2001, p. 159) referred to as communicative competence. It was definition of what a speaker needs to know in order to be communicatively competent in a speech community. Communicative language competence is the ability to use knowledge or ability to communicate linguistically appropriately in certain situations of language users (Bachman, 1990), the definition of oral language competence as an important element of communicative language competence has been discussed by several scholars. Among them, scholars Wen and Yang define speaking ability from the perspective of communicative competence. Jiao (1999) points out that intercultural oral communication competence (i.e. speaking competence) includes language learners' mastery of phonology, intonation, grammar, vocabulary, speaking rules and cultural features of language, and the ability to use appropriate linguistic and non-linguistic forms in specific situations to strategically overcome some difficulties in language communication, so as to achieve The ultimate goal of cross-cultural communication: Yang, Huizhong (2012) measured that oral proficiency is defined as the linguistic ability

of language learners to use spoken English in specific communicative situations to carry out communicative activities and complete communicative tasks: while Wen and Zhang (2013) defined it in terms of the elements of oral proficiency, stating that oral proficiency includes oral skills and abilities, and oral skills are the expressions of spoken language that Language users are influenced by spoken language competence and adjust their spoken language skills accordingly in the process of verbal expression.

With reference to the above definition, the spoken English proficiency of Chinese higher vocational students can be defined as the intercultural communication ability of language users to use spoken English to communicate and complete various activities or tasks in the international workplace. The following are references of POA applied to the teaching of spoken English.

# 2.2.1 Application of POA to Teaching Speaking English

POA pedagogical practice includes three phases: a) motivating learners, b) enabling learners c) assessing learners. In all three phases, 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 phase, 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 Chinese food 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 teacher' 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).

# 2.2.2 Principles for Teaching Speaking

Wang (2006, pp.159-160) considers seven principles for teaching speaking; Balancing accuracy-based with fluency-based practices, contextualising practice, personalising practice, building up confidence, maximising meaningful interactions, helping students develop speaking strategies, making the best use of classroom learning environment to provide sufficient language input and practice for the students.

# 2.2.3 Designing Speaking Task

An effective learning process is when students are really involved in a task and do not like a robot which is controlled by the teacher (Prabhu, 1987). In other words, one can improve speaking by speaking more. Therefore, it is teacher's task to design meaningful, motivating, linguistically appropriate and cognitively challenging tasks to give students maximum opportunities to practise speaking (Wang, 2006).

# 2.2.4 Types of Speaking Task

Celce - Murcia (2001) states that there are many kinds of activities that can help the students to develop word to make communicative efficiency in speaking there are some activities are used in the classroom to promote the development of speaking skills in our learners.

There are some kinds of speaking activities such as: discussion, information gap, speech, role plays, conversation, activities using picture, problem-solving, change the story. It is important to give the students a variety of speaking activities so that they will be able to cope with different situations in reality. Variety also helps keep motivation high. Any kind of activity, if overused, may become less interesting. Designing a variety of activities is that the students have different learning styles, so some kinds of activities may suit some students, while other activities may suit other students (Wang, 2006, p. 162).

# 2.3 COLLEGE ENGLISH CURRICULUM IN CHINA

Chinese College English courses or public English courses offered before the 1980s in China's mainland (Wang, 2008) were primarily designed under the requirements and guidance of the national College English syllabi, aiming to achieve certain teaching objectives (Wu & Han, 2010). The syllabi kept evolving with instructional objectives being more diversified and curricula more mature. Since 2000, the Ministry of Education (2001) has paid more heed to bilingual teaching and thus advocated that key universities first integrate it in English courses and gradually employ this approach completely (Zhang, 2002b). Then courses that claim to integrate content learning and language learning were increasingly introduced into the college curricula, including English for Special Purposes, English for Academic Purposes, English for Intercultural Communication, etc., and changed into compulsory ones from the previous elective courses.

# 2.3.1 The Content of the English Curriculum for Higher Vocational

The content of the English curriculum for higher vocational education is the basis for developing students' core literacy in the English discipline, highlighting the application of English language skills in daily life and workplace situations. According to the English Curriculum Standards for Higher Vocational Education (2021 Edition), the English course for higher vocational education aims to cultivate students' ability to practically apply English, especially their listening and speaking ability, so that they can carry out general oral and written communication in daily activities and business activities related to their future careers; at the same time, they can master effective learning methods, enhance their independent learning ability, and improve their comprehensive cultural literacy; and they will be provided with a good foundation for enhancing their competitiveness in employment and sustainable development in the future. To lay a good foundation for them to enhance their competitiveness in employment and sustainable development in the future.

# 2.3.2 Requirements for Teaching Speaking English

While strengthening the training of basic knowledge and basic skills of the English language, the higher vocational English course should emphasize the cultivation of students' ability to practically apply English for communication. Students should be able to use English to communicate in the classroom and to communicate in daily and foreign activities (the English Curriculum Standards for Higher Vocational Education, 2021 Edition).

# 2.4 REVIEWING LEARNING SATISFACTION

Student satisfaction has been defined as 'a short-term attitude resulting from an evaluation of students' educational experience, services, and facilities (Weerasinghe & Fernando, 2017, p.533). Learning satisfaction has been seen in terms of affect, as a superior emotional complex, defined by the level of joy one feels when learning, this also being, in Long's (1985) opinion, first of the two goals that the adult students are

trying to achieve by joining learning activities -the second being connected to the learning outcomes (Chang, I.Y., & Chang, W.Y, 2012). The same authors quote Martin (1988) when identifying learning satisfaction with the level of consistency or coherence between the individual's expectations and his actual experience. When his real experience is equal or succeeds his expectations, the individual feels satisfied, as opposed to an experience that is under his expectations and makes him feel unsatisfied (Chang, I.Y., & Chang, W.Y, 2012).

Satisfaction is seen as a "spontaneous experience" that accompanies an intrinsically motivated behavior (Deci, Ryan, & Williams, 1996), suggesting that, in order to be favorably assessed, teachers and the learning activities should relate to learners' motivational configuration as to a top-priority aspect.

In Arbaugh's (2000) opinion, learning satisfaction includes the individual's feelings and attitudes towards the education process and the perceived level of fulfillment connected to the individual's desire to learn, caused by the learning motivation (Chang, I.Y., & Chang, W.Y, 2012). Harvey, Locke & More (2002) describe learning satisfaction as the pleasure resulted from student's implication in the specific activities suggested by the curricular designs, activities that lead to fulfilling the learning needs initially felt by the student. The same authors highlight the fact that individuals have different learning needs, focusing on different learning activities and obtaining, as a consequence, varying levels of learning satisfaction (Chang, I.Y., & Chang, W.Y, 2012).

# 2.4.1 Factors of Learning Satisfaction

Regarding the factors that stipulate the learning satisfaction, a series of authors and their contributions were reviewed to clarifying the topic. Lam and Wong (1974) highlight the strong influence of the learning content on learning satisfaction, even if it leads to satisfying the learning needs of the students or not (Chien, 2007). Other factors, such as the degree of student's participation or the teaching abilities of the trainer and

the individual characteristics of the student, also operate on learning satisfaction (Davis and Davis, 1990 cited in Chien, 2007).

Kerwin (1981) draws attention on the impact of the location and the learning facilities, as well as the respect that the teacher shows to his students, have on the learning satisfaction (Chien, 2007, p. 194). Binner (1994) talk about the teacher's attitude toward training, the technology used, the course management, the staff, the support services and the informal communication (after-school communication) as factors that have a direct influence on learning satisfaction (Chien, 2007, p. 194). Wei (2003) identifies four sets of factors when explaining learning satisfaction of adult learners that were engaged in different training programs within different faculties: teacher and teaching, course content, learning environment and administrative services. and Chen (1997) shows teacher's teaching, class materials. learning results, student-teacher interaction, peer relationship and support as major factors when talking about student's learning satisfaction (Chang, I.Y., & Chang, W.Y, 2012).

From another point of view, Urdan and Weggen (2000) suggest six factors that can help measure student's satisfaction towards the educational process: teacher, course content, teacher's teaching, class materials and the quality and setting of the course (Chien, 2007, p. 194).

# 2.4.2 Measuring Student Satisfaction

Student satisfaction is an essential indicator of students' overall academic experiences and achievement (Virtanen, 2017). There are different instruments to measure student satisfaction. Using survey questionnaires is generally standard practice for measuring learner satisfaction. Over the years, a variety of tools such as Course Experience Questionnaire (Ramsden, 1991), National Student Survey (Ashby, 2011) and Students' Evaluations of Educational Quality (Marsh, 1982), were developed and used to measure student satisfaction. In this study will use of a Course Experience questionnaire to measure students' satisfaction to the production-oriented approach. The CEQ was developed by Ramsden (Ramsden, 1991; Wilson, 1997) as a teaching

performance indicator, focusing on aspects of the classroom teaching environ- ment which previous research had found were linked to deep and surface approaches to learning, and higher quality learning (Chalmers, 2007). The scales include Good Teaching, Clear Goals and Standards, Appropriate Assessment and Appropriate Workload (Chalmers, 2007). The CEQ also includes an outcome scale, Generic Skills, and an Overall Satisfaction with Course Quality.

#### 2.5 RELATED THEORY OF LEARNING

# 2.5.1 Studies on the Input Hypothesis

The input hypothesis is central to the American linguist Krashen's theory of second language acquisition (Krashen, 1981) and has been an important guide in both language research theory and language teaching practice. This means that learners can only acquire language if they have access to comprehensible input (i.e. input in the second language that is slightly above their current level of language skills and is focused on achieving meaning or information rather than form), which is known as The 'i+1' principle. 'i' is defined as the current learner level and 'i+1' indicates the level of language input that the learner can easily receive and acquire with the help of context and additional linguistic information. However, if learners' language input level is too high or exceeds their current level 'i+2', it can cause difficulties in comprehension, low or below their current level (i+0 or i-1), it can produce significant language learning effects (Krashen, 1985). In fact, before Krashen (1984) characterized the acquisition of optimal input, he also pointed out the role of output in the process of language acquisition, that is, language output "contributes to some extent" to language acquisition, in other words, the actual spoken expressions that language learners perform affects the amount of language input directly to them, i.e., the more the speaker speaks, the more people he or she speaks with. Krashen (1984) suggests that conversational partners (especially foreigners) often try to help language learners understand what is being said through modifiers, and judge the extent of modifiers by observing whether they understand what is being said and by listening to their verbal expressions. In other words, in general, a second language speaker who is more accented, hesitant, and errorprone in verbal expressions will receive more adapted language input than someone who is more confident and fluent in verbal expressions.

# 2.5.2 Studies on the Output Hypothesis

Since the 1990s, the focus of second language acquisition research has shifted to the role of language output in language learning. Swain (1985) proposed the 'language output hypothesis' to address the shortcomings of Krashen's 'language input hypothesis' and emphasized the importance of output. Subsequently, Swain (1995) proposed three major functions of the language output hypothesis based on the previous theory, namely, the 'noticing function', 'hypothesis testing function' and 'metalinguistic function'. The 'noticing function' is the core of the theory, which means that second language learners notice the problems of their language group through language output and thus trigger the cognitive process in second language learning. This triggers a cognitive process in second language learning in which they generate new linguistic knowledge and consolidate their existing knowledge, and then consciously analyze and revise language forms to improve fluency and accuracy (Swain & Lapkin, 1995). The 'hypothesis testing function' refers to the fact that second language learners test and revise their hypotheses about the language form of the target language through language output, and continue to improve the accuracy of their language output with feedback. Finally, the 'metalinguistic function' refers to the psychological mechanism for second language learners to reflect on their language output when they encounter difficulties. The second language learners may use their acquired language knowledge to reflect on the language they are expressing when they encounter difficulties in language output, thereby enriching their knowledge of the target language and internalizing it.

# 2.5.3 Studies on Selective Learning Theory

"Selective learning theory suggests that learners need to select and prioritize key information because selective learning is more effective in achieving learning goals and results than non-selective learning. According to psychologist Douanten (2007) effective learners selectively refine important information among multiple inputs rather

than processing and memorizing large amounts of information. In other words, when people want to learn something, they usually choose a specific event rather than other events in the environment. Wen (2015) points out that most people have limited attention and memory at the same time, so they need to select key information for processing and learning, and to learn selectively" in order to improve their learning efficiency. In addition, Professor Wen believes that the traditional "intensive reading" English teaching mode is too "comprehensive" because it does not selectively process all the language points that appear in the text, which makes it difficult for students to absorb and internalize the knowledge in the limited classroom time.

The second language acquisition theories proposed since the 1980s have provided the theoretical basis for the emergence of the production-oriented approach.

The famous linguist Swain proposed the output hypothesis-concept (Swain, 1985, 1993; Swain & Lapkin, 1995) which is an important source of the production-oriented approach theory. In the output hypothesis concept, language output is the ultimate goal of language learning and also the internal driven of language input. However, Swain does not mention the role of 'language output' in language learning, which is the driving force behind the internalization of language knowledge by language learners. Another famous linguist Krashen proposed the concept of the input hypothesis, which is also an important source of production-oriented theory (Krashen, 1981, 1984, 1985), who states that the effectiveness of second language acquisition depends on 'language input', but ignores the driving role played by 'language output'. Based on the shortcomings of the above theories, scholars such as Wen have initiated an in-depth consideration of this issue and provided corresponding ideas for the subsequent development of the production-oriented approach theoretical system.

Across these studies, the relatively new theoretical system and short development history of this pedagogy, no scholars abroad have explored the application of this method in foreign language teaching for the time being, but a number of foreign scholars have made positive evaluations and thought deeply about this method. Ellis

(2017) affirmed the production-oriented approach in terms of pedagogical theory, content, materials, and process. concluded that the content and process of the approach enable students to become aware of their cognitive and linguistic limitations and become more engaged in the subsequent language learning process. However, he suggested areas still in need of improvement regarding the method's learning assessment, teaching faculty, student classroom activities, evaluation of teaching materials, and suggested the need for a subsequent comparative study of output teaching methods and other teaching methods. Matsuda (2017) held a positive attitude towards the output pedagogy and evaluates it in terms of theoretical foundations, learning effectiveness and materials design, arguing that the pedagogy breaks with previous outdated linguistic theories (e.g. the hypothesis that language input is more important than language output) and can help students learn and effective language materials more effectively, with flexible and interesting teaching materials. Polio (2017) on the other hand, reflects on the production-oriented approach from the perspective of pre service teachers, pointing out that the output-based approach provides pre-service teachers with a good teaching model and new teaching ideas, and points out some key issues for pre-service teachers to pay attention to the theories related to the production-oriented approach. Schaller-Schwaner (2018) also affirms the production-oriented approach, and arguing that the production-oriented approach opened up new perspectives on teaching for her and prompted her to actively reflect on her prior knowledge of other teaching theories and her own teaching experiences. ใยรังสิต Rangsii

#### 2.6 RELATED RESEARCH

# 2.6.1 Studies on Application and Testing of POA

The Production-oriented Approach has received the attention of most scholars in China since the time it was formally proposed, and several front-line teachers. For example, Gu (2016), Qi &Shi (2016), Tang & Hu (2021), Zhang (2017), Zhang (2018), and Zhang (2016, 2017) conducted several rounds of classroom action research and empirical studies to test this teaching theory, and finally successfully proved that this teaching method can effectively improve students' listening, speaking, reading, writing,

and translating English language skills, and has also been cited by other scholars in China in their own teaching research. Among them, Zhang (2017) proved through an experimental method that the Production-oriented Approach can effectively improve students' listening, speaking and writing skills, enhance students' motivation to learn English and improve their self-confidence in learning English. At the same time, the teaching evaluation methods of the Production-oriented Approach have also been analyzed in depth, for example, some scholars have adopted the practice and reflection research method, summarized and clarified the principles of assessment focus through practice, and analyzed the 'assessment for learning-approach' combined with cases (Sun, 2017, 2020). In addition. Some scholars have also conducted in-depth research on the theoretical transformation of production-oriented approach and the process of textbook development, such as Chang (2017), took action research method to analyze the process of textbook development based on the guidance of production-oriented approach, and proposed and explained 'Teaching theory a action research two-wheel driven' textbook development model.

#### 2.6.2 Studies on Instructional Design Studies of POA

In terms of teaching application, most scholars have focused their research on production-oriented teaching design on the basis of the teaching process of the motivating, enabling and assessing. They have focused their research on production-oriented instructional on the design of a specific instructional process for a particular session or case study design for a specific course. (Wen, 2020) also reinterprets the instructional process in the production-oriented approach theoretical system, aiming to provide reference for other scholars in instructional design. On this basis, some scholars point out the differences between production-oriented approach and task-based teaching method. The comparison results shows that production-oriented approach is more suitable for the characteristics and needs of Chinese English students, which can achieve both communicative and linguistic purposes, as well as prompt the combination of input and output, and is more advantageous in Chinese English teaching (Bi, 2019). Therefore, most studies by scholars have mainly focused on the application scope of production-oriented approach in university English teaching, taking college students

with high English language proficiency levels as the research objects in order to explore a suitable teaching design of production-oriented approach.

In terms of the design of the motivating session, fewer scholars in China have conducted in-depth studies on this session. Among them, Professor Wen, the proposer of the production-oriented approach, in a recent study, focused on the scenario design in the motivating session, clarified the roles of four elements (topic, purpose, identity and occasion) in different contexts, showed through examples how to achieve speech output scenarios in authentic communication, and emphasized the use of explicit methods to develop students' sense of identity in order to enhance classroom effectiveness (Wen, 2020; Sun, 2020) which provides an important reference for other scholars' instructional design of driving sessions.

In the enabling session, related studies focus on the design and implementation of output tasks. Wen (2020) explored the design of the enabling session in the context of the output exercises of 'Vocabulary, Phrase, Sentence, and Discourse'. Wei, Jing, and Yong (2020) discuss how to effectively produce output to achieve the purpose of learning to use under the interaction of 'content, language form, and discourse structure'. Lin (2017, 2019, 2020) investigates the design ideas and the process, principles, effectiveness of the language enabling session etc. Zhang (2020) proposes the design of a multimodal oral report output task and designed it as a core concept for teaching multiple literacies in a one-input enabling-session with the aim of improving the quality of oral reports at the linguistic, discursive, and multimodal levels.

In terms of the teaching design of specific courses, scholars mainly focus on the design of English courses in colleges and universities, such as teaching English for special purposes in engineering (Du, Wang, Liu & Zhou, 2019), English courses for non-English majors (Qi & Shi 2016; Zhang, 2020; Zhang, 2016, 2017), and English major courses (Tang, 2020). Among them, Du and other scholars (2019) took IT industry workplace English-course as an example and elaborated on the instructional design guided by production-oriented approach, with students' needs as the output goal and organic combination of industry cognition and language communication skills. Qi

and Shi (2016) propose a production-oriented teaching design for non-English majors' English audio-visual classes that can effectively improve students' output ability, and suggest that teachers should tailor the teaching design to the school's characteristics and resources, integrate it into real teaching activities inside and outside the classroom, and make fundamental changes in students' minds by "using" it. It is worth mentioning that Zhang (2016) refined and implemented the abstract teaching process of the production-oriented approach in the action research, reinterpreted the three stages of teaching, summarized five optimized teaching principles, and improved the original teaching model, which provides a reference for the author's future action research instructional design.

#### 2.6.3 Different Findings

Previous studies have focused on the application of POA in English language teaching has been carried out extensively and several papers have been published to prove the effectiveness of this method for the cultivation of English language proficiency, however, the production-oriented approach is seldom used in higher vocational English language teaching. Theoretically, the POA is also able to improve the speaking proficiency of higher vocational students, but there is still a lack of empirical research to further validate the effect of the production-oriented approach on the promotion of the students' oral proficiency. Secondly, there is a need to further expand the scope of teaching practice of the production-oriented approach in the teaching of spoken English in higher vocational education. There are also fewer studies on the effect of POA on the oral English proficiency of higher vocational students, and the research on the pedagogical application of this method carried out in higher vocational mainly focuses on the teaching of oral courses for non-English majors, e.g., Mei (2020), Xie (2020), and Zhang (2019). Therefore, this study was carried out the research on oral English teaching in higher vocational schools, as well as aimed at exploring an effective teaching mode of oral English classroom in higher vocational level.

#### 2.7 CHAPTER SUMMARY

This chapter reviewed the production-oriented approach which is believed to have a positive effect on the development of English proficiency, and has several advantages over other traditional teaching methods. These research results provide some theoretical and empirical evidence for the effect of the production-oriented approach in promoting learning, in addition to providing theoretical and practical support for this study. Previous studies have also identified limitations and the direction research in this area need to be explored further.



#### **CHAPTER 3**

#### RESEARCH METHODOLOGY

This chapter describes the research design, research site, research population, research instruments which include how the instruments (The quasi-experimental group test and the questionnaire) were constructed and validated. Also, how to find the reliability score of the questionnaire on student's satisfaction on POA of the teachers for speaking teaching was also explained. Finally, the pre/post-test and data questionnaire collection and data analysis methods are explained. The chapter ends with the steps to take for ethical considerations to ensure privacy of the persons who are the sources of data of this study and confidentiality of the collected data.

#### 3.1 RESEARCH DESIGN

The study adopted quantitative research approach. The study collected data from the two research instruments used: The quasi-experimental group of 48 students was selected by convenience sampling method and the satisfaction questionnaire.

The following Table 3.1 shows the research plan--how the study was conducted with information about the instruments, data collection and data analysis techniques as well as the people involved in the study.

Table 3.1 The Research Plan

No	Research	Instrument	Data	Data	People
	Objectives		Collection	Analysis	involved
1	To explore POA	One group	48 students	Pair t-test	1) The
	in teaching	pre-post test	were invited	SPSS	Researcher
	speaking English	of English	in one group	analysis	2) 3 1.O.C
	in higher	Speaking	Pre- Pro test	student's	Experts
	education can	after IOC		speaking	3) 48
	improve the			ability	Research
	Chinese college				Participants
	students' speaking				in pre-
	performance				test/post-
					test
2	To investigate the	A 15-item	The	Descriptive	1) The
	Chinese college	questionnaire	questionnaire	Statistics,	Researcher
	students can be	s after IOC	s sent to	Percentage,	2) 3 1.O.C
	satisfied of POA	and Pilot test	questionnaire	Average,	Experts
	for oral English	Malal	respondents	S.D.	3) 30
	classroom		in Yunnan	5/0	students in
	732		Vocational	1	the pilot
	TEI.	72000	College of		test
		<sup>ใค้</sup> ยรังสิต	Transportatio		3) 48
			n in Anning		Research
			City, China		Participants

This study conducted within a particular scope as described here.

### 3.2 RESEARCH SITE

Firstly, the context of the study was one of higher vocational colleges in Anning city, Kunming, Yunnan Province. In addition, the data collected from students in the

Yunnan Vocational College of Transportation (YVCT) through the pre/post test and a satisfaction questionnaire.

#### 3.3 RESEARCH POPULATION

The population of this research was the 48 students who are high school graduates over 18 years ages of one class in Yunnan Vocational College of Transportation. The number of girls was slightly higher than the number of boys, 27 girls and 11 boys in total. The college has established a complete English language teaching system and has made English a compulsory subject.

#### 3.4 RESEARCH INSTRUMENTS

This study used two instruments to collect data. In this study, the pre-test and post-test were conducted to compare the differences in students' speaking skills and final scores before and after applying Production-oriented Approach (POA). The questionnaire design was based on Ramsden's (1991) questionnaire as a teaching performance indicator, focusing on aspects of the classroom teaching. The CEQ also included an outcome scale, Generic Skills, and an Overall Satisfaction with Course Quality. Rangsit

# 3.4.1 One Group Pre-/Post-test

In this design, this one group was exposed to the POA lessons over a period of time (See Appendix A for details of the test questions). After the lessons, the post-test was given to find out what changes are made to the students' speaking skills in terms of fluency, pronunciation, grammar, vocabulary and content and the results were gathered at the end. The pre-test and post-test questions were based on the oral test questions of IELTS Speaking (See Appendix 3). It requires a level of proficiency equivalent to that of a high school graduate, and a student who passes the test at this level can basically meet the English proficiency requirements for entering a higher vocational school for

further study. Speaking test requires students to be able to communicate with other people in familiar situations, for example, to ask questions or to convey basic factual information. To summarize, the difficulty level of the test was suitable for the research subjects in this study (See Appendix B for Pre-and Post-test Evaluation Rubric). This rubric can be attributed to Marek & Wu (2011).

#### 3.4.2 The Satisfaction Questionnaire

First, the questionnaire questions were subjected to a Item-Objective-Congruence activity to ensure the validity of the questionnaire research instrument. Second, before sending the questionnaire to higher vocational college students, to ensure its reliability, the researcher invited another group of 30 non-participating students to participate in a pilot test on October 16, 2023, and the pre-test resulted in an alpha value of 0.757 for the questionnaire. Therefore, the questionnaire in this study was considered reliable.

The questionnaire used in this study was carefully prepared and designed to obtain answers to the research questions. Information from literature review of the area was also adopted to construct the questionnaire items. The questionnaire had a total of 15 statements divided into three main sections as shown in Appendix A.

- 1) Teaching of POA English speaking class (Items 1-4)
- 2) Assessment of POA English speaking class (Items 5-10)
- 3) Genetic skills and learning experience (Items 6-15)

For the primary analysis, descriptive statistics (mean, standard deviation) for the questionnaire data was used. The means were interpreted as follows: Strongly disagree in the point range of 1.00-1.80; Disagree 1.81-2.60; Neutral 2.61-3.40; Agree 3.41-4.20; Strongly Agree 4.21-5.00 (Pimentel, 2010). The Likert Scale Interval was shown in Table 3.2

Table 3.2 The 5-point Likert Scale

Likert Scale Description	Likert Scale	Likert Scale Interval
Strongly Agree	5	4.21-5.00
Agree	4	1.81-2.60
Neutral	3	2.61-3.40
Disagree	2	1.81-2.60
Strongly disagree	1	1.00-1.80

Source: Pimentel, 2010

#### 3.5 SPEAKING TEACHING DESIGN BASED ON POA

Aiming at the problems of improper input, insufficient output and lack of evaluation in teaching spoken English to higher vocational students, them with the production-oriented approach was considered beneficial. The following part illustrates the topic related to food as an example. Table 3.3 explains how the researcher applied the POA to conduct the oral English class.

Table 3.3 The Lesson Plan Based on Production-Oriented Approach

Teaching	Speaking topics chosen from possible scenarios in a future		
Content	campus, two rounds of oral instruction for a total of six weeks.		
	(1) Chinese students teaching foreign students to order takeout		
	(2) Chinese students invite foreign students to have dinner at their		
	home.		
Teaching	(1) To help the foreign friends order Chinese foods and describing		
Objectives	the names, characteristics and tastes of food in context, and		
	introducing characteristics and flavors, then introduce their		
	favorite foods.		
	(2) To complete class tasks conscientiously, actively participate in		
	peer and group cooperation activities, carry out effective learning		
	exchanges and communication, and promote learning progress		
	among peers and groups.		

Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Teaching Production-oriented Approach Approach Process Flow Chart 1) Motivating 2) Enabling 3)Asse	
Chart 1) Motivating 2) Enabling 3)Asse	
	essing
$\uparrow$ $\uparrow$	
Teacher-led	
Teaching procedure	
Week No. of Hours Steps Details of the Lessons	S
1 3 Pre-Learning : Watching a video clip	)
"ordering foods in KF	FC"
Step 1 Motivating: Scenario1: A foreign	student
Teacher presents who just came to Chir	na wants
communicative scenario. to order KFC delivery	y on his
Teacher explains the cell phone at school, b	but he
scenario 1 is the first can't speak or read Ch	ninese
output objective and task. characters, so he asks	you to
Activity: order for him. (Q: Ho	w would
you help him order tal	keout and
what would you speak	k to
him/her?)	
1) Discussion Students gets the first	task and
tells what are some of	f the
difficulties in this task	k, teacher
notes what are studen	ts the
difficulties of the scer	narios
created?	

Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Week	No. of Hours	Steps	Details of the Lessons
		2) Finish the task1	Students send voice mail as a
			homework to teacher

#### 1) Motivating

Communicative scenario design is the first step in motivating the session. In this session, the teacher designs the scenario and shows students video on food ordering then present the productive task and describe it. Here the teacher will note students' answer, especially those with production difficulties. The purpose of the POA motivating is that students become aware of their shortcomings by trying to complete output activities, and are motivated to learn new knowledge and willing to produce outputs (See figure 3.1).

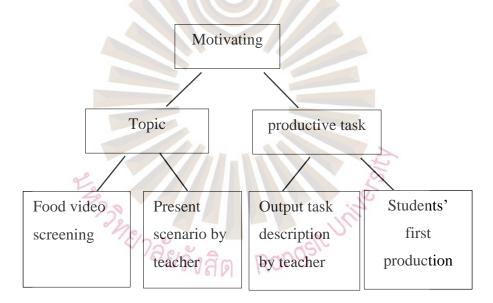


Figure 3.1 Motivating phase

Week	No. of Hours	Steps	Details of the Lessons
2	3	Lead in a topic:	Teacher lead in "Food Chains"
			rap video, (here is a input
			resource) to help students
			building vocabulary about food,
			then teacher showing sentences
			structure for expression.

Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Week	No. of Hours	Steps	Details of the Lessons
		Step 2 Enabling:	Student memorize the
			words and sentences to be
			used in the driving scenario
			in a way that is most
			interesting to the student.
		Activity:	Students watch the "Food
		Students have a clear	Chain" rap video and say
		understanding of the steps	aloud the words and
		to Practice the output task	sentences shown in the
		with pair work or group.	video.
			Students matches words
			with the pictures of
			Western and Chinese fast
			food and speak it out which
			one is own favourite?(pair
	2 3 NEV 3		work)
	223		ill
	78/7	Group activity:	Students apply the
	7.6	Teacher provides guidance	information from Western
		and checks for speaking for	and Chinese fast food and
		the task.	selective learning
			immediately to the output
			task
			Speak it out what
			differences between
			Chines and western food?

Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Week	No. of Hours	Steps	Details of the Lessons

#### 2) Enabling

In the second session of the POA which is the enabling phase, the teacher scaffolding and language guidance for students with vocabulary, phrases, and sentence patterns related to food chain rap, It gets students into it and encourage to complete the output task. In this section, corresponding input materials were given to students. In line with the "Key Competencies Principle" of the POA, group cooperation is fully applied, so that students learned from active participation and cooperation. Students complete sub-tasks with teacher guidance. (see figure 3.2)

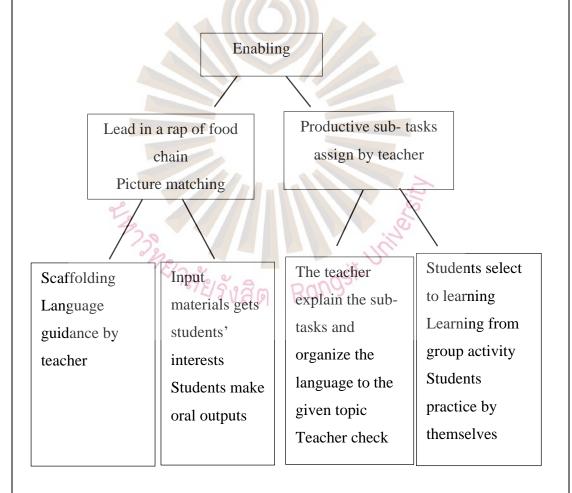


Figure 3.2 Enabling phase

Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Week	No. of Hours	Steps	Details of the Lessons
3	3	Step 3: Assessing	Presentation:
		Students shows	what differences between
		speaking performance	Chines and western food?
		Teaches-Student	Students' self-assessment,
		Collaborative	peer assessment, group
		Assessment	discussion and class
			exchange.(when students
		555	shown the speaking
		1///	performance) and give the
			feedback to teacher
			Teacher will review and
			comment on them again

### 3)Assessing

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's evaluation, and teacher's 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 3.3).



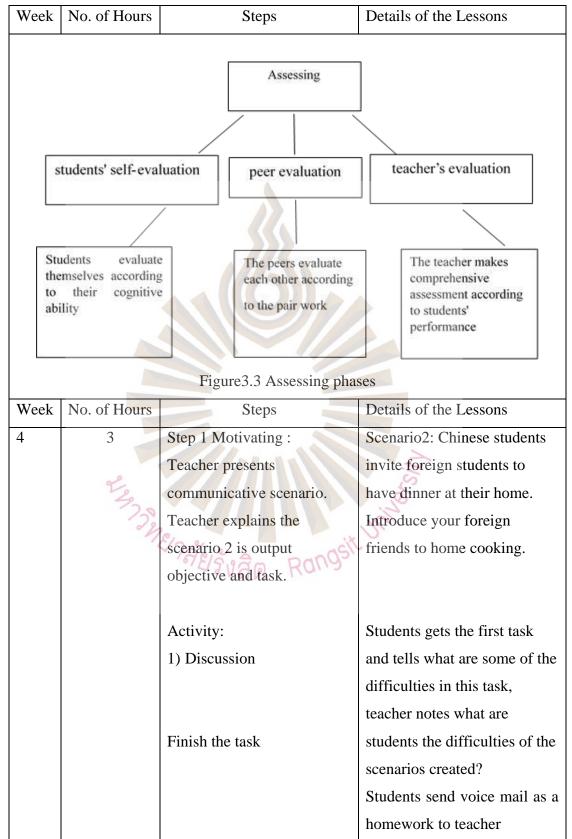


Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Week	No. of	Steps	Details of the Lessons
	Hours		
5	3	Lead in a topic:	Teacher shows the video about
		((input resources):	"Chinese Food: Kung Pao Chicken,
		Language points:	yuxiangrousi from Sichuan and
		Teacher showing the food	Mapo Tofu"
		expression in English.	It's stir - fried / shredded pork I
			with (chilli pepper, garlic, bamboo
		555	shoots, wood ear fungus, and a lot
			of other ingredients)
		A4(((O)))	It's called shredded / pork / in garlic
			sauce in America.
		Step 2 Enabling:	
			1) Students watch the video and
			memorize the words or sentences to
			be used in the driving scenario in a
			way that is most interesting to the
	20		student.
		2	or
		Elana Rai	2) Students select a Chinese cuisine
		"/USVAG ROV	that they are into it and prepare to
			introduce it.
		Teacher provides guidance	
		and checks for speaking	Students have a clear understanding
		for the task.	of the steps to practice the output
			task with group.
		Activity:	
		1) group discussion	
		2) Prepare presentation	How to introduce the cooking
			procedure to foreign friends based
			on the teacher mention before.

Table 3.3 The Lesson Plan Based on Production-Oriented Approach (Cont.)

Week	No. of	Steps	Details of the Lessons
	Hours		
6	3	Step 3: Assessing	Presentation:
		Students shows speaking	Introduce the cooking procedure to
		performance	foreign friends.
		Teaches-Student	Students' self-assessment, peer
		Collaborative Assessment	assessment, group discussion and
			class exchange. (when students
		555	shown the speaking
			performance) and give the
		A4((6))]	feedback to teacher
			Teacher will review and comment
			on them again

In response to the above teaching process, the research will examine the effectiveness of this teaching process based on POA through the collection and analysis of qualitative data such as questionnaires in order to obtain the following aspects of the study: (1) students' satisfaction of the oral classroom of the production-oriented approach (POA); and (2) the teaching aspects that are affirmed as well as those that are still in need of improvement.

#### 3.6 VALIDITY AND RELIABILITY

This section explains the researcher's attempted to avoid threats to validity and reliability of the instruments.

#### 3.6.1 Validity

To validate the research instruments, the designed one group pre-test/post-test and the questionnaire were assessed by three experts for Index-Objective Congruence (IOC) check. Mainly, the experts assessed whether each item in both instruments

matches the objectives of the study. The contents of the pre/pro-test and questionnaire items scrutinized on a three-scale range from -1 to +1 where +1 showed Congruent, 0 was Questionable, and -1 showed Incongruent.

The IOC divided the consistency and coherence of these items into three levels in their calculations. (Invitation letters to the invited experts shown in Appendix C). The three experts selected only one answer from the following three options for a given score:

+1 = consistent with a clear understanding.

0 = not sure or unsure if the item is relevant to the study, and

-1 = not understood, inconsistent, or not relevant to the study.

The consistency value of the total score for each item must be equal to or greater than 0.50 (Petchroj & Chamniprasart, 2004); the IOC score was calculated by the following formula:

IOC = NR

R = score given by the expert

oR = total score for each expert

N = number of experts

The subjective evaluation of the experts calculated to give indexes itemobjective congruence. The index calculated using the formula proposed by Rovinelli and Hambleton, 1977 (Turner et al, 2002).

The basic rule of thumb has it that the item congruence index (IOC) for both individual items and the entire questionnaire by three experts should not be less than 0.67 (Rovinelli & Hambleton, 1977; Hambleton, 1978 cited in Turner & Carlson, 2003). Thus, the items were revised and modified based on the remarks and recommendations of the experts where the benchmark was not met. The criteria were set up for the score of the test item, if the score falls between 0.67 and 1.00, the item was considered valid and acceptable. The scores of the test items in this study were all above 0.67, and then these items were valid for data collection in this research (Appendix C).

#### 3.6.2 Reliability

Upon successful clearance by the experts on content validity, the questionnaire piloted test to check its reliability so that confusion over the wording and the meaning can be avoided. All the questionnaire respondents understood each item in the same way. The researcher conducted Pilot Test with a sample of 30 participants who have similar characteristics, most likely from groups in other major in higher vocational. The coefficient of reliability of the responses checked with the aid of Cronbach's alpha.

Table 3.4 Description of Internal Consistency Using Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \ge 0.9$	Excellent
$0.9 > \alpha \ge 0.8$	Good
$0.8 > \alpha \ge 0.7$	Acceptable
$0.7 > \alpha \ge 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Jain & Angural, 2017

The thumb rule for validity has it that for an item to be considered acceptable, its IOC score should be equal to or above and not less than 0.75; and for the entire instrument, the acceptable reliability test should be greater than 0.75 (Sukamolson & Sitti, 2019). By using SPSS to calculate the Pilot Test of questionnaire, the Cronbach's a value of the questionnaire was 0.757. The result as follows Table 3.8:

Table 3.5 Cronbach's Alpha of Questionnaire in this study

Item	Sample	Cronbach's α
15	30	0.757

#### 3.7 DATA COLLECTION

To ensure the reliability and validity of the collected data. First, both the pre/pro-test and questionnaire were subjected to a project goal congruence activity to ensure the validity of both research instruments. Second, to ensure the reliability of the questionnaire, another group of 30 students was invited to participate in a pilot test on October 16, 2023. After the data were collected, the researcher used the Cronbach's Alpha formula to calculate the reliability of the questionnaire. The alpha value of the questionnaire was 0.757.

The first step was the pre-test, which the researcher and a invited English teacher tested 48 Chinese vocational college students with 8 speaking questions, which lasts for about 10 minutes per person on August 31, 2023. Students' oral expression ability fluency, pronunciation, grammar, vocabulary and content and the results are gathered at the end. After used the applying the production-oriented approach in teaching English speaking, students were given the same questions and the results before the experiment were compared. The two oral test teachers strictly followed the scoring criteria (see Appendix), scoring the relevant content for testing the research subjects, and the scores assessed on the spot were weighted and processed to be the final test scores of the research subjects out of 5 points, with 3 points and above being considered as qualified.

The final step was the questionnaire, which the researcher distributed to 48 Chinese vocational college students in Anning through WeChat on October 16, 2023 and by the end of October, the questionnaire was returned.

#### 3.8 DATA ANALYSIS

For the data analysis, the researcher adopted appropriate techniques for two different types of data. In this study, two types of data were available. First, the researcher used paired t-test to check the magnitude of the difference between the mean

and zero of the difference between the pairs from the English speaking test as pre-test and post-test, using SPSS version 26. At the significant level, if the "P" is less than 0.05, the difference between the students' pre-test and post-test scores is significant. The researcher collected data separately from the pre-test and post-test, thus the data from the pre-test and post-test was analyzed by the average of two scores.

Then, the researcher used SPSS software to analyze the data collected through the questionnaire. The descriptive statistics such as percentage, average and standard deviation were used to analyze the questionnaire responses. The descriptive statistics such as percentage, average and standard deviation were used to analyze the questionnaire responses.

#### 3.9 ETHICAL CONSIDERATION

To conduct the study ethically, the researcher was committed to obtaining each participant's consent and approval prior to the study. In addition, the participants needed to understand the nature and purpose of the study. Personal information and responses from the participants were collected and maintained in a secure manner. The subjects of this study were over 18 years old students of Chinese higher education. This study did not include minor children. To prevent disclosure of participant information, the data collected were deleted within one year of the publication of this study.

All samples signed an informed consent form to confirm that the personal information and identity of the participant were not disclosed in this study. This study adopted the Informed Consent Form 18+, which was adapted from the RSU Ethical Review Board (ERB) form.

In brief, the study applied for a certificate of ethics approval from the RSU Ethical Review Board (ERB). The Inform Consent Form sample was shown in Appendix F.

#### **CHAPTER 4**

#### RESEARCH RESULTS

In this chapter, the quantitative research was used to conduct the study, including pre/post-test scores and questionnaire. This chapter presents the findings of pre/ post-test and questionnaire. The purposes of this study were the effects of production-oriented approach on speaking ability of the higher vocational students and students' satisfaction of POA lessons.

#### 4.1 THE ANALYSIS OF THE PRE-TEST AND POST-TEST DATA

This part was going to show the relationship between the pre-test and post-test in five parts: fluency, pronunciation, grammar, vocabulary, content and final grade, respectively. The researcher described the results of the data, which centered around the question of whether or not POA produced positive relationship between the pre-test and the post-test, and whether there was a significant difference in the two sets of data.

## 4.1.1 The Descriptive Statistics for T-test in Pre-test and Post-test in Five Parts

The following Table 4.1 shows the descriptive statistics of fluency for T-test in the pre-test and post-test.

Table 4.1 Shows the descriptive statistics of fluency for T-test in the pre-test and posttest

	Group	N	Mean	Std.Deviation	t	P
Fluency	Pre-test	48	2.667	1.506	-4.812	0.000
	Post-test	48	3.958	1.091	1.012	

According to the results of independent samples t-test of the pre-test and post-test results of English fluency in Table 4.1, it was found that the significance value of the pre-test and post-test results of the students' English fluency was 0.000, which was less than the significance criterion of 0.05 (p<0.05), which indicates that there is a significant difference between the pre-test and post-test results of fluency expression. In brief, the post-test results have shown a significant improvement on the pre-test results.

Table 4.2 shows the descriptive statistics of pronunciation for T-test in the pre-test and the post-test

	Group	N	Mean	Std.Deviation	t	P
Pronunciation	Pre-test	48	2.542	1.443	-4.527	0.000
	Post-test	48	3.708	1.051	1.527	0.000

Based on Table 4.2, the significance values of the pre-test and post-test results of the students' English pronunciation were 0.000, which was less than the significance criterion of 0.05 (p<0.05), which indicates that there is a significant difference between the pre-test and post-test results of pronunciation. It means the students have shown their improvement in this area.

Table 4.3 shows the descriptive statistics of grammar for T-test in the pre-test and the post-test

	Group	Nan	Mean	Std.Deviation	t	P
Grammar	Pre-test	48	2.625	1.579	-3.915	0.000
	Post-test	48	3.750	1.212	3.713	

From Table 4.3, at the significant level of 0.05, the pre-test and post-test of gammar was 0.000, less than 0.05. The results show a significant difference between the two tests of students' grammar used.

Table 4.4 shows the descriptive statistics of vocabulary for T-test in the pre-test and post-test

	Group	N	Mean	Std.Deviation	t	P
Vocabulary	Pre-test	48	2.458	1.414	-4.787	0.000
	Post-test	48	3.708	1.129	1.707	0.000

Based on Table 4.4, it was found that the significance values of the pre-test and post-test results of the students' English vocabulary were 0.000, which was less than the significance criterion of 0.05 (p<0.05), which indicated that there was a significant difference between the pre-test and the post-test results of vocabulary. The test results of the post-test show a significant improvement when compared with those of the pre-test.

Table 4.5 shows the descriptive statistics of vocabulary for T-test in the pre-test and the post-test

	Group	N	Mean	Std.Deviation	t	P
Content	Pre-test	48	2.417	1.366	-5.794	0.000
Content	Post-test	48	3.875	1.084	3.771	0.000

From Table 4.5, at the significant level of 0.05, the pre-test and post-test of grammar is 0.000, less than 0.05. The results show a significant difference between the two tests which indicates that students were knowledgeable of the subject.

The following Table 4.6 shows the descriptive statistics of final scores for T-test in the pre-test and post-test

Table 4.6 shows the descriptive statistics of final scores for T-test in the pre-test and post-test

	Group	N	Mean	Std.Deviation	t	P
Final	Pre-test	48	12.708	2.673	-11.529	0.000
Score	Post-test	48	19.000	2.674	11.52	0.000

Based on Table 4.6, it could be noticed that there was a significant difference, on average, between the pre-test score and the post-test score. The student could get a higher score in the post-test. They could get a higher score after the teacher applied POA. In addition, the p-value was less than 0.05. The results show the theoretical system of production-oriented approach can be applied to the speaking class of high vocational education, and it can play a significant effect of promoting learning, which is specifically reflected in the improvement of students' speaking ability scores in the five dimensions of fluency, pronunciation, grammar, vocabulary and content.

#### 4.2 ANALYSIS OF THE QUESTIONNAIRE

The questionnaire surveyed 48 high vocational college students about their satisfaction towards the use of the production-oriented approach. The questionnaire data analyzed was shown in Table 4.7 below. Descriptive statistics namely means and SDs were cacuated for all items.

The mean values were interpreted based on Pimentel (2010) as follows: Strongly disagree in the point range of 1.00-1.80; Disagree 1.81-2.60; Neutral 2.61-3.40; Agree 3.41-4.20; Strongly Agree 4.21-5.00 (Pimentel, 2010).

Table 4.7 Descriptive Statistics for the Fifteen Statement

No.	Items	Mean	SD	Interpretation
1	The teacher had a thorough knowledge of the subject content.	3.790	1.237	Agree
2	The teacher treated me with respect.	3.880	1.248	Agree
3	The teacher understood my learning needs.	3.730	1.300	Agree
4	The teacher communicated the subject content effectively.	3.810	1.331	Agree
5	The teacher made the subject as interesting as possible.	3.900	1.276	Agree

Table 4.7 Descriptive Statistics for the Fifteen Statement (Cont.)

No.	Items	Mean	SD	Interpretation
6	I knew how I was going to be assessed in class.	4.000	1.130	Agree
7	The way I was assessed was a fair test of my speaking skills.	3.790	1.010	Agree
8	I was assessed at appropriate intervals	3.850	1.148	Agree
9	I received useful feedback on my assessment	3.880	1.142	Agree
10	The assessment was a good test of what I was taught	3.940	1.119	Agree
11	The lesson helped me develop my ability to work as a team member	3.770	1.372	Agree
12	The lesson improved my skills in speaking communication	4.000	1.255	Agree
13	After class, I feel more confident about tackling unfamiliar expression in English	3.810	1.065	Agree
14	The lesson has made me more confident about my ability to learn	4.060	0.976	Agree
15	Overall, I was satisfied with the quality of this speaking class	3.960	1.220	Agree
	Average	3.880	1.188	Agree

Table 4.7 showed that the overall mean of applying POA in teaching English speaking was 'Agree' (x=3.880/SD-1.188), which proved that most of the students were satisfied with the result of applying POA in teaching English speaking.

For detail, the researcher noticed that of all 15 statements, students marked Statement 3 (S3) and Statement 11 (S11) with the lowest score of which average were (x=3.73 and x=3.77), this statement was "The teacher understood my learning needs" and "The lesson helped me develop my ability to work as a team member" that means the applying POA can help higher vocational students improve their English speaking

skills, but individual students may not be able to adapt too well to the new teaching method and need time to adopt this teaching method.

However, the researcher noticed that students mark statement 6(S6) and statement 10(S10) with score which average was (x=3.734.00 and x=3.94), this statement was "I knew how I was going to be assessed in class" and "The assessment was a good test of what I was taught", the reasons could be POA integrates students well into the speaking classroom and through classroom presentation, peer/group mutual assessment and teacher's comprehensive assessment and other evaluation activities, students strengthened their knowledge of their own language level, created a learning atmosphere of mutual evaluation and mutual learning, and stimulated the motivation to improve their own language deficiencies, thus giving full play to the significant advantages of "assessing for learning".

Then, the researcher noticed that according to all 15 statements, students mark statement 12(S12) and statement 14(S14) with the highest score which average was (x=4.00 and x=4.06), this statement was "The lesson improved my skills in speaking communication" and "The lesson has made me more confident about my ability to learn", the reasons could be POA integrates students well into the speaking classroom and has a positive impact on students' speaking skills.

Table 4.8 Descriptive Statistics for the Three Aspects of Questionnaire

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation		
Teaching	48	1.000	5.000	3.821	1.070		
Assessment	48	1.000	5.000	3.904	0.912		
Generic skills and	48	1.000	5.000	3.908	1.036		
learning experience		1.000	5.000	3.700	1.030		

Table 4.8 shows the mean score of 3 parts (teaching, assessment, generic skill and learning experience) was higher than 3.4 and fell in the level "Agree". This proved

that most of the students were satisfied with the result of applying POA in teaching English speaking.



#### **CHAPTER 5**

### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter reviews the results of the data analysis in Chapter 4 and draws a conclusion. A discussion of the findings and recommendation from this study are also presented. This chapter covers three main sections as follows:

Section 5.1 Conclusion

Section 5.2 Discussion

Section 5.3 Recommendation

#### **5.1 CONCLUSION**

This research was on Production-Oriented Approach in teaching English speaking at a Chinese vocational college and aimed to answer the two questions:

- 1) Can Production-oriented-based lessons effectively enhance English speaking skills in higher education?
- 2) What is the level of students' satisfaction with the production-oriented approach in their speaking lessons?

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This study adopted the method of quantitative research. The quasi-experimental group of 48 students was selected by convenience sampling method. The instruments adopted in the study consisted of the Pre/Post-Test and a satisfaction questionnaire. and a satisfaction questionnaire for production-oriented approach to collect the data. All the 2 questions were answered through a quantitative research approach with data analyses. After analyzing the collected data, major findings of this study were presented in the following sections.

#### **5.1.1** Responses to Research Question 1

Based on the analysis of pre-test and post-test in five parts: fluency, pronunciation, grammar, vocabulary and content, from Table 4.1-4.5, it is found that at the significant level of 0.05, the pre-test and post-test in five parts is 0.000, less than 0.05. The result shows the production-oriented approach can be applied to English speaking class of high vocational education, and it can play a significant effect of promoting learning, which is specifically reflected in the improvement of students' speaking ability scores in the five dimensions of fluency, pronunciation, grammar, vocabulary and content.

After the test, the researcher gets all students pre-test total score and post-rest total score, based on the analysis of pre-test and post-test in final score, it found that the mean score of pre-test score was 12.7 and the post-test score was 19, that means the student gets better to understand after they study of applying production-oriented approach in teaching English speaking, the mean gap between pre-test and post-test was 6.3, which means most of the students get higher ability after they received POA in teaching English speaking.

Therefore, the researcher concludes that the two different scores of Chinese higher vocational students shown POA of teaching English speaking, it works for applying POA in teaching English speaking.

#### **5.1.2 Responses to Research Question 2**

Table 4.7 showed that the overall mean of applying POA in teaching English speaking was 'Agree' (x=3.880/SD-1.188), which proved that most of the students were satisfied with the result of applying POA in teaching English speaking.

For detail, the researcher noticed that according to all 15 statements, students mark statement3 (S3) and statement 11 (S11) with the lowest score which average were (x=3.73 and x=3.77), this statement was "The teacher understood my learning needs"

and "The lesson helped me develop my ability to work as a team member" that means the applying POA can help higher vocational students improve their English speaking skills, but individual students may not be able to adapt too well to the new teaching method and need time to adopt this teaching method.

However, the researcher noticed that students mark statement6 (S6) and statement 10 (S10) with score which average was (x=3.734.00 and x=3.94), this statement was "I knew how I was going to be assessed in class" and "The assessment was a good test of what I was taught", the reasons could be POA integrates students well into the speaking classroom and through classroom presentation, peer/group mutual assessment and teacher's comprehensive assessment and other evaluation activities, students strengthened their knowledge of their own language level, created a learning atmosphere of mutual evaluation and mutual learning, and stimulated the motivation to improve their own language deficiencies, thus giving full play to the significant advantages of "assessing for learning".

Then, the researcher noticed that according to all 15 statements, students mark statement 12(S12) and statement 14(S14) with the highest score which average was (x=4.00 and x=4.06), this statement was "The lesson improved my skills in speaking communication" and "The lesson has made me more confident about my ability to learn", the reasons could be POA integrates students well into the speaking classroom and has a positive impact on students' speaking skills.

Finally, Table 4.8 shows the mean of 3 parts (teaching, assessment, generic skill and learning experience) was higher than 3.4 are Agree, this was also proved that most of the students were satisfied with the result of applying POA in teaching English speaking.

#### 5.2 DISCUSSION

In this section, issues related to the teaching effect of the production-oriented approach in the process of teaching spoken English and the satisfaction for POA at higher vocational college.

- 1) The application and testing of production-oriented approach can play a significant effect of promoting learning, which is specifically reflected in the improvement of students' speaking ability scores.
- 2) Instructional design of production-oriented approach has significant teaching advantages in promoting students' learning of spoken English. The teaching design has been optimized accordingly, including the selection of teaching content, the setting of teaching objectives, design of teaching steps and assessing for learning. Overall, students were satisfied with the quality of this speaking class.

# 5.2.1 Discussion on the Application and Testing of Production-Oriented Approach

The results of analysis of pre-test and post-test in five parts. There was a significant difference, on average, between pre-test score and post-test score, this also could be proved that students' speaking abilities could get effects from applied POA in teaching English speaking. The student could get a higher score in the post-test, they could get a higher score after the teacher applied POA. The results show the theoretical system of production-oriented approach can be applied to the speaking class of high vocational education, and it can play a significant effect of promoting learning, which is specifically reflected in the improvement of students' speaking ability scores in the five dimensions of fluency, pronunciation, grammar, vocabulary and content.

The results of this study are in line with Wen (2018) whose views on Production-oriented approach 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. The output-driven hypothesis is more suitable for social demands as it fosters productive skills such as speaking. Output focuses both on the process of production and results of output. The "learning-centered principle" advocates that all activities of classroom teaching should serve the occurrence of effective learning (Wen, 2015). "using" refers to output language use speaking. This concept advocates "learning while using, using while learning, using while learning, and combining learning with using" (Wen, 2015), hoping that students can move away from learning texts in a receptive way and use them as a tool to learn to complete output tasks in English and improve their ability to use English comprehensively.

Then the Production-oriented Approach has received the attention of most scholars in China since the time it was formally proposed, and several front-line teachers. Such as, Gu (2016), Qi &Shi (2016), Tang & Hu (2021), Zhang (2017) conducted empirical studies to test this teaching theory, and finally successfully proved that this teaching method can effectively improve students' speaking English language skills, and has also been cited by other scholars in China in their own teaching research. Among them, Zhang (2017) proved through an experimental method that the production-oriented approach can effectively improve students' speaking skills, enhance students' motivation to learn English and improve their self-confidence in learning English.

Therefore, it can be seen that the production-oriented approach can be applied to the higher vocational English speaking class and effectively promote students' speaking ability, which further enriches and develops the scope of application of the theoretical system of the POA.

# 5.2.2 Discussion on the Instructional Design of Production-Oriented Approach

The results of analysis of the satisfaction for production-oriented approach shows that most of the respondents were satisfied with the researcher applying production-oriented approach in teaching English speaking. In terms of teaching application, most scholars have focused their research on production-oriented teaching design on the basis of the teaching process of the motivating, enabling and assessing.

The results of this study are in line with Ellis (2017) affirmed the production-oriented approach in terms of pedagogical theory, content, materials, and process. Eillis concluded that the content and process of the approach enable students to become aware of their cognitive and linguistic limitations and become more engaged in the subsequent language learning process. However, he suggested areas still in need of improvement regarding the method's learning assessment, teaching faculty, student classroom activities, evaluation of teaching materials, and suggested the need for a subsequent comparative study of output teaching methods and other teaching methods. Matsuda (2017) held a positive attitude towards the output pedagogy and evaluates it in terms of theoretical foundations, learning effectiveness and materials design, arguing that the pedagogy breaks with previous outdated linguistic theories and can help students learn and effective language materials more effectively, with flexible and interesting teaching materials. Polio (2017) reflects on the production-oriented approach from the perspective of pre-service teachers, pointing out that the output-based approach provides pre-service teachers with a good teaching model and new teaching ideas.

Wen (2020) also reinterprets the instructional process in the production-oriented approach theoretical system, aiming to provide reference for other scholars in instructional design. Bi (2019) shows that production-oriented approach is more suitable for the characteristics and needs of Chinese English students, which can achieve both communicative and linguistic purposes, as well as prompt the combination of input and output, and is more advantageous in Chinese English teaching. Therefore, most studies by scholars have mainly focused on the application scope of production-oriented approach in university English teaching, taking college students with high English language proficiency levels as the research objects in order to explore a suitable teaching design of production-oriented approach.

Similarly, this study explores the teaching effect of the production-oriented approach in the process of teaching spoken English at higher vocational college, and the

results of the study shows that this teaching mode has significant teaching advantages in promoting students' speaking ability

#### **5.3 RECOMMENDATION**

The production-oriented approach can effectively solve the drawbacks of "separation of learning and use" in the traditional foreign language class and improve the effect of foreign language teaching. However, due to its short history of development, it still needs to be improved later. Its rich and reasonable teaching concepts, theoretical assumptions and innovative and efficient teaching process are of great research value. Future research should focus on the depth and breadth of this theory to develop and improve the theoretical system of production-oriented approach.

#### **5.3.1 Recommendations for Teachers**

In addition to verifying the effectiveness of the production-oriented approach in improving students' language proficiency, attention can also be paid to the influence of students' interest and attitude towards language learning, students' learning strategies under the guidance of the production-oriented approach, as well as the exploration of teacher-student interaction. Moreover, there is a need to focus on the design of teaching materials and the development of evaluation criteria for different types of lessons at different school ages. The above research directions can contribute to the wide application of the production-oriented approach in the future.

#### **5.3.2 Recommendations for Future Research**

The researcher believes that the subsequent research direction can focus on the application of the POA in English classes of different teaching objects, such as the application of POA in higher vocational English writing class or English grammar class; it can also pay attention to the overall teaching design of the POA in a certain English course, including the setting of teaching objectives, the selection of teaching content and the design of teaching steps; it can also focus on a certain teaching segment. It can also

focus on the specific teaching steps under a certain teaching link, such as the teaching design and implementation strategies in the driving, facilitating or evaluating teaching link; at the same time, it can also focus on the micro issues in the specific steps of a certain link, such as how to set up the presentation of communication scenarios and set up questions in the motivating link, how to design output tasks to adapt to the form of classroom teaching and how to select learning materials for selective learning in the enabling link, and how to apply new forms of evaluation in the assessing link. In the assessing section, how to apply the new form of evaluation "teacher-student cooperative evaluation" and better play the role of "assessment for learning". The above research directions can improve the classroom design of the production-oriented approach in the future.



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# APPENDIX A RESEARCH INSTRUMENTS STUDENT SATISFACTION QUESTIONNAIRE ITEMS



### Student Satisfaction Questionnaire items

5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree					
Teaching					
1. The teacher had a thorough knowledge of the subject content	5	4	3	2	1
2. The teacher treated me with respect					
3. The teacher understood my learning needs					
4. The teacher communicated the subject content effectively					
5. The teacher made the subject as interesting as possible					
Assessment					
6. I knew how I was going to be assessed in class					
7. The way I was assessed was a fair test of my speaking skills					
8. I was assessed at appropriate intervals					
9. I received useful feedback on my assessment					
10. The assessment was a good test of what I was taught					
Generic skills and learning experience					
11. The lesson helped me develop my ability to work as a team member					
12. The lesson improved my skills in speaking communication					
13.After class, I feel more confident about tackling unfamiliar expression in					
English					
14.The lesson has made me more confident about my ability to learn					
15.Overall, I was satisfied with the quality of this speaking class					

Source: NCVER Student Outcomes Survey 2010 questionnaire

### RESEARCH INSTRUMENTS PRE-TEST AND POST-TEST



### Pre- / Post-test of Speaking (Food) 10 mins

- 1. Do you have a healthy diet?
- 2. In general, do you prefer eating out or eating at home?
- 3. Do you like ordering food to be delivered?
- 4. Who do you get food delivered with?
- 5. What are some traditional foods in your hometown?
- 6. What sort of food do you like eating most? Why?(describe)
- 7. Who normally does the cooking in your home?
- 8. How are the eating habit now in your country different from western country?



### APPENDIX B PRE- AND POST-TEST EVALUATION RUBRIC



Pre-test Post-test Student name	
Criteria	Points
Fluency	
5. The speaker speaks confidently and naturally with no distracting	
hesitations. Ideas flow smoothly.	
3. The speaker hesitates several times, but generally seems to know the	
desired words, even if it is necessary to think about them a bit.	
1. The speaker has many hesitations and great difficulty remembering or	
selecting words.	
Pronunciation	
5. Pronunciation is accurate, with correct inflections, numbers of	
syllables and other correct nuances of pronunciation.	
3. Pronunciation is satisfactory; however words sometimes have incorrect	
inflections or are otherwise sometimes hard to understand.	
1. Pronunciation is very hard or impossible to understand by a native	
speaker.	
Grammar	
5. The speaker speaks with no more incorrect grammar than a native	
speaker would.	
3. The speaker occasionally uses inappropriate verb tenses and/or	
incorrectly uses parts of speech, however the speaker has the ability to	
correct grammar without prompts.	
1. The speaker makes frequent use of inappropriate verb tenses and/or	
incorrectly constructs sentences or uses parts of speech.	
Vocabulary  5. Vocabulary is sufficient to be understood in most settings and words	
are used with their correct meaning.	
3. Vocabulary is moderate, although the speaker sometimes needs help	
identifying the correct words. There are only occasional problems with	
correct meanings of words.	
1. Vocabulary is very limited and/or incorrect words are often used.	
Content	
5. The speaker is knowledgeable about the subject and provides a	
significant level of detail, given the time available.	
3. The speaker is aware of the subject and attempts to provide relevant	
ideas about it.	
Provides some details.	
1. Speaker seems to have little or no understanding of the subject.	
Statements are superficial or not relevant.	
Total	

Total

### APPENDIX C IOC RESULT OF PRE-TEST AND POST-TEST



Guidelines for Expert Review Using Item Objective Congruence (IOC)

Please rate each item that corresponds to your opinion towards content validity

### Rating Criteria

- +1 for the item that clearly matches the stated objectives
- 0 for the item that is unclear and the rater is unsure whether it meets the stated objectives
- -1 for the item that does not match the objectives

INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE (IOC) OF PRE- / POST-TEST

No	SDE AVING OFFECTIONS	Eve	owt.		Remarks
INO	SPEAKING QUESTIONS	Expert			Kemarks
		Opii	nion		
		Rev	iew		
		A	N	D	
		+1	0	-1	
		11	U	-1	
1	Do you have a healthy diet?				
2	In general, do you prefer eating out or eating		J.F.	-	
	at home?		5		
3	Do you like ordering food to be delivered?		70		
	70,	. 11			
4	Who do you get food delivered with?	10			
5	What are some traditional foods in your				
	hometown?				
6	What sort of food do you like eating most?				
	Why?(describe)				
7	Who normally does the cooking in your				
	home?				
8	How are the eating habit now in your country				
	different from western country?				

### IOC Pre-test and Post-test of Expert's Assessment

Item	Expert1	Expert2	Expert3	IOC	Remarks
Number		1	1		
1	1	1	1	1	Accepted
2	1	1	1	1	Accepted
3	1	1	1	1	Accepted
4	1	1	1	1	Accepted
5	1	1	1	1	Accepted
6	1	1	1	1	Accepted
7	1	1	1	1	Accepted
8	1	1	1	1	Accepted
IOC=	1		1195		



## APPENDIX D IOC RESULT OF QUESTIONNAIRE



## INSTRUMENT 2 ITEM OBJECTIVE CONGRUENCE (IOC) OF SATISFACTION QUESTIONNAIRE

No	Statement	Expert Opinion		Remarks	
		Review			
		A	N	D	
		+1	0	-1	
Teac	ching				
1.	The teacher had a thorough knowledge of the				
	subject content.				
2.	The teacher treated me with respect.				
3.	The teacher understood my learning needs.				
4.	The teacher communicated the subject content				
	effectively.				
5.	The teacher made the subject as interesting as				
	possible.				
Asse	essment				
6.	I knew how I was going to be assessed in class.		Sit.	t.	
7.	The way I was assessed was a fair test of my		5		
	speaking skills.	In	1		
8.	I was assessed at appropriate intervals			_	
9.	I received useful feedback on my assessment			_	
10.	The assessment was a good test of what I was				
	taught				
Gen	eric skills and learning experience				
11.	The lesson helped me develop my ability to				
	work as a team member				
12.	The lesson improved my skills in speaking				
	communication				
13.	After class, I feel more confident about				
	tackling unfamiliar expression in English				

14.	The lesson has made me more confident about		
	my ability to learn		
15.	Overall, I was satisfied with the quality of this		
	speaking class		



IOC Questionnaire of Expert's Assessment

Item Number	Expert1	Expert2	Expert3	IOC	Remark
1	1	1	1	1	Accepted
2	1	1	1	1	Accepted
3	1	1	1	1	Accepted
4	1	1	1	1	Accepted
5	1	1	1	1	Accepted
6	1	1	1	1	Accepted
7	1	1	1	1	Accepted
8	1	1	1	1	Accepted
9	1	1	1	1	Accepted
10	1	1	1	1	Accepted
11	1	1	1	1	Accepted
12	1	1	1	1	Accepted
13	1	1	1	1	Accepted
14	1	1	1	1	Accepted
15	1	1///	1	1 3/5	Accepted
IOC=	3			S	

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### APPENDIX E CRONBACH'S ALPHA RELIABILITY ANALYSIS



Items	Corrected Item-Total Correlation	Cronbach's Alpha
	(CITC)	
1	0.701	0.757
2	0.664	0.757
3	0.674	0.757
4	0.735	0.757
5	0.833	0.757
6	0.666	0.757
7	0.744	0.757
8	0.853	0.757
9	0.598	0.757
10	0.536	0.757
11	0.625	0.757
12	0.772	0.757
13	0.637	0.757
14	0.681	0.757
15	0.740	0.757

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# APPENDIX F ACKNOWLEDGEMENT OF HUMAN RESEARCH ETHICS APPROVAL





### Acknowledgment of Human Research Ethics Approval from Rangsit University

Your research project has been successfully approved by the Human Research Ethics Committee of Rangsit University. One copy of Certification of Approval has been sent to you with the following details.

been sent to you with	the following details.
COA. No.	COA. No. RSUERB2023-138
Protocol Title	The Effects of Production-Oriented Approach on Chinese Vocational College Students' English Speaking Competence
Principle Investigator	Yang Jue
Co-Investigator	Asst.Prof. Anchalce Chayanuvat
Affiliation	Survadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval: 22 S	September 2023
Date of Expiration: 22 S	September 2025
	e that all the details on the Certification of Approval are r name and send it back to the Research Ethics Office of
☐ I would like to €	Il the details are correct edit the Certification of Approval (Please edit the file and send rch Ethics Committee Certification of Approval only)
	Signed
	()
	Date///
District Park	Table Committee Development Committee Committe

### CERTIFICATE APPROVAL BY ETHICS REVIEW BOARD OF RANGSIT UNIVERSITY





COA. No. RSUERB2023-138

### Certificate of Approval By Ethics Review Board of Rangsit University

COA. No.

COA. No. RSUERB2023-138

Protocol Title

The Effects of Production-Oriented Approach on Chinese Vocational

College Students' English Speaking Competence

Principle Investigator

Yang Jue

Co-Investigator

Asst.Prof. Anchalee Chayanuvat

Affiliation

Suryadhep Teachers College, Rangsit University

How to review

**Expedited Review** 

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1. Project proposal
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Date of Approval:

22 September 2023

Date of Expiration:

22 September 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature....

(Associate Professor Dr. Pane

Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

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