

# Application of the Production-Oriented Approach in Business English Listening and Speaking Course

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## ABSTRACT

This paper explores the application of the Production-Oriented Approach (POA) in Business English Listening and Speaking courses. It highlights the significance of Business English in the context of economic globalization and the need to enhance students' listening and speaking proficiency. Traditional teaching methods, often teacher-centered, fail to adequately stimulate students' learning initiative. The POA theory, emphasizing a student-centered approach, aims to improve students' language output ability through motivating, enabling, and assessing phases. In Business English Listening and Speaking course, the application of POA focuses on instructional design, technology integration, and the cultivation of key competencies such as critical thinking, cross-cultural communication skills, and business acumen. The convergence between POA theory and Business English teaching lies in their shared emphasis on student-centeredness, integrated learning and application, and cultural exchange. The paper also proposes task-based teaching activities and a series of coherent activities, such as business meeting simulations and negotiation exercises, to enhance students' practical application abilities. Challenges in implementing POA and future directions for research and teacher professional development are discussed.

**Keywords:** Production-Oriented Approach (POA); Business English; Listening and Speaking; Instructional Design; Key Competencies

## INTRODUCTION

### Research Background and Significance

In recent years, with the acceleration of globalization and the increasing frequency of international exchanges, Business English, as an important applied discipline, has received widespread attention in higher education. Especially in China, with the rapid economic development and the increase in foreign trade, the demand for talents with good Business English listening and speaking abilities has been continuously increasing. However, traditional Business English teaching methods have many deficiencies in cultivating students' practical application abilities, such as single classroom activities and low student engagement. Therefore, how to improve Business English teaching methods and enhance students' listening and speaking abilities has become an important research topic.

In recent years, amidst the wave of economic globalization, Business English, as a highly specialized foreign language course, has garnered widespread attention regarding its teaching effectiveness. Particularly, Business English listening and speaking proficiency has emerged as a crucial benchmark for assessing students' comprehensive application abilities. In this context, the Production-Oriented Approach (POA), an emerging teaching theory, is gradually being applied to the practical teaching of Business English.

Listening and speaking in Business English constitutes one of the core skills for English majors and serves as a vital means for students to acquire business knowledge. Traditional Business English listening and speaking teaching, often teacher-centered and employing a spoon-feeding pedagogy, fails to adequately stimulate students' learning initiative and enthusiasm. With China's rising international economic status, especially following the proposition of the "Belt and Road" initiative, trade exchanges between Chinese and foreign enterprises have become increasingly frequent. Consequently, Business English listening and speaking course plays an ever-growing role in cultivating students' international trade knowledge and skills. Teachers should strive to enhance students' mastery of business knowledge and skills in this context. Based on the POA theory, this paper attempts to apply this theory to Business English listening and speaking course, aiming to boost students' interest and improve teaching effectiveness by creating authentic business scenarios.

### **Research Status and Development Trends**

Currently, Business English listening and speaking course faces issues such as monotonous teaching methods and neglect of listening and speaking skills cultivation. The POA theory, proposed by Wen Qiufang (2007), aims to enhance students' language output ability by strengthening the integration of learning tasks with practical applications. Emphasizing a student-centered approach, POA facilitates effective input-to-output conversion through three key phases: motivating, enabling, and assessing. This theory has been widely applied in the teaching of college English and other foreign language courses, achieving certain results.

In the realm of Business English listening and speaking instruction, the application of the POA theory primarily focuses on the following aspects:

1. **Instructional Design and Implementation:** The POA theory emphasizes the integration of learning tasks with real-world application scenarios, stimulating students' interest and engagement through situational teaching and task-driven approaches.
2. **Classroom Interaction and Feedback:** The POA theory advocates collaborative assessment between teachers and students, comprehensively evaluating students' output through pre-class preparation, classroom interaction, and post-class feedback.
3. **Technology Integration and Innovation:** The POA theory incorporates modern information technology, such as flipped classrooms and mobile learning platforms, to further enhance teaching effectiveness.

Existing research indicates that the application of the POA theory in Business English listening and speaking course significantly improves students' listening and speaking abilities, enhancing their practical application skills. Furthermore, the integration of POA theory in Business English listening and speaking education not only focuses on linguistic competencies but also emphasizes the development of critical thinking, cross-cultural communication skills, and business acumen. This holistic approach aligns well with the demands of the global business environment, where adaptability, creativity, and problem-solving abilities are highly valued.

### **The Integration Between Poa Theory And Business English Listening And Speaking Teaching**

#### **The Characteristics of POA Theory**

The POA (Production-Oriented Approach) theory is a learner-centered teaching theory, with its core elements including motivating, enabling, assessing for learning, feedback, and evaluation. Motivating refers to the process where teachers design corresponding classroom activities based on teaching objectives and provide learners with sufficient language input. Enabling involves teachers facilitating learners' participation in language output and input through classroom activities. Assessing for learning encompasses both teachers' monitoring and providing feedback to learners during classroom activities, as well as learners' summarizing their own learning processes and continuously adjusting their learning

methods. Feedback involves teachers promptly evaluating students' language output in the classroom and making adjustments accordingly. Evaluation refers to teachers acknowledging the efforts and achievements made by students during the learning process.

### **The POA theory primarily exhibits the following characteristics:**

1. **Learner-centeredness.** The POA theory emphasizes the central role of learners in the learning process, advocating that teachers should respect learners' cognitive development levels, psychological needs, and emotional experiences.
2. **Diversified motivating methods.** The POA theory categorizes motivating methods into three types: intrinsic motivation, extrinsic motivation, and automatic motivation. Intrinsic motivation includes learners' internal motives and external incentives, while extrinsic motivation encompasses tasks, learning resources, and evaluations provided by teachers. The POA theory suggests that teachers can incorporate open-ended tasks and activities into classroom activities to meet learners' needs for language forms and content.
3. **Clear objectives.** The POA theory asserts that teaching objectives should be specific, clear, and practical, tailored to learners' learning abilities to avoid overextension or exceeding their learning scope.
4. **Diversified assessment methods.** The POA theory advocates using various assessment methods to monitor learners' issues in language output and input during classroom activities. It also supports self-assessment, teacher evaluation, and peer evaluation as means of assessing students.
5. **Emphasis on the relevance of language output and input content.** The POA theory underscores the importance of the close connection between language output and input. It encourages the design of activities that link language input and output, helping learners apply what they have learned in actual communication and enhance their language proficiency.

### **The Characteristics and Needs of Business English Listening and Speaking Teaching**

Business English Listening and Speaking teaching aims to cultivate students' communication skills in actual business environments. Its core characteristics include practicality, professionalism, interactivity, cross-cultural awareness, and situational simulation. This teaching approach emphasizes hearing and speaking practice in real or simulated business scenarios to enhance students' proficiency and confidence in language use. Simultaneously, it requires students to master professional terminology and expressions in the business field to ensure the professionalism and accuracy of their communication.

Furthermore, Business English Listening and Speaking teaching focuses on developing students' cross-cultural communication abilities, enabling them to communicate effectively with people from different cultural backgrounds in a globalized context. During the teaching process, students need practical opportunities to exercise their listening comprehension and speaking skills, while also learning business etiquette and adapting to communication styles in various business environments.

To enhance students' critical thinking and adaptability, the teaching content and methods must be continuously updated to keep pace with changes in the business field. Finally, an effective assessment and feedback mechanism is crucial for helping students understand their progress and areas for improvement, ensuring they can continuously enhance their Business English Listening and Speaking abilities to meet the demands of future career development.

### **The Convergence Between POA Theory and Business English Listening and Speaking Teaching**

The points of convergence between the POA theory and Business English Listening and Speaking teaching are mainly embodied in the following aspects:

1. **Student-Centered Teaching Philosophy:** The POA theory emphasizes a "learning-centered" approach, which focuses on students as the main body, aligning with the teaching philosophy of Business

- English Listening and Speaking that prioritizes enhancing students' practical language application abilities.
2. **Integrated Learning and Application Teaching Mode:** The POA theory advocates the integration of learning and application, combining language knowledge input with output during the learning process. This corresponds to the goal of Business English Listening and Speaking teaching, which emphasizes the combination of language learning with business practice to improve students' actual business communication skills.
  3. **Fusion of Cultural Exchange:** The POA theory emphasizes the integration of cultural exchange into language teaching. Similarly, Business English Listening and Speaking teaching requires students to understand business communication methods in different cultural contexts, aiding them in using English more effectively in cross-cultural business environments.
  4. **Cultivation of Key Competencies:** The POA theory focuses on developing students' key competencies, such as language skills and thinking qualities. Business English Listening and Speaking teaching also emphasizes cultivating students' business language proficiency, cross-cultural communication skills, and business practice abilities.
  5. **Output-Driven Hypothesis:** The "Output-Driven Hypothesis" in the POA theory emphasizes starting with output tasks to drive students' learning enthusiasm. This coincides with the teaching method in Business English Listening and Speaking, where students practice listening and speaking through simulated business scenarios to enhance their practical language application abilities.
  6. **Input Facilitation and Selective Learning Hypothesis:** The "Input Facilitation and Selective Learning Hypothesis" in the POA theory emphasizes that teachers must provide targeted input for students' output before the output task, facilitating the completion of the output task. In Business English Listening and Speaking teaching, teachers can provide relevant language input based on the characteristics of business scenarios to help students better complete listening and speaking tasks.
  7. **Assessment-for-Learning Hypothesis:** This hypothesis in the POA theory emphasizes the role of assessment in the learning process. This aligns with the method in Business English Listening and Speaking teaching, where assessing students' listening and speaking performance promotes self-reflection and ability enhancement.

In summary, the advantage of applying the POA theory in Business English Listening and Speaking teaching lies in its ability to improve students' practical language application abilities through specific business scenario simulations. It emphasizes student-centeredness, integrated learning and application, cultural exchange, and the cultivation of key competencies, all of which are highly consistent with the goals and methods of Business English Listening and Speaking teaching.

## **APPLICATION OF POA IN BUSINESS ENGLISH LISTENING AND SPEAKING COURSE**

### **Objectives of "Business English Listening and Speaking" Course**

The "Business English Listening and Speaking" course aims to equip students with basic listening and speaking skills in business English, enabling them to communicate effectively in daily business situations. The course requires students not only to master the fundamental skills of listening, speaking, reading, writing, and translation but also to possess a certain level of cross-cultural awareness. In teaching practice, teachers can divide students into several learning groups, each with a specific learning objective. Group members need to acquire materials through various channels and then apply the knowledge learned to train their language skills, such as listening, speaking, reading, writing, and translation, to achieve specific language teaching goals. During the course implementation, teachers should guide students to engage in activities like "speaking" (Phonics), "reading," and "writing," while emphasizing the cultivation of their business thinking abilities. Through training, students can not only grasp basic business English listening and speaking skills but also effectively express their views in daily business communication, thereby enhancing their cross-cultural awareness to some extent.

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## Design of Teaching Modes

The application of POA in Business English listening and speaking instruction is primarily reflected in the design of teaching modes. For instance, Zhu (2021) proposed a flipped classroom teaching mode based on POA in his research, which systematically cultivates students' comprehensive abilities in Business English listening and speaking through three stages: preview before class, classroom interaction, and after-class consolidation. Research indicates that this teaching mode can significantly improve students' listening and speaking scores by 13.75% and 17.02%, respectively. Similarly, Geng (2021) also designed a hybrid teaching mode based on POA in high school English listening and speaking instruction, which enhanced students' interest and participation through a combination of online and offline methods [3].

## Selection of Teaching Content

The teaching content of the course serves as a crucial carrier for students to learn the "Business English Listening and Speaking" course. Traditional content for this course often focuses on listening exercises, emphasizing language input and application while lacking descriptions of business activities and communication scenarios. In this context, teachers should select appropriate teaching content based on students' needs for the course content and improve teaching efficiency by applying the POA teaching mode. According to the learning tasks proposed in the driving phase of the POA theory, teachers should determine the course's teaching objectives, content, and methods in conjunction with students' English proficiency and ability requirements. For instance, when setting the teaching objectives for the "Business English Listening and Speaking" course, teachers can align the specific goals of the course with core content such as "market research" and "business negotiation." Additionally, after determining the teaching content, teachers can consider which business skills students need to acquire and the level of business communication competence they should achieve through the course.

Under the POA framework, the selection of teaching content places greater emphasis on practical application and situational simulation. For example, Zhong (2024) introduced a task-based teaching method in advanced Business English courses, designing five types of tasks, including listening, speaking, reading, writing, and translation, aiming to enhance students' critical thinking and language application abilities through the completion of real tasks [4]. Additionally, Kholis and Iryanti (2021) pointed out in their research that the content of Business English courses should include practical application scenarios such as interviews, resume writing, and presentations to strengthen students' practical abilities [5].

## Innovation in Teaching Methods

POA encourages teachers to adopt diversified teaching methods to stimulate students' interest and initiative. For instance, Ming (2024) explored the application of translanguaging in Business English instruction in his research, using students' native languages flexibly to help them better understand and master business vocabulary, thereby improving their listening, speaking, reading, and writing skills [6]. Furthermore, Rong (2024) emphasized the importance of project-based learning and cooperative learning in Business English instruction, cultivating students' comprehensive abilities and team collaboration spirit through teamwork and case analysis [7].

Through classroom instruction, students are expected to transition from "learning" to "mastering" in their understanding and application of knowledge after completing the "Business English Listening and Speaking" course, thereby shifting from "teacher-centered" to "student-centered" learning. Specifically, the teaching objectives can be achieved through the following methods:

1. **Designing Task-Based Teaching Activities:** In practice, teachers should design reasonable and effective teaching activities centered on task-based teaching, taking into account the characteristics of the "Business English Listening and Speaking" course and the learning situations of students. At the same time, teachers should fully understand students' weak points in task completion and provide effective remedies to enhance their learning enthusiasm and initiative.

2. Utilizing a Blended Learning Mode: In offline teaching, teachers should strengthen the cultivation of students' learning strategies and habits, enabling them to effectively carry out task-based teaching activities within limited timeframes. At the same time, teachers should guide students to apply the knowledge learned in practice and pay attention to evaluating students' professional qualities and practical abilities demonstrated during task completion. The online teaching mode can leverage modern information technology tools for auxiliary teaching, such as PPTs and online teaching platforms. The blended learning mode effectively compensates for the shortcomings of offline teaching and improves classroom teaching efficiency.

### Teaching Implementation Steps

The course teaching implementation process is a student-centered approach where students take the initiative to learn autonomously and engage in language practice under the guidance of teachers. Teachers can implement POA teaching through the following steps:

**Task-Driven Approach:** Encourage students to take the initiative. Taking the Business English Listening and Speaking course as an example, teachers can design teaching activities through the following steps: (1) Present task requirements and set appropriate task difficulty based on students' knowledge base and actual abilities; (2) Assign tasks and clarify learning objectives; (3) Guide students to autonomously design activities based on task requirements and provide relevant background knowledge and language materials; (4) Organize students to engage in group cooperative learning; (5) Assign post-class assignments and provide feedback.

Throughout the teaching activities, teachers should provide students with as many opportunities and spaces for expression as possible. If teachers simply impart teaching content to students, it will not only reduce students' learning enthusiasm but also hinder the development of their language skills. Therefore, teachers should strive to create a classroom environment centered on "output" and fully utilize every "opportunity" in the classroom to encourage, guide, and help students express their ideas.

In a Business English Listening and Speaking course, teachers can design a series of coherent activities to enhance students' practical application abilities. Firstly, through business meeting simulations, students are grouped to play different department members of a company, preparing and presenting various agenda items. Such role-playing not only exercises students' listening and speaking skills but also enhances their teamwork and leadership abilities. Next, business negotiation exercises allow students to negotiate aspects such as prices, delivery times, and payment terms in a simulated business environment, helping them master strategies and techniques for business negotiations.

Product introduction presentations require students to prepare and showcase a product, which not only improves their oral presentation skills but also teaches them how to effectively promote a product. In customer service scenario simulations, students play the role of customer service representatives, handling various customer issues. These exercises help students understand customer needs and improve their problem-solving abilities. Business phone role-playing focuses on phone communication skills, including openings, information delivery, and closings, assisting students in performing more professionally during business phone calls.

Business report speeches give students the opportunity to present on topics such as market trends, company performance, or industry analysis. This not only enhances their public speaking skills but also deepens their understanding of business knowledge. Business lunch simulations provide an informal business communication environment where students practice networking and exchanging information in a relaxed atmosphere. International business culture discussions allow students to delve into the business cultures of different countries and share their insights through discussions or debates, fostering their cross-cultural communication abilities.

Business English listening exercises involve playing business-related audio materials, such as news, interviews, or speeches, and asking students to listen and answer related questions, thereby improving their

listening comprehension skills. Business case analyses require students to analyze real business cases, discussing decision-making processes, market strategies, and potential solutions, which helps them enhance their analysis and problem-solving abilities. Activities combining business English writing and speaking involve students first writing business emails or reports and then presenting them orally in class, improving both their writing and speaking skills.

Lastly, virtual business environment simulations utilize online simulation software or games to allow students to practice their listening and speaking skills in a virtual business setting, helping them try and learn business communication skills in a safe environment. Through these coherent activities, students can improve their Business English listening and speaking abilities in practice while also developing their business mindset and cross-cultural communication skills. Teachers should continuously adjust teaching methods and activity content based on student feedback and performance to meet their learning needs.

## **PRACTICAL CHALLENGES**

Despite Its Potential, The Implementation of Poa in Business English Courses Faces Several Practical Barriers. One Of the Most Significant Challenges Is the Lack of Teacher Training Programs Focused on Poa's Unique Principles. Many Instructors Are Familiar with Traditional Teaching Methods but Lack the Skills to Effectively Integrate Poa Strategies into Their Lessons. To Address This, Universities Should Invest in Comprehensive Teacher Development Programs That Provide Instructors with Hands-On Training in Poa Techniques, As Well As Opportunities for Peer Collaboration and Observation.

Another Challenge Is Curriculum Design. Traditional Curricula Often Emphasize Theory-Based Instruction and Passive Learning. To Align with Poa, Curricula Must Be Revised to Incorporate More Task-Based Learning Activities, Such as Business Simulations and Real-World Problem-Solving Tasks. These Activities Should Focus on Developing Practical Language Skills That Students Can Directly Apply in Business Contexts.

Finally, Access to Technology Remains a Significant Issue. Many Poa-Based Activities Rely on Digital Tools, Which May Not Be Accessible to All Students. To Ensure Equitable Access, Institutions Should Provide Technology Loans or Implement Offline Solutions, Such as Classroom-Based Role-Playing Exercises, To Ensure That All Students Can Participate in Poa-Based Instruction.

## **EVALUATION OF POA TEACHING EFFECTIVENESS**

Teaching evaluation is an assessment of the extent to which classroom teaching objectives are achieved and the learning outcomes of students. By evaluating the course, teachers can promptly understand students' mastery of teaching objectives and the effectiveness of classroom teaching, thereby further optimizing teaching content and methods and improving teaching quality.

To achieve course efficiency, teachers should focus on two aspects: firstly, from the students' perspective, strengthen the management of pre-class preparation, class participation, and post-class consolidation; secondly, from the teachers' perspective, emphasize the design of pre-class, in-class, and post-class activities, ensuring a combination of pre-class, post-class, and extracurricular activities.

### **Improvement in Student Performance**

Multiple studies have shown that POA has a significant effect on improving students' Business English listening and speaking abilities. For example, Liu and Zhang (2022) found in their research that combining POA with the flipped classroom teaching mode in high school English listening and speaking instruction significantly improved students' speaking abilities and interest in learning [8]. Similarly, Zhu's (2021)

experimental results showed that students in the experimental class improved their listening and speaking scores by 13.75% and 17.02%, respectively, while students in the control class only improved by 4.78% and 7.16%, respectively.

### **Changes in Student Attitudes**

Apart from improvements in performance, POA has also had a positive impact on students' learning attitudes. For instance, Zhu's (2021) survey results indicated that 76% of students liked and preferred this teaching mode, with 48% and 31% of students believing that it was very helpful in cultivating their study habits. Similarly, Liu and Zhang's (2022) interview results showed that students' interest in Business English learning significantly increased, and their learning enthusiasm improved markedly.

### **Teacher Professional Development**

The application of POA has not only had a positive impact on students but also promoted teachers' professional development. For example, Zhu's (2021) research showed that 50% and 33% of teachers believed that this teaching mode was very helpful in improving their professional skills. Additionally, Rong (2024) emphasized that teachers' professional knowledge, teaching methods, and teaching resources have a significant impact on the effectiveness of Business English instruction, and teachers should continuously update their teaching philosophies and methods to adapt to evolving teaching needs.

### **Case Study Example**

Business English listening and speaking course aimed at advanced-level students was restructured to incorporate POA's principles. The course specifically targeted cross-cultural communication skills for international business contexts.

## **METHODOLOGY**

### **Pre-Test**

#### **The pre-test focused on two main areas:**

**Business Negotiation:** A role-play where students negotiated terms of a partnership agreement. The task focused on listening to the other party's concerns, asking relevant questions, and responding clearly.

**Cross-Cultural Communication:** Students engaged in a discussion about a global business challenge, where they needed to listen to various perspectives and respond appropriately.

Results showed that while students had a strong grasp of English vocabulary, they often struggled with listening carefully to different viewpoints and lacked the ability to respond persuasively in business negotiations.

### **POA-Based Intervention**

**Activity 1 – Cross-Cultural Business Negotiation Simulations:** Students were divided into teams representing different countries and tasked with negotiating a business deal considering cultural differences in communication styles (e.g., direct vs. indirect communication). This task emphasized both listening for cultural nuances and speaking with clarity.

**Activity 2 – Real-World Business Discussions:** Students participated in debates and discussions on global business issues, such as international trade agreements, where they needed to actively listen to others'



arguments and present counterarguments using business terminology.

### **Post-Test**

The post-test involved a business negotiation exercise where students had to finalize a partnership agreement, incorporating feedback from the role-play. They were also asked to participate in a cross-cultural discussion on a business case study.

## **RESULTS**

### **Negotiation Skills:**

After POA-based training, 82% of students were able to successfully negotiate business terms, demonstrating improved listening and speaking skills during the negotiations.

### **Cross-Cultural Competence:**

In the post-test, students showed an enhanced ability to understand and respond to different cultural perspectives in business discussions. They could listen actively and adjust their communication style according to cultural norms.

## **CONCLUSION**

The case study demonstrated how POA can effectively improve students' listening and speaking skills in Business English courses through task-based activities that simulate real-world business contexts. By engaging students in interactive role-plays, negotiations, and presentations, POA provides a dynamic and practical approach to learning. These examples highlight the approach's flexibility and its potential to address both the communicative and cultural aspects of Business English.

### **Challenges and Strategies In Implementing Poa**

Despite its promising benefits, implementing POA in Business English listening and speaking course faces several challenges:

**Teacher Training and Development:** Teachers need to be well-versed in the POA framework and its principles to effectively design and facilitate lessons. Workshops, seminars, and online courses can provide necessary training and resources.

**Curriculum and Material Development:** Creating curriculum and materials that align with POA principles requires a significant investment of time and resources. Collaborative efforts between educators, industry experts, and material developers can streamline this process.

**Assessment and Feedback Mechanisms:** Effective assessment and feedback are crucial for monitoring progress and adjusting teaching strategies. Implementing a system that incorporates both formative and summative assessments, along with peer and self-assessment, can ensure comprehensive evaluation.

**Student Engagement and Motivation:** Maintaining student engagement and motivation is vital for successful implementation. Incorporating real-world case studies, role-plays, and simulations can make learning more relatable and exciting.

Technology Integration: Leveraging technology can enhance the implementation of POA by providing access to a variety of resources and tools. However, ensuring equitable access to technology and addressing any digital divide within the student population is essential.

## FUTURE DIRECTIONS AND RECOMMENDATIONS

To further advance the application of POA in Business English listening and speaking course, the following recommendations are proposed:

**Ongoing Research and Evaluation:** Continuous research and evaluation are needed to assess the effectiveness of POA implementations and identify areas for improvement. This includes collecting student feedback, analyzing learning outcomes, and comparing results with traditional teaching methods.

**Curriculum Innovation:** Develop innovative curricula that incorporate interdisciplinary elements, such as economics, management, and marketing, to provide a more comprehensive business education.

**Global Collaboration:** Foster international collaborations among educators to share best practices, materials, and technological advancements in Business English teaching.

**Adaptive Learning Technologies:** Explore the use of adaptive learning platforms that can tailor content and pace to individual student needs, enhancing personalized learning experiences.

**Professional Development for Teachers:** Encourage ongoing professional development for teachers to stay updated with the latest research and teaching strategies in Business English and POA.

In conclusion, the application of the Production-Oriented Approach in Business English listening and speaking course holds great potential for improving student outcomes and preparing them for the demands of the global business environment. By addressing the challenges and embracing the recommendations outlined, educators can effectively harness the power of POA to cultivate well-rounded, competent business professionals.

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