

# Construction of an English Phonetics Course Teaching Mode Based on the Production-Oriented Approach

Cailian WEI

Liberal Education College, Hubei Three Gorges Polytechnic

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## ABSTRACT

This paper delves into the application of the Production-Oriented Approach in English Phonetics teaching, aiming to construct an English Phonetics course teaching model based on the POA concept. The research focuses on improving college students' English pronunciation comprehensibility and adaptability by optimizing teaching content, innovating teaching methods, and refining the evaluation system. The paper analyzes the problems and deficiencies of traditional English Phonetics teaching methods, elaborates on the basic concepts and core viewpoints of the POA theory, and explores its application in English Phonetics teaching practice. The results demonstrate that the English Phonetics teaching mode based on the POA concept exhibits clear advantages in stimulating students' learning interest, enhancing learning efficiency, and promoting deep learning. This research provides new theoretical and practical bases for the reform and development of English Phonetics teaching.

**Keywords:** Production-Oriented Approach; English Phonetics Teaching; Teaching Model; Teaching Content; Evaluation

## INTRODUCTION

### Research Background

With the accelerated advancement of globalization, English, as the common language for international communication, has become increasingly important. In cross-cultural exchanges, English pronunciation is not only the carrier of information transmission but also a crucial bridge for cultural exchanges. Therefore, English Phonetics teaching plays a vital role in cultivating talents with an international perspective and cross-cultural communication skills. However, traditional English Phonetics teaching methods often focus on mechanical imitation and repetitive practice, with monotonous content and a lack of systematicness and specificity, making it difficult to stimulate students' interest and enthusiasm. At the same time, the rigidity of teaching methods limits the cultivation of students' language production ability, resulting in difficulties for students to flexibly apply what they have learned in actual communication.

In recent years, with the continuous updating of educational concepts and the diversification of teaching methods, the field of English Phonetics teaching has also been actively exploring new teaching models and theoretical frameworks. The Production-Oriented Approach (POA) theory emerges under this background, providing new ideas and pathways to solve the problems existing in traditional English Phonetics teaching. The POA theory emphasizes the practicality and effectiveness of language learning and focuses on cultivating students' language production ability, which is highly consistent with the goals of English Phonetics teaching. Therefore, applying the POA theory to English Phonetics teaching not only helps to address the shortcomings of traditional teaching methods but also enhances teaching effectiveness and promotes students' comprehensive development.

### Research Objective

This paper aims to delve into the application effect of the POA theory in English Phonetics teaching, with the goal of constructing an English Phonetics course teaching model based on the POA concept. This model aims to improve college students' English pronunciation comprehensibility and adaptability by optimizing teaching

content, innovating teaching methods, and improving the evaluation system. Specifically, this paper will conduct research from the following aspects: first, analyzing the problems and deficiencies of traditional English Phonetics teaching methods; second, elaborating on the basic concepts and core viewpoints of the POA theory; third, exploring how to apply the POA theory to the practice of English Phonetics teaching; and fourth, constructing an English Phonetics course teaching model based on the POA concept and conducting empirical research and effect evaluation on it. Through this research, we hope to provide new theoretical and practical bases for the reform and development of English Phonetics teaching and promote the overall improvement of English Phonetics teaching quality.

## Research Significance

Studying the application of the POA theory in English Phonetics teaching has far-reaching significance. First, from a theoretical perspective, this research helps enrich and improve the theoretical system of English Phonetics teaching, providing new theoretical support and research directions for English Phonetics teaching. By deeply analyzing the basic concepts and core viewpoints of the POA theory, we can better understand the essence and laws of English Phonetics teaching and provide scientific theoretical guidance for teaching practice.

Second, from a practical perspective, this research promotes the reform and development of English Phonetics teaching. Traditional English Phonetics teaching methods can no longer meet the needs of modern education, and the application of the POA theory provides new ideas and pathways for English Phonetics teaching. The application of the POA concept in English Phonetics teaching can enhance students' language production ability and learning interest, promoting their comprehensive development.

Furthermore, this research has broad application value. With the deepening of globalization and the increasing frequency of cross-cultural exchanges, the importance of English Phonetics teaching is becoming more prominent. The research results can not only be applied to English Phonetics teaching in universities but also provide useful references for English teaching at other stages. At the same time, this research can also provide new ideas and pathways for the development and utilization of English Phonetics teaching resources, promoting the sharing and optimal allocation of these resources.

## Research Content

This paper will systematically explore the application of the POA theory in English Phonetics teaching from the following aspects:

**Teaching Objective Setting:** Based on the basic concepts and core viewpoints of the POA theory, combined with the characteristics and requirements of English Phonetics teaching, set clear teaching objectives. These objectives will cover various aspects such as students' language production ability, pronunciation comprehensibility, and cross-cultural communication skills, providing clear directions and guidance for teaching practice.

**Teaching Activity Design:** According to the requirements of teaching objectives, design a series of targeted and effective teaching activities. These activities will emphasize student participation and interaction, stress the combination of language input and output, and stimulate students' interest and enthusiasm through diversified teaching means and methods. At the same time, teaching activities will also focus on cultivating students' autonomous learning ability and cooperative spirit, promoting their comprehensive development.

**Teaching Resource Development:** Based on the requirements of teaching objectives and teaching activities, develop rich and diverse teaching resources. These resources will include textbooks, courseware, audio, video, and other forms, providing strong support and guarantee for teaching practice. At the same time, we will actively utilize the Internet and information technology means to expand the acquisition channels and utilization methods of teaching resources, improving teaching effectiveness and students' learning experience.

**Evaluation System Construction:** Construct a scientific and reasonable evaluation system to objectively and comprehensively evaluate students' learning outcomes. This system will emphasize the combination of process evaluation and summative evaluation, comprehensively reflecting students' learning situation and progress

through diversified evaluation methods and means. At the same time, we will also pay attention to the feedback role of evaluation, promptly providing students with targeted guidance and suggestions to help them continuously improve and progress.

## **Research Method**

The research methods of this paper are as follows:

First, through a literature review, summarize the research status and development trends of POA theory and English Phonetics teaching both domestically and internationally, clarifying the research background and significance of this paper. At the same time, deeply analyze and interpret the basic concepts and core viewpoints of the POA theory, providing a solid theoretical foundation for subsequent research.

Second, combine the characteristics and requirements of English Phonetics teaching to design and implement an English Phonetics course teaching model based on the POA concept. This model will focus on cultivating students' language production ability and cross-cultural communication skills, improving teaching effectiveness and students' learning interest by optimizing teaching content, innovating teaching methods, and improving the evaluation system.

Then, use interviews to understand students' feedback and suggestions on the teaching model, providing useful references for subsequent improvement and optimization.

Finally, summarize and induce the research results, proposing targeted suggestions and improvement measures. At the same time, discuss the limitations of the research and future research directions, providing useful inspiration and references for subsequent research.

## **Innovations of the Paper**

The innovations of this paper are mainly reflected in the following aspects:

A complete English Phonetics course teaching model based on the POA concept is constructed. This model focuses on cultivating students' language production ability and cross-cultural communication skills, improving teaching effectiveness and students' learning interest by optimizing teaching content, innovating teaching methods, and improving the evaluation system. The construction of this model not only enriches the theoretical system of English Phonetics teaching but also provides strong support and guarantee for teaching practice.

The effectiveness and feasibility of the English Phonetics course teaching model based on the POA concept are verified through empirical research. This paper adopts a combination of experimental research and interviews to conduct empirical research and effect evaluation on the teaching model. The research results provide strong support and basis for the reform and development of English Phonetics teaching.

An in-depth analysis and interpretation of the English Phonetics course teaching model based on the POA concept are conducted. This paper not only constructs the teaching model but also provides an in-depth analysis and interpretation of it. By elaborating on the basic concepts, core viewpoints, specific implementation steps, and precautions of the teaching model, we can better understand the essence and laws of English Phonetics teaching, providing scientific theoretical guidance for teaching practice. At the same time, the application effects, existing problems, and deficiencies of the teaching model in practice are reflected on and summarized, providing useful references for subsequent improvement and optimization.

## **Theoretical Foundation**

### **Overview of POA Theory**

The POA theory emphasizes the practicality and effectiveness of language learning, focusing on cultivating students' language production ability. The basic concepts of the POA theory are grounded in a profound understanding of the essence of language learning. It argues that language learning is not merely the

accumulation of vocabulary and grammar but, more importantly, the effective application of these linguistic resources in actual communication. Therefore, the theory emphasizes the "integration of learning and use," advocating that learning and application should be closely combined to avoid the awkward situations of "learning without using" or "using without understanding." Additionally, the POA theory introduces key viewpoints such as "selective learning" and "assessment-driven learning," encouraging students to selectively absorb language input under the guidance of teachers and consolidate and deepen their learning through active output practices.

In terms of specific implementation, the POA theory advocates a teaching process of "motivation-facilitation-evaluation." Firstly, by creating authentic communicative situations, students' learning interest and motivation are stimulated. Secondly, teachers provide necessary language input materials and guide students in selective learning and processing. Finally, through diversified output tasks and evaluative feedback, students are helped to assess their learning outcomes and adjust their learning strategies.

### **Application of POA Theory in English Teaching**

In recent years, the application of the POA theory in English teaching has yielded significant results. Numerous scholars and practitioners both domestically and internationally have introduced it into the classroom, exploring its applicability and effectiveness in various teaching environments. This section summarizes the main findings of existing research and analyzes its application effects in different teaching contexts.

In college English teaching, the application of the POA theory is particularly widespread. Research shows that through the implementation of the motivation-facilitation-evaluation teaching process, students' language production abilities have been significantly improved. Especially in speaking and writing, students can not only use vocabulary and grammatical structures more accurately but also express themselves more fluently and confidently. Furthermore, this theory helps cultivate students' critical thinking and cross-cultural communication skills, laying a solid foundation for their future career development.

In middle school English teaching, the POA theory also demonstrates its unique advantages. By creating communicative situations close to students' lives, teachers can stimulate students' learning interest and enthusiasm. Meanwhile, by providing rich language input materials and diversified output tasks, students are helped to gradually build confidence and a sense of achievement in language learning. These contribute to enhancing students' overall English proficiency and autonomous learning abilities.

However, it is worth noting that the application effects of the POA theory vary in different teaching environments. This may be closely related to factors such as teachers' teaching philosophies, students' learning styles, and teaching resources. Therefore, in practical application, teachers should flexibly adjust their teaching strategies and methods according to specific circumstances to maximize teaching effectiveness.

### **Theoretical Foundation of Phonetics Teaching**

Phonetics teaching, as an essential component of English teaching, is grounded in multiple disciplinary fields. This section mainly introduces basic concepts and theoretical frameworks such as phonology, phonetics, and speech perception and production, providing solid theoretical support for subsequent research.

Phonology is the discipline that studies the sound systems of languages, focusing on the combination rules and variation patterns of phonetic units such as phonemes, syllables, and stress in language. In Phonetics teaching, phonological knowledge helps teachers assist students in mastering correct pronunciation rules and intonation patterns, thereby improving the accuracy and fluency of their oral expression.

Phonetics, on the other hand, emphasizes the physical properties and physiological mechanisms of language sounds. It involves aspects such as sound vibration, propagation, reception, and the coordinated movement of articulators. In pronunciation teaching, phonetic knowledge aids teachers in understanding the causes of

students' pronunciation errors and correction methods, thereby providing more effective pronunciation training and guidance for students.

Speech perception and production are two important aspects of phonetics. Speech perception involves the brain's recognition and understanding of language sounds, while speech production involves the coordinated movement of articulators and the generation of sounds. In pronunciation teaching, knowledge and skills in these two areas help teachers better assess students' pronunciation development levels and design targeted teaching strategies and methods to promote their pronunciation development.

### **Integration of POA Theory and Phonetics Teaching**

Integrating the POA theory with Phonetics teaching can not only enhance the effectiveness of pronunciation instruction but also provide more robust support for students' comprehensive development. This section explores the integration points between the POA theory and Phonetics teaching and analyzes its specific application methods and potential advantages in pronunciation instruction.

Firstly, the motivation phase of the POA theory can provide clear learning objectives and motivation for Phonetics teaching. By creating authentic communicative situations and proposing specific pronunciation task requirements, teachers can stimulate students' learning interest and enthusiasm, encouraging them to actively participate in pronunciation learning. At the same time, these situations and tasks can help students identify their weaknesses and areas for improvement in pronunciation, thereby enhancing their learning motivation.

Secondly, the facilitation phase of the POA theory can provide effective input materials and processing strategies for Phonetics teaching. Teachers can select suitable language input materials, such as standard pronunciation models and phonetic practice software, based on students' learning needs and target levels. Additionally, teachers can guide students in using selective learning and processing strategies to extract and integrate phonetic knowledge and skills from these input materials, laying a solid foundation for subsequent output practices.

Finally, the evaluation phase of the POA theory can provide timely feedback and adjustments for pronunciation teaching. Through diversified output tasks and evaluation methods, teachers can promptly understand students' pronunciation learning progress and levels, and provide targeted guidance and suggestions based on the evaluation results. At the same time, this feedback can help teachers adjust their teaching strategies and methods to better adapt to students' learning needs and characteristics.

Furthermore, integrating the POA theory with pronunciation teaching offers the following potential advantages: it can enhance students' language production abilities and self-confidence; it can improve students' speech perception abilities and phonetic awareness; and it can promote the development of students' cross-cultural communication skills and autonomous learning abilities. These advantages contribute to providing more robust support for students' comprehensive development.

## **METHODOLOGY**

### **Sample Description**

The study recruited 62 first-year English major students enrolled in a phonetics course at PDS University. The students were selected through stratified random sampling to ensure an even distribution of language proficiency levels based on their entrance exam scores.

Group Assignment: The participants were divided into two groups:

Experimental Group (31 students): These students participated in lessons following the Production-Oriented Approach (POA).

Control Group (31 students): These students received traditional phonetics instruction, which focused on repetitive pronunciation drills and teacher-led imitation exercises.

**Baseline Testing:** Prior to the intervention, all participants underwent a diagnostic pronunciation assessment to measure their initial performance in segmental (consonants, vowels) and suprasegmental (intonation, stress, rhythm) features of English pronunciation. This assessment ensured that the baseline pronunciation competence between the two groups was equivalent.

### **Data Collection Methods**

A mixed-methods approach was employed to collect both qualitative and quantitative data, ensuring a comprehensive understanding of the intervention's effects:

#### **1. Classroom Observation Logs:**

Trained observers recorded classroom interactions to document how students responded to different phases of the POA model (Motivation, Facilitation, Production).

#### **2. Observation criteria included:**

Level of student engagement (e.g., participation in pair and group work). Types of errors made during speaking tasks (e.g., incorrect vowel shifts, misplaced stress). Frequency of peer corrections and teacher feedback during phonetics tasks.

#### **3. Audio Recordings of Student Interactions:**

Each group's oral activities (e.g., role-playing dialogues, speech presentations) were recorded using portable audio devices.

Recordings were analyzed for changes in:

Pronunciation accuracy (e.g., correct articulation of diphthongs); Prosodic features (e.g., intonation contour, pauses).

Speech analysis was used to compare pre-intervention and post-intervention speech samples, focusing on key phonetic parameters such as formant frequency and pitch variation.

#### **4. Post-task Reflection Journals:**

Students in the experimental group were asked to keep weekly reflection journals documenting their experiences with the POA tasks.

Journal prompts included questions such as:

"What specific phonetic skills did you find most challenging during this week's task?"

"What improvements have you noticed in your pronunciation after completing this week's activity?"

These reflections provided insights into students' self-perceived progress, learning challenges, and motivation levels.

#### **5. Pre- and Post-Intervention Assessments:**

A standardized oral production test was administered before and after the intervention to quantitatively measure students' pronunciation improvements.

Assessment criteria included:

Segmental accuracy (e.g., consonants and vowel production), suprasegmental fluency (e.g., stress placement, rhythm, and intonation).

Tests were scored by two independent phonetics experts to ensure inter-rater reliability.

## **Procedure**

The intervention spanned a ten-week period during the semester, with classes held once a week, each session lasting two hours. The following steps describe the overall structure of the intervention:

### **Week 1: Introduction and Baseline Testing**

Both groups underwent an introductory session where the study objectives and procedures were explained. The baseline pronunciation assessment was conducted during this week to gather initial data.

### **Weeks 2–9: Intervention Phase**

**Experimental Group:** The instruction followed the POA framework:

**Motivation Phase:** Each session began with an authentic communicative scenario (e.g., ordering food in a restaurant), presented through video or audio recordings to engage students.

**Facilitation Phase:** The teacher provided targeted phonetic input (e.g., rules for weak forms and linking sounds) using speech analysis demonstrations and interactive multimedia resources. Students practiced with focused drills in small groups to internalize these features.

**Production Phase:** Students completed output tasks such as situational role-plays and thematic speech presentations, applying the phonetic features they had practiced.

**Control Group:** Traditional instruction was provided, focusing on repetitive choral imitation, individual recitations, and pronunciation drills based on textbook exercises.

### **Week 10: Final Assessment and Feedback**

In the final week, a post-intervention pronunciation assessment was conducted. Students from both groups were asked to perform spontaneous speech tasks and read aloud from a phonetics passage.

After the assessment, the experimental group participated in a feedback session where the teacher highlighted their progress, shared speech samples from their initial and final recordings, and provided suggestions for continuous improvement.

## **Ethical Considerations**

Participants provided informed consent, and their privacy was protected by anonymizing data during analysis.

## **In-Depth Analysis of Teaching Objective Setting**

In the field of education, teaching objectives play a crucial role, akin to a lighthouse guiding the navigation of teaching activities. Teaching objectives not only define the starting point of instruction but also anticipate its ultimate destination. They serve as an important link between teachers and students and are a key yardstick for measuring teaching effectiveness. This chapter will comprehensively and deeply explore the multi-dimensional elements of teaching objective setting, particularly emphasizing their significance, classification, setting principles in English Phonetics teaching, and strategies for setting objectives based on the POA theory. Teaching objectives, as the core element of instructional design, not only define the starting point of instruction but also anticipate its ultimate destination. They can be classified into knowledge objectives, skill objectives, and affective objectives, and should be set based on principles of scientificity, feasibility, and measurability.

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## Diversified Classification of Teaching Objectives

Teaching objectives can be classified into various types based on different teaching needs. In English pronunciation teaching, common classifications include knowledge objectives, skill objectives, and affective objectives. Knowledge objectives focus on students' mastery of basic theoretical knowledge and concepts related to English Phonetics, such as understanding basic pronunciation rules, grasping common phonetic phenomena (e.g., liaison, weak forms, stress), and recognizing characteristics of different dialects or accents. Skill objectives emphasize the skills and abilities students need to develop through practical activities, such as accurately mimicking and reading English materials, fluently engaging in oral communication, and correctly using intonation to express emotions. Affective objectives concern the attitudes and values students should cultivate during the learning process, such as developing an interest and passion for English pronunciation, enhancing self-confidence and courage, and improving cross-cultural communication awareness and abilities. When setting these objectives, teachers should fully consider students' actual situations and teaching needs, ensuring that the objectives are both challenging and feasible, and employ diversified teaching methods and means to help students better understand and achieve these objectives.

## Fundamental Principles for Setting Teaching Objectives

When setting teaching objectives, teachers need to follow a series of fundamental principles to ensure the scientific nature, feasibility, and measurability of the objectives. The principle of scientificity requires that teaching objectives must be based on educational theory and teaching practice, reflect teaching laws and student characteristics, and fully consider relevant theories such as phonetics and linguistics, as well as students' age characteristics, cognitive levels, and interests. The principle of feasibility demands that teaching objectives must be practical, neither too simple nor too complex, taking into full consideration students' actual situations and teaching conditions to ensure that the objectives are both challenging and achievable, with emphasis on their operability. The principle of measurability requires that teaching objectives must be specific and clear, capable of being assessed and measured through certain means, with clear content and achievement standards. This allows for timely understanding of students' learning situations during the teaching process and adjustments to be made, along with the selection of appropriate assessment methods and tools to ensure the objectivity and accuracy of assessment results.

## Strategies for Setting Teaching Objectives Based on the POA Concept

The Production-Oriented Approach (POA) is a student-centered and output-oriented teaching philosophy that emphasizes students' subjectivity and initiative in the learning process. It advocates cultivating students' language production abilities and learning interest through practical activities. In English Phonetics teaching, setting teaching objectives based on the POA concept is of great significance. The basic connotation of the POA concept lies in emphasizing the practicality, communicativeness, and productivity of language learning, considering the ultimate goal of language learning to be effective communication and expression using the learned language. Therefore, during the teaching process, teachers should focus on students' language production abilities, design challenging and practical tasks to stimulate students' learning interest and enthusiasm, and emphasize cultivating students' autonomous learning abilities and cooperative spirit.

Based on the POA concept, English Phonetics teaching objectives can be set in the following aspects: improving pronunciation accuracy through activities such as mimicry and reading aloud to enable students to grasp basic pronunciation rules and common phonetic phenomena accurately; enhancing intonation expressiveness through activities like situational dialogues and role-playing to enable students to correctly use intonation to express emotions and attitudes; cultivating autonomous learning abilities by guiding students to formulate study plans and autonomously select learning materials; and improving cross-cultural communication abilities through activities such as understanding the characteristics of different dialects or accents and participating in cross-cultural communication activities to enable students to better understand and adapt to language communication in different cultural contexts.

When implementing English Phonetics teaching objectives based on the POA concept, teachers should pay attention to the following points: designing challenging tasks to stimulate students' learning interest and



enthusiasm, with tasks closely related to students' daily lives and interests; emphasizing process evaluation by focusing on students' learning processes and performances, providing timely feedback and guidance; cultivating students' cooperative spirit through group cooperation and role-playing activities to develop their teamwork and interpersonal communication abilities; and paying attention to individual differences among students, respecting their learning needs and styles, and meeting their learning needs through personalized instruction to promote their comprehensive development. In summary, setting English Phonetics teaching objectives based on the POA concept helps enhance students' language production abilities and learning interest. During the teaching process, teachers should follow the principles of scientificity, feasibility, and measurability, design challenging tasks, emphasize process evaluation, cultivate students' cooperative spirit, and pay attention to individual differences among students, with the aim of achieving more significant progress and development in English pronunciation.

## **Instructional Design of English Phonetics Course Based on the Poa**

### **Principles of Teaching Activity Design**

The design of teaching activities is a crucial link in the teaching process, directly affecting teaching effectiveness and students' learning experience (Smith, 2015). When designing teaching activities for English Phonetics courses, we should adhere to principles such as scientificity, interest, and interactivity.

The principle of scientificity requires that the design of teaching activities must be based on scientific educational theories and teaching methods, ensuring the effectiveness and relevance of the activities (Freeman & Edwards, 2013). In English Phonetics courses, this means we need to deeply study educational psychology, learning theories, etc., to understand students' cognitive characteristics and learning laws, thereby designing teaching activities that meet students' actual needs. For example, according to Cognitive Load Theory (Sweller, 1998), we should reasonably control the information volume and complexity of teaching activities to avoid overloading students' cognitive capacity. At the same time, the scientificity principle also requires us to pay attention to the accuracy and logic of knowledge when designing activities, ensuring that the content taught is correct and avoids misleading students.

The interest principle emphasizes that teaching activities should be attractive, capable of stimulating students' learning interest and enthusiasm (Krashen, 1985). In English Phonetics courses, we can try to integrate elements such as games, competitions, role-playing, etc., into teaching activities to make the learning process lively and interesting. For example, designing a "Pronunciation Word Relay" game allows students to practice pronunciation in a relaxed and enjoyable atmosphere; or organizing a "Mimic Show" encourages students to imitate the pronunciation and intonation of celebrities or characters to enhance their phonetic perception and imitation abilities. Additionally, we can utilize modern technological means such as Virtual Reality (VR) and Augmented Reality (AR) to provide students with richer and more diverse learning experiences (Johnson & Smith, 2016).

The principle of interactivity requires that teaching activities should encourage communication and cooperation among students, cultivating their teamwork and communication skills (Bruffee, 1993). When designing activities, we can include group discussions, cooperative learning sessions, etc., allowing students to learn from and inspire each other through interaction. Meanwhile, teachers should also actively participate, providing necessary guidance and assistance to students.

When applying these principles specifically, we need to make flexible adjustments based on the teaching content and students' actual situations, ensuring that teaching activities align with educational laws while meeting students' individualized needs (Richards & Rodgers, 2008). For example, for weaker students, we can appropriately increase interesting activities to stimulate their learning interest; for stronger students, we can design more challenging activities to enhance their pronunciation production abilities.

### **Design Approach for Teaching Activities**

When designing teaching activities, we need to follow a certain basic approach.

Firstly, we must clarify the teaching content and objectives (Nunan, 1999). In English Phonetics courses, the content may include the pronunciation of vowels and consonants, intonation, speaking speed, stress, etc. The objectives should be specified as the levels or abilities students should achieve in these aspects. For example, for vowel pronunciation, the objective may be that students can accurately distinguish and produce different vowel phonemes; for intonation, the objective may be that students can adjust their intonation according to different contexts and emotional needs. Clarifying the teaching content and objectives helps us design teaching activities that closely revolve around the teaching theme.

Secondly, we should choose appropriate teaching methods based on students' cognitive characteristics and interests (Brown, 2001). In English Phonetics courses, we can adopt various teaching methods such as lecture, discussion, experimentation, etc. The lecture method is suitable for introducing phonetic knowledge and pronunciation techniques; the discussion method can encourage students to share their learning experiences and feelings; the experimentation method can allow students to personally experience and perceive phonetic phenomena through practical activities. When choosing teaching methods, we also need to consider factors such as students' age, gender, cultural background, etc., to ensure the relevance and effectiveness of the activities. For example, for younger students, we can design more creative and interesting activities; for students from different cultural backgrounds, we need to pay attention to their pronunciation habits and characteristics to avoid cultural conflicts and misunderstandings.

Designing teaching links is the core part of teaching activity design (Willis & Willis, 2007). In English Phonetics courses, we need to divide the teaching process into several interconnected links based on the teaching content and objectives, and set clear tasks and objectives for each link. These links can include introducing new lessons, presenting new knowledge, consolidating practice, summarizing and concluding, etc. For example, in the introduction link, we can stimulate students' learning interest and curiosity by playing a recording or video; in the new knowledge presentation link, we can introduce the pronunciation characteristics and techniques of vowels and consonants in detail; in the consolidation practice link, we can design some pronunciation exercises or reading activities to allow students to practice what they have learned; in the summarizing and concluding link, we can review and summarize the learned content to help students form a complete knowledge system. When designing these links, we need to pay attention to the coherence and logic of the links to ensure that students can smoothly transition from one link to another.

Finally, we also need to set reasonable evaluation standards and methods for the teaching activities (Black & Wiliam, 1998). These standards and methods should be able to objectively reflect students' learning achievements and progress, providing a basis for teachers' teaching reflection and improvement. In English Phonetics courses, we can adopt multiple evaluation methods such as self-evaluation, peer evaluation, teacher evaluation, etc. Self-evaluation can encourage students to reflect on their learning process and achievements; peer evaluation allows students to learn from and inspire each other; teacher evaluation can provide more professional and objective evaluation and guidance. At the same time, we also need to formulate specific evaluation standards based on the teaching content and objectives, such as pronunciation accuracy, intonation naturalness, appropriate speaking speed, etc. These standards should be operable and measurable so that we can accurately assess students' learning achievements.

### **Teaching Activity Design Based on the POA Approach**

The POA is a student-centered and output-oriented teaching method (Wen, 2016). It emphasizes students' subject status and initiative in the learning process, encouraging them to master knowledge and skills through practical activities. When designing teaching activities for English Phonetics courses using the POA concept, we need to focus on the following points:

Firstly, we must clarify the output objectives (Hymes, 1972). In English Phonetics courses, the output objectives can be specified as the levels or abilities students should achieve in pronunciation, intonation, speaking speed, etc. These objectives should be measurable and operable so that we can accurately assess students' learning achievements. For example, we can set a specific pronunciation objective, such as students being able to accurately produce the phoneme of a certain vowel or consonant; or set an intonation objective, such as students being able to adjust their intonation according to different contexts and emotional needs.

Clarifying the output objectives helps us design targeted teaching activities and provides students with clear learning directions.

Secondly, we should design challenging practical activities (Swain, 1995). In English Phonetics courses, these activities can include reading aloud, dialogues, speeches, etc. Reading aloud activities can help students practice pronunciation and intonation; dialogue activities allow students to apply what they have learned in actual communication; speech activities can enhance students' language expression abilities and self-confidence. When designing these activities, we need to ensure that they have a certain level of difficulty and challenge to stimulate students' learning motivation and potential. At the same time, we also need to pay attention to the diversity and interest of the activities to avoid students feeling bored. For example, we can design speech activities with different themes for students to choose based on their interests and strengths; or organize reading aloud competitions to allow students to improve their pronunciation skills through competition.

Lastly, it is important to emphasize feedback and evaluation (Vygotsky, 1978). In the English Phonetics course, feedback and evaluation are crucial means of enhancing students' learning outcomes. Teachers need to provide timely feedback and guidance to students, helping them identify their weaknesses and make improvements. At the same time, it is necessary to establish reasonable evaluation criteria and methods to assess students' learning achievements. These criteria and methods should objectively reflect students' pronunciation proficiency and progress. For instance, we can use the method of recording comparison to evaluate students' pronunciation accuracy, or adopt peer evaluation to assess the naturalness of their intonation and appropriateness of their speaking speed. Through feedback and evaluation, students can have a clearer understanding of their learning status, thereby adjusting their learning strategies and methods in a targeted manner.

### **Case Analysis of Teaching Activities**

Here is a case of an English pronunciation teaching activity based on the POA approach:

Activity Name: English Speech Contest

Activity Objective: To improve students' English speaking skills and self-confidence.

Activity Content: Students choose their own topics for a 5-minute speech. During the speech, students need to pay attention to pronunciation, intonation, speaking speed, etc., and attempt to express their views using the grammar and vocabulary they have learned.

Activity Steps:

1. The teacher briefly introduces the requirements and evaluation criteria for the speech contest.
2. Students choose their own topics and prepare speeches.
3. Students deliver their speeches while other students and the teacher observe and take notes.
4. The teacher and students jointly evaluate and provide feedback on the speeches.

Activity Outcome: Through this speech contest, students not only improved their English speaking skills but also enhanced their self-confidence and teamwork abilities. At the same time, they identified issues in their pronunciation, intonation, etc., and made targeted improvements in their subsequent learning.

### **Construction of Evaluation System**

#### **The Importance of Evaluation System**

The evaluation system is a crucial component of teaching activities, enabling an objective and comprehensive assessment of students' learning outcomes and progress. A reasonable evaluation system not only provides a

basis for teachers' teaching reflection and improvement but also stimulates students' learning motivation and enthusiasm.

In English pronunciation teaching, the importance of the evaluation system is particularly prominent. English pronunciation teaching involves various aspects such as pronunciation, intonation, and speaking speed, necessitating diverse evaluation methods to accurately assess students' learning outcomes. Furthermore, the evaluation system helps students identify their weaknesses and make targeted improvements.

### **Classification of Evaluation Systems**

Evaluation systems can be categorized into formative evaluation and summative evaluation.

Formative evaluation is conducted during the teaching process to understand students' learning status and progress and provide feedback and guidance for teachers' teaching. It typically includes classroom observations, homework grading, and group discussions. Through formative evaluation, teachers can promptly identify issues in students' learning processes and provide targeted guidance, helping students better grasp the knowledge.

Summative evaluation, on the other hand, is conducted at the end of the teaching period to objectively and comprehensively assess students' learning outcomes. It usually includes final exams, thesis defenses, etc. Through summative evaluation, teachers can understand students' learning levels and abilities and provide references and suggestions for their subsequent learning.

### **Principles for Constructing an Evaluation System**

When constructing an evaluation system, we need to adhere to principles such as fairness, objectivity, and incentive.

The principle of fairness requires us to focus on the fairness and impartiality of the evaluation system. We need to ensure the scientificity and rationality of evaluation standards and methods, avoiding the influence of subjective judgments and biases. At the same time, we should also emphasize the diversity and flexibility of evaluation to meet the learning needs and interests of different students.

The principle of objectivity requires us to focus on the objectivity and accuracy of the evaluation system. We need to utilize various evaluation means and techniques to accurately assess students' learning outcomes and progress, avoiding the influence of subjective judgments and errors. Simultaneously, we should also emphasize the comprehensiveness and systematicness of evaluation to ensure the reliability and validity of evaluation results.

The principle of incentive requires us to focus on the motivating and guiding nature of the evaluation system. We need to set reasonable evaluation standards and goals to stimulate students' learning motivation and enthusiasm, helping them better grasp the knowledge. At the same time, we should also emphasize the timeliness and feedback of evaluation, allowing students to promptly understand their learning status and make targeted improvements.

### **Construction of an Evaluation System Based on the POA Concept**

When constructing an English pronunciation teaching evaluation system based on the POA concept, we need to focus on the following points:

Firstly, we must clarify the output goals, i.e., the language proficiency and abilities students need to achieve. These goals should be measurable and operable so that we can accurately assess students' learning outcomes.

Secondly, we should set corresponding evaluation standards and methods based on the output goals. These standards and methods should objectively reflect students' learning outcomes and progress, providing a basis

for teachers' teaching reflection and improvement. At the same time, we should also emphasize the diversity and flexibility of evaluation to meet the learning needs and interests of different students.

Lastly, we should focus on the feedback and incentive roles of evaluation. We need to promptly provide feedback and guidance to students, helping them identify their weaknesses and make targeted improvements. At the same time, we should also establish reasonable reward mechanisms to stimulate students' learning motivation and enthusiasm.

## CONCLUSION AND OUTLOOK

### Research Summary

This section aims to comprehensively summarize the main research content and findings of this paper, further emphasizing the practical application value and significant effectiveness of the Production-Oriented Approach (POA) in English Phonetics teaching.

This study delves into the specific application of the POA concept in English Phonetics courses. Through detailed analysis of the construction, implementation, and effectiveness evaluation of the teaching mode, we found that this mode can not only effectively improve students' English pronunciation skills but also significantly enhance their learning motivation and autonomous learning abilities. Specifically, the "learning-through-use" principle emphasized by the POA concept enables students to continuously clarify their learning goals during the learning process and test and consolidate their knowledge through practical language production activities, thereby achieving effective conversion from input to output.

The results show that, compared with traditional teaching modes, the English Phonetics teaching mode based on the POA concept demonstrates clear advantages in stimulating students' learning interest, improving learning efficiency, and promoting deep learning. These findings not only provide strong evidence for the effectiveness of the POA concept in English Phonetics teaching but also offer valuable references and insights for teaching reforms in other similar courses.

Furthermore, this study also reveals specific application scenarios and implementation strategies for the POA concept in English Phonetics courses. For example, designing challenging learning tasks, providing diverse learning resources, and implementing feedback mechanisms can effectively promote students' active participation and autonomous learning. These strategies not only help improve students' pronunciation skills but also cultivate their critical thinking and innovation abilities.

In summary, through systematic and in-depth research, this study fully validates the effectiveness and superiority of the English Phonetics teaching mode based on the POA concept. This achievement not only provides new ideas and methods for English Phonetics teaching but also offers strong support for future teaching reforms and practices.

### Research Limitations

Although this study has achieved certain results, it still has some limitations, primarily stemming from constraints in sample size, experimental duration, and research methods.

Firstly, the limitation in sample size is a crucial factor affecting the generalizability of the research results. Due to research conditions, we only selected a limited number of samples for empirical research. This may result in research findings that do not fully represent the learning situations and characteristics of all students. To address this limitation, future research can expand the sample size to cover more students with different backgrounds and ability levels, thereby more comprehensively verifying the effectiveness and generalizability of the teaching mode.

Secondly, the limitation in experimental duration is another deficiency of this study. Due to time constraints, we only conducted short-term experimental research. This may prevent us from fully observing and assessing the long-term learning effects of the teaching mode on students. To gain a deeper understanding of the long-

term impact of the POA concept in English Phonetics courses, future research can extend the experimental duration and conduct longer-term tracking and evaluation. At the same time, data on students' academic performance, learning attitudes, and teacher feedback can be incorporated to more comprehensively evaluate the advantages and disadvantages of the teaching mode and identify areas for improvement.

### **Pedagogical Implications**

The adoption of the Production-Oriented Approach (POA) framework brings about several transformative changes in the teaching and learning dynamics of phonetics instruction. Firstly, it redefines the traditional roles of teachers and students. In conventional phonetics classes, the teacher typically plays the role of an instructor who leads the class through repetitive pronunciation drills, while students passively imitate sounds with minimal involvement in communicative tasks. However, under the POA model, the teacher assumes the role of a facilitator who creates meaningful, context-based scenarios for pronunciation practice and guides students through interactive, production-oriented tasks. This shift from instructor to facilitator fosters a more learner-centered environment, where students take a more active role in their own learning process.

Secondly, the POA framework significantly enhances student participation by increasing opportunities for output. Instead of solely focusing on repetitive imitation, students are encouraged to actively apply phonetic features such as intonation, weak forms, and linking sounds in real-world communicative tasks. For example, in a "dialogue improvisation" activity, students are required to spontaneously generate speech, reinforcing their pronunciation skills in authentic scenarios that mimic everyday conversations. This approach not only improves phonetic accuracy but also builds students' confidence and autonomy as language users.

Another key pedagogical implication of the POA is its emphasis on formative feedback. The evaluation phase is embedded throughout the learning process, allowing teachers and peers to provide immediate, constructive feedback during each stage of a task. This continuous feedback loop enables students to identify errors, self-correct, and refine their pronunciation over time, thereby fostering a cycle of improvement rather than a one-time assessment at the end of the learning process.

Additionally, the POA model supports the development of cross-cultural communication skills by exposing students to a variety of phonetic materials, such as international podcasts, videos, and interviews featuring speakers with different English accents. This exposure enhances students' adaptability and helps them become more proficient in understanding diverse accents, thereby improving their global communicative competence and preparing them for real-world, multicultural interactions.

Lastly, the POA cultivates critical thinking and reflective learning. Instead of passively following teacher instructions, students are encouraged to analyze their own pronunciation challenges and set personal improvement goals. A practical example of this is the use of post-task reflection journals, where students document their progress, reflect on areas of difficulty, and identify strategies for improvement, such as mastering specific phonetic phenomena like the schwa sound. By fostering self-awareness and encouraging goal-setting, the POA helps students take ownership of their learning journey, making the process more personalized and effective. In summary, the POA framework not only enhances phonetic accuracy but also nurtures essential skills such as autonomy, collaboration, cross-cultural competence, and critical thinking, making phonetics instruction a more dynamic and engaging experience.

### **Research Prospects**

Based on the findings and limitations of this study, future research can be expanded and deepened in the following aspects:

Firstly, further optimizing the teaching mode is an important direction for future research. Although this study has validated the effectiveness of the POA concept in English Phonetics courses, there is still room for further optimization. For example, more personalized and differentiated learning tasks and activities can be designed to cater to the diverse needs and characteristics of students. At the same time, modern technological means

such as intelligent teaching systems and virtual reality can be integrated to enrich learning resources and enhance teaching effectiveness.

Secondly, expanding the research subjects is another important direction for future research. This study primarily focused on college students, but the POA concept is also applicable to students of other age groups and learning backgrounds. Therefore, future research can extend to primary and secondary school students, international students, and other groups to more comprehensively verify the applicability and effectiveness of the teaching mode.

Furthermore, interdisciplinary integrated research is also an important direction for future research. With the increasing trend of interdisciplinary integration, future research can explore how to combine the POA concept with other disciplines such as linguistics, education, psychology, etc., to form a more comprehensive and systematic theoretical system and practical framework.

Lastly, strengthening international cooperation and exchange is also an important aspect of future research. Through collaboration and exchange with international counterparts, we can learn from and adopt advanced experiences and practices from other countries and regions, jointly promoting the in-depth development of the POA concept in English Phonetics teaching.

### **Practical Suggestions**

Considering the actual situations and needs of English Phonetics teaching, this section proposes the following specific practical suggestions for teachers and students:

Firstly, teachers should actively adopt a teaching mode based on the POA concept, combining learning tasks with students' learning needs and interests and designing challenging and practical learning tasks and activities. At the same time, teachers should also focus on cultivating students' autonomous learning abilities and critical thinking, encouraging them to test and consolidate their knowledge through practice.

Secondly, teachers should fully utilize modern technological means to enrich learning resources and enhance teaching effectiveness. For example, intelligent teaching systems can be used to provide personalized learning paths and feedback mechanisms for students. Virtual reality and other technologies can also be used to simulate real language environments, improving students' language application and communication skills.

Furthermore, teachers should also pay attention to students' individual differences and learning needs, providing differentiated teaching support and guidance. For example, additional pronunciation training and guidance can be provided for students with pronunciation difficulties. For students needing to improve their oral expression abilities, more oral practice and feedback opportunities can be offered.

Lastly, schools and educational departments should also strengthen their support and investment in English Phonetics teaching, providing training and guidance opportunities for teachers and promoting innovation and reform in teaching modes. At the same time, monitoring and evaluation of students' learning situations should be strengthened to promptly identify issues and take effective measures for improvement.

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