

Classroom Instruction Design Of Teaching Spanish As A Second Language In Higher Education Based On A Production-Oriented Approach¹

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Abstract:

In the context of the "new liberal arts" construction and the ongoing reforms in public foreign language teaching, this paper examines the theoretical foundations and principles of the Production-Oriented Approach (POA) within the Chinese educational context. It explores the application of this approach in designing effective teaching and learning strategies for Spanish language classrooms in universities. The study adopts a Production-Oriented approach and employs a case study methodology to develop motivating, enabling, and assessing activities for three sub-objectives, specifically focusing on the intersection of Spanish language learning and economics. The aim is to offer valuable insights and recommendations for the innovative reform and practical implementation of Spanish language teaching.

Keywords: Production-Oriented Approach; Spanish language; instructional design

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I. Introduction

Under President Xi Jinping's advocacy of "building a new liberal arts", many colleges and universities are actively carrying out the construction of the second and third public foreign language courses, developing the innovative talent cultivation mode of "double excellence in major + foreign language ability", and devoting themselves to improving the competitiveness of foreign languages and comprehensive humanistic qualities of the students, so as to cultivate and reserve internationalized and complex talents for the country with "a high level of proficiency and multi-functionality". It is committed to improving the foreign language competitiveness and comprehensive humanistic quality of university students and to cultivating and reserving internationalized and complex talents with "multiple skills and multiple specialties" for the country. At the same time, the proposal and promotion of the "Belt and Road" initiative have also pointed out the direction for the development of public foreign language teaching in China, and the foreign languages offered by colleges and universities have gradually diversified. Xiang Mingyou^[1] pointed out that public foreign language education has both

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instrumental and humanistic missions, and the direction of reform should be towards the refinement of teaching and diversification of language selection. In this context, Spanish has entered the public foreign language classrooms of many universities and is open to students of all majors except Spanish.

Mastering more than one foreign language not only promotes students' cognitive ability but also expands their horizons and social exchanges, increases their multicultural perspectives, and enhances their international communication skills^[2]. Spanish, as a language whose number of native speakers in today's world is second only to that of Chinese and one of the working languages of the United Nations, has been known as the "golden minor language" in China. And the courses named Spanish in the public foreign language classrooms of universities, such as "Introduction to Spanish", "Basic Spanish", etc., have attracted the attention and love of the students of colleges and universities, and they have been active in choosing the courses. However, in the process of teaching, we found that the traditional teaching of knowledge input could not maintain students' interest in learning and satisfy students' demand for "quick output of Spanish", while the "Production-Oriented Approach", rooted in China's local culture, is in line with the learning situation of the students of the second foreign language courses and can guarantee the effective implementation of the learning effect of Spanish.

II. Basic overview of the Production-Oriented Approach

Production-Oriented Approach (POA) is a localized innovative teaching theory constructed by Prof. Wen Qiufang of Beijing Foreign Studies University, aiming to improve the teaching concepts of "student-centered" and "textbook-centered" solve the shortcomings of "separation of learning and use", and contribute wisdom to the reform and development of foreign language education in China. At first, the exploration and development of the theory were mainly aimed at university English classrooms and then slowly expanded to multilingualism. In 2018, the Department of Higher Education of the Ministry of Education held a working conference on strengthening the reform of public foreign language teaching, proposing to strengthen the teaching of the second and the third public foreign languages for non-foreign language majors, and launching a new round of pilot work on the reform of public foreign language teaching. These changes reflect the transformational trend of China's foreign language education planning from "English alone" to "multilingualism"^[3]. 2022 Led by the Center for the Study of Foreign Languages and Education in China at Beijing Foreign Studies University and the Foreign Language Teaching and Research Publishing House, the POA Multilingual Cloud Teaching and Research Community was established, and the languages taught by its members cover a wide range of languages, including English, Chinese, French, Japanese, Russian, German, Korean, Italian, and Spanish.

As shown in Figure 1, the POA theory system consists of three parts: 1) teaching philosophy (guiding ideology); 2) teaching hypotheses (theoretical support); and 3) teaching procedure (realization). The three most important parts of the process are: 1) Motivating: the aim is to stimulate students' motivation to learn by taking the output task as the driving force, and after students try the outputs, they learn their own deficiencies and clarify the learning objectives through the teacher, which is convenient for formal teaching in the future. Follow the three principles of "communicative authenticity", "cognitive challenge" and "appropriateness of output goals"^[4]; 2) enabling: teachers play a "mediating role". The enabling session, in which the teacher plays the role of "intermediary", aims to use the input material as a scaffold to facilitate the completion of the output task. It meets the criteria of "gradualness", "precision" and "diversity"^[5]; 3) Evaluation (assessing): the aim is to motivate students and improve teaching performance, aiming to achieve the goals of "gradualness", "precision", and "diversity" through teacher-student assessment. POA proposed the concept of "teacher-student cooperative evaluation"^[6], which includes the evaluation process of "before, - during, - and after class". In conclusion, the ideal second and foreign language classroom is one in which the learners have a strong desire to learn and the

teacher is in a good position to regulate the classroom ^[7]. The teaching process is to let the students try the outputs first so as to know their deficiencies, then the teacher provides targeted inputs, and then the students apply the inputs to produce the outputs again, so that the students and the teacher can have a better understanding of the learning and teaching process. This allows students and teachers to truly synergize their learning and teaching goals.

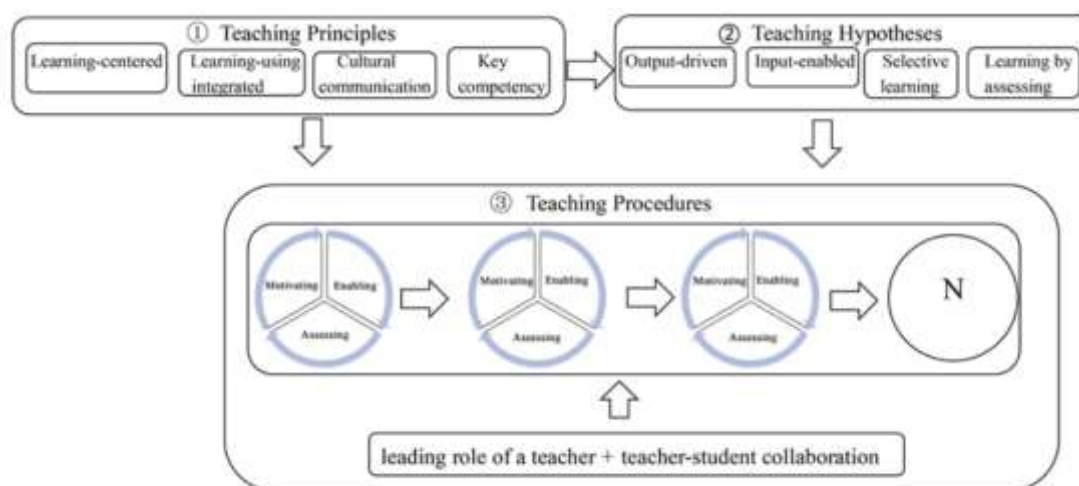


Figure 1. 2018 Revised POA Theoretical System (Wen Qiufang 2018)

POA draws on the research results of second language learning theory, advocates learning language forms through use in meaningful environments, emphasizes the combination of form and meaning, and pays attention to both input and output in language teaching ^[8]. The essence of POA theory is to focus on the two teaching concepts of scenario-evoked output and input-in-service-to-output, and flexibly implement the teaching concepts of "motivate-enable-evaluate" and "input-in-service-to-evaluate". The essence of POA theory is to focus on the two teaching concepts of "scenario-evoked output" and "input-in-service-to-output", and flexibly implement the teaching process of "motivating-enabling-evaluation". The teaching process of "motivate-enable-evaluate" is flexibly implemented ^[9].

Since 2015, the number of research papers on teaching and learning in POA has been increasing year by year, and on June 30, 2023, the author searched China National Knowledge Infrastructure (CNKI) with the keyword of "Production-Oriented Approach" and found 1,909 documents, including journal papers, conference papers and dissertations. At present, many front-line teachers apply the POA in the classroom, and the courses involved are mainly in English. Multilingual exploration is also gradually increasing, such as German ^[10], Korean ^[11], Japanese ^[12], etc. Only one paper on Spanish POA has been retrieved, which explores the application of POA in a college intensive reading course as an example ^[13]. This study will provide a model for the practice of POA theory in a second language Spanish classroom.

III. Pedagogical analysis

The curriculum of Public Spanish at Sun Yat-sen University is an elective general education course open to all majors except Spanish majors, and students can study for two semesters starting from a zero base, with a class size cap of 40 students and a credit limit of two credits.

This study draws on the instructional design of the Spanish program at Shantou University's College of Liberal Arts and aims to provide inspiration for future POA classes in the public option. After the students have completed one semester of Elementary Spanish I, the enhancement goal of Elementary Spanish II, according to

the instructional design, is to help students further expand their vocabulary, utilize Spanish to achieve initial disciplinary intersections in different fields, and comprehensively broaden students' horizons.

This activity is designed to expand the students' vocabulary in the economic field, consolidate their knowledge of the language, promote the formation of a sense of the Spanish language, and improve their general language skills while learning about the economy of a Spanish-speaking country or about the economy in general. The textbook is *Modern Spanish for Reading 3* and contains the following information:

Textbook content
Unidad 5. Conocimientos de la economía (Knowledge of economics)
<ul style="list-style-type: none"> ● Texto 1. La deuda latinoamericana Latinoamericana (Latin American debt) required reading, with post-course exercises ● Texto 2. El comercio y el crecimiento económico (Trade and economic growth) mandatory reading with post-course exercises ● Texto 3. La inflación (Inflation) mandatory reading with post-course exercises ● Texto 4. Marketing (Markets) optional reading, no post-reading exercises ● Texto 5. América Latina: urbanización, pobreza y desarrollo humano (Latin America: urbanization, poverty and human development) optional reading, no post-reading exercises
Expanding Teaching Resources
<ul style="list-style-type: none"> ● ¿Qué es la Economía del Comportamiento? (What is Behavioral Economics?)Video ● Plantan 111 árboles por cada beba nacida en aldea India y evitan la muerte de muchas niñas por la dote. (Indian villages plant 111 trees for every baby girl born, saving many girls from dowry deaths) Source: <i>The Epoch Times</i> en español(Article)

Since the materials used were not written according to POA theory, teachers could not use them directly but needed to use strategies such as "add", "adjust", "change", "delete", etc., according to the learning situation and the output objectives to adapt the after-class exercises into facilitated activities in line with the POA system. "Deletion" and other strategies according to the learning situation and output objectives, to adjust the after-school practice to become a facilitating activity in line with the POA system. Output objectives need to stimulate students' learning motivation and have a strong driving force.

Overall target for outputs	Output sub-objectives
To present and explain in Spanish the phenomena of life that correspond to "behavioral economics" and to be able to make suggestions for "rational consumption".	1. Defining concepts
	2. Explaining the case
	3. Provision of advice

IV. Activity Design

It should be noted in advance that the activity design shown below is realized through the question and discussion function of the UMU Interactive Learning Platform, a one-stop intelligent teaching tool that integrates dozens of modules, ranging from live broadcasting, micro classes, exams, homework, and teaching interaction. It supports blended teaching in the whole scenario of pre-study before class, interaction during class, and consolidation after class. Unlike the traditional submission of paper assignments and individual questions in class, the use of smart teaching tools makes full participation, real-time display and critique, and multi-dimensional evaluation possible, improving classroom efficiency.

In the design of the activities in this course, the overarching objective is split into three sub-objectives, with a "drive-enable-evaluate" process cycle following each output objective.

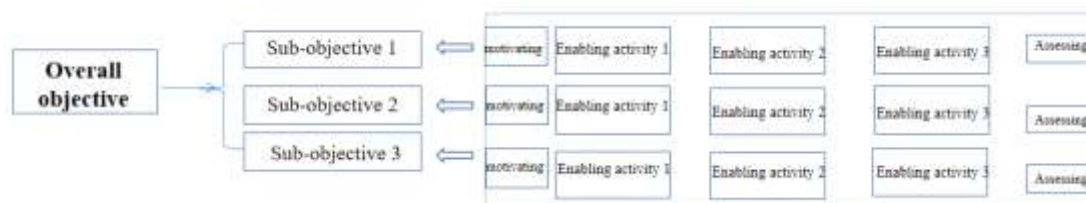
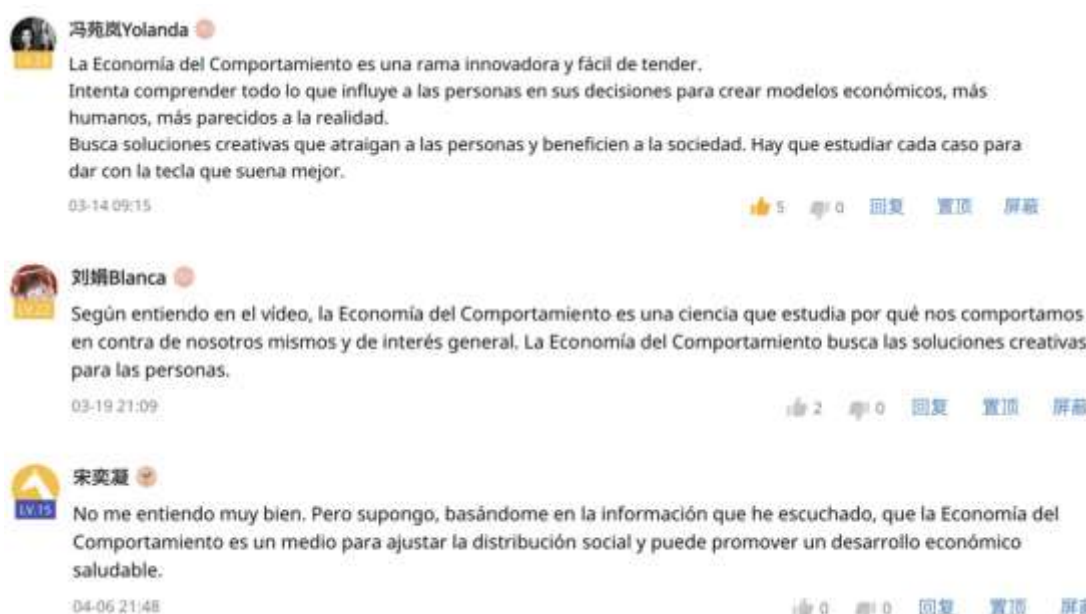


Figure 2. POA Complete Instructional Process

Sub-objective 1: mini-cycle

The driver session requires the teacher to present output scenarios so that students can be "problem-aware", attempt the output task, and discover deficiencies to generate internal motivation. The designed student activities include watching the video "¿Qué es la Economía del Comportamiento? (What is Behavioral Economics?)" to understand behavioral economics. The results of the students' attempted outputs are shown below (screenshot from the UMU Interactive Learning Platform).



Teacher's note Output Sub-Objective 1, Definition in Spanish, requires a logical approach that reveals the connotations and extensions of words, concepts, and propositions in a short form so that their meaning and their scope of use are clear.

Enabling Activity 1 is to introduce questions and capture key information in the video, which can practice students' listening comprehension and pave the way for background knowledge for subsequent in-depth reading; Facilitating Activity 2 is to read the video text and complete the verb phrases, which is designed to "selectively" focus students' attention on the key linguistic expressions in the output; Enabling Activity 3 is to rewrite and revise the definition into a more concise and precise version. Activity 3 is to rewrite and revise the definition into a more concise and precise version. At the same time, the UMU Interactive Learning Platform

was used for students' mutual assessment, self-assessment, and the teacher's comprehensive assessment.

Sub-objective 2: mini-cycle

One of the ways in which facilitated activities are effective is by placing language learners in a situation where a specific instance occurs, and in order to achieve Objective 2 by explaining the case, the driving session is designed to:

The Economist magazine subscription price once appeared to be a very interesting phenomenon. After clicking the subscription button, there will be three options: 1. electronic version of \$ 100; 2. paper version of \$ 300; 3. electronic plus paper version of \$ 300, why is the business so designed? Can you give any other examples from your life? The student output is as follows (screenshot of the UMU Interactive Learning Platform):



The facilitated activity material is a 720-word article that students read independently. The article "Plantan 111 árboles por cada beba nacida en aldea India y evitan la muerte de muchas niñas por la dote (111 trees planted for every baby girl born in an Indian village to prevent many girls from dying of dowry)" describes how in a backward village in India, people are avoiding the barbaric practice of female infanticide due to expensive dowry by planting 111 saplings at the birth of each baby girl, while at the same time promoting the local economy and the local economy. By planting 111 saplings at the birth of each baby girl, they avoided the barbaric practice of infanticide due to expensive dowry practices while at the same time promoting local economic development and combating desertification. This case is a good example of the positive application of behavioral economics, which is also relevant to the elimination of the remaining patriarchal phenomenon in some parts of China.

Enabling Activity 1 is a written answer to a question about the main idea of a paragraph, which tests students' paragraph comprehension; Enabling Activity 2 is an oral statement of the main idea of the main idea, which tests students' ability to generalize and express themselves orally; Enabling Activity 3 is an explanation of a life case using behavioral economics, which trains students' transferability and critical summarization skills.

The evaluation method for facilitating activities 1 and 2 can use delayed evaluation, i.e., after the students submit the output results, the teacher and students will carry out collaborative evaluation for typical problems, and for facilitating activity 3, "immediate evaluation" can be used, i.e., targeted teaching based on the problems generated by the students in the classroom. Whether it is even evaluation or delayed evaluation,

generally follow three specific steps ^[14]: 1) Teachers and students together to agree on the evaluation of the specific implementation of the evaluation criteria; 2) students to submit the evaluation of homework (output tasks); 3) the formal evaluation of the work, stored in the student's file bag, so that it is easy to check the status of the student so that the teacher has a basis for an understanding of the student.

The output activities designed around the readings contain a Civics element: students are made aware of the real suffering that exists in the outside world. They are led to think about how behavioral economics can be used to benefit human society, eliminate barbaric and backward values, and promote gender equality and social equity.

Sub-objective 3: mini-cycle

Designed to stimulate students' intrinsic motivation to learn on a topic that is relevant to current society and culture, sub-objective 3 is driven by the presentation of various positive and negative examples of "live streaming", where students analyze the economics behind them and try to make recommendations to consumers. The output objective is to be able to make persuasive recommendations in Spanish. Enabling Activity 1 is to try to "bring in" different products in Spanish: for example, products that are unique to the region, products that are unique to Spain or China, etc. Enabling Activity 2 is to debate in small groups whether "live streaming" is a good idea or a bad idea, and Enabling Activity 3 is to simulate a role-play of an anchor. Activity 3 is a simulation of a role play to make suggestions to consumers. These activities also contain elements of political thinking, which are reflected in guiding students to connect their knowledge of economics with real life, reflecting on whether there are problems in their own consumption behavior and how to consume more sensibly.

At the evaluation level, teachers can formulate evaluation standards from the three dimensions of "content", "language" and "structure"^[15], and in the output activities of "bringing goods" and "debating" mentioned above, teachers can evaluate whether the output results realize the communicative function. In the output activities of "bringing goods" and "debating" mentioned above, teachers can evaluate whether the communicative function of the output results is realized or not, and at the same time, students can evaluate each other and themselves with the help of the UMU interactive learning platform.

V. Conclusion

As a local and original theory in China, the POA emphasizes "combining learning and use" and "learning while using", and through effective teaching design, the output "activity chain" is utilized under the leadership of the teacher to achieve the output goals step by step. In this paper, we try to design the teaching of Spanish in the public classroom around the POA theory and method, hoping to help realize the output goal through the three small cycles of "motivating - enabling - assessing", and then we will further implement action research in the Spanish classroom to refine the teaching links according to the problems encountered so that the POA driving, facilitating and evaluating links can be fully implemented and it can really benefit students in the foreign language classroom.

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