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Development of a Second Foreign Language Japanese Course Based on a Production-Oriented Approach and Blended Learning to Enhance the Listening and Speaking Skills of English Major Students at Xi'an University

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Abstract

Background and Aim: Blended learning, integrating modern information technology, has become a key direction for reform in the foreign language education curriculum in China. In the dynamic pedagogical context, the Production-Oriented Approach (POA) has attracted attention for its innovation, practicality, and clear educational outcomes. Developing students' listening and speaking skills is an essential pathway to fostering their comprehensive application abilities in Japanese, achieving both the utilitarian and humanistic aspects of Japanese language education. This study was a research and development. The objectives of the research were 1) To study the existing problems of Second Foreign Language Japanese Courses based on a Production-Oriented Approach and Blended Learning and background information focusing on course components. 2) To develop a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning. 3) To determine the effectiveness of implementing the Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning.

Materials and Methods: The sample was 25 students (one class) from Xi'an University which were selected by cluster sampling. The instruments used in this study were) Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning, 2) Eight lesson plans, 3) Japanese listening test with 0.85 reliability, 4) Japanese speaking test with 0.86 reliability, and 5) Students' satisfaction questionnaire with 0.83 reliability. This study used tests given to students before and after learning through a Second Foreign Language Japanese Course based on the Production-Oriented Approach and Blended Learning. Data were collected and analyzed by means, standard deviation, and t-test for dependent samples.

Results: The results of the study were as follows: 1) The current Second Foreign Language Japanese Course consisted of six components: (1) principles, (2) objectives, (3) contents, 4) instructional strategy, (5) media and resources, (6) evaluation method. They had problems enhancing students' Japanese listening and speaking skills. 2) The Second Foreign Language Japanese Course developed were: (1) principles, (2) objectives, (3) contents, and 4) instructional strategy which consisted of 4 steps: (1) Challenge and preparation (online. (2) Task breakdown and skill practice (offline). (3) Group activities and class assessment (offline).(4) Improvement, homework, and online assessment (online). (5) media and resources, (6) evaluation method. And 3) After implementation of the second foreign language Japanese course based on the Production-Oriented Approach and Blended Learning, posttest scores of students' listening skill and speaking skills were higher than pretest scores at a .01 level of statistical significance,

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and the students' satisfaction toward the course (M = 4.4, SD = 0.36) were statistically higher than the determined criterion of 70% at .01 level of statistical significance.

Conclusion: The developed Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning can enhance students' Japanese listening and speaking skills. The students have the satisfaction of studying with a Second Foreign Language Japanese Course.

Keywords: Second Foreign Language Japanese Course, Production-Oriented Approach, Blended Learning, Japanese Listening Skill, Japanese Speaking Skill, students' satisfaction

Introduction

With the rapid development of China's economy and the acceleration of the internationalization process, foreign languages are increasingly valued by universities and employers as an important cultural tool for learning foreign advanced technology and enhancing communication between the two sides. After China acceded to the World Trade Organization, bi-lingual talents became very popular in the social market. (Fu, 2013)

China's education modernization journey integrates information technology to cultivate learning abilities and revolutionize education concepts and systems. The integration of technology in Japanese language education has led to significant progress, the promotion of blended learning, enhancing the quality of talent cultivation, and fostering interactive language learning environments.

After years of teaching and research, the researcher identified several common issues in Second Foreign Language Japanese Courses: 1) Imbalanced skill emphasis: These programs often prioritize reading and writing over listening and speaking, hindering overall language proficiency; 2) Traditional teaching methods: Some courses rely on passive lecture-style teaching, which may not engage students effectively; 3) Lack of authentic materials: Courses may lack real-world texts and multimedia crucial for practical language skills and cultural understanding; 4) Inadequate cultural integration: Some courses neglect cultural components, impacting students' ability to communicate effectively; 5) Limited assessment methods: Current assessments lack diversity, especially in evaluating listening and speaking skills, necessitating alternative evaluation approaches for comprehensive language proficiency assessment and student engagement. (Liu, 2022; Han & Jiang, 2012; Shan, 2022; Peng, 2020)

The challenge in current Second Foreign Language Japanese Courses is enhancing communicative skills within limited teaching time, with the Production-Oriented Approach (POA) proving effective in addressing this challenge by integrating value shaping, competency development, and knowledge transfer.(Xie, 2020; Wang, 2021;Guo, 2022;Liu & Feng, 2019)With the support of blended learning, fully leveraging the advantages of POA, smart classrooms are being constructed and diverse teaching practices are being designed, resulting in the enhancement of students' language skills.

Therefore, this study actively advocates the integration of a Production-Oriented Approach and the Blended Learning model to address the current problems through the implementation of a new Second Foreign Language Japanese Course. The new course aims to create a dynamic, supportive, and inclusive learning environment through the integration of innovative teaching methods, with special emphasis on listening and speaking skills and the use of authentic language materials, to equip students with the skills they need to communicate effectively in real-life situations, deepen their understanding of Japanese culture, and increase students' motivation and engagement in learning the Japanese language, as well as to stimulate their interest in furthering their language learning.

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Research Questions

1) What are the existing problems of the Second Foreign Language Japanese Course and background information about the Production-Oriented Approach and Blended Learning focusing on course components?

2) What are the components of a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning according to background information?

3) How is the effectiveness of implementing a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning to promote students' Japanese listening and speaking skills?

Objectives

1) To study the existing problems of the Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning and background information focusing on course components.

2) To develop a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning.

3) To determine the effectiveness of implementing the Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning.

Literature Review

1. Curriculum development theory

Curriculum development is a multifaceted concept with varying interpretations among scholars. Initially coined by American scholars H. Caswell and D. Campbell in 1935, it was described as the process of curriculum creation. Tyler (1994) later defined it as a practical effort to design a system serving educational purposes. Chinese scholar Zhang (2001) emphasized its comprehensive nature, involving political decisions, expert consultations, and societal cooperation. Wang (2004) viewed it as an iterative process of aligning curriculum functions with societal needs. Overall, curriculum development entails setting objectives based on school and student growth needs, selecting appropriate content and activities, planning, organizing, implementing, evaluating, modifying, and dedicating to achieving curriculum objectives.

Among the recognized curriculum development models are the Tyler, Taba, Saylor-Alexander-Lewis, and Oliva models (Lewis, 1972). This study adopts Tyler's model to define the Second Foreign Language Japanese Course, aiming to enhance students' Japanese language proficiency, cultural literacy, and adaptability to societal and international contexts. The curriculum encompasses six key areas: principles, objectives, content, instructional strategies, materials and resources, and evaluation methods.

2. Second Foreign Language Japanese Course

Second Foreign Language Japanese Course refers to a learning plan for English majors who have mastered English but wish to use Japanese as an additional foreign language. This course is designed to provide English major students with the necessary Japanese language skills, cultural awareness, and Japanese communication skills. Through this course, students will acquire basic Japanese listening, speaking, reading, and writing skills, as well as an understanding of the political, economic, social, and cultural background of Japan. The ultimate goal of this course is to improve English major students'

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Japanese listening and speaking skills and to equip them with the ability to use Japanese to participate effectively in everyday real-life situations.

The current status of the Second Foreign Language Japanese Course is characterized by the following five significant challenges that warrant attention and improvement: (1)Unbalanced emphasis on language skills. (2)Traditional teaching strategies that rely on the passive lecture method still exist. (3)Insufficient incorporation of authentic materials. (4)Insufficient cultural integration. And (5)The existing assessment methods are not comprehensive.

3.Production-Oriented Approach(POA)

POA, the Production-Oriented Approach, is recognized as the precursor of output-driven hypotheses and is a foreign language teaching theory with distinctive Chinese characteristics, pioneered by Professor Wen Qiufang and her team. Originating from English major curriculum reforms, it expanded to college English teaching, aiming to enhance English teaching effectiveness and students' communicative abilities (Wen, 2013, 2018). Initially revised as the "output-driven and input-enabled hypothesis," it was officially termed the "Production-Oriented Approach" (Wen, 2013).

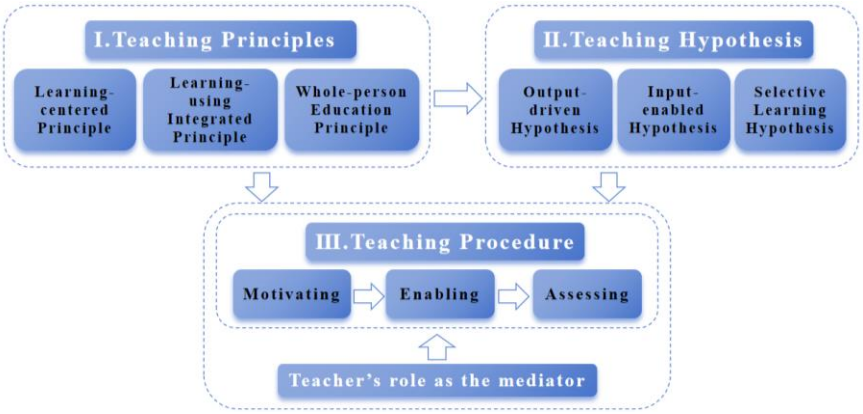

Figure 1 The Theoretical Framework of Production-Oriented Approach(Wen,2016)

As depicted in Figure 1, POA comprises teaching principles, teaching hypotheses, and teaching processes. It emphasizes a fusion of input learning and output activities, presenting a novel teaching concept for enhancing foreign language teaching efficiency. The teaching principles encompass a focus on learners, integration of learning and usage, and holistic education. Teaching hypotheses include output-driven, input-enabling, and selective learning hypotheses (Wen, 2017).

Wen (2015) outlined the teaching procedure of POA, which involves motivating, enabling, and assessing, all mediated by the teacher. The teacher's mediation role involves guiding, designing, and providing scaffolding throughout these stages.

4. Blended Learning

Researchers have offered diverse perspectives on the definition of Blended Learning. Graham's definition, as articulated in "What is Blended Learning? Why blend?" stands out as the most cited and widely accepted, characterizing it as a combination of face-to-face and online learning environments (Graham, 2006). However, despite its simplicity, the implementation of this definition is intricate due to the myriad of design possibilities and applicability to various environments (Garrison. D.R & Kanuka, 2004). Professor Curtis J. Bonk of Indiana University, in The Handbook of Blended Learning: Global Perspectives, Local Designs, defines Blended Learning as a mix of face-to-face instruction and

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computer-assisted online learning (2006). Meanwhile, Singh and Reed emphasize optimizing learning goals by matching appropriate techniques with individual learning styles (Singh, H. & Reed, 2021). Other scholars, such as Jennifer Hofmann and Michael Orey et al., view Blended Learning as an instructional design approach that utilizes various media to achieve optimal learning outcomes (Orey, 2002). Bates, on the other hand, sees Blended Learning as a continuum from traditional face-to-face instruction to fully online learning, with various combinations in between (Zhou & Han, 2018). In light of these perspectives, this study defines Blended Learning as a learner-centered approach that integrates face-to-face classroom teaching and online learning, leveraging modern educational technology to optimize learning objectives.

In China, numerous scholars have applied Blended Learning to teaching practice, following steps such as course introduction, activity organization (including group and individual learning), learning support, and instructional evaluation.

5. Teaching steps of a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning

In the newly created Second Foreign Language Japanese Course, the comprehensive learning implementation steps combining the Production-Oriented Approach and Blended Learning mainly include the following four steps:

Step 1: Challenge and preparation(online), design a communicative situation that has communicative value and matches the students' level of Japanese for the course content and teaching objectives on the online study platform, and the students try to produce language in this situation. Also, complete the preview activity. Select good samples to prepare for classroom activities.

Step 2: Task breakdown and skill practice(offline), several specific tasks are designed to guide students to learn relevant content, which students gradually internalize and then practice with language output. Analyze and evaluate good samples. Modeling good samples.

Step 3: Group activities and class assessment(offline), conduct group communicative activities based on learning objectives and content. Evaluate the quality of task completion based on evaluation criteria developed by the teacher and students.

Step 4: Improvement, homework, and online assessment(online), students improve the tasks and the teacher assigns post-class assignments to test language knowledge acquisition. Assign output tasks based on learning objectives and provide feedback on the submitted tasks through the online platform.

6. Japanese listening skill

According to Menary, (2012), listening skills can be defined as "automatic cognitive abilities that ensure the comprehension of the linguistic information heard", covering all levels of listening skills: sounds, words, sentences, and discourse. He lists 33 conversational listening skills and 18 academic listening skills that cover listening micro skills at the level of sounds, words, sentences, and discourse. The listening skills was devide into three categories according to the level of comprehension, including micro-linguistic meaning comprehension, direct meaning comprehension, and indirect meaning comprehension.

This study defines listening skills based on the characteristics and proficiency levels of students in second foreign language programs: listening comprehension skill, which involves not only hearing the words and sounds but also comprehending the meaning, nuances, and context of the spoken communication.

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Based on the findings of Rost (2015) the following listening activities will be used in the Second Foreign Language Japanese Course and incorporated into lesson plans, A) Listen to instructions to complete certain tasks, B) Answer questions about quantities, dates, times, events, etc., C) Summary, and D) Dictation.

7. Japanese speaking skill

As a language skill, speaking is a two-way language communication activity consisting of a sender and a receiver of information, which requires the learner to work with others continuously. During oral communication, the speaker must be fully present in front of the audience. This feature requires the speaker to not only successfully decode the input information and use the basic linguistic knowledge (e.g., vocabulary, phonology, intonation, grammar, and pragmatic knowledge) to organize the language during the communication process, but also to continuously overcome various unfavorable subjective factors such as excessive stress, high anxiety, and low self-confidence (Zhang, 2006).

Bleistein et al. (2020) suggest common oral examination methods. According to Bleistein et al.'s recommendations, the new second language Japanese curriculum will be taught with activities such as Conversation, Talk about the video, Roleplay, Presentation, and Group discussion, which will help students learn Japanese effectively and flexibly in practice.

Concerning the descriptions of speaking skills in the existing scoring criteria of CET-SET4 and IELTS speaking test, and in conjunction with Bachman & Palmer's (2010) and Bleistein et al.'s (2020) frameworks of language use, the researcher measured English major students' Japanese speaking skills in terms of 4 dimensions:1)Pronunciation, 2)Fluency and coherence, 3)Accuracy, and 4)Appropriateness.

8. Students' satisfaction

Students' satisfaction with the Second Foreign Language Japanese Course refers to students' feelings and opinions about liking or disliking their learning activities with the course. The purpose of using a questionnaire was to collect data regarding the students' opinions toward the 5 aspects of the course:1) teaching objectives, 2) Contents, 3) Instructional strategy, 4) Media and resources, and 5) Evaluation. The questionnaire consisted of three sections:

Section 1 recorded the students' personal information.

Section 2 was the 5-point scale Likert questionnaire ranging from very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. This section of the questionnaire consisted of 12 questions asking about students' opinions toward the contents, instructional strategy, media and resources, and evaluation.

Section 3 was optional and the questionnaire respondents can fill in questions and answers other than those in the second section.

Conceptual Framework

The research title Second Foreign Language Japanese Course Based on Production-Oriented Approach and Blended Learning to Enhance Listening and Speaking Skills of English Major Students in Xi'an University was designed as the conceptual framework as follows;

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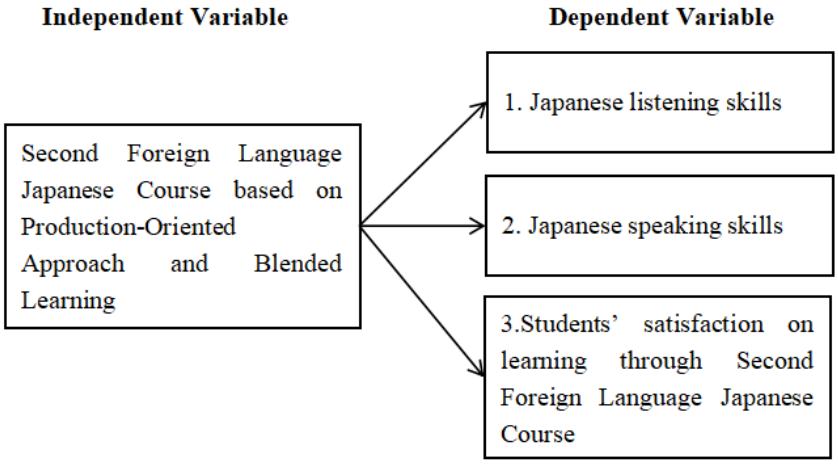

Figure 2 Research Conceptual Framework

Methodology

Population and sample: The population of this study was 150 third-year students (5 Classes) of Xi'an University and the sample of this study was 25 third-year students (1 class) of Xi'an University, which was derived by cluster random sampling.

Research Instruments: Research instruments were the tools for researching to collect data. The research instruments which were used in this study were:

1. Experimental instruments

1.1 Second Foreign Language Japanese Course based on Production-Oriented Approach and Blended Learning: Five experts evaluated the draft course, in the 11 items of the Second Foreign Language Japanese Course evaluation form, the lowest item "The principle of the course is appropriate for implementation" and "Time allocation in each content topic is appropriate for students' learning" was M=4.60, SD=0.55, and the highest item "The course contents are appropriate for the goal of the course", "The scope and sequence of course contents are appropriate for students' learning" and "The assessment and evaluation are appropriate for the teaching-learning processes" was M=5.00, SD=0.00, the total was M=4.82, SD=0.17. It was revealed that a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning was appropriate to implement.

1.2. Lesson plans: Five experts evaluated the eight lesson plans. According to the expert evaluation form, the total of lesson plan 1 was M=4.72, SD=0.12, the total of lesson plan 2 was M=4.63, SD=0.12, the total of lesson plan 3 was M=4.61, SD=0.13, the total of lesson plan 4 was M=4.73, SD=0.10, the total of lesson plan 5 was M=4.80, SD=0.09, the total of lesson plan 6 was M=4.84, SD=0.08, the total of lesson plan 7 was M=4.75, SD=0.10, the total of lesson plan 8 was M=4.76, SD=0.10. It was revealed that the lesson plan was appropriate to implement.

2. Instruments for collecting data: Instruments for measuring Japanese listening and speaking skill which was divided into 3 sections:

Section 1: Test for students' Japanese listening skills: The test for students' Japanese listening skills was 30 items of multiple choice which had an item discrimination range from 0.25-0.88, an item difficulty range from 0.40-0.76, and a reliability at 0.85, which means the test was qualified and can be used to collect data.

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Section 2: Test for students' Japanese speaking skill: The test for students' Japanese speaking skills consisted of4 questions which had an item discrimination range from 0.73-0.91, an item difficulty range from 0.73-0.78, and reliability at 0.86, which means the test was qualified and can be used to collect data.

Table 1 Summary of the reliability and discrimination index of Japanese listening and speaking skill

Aspect	Discrimination Index	Item difficulty	Reliability
Japanese listening skill	0.25-0.88	0.40-0.76	0.85
Japanese speaking skill	0.73-0.91	0.73-0.78	0.86

Section 3: Questionnaire for students' satisfaction: The questionnaire for students' satisfaction consisted of15 questions which had an item discrimination range from 0.22-0.68, and a reliability of 0.84, which means the questionnaire was qualified and can be used to collect data.

Table 2 Summary of the Reliability and discrimination index of Students' satisfaction questionnaire

Aspect	Discrimination Index	Reliability
students' satisfaction questionnaire	0.22-0.68	0.84

Data collection: Firstly, the sample was given the test for students' Japanese listening skill and speaking skills. Secondly, the sample was taught using the Second Foreign Language Japanese Course based on the Production-Oriented Approach and Blended Learning. Finally, the sample was given a test for students' Japanese listening skill and speaking skills after course implementation and a questionnaire for students' satisfaction.

Data analysis: According to the research objectives, statistical methods were used to analyze the data. 1) a listening test for students' Japanese listening skills using a t-test for dependent samples. 2) a speaking test for students' Japanese speaking skills using a t-test for dependent samples. And 3) a questionnaire for students' satisfaction using a t-test for one sample.

Results

According to the research objectives, the results were as follows:

Section 1: Result of comparing Japanese listening and speaking skills of the students before and after receiving the Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning by using t-test for dependent samples.

Table 2 Result of comparing the different scores of Japanese listening and speaking skills before and after learning a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning. (n = 25)

Aspect	Pretest scores		Posttest scores		t	P-value
	M	SD	M	SD		
Japanese listening skill	15.32	6.67	19.20	6.25	26.73**	0.001
Japanese speaking skill	12.04	2.41	15.20	2.24	42.23**	0.001

** The significance level was 0.01.

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As presented in Table 2, the mean score on the pre-test was M=15.32, SD=6.67 and the mean score post-test was M=19.20, SD=6.25, Then, t=26.73, p=0.001<0.01, indicating that students' Japanese listening skill has been higher improved after the Production-Oriented Approach and Blended Learning was adopted in Second Foreign Language Japanese Course.

As presented in Table 2, the mean score on the pre-test was M=12.04, SD=2.41 and the mean score post-test was M=15.20, SD=2.24, Then, t=42.23, p=0.001<0.01, indicating that students' Japanese speaking skill has been higher improved after the Production-Oriented Approach and Blended Learning was adopted in Second Foreign Language Japanese Course.

Section 2: Result of comparing students' satisfaction after learning a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning with the determined criterion of 70% by using a t-test for one sample.

Table 3 Result of comparing the scores of students' satisfaction after learning a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning with the determined criterion of 70%. (n = 25)

Aspect	criterion score	scores		t	P-value
		M	SD		
Students' satisfaction	3.51	4.38	0.36	12.12**	0.001

** The significance level was 0.01.

As presented in Table 3, the mean score on satisfaction was M=4.38, SD=12.12 Then, t=42.23, p=0.001<0.01, indicating that students' satisfaction was higher than the determined criterion of 70% after the Production-Oriented Approach and Blended Learning was adopted in Second Foreign Language Japanese Course.

Conclusion

The Second Foreign Language Japanese Course was designed consisting of six components: 1) the rationale of the course 2) the aim of the course 3) the curriculum content 4) the instructional process 5) the instructional material 6) the learning assessment. The appropriateness and consistency of the course evaluated by the experts showed the mean scores from 4.40 to 5.00 and, the standard deviation from 0.00 to 0.55, which means the course was appropriate at a very high level.

Through comparative analysis of Japanese listening and speaking skills before and after taking a Second Foreign Language Japanese Course based on the Production-Oriented Approach and Blended Learning of the third-year students at Xi'an University, revealed that students' Japanese listening and speaking skills have been significantly improved. The mean score of the pretest of students' listening skills was 15.32, SD was 6.67, and the mean score of the post-test was 19.20, SD was 6.25. The finding of Table 2 revealed that after learning through Second Foreign Language Japanese Course, posttest scores of students' Japanese listening skills were greater than pretest scores at a .01 level of statistical significance (t = 26.73, p<.01).The mean scores of pretest of students' speaking skill was 12.04, SD was 2.41, and mean scores of posttest was 15.20, SD was 2.24. The finding of Table 2 revealed that after learning through Second Foreign Language Japanese Course, posttest scores of students' Japanese

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speaking skills were greater than pretest scores at a .01 level of statistical significance (t = 42.23, p<.01). Therefore, it is feasible to adopt a Second Foreign Language Japanese Course based on Production-Oriented Approach and Blended Learning, which is helpful to improve the Japanese listening and speaking skill of the third-year students at Xi'an University.

The mean score of the students' satisfaction after learning through the Second Foreign Language Japanese Course was 4.38 from possible full marks of 5.0 and the standard deviation was 0.36 which was statistically higher than the determined criterion of 70% at a .01 level of statistical significance (t = 12.12, p=<.01). The results show that students' satisfaction toward Second Foreign Language Japanese Course was at a high level.

Therefore, the development of a Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning is conducive to improving students' Japanese listening and skills, and the effect is obvious.

Discussion

The results of comparing the students' Japanese listening and speaking skills before and after the Second Foreign Language Japanese Course based on a Production-Oriented Approach and Blended Learning show that: The mean scores of students' listening and speaking in the Second Foreign Language Japanese Course based on Production-Oriented Approach and Blended Learning are significantly higher than the pre-test, with a level of significance of .000, which indicates that the students' Japanese listening and speaking skills in the Second Foreign Language Japanese Course based on Production-Oriented Approach and Blended Learning are higher than the pre-test. This might be due to the following reasons:

POA and Blended Learning bring interest to students. Students can practice in class for the first time. Through activities such as authentic dialogues with clear themes and tasks, role-playing, and group discussions, students receive more practice, prompting them to apply their acquired knowledge proactively. This enhances their confidence and fluency in spoken Japanese and facilitates a more effortless acquisition of listening skills. The teaching process of POA has strong guiding significance for oral language instruction. It can help students overcome speaking anxiety, fully mobilize existing knowledge, consolidate newly acquired knowledge, and better transfer and apply their English knowledge reservoir, thereby enhancing oral communication skills. The POA and Blended Learning indeed improve the learning outcomes of the second language Japanese course. This may be based on the following reasons: Bloom et al. (1956) divided educational objectives in the cognitive domain into six levels: remembering, understanding, applying, analyzing, evaluating, and creating. Among them, the objectives of remembering, understanding, and applying gradually increase in depth, and the difficulty of students' learning also increases from small to large. When applying learned knowledge, the smaller the difference between the new context and the learned context, the easier the learning difficulty for students. When the previous context is reproduced, the difficulty of application is minimized, equivalent to "review". When new and different contexts appear, the difficulty of application is relatively high, and it requires the transfer and application of learned knowledge to this context. Transferable output is more difficult than review output. The production tasks of POA follow a progressive sequence of "remembering-understanding-comprehension applying-transfer applying", which promotes learning gradually from easy to difficult in practice and has a positive effect on learning.

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Recommendation

In this study, the following recommendations are thought to be useful for instructions and for further study.

1. Other researchers intending to develop courses based on the findings of this study need to understand the six key steps of curriculum development: constructing principles, formulating objectives, selecting content, determining instructional strategy, choosing media and resources, and constructing evaluation methods. During the phase of constructing principles, it is important to gather information regarding national policies, societal needs, and student requirements, and to assess the challenges and deficiencies of the current curriculum, using this as a foundation to formulate teaching objectives. Additionally, it is essential to explore teaching philosophies that align with the characteristics of the curriculum, select appropriate instructional strategies, choose materials that align with the objectives and strategy, and utilize online resources to gather engaging supplementary teaching materials. Finally, comprehensive evaluation methods should be constructed based on the teaching objectives, covering cognitive, affective, and psychomotor domains. During the implementation of the new curriculum, the researcher realized that changes or improvements in students' motivation, learning engagement, self-confidence, or self-esteem as learning outcomes would be worthwhile to investigate. These factors significantly influence students' language learning performance and can also assist the researcher in better determining the overall effectiveness of the course.

2. When discussing teaching methods, researchers should pay attention to the characteristics of the Production-Oriented Approach combined with Blended Learning. Production-Oriented Approach requires students to learn through practice and output. It emphasizes student engagement and initiative, encouraging them to build knowledge and skills through practical experience. Blended Learning requires students to integrate traditional face-to-face classroom teaching with online learning resources. Students need to actively participate in discussions and activities in the classroom, while also utilizing online resources for learning, practice, and deeper understanding outside of class, emphasizing students' self-management abilities and learning motivation. Therefore, the new procedure requires students to seamlessly integrate face-to-face classroom teaching with online learning resources. Firstly, before class, students prepare and preview using online learning resources and complete part of the tasks in groups. The second and third steps involve active participation in practical projects, discussions, and activities in the classroom, with interaction with teachers and classmates. The fourth step involves post-class evaluation and summarization, where students consolidate their learning, address any difficulties, and further enhance their learning effectiveness. In summary, the second and third steps are more critical. In this study, the delayed evaluation in the fourth step is also crucial as it is the most significant part of ongoing learning.

3. This study only conducted student experiments at Xi'an University. To better explore the impact of teaching strategies using the Production-Oriented Approach and Blended Learning on a larger participant group, further investigations should be conducted with students from other universities. Replicating the study with a larger sample size featuring diverse demographic characteristics would provide more comprehensive insights.

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