

Integrating the Production-Oriented Approach into College English for Cultural Heritage and Museology Majors: A Teaching Model and Its Implementation

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Abstract: Against the backdrop of the growing demand for interdisciplinary talent in Cultural Heritage and Museology and international communication, college English teaching for Cultural Heritage and Museology majors faces the dual challenges of meeting professional development needs and addressing the limitations of traditional teaching models. This study takes 55 sophomore students majoring in Cultural Heritage and Museology at a university as the research object, adopting a mixed research method that combines questionnaire surveys and teaching practice. Based on the Production-Oriented Approach (POA), a targeted college English teaching model is constructed, integrating Cultural relics represented by museum resources. The research results finds that although 79.17% of students are satisfied with the existing teaching model, there are prominent problems such as insufficient active classroom participation, strong demand for practical application, and examination-oriented learning motivation, while the implemented POA-based teaching model has significantly enhanced students' cross-cultural communication and practical application abilities, with 81.25% satisfaction with the integration of Cultural Heritage and Museology elements in teaching. This study provides a feasible path for optimizing college English teaching for Cultural Heritage and Museology majors, and offers empirical reference for promoting the deep integration of professional education and foreign language teaching.

1. Introduction

1.1 Research Background

With the deepening of globalization and growing attention to cultural heritage protection, Cultural Heritage and Museology majors urgently need English communication skills for international academic exchanges, cultural heritage promotion and cross-border cooperation. However, current college English teaching for this major in China is generally disconnected from professional characteristics, adopting a general model without sufficient integration of relevant

content and practical scenarios (Zhang & Li, 2022)[1]. Our questionnaire shows 43.75% of students regard “practical application” as the most needed improvement, and 85.42% expect more practical curriculum reform, reflecting strong demand for integrating professional features with practice.

Wen Qiufang's (2014)[2] Production-Oriented Approach (POA), a Chinese-characteristic foreign language teaching theory, emphasizes the organic integration of "input" and "output", advocating output-task-driven teaching supported by effective input and promoted by formative evaluation. Aligned with Cultural Heritage and Museology majors' needs for solid language foundations and strong practical abilities, integrating their professional elements (e.g., museum resources) into POA enriches content, creates real output tasks, and boosts students' learning enthusiasm and language application skills.

1.2 Research Significance

1.2.1 Theoretical Significance

This study enriches the application research of the Production-Oriented Approach in specialized English teaching, especially in the field of Cultural Heritage and Museology. By exploring the integration path of POA and Cultural Heritage and Museology elements, it expands the theoretical connotation and application scope of POA, and provides new ideas for the innovation of specialized English teaching theories.

1.2.2 Practical Significance

In view of the current problems in college English teaching for Cultural Heritage and Museology majors, this study constructs a targeted teaching model and verifies its effectiveness through teaching practice. The research results can provide specific and operable teaching plans for front-line teachers, help improve the quality of college English teaching for Cultural Heritage and Museology majors, and cultivate interdisciplinary talents with both language competence and professional literacy.

1.3 Research Questions

This study focuses on the following three core research questions:

- (1) What are the current status and main problems of college English teaching for Cultural Heritage and Museology majors?
- (2) How to construct a POA-based college English teaching model integrating Cultural Heritage and Museology elements?
- (3) What is the implementation effect of the constructed teaching model in practice?

1.4 Research Methods and Objects

1.4.1 Research Methods

Questionnaire Survey: A self-designed questionnaire was used to investigate 55 sophomore students majoring in Cultural Heritage and Museology, focusing on their satisfaction with the current teaching model, learning motivation, classroom participation, demand for teaching improvement, etc. A total of 48 valid questionnaires were recovered, with an effective recovery rate of 87.27%.

Teaching Practice: Based on the POA teaching model, a 16-week teaching practice was carried out. The teaching content integrated 11 museum resources such as the Palace Museum and the

British Museum, and designed corresponding output tasks.

Data Analysis: The questionnaire data were statistically analyzed using Excel, and the implementation effect of the teaching model was evaluated through classroom performance, and task completion quality.

1.4.2 Research Objects

The research objects are 55 sophomore students majoring in Cultural Heritage and Museology at a university in China. All students have received basic college English teaching in their freshman year and have a certain English foundation, but there are differences in their language application ability and learning enthusiasm.

2. Literature Review

2.1 The Development and Core Connotations of the Production-Oriented Approach

Proposed by Professor Wen Qiufang and her team, the Production-Oriented Approach (POA) is a Chinese-characteristic foreign language teaching theory, developed by summarizing domestic foreign language teaching experience and absorbing foreign theoretical strengths. It has gone through three stages: preliminary exploration, theoretical construction, and practical promotion (Wen, 2020)[3]. Its core connotations include the “learning-centered, teacher-led” teaching concept, three hypotheses (“output-driven”, “input-enabled”, “selective learning”), and three teaching procedures (preliminary preparation, core teaching, summary and consolidation). In recent years, POA has been widely applied in college English teaching, with studies confirming its effectiveness in enhancing students’ language output ability and learning motivation (Li & Wang, 2021)[4]. However, existing research mostly focuses on general college English, with few exploring its application in specialized English teaching for Cultural Heritage and Museology majors. Hu (2019)[5] further elaborated on the practical operation path of POA in college English teaching reform, providing a solid theoretical and practical foundation for the application of POA in specialized English teaching.

2.2 The Current Situation of College English Teaching for Cultural Heritage and Museology Majors

Foreign research on specialized English teaching for this major started early, with many universities offering interdisciplinary courses integrating Cultural Heritage and Museology with foreign languages, emphasizing the cultivation of students’ cross-cultural communication and professional English application abilities (Smith & Jones, 2019)[6]. In China, relevant research has gradually increased with the major’s development but has limitations: first, it mostly focuses on teaching content and methods, lacking in-depth exploration of teaching models; second, the integration of professional elements with English teaching is superficial, mostly limited to adding professional vocabulary and reading materials (Chen, 2023)[7]; third, research methods are single, lacking empirical studies combining questionnaires and teaching practice.

2.3 The Integration of Museum Resources into Foreign Language Teaching

As important carriers of cultural heritage, museum resources have rich cultural connotations and educational value. Integrating them into foreign language teaching can enrich content and create real language application scenarios. Foreign studies have shown that museum-based foreign language teaching effectively improves students’ language competence, cultural literacy, and

critical thinking (Brown & Davis, 2018)[8]. In China, relevant research is mostly concentrated in basic education and general college English, with few focusing on the integration of museum resources into specialized English teaching for Cultural Heritage and Museology majors. This study takes museum resources as the entry point to integrate professional elements into the POA teaching model, an innovative attempt in this field(Wang, 2022)[9].

3. The Current Situation of College English Teaching for Cultural Heritage and Museology Majors: Based on Questionnaire Survey Results

A survey of 48 students shows 79.17% are satisfied with the current teaching model, but obvious problems exist. Classroom participation is passive: only 8.33% actively engage in oral/writing output, while 45.83% participate only when called. Learning motivation is mainly examination-oriented (50% for passing exams). "Practical application" (43.75%) is the most needed improvement link. Students prefer teacher-led systematic explanation (43.75%) over group tasks (8.33%). Notably, 81.25% support integrating professional cultural elements (e.g., ceramic museum content) into teaching, reflecting strong demand for professional-practical integration.

4. Construction of the POA-based College English Teaching Model for Cultural Heritage and Museology Majors

Based on the survey results of the current teaching situation and the core connotations of POA, this study constructs a college English teaching model for Cultural Heritage and Museology majors integrating museum resources, which includes three core links: output task design, effective input support, and formative evaluation.

4.1 Output Task Design (Driving Link)

Table 1: 2024-2025 Academic Year Second Semester "College English IV" Classroom Activity Plan Form

Museum Name	Participating Students (Each group must have a minimum of 3 and a maximum of 8 members)	Task 1	Task 2	Sharing Time
1. The Palace Museum (Beijing, China)	Fu Lingyuxuan, You Feixiang, Yan Jie, Wu Zhuorui	All group members collaborate to complete a PPT, and the group leader and members give an in-class presentation (in English, with both pictures and texts)	Each group member independently completes a document introducing an artifact from the selected museum, with attached pictures and cited references. (English word count: no less than 400 words)	Week 4
2. The British Museum (London, UK)	Luo Tian, Huang Xinyue, Liu Liyang			Week 5
3. Shanghai Museum (Shanghai, China)	Zhong Huajie, Liu Junwei, Huang Juesong, Zhu Cunyuan			Week 6
4. The Metropolitan Museum of Art (New York, USA)	Dou Caiqi, Deng Xiang, Chai Yuchen, Lai Yu, Lai Wei, Ke Yawei, Sang Sirui			Week 7
5. Jingdezhen China Ceramic Museum (Jingdezhen, China)	Xiong Jingwen, Yu Shengjia, Zhong Guiping, Deng Wenjing, Chen Jiameng			Week 8
6. Topkapi Palace (Turkey)	Zhu Yuxuan, Zhang Xingwei, You Xinye, Liang Zihan			Week 9
7. Staatliche Kunstsammlungen Dresden (Dresden, Germany)	Yu Ruping, Yuan Yating, Huang Jingjing, Cao Huan, Rao Jiaxin, Cai Chen, Zheng Huashan, Zheng Xiashen			Week 10
8. Tokyo National Museum (Tokyo, Japan)	Tan Le, Wu Xuan, Hu Zheng, Liu Jialin			Week 11
9. The State Hermitage Museum (Saint Petersburg, Russia)	Huang Xinru, Zhang Rui, Wen Xinya			Week 12
10. National Museum of China (Beijing, China)	Tian Bing, Zhao Zhenyu, Li Xinyi, Li Xiyang, Huang Feifei, Xu Yaru, Hong Yating			Week 13
11. Ashmolean Museum (University of Oxford, UK)	Lin Xinrui, Guo Xuanyu, Cui Yatong			Week 14

Output tasks are the core of the POA teaching model, which plays a role in driving students' learning. Combined with the professional characteristics of Cultural Heritage and Museology

majors, this study designs output tasks based on 11 museum resources such as the Palace Museum and the British Museum (see Table 1). The tasks are divided into two levels: group tasks and individual tasks, which not only cultivate students' team cooperation ability but also ensure the individual development of each student.

4.2 Effective Input Support (Enabling Link)

According to the “input-enabled hypothesis” of POA, effective input is the premise and guarantee for students to complete output tasks. In order to help students successfully complete the output tasks designed above, this study provides students with multi-dimensional input support from three aspects: language input, professional input, and cultural input.

4.2.1 Language Input

This practice covers vocabulary, grammar, and discourse input. It compiles key professional vocabulary lists (e.g., cultural relics, protection, restoration, exhibition), reinforces complex sentences and passive voice for academic writing/reports, and provides related model essays and PPT cases to help students master thematic discourse structures and expression skills.

4.2.2 Professional Input

This part of the program is supported by Cultural Heritage and Museology teachers and museum resources. It offers special lectures, English professional literature/research reports, and recommends high-quality online courses/digital resources of international museums (e.g., the British Museum’s online exhibitions) to keep students updated on field developments.

4.2.3 Cultural Input

The cultural teaching segment focuses on cross-cultural differences and connotations. It introduces cultural backgrounds, historical origins, and artistic features of selected relics, compares global heritage protection concepts/methods, deepens students’ understanding of their own heritage, and enhances cross-cultural communication awareness and ability.

4.3 Formative Evaluation

As a key part of the POA model, formative evaluation adopts a multi-dimensional system with four subjects: teacher evaluation (50%, assessing participation and task quality), peer evaluation (20%, fostering critical thinking), self-evaluation (10%, enhancing initiative), and practical application evaluation (20%, testing real-scene language ability). Gao (2021)[10]’s case study on POA-based formative evaluation verified the effectiveness of multi-subject evaluation in improving students’ learning initiative, which provides empirical support for the evaluation system designed in this study. Evaluation content covers learning process, task completion quality, and comprehensive language ability (prioritizing speaking and writing). Detailed standards are set for each item, such as content, language, and structure for PPT reports and individual documents.

5. Implementation and Effect Analysis of the Teaching Model

5.1 Implementation Process

The teaching model constructed in this study is implemented in the college English course of 55 sophomore students majoring in Cultural Heritage and Museology, with a total of 16 teaching

weeks, 2 class hours per week, and a total of 32 class hours. The specific implementation process is as follows:

Weeks 1-3: Preliminary preparation stage. The teacher conducts a questionnaire survey to understand students' English level, learning needs, and professional interests, explains the POA teaching model, teaching objectives, and evaluation methods to students, assigns the first group of output tasks (taking the Palace Museum as the theme) and provided relevant input resources.

Weeks 4-14: Core teaching stage. According to the classroom activity plan in Table1, the teacher organizes students to complete the output tasks of different museums in turn. In each unit, 1 class hour is used for input teaching (including language, professional, and cultural input), and 1 class hours is used for task discussion, preparation, and sharing. After each task sharing, teachers and peers conduct on-site evaluations and provide feedback.

Week 15-16: Summary and consolidation stage. The teacher organizes students to conduct self-evaluation and mutual evaluation, summarized the gains and problems in the learning process; the teacher conducts a comprehensive evaluation of students' performance and put forward targeted improvement suggestions.

5.2 Effect Analysis

5.2.1 Improvement of Students' Classroom Participation and Learning Motivation

After the implementation of the teaching model, students' classroom participation and learning motivation have been notably enhanced. Classroom observation shows that far more students take the initiative to engage in classroom discussions and answer questions than before, and a much larger proportion of students complete homework on time and actively utilize after-class resources. In the subsequent questionnaire survey, a considerable number of students indicate that they have developed a greater interest in English learning as the teaching content is closely linked to their major. Many also mention that the output tasks have made them recognize the practical value of English, with their learning motivation shifting from merely passing exams to applying English in professional practice.

5.2.2 Improvement of Students' Professional Literacy and Cross-Cultural Communication Ability

The integration of museum resources and Cultural Heritage and Museology elements in teaching has not only improved students' English ability but also enhanced their professional literacy and cross-cultural communication ability. In the group task of introducing foreign museums, students have a deeper understanding of the Cultural Heritage and Museology protection concepts and methods of different countries, and their professional vision has been broadened. In the Cultural Heritage and Museology English communication simulation activity, 85.71% of students can fluently introduce Chinese Cultural Heritage and Museology in English, and can effectively respond to cross-cultural communication problems such as cultural differences and language barriers, indicating that students' cross-cultural communication awareness and ability have been significantly improved.

5.2.3 Students' Recognition of the Teaching Model

The follow-up questionnaire survey shows that students have a high recognition of the POA-based college English teaching model integrating museum resources. 83.33% of students are "very satisfied" or "relatively satisfied" with the teaching model; 79.17% of students believe that the integration of Cultural Heritage and Museology elements has greatly helped their English learning;

87.5% of students hope that this teaching model can be continued in subsequent courses.

6. Problems and Improvement Suggestions

6.1 Existing Problems

Although the implementation of the teaching model has achieved certain results, there are still some problems in the process:

The design of group tasks needs to be optimized. Some group tasks have the problem of uneven division of labor, and individual students lack participation; the difficulty of some tasks is not well controlled, which is either too simple or too difficult for some students.

The input resources need to be enriched and updated. The current input resources are mainly static resources such as documents and PPT, lacking dynamic resources such as videos and audios; the update speed of some professional resources is slow, which cannot keep up with the latest developments in the field of Cultural Heritage and Museology.

The formative evaluation system needs to be improved. The operability of peer evaluation and self-evaluation is not strong, and there are problems such as inaccurate evaluation and perfunctory evaluation; the feedback of evaluation results is not timely enough, and the guiding role for students' learning is not fully played.

6.2 Improvement Suggestions

In view of the above problems, the following improvement suggestions are put forward:

Optimize the design of group tasks. When grouping, teachers can adopt the method of combining students' voluntary grouping and teacher adjustment to ensure the rationality of group composition, clarify the division of labor in the group, and formulate detailed task responsibility lists, design tasks with different difficulty levels for students with different English levels to realize personalized teaching.

Enrich and update input resources. Teachers can collect and produce dynamic resources such as English documentaries, interview videos, and online lectures related to Cultural Heritage and Museology. They can establish a resource update mechanism, regularly collect the latest professional literature and museum resources, and update the input resource library in a timely manner, encourage students to participate in resource collection and sharing, and build a student-centered resource sharing platform.

Improve the formative evaluation system. Teachers should formulate detailed peer evaluation and self-evaluation guidelines, clarify the evaluation indicators and standards, use online evaluation tools to improve the efficiency and accuracy of evaluation, establish a timely feedback mechanism, and teachers should give specific and targeted feedback to students within 3 working days after the evaluation, helping students find problems and improve their learning.

7. Conclusion

This study constructs a POA-based college English teaching model for Cultural Heritage and Museology majors integrating museum resources, and verifies its effectiveness through teaching practice. The research results show that the current college English teaching for Cultural Heritage and Museology majors has the problems of passive student participation, strong examination-oriented learning motivation, and insufficient practical application links. The constructed teaching model, with output tasks as the driving force, effective input as the support, and formative evaluation as the guarantee, can effectively improve students' language application

ability, learning motivation, professional literacy, and cross-cultural communication ability. Students have a high recognition of this teaching model, and the integration of Cultural Heritage and Museology elements is widely supported.

However, this study also has some limitations: the research object is only 55 students from one university, and the sample size is relatively small, which may affect the universality of the research results; the implementation time of the teaching model is only one semester, and the long-term effect needs to be further verified. In future research, we will expand the sample size, select students from multiple universities and different grades for research, and conduct a long-term follow-up investigation on the implementation effect of the teaching model. At the same time, we will further optimize the teaching model, strengthen the integration of emerging technologies such as artificial intelligence and virtual reality with teaching, and provide more effective support for the cultivation of interdisciplinary talents in Cultural Heritage and Museology.

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