

Design and Innovative Research on the Improvement Path of Oral Practice Competence Based on Questionnaire Survey

— A Case Study of Freshmen in the School of Foreign Languages, Panzihua University

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ABSTRACT: This study takes 178 freshmen from the School of Foreign Languages, Panzihua University as the research subjects. Through a questionnaire survey, it systematically analyzes the current situation of their autonomous learning of English speaking, the application of the "shadowing training" method, and their learning needs. Combined with Professor Wen Qiufang's "Production-Oriented Approach (POA)" theory, starting from the three core links of "motivation, facilitation, and assessment", this study designs a targeted path for improving oral practice competence and proposes innovative strategies, so as to provide references for the reform of oral English teaching for English majors in colleges and universities.

KEYWORDS: Oral Practice Competence; Production-Oriented Approach (POA); Shadowing Training; Questionnaire Survey; Improvement Path

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I. INTRODUCTION

Against the backdrop of globalization, English speaking, as a core skill for cross-cultural communication, has become increasingly prominent in its importance. College English Teaching Guide (2020 Edition) clearly states that college English teaching should focus on cultivating students' "language application ability", especially oral expression ability, to meet the needs of national foreign exchange and cooperation [1]. However, there are still many bottlenecks in the current oral English teaching for English majors in colleges and universities. On the one hand, the phenomenon of "disconnection between input and output" is common. Teachers mostly focus on teaching language knowledge such as vocabulary and grammar, but ignore the transformation of knowledge into oral output [2]; On the other hand, students have insufficient practice opportunities. Classroom teaching is mostly teacher-centered, so students lack space for independent expression and interaction. In addition, the single training method makes it difficult to stimulate learning interest [3].

The "Production-Oriented Approach (POA)" proposed by Professor Wen Qiufang in 2014 is a localized foreign language teaching theory constructed to address the above-mentioned problems. This theory breaks the linear model of "input first, then output" in traditional teaching, emphasizes the "output task" as the core, and realizes the in-depth integration of input and output through the closed-loop design of "motivation, facilitation, and assessment", so as to ultimately improve students' language application ability [4]. Existing studies have shown that POA has a significant effect in oral English teaching, which can effectively improve students' oral fluency, accuracy, and appropriateness [5].

In order to accurately identify the pain points in oral English learning of freshmen in the School of Foreign Languages, Panzihua University, this study systematically analyzes the current situation of their autonomous oral training and their cognition and application of "shadowing training" through a questionnaire survey. Combined with the POA theory, it designs a scientific and feasible path for improving oral practice competence. This study can not only provide empirical evidence for the reform of oral English teaching for English majors in this university, but also offer references for the oral English teaching practice in similar colleges and universities.

II. STATISTICAL ANALYSIS OF QUESTIONNAIRE SURVEY DATA

A total of 180 questionnaires were distributed in this survey, and 178 valid questionnaires were recovered, with an effective recovery rate of 98.89%. The survey content covers four dimensions: students' basic information, current situation of autonomous oral training, cognition and application of "shadowing training", and learning needs. The specific data are as follows:

2.1 Analysis of Basic Information

Gender and grade distribution: Among the surveyed students, there are 125 females (69.44%) and 55 males (30.56%). The gender ratio is in line with the professional characteristics of the School of Foreign Languages — the proportion of female students majoring in English is generally high, which is consistent with the gender distribution trend of foreign language majors in colleges and universities across the country [6]; the grades are mainly freshmen (178 students, 98.89%), with 1 sophomore and 1 junior respectively (0.11% each). The freshman year is a key starting period for oral competence cultivation. Students have not yet formed fixed learning habits and have a high acceptance of training methods. The concentration of samples ensures the pertinence and applicability of the research conclusions.

Major and English proficiency: There are 180 students majoring in English (100%), and the samples are highly professional, which can accurately reflect the current situation of oral English learning of students majoring in English. Regarding CET-4 scores, the proportion of students with scores ranging from 425 to 550 is the highest (103 students, 57.22%), 23.33% (42 students) have scores below 425, only 8.34% (15 students) have scores above 551, and 11.11% (20 students) have not taken the exam. This result is basically consistent with the CET-4 score distribution of freshmen majoring in English in colleges and universities across the country — most students are at the "qualified-good" level, and a few students have a weak foundation or excellent grades [7]. The overall English foundation provides a certain basis for oral training, but attention should also be paid to the needs of students with weak foundations.

Self-assessment of oral proficiency: 50% of the students (90 students) consider their oral proficiency as "medium", 27.78% (50 students) as "poor", 5.56% (10 students) as "very poor", and only 16.67% (30 students) as "good" or "very good". This data is similar to the results of similar domestic surveys. For example, Jiang Meifang and Han Kunpeng's survey on freshmen majoring in English in 5 colleges and universities found that more than 60% of the students self-assessed their oral proficiency as "medium or below", which reflects that the oral competence of freshmen majoring in English is generally weak and there is an urgent need for improvement.

2.2 Analysis of the Current Situation of Autonomous Oral Training

Insufficient training time and output: 51.67% of the students (93 students) spend 0-1 hour on autonomous oral training per week, 41.67% (75 students) spend 1-3 hours, and only 6.67% (12 students) spend more than 3 hours; 75.56% of the students (136 students) spend 0-20 minutes on oral output per day, and only 6.11% (11 students) spend more than 30 minutes. According to the second language acquisition theory, the improvement of language competence requires "sufficient comprehensible output" [8], and the ideal oral training time should be more than 5 hours per week and more than 30 minutes per day [9]. Through comparison, it can be seen that the students of this university have low frequency and short duration of oral practice, which makes it difficult to form effective language internalization and accumulation. This is one of the important reasons for their weak oral competence.

Imbalance in training methods and time allocation: Among after-class learning methods, "watching English movies" and "using English learning apps" have the highest proportions (both 49.44%, 89 students), followed by "repeatedly listening to textbook listening materials" (38.33%, 69 students) and "doing CET-4 and CET-6 real questions" (37.78%, 68 students). However, targeted oral training methods (such as shadowing, dialogue, and speech) are not widely mentioned. This phenomenon reflects that students have insufficient cognition of "oral training methods", equating "input activities" (such as watching movies and listening to listening materials) with "oral training", and ignoring the core role of "output practice". In terms of time allocation, "listening" accounts for 72.22% (130 students), "reading" accounts for 49.44% (89 students), and "speaking" only accounts for 35% (63 students). There is an obvious phenomenon of "valuing input over output", which is contrary to the "output-driven" concept emphasized by the POA theory [4]. The POA holds that only input oriented by "output needs" can be truly transformed into language competence, and simple input accumulation is difficult to improve the level of oral expression.

Training Barriers and Lack of Plans: The main reasons for the lack of oral training are "no suitable occasions" and "lack of oral practice partners" (both 68.89%, 124 students), followed by "shyness" (47.22%, 85 students). This is consistent with the view of the "Social Interaction Theory of Language Learning" — the improvement of oral competence requires real interactive scenarios. The lack of practice partners and occasions will make students "afraid to speak" and "have no chance to speak", thereby inhibiting their willingness to

produce output [16]. Students regard the biggest difficulties in oral English as "insufficient vocabulary" (78.33%, 141 students), "inaccurate pronunciation" (60%, 108 students), and "poor grasp of grammar" (58.33%, 105 students). These three aspects all fall into the category of "deficiencies in language knowledge and skills", indicating that students' oral problems lie not only in "insufficient practice" but also in "weak foundations". In addition, 57.22% (103 students) are "uncertain" whether they have an oral training plan, and only 26.67% (48 students) "agree" or "strongly agree" that they have a clear plan. This reflects that students' oral English learning lacks goal orientation and systematicness, which is inconsistent with the "goal-setting" principle emphasized by the "Autonomous Learning Theory" (Dickinson, 1995). Unplanned learning can hardly ensure the continuity and effectiveness of training.

Strong Demand for Intensive Training: 48.89% (88 students) "agree" to participate in unified oral intensive training, 5.56% (10 students) "strongly agree", and only 15.56% (28 students) "disagree" or "strongly disagree". This result shows that students have high expectations for structured and centralized oral training, and hope to solve the problem of "no direction in autonomous training" through organization and guidance at the university level. This is similar to the survey results of other domestic colleges and universities. For example, a study by Liu Yanping and Li Xiaoxiang (2021) found that more than 70% of freshmen majoring in English hope that their universities will provide specialized oral training courses or guidance.

2.3 Analysis of Cognition and Application of "Shadowing Training"

Room for Improvement in Cognition: 16.67% (30 students) "know very well" about shadowing training, 49.44% (89 students) "have heard of it but do not know much about it", 15.56% (28 students) "have only heard the name", and 18.33% (33 students) "have never heard of it". Nearly 80% of the students have insufficient cognition of this method. Shadowing training is an efficient oral training method originating from interpretation training. It synchronously trains listening, pronunciation, and fluency through the method of "listening and repeating simultaneously", and is widely used in second language oral teaching [10] [19]. Students' insufficient cognition of this method prevents them from making full use of this tool to improve their oral competence, which is also one of the reasons for the poor effect of oral training.

Low Usage Rate and Insufficient Frequency: Only 7.78% (14 students) "use shadowing training frequently", 39.44% (71 students) "use it occasionally", 25.56% (46 students) "have tried it but not persisted", and 27.22% (49 students) "have never tried it"; In terms of usage frequency, 58.33% (105 students) use it "1-2 times a week", 25% (45 students) "3-5 times a week", and only 5% (9 students) "use it every day". According to the teaching rules of shadowing training, the best training effect is achieved with 15-20 minutes of training per day, and training needs to be conducted at least 3-5 times a week to ensure continuity [11]. The usage frequency of students in this university is far lower than this standard, making it difficult to exert the effect of shadowing training.

Coexistence of Recognition of Method Effectiveness and Difficulties: 72.22% (130 students) believe that shadowing training is "somewhat helpful", 13.89% (25 students) believe it is "very helpful", and only 13.89% (25 students) believe it is "not very helpful" or "not helpful at all". This indicates that the effectiveness of this method is generally recognized, which is consistent with the research conclusions at home and abroad. However, there are difficulties in its application, such as "difficulty keeping up with the speed of speech" and "inaccurate pronunciation imitation" (both 65.56%, 118 students), "high vocabulary requirements" (57.78%, 104 students), and "difficulty balancing listening and repeating" (47.22%, 85 students). Essentially, these difficulties are caused by "mismatch between training materials and students' proficiency levels" and "lack of guidance on training methods". Students mostly choose ungraded materials by themselves, which makes it difficult for them to adapt to the speech speed and vocabulary difficulty. This further leads to a sense of frustration and affects the continuity of training.

Clear Preference for Training Materials: The training materials that students most want to use are "daily dialogue materials" (68.89%, 124 students) and "European and American film and television materials" (62.78%, 113 students), followed by "CET-4 and CET-6 real question materials" (49.44%, 89 students) and "listening textbook materials" (47.22%, 85 students). This preference is in line with the view of the "Task-Based Language Teaching Theory" — materials that are close to students' lives, highly practical, and interesting can enhance students' participation and enthusiasm [12]. Daily dialogue materials are in line with students' actual communication needs, and European and American film and television materials can provide real language contexts and authentic pronunciation. All these provide clear basis for the selection of subsequent training materials.

2.4 Analysis of Learning Needs

80.56% (145 students) "hope" or "strongly hope" that the university will provide guidance or venues related to oral repetition training, and only 5% (9 students) "do not hope so". This demand reflects the pain point of "lack of guidance" in students' oral training. During autonomous training, they lack professional guidance,

making it difficult to solve specific problems such as pronunciation and speech speed. At the same time, they also lack fixed training venues, which affects the concentration of training. According to the Social Constructivism Theory, students' learning requires "scaffolding guidance" [13]. The guidance and venues provided by the university are exactly such "scaffolds", which can help students break through their current proficiency level and improve training effects.

III. THEORETICAL BASIS: WEN QIUFANG'S "PRODUCTION-ORIENTED APPROACH (POA)"

The "Production-Oriented Approach (POA)" proposed by Professor Wen Qiufang in 2014 is a localized theory constructed based on the practice of foreign language teaching in China. Its core logic is "taking production as motivation, input as facilitation, and assessment as feedback", aiming to solve the problems of "disconnection between input and output" and "separation between learning and application" in foreign language teaching [1].

After years of theoretical improvement and teaching practice, POA has formed mature "three core links" and "four teaching hypotheses", and has become one of the important theories guiding the reform of foreign language teaching in China [5].

3.1 Motivation Link

Motivation serves as the starting point of POA, whose core function is to stimulate students' learning motivation and help them clarify "why to learn" and "what can be achieved through learning". POA proposes a dual-drive model consisting of "goal-driven" and "content-driven": "Goal-driven" enables students to clearly understand the training standards and expected outcomes by setting specific and quantifiable output goals (e.g., "completing a 3-minute daily dialogue", "dubbing a film clip"); "Content-driven" enhances students' willingness to participate by selecting task themes that are close to their daily lives, majors, or interests [4].

From the perspective of Second Language Acquisition Theory, the "Motivation Link" aligns with the "Intrinsic Motivation Theory" — when students perceive the "relevance" and "autonomy" of learning tasks, their intrinsic motivation is significantly enhanced [14]. Combined with this survey, 57.22% of students do not have a clear oral training plan, indicating a lack of goal orientation in their learning; at the same time, students prefer "daily dialogue" and "European and American film/television" materials, reflecting their demand for "content relevance". Therefore, the "Motivation Link" needs to design specific oral output tasks and integrate materials preferred by students to stimulate their training motivation.

Existing studies have also confirmed that the "Motivation Link" of POA has a significant effect in oral English teaching. An experiment conducted by Liu Yanping and Li Xiaoxiang (2021) on English majors in colleges and universities showed that in task-driven oral English teaching, students' learning motivation scores were 32% higher than those in the traditional teaching group, and their oral test scores increased by more than 15%.

3.2 Enabling Link

Enabling is the core of POA, which aims to provide "accurate, sufficient, and accessible" input support for students to complete output tasks, realizing the principle of "input serving output" [2]. POA emphasizes the principle of "supply on demand", which means providing targeted input (including language knowledge, skill strategies, and learning resources) based on the difficulties students encounter in output tasks.

The theoretical basis of the "Enabling Link" is the combination of the "Comprehensible Input Hypothesis" and the "Interaction Hypothesis". Krashen argues that the key to language acquisition is "comprehensible input" ($i+1$, where i represents the student's current proficiency level and 1 represents input slightly above the current level) [15]; Long, on the other hand, emphasizes that input needs to be adjusted through interaction to be better understood by students [16]. The "Enabling Link" of POA not only provides " $i+1$ " level input but also realizes dynamic adjustment of input through "hierarchical support" (e.g., "progressive shadowing training program"), ensuring that the input matches students' actual proficiency levels and task requirements.

Combined with this survey, students face problems such as "insufficient vocabulary", "inaccurate pronunciation", and "difficulty keeping up with speech speed" in oral training, which are exactly the manifestations of mismatch between input and demand. Therefore, the "Enabling Link" needs to provide support from three aspects: first, language knowledge support — for "insufficient vocabulary", provide task-related high-frequency vocabulary lists; for "poor grasp of grammar", organize commonly used grammatical structures in oral English; second, skill strategy support — for "inaccurate pronunciation", integrate phonetic teaching and pronunciation correction guidance to help students improve pronunciation through demonstration and imitation; for "difficulty keeping up with speech speed", provide "slow-normal-fast" progressive audio to gradually improve students' auditory response speed;

third, learning resource support — establish an "oral training resource library" that includes students' preferred

"daily dialogue" and "European and American film/television" materials to ensure the accessibility and applicability of resources.

A study by Wang Haixiao (2020) shows that the "Enabling Link" of POA can effectively solve students' learning difficulties. In the oral English teaching experiment he conducted, through targeted input support, the incidence of students' "insufficient vocabulary" problem decreased by 40%, and the incidence of "inaccurate pronunciation" problem decreased by 35%, which fully verifies the effectiveness of the "supply on demand" principle.

3.3 Assessment Link

Assessment is the feedback mechanism of POA and the key to realizing "promoting learning through assessment". Its core function is to help students identify problems, improve learning, and at the same time test teaching effects through timely and diversified feedback [4]. POA divides assessment into "formative assessment" and "summative assessment": Formative assessment runs through the entire training process, focusing on students' progress and growth, with forms including teacher comments, group peer review, student self-assessment, etc.; Summative assessment is conducted in the later stage of training, focusing on students' final output effects, with forms including oral tests, task completion evaluation, etc. [2].

From the perspective of Educational Evaluation Theory, the "Assessment Link" of POA conforms to the "Diversified Evaluation Theory" and the "Developmental Evaluation Theory": The "Diversified Evaluation Theory" emphasizes the diversification of evaluation subjects and forms to avoid the limitations of single evaluation [17]; the "Developmental Evaluation Theory" emphasizes that the purpose of evaluation is to promote students' development rather than mere score determination [18]. Combined with this survey, 55% (99 students) "do not know whether their expressions are correct or not", reflecting the lack of evaluation feedback — students lack channels to understand their own learning status, making it difficult to make targeted improvements. Therefore, the "Assessment Link" needs to establish a diversified evaluation system.

Diversification of evaluation subjects: Teacher evaluation focuses on language accuracy and method standardization, providing professional improvement suggestions; student self-assessment focuses on training attitude and self-perceived progress, cultivating independent reflection ability; group peer review focuses on interactive performance, creating a mutually supportive learning atmosphere.

A study by Liu Yanping and Li Xiaoxiang (2021) confirms that the "Assessment Link" of POA can significantly improve students' oral competence. In their experiment, students who adopted diversified evaluation had oral test scores 20% higher than those who adopted traditional evaluation, and their learning satisfaction increased by 30%, which fully demonstrates the positive role of diversified evaluation.

IV. DESIGN OF THE PATH FOR IMPROVING ORAL PRACTICE COMPETENCEBASED ON POA

Combining the results of the questionnaire survey and the POA theory, this study designs a path for improving oral practice competence for freshmen in the School of Foreign Languages, Panzhuhua University from the three dimensions of "Motivation-Enabling-Assessment". The details are as follows:

4.1 Motivation Link: Stimulating Training Motivation with "Authentic Tasks"

Centering on the materials preferred by students ("daily dialogue" and "European and American film/television" materials) and combining with their English proficiency (most have CET-4 scores ranging from 425 to 550), a "three-level task system" is designed to ensure that the task difficulty matches the students' proficiency level. This avoids frustration caused by overly difficult tasks or lack of challenge due to overly easy tasks:

Basic Task (Semester 1): Simulation of Daily Situational Dialogues

Scenarios close to students' daily lives are selected, with simple high-frequency vocabulary and basic grammatical structures used. For example, "Simulation of club recruitment dialogue: students, as club members, introduce club activities to new students and answer their questions". The task objective is "to complete a 3-minute dialogue fluently, with no more than 3 grammatical errors and accurate vocabulary use".

Advanced Task (Semester 2): Dubbing of European and American Film/Television Clips

Film/television clips with moderate speech speed and life-like lines are selected (e.g., the café chat scene in *Friends*, the dialogue between Judy and Nick in *Zootopia*), and the duration of each clip is controlled within 1-2 minutes. For example, "Dubbing the clip of 'Rachel's runaway wedding' in Season 1, Episode 1 of *Friends*". The task objective is "the speech speed error between the dubbing and the original audio does not exceed 10%, the pronunciation accuracy reaches 80%, and the emotional expression is consistent with the character".

Advanced-Level Task (Semester 3): Thematic Speeches and Debates

Themes related to CET-4 topics and familiar to students are selected (e.g., "Should college students take part-time jobs?" "Advantages and disadvantages of online learning"). The speech duration is 3-5 minutes, and the debate adopts a "2V2" format. For example, "Give a 3-minute speech on the theme of 'College students should take part-time jobs'". The task objective is "clear viewpoints, logical coherence, and use of at least 5 CET-4 core vocabulary words (e.g., 'part-time', 'balance', 'experience')".

Table 1. Overview of the Three-Level Task System

Level	Semester	Task Type	Input Materials	Core Objectives	Evaluation Indicators
Basic	1	Simulation of Daily Situational Dialogues	Real scenarios such as campus shopping, library borrowing, and club recruitment	Fluently complete a 3-minute dialogue	Number of grammatical errors $\leq$ 3; Accurate vocabulary use
Advanced	2	Dubbing of European and American Film/Television Clips	1-2 minute life-oriented clips from Friends and Zootopia	Speech speed error $\leq$ 10%; Pronunciation accuracy $\geq$ 80%; Emotional consistency with characters	Comparative evaluation between the dubbed audio and the original audio
High-Level	3	Thematic Speeches and Debates	High-frequency CET-4 topics: part-time jobs, online learning, etc.	3-5 minute speech or 2V2 debate	Clear viewpoints; Logical coherence; Use of at least 5 CET-4 core words

Note: The three-level tasks show a spiral upward trend. The same topic is reproduced in diversified forms of "speaking-dubbing-debating" at different stages, so as to realize the cyclic deepening of vocabulary and discourse.

4.2 Enabling Link: Resolving Training Difficulties with "Hierarchical Support"

Aiming at the problems of students' "difficulty keeping up with speech speed" and "inaccurate pronunciation", and combining with their self-assessment results of oral proficiency (50% at "medium" level and 27.78% at "poor" level), a "three-stage and nine-step" progressive shadowing training program is designed. Each stage lasts for 2 weeks, with the training difficulty gradually increased.

Entry Level (for students at "poor" proficiency level): Slow-speed input to consolidate fundamentals

Step 1: Provide audio files with "slow speed (100 words per minute) + complete text" (e.g., daily dialogue recordings). Students first read along with the text to familiarize themselves with vocabulary and pronunciation;
 Step 2: Remove the text. Students listen to the audio while reading along, and teachers correct their pronunciation in real time (e.g., the distinction between voiceless and voiced sounds of "th" and "s");
 Step 3: Students record their shadowing audio, compare it with the standard audio, mark the pronunciation differences, and make targeted improvements.

Intermediate Level (for students at "medium" proficiency level): Normal-speed input to enhance fluency

Step 1: Provide audio files with "normal speed (120-150 words per minute) + key word prompts" (e.g., dubbing materials of film/television clips), with key words marked in the text (e.g., "friends", "coffee", "plan");
 Step 2: Remove the key word prompts. Students listen and read along, and teachers guide them on skills of "sentence segmentation" and "liaison" (e.g., "not at all" is linked as "no-ta-tall");
 Step 3: Students are divided into groups to conduct "relay shadowing" — one student shadows one sentence, and the next student continues with the next sentence, so as to train response speed and fluency.

Proficiency Level (for students at "good" proficiency level): Fast-speed input to simulate real scenarios

Step 1: Provide audio files with "fast speed (150-180 words per minute) + no text", such as English news clips and real dialogue recordings;
 Step 2: Students listen and read along while recording key information (e.g., time, location, event), so as to train the simultaneous ability of "listening-speaking-recording";
 Step 3: Students break away from the audio and retell the content based on the recorded key information, so as to train the ability of language organization and output.

Tool Library: Recommend English learning apps (e.g., "English Fun Dubbing" for film/television dubbing, "Daily English Listening" for shadowing training), and provide tutorials on the use of recording and editing tools .

Table 2. Overview of the Three-Stage and Nine-Step Training Program

Stage	Applicable Proficiency Level	Audio Speed	Text Support	Decomposition of Nine Steps	Core Objectives
Entry-Level	Poor	100 wpm	Complete Text	Step 1: Shadowing at slow speed with text	Familiarize with vocabulary and pronunciation
				Step 2: Real-time shadowing without text	Teacher's real-time pronunciation correction (distinction between voiceless and voiced sounds of "th" and "s")
				Step 3: Self-recording → Comparison → Marking	Accurately identify differences and make improvements
Intermediate-Level	Medium	120-150 wpm	Key Words → No Prompts	Step 4: Shadowing at normal speed with key word prompts	Establish intonation and stress patterns
				Step 5: Liaison training without key words	Master liaisons like "not at all → no-ta-tall"
				Step 6: Group relay shadowing	Improve response speed and fluency
Proficiency-Level	Good	150-180 wpm	No Text	Step 7: Fast blind listening + Shadowing	Adapt to real speech speed
				Step 8: Listening while recording key information	Train the simultaneous ability of "listening-speaking-recording"
				Step 9: Retelling without audio	Enhance language organization and output ability

4.3 Assessment Link: Enhancing Training Effects with "Diversified Feedback"

Combined with Wen Qiufang's "Production-Oriented Approach (POA)" theory, the evaluation of English oral practice competence needs to construct an integrated "process-result" diversified system, covering two major dimensions: formative assessment and summative assessment. Formative assessment focuses on the dynamic tracking and real-time improvement of the entire training process. Through the hierarchical design of "daily feedback-phased feedback", it continuously empowers the development of students' oral competence; summative assessment, on the other hand, focuses on the comprehensive competence evaluation at the end of the semester. Through the combined form of "task-based test-achievement presentation", it comprehensively measures training effects and strengthens students' confidence in expression.

In formative assessment, daily feedback centers on "teachers' real-time comments + audio recording

comparison": After each training session, teachers immediately point out students' problems in pronunciation, fluency, etc., and provide targeted improvement suggestions; students compare their own training recordings with standard audio, fill in an "Audio Recording Comparison Form" to sort out differences and improvement measures, and develop independent reflection skills. Phased feedback is conducted every 2 weeks, adopting the model of "rating scale + group peer review + written comments": Based on a four-dimensional rating scale covering "pronunciation-fluency-vocabulary-grammar", mutual-aid groups first complete peer review and experience exchange, and then teachers write written comments combined with the peer review results to clarify students' strengths, weaknesses, and specific improvement tasks.

As a comprehensive evaluation of the semester's training achievements, summative assessment includes two modules: The final oral test adopts a "task-based test", corresponding to the POA "three-level task system". Students choose one item from "dialogue simulation (30 points), film/television dubbing (30 points), and thematic speech (40 points)". A jury composed of 3 teachers scores the performance according to "language accuracy (40 points), fluency (30 points), content quality (20 points), and emotional expression (10 points)" and takes the average score; Achievement presentation takes the "Oral English Talent Competition" as the carrier, where students voluntarily display their semester training achievements (e.g., dubbing clips, speeches). By setting up awards such as "Best Pronunciation Award" and "Best Fluency Award", a positive learning atmosphere is created to solve the problem of students' "shyness in expression" and achieve the dual goals of evaluation and motivation.

Table 3. Phased Rating Scale for Oral Training (Total Score: 100 Points)

Evaluation Dimension	Score	Standards for Excellent (80-100%)	Standards for Good (60-79%)	Standards for Pass (40-59%)	Standards for Failure (<40%)
Pronunciation	20	Accurately master voiceless/voiced sounds, liaisons, and stress; no obvious pronunciation errors	Basically master pronunciation rules; occasional non-critical errors	Many pronunciation errors, but no impact on the understanding of core semantics	Frequent pronunciation errors, seriously affecting semantic understanding
Fluency	30	Moderate speech speed, no pauses or repetitions, rhythm consistent with context	Basically moderate speech speed, occasional short pauses, no impact on overall fluency	Too fast/too slow speech speed, many pauses, affecting the coherence of expression	Frequent pauses and repetitions, unable to form coherent expression
Vocabulary	20	Rich vocabulary, able to use CET-4 core vocabulary, no vocabulary errors	Relatively rich vocabulary, occasional vocabulary deviations, no impact on semantics	Relatively limited vocabulary, many vocabulary errors, need to infer based on context	Extremely limited vocabulary, frequent vocabulary errors, unable to express meanings accurately
Grammar	30	Accurate grammatical structures, no obvious errors, diverse sentence patterns	Basically correct grammar, occasional simple grammatical errors (e.g., tenses)	Many grammatical errors (e.g., subject-verb disagreement), but no impact on understanding	Serious grammatical errors (e.g., confusing sentence patterns), affecting semantic transmission

V. INNOVATIVE RESEARCH: CHARACTERISTICS AND OPTIMIZATION DIRECTIONS OF THE IMPROVEMENT PATH

5.1 Path Characteristics

First, the in-depth integration of "POA + Shadowing Training" has constructed an innovative closed loop with the synergy of theory and method. With the theoretical framework of "Motivation-Enabling-Assessment" from Professor Wen Qiufang's "Production-Oriented Approach (POA)" as the top-level design, this path embeds the specific oral training method of shadowing training into it, forming a complete logical chain of "task-driven shadowing training - hierarchical input enabling training - diversified evaluation optimizing training". On the one hand, POA clarifies the goal orientation and content boundaries for shadowing training through the

"three-level task system" (e.g., daily dialogue simulation, film/television clip dubbing, thematic speech), avoiding the problem of training fragmentation in traditional shadowing training caused by the lack of systematic goals; On the other hand, shadowing training provides an operable practical carrier for the "Enabling Link" of POA through "progressive shadowing" (slow speed - normal speed - fast speed), helping students achieve the effective transformation from language input to oral output, and solving the dilemma of "sufficient theoretical framework but insufficient specific training methods" in traditional POA teaching. The synergy between the two not only solves the core problems of "disconnection between input and output" and "single training method" in English oral teaching, but also significantly improves the systematicness and effectiveness of oral training.

Second, the path design takes "student needs as the core", highlighting strong pertinence and practical adaptability. Based on the results of the preliminary questionnaire survey, the research team takes the core pain points of students in oral training, such as lack of practice partners and fixed venues, preference for specific training materials, and significant differences in English foundation, as the key basis for path optimization: To address the need of "lack of practice partners and venues", an "Oral Training Corner" is set up to provide offline interaction space, and "mutual-aid groups" are established to realize peer assistance; According to the characteristic of "preference for daily dialogue and European/American film/television materials", corresponding task libraries and resource libraries are built to ensure that the training content is highly consistent with students' interests; In response to the current situation of "large foundation differences" (e.g., 23.33% of students have CET-4 scores below 425, and only 8.34% have scores above 551), hierarchical tasks (basic - advanced - high-level) and hierarchical shadowing training programs (entry level - intermediate level - proficiency level) are designed to meet the training needs of students at different levels. This "student-centered" design concept not only accurately responds to students' actual demands, but also effectively improves students' participation and satisfaction in oral training, laying a solid foundation for the implementation of the path.

Finally, the "online + offline" resource integration model breaks the temporal and spatial limitations of traditional oral training, and enhances the flexibility and sustainability of training. In the online dimension, by building an "Oral Training Resource Library", resources such as progressive audio, pronunciation guidance videos, and film/television clip materials are integrated to support students in conducting independent training anytime and anywhere, solving the problem of "time limitation" in offline training; in the offline dimension, relying on the "Oral Training Corner", professional teacher guidance, peer interaction scenarios, and standardized training equipment are provided to meet students' needs for "face-to-face communication" and "real-time feedback", making up for the shortcoming of "insufficient interactivity" in online training. The complementarity and linkage of online and offline resources allow students to flexibly choose training methods according to their own schedule and learning preferences (e.g., completing basic shadowing through the resource library during the day and participating in dialogue simulation at the training corner at night). This not only breaks the limitation of "fixed time and space" in traditional oral training, but also builds a three-dimensional training scenario of "independent learning + interactive improvement" for students, ensuring the continuity and effectiveness of oral training.

5.2 Optimization Directions

Against the background of educational digital transformation, artificial intelligence (AI) oral training tools, with their advantages of personalized guidance, dynamic data tracking, and scenario-based interaction, can become important technical support for optimizing the path of improving oral practice competence. Specifically, first, AI pronunciation correction tools such as "Microsoft English" and "Liulishuo" can be introduced. Such tools can use speech recognition technology to capture students' deviations in the pronunciation of phonemes such as "th" and "r" in real time, and provide real-time feedback in visual forms such as pronunciation waveform comparison and error marking, helping students independently identify and correct pronunciation problems, and effectively making up for the shortcomings of limited coverage of teacher guidance and insufficient timeliness of feedback in traditional teaching; second, a campus-specific AI dialogue robot can be introduced. This robot can simulate real contexts such as shopping, asking for directions, and academic communication to conduct real-time interactive dialogues with students, and also has a dynamic difficulty adjustment function - when students answer fluently, it automatically increases the vocabulary complexity and sentence pattern diversity in the dialogue; when students have expression pauses or grammatical errors, it promptly simplifies the question logic and language structure, thereby solving the core dilemma of "lack of oral practice partners"; third, an AI data tracking system can be built and deeply connected with the "Oral Training Resource Library". This system can automatically record students' oral training behavior data, such as single training duration, text matching accuracy of shadowing training, and phased task completion progress. Based on data mining technology, it generates learning reports including "training effect analysis" and "personalized training suggestions", providing objective data support for teachers to carry out precise guidance and students to formulate independent learning plans, and further improving the scientificity and pertinence of

oral training.

Surveys show that students lack oral practice partners and role model demonstrations. However, senior students (sophomores and juniors), after 1-2 years of oral training, have certain abilities and experience, so an inter-grade mutual assistance mechanism can be built.

For example, every semester, excellent students are selected from English majors of sophomores and juniors (e.g., top 10% in oral performance, winners of oral competitions). After training on "oral guidance skills" (e.g., how to correct pronunciation, how to design dialogue exercises), they serve as "oral tutors" for freshmen. Each tutor is responsible for 5-8 freshmen and conducts offline tutoring once a week (e.g., organizing group dialogues, correcting recording assignments);

VI. CONCLUSIONS

6.1 Research Findings

Through a questionnaire survey of 178 freshmen from the School of Foreign Languages, Panzhihua University, this study identified the following core problems in students' oral practice competence: First, insufficient training time — 51.67% of students spend 0-1 hour on training per week, making it difficult to achieve effective accumulation; Second, unbalanced training methods, with "emphasis on input over output" — only 35% of students allocate time to oral training; Third, prominent training barriers, including lack of practice partners (68.89%), inaccurate pronunciation (60%), and insufficient vocabulary (78.33%); Fourth, lack of evaluation feedback — 55% of students are unsure about the correctness of their own expressions. Meanwhile, students have low awareness and usage rate of "shadowing training" (nearly 80% have insufficient awareness), but recognize its effectiveness (86.11% consider it helpful), and urgently need the university to provide guidance and venues (80.56% hope for support).

6.2 Path Effectiveness

The "Motivation-Enabling-Assessment" improvement path designed based on Wen Qiufang's "Production-Oriented Approach" has targeted the above problems: The Motivation Link stimulates motivation through the "three-level task system", matching students' preference for daily dialogue and film/television materials; the Enabling Link addresses difficulties such as pronunciation, speech speed, and lack of practice partners through "progressive shadowing training", "resource library", and "training corner"; the Assessment Link fills the gap of missing evaluation through "diversified feedback". This path realizes the integration of "theory (POA) - method (shadowing training) - needs (students' pain points)", and has strong pertinence and operability.

6.3 Research Limitations and Future Prospects

The limitations of this study are as follows: The sample is only from freshmen of the School of Foreign Languages, Panzhihua University, with limited representativeness; the path design has not yet been verified by teaching experiments, and its effect needs further testing.

Future research can be carried out in two aspects: First, expand the sample scope to improve the universality of the conclusions; Second, conduct teaching experiments by dividing students into "path experimental group" and "traditional training group", and test the path's effect on improving oral performance through a semester-long comparison; Third, deepen technology integration by introducing AI-based oral training platforms to realize the innovation of "personalized and intelligent" oral teaching models.

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