

A Teaching Design of Blended Teaching of College English Courses Based on POA Model - Taking Unit 3 of New Standard College English 3 as an Example

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Abstract

The production-oriented approach, which is student-centered and outcome-oriented, represents an innovation over traditional teaching methods that focus on teachers and subject knowledge. Currently, college English courses still struggle to break free from traditional teaching concepts and methods, and the problem of insufficient teaching achievements persists. Against this backdrop, it is necessary to innovatively design teaching activities based on the production-oriented education concept, construct a multimodal teaching model, diagnose teaching problems through teaching evaluation, and make optimization and improvements to ensure excellent results in the innovation and practice of English courses. This article takes Unit 3 of New Standard College English 3 as an example, implements the teaching concept of the production-oriented approach, and designs the entire classroom activity according to the teaching design steps of the production-oriented approach to explore the application of the production-oriented approach in college English reading teaching.

Keywords: POA, College English, teaching design.

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An Overview of Teacher Pain Points of the Observed Class

The classroom observed had 70 students, all freshmen, who were majoring in Communication Engineering, and the textbook used was *New Standard College English Integrated tutorial 3*. The teacher taught one of the passages of unit 3: *Social Media Literacy*. Overall, the progress of the course is relatively slow. Moreover, the reading and writing classes are intermingled with listening classes, resulting in an unclear focus. The following is a statement of the pain points of this teacher.

Outdated Teaching Methods

College English classroom objectives emphasize enhancing students' language application skills, valuing both theoretical academic performance and practical application levels. However, observed teachers employ relatively monotonous methods, such as leading students in reading words, which neither ensures correct pronunciation nor attracts student's interest. In addition, the teacher checked students' preview results by oral questioning, which had little practical effect and failed to play a role in supervision or feedback. Moreover, only slides and textbooks were used to assist teaching. In the era of rapid development of artificial

intelligence, this teaching method failed to integrate large language models, lacking vitality and potentially leading to a decline in classroom teaching quality.

Low Relevance Between Course Content and Assigned Tasks

The theme of the observed unit was the advantages and disadvantages of the Internet and how to fulfill network responsibilities and become a good Internet user and influencer. The group presentation activity arranged by the teacher was held in the second class, but the theme reported by the student was "My Hometown", which had little relevance to the theme of the teaching unit of the day. This would cause students to feel disconnected and even not understand the significance of setting this reporting task. Teachers should guide students to combine the content of the unit context and use the learned English knowledge to jointly analyze and think about cultural knowledge content, rather than setting reporting tasks with low relevance just to give students usual grades.

Insufficient Consideration of Student Emotions

The teacher's teaching objects were two classes of communication engineering majors, with a relatively high proportion of boys. However, we also need to pay

attention to the existence of "minority" girls in the class. When giving examples related to classroom content, it is necessary to pay attention to the emotions of both boys and girls and avoid making remarks that may cause discomfort to one side. Therefore, when preparing lessons, teachers should try to avoid using examples distinguished by "gender" and instead use objects or characters without gender names to avoid personal subjective or any guiding tendencies.

POA mode overview

In traditional English classrooms, the primary activity is the teacher's intensive explanation of the text, and the problem of the separation between learning and using the language is quite prominent.

Since the 1970s, the rise of sociolinguistics and communicative language teaching theory has emphasized the social function and communicative nature of language, arguing that the purpose of language learning is to cultivate students' communicative competence. This has prompted scholars to reflect on the traditional teaching model that focuses mainly on the transmission of grammatical knowledge, and to begin paying attention to how to create real language use situations in teaching, allowing students to learn language through communication. The POA (Production-Oriented Approach) teaching theory was developed against this backdrop, drawing on the concepts of communicative language teaching and closely integrating language learning with actual production, with the core goal of fostering students' language application ability.

Wen Qiufang proposed the application of the "Production-Oriented Approach" (POA) for English teaching reform in 2015. The POA teaching philosophy put forward by Wen Qiufang mainly includes four elements: "learner-centeredness," "integration of learning and using," "cultural exchange," and "key competencies." "Learner-centeredness" emphasizes that all teaching activities are designed to promote student learning; "integration of learning and using" emphasizes

the integration of input and output, as well as the seamless connection between learning and using; "cultural exchange" emphasizes the equal importance of language learning and cultural exchange; "key competencies" emphasizes enhancing students' language application ability, autonomous learning ability, critical thinking ability, cross-cultural communication ability, innovation ability, and cooperation ability. Furthermore, the hypothesis focus on four aspects: "output-driven," "input-enabled," "selective learning," and "assessment for learning." The "output-driven" teaching hypothesis advocates that output is the driving force and goal of language learning; the "input-enabled" teaching hypothesis advocates that input should serve the explicit output goals; the "selective learning" teaching hypothesis advocates selecting learning content from input materials according to the needs of output; the "assessment for learning" teaching hypothesis advocates promoting learning through assessment.

The POA teaching process is composed of three stages: "driving," "facilitating," and "evaluation," which include several cycles. In the driving stage, the teacher creates a communicative context, and students complete output tasks; in the enabling stage, the teacher provides input materials, and students transform the input materials from receptive knowledge into productive knowledge; in the evaluation stage, teachers and students jointly evaluate the output results. The POA theory emphasizes cooperative learning between teachers and students under the guidance of the teacher, and this theory has achieved certain results in the practice of college English teaching.

This essay designs a blended learning framework for college English courses according to POA mode, aiming at cultivating students' English output, autonomous learning, and cooperative abilities.

The model comprises three stages: Driving, Facilitating, and Evaluating, all embodying online + offline blended learning concepts.

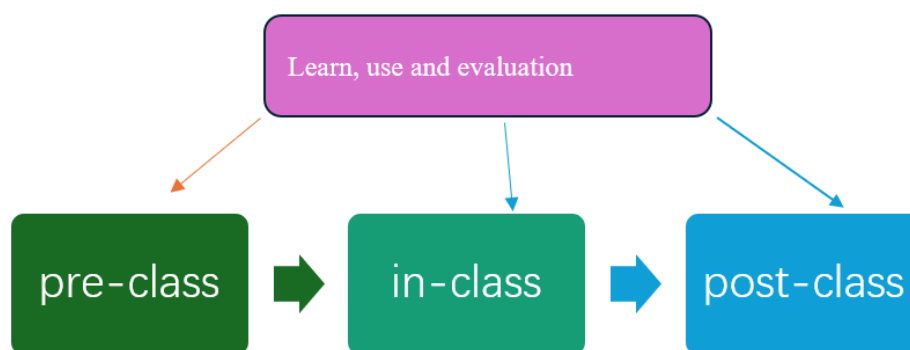


Figure 1: The three stages follow the "learning—using—evaluating" cycle

Stage One: Pre-Class Online + Offline Driving Phase (driving)

Design tasks with "potential communicative value" to present production scenarios. Students independently view the language points related to Unit 3 through Classroom Cloud, read relevant input materials, and familiarize themselves in advance with the vocabulary and knowledge points of the two articles in the unit. Then, they participate in online discussions to attempt to complete production tasks, thus discovering their own language and skill deficiencies and generating learning motivation. After completing the online production tasks, students further discuss relevant topics in groups and form final discussion results.

Stage Two: In-Class Online + Offline Facilitating Phase (facilitating)

Students present their output results in class. Teachers address common issues encountered by students during attempts at output from linguistic, content, and structural aspects, designing facilitating activities that serve output goals, such as video or text material learning, vocabulary tests, article retelling, and group discussions. These activities enrich language knowledge and build discourse structures, aiding in the completion of output tasks. Interactive tools like Ke Tang Pai are used to enhance participation, allowing less verbally expressive students to voice opinions. Students then complete an essay related to the unit theme on the iWrite platform.

Stage Three: In-Class and Post-Class Evaluation Phase (evaluating)

This phase combines immediate and delayed evaluations. Immediate evaluation addresses common problems in sub-tasks, followed by remedial teaching. After unit output tasks, collaborative evaluation occurs between teachers and students. Typical student essays are presented in class for peer diagnosis and revision. Post-class, students engage in self-evaluation and peer review, consolidating in-class knowledge.

Teaching Design of College English Course Based on POA

Based on POA theory, this section outlines a teaching scheme for one unit.

Teaching Objects and Teaching Objective

First-year students majoring in Communication Engineering at North China Electric Power University, selected after the college entrance examination, possess comparable foundational levels, relatively good in English reading and writing skills.

Using Unit 3 of *New Standard College English Integrated Tutorial (Third Edition)*, themed "Informed or Misinformed?", teaching objectives are set according to Bloom's Taxonomy from three perspectives: language, skill, and affective goals. Language objectives include mastering 30 vocabulary items and 10 phrases, understanding argumentative essay structure, and employing positive and negative argumentation and rhetorical questions. Skill objectives involve summarizing key viewpoints, expressing personal views on social media pros and cons, and writing an argumentative essay. Affective objectives aim at recognizing the significant role of the internet in daily life, promoting responsibility for clean cyberspace, and fostering correct values regarding online behavior.

Task design

The main task is centered on "How to Be a Civilized Internet User," requiring students to write an argumentative essay using positive and negative argumentation and rhetorical questions. This complex task involves applying topic-related vocabulary, mastering argumentative essay structure, and analyzing elements of civilized internet use. The main task is broken down into three progressively challenging sub-tasks:

- (1) summarizing the pros and cons of online media from the text
- (2) presenting factors of civilized internet use in a group presentation
- (3) writing an essay titled "How to Be a Civilized Internet User"

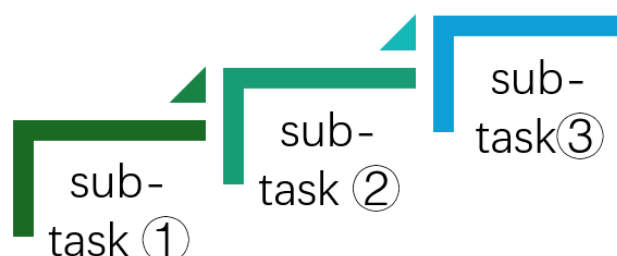


Figure 2: Set up progressive tasks

Implementation of Teaching

Using Unit 3 of *New Standard College English Integrated Tutorial (Third Edition)* as an example, this

section explains how to implement POA college English teaching design and practice.

Pre-Class

- **Scenario Creation and Output Task:** According to the teaching objectives, design communicative scenarios and the overall production task. Through a telecom fraud video, combined with the recent news of actor Wang Xing being cheated in Thailand, the video content mainly warns students to distinguish the authenticity of online information, protect personal information and personal safety, and correct their views on money. Students clarify their learning objectives and attempt production.
- **Text Preview and Inquiry:** Teacher raises questions related to the text—benefits and drawbacks of social media. Difficult sentences are highlighted for student's comprehension. Key vocabulary and phrases are outlined, guiding students to explore contextual meanings in KeTangPai.
- **Discussion:** Students can discuss video reflections and how to be civilized internet users in the comment section of KeTangPai. They may also ask questions about difficulties of this unit.

In-Class

- **Debate on Scenarios:** Before formally explaining the text, students are grouped to debate on "Whether Social Media Is Beneficial", guiding students to expound their experiences and insights from previewing the video. During the debate, teachers open Tongyi to record in real time, which helps record the views held by the pros and cons, is beneficial to guiding students to better debate against the other side's speech, and also facilitates teachers to give precise and targeted feedback later.
- **Text Analysis:** In terms of content facilitation, after the debate and AI summary and induction, teachers ask students to extract more comprehensive positive or negative impacts of social media on the debate content through extensive reading in "Active Reading", guiding students to think deeply about how to regulate personal online behavior and leading to the theme of the article - social media is just a tool, and its effect depends on the user; in terms of structure facilitation, through mind mapping, guide students to pay attention to the article structure used by the author to expound the theme, that is, to discuss from both positive and negative sides, and then from large to small. Through intensive reading and classroom discussion, discover the comparison and rhetorical question writing techniques used by the author to help students familiarize themselves with the writing of expository essays. This lays the foundation for the writing production after class in terms of structure and rhetorical devices.
- **Class Presentation and Interaction:** After the introduction of the theme and content of Active Reading, students have a deep impression of the first article and think deeply about the advantages and

disadvantages of online media. Then, ask students to present the content of "further exploration" - how to be a responsible content creator and contributor of online media, with a time limit of ten minutes. After the student finishes the presentation, students can score the presentation effect and content integrity through Questionnaire Star. Then, the teacher distributes a Likert scale questionnaire through Questionnaire Star to ask students to evaluate the importance of several responsibilities of social media use. The teacher promptly displays the collected questionnaires, and teachers and students discuss the overall importance of the ranking.

Post-Class

- According to the theme of this unit, write a 200-word argumentative essay on "How to Become a Civilized Internet User", using the positive and negative argument methods and writing techniques such as rhetorical questions and comparison in this unit. After writing, submit it to the iwrite platform. Students conduct peer evaluation through iWrite according to the evaluation template. Teachers upload the excellent essays rated by students on platforms such as Ke Tang Pai and give targeted evaluations based on the common deficiencies in students' writing.

Problems and Strategies

The organic integration of the "learning - using - evaluating" integrated teaching process. This model breaks the traditional "linear" teaching model of "teaching first, practicing second, and testing third". In the three stages of pre-class, in-class, and after-class, evaluation is integrated into teaching as a learning activity to form a "learning - using - evaluating" cycle chain, guiding students to learn while using, use while learning, and promote learning through evaluation, achieving the mutual integration of learning, using, and evaluating. This model is a reverse teaching model driven by the completion of language production tasks and facilitated by language knowledge input. Before class, teachers assign production tasks through intelligent platforms, enabling students to discover problems in the process of completing tasks, stimulating their thirst for knowledge, and designing core knowledge content based on their language problems. Through progressive language production tasks, students are guided to conduct language knowledge learning and language production skill training. At the same time, the value goals corresponding to the progressive language production tasks are seamlessly integrated into learning activities, thus realizing the "trinity" teaching goal of "knowledge transfer, ability cultivation, and value guidance".

Currently, although the college English course based on the production-oriented approach has many advantages, it also encounters some problems. The most prominent problem is that the completion rate of

students' pre-class preview tasks is still not high, and it requires a relatively high degree of students' learning autonomy. Especially near the end of the semester, many students cannot complete the preview tasks with guaranteed quality and quantity. To solve this problem, we can take two measures: first, with the help of external forces, set objective question tests for preview content on the Classroom Cloud platform to enhance students' learning enthusiasm; second, teachers should appropriately adjust the amount and requirements of homework in instructional design.

In addition, in addition to the preparation of both teachers and students before class, time management is also very important during student presentations and classroom discussions. Many students may take too long or too short to present, and students may also have a strong desire to express themselves during discussions. Therefore, teachers are required to time before the activity starts or inform students of the time limit of this activity in advance, and include the presentation time in the subsequent peer evaluation criteria.

Finally, the submission time of students' after-class production tasks is also different. It is necessary to stipulate the submission time in advance to leave time for peer evaluation and teachers to upload excellent essays.

CONCLUSION

To resolve issues such as outdated teaching methods and low relevance between course content and assignments, this paper applies the POA approach, focusing on student performance, attitudes, and behaviors in class. Through continuous improvement of teaching design based on student outcomes, it optimizes teaching content and innovates teaching modes to enhance knowledge delivery effectiveness and promote the conversion and application of teaching achievements.

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