

## Design and Implementation of POA-Oriented Blended Teaching Model

Shen Hongwei<sup>1</sup>, Jiang Haixia<sup>2</sup>

<sup>1</sup>School of Foreign Languages, Nanjing Xiaozhuang University, Nanjing, China

<sup>2</sup>School of International Business, Qingdao Huanghai University, Qingdao, China

**Keywords:** blended teaching, intelligent learning, POA

**Abstract:** Blended teaching offers fresh perspectives for college English courses. This article discusses the research on blended learning models and the current advancements in intelligent learning research. Based on this analysis, a college English blended learning model is developed to align with the characteristics of the era of intelligent learning. The model is guided by the POA (production-oriented approach) teaching theory and focuses on developing students' abilities and interests. The model integrates learning, training, testing, and evaluation into a complete learning process by restructuring the college English teaching environment, content, activities, and evaluation methods. This paper aims to provide theoretical support and methodological guidance for future college English teaching practices.

### 1. Introduction

University English teaching has significantly transformed in terms of environment and resources. Due to the emergence of network information technology and the widespread use of intelligent mobile learning devices, foreign language teaching has undergone a comprehensive transformation rather than just being a part of the learning process. Moreover, the availability of abundant online resources such as high-quality open courses, learning columns, and various language learning software has catered to the varying and personalized learning requirements of students. The student-centered and learning-oriented education concept is the new trend in the reform of university foreign language education, as traditional teaching methods do not meet the diversified learning demands of contemporary university students. The blending of teaching modes using educational information technology has been in practice for 30 years and is now the “new normal” recognized by researchers, language teachers, and educational departments[1-2].

### 2. Current research status at home and abroad

Upon analyzing the available literature on China National Knowledge Infrastructure, it is evident that blended teaching has emerged as a trending topic among researchers and teachers both domestically and internationally. The research on blended teaching has witnessed exponential growth, with an increase in publications from 94 in 2016 to 794 in 2022. This research can be broadly categorized into three groups, focusing on blended learning design, activity design, and the three-stage model. However, there is an ongoing shift from environment and resource design to activity design, emphasizing the promotion of student learning through blended teaching[3].

Smart learning, which combines big data technology with learning, is an excellent way to address the challenges faced by university English teaching. The concept of “smart education” was first introduced by the US IBM Company in 2008, leading to further research on mobile English teaching by scholars such as Ma Junbo and Tian Jianqiu. Although technology was limited at that time, the development of network information technology and the widespread availability of intelligent mobile learning terminals have made smart learning achievable. Researchers like Wang Shouren and Wang Haixiao have emphasized the need for foreign language education to strongly incorporate information technology[4]. Unlike digital learning, smart learning not only focuses on infrastructure and resources but aims to provide adaptive and personalized learning experiences to learners through dependable and useful information. With the COVID-19 pandemic, it has become

even more critical to design and implement blended teaching models that leverage smart learning environments, facilitating the deep integration of information technology and university English teaching, ultimately optimizing the effectiveness of blended learning[5].

### **3. Theoretical basis**

Wen Qiufang's teaching team has proposed a teaching theory with Chinese characteristics called the "production-oriented approach(POA)". This theory has been tested for over 10 years and offers a solution for college English teaching that is fitting for China's unique national conditions. Its theoretical system consists of three components: teaching principles, teaching hypotheses, teacher-mediated teaching process. The teaching principles include "learning-centered", "learning-using integrated" and "whole-person education"; the teaching hypotheses refer to "output-driven", "input-enabled" and "selective learning"; the teaching process contains three phases: motivating, enabling and assessing, while the role of mediation played by the teacher is present at every phase. The approach emphasizes a teaching process of "motivating, enabling, and assessing", with a focus on cultivating students' English problem-solving and communication abilities. Additionally, the approach stresses the importance of "learning application integration" to solve the ongoing issue of "learning application separation" in college English teaching[6-7].

To promote the deep integration of technology and foreign language teaching, an output oriented blended teaching model for college English must be established. This model is based on the latest research findings from constructivist learning theory, blended learning theory, and modern teaching theory. It supports learners' autonomous construction of learning while providing timely and relevant learning guidance. College foreign language teachers should shift their focus from "how to teach" to "how to learn" in their teaching design. It is crucial to understand that teachers' "teaching" is not equivalent to students' "learning". The role of teachers is to facilitate students' effective learning[8].

### **4. Design of POA oriented blended learning mode**

This study focuses on an production-oriented approach (POA) that integrates learning and application, with the aim of serving talent development, interest and skill enhancement, and a blended teaching mode based on a smart teaching cloud platform. To achieve this, a teaching design approach called "Input serves as an enabler to accomplish productive activities" is adopted, which divides the teaching process into three stages: E-learning, in-class application, and extracurricular practice.

In the E-learning stage, students will have access to interactive exercises, micro-lessons, videos, discussion forums, and other learning materials that will help them prepare for in-class activities. During the in-class application stage, teachers will guide students through targeted training and analysis to address key areas of difficulty identified through data generated from E-learning activities. In-class activities, such as oral production activities, will help improve language skills and expand thinking, while mobile devices can be used for questioning and voting. The extracurricular practice stage will consolidate and internalize language knowledge through interactive self-testing and output tasks, which will enhance language application and problem-solving abilities[9].

Throughout this teaching process, learning, practice, testing, and evaluation will be integrated, and students will conduct online tests to verify learning effectiveness and identify any gaps. Teachers will adjust teaching content based on feedback data and analysis of learning outcomes. A combination of formative and summative evaluations will be used, with a focus on the learning process.

The blended teaching mode in a smart learning environment requires support from a smart teaching cloud platform that combines online autonomous learning, offline classroom teaching, and mobile smart learning. This platform provides a diverse, three-dimensional, efficient, and convenient teaching experience that can improve teaching effectiveness. Universities can

independently develop and create smart teaching cloud platforms with school-based characteristics, or use existing platforms provided by textbooks to supplement relevant learning resources and adjust the blended teaching mode as needed.

The use of high-quality digital courses and English MOOC courses can further enhance the effectiveness of blended teaching activities, providing technical support for smart teaching. Therefore, this study proposes a smart teaching approach that optimizes teaching inputs and encourages self-directed learning by students. By integrating multiple teaching methods, the teaching experience can be improved and student outcomes can be enhanced[10].

## **5. Implementation of output oriented blended teaching mode**

### **5.1 Before class**

College English teachers are required to complete the construction of online courses and prepare teaching resource packages. This includes task learning checklists, teaching PPT, exercise documents, audio and video learning files, and publishing tutorial learning tasks on the U campus smart learning platform. A day before class, teachers should post a class announcement on QQ or We Chat groups, informing students of the learning content, the platform used for teaching, class processes, interactive methods, and the time and method of check-in interaction. Selection of teaching platforms should not require excessive time and effort as there is no perfect platform. Teachers should choose a familiar and easy-to-use platform, utilizing its features to effectively serve classroom teaching. Multiple teaching platforms should be avoided to prevent unnecessary burden on students.

### **5.2 In class**

Teachers should utilize the “check-in function” to gather students and transition into the online classroom. Live streaming platforms should be used to ask and discuss questions, prompt interaction with students, and mobilize class participation through microphone connections, answering questions, and selecting students. The feedback data of the U campus smart learning platform should be analyzed for a comprehensive understanding of student learning, considering adjustments to teaching content during class. Teachers should design POA oriented classroom tasks that promote students’ logical thinking and language output abilities. Evaluation methods should focus on formative evaluation, increasing the proportion of regular grades, and reducing the proportion of final evaluation exams in comprehensive grades. Teachers must clearly articulate the proportion of online course attendance, classroom questioning, in-class testing, video watching, and homework completion in daily grades, and check students’ attendance and online learning status through random questioning.

### **5.3 After class**

Teachers should use smart learning platforms such as QQ Groups and U Campus to assign assignments, set learning modes, challenge conditions, monitor learning progression, and specify completion time. A dedicated time should be established to provide guidance and Q&A for students to ensure effective communication. Regular online teaching feedback surveys should be conducted, and teachers should seek students’ opinions at least twice every semester through the “Record Form for Teachers Seeking Classroom Teaching Opinions from Students.” Teachers should conduct sampled teacher-student interviews, especially in the context of the epidemic, and adjust teaching strategies to ensure teaching effectiveness. Interviewees should include class representatives, class cadres, and students from different levels. Feedback from students confirms that interactive design is crucial. Teachers must carefully analyze existing problems, find solutions, and continuously optimize online teaching, ensuring it meets student learning needs.

Those with a weak base of “Underachievers” imply their deficiency; however, they find the classroom sessions engaging, and they can prepare in advance for the essential content. They can review the parts that are unclear by replaying the class videos. In the future, they will work harder

to maintain pace with the teacher's teaching speed and keep up with the lessons. Ideally, they would appreciate some recommendations from their teacher for additional basic learning materials. The intermediate level students show their willingness to take part in highly interactive classroom exercises, but they need help improving their practical skills such as speaking, listening, and writing. They request the teacher to provide them with more individual guidance in these areas to help them enhance their competencies. The advanced students acknowledged the effectiveness of online teaching, with some observing the well-designed task output activities for oral English. However, some students who have excellent oral English suggest incorporating “high-level and challenging” teaching activities that cater to students with varying levels of proficiency in class. This recommendation led to teachers’ introspection on teaching task design to balance the learning needs of the students.

The interviews reaffirmed the importance of interactive design in online college English teaching. It is crucial for teachers to integrate and use online resources, optimize teaching activity design, improve course participation, and consequently, enhance the effectiveness of college English teaching. Moreover, English teachers must closely review weekly feedback on online teaching and address any underlying issues promptly to optimize their teaching methods.

## 6. Conclusion

The advent of information technology has induced significant changes in the way that teaching and learning occur, catalyzing the transformation of traditional education models. The classroom has transcended its physical boundaries, moving from school to the cloud. The blackboard, too, has relocated from the classroom to digital screens, where chalk is now oftentimes replaced with virtual tools such as keyboards and handwriting pads. Additionally, in light of the widespread deployment of online learning necessitated by the current epidemic, the blended teaching model has emerged as a promising approach for transforming college English education. By utilizing online teaching, research, and training, English teachers are afforded comprehensive opportunities for reforming their pedagogical approaches, embedded with innovative strategies. Furthermore, online education presents students with newly diversified learning experiences, enabling them to meet a myriad of learning needs.

## Acknowledgement

Fund Project: Foreign Language Teaching and Research Project of FLTRP (Project’s Number: 2021111801).

## References

- [1] Cai Jigang. Construction of a Project-driven Blended Teaching Model for Academic English [J]. *Journal of the PLA Foreign Language Institute*, 2019. (3) 39-47+160.
- [2] Liu Wei. Reconstruction of College English Learning Environment from the Perspective of Smart Education [J]. *Examination and Evaluation (College English Teaching and Research Edition)*, 2017. (1) 101-104.
- [3] Ma Jing, Han Xiwu, Cheng Jianguo. Research on the Design of Blended Teaching Activities to Promote Learning Engagement [J]. *Education Research at Tsinghua University*, 2018. (3) 67-75.
- [4] Ma Junbo. The Integration of M-learning and Foreign Language Teaching: From CALL to MALL [J]. *Foreign Language Electronic Teaching*, 2007. (5) 30-36.
- [5] Wang Jianming, Chen Shipin. Research on Blended Teaching Practice Based on Online Courses and Studio System [J]. *China Electronic Education*, 2018. (3) 107-114+139.
- [6] Wang Yangming, Wang Haixiao. Adhering to the Principles of Integrity and Promoting the Development of Connotation in College Foreign Language Teaching [J]. *Foreign Language*

*Industry*, 2019. (2) 7-13.

[7] Wen Qiufang The Chinese Characteristics of the “Production-oriented Approach” [J]. *Modern Foreign Languages*, 2017. (3) 348-358.

[8] Tian Jianqiu.The Development Status and Trends of Mobile Language Learning [J]. *Foreign Language Electronic Teaching*, 2009. (2) 22-27.

[9] Yang Fang, Wei Xing, Zhang Wenxia. Exploring the Blended Teaching Model of College English [J]. *Foreign Language Electronic Teaching*, 2017. (1) 21-28.

[10] Zhang Chunlan, Li Ziyun. Reconstruction of Future Learning Space in the Vision of Smart Education [J]. *Modern Educational Technology*, 2016. (5) 24-29.