

## *Original Paper*

# Study on the Application of POA Teaching Model in Intermediate Chinese as a Foreign Language Oral Courses

Yufei Duan<sup>1</sup>

<sup>1</sup> Jilin Engineering Normal University, Changchun, Jilin, China

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### **Abstract**

*This study aims to explore the application and effectiveness of the POA (Process-oriented Approach) teaching model in intermediate Chinese as a Foreign Language (CFL) oral courses. The POA teaching model focuses on process orientation, emphasizing interaction and task-driven learning, which is significant for improving the oral proficiency of CFL learners. The paper first provides a detailed explanation of the definition, development, and core concepts of the POA teaching model, followed by an analysis of the current state of intermediate CFL oral teaching, including teaching objectives, methods, and existing issues. Based on this, the research investigates the specific application of the POA teaching model in intermediate CFL oral courses, including implementation steps, strategies, and case studies. Through an evaluation of the POA teaching model's effectiveness, the paper summarizes its advantages in enhancing oral skills and motivating learners while discussing its limitations. Finally, the paper proposes future research directions, including optimization of the POA model, application of new technologies, and cross-cultural adaptability. The study indicates that the POA teaching model has a significant positive impact on intermediate CFL oral teaching but requires further exploration of its applicability and optimization strategies in different cultural contexts.*

### **Keywords**

*POA teaching model, Chinese as a Foreign Language, intermediate oral skills, teaching methods*

## **1. Introduction**

In the context of globalization, the teaching of Chinese as a Foreign Language (CFL) is increasingly gaining attention, particularly the effectiveness of intermediate oral courses, which directly affects learners' language communication skills. Traditional teaching methods often focus on language knowledge transmission, neglecting interaction and practical application during the learning process. This creates challenges for learners in real communication scenarios. Recently, the POA

(Process-oriented Approach) teaching model has attracted attention in the education field as a process-oriented teaching method. The POA model emphasizes designing and implementing learning activities during the teaching process, enhancing learners' practical oral skills through task-driven and interactive feedback.

## 2. Overview of the POA Teaching Model

The POA (Process-oriented Approach) teaching model is a process-oriented method that emphasizes interaction, participation, and task-driven learning during the learning process. Unlike traditional result-oriented teaching methods, POA focuses on every aspect of the learning process, including the design, implementation, and feedback of teaching activities. The core of the model lies in using specific teaching activities and tasks to help students continuously improve their language skills through practical application. The POA teaching model not only focuses on the final outcomes of learners but also emphasizes their involvement and experiences during the learning process, aiming to enhance language proficiency through a dynamic, interactive, and participatory learning environment. The development of the POA teaching model reflects a gradual improvement and reflection on traditional teaching methods. Early language teaching methods primarily concentrated on grammar rules and knowledge transmission, often neglecting the practical language usage needs of learners. With the advancement of educational theories, the focus shifted to student-centered teaching methods in the late 20th century, leading to the formation and development of the POA model. Particularly in the field of oral teaching, the POA model incorporates task-based and interactive teaching concepts, gradually replacing traditional methods and becoming a significant approach in modern language teaching. The core concepts of the POA teaching model include several key aspects: first, emphasizing interaction and participation during the process, believing that learners can better master language skills through interaction; second, focusing on task-driven learning, where learners complete specific tasks to use the language in practical situations, enhancing their language use abilities; and finally, stressing feedback and adjustment, using continuous feedback and adjustments to align teaching activities with learners' actual needs and development. Through these core concepts, the POA model aims to provide a dynamic, interactive, and participatory learning environment to help learners improve their language skills in practical use (Sun & Adelina, 2021).

## 3. Current State of Intermediate CFL Oral Teaching

Intermediate CFL oral teaching is a critical component of teaching Chinese as a foreign language, aiming to enhance learners' language communication abilities so they can effectively use Chinese in real-life situations. However, current intermediate CFL oral teaching faces several challenges and issues. Firstly, the teaching objectives and content of intermediate CFL oral courses often suffer from ambiguity or lack of systematization. While the goal is to improve learners' fluency and communicative competence, the actual teaching often focuses excessively on grammar and vocabulary, neglecting

practical language use training. This theoretical approach limits learners' confidence and ability to express themselves in real communication scenarios, hindering the improvement of their oral skills. Secondly, current teaching methods have certain limitations. Traditional methods predominantly involve lectures, with monotonous classroom activities lacking sufficient interaction and practical opportunities. Interaction mainly occurs between teacher and students, with limited peer interaction, restricting students' practice opportunities in authentic language environments. Furthermore, the absence of effective task-based activities and situational simulations results in inadequate practice of communication skills. Finally, learners' needs and challenges also impact the effectiveness of intermediate oral teaching. As learners progress to the intermediate level, they face more complex language tasks and communication contexts, such as discussing current events and expressing opinions. These requirements demand higher language proficiency, cultural knowledge, and communication skills. However, many courses fail to fully address learners' actual needs, resulting in a disconnect between teaching content and methods and learners' real communication requirements. This mismatch creates difficulties for learners in practice, affecting their learning outcomes and improvement in oral skills. In summary, intermediate CFL oral teaching faces challenges related to goal setting, teaching methods, and learners' needs. Addressing these issues requires a thorough reflection and improvement of existing teaching models to enhance teaching effectiveness and learners' oral proficiency (Liu & Zhang, 2022).

#### **4. Application of the POA Teaching Model in Intermediate Chinese Language Oral Courses**

##### *4.1 Analysis of the Applicability of the POA Teaching Model in Teaching Chinese as a Foreign Language*

The Process-Oriented Approach (POA) teaching model demonstrates its applicability in intermediate Chinese language oral courses by focusing comprehensively on the language learning process and effectively promoting practical communication skills. The core concept of this model is to optimize the learning process through task-driven and interactive participation, enhancing learners' practical language application abilities. This concept aligns closely with the needs of intermediate Chinese language oral instruction. Firstly, the task-driven nature of the POA model matches the teaching goals of intermediate oral courses. At this stage, learners need to tackle more complex language communication tasks, such as discussing abstract topics and expressing personal opinions. The POA model, through designing specific tasks, allows learners to practice in simulated real language environments, thereby improving their communication abilities. For example, activities such as role-playing, group discussions, and project tasks enable learners to apply their learned language in practice, enhancing fluency and accuracy in oral expression. Secondly, the emphasis on interaction in the POA model also aligns with the requirements of intermediate Chinese oral teaching. In traditional teaching methods, learners have fewer opportunities for interaction and mainly rely on teacher explanations and practice (Shu, 2022). The POA model encourages student interaction, creating more language practice

opportunities that help improve learners' oral abilities. Through group discussions, collaborative learning, and immediate feedback, learners can practice language skills in real communication contexts, boosting their confidence and competence in language use. Additionally, the feedback and adjustment mechanisms emphasized by the POA model play a crucial role in intermediate oral courses. Intermediate learners may encounter issues such as grammatical errors and inappropriate word choices in oral expression. The POA model, through continuous feedback and adjustments, helps learners identify and correct these issues. Teachers provide timely evaluations of learners' performance and adjust teaching strategies based on feedback, making course content more aligned with learners' actual needs, thereby enhancing teaching effectiveness. In summary, the POA teaching model is highly applicable in intermediate Chinese language oral courses. Its task-driven nature, interactive approach, and feedback mechanisms align well with the goals and needs of intermediate oral teaching, contributing to the improvement of learners' practical oral skills and confidence. By adopting the POA teaching model, current teaching issues can be effectively addressed, enhancing the overall quality of intermediate oral courses.

#### *4.2 Implementation Steps and Strategies for the POA Teaching Model*

Implementing the Process-Oriented Approach (POA) teaching model involves a series of systematic steps and strategies aimed at improving the effectiveness of intermediate Chinese language oral courses. Firstly, in the preparatory stage, teachers need to clarify teaching objectives and design the course. Teaching objectives should be specific and actionable, such as improving learners' fluency and communicative competence. Course design should focus on these objectives by creating specific activities and tasks that are practical and challenging. For example, tasks related to daily life, cultural exchange, or current affairs can be designed to not only stimulate learners' interest but also provide opportunities for practical language use. During this stage, teachers should also adjust the difficulty and content of tasks based on learners' actual levels and needs to ensure course appropriateness. In the teaching process stage, the POA model emphasizes interaction and task-driven activities. Classroom activities should revolve around real communication tasks, such as role-playing, situational dialogues, and group discussions. These activities help learners apply learned language in simulated real situations and promote interaction and collaboration among learners. For instance, teachers can organize group discussions on specific topics, enhancing fluency and accuracy in language expression. During task implementation, teachers should actively participate, providing necessary guidance and support to help learners overcome language challenges and encourage effective interaction. In the assessment stage, teachers need to conduct a comprehensive evaluation of learners' performance to understand their strengths and weaknesses during task implementation. Evaluation methods may include oral tests, classroom observations, and peer evaluations. Based on evaluation results, teachers can promptly adjust teaching strategies and task designs to address identified issues. For example, if learners struggle with grammar usage, teachers can design supplementary exercises to reinforce related knowledge and provide specific feedback. Timely feedback and adjustments not only help improve learners' language

skills but also enhance their motivation and confidence. Through effective implementation of these steps and strategies, the POA teaching model can play a significant role in intermediate Chinese language oral courses, promoting learners' language proficiency and practical communication skills (Zhu, 2021).

#### *4.3 Case Analysis and Practical Experience*

The practical application of the Process-Oriented Approach (POA) teaching model can be better understood through specific case analyses and practical experiences, showcasing its effects and implementation strategies in intermediate Chinese language oral courses. The first case involves a role-playing activity implemented in an intermediate oral class. In one course, the teacher designed a role-playing task themed around "business negotiations," requiring learners to form groups and take on different business roles, such as clients, suppliers, and intermediaries. Through this activity, learners not only applied the learned language in a simulated business context but also improved their negotiation skills and mastery of professional vocabulary. After the activity, the teacher observed and provided feedback, noting significant progress in learners' language use and communication strategies, as well as increased confidence in their language expression. This case demonstrates that task-driven interactive activities effectively enhance learners' oral abilities and practical application levels. The second case showcases the application of group discussion activities in the POA teaching model. In one class, the teacher organized a group discussion on "environmental issues," dividing learners into several groups to discuss and propose solutions. Through group collaboration, learners were able to use the learned language in real communication, practicing their ability to express viewpoints and debate. After the discussion, the teacher assessed each group's performance and provided detailed feedback. The results indicated significant improvements in learners' expressive abilities, logical thinking, and teamwork. This case highlights the advantages of interaction and collaborative learning in the POA model, effectively improving learners' oral communication skills. Practical experience indicates that the successful implementation of the POA teaching model in intermediate Chinese oral courses relies on well-designed tasks and flexible classroom management. Teachers need to design challenging and practical tasks based on learners' specific needs and course objectives, encourage active participation, and provide timely feedback and support. Additionally, classroom interaction and collaboration should be effectively organized to ensure that each learner gets ample practice opportunities in real communication contexts. In conclusion, through specific case analyses and practical experiences, the application of the POA teaching model in intermediate Chinese oral courses has demonstrated significant effects. Task-driven interactive activities and group discussions, among other strategies, effectively improve learners' language abilities and practical communication levels, providing new perspectives and practical evidence for oral teaching (Bi, 2020).

## 5. Evaluation of the POA Teaching Model

### 5.1 Evaluation Criteria and Methods

Evaluating the effectiveness of the Process-Oriented Approach (POA) teaching model is a crucial step in ensuring its effectiveness in intermediate Chinese language oral courses. The evaluation criteria and methods should be comprehensive and systematic, accurately reflecting the implementation effects of the teaching model and its impact on learners' language abilities. Evaluation Criteria mainly include the following aspects:

**Improvement in Language Ability:** Assessing learners' progress in fluency, accuracy, and complexity of oral expression. This can be achieved by comparing oral test results before and after the course and analyzing improvements in grammar, vocabulary, and pronunciation.

**Interaction and Participation:** Evaluating learners' engagement and interaction in classroom activities. Criteria include learners' activity levels, collaboration abilities, and proactiveness in role-playing, group discussions, and other interactive tasks.

**Task Completion Quality:** Assessing learners' performance in completing specific tasks, including task completion status, effectiveness of language use, and degree of task achievement. Task quality evaluation reflects learners' application abilities in real contexts.

**Learner Feedback and Satisfaction:** Collecting feedback from learners on the POA teaching model, understanding their satisfaction with teaching activities, classroom atmosphere, and learning outcomes. This includes acceptance of teaching methods, evaluation of task design, and perception of personal learning progress.

Evaluation Methods include the following:

**Quantitative Evaluation:** Using standardized oral test tools and scales to quantitatively analyze learners' oral abilities. These tools may include oral test items, scoring criteria, and assessment scales to provide data-driven evaluations of learners' language levels and progress.

**Qualitative Evaluation:** Recording learners' performance in actual tasks through classroom observations, audio recordings, and video recordings. Teachers can provide detailed evaluations based on observation records, analyzing learners' performance and language use quality in interactions.

**Self-Assessment and Peer Assessment:** Allowing learners to self-assess their oral abilities and conduct peer assessments. This method helps learners reflect on their learning progress and gain different perspectives and suggestions through peer feedback.

**Questionnaires and Interviews:** Designing questionnaires to collect learners' opinions and suggestions on the POA teaching model. Through interviews, teachers can gain deeper insights into learners' learning experiences and perceptions of teaching effectiveness.

By using these evaluation criteria and methods, a comprehensive understanding of the POA teaching model's effectiveness in intermediate Chinese language oral courses can be obtained, timely identifying strengths and weaknesses in teaching and making necessary adjustments and improvements based on evaluation results (Zhang, 2023).

### 5.2 Quantitative Data and Qualitative Analysis

When evaluating the effectiveness of the Process-Oriented Approach (POA) teaching model, combining quantitative data and qualitative analysis provides a comprehensive understanding of the implementation outcomes and reveals specific changes in learners' oral abilities. Quantitative data is primarily collected and analyzed through standardized testing tools and scales to provide objective

evaluation evidence. Specifically, through regular oral tests, scores in fluency, accuracy, grammar, and vocabulary usage can be recorded to quantify changes in learners' language abilities. Additionally, interaction frequency and participation in classroom activities can be statistically recorded, analyzing learners' engagement in role-playing, group discussions, and other activities. These quantitative data help teachers objectively assess learners' progress and the effectiveness of the teaching model. Simultaneously, qualitative analysis focuses on in-depth evaluation of learners' performance and feedback. Classroom observations and audio recordings allow teachers to analyze learners' actual language use, interaction quality, and task completion performance. By reviewing learners' spoken content and participation status, teachers can gain a comprehensive understanding of learners' language application abilities and potential issues. Furthermore, qualitative analysis includes collecting and analyzing learners' feedback and satisfaction through questionnaires and interviews. Learners' reflections on teaching activities, task designs, and overall learning experiences provide valuable insights into teaching effectiveness and areas for improvement. Combining quantitative data and qualitative analysis allows for a more comprehensive evaluation of the POA teaching model. Quantitative data provides objective evidence of learners' progress, while qualitative analysis offers a detailed understanding of learners' experiences and perceptions. This combination of evaluation methods helps teachers identify strengths and weaknesses in teaching, make targeted adjustments, and enhance the effectiveness of intermediate Chinese language oral courses.

### *5.3 Reflection and Future Research Directions*

Evaluating the Process-Oriented Approach (POA) teaching model reveals its significant impact and effectiveness in intermediate Chinese language oral courses. The model, through task-driven activities and interactive participation, effectively enhances learners' practical communication skills and confidence. However, in the implementation process, challenges and areas for improvement have been identified. Reflections on the evaluation results and future research directions are crucial for further optimizing the POA teaching model and improving its application in intermediate oral courses. Reflections on the effectiveness of the POA teaching model indicate that while it effectively enhances learners' practical communication skills and interaction abilities, some challenges remain. For instance, task difficulty and content design need to be further refined to better meet learners' individual needs and levels. Additionally, in the implementation process, balancing task complexity and learner proficiency is essential to avoid potential frustration and disengagement. Teachers also need to continuously adjust teaching strategies and provide timely feedback to ensure learners' consistent progress. Future research directions include several aspects: Task Design and Customization: Further research can explore more effective task designs and customization strategies to better align with learners' needs and levels. This includes developing diverse and practical tasks to stimulate learners' interests and enhance their language application abilities. Interactive Learning Strategies: Investigating effective interactive learning strategies to promote more meaningful and productive communication among learners. This includes exploring methods to enhance group collaboration and encourage active

participation. **Assessment and Feedback Mechanisms:** Exploring more comprehensive assessment and feedback mechanisms to better evaluate learners' performance and progress. This includes designing detailed assessment tools and providing personalized feedback to support learners' development. **Long-Term Effectiveness:** Conducting long-term studies to assess the sustained impact of the POA teaching model on learners' language abilities and oral communication skills. This includes evaluating the long-term effects of the model on learners' practical language use and proficiency. In summary, while the POA teaching model has shown significant effectiveness in intermediate Chinese language oral courses, continuous reflection and research are needed to address challenges and optimize its implementation. Future research should focus on task design, interactive learning strategies, assessment mechanisms, and long-term effectiveness to further enhance the model's application and impact.

## **6. Advantages and Limitations of the POA Teaching Model**

### *6.1 Advantages Analysis: Improving Oral Skills, Motivating Learning, etc.*

The Process-Oriented Approach (POA) teaching model demonstrates significant advantages in intermediate Chinese language oral courses, particularly in enhancing oral skills, motivating learning, and improving practical application abilities. Here is a detailed analysis of these advantages: **Improving Oral Skills:** The POA teaching model effectively improves learners' oral expression abilities through task-driven interactive activities. In this model, learners apply the language they have learned in practical communication tasks, which enhances their fluency and accuracy. Activities such as role-playing, group discussions, and situational simulations provide rich language practice opportunities, allowing learners to practice speaking in simulated real-life contexts. This task-centered approach helps learners consolidate their language knowledge and improve the naturalness and confidence of their oral expression. **Motivating Learning:** The POA model stimulates learners' motivation by designing tasks that are meaningful and challenging. Task-driven teaching activities are often closely related to learners' interests and practical needs, helping them see the real-life uses and value of learning the language. For example, by simulating daily life situations or professional communications, learners can experience the practical effects of language learning, thereby increasing their enthusiasm and initiative. This approach not only boosts learners' motivation but also fosters a lasting interest in language learning. **Enhancing Practical Application Abilities:** The POA teaching model emphasizes the practical applicability of tasks, helping learners apply language knowledge in real-life contexts. This method not only improves learners' language skills but also enhances their practical communication abilities. For instance, through simulations of business negotiations or travel scenarios, learners can practice relevant language expressions and communication strategies, improving their ability to handle real-life situations. This practice-oriented teaching approach enables learners to better apply what they have learned in class to their everyday lives and work, increasing the practicality of language use. **Enhancing Cooperation and Communication Skills:** In the POA teaching model, group



discussions and team collaboration activities are common forms of teaching. These activities not only promote language skill development but also enhance learners' cooperation and communication abilities. By interacting with peers, learners can improve their team cooperation awareness and learn effective communication and collaboration skills. These enhanced skills are of significant practical value for learners in their future careers and social interactions. In summary, the POA teaching model offers notable advantages in improving oral skills, motivating learning, enhancing practical application abilities, and fostering cooperation and communication skills. These advantages make the POA model an effective teaching strategy in intermediate Chinese language oral courses, helping learners better master language skills and apply them in practical communication.

### *6.2 Limitations Discussion: Implementation Challenges, Resource Requirements, etc.*

Although the Process-Oriented Approach (POA) teaching model has significant advantages in intermediate Chinese language courses, there are some limitations in its implementation. First, the complexity of task design is a major challenge. The core of the POA model is task-driven, requiring teachers to carefully design tasks that align with learning objectives and consider learners' interests and needs. Designing high-quality tasks is time-consuming and labor-intensive and requires teachers to have extensive teaching experience and creativity. Second, classroom management is also a challenge in the implementation of the POA model. Since this model emphasizes interaction and open-ended activities, teachers need strong classroom organization and control skills to ensure that all learners can actively participate and benefit from the activities. Poor classroom management can affect the effectiveness of the activities and learners' engagement. Additionally, establishing assessment standards is also challenging. The POA model focuses on task completion and practical application, which requires teachers to develop assessment standards suitable for task-driven evaluation to accurately assess learners' performance in actual tasks. However, traditional language testing methods may not be applicable, raising higher requirements for the development and adjustment of assessment standards. Finally, implementing the POA model requires additional resource support. Resource needs include a wealth of teaching materials, teaching aids, and technical support, such as language learning software or online platforms. Additionally, teachers may need extra training to master skills in task design, classroom management, and assessment methods. Learners' adaptability is also a factor to consider, especially as learners accustomed to traditional teaching methods may need time to adjust to the new teaching model. In summary, while the POA teaching model has significant advantages in enhancing oral skills and motivating learning, its implementation faces limitations such as task design complexity, classroom management challenges, assessment standard establishment, and resource requirements. Through targeted improvements, adequate resource allocation, and effective teacher training, these limitations can be overcome, optimizing the application of the POA model in intermediate Chinese language oral courses.

## 7. Conclusion

The Process-Oriented Approach (POA) teaching model demonstrates significant advantages in intermediate Chinese language teaching, including improving oral skills, motivating learning, and enhancing practical application abilities. Through task-centered teaching activities, the POA model effectively promotes learners' language use in real communication contexts. However, challenges in implementation, such as task design complexity, classroom management difficulties, and the need for resources and teacher training, also exist. Future research should focus on optimizing task design, innovating assessment methods, improving teacher training, studying learner adaptability, integrating technology, and exploring cross-cultural applicability to further enhance the effectiveness of the POA model.

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