Original Paper

Research on English Reading Teaching in Junior High School Based on Production-Oriented Approach

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Abstract

In language teaching, production-oriented approach (POA) is an instructional method that leverages "output" to promote "input." This approach enhances the relevance of input and the effectiveness of output. Taking junior high school English reading instruction as a case study, this research implemented POA over a semester with two classes of Grade 8 from a Wuhan school. A mixed-methods design was employed in this article. SPSS 20.0 was performed on pre- and post-test reading scores, while qualitative data were collected through focus group interviews with 10 students from the experimental group and were analyzed via open coding to identify key themes and explain outcome variations. Findings indicated that POA significantly improved students' reading proficiency and was well-received by the majority, as it strengthened their motivation, sense of achievement, autonomous learning abilities, and English communication skills.

Keywords

junior high school English reading, production-oriented approach (POA), output, input

1. Introduction

The germination of POA is based on the output-driven hypothesis. Among them, "production" means "output". POA was first proposed by Chinese scholar Professor Wen Qiufang based on the learning situation, emphasizing that teaching should motivating "input" with "output", make "input" more targeted, and stimulate students' interest and enthusiasm in "input".

B-learning refers to the integration of online learning and offline classroom teaching, and the introduction of face-to-face traditional teaching to make up for the shortcomings of E-learning (Qi Hngfu, 2007). Through offline flipped classroom and online micro-class or MOOC learning, B-learning not only revolutionizes teaching concepts, but also improves teachers' leading role in guiding, inspiring and monitoring in the teaching process, greatly mobilizes learners' subjective initiative in the learning process, and promotes the improvement of their autonomous learning ability (Si Bingyue et al., 2018; Qin Lili et al., 2020). According to Zhang Qiliang and Wang Aichun (2014), B-learning has the following characteristics. In terms of teaching objectives, it fully reflects the principal position of students and give

play to the leading role of teachers to achieve the best effect of learning and teaching. The teaching form is a mixture of classroom teaching and network learning. In terms of teaching technology, it is based on Internet resources, mobile communication technology, audio, video and multimedia technologies. The teaching method is an effective combination of traditional teaching strategies and information technology means. And the teaching evaluation runs through a variety of evaluation methods such as process evaluation and formative evaluation. In short, B-learning is to combine the advantages of traditional teaching and network learning to maximize the effectiveness of teaching. For a long time, in junior middle school English teaching practice, teachers often underestimate the motivating effect of "output" on "input", and the lack of targeted language "input" not only restricts students' "output" ability but also affects the improvement of students' comprehensive English literacy. In this paper, the author will explore the effectiveness of POA in junior middle school English reading teaching.

2. Literature Review

2.1 Production-oriented Approach

POA, developed by Professor Wen Qiufang and her team, is a "localized" foreign language classroom teaching theory in China. It aims to reform the current teaching concepts of "learner-centered" and "textbook-centered" and optimize the classroom teaching effect. To eliminate, to some extent, the drawbacks of current college English teaching, such as "time-consuming and inefficient, and the separation of learning and application", POA advocates taking "learning" as the center, closely connecting "input-based learning" and "output-based application", promoting each other and coordinating and linking them, to promote effective learning. It not only "achieves the instrumental goal of improving students' comprehensive English application ability" but also attempts to "realize the humanistic goal of higher education" (Wen Qiufang, 2015: 550).

POA consists of three stages. (1) The motivating stage, which aims to stimulate learning motivation by output tasks. Teachers design communicative and challenging tasks based on communication scenarios, making students aware of their current language deficiencies and thus generating a strong desire to learn the subsequent teaching goals and new output tasks. (2) The enabling stage, which aims to enabling the completion of output tasks with input materials as scaffolding. Based on the input materials provided by teachers, students selectively obtain the necessary information such as content, language and discourse structure for completing the output tasks, to effectively complete the output tasks. In this stage, teachers need to provide the necessary guidance and checks. (3) The assessing stage, which aims to achieve the purpose of promoting learning through teacher-student co-evaluation. To solve the problem of heavy evaluation burden on teachers, POA proposes the concept of "teacher-student cooperative evaluation", where teachers and students give targeted and differentiated timely and delayed feedback on output tasks, thereby having a positive backwash effect on teaching and learning.

2.2 Studies on POA

In the post-method era, the proposal of POA quickly attracted the attention of scholars worldwide.

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Researchers from all over the world emphasized its potential to transform students into active language users. This framework enables learners to identify their deficiencies in knowledge and skills and promotes more effective interaction with language materials. At the same time, POA is regarded as a catalyst for teacher development, especially in guiding pre-service teachers to shift their focus from task completion and classroom management to core language learning goals-empirical studies have shown that this is precisely the area where there are significant differences between novice teachers and experienced teachers (Polio C., 2017).

Empirical research on the actual effect of POA adopted a pre-test and post-test experimental design, covering various educational contexts. Zhang Wenjuan (2017) verified the impact of POA on university English writing through action research, emphasizing the necessity of continuous student participation in the "enabling" stage and the phased advancement. This is complemented by Yuan Hanbang (2022), who applied POA in high school listening and speaking classes, using a three-stage framework of motivating, enabling, and assessing, and demonstrated the improvement in communicative ability through classroom case studies. Sun Xiaoyun (2024) expanded this model to junior high school vocabulary teaching, constructing a model that is in line with the curriculum, and cultivating autonomous learning ability through an activity-based approach.

There has been a large amount of research on POA in higher education and secondary education, and research combining POA with junior high school reading teaching is still in the exploration stage. Therefore, this article conducts a study from the perspective of junior high school English reading classes under the guidance of the POA theory. This not only strengthens the stage guidance of the POA theory but also deepens the research on the combination of the POA theory and reading classes.

3. Teaching Design for Junior High School English Reading Class

3.1 Research Questions

Based on the existing teaching problems in junior high school English teaching practice, this study examines the feasibility and effectiveness of POA in junior high school English teaching practice. The research questions include: (1) Can POA improve students' English reading proficiency? (2) What is the overall evaluation of students towards POA?

3.2 Participants

The research subjects were selected from two classes of the same level in the second grade of a middle school in Wuhan (for the 2024-2025 academic year first semester). The experimental group consisted of 40 students (22 boys and 18 girls), while the control group had 45 students (21 boys and 24 girls). The two groups were of comparable levels before the experiment. The results of the independent sample t-test showed that there were no significant differences between the two groups in the entrance level test ($t = -.237$, $df = 58$, $p = .591$) and the final grades of the second semester ($t = -.169$, $df = 47$, $p = .571$). The teaching duration for both groups was the same (16 weeks), and the textbooks used were the same. The experimental group was taught by the author using POA, while the control group was taught using B-

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learning, that is, students conducted online self-study before class, and the subsequent offline classroom teaching included background knowledge introduction, analysis of text structure and difficult sentences, explanations of key vocabulary, and occasional oral activities. Students were required to complete two reading exercises according to the requirements of the course group.

3.3 POA Experiment Process

3.3.1 POA Teaching Basic Process

The POA teaching experiment lasted for one semester, which was 16 weeks long. Each week included 1-2 class hours of reading lessons. In the first week, the author explained POA to the students in the experimental group, including its theoretical basis and constituent steps, as well as the experimental requirements and evaluation methods. In line with our university's B-learning model for English, the specific settings of the POA teaching experiment were as follows: (1) Pre-reading stage. Students conducted self-study pre-reading on the "People's Education Press Junior High School English Network Platform". (2) Motivating stage. The author posted production tasks based on the unit theme on the "People's Education Press Junior High School English Network Platform", and students completed the tasks in groups after pre-reading (the task results needed to be displayed on the platform), and the teacher and students discussed the difficulties still encountered after completing the tasks. (3) Enabling stage. The author provided additional learning materials in class, and students selected appropriate in-class and out-of-class materials to complete new production tasks. (4) Assessing stage. Teachers and students assessed the production outcomes in class. To diversify the tasks, the production tasks included both oral tasks such as group presentations and group debates, and written tasks such as reading exercises. The entire teaching process basically followed the three stages of "motivating-enabling-assessing" (Wen, 2015), with "production" as the link, achieving the integration of online and offline interaction. The basic procedure is shown in Figure 1.
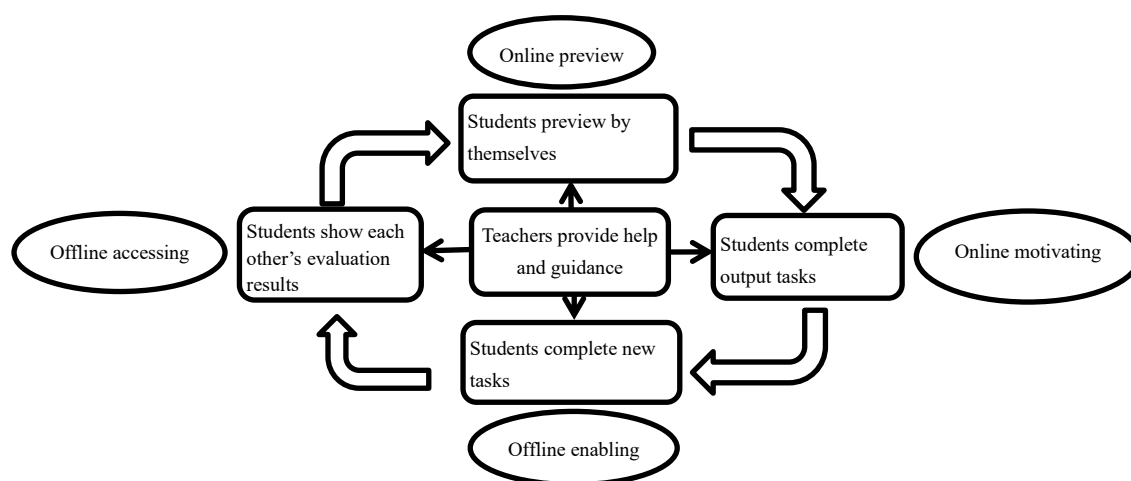

Figure 1. POA Teaching Process

3.3.2 Motivating

In this part, based on the specific teaching case, the reading part 2b of Unit 1 "Where did you go on vacation?" from the eighth grade of the People's Education Edition, the author explored the countermeasures for applying POA in junior high school English reading teaching.

The pre-class preparation plays a fundamental role in promoting students' learning and improvement of teaching quality. In the reading preparation, the author strengthened two important teaching steps.

The first one is carefully designing teaching goals based on POA. The goal design is an extremely important teaching step in any teaching class. Based on POA in junior high school English teaching, teachers should take "production-oriented" as the core to lay the foundation for improving teaching effectiveness. In the teaching design, the author closely combined the educational ideology of production-oriented education and designed knowledge goals which include key vocabulary, grammar knowledge and text content, ability goals which includes reading ability, comprehension ability and expression ability, and emotional goals which includes environmental awareness. In the process of goal design, the author fully considered the important factor of "student situation".

And the second is to construct a task-motivating pre-class preview mode. Sufficient pre-class preparation can effectively improve students' learning efficiency. If students neglect pre-class preview in English learning, their learning efficiency will be greatly reduced. To achieve better production-oriented effects, the author carefully designed preview task sheets in the pre-class preparation and shared preview micro-lessons, guiding students to complete the questions on the preview task sheet by watching the micro-lessons.

3.3.3 Enabling

The production-oriented junior high school English teaching and teachers' reading guidance will be carried out in strict accordance with the way of "output" promoting "input". In teaching practice, to promote the realization of teaching objectives, the author carried out teaching based on the production-oriented method and took facilitation as the main line and achieved good teaching results.

The first is content facilitation. The main purpose of the construction of content facilitation is to help students deeply understand and master the basic knowledge of the text. A deep understanding and mastery of basic knowledge is of positive significance to help teachers achieve the production-oriented educational goals. In the process of content promotion, the author first checked the effect of students' self-learning before class, and carried out the activities of thorough reading, intensive teaching and role-play, which not only helped students master important knowledge points, but also effectively stimulated students' interest in English learning.

The second is language facilitation. Language contributes to the construction of teaching links, which is the core of "production orientation". Through some targeted exercises, teachers help students further consolidate and improve their language knowledge and strengthen students' application of relevant vocabulary and discourse knowledge. In this part, the author designed the learning tasks of "gap filling" and "theme activity". Gap filling is the basic knowledge section, and theme activity is an effective way

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to comprehensively improve students' pragmatic competence.

The third is structure facilitation. In the process of structure facilitation, the author constructed the mode of group cooperative learning and guided the students to discuss the type and logical structure of the text. Each group completed the task by writing through in-depth communication and discussion, combined with the task theme assigned by the teacher. The construction of this teaching link is the organic integration of "input" and "output" in English reading, and it is also the embodiment of the application of reading and writing combined teaching mode to teaching practice.

3.3.4 Assessing

In the application of production-oriented teaching mode in junior middle school English reading teaching, teachers should conduct in-depth analysis on the process and results of the application of production-oriented method through scientific and effective teaching assessing. In the teaching assessing, the author made a comprehensive and objective assessment on the different learning processes of the students, such as the pre-class learning, the classroom practice and the presentation of the theme activities. This kind of assessing method which combines process and result can make teachers' teaching assessment more objective, and help teachers to check the teaching effectiveness, laying a foundation for the continuous promotion of the application of production-oriented method.

There are two differences in teaching between the experimental group and the control group. First, after the online preview session, appropriate motivating tasks were designed for the experimental group students to diagnose the preview results, and the problems were fed back to the students to create a "hungry state" for the students, so that they can learn and then be self-reflexive to provide navigation for the next step of learning. Considering the fairness of teaching, although there is no motivating process in the control group, the author also provided input materials as the background introduction of offline teaching in the control group. In the enabling process, the experimental group selectively learned the text materials and supplementary materials to complete the output task. The control group adopted the traditional teaching mode, that is, supplementing background knowledge, analyzing the structure of the text and explaining the new words and difficult sentences, followed by reading exercises or oral activities.

3.4 Data Collection

The experiment adopted a mixed research method, that is, the combination of quantitative research and qualitative research. Quantitative research refers to pre-test and post-test volumes. The two tests include the reading test at the beginning and end of the first semester of the second year of junior high school. Both tests were based on the curriculum objectives of the second volume of the eighth grade, and the reading comprehension questions are multiple-choice and essay questions. The grading standards of the subjective questions of the pre-test and post-test papers were jointly determined by the teaching group. Qualitative research refers to the intensive interviews of the experimental group. The 10 students in the experimental group were randomly selected to have a concentrated discussion on their overall feelings, expectations and suggestions of POA teaching experiment, lasting about 50 minutes.

Quantitative data was analyzed using SPSS 27.0, and the interview data was analyzed using open coding,

that is, key words were extracted from the data to analyze the differences and causes of the experimental results.

4. Research Results

The following reports the influence of POA teaching experiment on English reading level under the traditional junior high school English reading teaching mode, as well as the overall evaluation of POA by students in the experimental group and finally discusses the results of the experiment.

4.1 Grades Analysis

SPSS 27.0 was used for comparative analysis of the final score data. As shown in Table 1, the average score of the experimental class (n=40) is 82.38 and the standard deviation is 17.20, while the average score of the control class (n=45) is 73.86 and the standard deviation is 20.09. From the perspective of data dispersion, the scores of the control class fluctuates more, which reflects a more significant difference in students' levels under the traditional teaching mode. The independent sample T-test results show that the T-value is -2.234, and the P-value is 0.028, which is less than the commonly used significance level of 0.05, reaching a significant level. This indicates that within the 95% confidence interval, the scores of the experimental class are significantly higher than those of the control class, excluding the influence of random errors.

Table 1. Comparison of Test Results between Experimental Class and Control Class

Class	N	Scores	T	P
Experimental class	40	82.38±17.20	-2.234	0.028
Control class	45	73.86±20.09		

The hypothesis of this study is that by placing "motivating" in the online preview of the new unit, students can not only experience the gap between their actual English level and the ideal level required for the output goal, but also help students strengthen their understanding of the key points and difficulties of the independent learning content of the new unit, which provides guidance for the subsequent offline teaching. In the enabling stage, students need to select text content and supplementary materials to carry out selective learning to promote the completion of tasks, which not only reflects the concept of "learning and application" but also promotes students to effectively grasp the text content and apply what they have learned, instead of repeating the word patterns on the network learning platform. In addition, the immediate or delayed assessment of the output task plays a positive and differentiated guiding role and also puts forward more targeted requirements for the next step of online autonomous learning.

4.2 Questionnaire Analysis

After the experiment, a questionnaire survey was conducted from three dimensions, including teaching methods, autonomous learning ability, and the evaluation of the teaching process. A total of 78 valid

questionnaires were collected with a recovery rate of 97.5%. The data showed that 84% of the students believed that the mode significantly increased the opportunities for autonomous training. Especially in the group task design of the driving phase, 73% of the students reported that the closed-loop design of "platform task release and outcome presentation" increased the frequency of autonomously planning study time. 88% of the students recognized the promoting effect of the mode on reading ability. Among them, 68% of the students specifically pointed out that the process of autonomously selecting extracurricular materials to complete output tasks in the enabling stage improved the speed of analyzing long and difficult sentences and the accuracy of capturing the main idea of the text.

As for the language application, 74% of the students indicated that after 16 weeks of training, their willingness to use English for oral communication significantly increased. Specifically, among the students who participated in the group debate tasks, 89% of them increased their frequency of classroom participation by 2-3 times per week compared to before the experiment. Among those who completed the oral presentation tasks, 76% reported that through repeated refinement in the "motivating-enabling" phase, the proficiency in consecutive speech skills and the use of logical connectives improved significantly. In open-ended questions, 92% of the students explicitly mentioned that POA mode shifted reading learning from passive input to active application, with 56% of the students citing examples such as "when analyzing reading materials, they would unconsciously think about how to turn them into debating arguments".

The survey about the evaluation of the teaching process showed that 81% of the students approved of the "task-driven + integration of online and offline teaching" mode, and 75% of the students believed that the "teacher-student mutual evaluation" phase enabled them to more clearly identify their reading weaknesses. However, 47% of the students suggested increasing task difficulty levels in the motivating phase, such as providing script templates for students with weak foundations, and 29% of the students hoped to expand the resource package in the enabling phase, including audio analysis matching reading materials and grammar micro-lessons. It is worth noting that 79% of the students were willing to recommend this mode to their classmates, but 12% of the students emphasized that "the online guidance process for self-study tasks needs to be optimized", such as adding a "step-by-step hint for task difficulties" function on the platform.

This POA teaching experiment indicates that the teaching mode centered on "output" has achieved remarkable results in activating autonomous learning momentum, improving reading application ability, and optimizing classroom interaction patterns. Over 80% of the students recognized its innovative value compared to traditional teaching. However, the experiment also exposed issues such as fragmented self-study task support systems, lagging online feedback mechanisms, and insufficient adaptation to students' basic abilities.

4.3 Interview Analysis

The students in the experimental group basically held a positive attitude towards the use of POA under the B-learning mode, which was fully illustrated by the high-frequency words such as "targeted", "clear

goals" and "diversified activities" mentioned repeatedly in the concentrated interviews, which is also consistent with the survey results of Zhang Lingli (2017). The positive feedback is mainly reflected in three aspects, the enhancement of learning achievement, the improvement of independent learning ability and the development of communicative competence.

Learning-centered theory is one of the teaching concepts of POA, which focuses on what to teach and learn, and all teaching activities serve the completion of teaching objectives and the promotion of effective learning (Deng, 2018). In POA teaching practice of one semester, the author designed a variety of learning tasks such as group discussion, group presentation, theme activities and writing in combination with the unit theme. These tasks brought students surprise and challenge, enhanced their interest in learning English, and further improved their sense of achievement and satisfaction in learning English. For instance, Student 5 said in the concentrated interview, "The pair activities this semester are particularly interesting. I've never tried anything like this before. When my desk mate and I stood in front of the podium to perform, I was nervous and excited, worried that I would not perform well. Fortunately, we practiced many times and successfully completed the matching activities. I am very proud to receive the applause from everyone and the encouragement from my teachers." Students 1, 3, 6 and 9 also mentioned that they were inspired by their theme activities and formed a small group after class to help each other improve their reading level. Student 4 shared their sense of achievement after completing the group presentation task, "This is the first time for me to make a group presentation. To complete the task, I need to learn the text and supplementary materials in depth, as well as communicate with classmates. Through the guidance of teachers and classmates in the evaluation process, I mastered the key points of making group presentation and became more confident in making PPT, which may be an extra benefit of the English class." Students 2, 5 and 7 said that the translation practice made them "realize their shortcomings in reading" and helped them "expand their vocabulary" and "master reading skills".

The above feedback fully demonstrates the effective role of POA in enhancing students' motivation and sense of achievement in learning English and can make students feel the charm of junior high school English learning.

The practice of B-learning mode requires teachers to play a leading role in the process of monitoring teaching and needs students to show their initiative and creativity as learning subjects. However, the practical experience in the past few years also tells us that the actual independent learning ability of students in the teaching process is not satisfactory. Online independent learning is often blind and perfunctory, lack of orientation and pertinence largely affecting the effective connection between online and offline teaching. After a semester of teaching experiments, the author found that "motivating-enabling-assessing" process of POA can make students realize that the cultivation of independent learning ability is very beneficial to adapt to college learning, and secondly help students clarify the key points and difficulties of each unit, so that the learning task is more targeted. For example, student 6 said in the concentrated interview, "I have learned to arrange my study time reasonably and learned how to

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study. It's helpful for my English study and my other subjects." Student 1 also thought, "The teaching method of this semester is very novel. I was not used to it at the beginning, but after gradually adapting to it, I found this method good. I am motivated to go to the computer room now." Student 9 also expressed approval of POA teaching experiment, "It took me nearly three weeks to gradually adapt to the teacher's teaching experiment. I really like the output tasks in each unit. The design is interesting and helps me to grasp the main points of the article quickly."

The above quotations indicate that students' autonomous learning ability has been greatly improved in POA teaching experiment, which makes students realize the importance of cultivating autonomous learning ability and helps students adapt to the current blended teaching mode.

POA's concept of integrated teaching approach advocates "using while learning and combining learning and application", so that students can experience the fun of practicing in English in real situations (Wen Qiufang, 2015: 550). POA teaching experiment has greatly improved students' English communicative competence. For example, Student 8 listed the benefits of English learning in this semester, "This semester's various activities are helpful to improve our communication skills and independent learning ability. I learned how to use English in practice, such as writing leave notes, writing emails and so on. I also learned how to communicate better with my classmates. I like this sense of accomplishment and feel more confident about the rest of my junior high school life." Students 2, 3, 6 and 7 also recognized that many output tasks not only deepened the grasp of the textbook content but also strengthened the "practical application of knowledge." Student 5 talked about the role of English learning in promoting communicative literacy, "I like some of the tasks assigned by the teacher, which make me have a deeper understanding of the background knowledge, such as the comparison and reflection of campus culture and campus life in the first unit. These make me feel the charm of English. I hope to learn English well and benefit from it for a lifetime."

The students' feedback indicates that POA shows the instrumental characteristics of junior middle school English teaching and expands students' knowledge and improves their English communication ability.

However, the author also found some problems in the practice of POA during the interview. First, the new quality orientation needs to fit the process, some students cannot adapt to it, and then lose confidence in English learning. Second, students with weak autonomous learning ability also have a little difficulty in adapting to POA, which may be the reason why the teaching effect of some sub-items is not significant. For example, student 1 described his state of mind at the beginning of the semester: "At the beginning, I was confused about the teacher's teaching methods and couldn't grasp the key points. Once you get used to it, you'll be fine. It's important to get through the adjustment period. I suggest teachers give us more help and guidance during the adjustment period." Student 1 also expressed his initial thoughts on the concept of POA, "My self-control is not high. In the two semesters of the first year, I was relatively confused. This semester, we switched to a new mode. At first, it made me feel quite lost and the progress was rather slow. Sometimes it really dampens my confidence. However, I still really hope to master English. I suggest that the teachers should give us more practice in extracting key information from

reading materials and provide us with more targeted guidance."

The above statement indicates that this teaching model is conducive to cultivating students' self-study habits. However, it also encounters difficulties due to the uneven proficiency levels of students, such as difficulties in output and language facilitation. Therefore, when setting the difficulty level of tasks, teachers should pay attention to increasing the quantity of simple and basic exercises to enhance students' confidence, gradually increasing the difficulty of the exercises, helping students with difficulties improve their autonomous learning initiative, and at the same time, providing timely feedback and guidance.

5. Conclusion

Based on the learning-centered theory, integrated teaching approach and holistic education theory, POA has been used to construct the "localization" vision of the English teaching model for junior high school students in China. The author integrated this theoretical proposition's "motivating-enabling-assessing" classroom organization form into current teaching practice, confirming the feasibility and effectiveness of POA in B-learning model. The experimental results also show that POA has a significant improvement effect on students' reading ability. The interview data further indicate that POA is highly affirmed by many students, as the teaching experiment effectively improves their motivation and sense of achievement in English learning, enhances their autonomous learning ability and English communication skills. Through teaching practice, B-learning based on the POA has greatly improved the language application ability of students, optimized the teaching methods, expanded the training channels, and added intelligent teaching management, greatly enhancing students' autonomous learning ability. However, this model also has certain limitations. Apart from the inability to keep up with autonomous learning ability, it is also affected by the learning consciousness. More simple and interesting exercises should be added to enhance the learning interest and participation of such students.

POA, as a foreign language teaching method emerging in China, emphasizes the concept of "learning and application integration", and is a powerful supplement to other current teaching methods. Applying the POA to junior high school English teaching can alleviate the problems caused by "filling teaching" and be targeted and goal oriented. The entire teaching process is guided by teachers and students actively participate in exploration and practical activities. Students can improve the language ability required for exams and enhance their understanding of Chinese culture and foreign cultures and comprehensively improve their English literacy.

However, the application of POA in junior high school English reading teaching still has limitations. First, junior high school English textbooks are unified, and the existing textbooks are not completely suitable for POA, which requires teachers to select and screen the content of the textbooks. Second, the English proficiency of junior high school students, especially those in rural areas, is limited, so when conducting output-motivating initially, many students cannot complete the output tasks well and even lose their learning interest due to overly high output goals. Therefore, teachers need to set suitable output goals for students based on the specific circumstances of the class. Finally, each method has its own

applicable field. POA is suitable for teaching content with clear output tasks and emphasizes the promotion role of students in the teaching content. Therefore, the teaching efficiency will be somewhat reduced. Therefore, teachers can mix the POA with other teaching methods to achieve the best teaching effect.

At present, there are still few studies on the application of POA in junior and senior high school English teaching. This is still an area to be explored. This study is a conception about applying the POA to junior high school English teaching, and more empirical research data are needed to prove the actual effect of this conception, and more teachers need to conduct a large number of trials and efforts to make the POA theory better serve junior high school English teaching and cultivate English talents with all-round development, including listening, speaking, reading, writing and translation, and possessing an international perspective and global thinking.

Due to various subjective and objective reasons, the teaching design of the author is not yet mature, and many details of the classroom teaching in B-learning still need to be improved. Due to the short experimental period, some problems and difficulties have not yet been exposed. However, we believe that POA is a foreign language education theory with both international vision and Chinese characteristics (Wen, 2017) and will play a crucial role in the new round of university English teaching reform. Future teaching experiments can conduct more classroom experiments, enrich and optimize the POA classroom design based on B-learning, and further explore the impact of POA on students' listening and speaking abilities as well as their comprehensive literacy skills.

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