The Construction and Practice of a Blended Teaching Model for College English Reading and Writing in Private Universities Based on POA

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Abstract: The rapid development of digital technology has also brought about the constant change of educational modes. The traditional teacher-led college English classroom teaching can no longer satisfy the students' increasing and diversified learning needs. At present, there are some problems in college English teaching in private universities, which include the monotony of teaching content and methods, the lack of students' learning motivation and interest, the deficiency of students' English reading and writing skills, etc. Therefore, private universities are currently facing the challenge of enhancing teaching quality and adapting to modern educational demands. This research attempts to construct a new blended teaching model for college English reading and writing based on POA and to test its application and effect in the teaching of private universities. The research results show that the POA teaching model can effectively stimulate students' initiative, creativity and cooperation, improve their English reading and writing skills and learning interests, and foster their comprehensive development.

1. Introduction

In today's information age, the blended teaching model has become an important symbol of the digital transformation in education. He Kekang [1] first proposed the concept of blended teaching in China, and, in line with Auster's [2] viewpoint, both consider blended teaching as a teaching model that combines traditional teaching with online teaching. The blended teaching model fully utilizes the advantages of traditional teaching and modern educational technology, integrates different learning resources and activities, and provides students with a flexible and interactive learning environment to meet their personalized learning needs, thereby significantly improving their learning outcomes.

The rapid development of digital technology has prompted continuous changes in educational models. The traditional teacher-led university English teaching no longer caters to students' increasingly diverse learning needs. Currently, there are some problems in the teaching of English in private universities, such as the singularity of teaching content and methods, the lack of learning motivation and interest of students, and the insufficient English reading and writing ability of students. Therefore, private universities are currently facing the challenge of improving teaching quality and adapting to modern educational needs. This article attempts to construct a new blended teaching model for university English reading and writing based on the POA (Production-oriented Approach)

and test its application effect in private college teaching. The aim is to comprehensively enhance the teaching effectiveness of English reading and writing courses in private universities, with a focus on cultivating students' abilities in humanistic reasoning, critical reading, autonomous learning, and problem solving. This research can also provide guidance and experience for private universities on how to construct and implement blended teaching models, helping them adapt to modern educational needs and improve teaching quality and competitiveness.

2. POA theory and the current situation of blended English reading and writing teaching in private universities

2.1 POA theory

The Production-oriented Approach (POA) is a set of foreign language teaching theories with Chinese characteristics created by Professor Wen Qiufang (2015) [3]. The core idea of POA is to drive language output, facilitate language input, and adhere to the principle of selective learning to achieve the comprehensive development of learners [3]. POA emphasizes that classroom teaching should be student-centered, organically combining language input and language output, allowing students to complete real communication scenarios through the acquisition, processing and application of language knowledge. On the other hand, it can also help students realize the transition from learning, understanding, and transfer of language skills to the application of comprehensive language skills in real life.

The teaching process of POA includes three stages: motiving, enabling, and assessing. At the motivating stage, the teacher can design a series of output tasks based on the unit theme and teaching objectives before class by presenting communicative scenarios. In the process of trying to produce, students can recognize their own language deficiencies, thereby generating intrinsic motivation for learning and stimulating their desire to learn. At the enabling stage, the teacher can provide students with rich language input by designing a series of classroom interactions, including question sessions, group discussions, classroom reports and presentations, and teacher-student feedback interactions, thereby helping students build language and content scaffolding, promote their language production. At the accessing stage, the teacher can give feedback on students' learning outcomes and progress through the design of effective evaluation methods, and guide students in learning improvement and self-monitoring.

2.2 The current situation of blended English reading and writing teaching in private universities

In order to understand the current situation of blended English teaching of college reading and writing in private universities, this study first conducted a questionnaire survey among non-English majors who enrolled in 2022 from Zhengzhou University of Economics and Business, with the purpose of understanding students' opinions, attitudes, satisfaction, and suggestions on the blended English reading and writing teaching model in private universities. At the same time, this study also conducted semi-structured interviews with some teachers engaged in college English teaching from Zhengzhou University of Economics and Business, aiming to understand their cognition, attitudes, practice, and advice about the blended teaching model of college English reading and writing in private universities.

Through the results of the questionnaire designed by the author, the author found, with regard to the college English blended teaching model, 70.43% of the students simply defined it as a teaching model that coordinates the teachers' teaching and students' autonomous learning. When it comes to their attitudes and feelings towards the blended learning mode of college English reading and writing, 50.3% of the students believe that this mode can indeed broaden their learning horizons and expand

their learning resources. However, due to the lack of initiative and enthusiasm in learning, it can also bring them learning pressure and anxiety. When it comes to their satisfaction and effectiveness with this teaching model, 55.38% of the students choose to be more satisfied because they can improve their English reading and writing abilities through communication and cooperation. When it comes to their suggestions and expectations for blended teaching models (open questions), 70% of the students hope that teachers can increase teaching flexibility and diversity by enriching teaching resources and adapting various teaching methods, thereby improving their English reading and writing skills and comprehensive literacy.

Through semi-structured interviews with teachers, the author found that 90% of the teachers have a full understanding of the blended learning model in college English. However, in actual practice, it still poses certain challenges for them. For example, 85.6% of the teachers believe that they need to have certain technical capabilities and innovative awareness to flexibly design and implement blended teaching activities; 75% of the teachers believe that in order to truly improve students' learning motivation and autonomy, students also need to have the awareness of cultivating self-discipline and be equipped with good learning strategies; 85% of the teachers believe that foreign language department needs to balance the proportion and content of face-to-face teaching and online teaching based on the development of the university and the actual situation of students; 78% of the teachers believe that teachers need to spend more time and energy effectively managing and guiding students' online learning, collecting and analyzing their online learning data in a timely manner, and providing timely feedback on students' learning through an effective evaluation system; 82% of the teachers believe that they need to reflect regularly to continuously improve their teaching methods and strategies.

Through the above analysis, it can be found that there are still many problems with blended teaching of college English reading and writing in private universities. Both students and teachers have realized the advantages of blended teaching model: enriching teaching resources and means; enhancing students' enthusiasm, motivation, and initiative in learning English; promoting the interactivity and personalization in teaching; improving teaching effectiveness to a great extent. But at the same time, it also brings a series of challenges to college English teachers, for example, how to guide students to cultivate self-discipline of students; how to evaluate students' learning outcomes and abilities in blended teaching, and how to provide effective feedback and guidance for students. Based on the current situation of blended teaching of college English reading and writing in private universities, we attempt to construct a POA-based blended teaching model of English reading and writing for private universities, and implement it to evaluate the effectiveness of this teaching model.

3. Construction of a POA-based blended teaching model for college English reading and writing

Professor Wen Qiufang (2018) revised the theoretical system of the Production-oriented Approach (POA), which consists of three parts: teaching philosophy, teaching assumptions, and teaching procedures [4]. The teaching philosophy includes the principles of 'learner-centeredness' and 'input-output integration'; the teaching assumptions involve four mechanisms of 'output-driven', 'input-enabled', 'selective learning', and 'assessment-facilitated learning'; the teaching procedures are divided into three stages of 'motivating', 'enabling', and 'assessing', and the teaching process is composed of N 'motivating', 'enabling', and 'assessing' units, in which the teacher plays a leading role and the teacher and students co-construct [4].

Based on the current situation of the blended teaching of college English reading and writing in private universities, and the POA theoretical foundation, this study adopts inquiry-based learning and collaborative learning as the basic learning methods, transforming the 'input-driven' teaching model into the 'output-driven' one. It focuses on constructing a blended teaching model of college English reading and writing based on POA from the aspects of teaching objectives, teaching content, teaching

methods, teaching evaluation, teaching feedback to assist students in developing diverse abilities such as language proficiency, autonomous learning ability, critical thinking ability, etc. It should also ensure that classroom teaching activities serve the effective learning output. At the same time, by adopting teacher-student collaborative assessment and peer assessment, a diversified evaluation system is formed that integrates knowledge evaluation, ability evaluation, and education evaluation, thus achieving a virtuous cycle of assessment-facilitated learning and assessment-facilitated teaching. This evaluation system thereby can stimulate students' participation and learning enthusiasm, cultivate their ability to discover problems, think independently, explore knowledge, and enhance their critical awareness. Based on the above analysis, we attempt to construct the POA-based blended teaching model for college English reading and writing based on the following procedures.

Firstly, determine the teaching objectives. When setting teaching objectives, college English teachers should first meet the requirements of the college English curriculum, and at the same time reflect the concept of production-oriented approach, making the teaching objectives clear, specific, and quantifiable, and accurately reflecting the learners' language output level and their language proficiency.

Secondly, determine the teaching content. While determining the teaching content, college English teachers should first follow the teaching objectives and select content that matches the needs and interests of learners, covering various genres that reflect different cultures and backgrounds, and covering various aspects of English reading and writing, such as vocabulary, grammar, discourse, topics, critical thinking and paper writing.

Thirdly, design teaching methods and strategies. Teaching methods and strategies should follow the three stages of POA: motivating, enabling, and accessing, which centers on the learners' language output and provides ample opportunities for input, output, and feedback. In the motivating process, teachers stimulate learners' thirst for knowledge by designing a series of challenging, collaborative, and creative output tasks. In the enabling process, teachers provide rich language input, such as reference books, audio and video materials, micro lessons, MOOCs, self-test exercises, and other online teaching platforms, to expand students' knowledge and help them improve their ability to acquire and process language knowledge. At the same time, teachers encourage students to cooperate and communicate with each other by designing flexible and diverse teaching activities, including online discussions, group cooperation, project research, etc., and stimulate their learning interest, participation, initiative, creativity, and cooperation, thereby improving their learning effectiveness and real learning experience. The accessing process should provide timely and effective feedback to promote learners' self-assessment and self-regulation.

Fourthly, develop teaching evaluations and feedback. Teaching evaluation should adopt diversified methods, including teacher assessment, peer assessment, and self-assessment. Students can engage in autonomous learning and practice through online learning platforms. Meanwhile, teachers should provide timely feedback and support to assist students in correcting their mistakes and improving their learning strategies. Teaching feedback should be timely, specific, constructive, and encouraging, helping learners enhance their learning effectiveness, promoting their self-monitoring and self-regulation.

The construction steps of this teaching model follow the teaching process of "motivating-enabling-accessing". The teacher can design the unit tasks based on the learning situation and guide the students to complete various learning tasks based on the theme of the text, language form, consciousness of enhancing critical thinking, and cultural sublimation through a combination of "online + offline" and "in-class + out-of-class" [5], in order to achieve the unit teaching objectives and optimize learning effectiveness, and improve teaching quality by applying the teacher-student collaborative method.

4. Implementation of the POA-based blended teaching model for college English reading and writing

Based on the construction process of the POA-based blended teaching model mentioned in the previous part, we are promoting the implementation of this new teaching model. Taking the "iExplore 1: My Mother's Gift" from Unit 5: Loving Family in the *New College English Comprehensive Course 2 (Basic Edition)* published by Foreign Language Teaching and Research Press as an example, we are elucidating the specific implementation process of this new teaching model with students majoring in Investment as the research subjects. This text mainly describes the author's childhood memories, how her mother gave up her job to better take care of the family, and accompanied the author through a happy childhood. In a school drama performance, the author suffered a heavy blow when her role was changed from a princess to a narrator at the last minute. It was her mother who supported and encouraged her during her toughest times, helping her overcome difficulties. The dandelion pressed in an old dictionary symbolizes not only the mother's love but also the author's sweet memories and her gratitude towards her mother.

Based on the actual needs of the students in our university, the allocation of class hours, and the principles of production-oriented teaching material adaptation, this text needs to be taught in 2 sessions, requiring 4 class hours to complete. The teaching objective of this text focuses on cultivating students' language application abilities. On the basis of online resources, this new teaching model is designed by following the teaching process of the "production-oriented approach" involving "motivating-enabling-accessing", and attempts to test whether it can truly meet the students' needs. It adopts a mixed online and offline teaching model that combines classroom discussions, task-based teaching, and independent learning.

Before class: the teacher posts online topic discussions and supplementary reading materials on the U-learning platform, and assigns preparatory tasks. During class: the teacher provides feedback on the online discussions, deepens topic discussions, and guides students, from the aspects of vocabulary, text analysis, writing techniques, and critical thinking through various forms of classroom tasks such as problem exploration and group discussions, to achieve a "unity of knowledge and action, learning for application, and learning through assessment" with a flipped classroom teaching approach. After class: the teacher assigns the related exercise and extension assignments, including translation, writing, and oral video tasks, to extend students' language learning and moral education. The specific implementation steps can be illustrated as follows.

4.1 Phase 1 (2 class hours)

The first two sessions will primarily focus on the introduction and overall reading of iExplore 1, guiding students to effectively engage in oral communication related to the pre-assigned tasks, and to master vocabulary and expressions related to "family and love", enabling them to have relatively fluent conversations on topics related to family and love in English. Students will also grasp the basic framework of the text and writing techniques (the six elements of a story). In narrative writing, students are encouraged to use the six elements as a basic framework, consciously use action verbs, dialogue descriptions, emotional descriptions, and sensory details for storytelling, and share unforgettable experiences with their classmates.

(1) Before class (output-driven): The teacher will design a series of output tasks for this unit, combining unit language knowledge and skills with students' interests. These tasks include:

① Watch the micro-lesson video "Setting the scene" on the U-learning platform to clarify the learning objectives and output tasks for this unit: "You are preparing to participate in the annual drama festival. How will you and your peers perform a play titled 'My unforgettable experience with my parents'?"

② Appreciate two poems, "A Family Is Like A Circle" and "The Power of Family", from the teacher's uploaded resources on the U-learning platform, and answer questions: Q1 Based on these two poems, how can you define "family"? Q2 What's the power of family?

③ Watch the CCTV public service advertisement "FAMILY", collect vocabulary and expressions related to "family & love", and write them down in a notebook.

④ Scan the QR code to watch the short video on P100 and complete Exercise 1.

⑤Assign preparatory tasks for iExplore 1, watch the teacher's uploaded micro-lesson "What is Narrative Writing" on the U-learning platform, and complete a draft of "My unforgettable experience with my parents".

(2) During class (input-enabling + assessment):

① Poem Appreciation (10 mins): Students will present their discussions on the poems "A Family Is Like A Circle" and "The Power Of Family" with the form of PowerPoint. Other Groups will assess the presenters' performance. Followed by the teacher's feedback and summary, the teacher introduces the unit theme "Loving Family".

② Word-Net (5 mins): Students will list English vocabulary and expressions related to "family & love" based on the CCTV public service advertisement "FAMILY". The teacher will guide students to extend the concept of "family", such as: harmony in the family leads to prosperity in all things; to build a family and establish a career; to govern a country, first regulate one's own family, etc.

③ Viewing & Group Discussion (15 mins): Students will watch the short video "This is Happy", followed by group discussions and responses to questions about what makes a happy family and the significance of a happy family. The teacher will provide feedback on students' completion of P100 Exercise 1 and guide them to consider seeking help from their families when facing troubles, introducing the theme of the text.

④ Skimming and Scanning (10 mins): The teacher will raise questions related to the text, guiding students to quickly locate key words and find the relevant paragraphs to summarize complete answers.

⑤ Writing Techniques (25 mins): The teacher will explain six elements of a story and guide students to identify the character, setting, conflict, plot, theme, and narrative point of view in the article. Students will then complete the exercise "Sharpening your skills" on P104. Additionally, students will read Paras. 4-18 and complete the exercise on P103 "Understanding the text" in pairs. The teacher will also illustrate the function of dialogues in narrative writing, guiding students to practice dialogues in pairs for Paras. 7-11 and Paras. 15-18, focusing on the characters' personality traits, attitudes, and emotions.

⑥ Text Structure (10 mins): Students will discuss the structure of the text in groups, summarizing the main idea of each paragraph. The representatives from different groups will demonstrate their presentation, and the teacher will make comments on students' performance.

⑦ Sharing Your Ideas (15 mins): In groups, students will share their stories on "My unforgettable experience with my parents", incorporating the six elements of a story. A representative from each group will demonstrate the outcome. Meanwhile, the teacher and peers will provide feedback.

These activities will help students engage in various tasks related to the theme of "family and love", while also honing their language skills and understanding of narrative writing.

(3) After class (assessment):

Individual writing project: Based on teacher's guidance and the online feedback from the peers, students need to utilize the six elements of a story with incorporating dialogue to revise and complete the second draft of "My unforgettable experience with my parents" and upload it to the U-learning platform.

This post-class assignment will reinforce the learning objectives by allowing students to apply their knowledge of narrative writing and receive personalized feedback to improve their writing skills.

It also encourages their independent work and self-correction, promoting a deeper understanding of the concepts covered in class.

4.2 Phase 2 (2 class hours)

The main focus of the 3rd and 4th lessons is to conduct a detailed reading of iExplore 1, providing language input (including vocabulary, grammar and sentence structure analysis) to enable students to proficiently apply key vocabulary and sentence structures from the text into their oral and written expression. Through the interpretation of complex sentences, translation exercises, and critical thinking activities, the aim is to enhance students' understanding of the text and their ability to engage in critical thinking. This will help students to comprehend family life, understand the importance of dedication and gratitude, thereby strengthening their family values and emphasizing the significance of family affection and blood relations. This will help to establish the understanding that "a country is only as strong as its families", and to strengthen their cultural confidence, pride, and patriotic enthusiasm. These activities will help students comprehensively improve their emotions, cognition, and values.

(1) Before class (Output-driven):

① Assign the task of learning key vocabulary from iExplore 1, and require students to watch vocabulary and grammar micro-lessons on the U-learning platform and complete exercises related to vocabulary, grammar, and cloze tests on pages 105-107 of "Building your language".

② Conduct interactive text learning on the U-learning platform "Reading in Detail", and ask students to identify complex sentences, analyze the characteristics of the characters through the dialogue in the story.

③ Have students appreciate the bilingual poem "The Traveling Son" on the Xuexi.cn and gather traditional Chinese cultural stories about maternal love and share them on the U-learning platform.

④ Instruct students to watch the video "What We Owe to Those Who Loved Us in Our Childhood" in the resource repository from U-learning platform and answer the questions on page 103: The author reveals her mother's gift by leading us to her childhood memory. What does the gift a dandelion symbolize?

⑤ Assign students to read the English article "5 Ways to Build a Support System among Family Members" in the resource repository from U-learning platform and answer the question on page 103: Have you ever received any precious gift from your parents? Could you share your story with your partner?

(2) During class (input-enabling + assessment):

① Presentation (10 mins): Students will share the pre-prepared "Traditional Chinese Cultural Stories about Maternal Love" in groups. Each group will present their work in the form of PowerPoint, followed by peer assessment and teacher's feedback.

② Language Input (25 mins): The teacher will guide students in reviewing the formation and plural changes of compound words. Selected students will list compound words from the text and fill in the blanks in the sentences on page 107 by using specific contexts to test their understanding of compound words. Additionally, to assess the effectiveness of students' pre-class online learning, the teacher will guide students to complete an online vocabulary test using their smartphones within the fixed time. Based on the test results, the teacher will explain some vocabulary with higher error rates and reinforce language input by providing English sentences related to words such as "monitor, painstakingly, bend, protest, encouragement, and press" from Xuexi.cn.

③ Sentence Analysis (15 mins): The teacher will analyze and explain complex sentences from pages 100-102 of the text, prompting related questions to help students understand the implied meaning of the author.

④ Oral Project (10 mins): Students will retell the entire story in groups, with one student representing each group. The teacher will then summarize the retellings and guide students to compare their retellings with the summary from "Banked Cloze" on page 107.

⑤ Translation Practice (15 mins): The teacher will explain translation techniques and guide students in practicing the translation with the given paragraph in Chinese.

⑥ Critical Thinking (15 mins): Students will further expand their responses to the questions from page 103, integrating the related videos they watched and reading materials they read before class. They will present their results in groups, followed by teacher's feedback and peer assessment.

(3) After class (assessment):

① Pair oral project: Based on the second draft of "My unforgettable experience with my parents", students will work in pairs to perform the entire story by adding dialogue and narration, paying attention to the expression of emotions. They will record an English video and upload it to the U-learning platform.

② Review core vocabulary, phrases, and key sentence structures from the text and complete the task of the unit test on the U-learning platform to assess their ability of knowledge application.

③ Preview iExplore 2 on the U-learning platform.

4.3 Evaluation Process

It is worth mentioning that the evaluation process in this teaching design is based on the concept of "integrating evaluation into teaching", "using evaluation to promote learning", and "using evaluation to promote teaching". Before class: The teacher provides evaluation criteria and selects the focus and typical samples based on teaching objectives of the unit.

During class: In the process of students' output task exercises, a teacher-student cooperative assessment method is mainly adopted. The teacher provides timely targeted feedback on the students' output and learning effects, helping students check the mastery of key knowledge and skills. The teacher also adjusts the teaching rhythm accordingly. After class: A combination of peer assessment and teacher delayed assessment is adopted. Through peer assessment, on the one hand, students' cooperative spirit is fully utilized, reflecting their active role in the learning process, and promoting their autonomy, enthusiasm, and creativity, thereby achieving a virtuous cycle of using evaluation to promote learning and teaching. On the other hand, it helps to further consolidate students' language skills and improve their critical thinking abilities. Delayed assessment means that when students submit their exercise results through the U-learning platform after completing extracurricular practice based on teacher's requirements, they can receive targeted feedback and evaluation. In this process, the teacher can more intuitively observe the teaching effects and adjust the teaching focus and difficulties.

In summary, through the teacher-student cooperative assessment in the three stages of before, during, and after class, it not only helps to cultivate students' ability to identify problems, think independently, explore knowledge, and develop critical thinking skills, but also achieves the goal of using evaluation to promote learning.

4.4 The implementation results of the new teaching model

After completing the first round of teaching practice, the author will collect and analyze data on the English reading and writing levels, learning attitudes, and satisfaction of students majoring in investment before and after the teaching implementation through questionnaires, students' works, teaching reflection logs, and interviews. Based on the collected data, the author found the following:

(1) Students are actively engaged in the class activities, and find the learning objectives to be

appropriately challenging.

(2) Students are highly satisfied with the enabling activities and believe that the series of various teaching activities designed by the teacher can be closely corelated with the knowledge objectives, ability objectives, value objectives and the content, leading to the significant learning gains.

(3) Students generally believe that the pre-class discussions and collection of materials related to the unit theme, as well as the flexible and diverse teaching activities such as group discussions and situational performances in class, can enable them to actively engage in classroom activities, maximize their active role, and help cultivate their initiative in learning.

(4) The majority of students believe that the combined adoption of teacher and peer assessment can affirm the efforts of students at different levels, maximize their motivation to learn English, and allow students to discover learning gaps through platform data, which is conducive to strengthening their self-management, increasing their learning enthusiasm, and enhancing their learning initiative, thereby improving the class participation.

(5) Most students believe that they are able to participate more in language output activities, which help improve their language expression, application, discourse analysis, critical thinking, and creativity.

5. Conclusion

The practice of the POA-based blended teaching model for English reading and writing in private universities shows that this new teaching model has certain feasibility and effectiveness. It can stimulate students' interest in learning, promote their active and collaborative learning, enhance their language output, improve their English language application ability, enhance their confidence and autonomy, and cultivate their critical thinking and innovation abilities. This study provides a new teaching model and practical reference for English reading and writing in private universities, as well as a new empirical research for the application and development of POA theory. There are still some limitations in this study, such as a small sample size and a single evaluation index for teaching effectiveness, which need to be improved and refined in future research.

Acknowledgement

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