

# Exploration and Practice of Advanced English Online and Offline Blended Teaching Based on POA Theory

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**Abstract:** Under the background of data empowerment, the integration of modern educational technology and curriculum teaching has greatly improved the practicability and timeliness of foreign language teaching. Guided by POA theory, this paper explores the online and offline blended teaching practice of Advanced English for English majors, mainly from the three links of pre-class drive, in-class facilitation, and after-class feedback, and combines the unit Mark Twain-A Mirror of America, providing an example of a blended teaching process.

**Keywords:** POA theory; Advanced English; Online and offline blended teaching; Exploration and practice

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## 1. Introduction

As the core course of English major, Advanced English covers a wide range of contents, mainly from the aspects of cultural values, such as text reading comprehension and text appreciation, language writing, translation skills training, etc., with the teaching goal of improving students' practical application of language and culture and comprehensive cultural literacy. In the context of data empowerment, the online and offline blended teaching mode<sup>[1]</sup> has greatly enriched the content and means of course teaching, and effectively improved the actual effect of teaching and educating people. Xi'an Innovation College of Yan'an University is a local higher education institution, advanced English is a first-class online and offline blended boutique course under construction for the school's English major, the course has nearly 20 years of teaching history, and has also been built on the Chaoxing Learning Platform, Mosoteach class, and Wisdom Tree Platform. After years of online and offline teaching exploration, the research group has also explored the teaching advantages and disadvantages of various platforms.

## 2. The Practice of Online and Offline Blended Teaching of Advanced English under the POA Theory

### (1) POA output-oriented approach

POA (production-oriented approach)<sup>[2]</sup> is a theoretical system of foreign language classroom teaching constructed by foreign language education scholars in China according to China's national conditions, as shown in Table 1, the teaching philosophy is the theoretical basis of the teaching hypothesis, which is "output-driven", "input-driven" and "selective learning" are supported, and finally the teaching realization from "driven" to "facilitated" is

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realized in the teaching process with “teacher as the mediator”. The POA output-oriented method challenges the basic teaching mode of “words, sentences, and articles” in Chinese foreign language classroom teaching, which takes texts as the central axis, and aims to solve the problem of “separation of learning and application” in language teaching.

In the Motivating stage, the teacher designs output tasks to present students with real and potentially communicative scenarios, which are slightly higher than the students’ real foreign language skills, so that students can not only see the hope of successful communication, but also create “gaps” to stimulate their desire and enthusiasm for learning.

In the Enabling stage, teachers provide targeted resources according to the nature of the course, teaching content, students’ actual learning status, etc., and the input of foreign language resources mainly includes: language knowledge, background knowledge, cultural values, emotional attitudes, etc., which are guided by the framework of language content, text expression, and article conception. In this process, the teacher only plays the role of a scaffold, aiming to stimulate students’ interest in learning and enhance their sense of responsibility for learning.

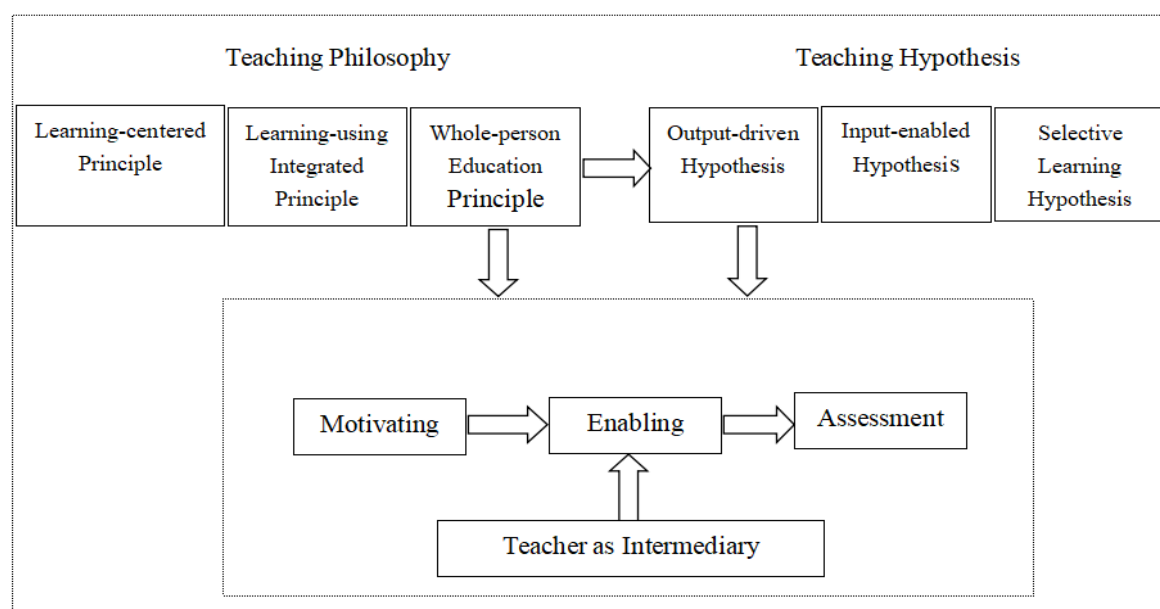


Table 1 POA theory system (Wen Qiufang, 2015)

In the Assessing phase, the instructor evaluates the students’ learning effectiveness based on their performance in the process of selective learning and output task exercises. According to the learning task, the teacher formulates the learning evaluation criteria, informs the students, and the teacher evaluates the results submitted and participated by the students offline, and then publishes peer evaluation and students’ personal self-evaluation.

The teaching process of the unit is step-by-step, and a dynamic scaffold is built for students’ learning. All activities before, during and after class are designed from the perspective of serving effective learning, applying what has been learned, and educating people in an all-round way, so as to promote the realization of teaching goals. The teaching process is divided into: before, during and after class. The teaching tasks are divided into: preview, analysis and summary evaluation. The teaching objectives are based on the textbook.

## (2) Advanced English blended teaching practice

In order to clearly demonstrate the specific application of POA output-oriented theory in the teaching of advanced English courses, the example of Advanced English Unit5 Mark Twain- A Mirror of America is taken as an example.<sup>[3]</sup>

This article is different from previous critical articles in that the article takes the chronological order as a clue, focuses on the life experience of Mark Twain, shows the great and legendary life of the writer, and his life experiences in different periods reflect the real American social life at that time.

### 1) Preparation before class

Before class, the teacher releases a video about Mark Twain's life to the students through the Chaoxing Learning Platform, and the students watch it and then do some asking and answering activities.

Answer the following questions and read them to understand how students perceive Mark Twain and his works.

- a. What do you know about Mark Twain?
- b. What is your favorite novel of Mark Twain?
- c. Say something of Mark Twain's writing style.
- d. Share your ideas about Mark Twain's attitude towards hardship and frustrations in his life.

### 2) In-class facilitation

#### ① Group activities

Teachers conduct group discussions and exchange activities on the group tasks posted on the Chaoxing Learning Platform before class, which mainly focus on the introduction of Mark Twain's life experience and background knowledge of the text.

Group activity1(Introducing the work of Mark Twain): Describe your favorite novel of Mark Twain's briefly.

The students will be divided into groups according to their works, and each group will first have an intra-group exchange and discussion on the same work, and then each group will select a representative to report.

Group activity2(Background information): Say something about the background mentioned in the text.

The background knowledge involved in the text is extensive, such as the Gold Rush, the American Civil War, the Gilded Age, and the Mississippi River. These tasks were posted on the online course platform before class for students to search for relevant information, and in class, they were divided into groups for discussion and presentation.

#### ② Thematic discussions

After discussing the above issues, enter the intensive reading stage of the text, the article "Mark Twain - A Mirror of America" has many classic words and phrases, many rhetoric, many language learning points, and many profound and educational language points. <sup>[4]</sup> The following is an example of the development of group activities in the classroom.

Task1(Discuss the main theme of the text): Use adjectives to describe young Mark Twain and old Mark Twain.

According to the task, the class students were divided into two groups, and the adjectives that the group collected to describe the young Mark Twain were: adventurous, patriotic, romantic, and humorous; Another group of adjectives collected to describe old age Mark Twain were: cynical, bitter, satirical, and miserable. Through the comparison and discussion of these adjectives, the students understood that the reason for the change in Mark Twain's personality came from the hardships and grief of life.

Task2(Keywords collection): What jobs did Mark Twain do?

As a result of this class activity, Mark Twain was found to have worked as a Tramp Printer, River Pilot, Guerrilla, Prospector, Reporter, Correspondent, and Writer. Mark Twain has worked a lot in his life, and behind each job is a reflection of American social events in different periods. During Mark Twain's time as a printer, American society was

prosperous. When Mark Twain was a navigator, he reflected the social life of the Mississippi River Coast in the United States. When Mark Twain was a partisan, he reflected the social upheaval of the American Civil War. When Mark Twain was a gold digger, there was a "Gold Rush" in the United States. When Mark Twain was a journalist, he caught up with the westward expansion of the United States. The work of the correspondent reflects the social life of Europe - the sacred earth. Mark Twain's masterpieces, *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*, were inspired by his life in the Mississippi River Valley. Mark Twain's life was full of ups and downs, which were both the hardships and tribulations of his life, and the source of his literary creation.

Task3(Storytelling of major events): Describe the events of the frustrations and hardship that Mark Twain encountered.

Mark Twain suffered repeated failures in his business ventures, the death of his wife and daughter, and his writing career was not without its challenges, and his early works were not immediately recognized. In his later years, Mark Twain's health deteriorated, and he continued to write despite his illness in the last few years. Through the narration of these real events, the students empathized with the difficulties of Mark Twain, and his tenacious and tenacious spiritual strength was spontaneously born.

### ③ Video presentation

During the construction period of this course, the classroom teaching reform and innovation were actively carried out, and on the basis of the traditional classroom PPT report, the video version of the presentation report was innovated and practiced into the online and offline blended teaching of advanced English. Let's take this unit as an example.

Table 2 Mark Twain-A Mirror of America Video version Presentation

unit	Topic of the text	Input facilitation	Scenography
Unit5 Mark Twain- A Mirror of America	Mark Twain – A mirror of America	Young Mark Twain Elderly Mark Twain The Trials of Mark Twain Mark Twain's humor Mark Twain and Major American Events	Scenario 1: Imagine that you are a young reporter from the school news agency, visiting several colleges and universities in Xi'an, completing a questionnaire about Mark Twain and his affairs, and now giving a video report on the questionnaire.  Scenario 2: Suppose the School of Foreign Languages is going to hold a literary salon, and you are one of the speakers, giving a video presentation on the wisdom and inspiration you have received from a master of humor.
Results: 5~10 minute video (with Chinese and English subtitles).			
Team Members: A group of four, each of whom is required to appear on camera.			
Frequency: Two groups of students are selected to present in this unit. At the beginning of the school year, they were divided into groups and assigned reporting tasks. These two groups of students will no longer make video presentations for other units. In this way, it is possible to ensure that each unit has a comparative reference, and the groups learn from each other, and at the same time, each group does not need to participate in the report of each unit, so as to ensure the "quality" of the task output.			
Note: This example is just for demonstration, and the specific scene design can be designed by students and played freely.			

### ④ Self-evaluation of learning effectiveness

Teachers publish a "Voting Questionnaire" on the Curriculum Learning Platform for students to conduct self-evaluation and exchange and mutual learning on the learning situation of this unit. Refer to Table 3.

Specifications	answers	
1) I can talk about the geographic map of Mark Twain's life.	Yes	No
2) I can understand the pragmatic effects of figures of speech.	Yes	No
3) I can translate Mark Twain's quotations on his attitudes.	Yes	No
4) I can express freely about Mark Twain's attitudes towards life and work.	Yes	No

(3) After-school consolidation

After class, the teacher publishes the writing task on the online platform of the course: My favorite Chinese writer. (One of my favorite Chinese writers). In this way, after learning the study of Mark Twain in this unit, students will write in English, writing to Chinese writers, firstly, to train their pen expression skills, and to compare the themes, language styles, literary attainments, personality charm, and major social events of Chinese and Western writers, and deepen their understanding of literary works, writers' life experiences, and Chinese and Western cultures.

Secondly, the teacher posted a task on the online platform, allowing students to upload Mark Twain's famous quotes and sentences, and discuss their personal understanding and feelings, so as to sublimate the learning connotation of the text.

Finally, let the students partner freely to have a conversation on the topic of "The Shining Point in Me", and upload the conversation audio to the course learning platform, and the whole class can communicate and share.

3. Exploration and Innovation of Online and Offline Blended Teaching of Advanced English

The advanced English teaching content is rich, and there is still a lot of room for the expansion of the course teaching content, and through the support of the class QQ group, POA theory and the support of the Chaoxing Learning Platform, the work of further exploration is still continuing. The current curriculum teaching innovation and practice activities are as follows:

(1) Integrate the video version of the presentation into the teaching practice of online and offline blended courses<sup>[5]</sup>

The students in the class are grouped according to the number of students, and each group is responsible for the debriefing of two units per semester. At the beginning of the school year, they are divided into groups, and the specific units are determined by lot.

There are two groups in each unit that participate in the presentation. In this way, it is possible to ensure that each unit has a comparative reference, and the groups learn from each other, and at the same time, each group does not need to participate in the report of each unit, so as to ensure the "quality" of the task output.

Table 4 Sample design case of the video version Presentation

unit	Topic of the text	Input facilitation	Scenography
Unit2 Bards of the internet	Web text	Advantages of Web Text Disadvantages of online text Internet buzzwords	Scenario 1: Imagine that you are a Chinese student in the UK, how would you introduce the popular internet terms on Chinese university campuses to your friends in the UK?  Scenario 2: Imagine that you are an online writer who travels back in time to Flaubert's time, and you want to ask Flaubert for strategies to make your descriptions more vivid in your writing.
Results: 5~10 minute video (with Chinese and English subtitles).			
Team Members: A group of four, each of whom is required to appear on camera.			
Frequency: Each group is responsible for the presentation of two units for the semester. At the beginning of the school year, they are divided into groups, and the specific units are determined by lot. Depending on the class size, there are two groups in each unit to participate in the presentation. In this way, it is possible to ensure that each unit has a comparative reference, and the groups learn from each other, and at the same time, each group does not need to participate in the report of each unit, so as to ensure the "quality" of the task output.			

(2) Integrate and optimize existing teaching materials and teaching resources

In the context of data empowerment, in view of the actual learning situation of students in Xi'an Innovation College of Yan'an University, the textbook is selected from the fifth and sixth volumes of He Zhaoxiong's comprehensive course, which is rich in themes, and the length and difficulty are very suitable for the actual situation

of students in this school. The difficulty of students' comprehension and mastery of language passages alone is bound to be greatly increased, and the ideological and political effect of the course cannot be guaranteed. On the basis of integration and integration, the course team kept pace with the times, and first selected the content of a unit of Zhang Hanxi's version of Advanced English as a supplement, so as to broaden the breadth of ideology and politics in the course, and secondly, let students understand more topics. This unit is the first unit of Book 1, "Face to Face with Hurricane". In the later stage, the second volume of "Love is a Fallacy" is selected, and the content selection of these two units is very suitable for the reality of curriculum teaching in the post-epidemic era and the reality of college students' campus life.

#### 4. Conclusion

The exploration and practice of online and offline blended teaching is not a day's work, the exploration of advanced English course education and teaching is of far-reaching significance, the systematic curriculum system is also being considered, and the integration with similar courses also requires communication and collaboration, and even the integration of the entire liberal arts course is necessary. In the context of the construction of the new liberal arts, it is suggested that the communication and sharing between colleges and universities, between teachers and teachers, between teachers and students, and between students should be strengthened, instead of only engaging in individual course teaching behind closed doors.<sup>[6]</sup> Secondly, it is necessary to shift the focus of curriculum teaching from the teaching of course language materials to the evaluation of the actual educational effectiveness of the curriculum.

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