

## 摘 要

语法是提高语言水平的基础，在高中英语学习中占据着十分重要的地位。《普通高中英语课程标准（2017年版2020年修订版）》提出高中英语课程应着力提高学生的学科核心素养，语言能力是学科核心素养的重要组成部分。语言能力的培养离不开学生对语法知识的掌握与运用。研究表明，当前我国高中英语语法教学方式相对单一，教学效果不够理想，学生语法学习动机不强，“学用分离”的现象仍广为存在。文秋芳（2014）教授提出的产出导向法（Production-Oriented Approach，下文简称 POA）为解决英语教学中存在的“学用分离”现象提供了新思路。发展至今，其理论体系已逐渐完善并在各类高校及中学课堂中得到实践。

基于以上背景，本研究以输入假说、输出假说、选择学习假说和以评为学假说为基础，将 POA 与高中英语语法教学相结合，就以下两个问题展开研究：（1）将 POA 应用于高中英语语法教学，对高中学生的语法学习动机（动机包括学习价值、努力程度、外在需要、学习情境和内在兴趣）有何影响？（2）将 POA 应用于高中英语语法教学，对高中学生的语法成绩有何影响？本研究以河南省驻马店市某中学的高一两个班的学生作为研究对象开展实验研究，实验时间为四个月。本研究使用调查问卷、访谈提纲、语法测试卷等研究工具，并借助 Excel 和 SPSS 26.0 软件对实验数据进行收集、整理和分析。

研究发现：（1）与实验前相比，实验班学生对语法学习的动机显著提升。对学生学习价值、努力程度、外在需要、学习情境和内在兴趣五个维度均有一定

的促进作用。（2）随着实验的推进，两个班学生的英语语法成绩都有所提高，但实验班学生成绩的提高比对照班更为显著。这说明 POA 理论指导的语法教学在一定程度上有助于提高学生的英语语法成绩。综上所述，本研究证实了产出导向法在高中英语语法教学中的有效性，希望能为今后的高中英语语法教学提供可借鉴思路和建议。

**关键词：**产出导向法 (POA)；高中英语；语法教学；学习动机

## Abstract

Grammar is the foundation for improving language proficiency and plays a very important role in senior high school English learning. *The National English Curriculum Standards for General Senior High School* (2017 Edition, 2020 Revision), (hereinafter referred to as the “NECS (2020)”) put forward that senior high school English curriculum should focus on improving students’ subject core literacy. Language competence is an important part of the core literacy. The cultivation of language competence is inseparable from the students’ mastery and application of grammar knowledge. The research shows that the current English grammar teaching methods in senior high schools in China are relatively single. The effect of classroom grammar teaching is not ideal, and students’ motivation for grammar learning is not strong. The phenomenon of “separation of learning and application” is still widespread. The Production-oriented Approach (POA) proposed by Professor Wen Qiufang (2014) provides a new way to solve the phenomenon of “separation of learning and application” in English teaching. So far, its theoretical system has been gradually improved and put into practice in various colleges and middle schools.

Based on the above background, this study is based on the input enabled hypothesis, output driven hypothesis, selective learning hypothesis and assessment promoting learning hypothesis, and combines POA with high school English grammar teaching to study the following two issues: (1) How does the application of POA in English grammar teaching in senior high school affect the motivation of senior high school students in grammar learning (motivation includes learning value, effort level, external needs, learning context and intrinsic interest)? (2) How does the application of POA to English grammar teaching in high school affect the grammar scores of high school students?

In this study, the students in two classes of Grade 1 in a senior high school in Zhumadian City of Henan Province were selected as the research subjects to carry out the experimental research. The experiment lasted for four months. In this study, research tools such as questionnaire, interview outline, grammar test paper, and Excel and SPSS 26.0 software were used to collect, organize and analyze experimental data. The findings are as follows: (1) Compared with before the experiment, students’ motivation for learning English grammar is significantly improved. It plays a positive role in promoting

students' learning value, effort level, external need, learning situation and intrinsic interest. (2) With the progress of the experiment, the English grammar scores of students in both classes have been improved, but the improvement of the scores of students in the experimental class is more significant than that in the control class. This shows that grammar teaching guided by POA theory can help improve students' English grammar scores to some extent. In summary, this study confirms the effectiveness of POA in senior high school English grammar teaching, and hopes to provide reference ideas and suggestions for senior high school English grammar teaching in the future.

**Keywords:** Production-oriented Approach (POA); senior high school English; grammar teaching; learning motivation

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## **Chapter One Introduction**

English grammar is an essential part in English learning. During the process of learning, grammar teaching in senior high school exerts a vital influence on the improvement of students' grammatical Competencies. Therefore, the author tries to conduct empirical research under the guidance of Production-Oriented Approach (POA) in this field. This chapter is a concise introduction of the whole thesis, which includes the research background, research significance, research methods, research questions and the structure of the thesis.

### **1.1 Research Background**

*The National English Curriculum Standards for General Senior High School* (2017 Edition, 2020 Revision), (hereinafter referred to as the “NECS (2020)”) points out that the English curriculum for senior high schools plays an important role in educating students, aiming to develop the core qualities of English subjects such as language ability, cultural awareness, thinking quality and learning ability of students, and implement the fundamental task of cultivating morality and educating people. In addition, NECS (2020) also requires teachers to further enhance students' English grammar awareness in a richer context. Teachers can guide students to understand and apply new grammar knowledge through various teaching and practical activities. Whether it is for the purpose of taking an exam or communicating, it is necessary to have a solid grammar foundation (Cheng Xiaotang, 2020). Grammatical knowledge includes lexical knowledge and syntactic knowledge. In the use of language, grammatical knowledge is a unity of form, meaning and use. It is closely connected with phonetics, vocabulary, discourse and pragmatic knowledge, and directly affects the accuracy and appropriateness of language understanding and expression.

Grammar teaching plays a very important role in senior high school English teaching. It is also worth thinking about what problems exist in the current grammar

teaching in China and how teachers teach grammar in the context of the new curriculum reform. In the actual teaching, teachers and students are under the pressure of

exam-oriented view and take the score as their own duty. It is easy for teachers to form a self-centered cramming teaching, and it is difficult for students to reflect the main position and play a positive role (Zhang Yifeng, 2020). From a short-term point of view, for most high school students, they just work hard to learn English in order to get a good score in the college entrance examination. At present, the college entrance examination adopts the form of written examination, which still pays more attention to language knowledge and less attention to oral communication skills. Reading and writing are closely related to grammar and account for a large part of the test paper. The third part of the test paper is language use, including cloze test and grammar cloze test, which mainly checks the students' grammar knowledge. Therefore, if students want to get good grades, they have to strive to master grammar. In short, the requirements of the NECS (2020) and the actual goals of students' English learning show that grammar learning is of great importance and necessity.

After observing, summarizing practical experience and consulting relevant literature, it can be concluded that there are the following major problems in English grammar teaching in senior high schools: (1) At present, there are many researches on English learning motivation, but the enthusiasm of students in English learning has not been effectively stimulated, and the motivation level of senior high school students in English grammar learning is weak (Li Ling, 2011). (2) Grammar itself is more abstract, cumbersome and complex, and the daily teaching mode is too boring and rigid. Students can master grammar rules in Teachers' teaching. But some students cannot use grammar correctly in practice, and their English grammar scores are not ideal (Li Caixia, 2015).

POA is different from other learning methods. It advocates learning as the center. While paying attention to students' participation, it cannot weaken teachers' leading role in teaching (Wen Qiufang, 2020). Its teaching principles is centered on "learning centered theory", "learning and application integrated theory" and "holistic education theory". This concept conforms to the requirements of high school English teaching, and is consistent with the goal of high school English teaching today. POA divides the teaching process into three links of "motivating, promoting and assessing". These three links are gradual and linked. POA advocates creating real communication scenes for



students in the motivating link to arouse students' learning interest and intrinsic motivation. In the enabling link, students gradually complete the output task through input learning materials to achieve accurate and appropriate language output. In the assessment link, teacher-student cooperative evaluation develops students' autonomous learning ability. The Input enabled hypothesis, the output driven hypothesis, the selective learning hypothesis and the assessment promoting learning hypothesis have a good inspiration on how to better carry out the current high school English grammar teaching. It also has a positive impact on better handling the key and difficult links in senior high school English grammar teaching.

Based on this situation, high school English grammar teaching combined with POA theory can improve the current situation of "separation of learning and application", and improve students' enthusiasm and initiative in English grammar learning. In this way, students can master the methods of learning grammar while learning grammar well.

## **1.2 Research Purpose and Significance**

POA enriches the domestic English teaching theory. A large number of scholars have put research and practice into each stage in order to improve the effect of English classroom teaching. The teaching principles of POA is in line with the requirements of the new curriculum reform, which is conducive to the cultivation of all-round development talents for the country. This study uses POA theory to guide high school English grammar teaching, in order to explore the impact of this method on students' grammar learning motivation and achievement.

On the one hand, this paper hopes that this method can stimulate students' learning motivation and improve students' confidence in English grammar learning. At the same time, it can also reduce the burden of high school students' grammar learning and improve the effect of high school English grammar teaching. On the other hand, it is hoped that the application of this method can be conducive to the development of high school students' grammar knowledge. On this basis, teachers use this teaching method to help students improve the accuracy and proficiency of grammar, and then make students' grammar scores gradually improve greatly.

### (1) Theoretical significance

POA theory consists of a number of “motivating - facilitating - assessing” cycle chain, all the teaching tasks and processes are detailed, each link also has a certain implementation standard, from a macro perspective to guide English teaching, has a strong theoretical. However, how to put English teaching into practice based on POA theory is worth studying by many scholars. Different class types, teaching objects and teaching styles will have a great impact on the practical effect. This study takes POA theory as the guidance for grammar teaching design, and puts it into classroom practice. Every class is implemented in accordance with the link of “motivating - facilitating - assessing”, constantly reflecting on and improving the teaching design, so as to improve the efficiency of high school English grammar teaching and enrich the theory of high school English grammar teaching.

## (2) Practical significance

Grammar is the most important and difficult part of English learning for senior high school students, and grammar teaching methods are also the aspects of continuous improvement in current senior high school teaching. At present, the English grammar teaching in senior high school has some problems, such as students memorizing grammar rules mechanically and not using grammar rules in reading, writing and oral communication. In view of the targeted problems existing in Chinese students, POA theory provides teachers with a new teaching model through the process of “motivating - facilitating - assessing”. The “motivating” section is equivalent to the warm-up section before the formal start of the course, which can effectively stimulate students’ curiosity about the new knowledge or stimulate the existing background knowledge. In the “facilitating” section, tasks are divided into multiple sub-tasks, and output exercises are carried out under the premise of sufficient input materials to reduce the difficulty of tasks and reduce the gap between input materials and output tasks. There are two kinds of “assessment” links, immediate and delayed. Teachers can use real-time assessment to understand students’ learning situation and adjust teaching progress. Delayed assessment can help teachers master the learning effect of students in the whole class, and then make adjustments in the subsequent teaching. POA theory has practical significance for teachers to improve English grammar teaching and promote students' grammar learning.

## **1.3 Structure of Thesis**

This thesis is divided into six parts. The first part is the introduction. This part mainly introduces the research background, research purpose and significance and structure of thesis. The second part is literature review. This paper mainly introduces the research of grammar teaching, the related concepts of POA, and the application of POA in grammar teaching. The third part is the theoretical basis. The input enabled hypothesis, output driven hypothesis, selective learning hypothesis and assessment promoting learning hypothesis are introduced. The fourth part is the research design. This part mainly introduces research questions, research subjects, research methods, research procedures and teaching design. The fifth part is the results and discussion. This part mainly introduces the statistics and analysis of grammar test data, as well as the results and analysis of questionnaires and interview. The sixth part is the conclusion, which mainly introduces the major findings, research implications and limitations and suggestions.

## **Chapter Two Literature Review**

This chapter analyzes and summarizes the POA theory, the current research status of English grammar teaching at home and abroad, and the research on the combination of POA theory and English grammar teaching, excavates the gaps and shortcomings of previous studies, in order to lay the foundation for this research.

### **2.1 Concepts of Key Terms**

POA is proposed by Professor Wen and her team, which aims to solve the problem of “separation of learning from use” in the foreign language teaching in China. After ten years of development, a teaching theory system has formed basically. The theoretical basis of POA, teaching hypotheses, teaching principles and teaching procedures will be introduced in this chapter.

#### **2.1.1 Production-oriented Approach (POA)**

In the 1990s, in the face of various and countless foreign language teaching methods, many scholars proposed that foreign language teaching has entered a “post-method era”, that is, it is difficult for new methods to emerge in the field of foreign language teaching. In this context, Wen Qiufang established the POA based on Krashen’s “input hypothesis”, Swain’s “output hypothesis” and Long’s “interaction hypothesis”. The Production-Oriented Approach (POA), originally known as the “Output-driven hypothesis”, was officially named the Production-Oriented Approach (POA) at the 7th International Conference on English Teaching in China in 2014. Based on an in-depth analysis of the current situation of Chinese students’ foreign language learning, the POA is a foreign language teaching theory with Chinese characteristics, which aims to solve the shortcomings of “emphasizing learning over using” and “separating learning from using”. POA is also known as the “native” foreign language teaching theory. Since its inception, POA has attracted wide attention from scholars at home and abroad. In the process of its development, it has continuously gathered the wisdom and strength of

many outstanding scholars, constantly discovered problems, and constantly innovated. So far, its theoretical system has been gradually improved and widely practiced in various universities and middle schools.

At the beginning of the establishment of POA, scholars mainly studied and constructed its theoretical system from three aspects: teaching principles, hypothesis and process. The theory of learning center, the theory of integrating learning with application, the theory of cultural exchange and the theory of key ability constitute the teaching principles of POA. Teaching principles provides guidance for teaching hypothesis and teaching process. The teaching hypothesis includes the output driven hypothesis, the input facilitated hypothesis, selective learning hypothesis and the assessment promoting learning hypothesis. The teaching process consists of three stages, namely drive, facilitate and assess.

## **2.1.2 English Learning Motivation**

English learning motivation refers to the learning motivation related to English subjects, which reflects the learners' English learning initiative and positivity. Many scholars at home and abroad have given different definitions to it. The famous psychologist, the definition of English learning motivation has been recognized by many scholars and has strong authority Gardner (1985). English learning motivation is defined as the willingness of learners in the process of English learning, that is to say, the attitude towards English learning and the time and energy invested in achieving specific English learning goals.

Brown (1988) defined English learning motivation as follows: The learning object is to achieve the English learning goals. The extent of the effort being put in. In 1994, Ellis defined English learning motivation as the efforts made by learners out of their own learning desire or need. Some domestic experts believe that English learning motivation refers to the reason and purpose of learning English (Wen Qiufang, 1996). Liu Donglou (2002) pointed out that English learning motivation is manifested in the following three aspects. First, the purpose of the learning target field. The second is the effort put into achieving the goal. The third is continuity of effort. Qin Xiaoqing (2003) pointed out that English learning motivation is the time and energy learners put into English learning in

and out of class. Although domestic and foreign scholars have different expressions of English learning motivation, most of them talk about English learning goals and learners' efforts.

In the classification of English learning motivation, scholars hold different views. From the perspective of sociolinguistics, Canadian scholars Gardner & Lambert (1972) classified English learning motivation into integrated motivation and instrumental motivation. Among them, inclusion motivation is mainly related to learners' interest in the target language, while the latter is mainly related to external interests or benefits. The cognitive psychology school divides learning motivation into internal motivation and external motivation (Du Fuxing, 2003). The former refers to the motivation generated by the learning object's own interest in a task, while the latter refers to the learning object's motivation stimulated by external factors such as rewards and recognition of a task. In other words, intrinsically motivated English learners can conduct English learning through their own satisfaction and learning interest, which is related to their sustained success. Externally motivated learning objects are more likely to be induced by external factors (Williams & Burden, 1997).

Brown (1988) divides English learning motivation into three dimensions. First, overall motivation refers to learners' overall state and attitude towards English learning. The second is situational motivation, which mainly refers to the motivation shown by learners in different situations, such as language acquisition in natural situations or learning English in English classes. The third is task motivation, that is, the learning motivation reflected in specific tasks when learning English. Dornyei, a famous Hungarian scholar, proposed the theory of three-dimensional framework in 1997. He advocated the study of English learning motivation from three aspects: learning context, learner and language, among which learning context is the most complex factor (Dornyei 1998). This model reflects the complexity and diversity of English learning motivation from a macro perspective.

Wen Qiufang (2001) takes educational psychology as a research perspective and divides English learning motivation into surface motivation and deep motivation from the level of learners' learning behavior. The first one comes from external factors and is related to the future of the learning object, while the second one comes from learners' interest in the target language and its culture. Gao Yihong (2003) conducted a survey on

the learning motivation of 2,278 Chinese undergraduates in learning English, and summarized the motivation into the following seven types: social responsibility, achievement, going abroad, learning situation, personal development, intrinsic interest and information media. Bao Qin (2005) classifies English learning motivation into five dimensions: learning value, effort, external need, learning situation and internal interest. Based on the study of Gao Yihong, Liu Honggang (2014) classifies junior high school students' motivations for English learning into the following seven types: face motivation, achievement motivation, personal development motivation, going abroad motivation, intrinsic interest motivation, social responsibility motivation and situational motivation. Hu Xiaohua (2023) believes that learning motivation answers questions such as the reason for students' learning, the practical use of learning effect and the final destination. In other words, learning motivation represents the learner's initial intention and motivation for learning.

After a comprehensive analysis of the connotation of English learning motivation by many domestic and foreign scholars, this study believes that English learning motivation refers to the learners' continuous efforts to achieve a certain goal in the process of English language learning. According to Bao Qin, English learning motivation of high school students is classified. This study will adopt the viewpoint of this researcher and divide English learning motivation into the following five dimensions: learning value, effort level, external need, learning situation and intrinsic interest.

## **2.2 Studies on Grammar Teaching at Home & Abroad**

English grammar has always been the focus of attention of scholars at home and abroad. By the 1990s, there was a consensus about the importance of grammar, and there was no doubt about it. This section will discuss and analyze the current research situation of English grammar teaching at home and abroad.

### **2.2.1 Studies on Grammar Teaching Abroad**

Most of the foreign researches on grammar teaching have affirmed the importance of grammar teaching and constantly tried new ways of grammar teaching. In 1586,

William Bullokar published the Pamphlet for Grammar (Brief Grammar), which is known as the first English grammar book. However, at that time, people believed that language was gradually acquired through continuous use and did not approve of fixed grammar teaching, and this book did not play an obvious role in actual English teaching. In the 18th century, in the English schools run by the native English people, students first focused on learning traditional English grammar, and the core of language teaching was grammar teaching. Since the 19th century, people have gradually realized that grammatical translation pays too much attention to reading and translation ability, and neglects the cultivation of other language skills, which brings many drawbacks.

In the 20th century, Krashen (1981) argued that language knowledge learned consciously cannot be converted into learners' unconscious language ability, so language is not learned through formal learning, but gradually acquired in the process of natural contact with corpus. Swain (1985) and other scholars found that even if learners are exposed to a large amount of corpus, they still cannot use certain grammar correctly, so formal grammar teaching is necessary. Ellis et al. (1991) found that formal grammar teaching can deepen students' memory of language knowledge and promote students' second language acquisition. Fotos (1991) found that formal grammar teaching can deepen students' memory of language knowledge and promote students' second language acquisition. Ellis (2003), based on previous studies, proposed that the explanation of grammatical forms could be combined with oral communication in order to better improve learners' language ability. By combing the literature, we can see that grammar knowledge can be better acquired only through formal teaching, and long-term or even continuous grammar teaching is more conducive to the development of implicit language knowledge.

In general, the study of grammar teaching appeared earlier in foreign countries. Grammar teaching was not paid attention to at the beginning, and then developed into a great emphasis on grammar teaching. Later, with the development of linguistics and psychology, the status of grammar teaching rose and fell. Grammar learning is very beneficial to the improvement of language ability and communicative ability. NECS (2020) (2020) requires that high school English courses should focus on improving students' learning and application ability of language knowledge and improving students'



motivation for English grammar learning. Grammar teaching has received more and more attention.

### **2.2.2 Studies on Grammar Teaching at Home**

Since grammar ability is the key to listening, speaking, reading and writing, Chinese scholars have been keen on studying grammar teaching since this century. Xiang Mingyou (2008) proposed to enhance students' interest and motivation in grammar learning, improve students' autonomy, and integrate grammar teaching with knowledge and language skills. Chen Jianlan (2012) claimed in the research that grammar teaching can follow three main principles: (1) Stimulate students' interest in learning. (2) Take life as the source. (3) Pay attention to the cultivation of students' grammatical ability. Song Liming (2015) believes that for grammar teaching, vocabulary teaching, reading teaching and writing teaching can be carried out respectively to make students feel the meaning of grammar, summarize grammar rules and improve their motivation for grammar learning.

Tan Xia (2018) adopted the task-based teaching method in the grammar teaching experiment. She pointed out that if teachers can design tasks with reasonable difficulty and give students the opportunity to show themselves in different group activities, junior high school students' interest, confidence and learning efficiency in grammar learning can be improved. Yu Liping (2019) emphasized in her article that the penetration of core literacy into junior high school English grammar has become an important task of English teaching. In order to improve the efficiency of students' grammar learning and cultivate the core literacy of students' grammar learning ability, teachers should continue to innovate and use situational teaching to better improve students' perception of grammar function, so as to promote students' grammar learning motivation. Domestic scholars' research on grammar teaching is endless, and is becoming more and more perfect. Grammar teaching plays a very important role in high school English teaching.

### **2.3 Studies on POA at Home & Abroad**

Professor Wen Qiufang mentioned the POA in China in 2015. This theory is a foreign language education teaching theory combined with the current situation of English teaching in China. It always adheres to the principle of theory guiding practice

and practice optimizing theory to update theory. Next, the author will conduct a detailed analysis of the research status of this theory at home and abroad.

### **2.3.1 Studies on POA Abroad**

The teaching mode of “POA” starts with input and ends with output is to some extent borrowed from Krashen’s “Input enabled hypothesis” and Swain’s “output driven hypothesis”. Krashen (1981) first put forward the view of “language input theory”, arguing that learners may acquire more understandable languages and understand them in a certain context, so that they can naturally master sentence structure and grammar rules. Swain supplement the view of “language input theory” and put forward the “output driven hypothesis” in 1985, arguing that to become a successful language learner, it is not enough to rely on language input, and one can have a lot of output practice to truly master the language. Bygate (2016) and others also prove the importance of language output to language acquisition from different perspectives. Ellis believes that theoretical and practical training of teachers is essential to maximize effective teaching. At the same time, he emphasizes the importance of student interaction and teacher assessment from the perspectives of teaching and teaching. Finally, Ellis (2017) believes that the comparison with other teaching methods can more intuitively and appropriately demonstrate the effectiveness and feasibility of POA in teaching. Cumming (2017) encourages the expansion of the application fields and research objects of the POA. Matsuda (2017) believes that POA is a synthesis and enhancement of the hypothesis of language input and output, and affirms the joint effect of language input and output on foreign language learning. In addition, he stresses the importance of teacher professional development in foreign language teaching.

Most of the foreign researches on grammar teaching affirm the importance of grammar teaching and constantly try new ways of grammar teaching. Swain (1995) believe that grammar teaching plays an increasingly important role in language learning. Ellis (2002) points out that grammar teaching is not a teaching process in a short period of time, and longer or even uninterrupted grammar teaching is more conducive to the development of implicit language knowledge. Larsen-Freeman (2005) believes that

grammar is a kind of skill, which can be improved through repeated practice just like listening, speaking, reading and writing skills in foreign language learning.

### **2.3.2 Studies on POA at Home**

In 2008, Professor Wen Qiufang put forward the output-driven hypothesis and the initial idea of English major teaching reform. The output-driven hypothesis can promote the reform of English teaching and at the same time make the distance between input and output become shorter. In 2013, Professor Wen Qiufang discussed the feasibility of the realization of the output driven hypothesis, and proved the feasibility of the theory in 2014. Output-driven hypothesis can improve students' motivation and achievement in English grammar learning.

In 2015, Professor Wen Qiufang established the theoretical system of POA (POA), proposed three aspects: teaching principles, teaching hypothesis and teaching link, and added the teacher-student cooperation assessment to the theory in 2016. Professor Wen Qiufang officially proved in 2017 that POA theory was a new teaching method and was suitable for the reality of Chinese students. The teaching process of POA included three links: motivating, facilitating and assessing (Wen Qiufang, 2015). Professor Wen Qiufang (2020) pointed out the design elements of the motivating link, scholar Qiu Lin (2019) analyzed how to efficiently facilitate the link, and scholar Sun Shuguang (2019) interpreted the last assessment link and provided examples. Scholar Zhang Yifeng (2020) provided a comprehensive explanation of the implications of POA for high school teaching.

In short, POA theory is a new and complete teaching theory system with Chinese characteristics. In recent years, there has been an increasing number of research based on POA theory, with new findings and shortcomings. These research results provide us with reference and inspiration. At present, research on the POA theory mainly focuses on theory and university practice. Research has found that POA theory is an effective method to improve the English proficiency of college students. There is little experimental research on the effectiveness of this theory in high school English grammar teaching. There are a considerable number of research papers in the academic community on the POA. Studying and reflecting on the practical status and existing problems of this

theory in high school English teaching in China not only has theoretical value but also practical significance for improving the quality of high school English teaching.

In summary, the researchers first mainly applied the POA to foreign language teaching in higher education institutions and teaching Chinese as a foreign language, mainly in foreign language writing, reading, and speaking teaching, and thus improved the teaching process of the POA and put forward relevant suggestions. Later, it was gradually applied to middle school English teaching and its impact was studied.

## **2.4 Studies on POA in Grammar Teaching**

In order to understand the application of POA theory in English grammar teaching and refer to the research process and experience of scholars, and provide literature support for this study, the author searched for literature on CNKI using keywords such as “POA”, “production-oriented approach”, and “English grammar”. The relevant research presented was relatively small, mainly concentrated in higher education, and there was little research in high school. Moreover, research on POA has mostly focused on the combination of writing, speaking, and reading classes, with relatively few studies combining it with grammar teaching. Peng Jinlin and Wang Shanzhen (2019) analyzed the teaching of English grammar in middle schools based on the POA theory, taking the modal verb perfect aspect as an example. They suggested that “learning guidance” is an effective guarantee for the smooth implementation of the theory. Xun Qingyun (2020) conducted an empirical study mainly focusing on pre - and post test, supplemented by test papers, to explore the operability and effectiveness of POA in teaching English subjunctive mood grammar in high schools. After a month of teaching experiment, the post test showed that the use of POA theory is superior to traditional 3P grammar teaching methods, and students’ communicative willingness level has been improved. Sun Feng and Dou Hongmei (2020), two scholars, applied POA theory to design a college grammar class using nonfinite verbs as an example. A one semester grammar teaching experiment was conducted on 24 second year students majoring in applied English in normal colleges. The results showed that applying POA to English grammar teaching is beneficial for improving students’ learning enthusiasm and reducing their psychological anxiety.

However, by analyzing the teaching example of “nonfinite verbs” based on POA, it can be seen that the design of enabling link is not completely consistent with the “accuracy”, “gradualness” and “diversity” required by POA enabling link, and should be improved. Fang Minying (2021) explored the impact of POA on high school students’ attitudes towards grammar learning and practical application of grammar knowledge through a four months teaching experiment. The results showed that compared to the control class, the experimental class students had a change in their attitude towards grammar learning, stronger motivation for output, and improved accuracy in using grammar. Qiu Wei (2021) proposed suggestions based on the theory of POA for the current problems in English grammar teaching. Specifically, teachers create an ecological environment for English grammar classrooms and assessment methods by using topic driven, multi-dimensional assessment methods, and information technology support, in order to ensure the output quality of grammar teaching.

In the thesis, there is relatively little research on high school English grammar teaching guided by POA theory, while there is a large amount of research on high school English writing teaching guided by POA theory, followed by reading teaching research, indicating that the research on POA theory in high school English grammar teaching needs further expansion.

## **2.5 Summary**

Through literature review, it has been found that current research on POA theory mainly focuses on theory and university practice. Most researchers have proven that POA theory is an effective method to improve the English proficiency of college students. The problem of sufficient input and insufficient output exhibited by college English learners in the learning process is similar to the problems that high school students face in English learning. In view of this, this study starts from the perspective of applying POA theory to high school English grammar teaching, and combines the fruitful research results of predecessors to explore the actual teaching effect of this theory.

## Chapter Three Theoretical Foundations

The theoretical basis of this study is POA. This chapter mainly expounds the POA theory from three aspects, including teaching principles, teaching hypothesis and teaching procedures.

For a long time, foreign language classroom teaching in China has followed the concept of “text centered”, which has made students accustomed to understanding foreign language learning as simply mastering English texts. In the new century, to overcome the teaching drawbacks of “text centered” teaching, the teaching principles of “task centered” is quite popular. However, these two teaching principles either emphasize learning over use or put emphasis on learning, and neither of them attaches importance to the value of the combination of learning and use in foreign language teaching.

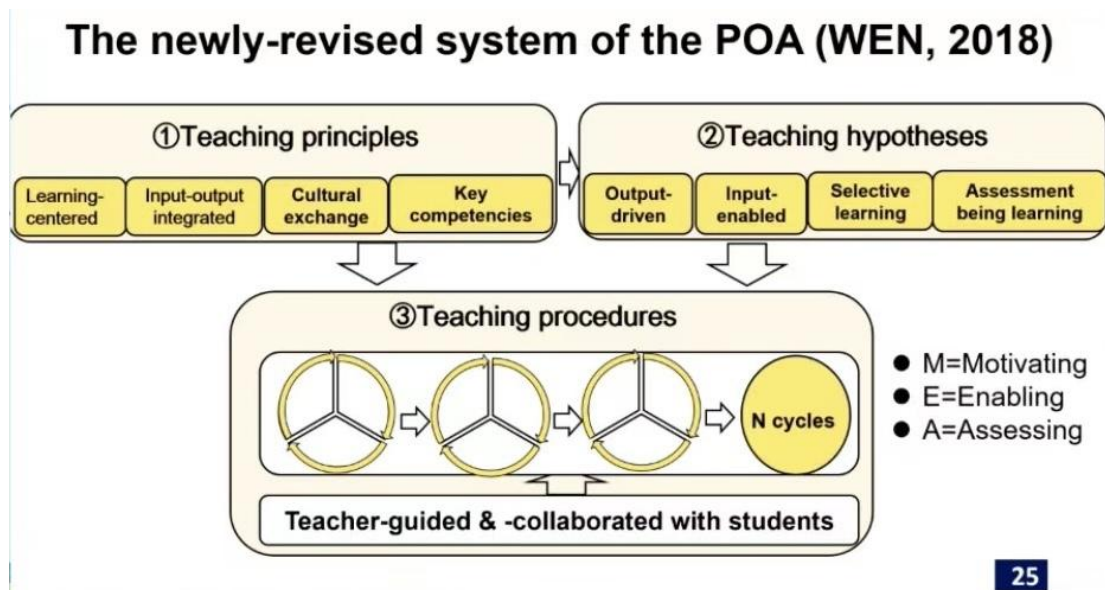


Figure 3-1 Theoretical System of POA (Wen, 2018)

To overcome the drawbacks of “separation of learning and application” in foreign language teaching, the POA theory has been applied, which is composed of teaching principles, teaching hypotheses, and teaching procedures. The specific content of POA theory (see Figure 3-1).

## **3.1 Teaching Principles**

The teaching principles of POA is composed of the learning center theory, the learning-using integration theory, the cultural exchange theory, and the key competencies theory. These concepts provide guidance for the design of teaching processes, determination of teaching content, and measurement of training objectives in POA classrooms.

### **3.1.1 Learning Center**

“Learning Center” holds that the essence of foreign language teaching is not teachers, not students, but “learning”. Both teachers’ teaching activities and students’ learning activities may maximize the generation of meaningful learning and the realization of teaching objectives. Time arrangement and classroom activity format are important guarantees for achieving this concept. Therefore, when teaching high school English grammar, teachers can try to prioritize the quality of students’ classroom learning, carefully arrange the time spent on each teaching activity, and strive to use the limited time for students’ effective learning rather than who has the say. In addition, in order to achieve the teaching objectives, English grammar teaching activities strive to break the situation of teachers’ separate teaching and students’ hard work, and strive to apply various grammar learning activities such as group discussion, group presentation, personal presentation and pairing to the classroom.

### **3.1.2 Learning-using Integration**

“Learning-using integration” opposes the traditional teaching of “emphasizing on learning while ignoring learning” and “emphasizing learning while ignoring application”. In this principle, “learning” refers to input learning, and “using” refers to output. POA advocates that foreign language teaching can cultivate students’ awareness of “combination of learning and application”, and make students realize that input learning and output activities are inseparable in foreign language classroom. Only through the ways of “using in learning” and “learning by using”, can students finally achieve the

learning effect of learning for application and the unity of knowledge and practice. In the traditional high school English grammar teaching, teachers often regard “learning” as the core component of the classroom. Students learn grammar in no more than two ways, either through the teacher’s explanation and practice of grammar rules, or under the guidance of the teacher to find grammar rules. These two grammar teaching methods obviously ignore the value of “use” in grammar.

NECS (2020) points out that “grammar is the unity of form, meaning and use”. Therefore, mastering grammar rules is not the ultimate goal of grammar teaching. It is the value pursuit of grammar teaching to enable students to use grammar correctly, appropriately and reasonably in daily communication. In the grammar class guided by the theory of “learning-using integration”, students are required to master grammar rules and use grammar in various forms of output activities. In the long run, students’ language ability will be effectively developed.

### **3.1.3 Cultural Exchange**

The purpose of “cultural exchange” is to enable students to correctly treat the relationship between native language and target language culture. The realization of this teaching principles takes language as the carrier, and emphasizes that teachers should use “explicit language and implicit culture” or “language with culture” to make cultural exchanges smoothly in silence. Indeed, the purpose of language learning is not only to improve our studies or win chips for future employment, but also to better communicate with the world one day, so that our excellent traditional culture can be understood, respected and recognized by the world, and ultimately promote the equal exchange of Chinese and foreign cultures. Therefore, when teaching English grammar, teachers should selectively integrate Chinese and foreign culture into daily classroom teaching, so that students can feel the cultural charm and strengthen their cultural confidence.

### **3.1.4 Key Competencies**

“Key competencies” emphasizes that foreign language education in the new era must enable students to “solve complex problems in an uncertain complex situation”. The concept includes six key abilities, namely, language ability, cultural ability, critical



thinking ability, learning ability, innovation ability and cooperation ability. Among them, the first four key abilities are seamlessly connected with the four core qualities of English disciplines advocated by NECS (2020). Therefore, when presenting the target grammar, teachers should effectively combine it with the skills of listening, speaking, reading, reading and writing. The setting of grammar production scene should be based on a certain cultural background. When guiding students to carry out grammar production activities, we should pay attention to cultivating students' logical, critical and innovative thinking. In addition, teachers also need to actively teach students learning strategies such as cognitive strategies, meta-cognitive strategies and resource management strategies.

## **3.2 Teaching Hypothesis**

The teaching hypothesis of POA is the theoretical basis of teaching process, which restricts the achievement of goals and effects. It includes: output driven hypothesis, input enabled hypothesis, selective learning hypothesis and assessment being learning hypothesis.

### **3.2.1 Output Driven Hypothesis**

As the name suggests, “output driven” is to take output as the motivating force of language learning. At the same time, output can also be regarded as the goal of language learning. This hypothesis believes that teachers can consciously let students try to complete output activities first in teaching. In this way, students can understand the communicative value of output activities for future personal development, and at the same time, students can clearly recognize their lack of output ability. This kind of activity can well stimulate students' potential learning needs and communication desire. Based on Swain's “output driven hypothesis”, this hypothesis challenges the traditional order of foreign language teaching in China. The reason for this challenge to the traditional “input before output” teaching order is that taking output as the starting point of learning can provide students with the opportunity to “know the difficulties”, and this intentional “hunger” can stimulate students' internal learning motivation.

### **3.2.2 Input Enabled Hypothesis**

“Input enabled” means that under the premise of output driven, teachers provide students with input materials with “pertinence”, “learnability” and “enabling”, so as to promote students’ more efficient learning. The “input enabled” here is quite different from Krashen’s “input enabled hypothesis”. Specifically, the former aims at the classroom teaching process, while the latter points to the theoretical category of second language acquisition. The former emphasizes the close combination of “input” and “output”, while the latter pays attention to the quality and quantity of input. The former believes that input should serve the goal of output, while the latter believes that output is the natural product of input without deliberate training. Therefore, if teachers can provide “expert led” input materials in the process of student’ active interaction and thinking, it will be more conducive to students’ enriching their language knowledge structure than the teacher’s “sheep feeding” classroom management. Based on this, students’ output effect will reach a higher level.

### **3.2.3 Selective Learning Hypothesis**

“Selective learning” believes that goal-oriented focus learning is more efficient than text centered “comprehensive intensive learning”. In other words, teachers should select input materials suitable for output activities from the three aspects of “content”, “language” and “discourse structure” in the teaching process, so that students can choose to focus on learning. Requirements can be relaxed for materials that are not urgently needed for output. The main reasons for this design are: first of all, “individuals’ attention and memory capacity are limited at the same time”. Second, the actual classroom teaching time is also very tight. Experiments have proved that allowing students to carry out selective learning is in line with the objective reality, and also reflects the philosophical thinking of “grasping the main contradiction” (Zhu Yong, 2020).

### **3.2.4 Assessment Promoting Learning Hypothesis**

“Assessment promoting Learning” means that the teaching method of “combination of assessment and learning” can promote the effective realization of teaching more than “separation of assessment and learning”. This hypothesis aims to improve teachers’ full understanding of assessment and effectively overcome the existing defects in traditional assessment. POA believes that assessment and learning or assessment and teaching should not be carried out in isolation in the teaching process, because effective assessment is an important measure to strengthen and sublimate students’ learning. Therefore, teachers should make more efforts in this link, actively explore the learning promoting function of assessment, and make the interactive assessment between teachers and students serve learning more effectively.

## **3.3 Teaching Procedure of POA**

The teaching procedure of POA includes motivating, facilitating and assessing, which is the realization path of teaching principles and teaching hypothesis.

### **3.3.1 Output Task- driven**

The warm-up and introduction process are an essential part of traditional foreign language classroom teaching. Teachers can activate students’ existing schematic knowledge through this process, laying a foundation for efficient learning of subsequent text knowledge. Unlike this, the “motivating” part of POA presents students with possible future communication scenarios and topics, allowing them to try to identify their shortcomings and stimulate their learning enthusiasm. According to different ways of classroom participation by students, motivating can be divided into direct motivating and indirect motivating. The former involves teachers introducing the relevant requirements for communication and output to students, and allowing them to directly attempt to complete the output activity. The latter is when teachers present students with similar micro video tasks that are of similar level and have cognitive challenges, making them aware of difficulties. According to the completeness of the motivating activity process,

drivers can be divided into complex drivers and simple drivers. The former is applicable to teachers who do not understand the learning situation of students. The teacher strictly follows the complete process of “introducing communicative tasks - allowing students to try to complete the output - helping students analyze output difficulties” in teaching. The latter is applicable to teachers who are familiar with students' learning habits. Teachers can flexibly arrange teaching processes, sometimes only involving certain aspects of the former. It is worth noting that “communicative authenticity”, “cognitive challenge”, and “appropriateness of output goals” are the three major indicators for measuring the quality of the motivating stage.

### **3.3.2 Enabling Input Material**

In the enabling process, teachers mainly provide students with appropriate “scaffolding” help to clear the obstacles for students to complete various output activities. At this stage, there is no need to clearly distinguish between input activities and output activities. The teaching principles of “learning-using integration” should run through the whole process of promoting. Teachers design operable output activities for students according to the three output activity conditions of “content, language form and discourse structure”. “Accuracy”, “gradualness” and “diversity” are the reference basis for this link. “Accuracy” means that the enabling activities should correspond to the output goals designed by teachers and the output difficulties in the process of students’ output. “Gradualness” means that the enabling activities should reflect the “process” in the two aspects of language and language skills. In terms of language, enabling activities should realize the transition from words to sentences and then to chapters according to students’ development level. In terms of language skills, the activities start from listening and reading, gradually develop to students’ ability to speak, write and translate, and finally achieve the goal of “doing things” in the target language. “Diversity” refers to whether it is the way of information transmission that reflects listening, speaking, reading, reading and writing. The type of communication that focuses on debate, interview and dialogue, or the rich form of activity organization that is designed to improve the learning effect.

### **3.3.3 Collaborative Teacher-student Assessment**

Assessing is an indispensable stage of POA, and its purpose is to improve the efficiency of “teaching” and “learning”. In the newly revised system, it is emphasized that teachers can use the “immediate” assessment method to evaluate the enabling activities and output results at the same time. The “delayed” assessment can also be applied to the output results. “Immediate” assessment mainly refers to teachers’ appropriate assessment of students’ output results at any time during the teaching process, which helps teachers flexibly grasp the teaching progress. “Delayed” assessment mainly refers to the teacher’s assessment of students’ output activities after class. To make up for the deficiencies of the existing assessment system, POA advocates “teacher-student cooperative assessment”. Under the professional training of teachers, students can reasonably distinguish between primary and secondary in the assessment process, and grasp the main aspects of the problem. The “double subject” principle reflected in this evaluation model can effectively alleviate the burden on teachers and provide a good platform for students to consolidate new knowledge.

## **Chapter Four Research Design**

This chapter introduces the research questions, research subjects, research methods, research process and teaching design. After four months of POA grammar teaching, it aims to study the influence of the theory on students' grammar learning achievements and attitudes. The first section introduces the two main problems of this study. The second section introduces the research object, the students' situation and learning status of the experimental class and the control class. The third section introduces the research methods used in this study, including literature method, questionnaire survey method, interview method and experimental method. The fourth section describes the experimental process of this study. The last section is teaching design.

### **4.1 Research Questions**

The author uses POA theory to teach grammar in a middle school experimental class in Zhumadian for one semester. The students in the experimental class and the control class are taught, tested, surveyed and interviewed to study the following problems:

- (1) How does the application of POA in senior high school English grammar teaching affect senior high school students' grammar learning motivation?
- (2) How does the application of POA in senior high school English grammar teaching affect senior high school students' grammar scores?

### **4.2 Research Subjects**

This study takes the students of Class 7 and Class 8 of Grade 1 in a senior high school in Zhumadian as the research object. The experimental school is a key middle school in Zhumadian City. The new students' English learning experience is similar. They have just experienced the selection of the senior high school entrance examination, and the score difference in the senior high school entrance examination is small. Accordingly, the author randomly selected Class 7 as the experimental class and Class 8 as the control class. Class 7 is an experimental class, which accepts POA grammar

teaching (motivating, enabling, assessing), and Class 8 is a control class, which still uses the conventional grammar teaching method (PPP teaching mode, i.e., grammar teaching through presentation, practice and production). There are 40 students in both classes, and the author is responsible for the teaching task. In addition, the students in both classes had not been exposed to POA theory before the experiment, which provided possible conditions for the experiment. Except for grammar class, there is no difference in other daily teaching arrangements between the two classes.

### 4.3 Research Methods

The research tools used in this study include questionnaires, interviews, and tests. The reliability of this study should be guaranteed from the perspective of students and researchers.

#### 4.3.1 Questionnaire

This study aims to investigate the English grammar learning motivation of high school students by distributing the “General Senior High School Students’ English Grammar Learning Motivation Questionnaire”. After collecting and organizing the questionnaires, the researcher will conduct statistical analysis to understand the subjects’ motivation for learning English grammar. The questionnaire, developed by Bao Qin (2005), covers five dimensions: learning value, effort, external requirements, learning context, and intrinsic interest. The questionnaire consists of 20 questions scored using a Likert five-point scale method, with all items employing a positive scoring approach.

Table 4-1 Distribution of English Grammar Learning Motivation

Dimensions	Items
Learning Value	① I study English grammar to adapt to the continuously changing society. ② Fluent oral skills and correct usage of grammar are symbols of one's level of education and cultivation. ③ Studying English grammar enables me to become a knowledgeable individual.

Continued table 4-1

Dimensions	Items
Effort	④ Mastering English grammar is important to me. it is extremely useful for entering society and job-seeking.
	⑤ Before English class, I like to preview the grammar content that will be studied.
	⑥ I conscientiously complete all the English grammar assignments given by the teacher.
	⑦ Outside of class, I take the initiative to read English newspapers and magazines to train my grammatical skills.
External Requirements	⑧ During English class, I like to actively participate in various grammar teaching activities.
	⑨ I study English grammar because my parents/school require it of me.
	⑩ I study English grammar to pursue education abroad.
	⑪ I study English grammar to prepare for a major in English.
Learning Context	⑫ My primary reason for studying English grammar is to prepare for the college entrance examination.
	⑬ The outcome of examinations often influences my enthusiasm for learning English grammar.
	⑭ I enjoy English grammar classes that are lively, engaging, and interactive.
	⑮ I often discuss with classmates the gains I've made in learning English grammar.
Intrinsic Interest	⑯ I like to discuss with classmates the methods of learning English grammar.
	⑰ A fondness for English songs/movies has greatly sparked my interest in English grammar.
	⑱ I study English grammar out of an interest in English-speaking countries and their cultures.
	⑲ I enjoy learning languages.
	⑳ I enjoy studying English grammar.



Additionally, the response options for each item range from “strongly disagree” to “strongly agree”, corresponding to scores of 1 through 5, respectively. The specific distribution of items for each dimension is as follows: Learning Value: 1, 2, 3, 4. Effort: 5, 6, 7, 8. External Requirements: 9, 10, 11, 12. Learning Context: 13, 14, 15, 16. Intrinsic Interest: 17, 18, 19, 20, with the specific distribution shown in Table 4-1.

### **4.3.2 Grammar Tests**

This study implemented two tests, the pre-test and the post test, in order to better compare the grammar learning of the experimental class and the control class, and understand the effect of grammar teaching based on the POA. In order to ensure the validity and reliability of the test paper, in order to ensure the validity and reliability of the test paper, the pre-test paper of this study is from the first joint test paper of the first semester of Grade 1 (see Appendix B), and the post-test paper is from the second joint test paper of the first semester of Grade 1 (see Appendix C). The two test papers were jointly prepared by the teachers of the Grade 1 group of senior high school, with the same type of questions and the same difficulty. The pre-test and post test papers selected the part of knowledge application in the joint test paper, including two test questions of cloze test and grammar cloze test, with a total score of 30 points. It contains all the key grammar knowledge that students have learned in stages.

### **4.3.3 Interview**

This study uses the method of interview, and designs the interview outline by combining the survey results of the questionnaire. The author randomly selected 3 subjects from the high, medium and low-level groups according to the subjects' English scores, and a total of 6 subjects were interviewed. The interview outline mainly focuses on English learning motivation to set questions, in order to confirm the survey results of the questionnaire. The outline of the interview is as follows:

#### **(1) Outline of the first interview**

- ① Are you satisfied with your grammar study? Why?
- ② How does your English teacher teach English grammar? Do you like the teacher's English grammar teaching method?

③ What are your own methods and skills for learning grammar? How would you like your teacher to help you learn grammar well?

**(2) Outline of the second interview**

① Do you think the grammar teaching guided by POA theory can help you learn grammar well? In what ways has it helped you?

② What do you think of the grammar teaching guided by POA theory? Are you willing to continue to accept the grammar teaching guided by POA theory?

③ What are the problems in your current English grammar learning? How do you think these problems need to be solved?

The two interviews were conducted before and at the end of the experiment. The first interview is to understand the students' current level of English grammar learning and their motivation for grammar learning. The second interview is to understand how the students' motivation for English learning has changed after the grammar teaching of POA theory. During the interview, with the consent of the students, make a sound recording and organize it into words for reference and analysis.

## **4.4 Research Procedure**

The study lasted four months from September 2023 to December 2023. The teaching content is the grammar knowledge of the last four units of the first compulsory volume of high school English and the first two units of the second compulsory volume. The grammar teaching methods of the preparatory unit and the first unit in the compulsory Volume 1 of the experimental class and the control class are the same. The grammar teaching experiment of the experimental class starts from unit 2 of Volume 1 of the compulsory course, and the teaching content includes 6 units. Both classes are taught by the author. In the teaching process, according to the unit teaching design plan, the author decided to put the grammar class at the beginning of each unit for teaching, so as to promote students' continuous strengthening and application of the grammar knowledge in the subsequent unit learning.

The whole experiment is divided into three stages: before the experiment, during the experiment and after the experiment. Before the experiment, the author carried out a pre-test in two classes, and determined the experimental class and the control class. In the

experiment, the grammar teaching based on POA was carried out in the experimental class, and the traditional PPP grammar teaching mode was used in the control class.

Table 4-2 Experimental Teaching Arrangement

Stage	Content
Before the experiment	Conduct pre-experiment test
	Determine experimental and control classes
During the experiment	Conduct questionnaire survey
	Carry out teaching experiment
After the experiment	Conduct post-experiment test
	Conduct questionnaire survey
	Conduct interviews
	Analyze experimental data

After the experiment, the post-test, questionnaire survey and interview were carried out in two classes, and the data of the experiment were collected and analyzed. The time and arrangement of the whole teaching experiment are presented in table 4-2.

#### 4.4.1 The Preparation Stage

Before the experiment, the author carried out the first questionnaire survey in the experimental class to understand the students' grammar learning level and motivation. The questionnaire was personally distributed to the students of the experimental class ten minutes before class. Before the questionnaire was issued, the purpose of the questionnaire was introduced to the students, indicating that the questionnaire is only for teaching reference and not for other purposes. Please fill in the questionnaire according to the actual situation to ensure the authenticity of the data obtained. A total of 40 questionnaires were distributed and 40 valid questionnaires were recovered.

## 4.4.2 The Implementation Stage

In the experimental phase, grammar teaching experiments were conducted from the third week to the eighteenth week. During the whole experiment, in order to understand the actual situation of teaching activities in POA grammar class and traditional teaching class, peer teachers were invited to observe the class. There were 12 lessons in each class, a total of 24 lessons, and each lesson lasted 45 minutes.

Table 4-3 Teaching Content

Unit Topic	Grammar Item
Travelling around	The present continuous tense expressing future plans
Sports and Fitness	Tag questions
Natural Disasters	Restrictive relative clauses (that, which, who, whom, whose)
Languages around the World	Restrictive relative clauses (where, when, why, preposition + which/who)
Cultural Heritage	Restrictive relative clauses (3)
Wildlife Protection	The present continuous passive voice

During the experiment, the experimental class adopted the grammar teaching mode based on POA, while the control class followed the traditional PPP grammar teaching mode. The teaching content is presented in table 4-3.

## 4.5 Teaching Design

The overall teaching process of POA is divided into three steps: motivating, enabling, and assessing. Based on the actual teaching situation of high school English, the author refined the teaching process of high school English grammar based on POA.

The overall teaching process consists of a motivating link, a enabling link, and a assessing. Below are specific statements for each stage.

### **4.5.1 Motivating Link**

The motivating link requires to create a real communication scene for students, which is different from the introduction link in the traditional teaching mode. The motivating link is to achieve the purpose of arousing students' awareness of their own shortcomings and generating their desire to learn, not just to stimulate students' interest and attract students' attention.

The first step is to arrange preview tasks for the students before class, that is, the students should cooperate with their peers in advance and use the grammar knowledge to be learned in this grammar class to make their own role-playing conversations. The theme context of role play is unlimited. It is required to use the target grammar as much as possible, and the time should be controlled within two minutes. 2-3 groups of students are invited to show before the grammar class. In grammar teaching, teachers not only need to prepare lessons in advance, but also need students to prepare for learning. Students' autonomous or cooperative learning before grammar class is an effective way to improve students' grammar learning motivation and encourage students to participate in grammar class.

The second step is after the students' presentation, please write the sentences containing the target grammar in the role play on the blackboard. All the students in the class will judge whether their sentences are correct. Finally, the teacher will make a simple assessment and supplement. Through students' self display and mutual assessment, students can find their own shortcomings in communication activities, and then stimulate students' thirst for knowledge.

The third step is to present the learning objectives of this lesson to the students. Learning objectives include students' mastery of the meaning and form of target grammar, as well as the appropriate use of target grammar in different contexts.

### **4.5.2 Enabling Link**

Whether the promotion link can be effectively implemented is related to the success or failure of the whole POA. The standards for promoting the effectiveness of link activities are "accuracy", "gradualness" and "diversity". Accuracy means that the

facilitating activities should be consistent with the learning objectives. Gradualness is the arrangement of learning activities from simple to profound, step by step, so that students gradually establish a “form meaning use” grammar system. Diversity is the richness and diversity of activity forms, contents and assessment methods. Based on the standards of Professor Wen Qiufang (2015) and Professor Qiulin (2017), the enabling link of this study is specifically divided into “content enabling - language form enabling - discourse structure enabling” by Ji Wei, Gui Jing and Zhu Yong (2020). Combined with the three-dimensional grammar theory, the enabling link of grammar classroom is divided into “meaning enabling - form enabling - use enabling” Three step-by-step and interlocking links. Each link contains a process from input to output, with corresponding sub output tasks.

### **Stage 1: Meaning enabling stage**

The first step is to present the learning objectives of this stage to the students, that is, to master the meaning of the target grammar. Teachers explain the learning objectives of this link to students, which is conducive to students’ learning with purpose, and also conducive to students’ self-examination of self-learning.

The second step is the teacher presents the example sentences to the students and asks them to discover the meaning of the target grammar through autonomous learning or group cooperation. The teacher guides the students to discover the meaning and function of grammar from the aspects of sentence meaning and sentence structure. In this process, teachers play a supporting role. On the one hand, teachers should guide students to explore the meaning of grammar, and at the same time, teachers should avoid direct explanation and encourage students to summarize and summarize independently.

The third step is to present the output tasks of this stage to students. In the process of students’ completing output tasks, teachers should carefully observe and give appropriate guidance to students who are difficult to complete output tasks.

The fourth step is for students to show the output tasks, and teachers to give assessment and feedback. This stage fully reflects the immediate assessment of teachers in class, and teachers should put forward targeted feedback.

### **Stage2: Form enabling stage**

The first step is to present the learning objectives of this stage to the students, that is, to master the structure and deformation of the target grammar.

The second step is to present the text material to the students, which can be the content of the textbook or other learning materials outside the textbook. Through group cooperation or autonomous learning, students can find out the target grammar in the materials and summarize the structure and deformation of the target grammar. In the process of students' summarizing grammatical forms, teachers should give appropriate guidance. Then, the teacher invites students to summarize the form of grammar, and then the teacher makes necessary additions.

The third step is to present the output tasks of this stage to students. In the process of students' completing output tasks, teachers can carefully observe and give appropriate guidance to students who are difficult to complete output tasks.

The fourth step is for students to show the output tasks, and teachers to give assessment and feedback. This stage fully reflects the immediate assessment of teachers in class, and teachers provide effective feedback.

### **Stage3: Use enabling stage**

The first step is to use the enabling link, i.e., the output link, to require students to output the grammar knowledge they have learned, which is a process of close combination of input and output. The teacher presents the learning objectives of this stage to the students, that is, learning to use target grammar appropriately in different contexts. POA advocates that students can apply grammar to written expression in grammar learning and pay attention to their own oral expression.

The second step is to guide students to choose a certain context, refer to the "role play" part in the textbook or present relevant situations by teachers, and carry out role play through peer cooperation. The teacher invited some students to show, and organized students to evaluate their peers and give feedback.

The third step is to work with students to formulate assessment criteria. The assessment criteria usually include language accuracy, language coherence and fluency, depth and breadth of expression content, behavior scores and role substitution. Teachers can try to prepare assessment criteria in advance, and on this basis, guide students to think from different aspects, increase other assessment aspects that students think are meaningful, and conduct mutual assessment among students. Teachers may first ensure that the assessment criteria are clear and understandable, and then let students carry out peer assessment. This step fully reflects students' mutual assessment. Through mutual

evaluation, students can find the advantages and disadvantages of their peers, and indirectly find their own advantages and disadvantages from others, so as to promote self-reflection and improvement. While participating in the formulation of assessment criteria, students can deepen their impression of the assessment criteria and help them successfully complete their output tasks.

The fourth step is teacher presents the output tasks of this stage to the students. The output tasks of this stage are completed by the students after class as homework and submitted to the teacher after completion.

### **4.5.3 Assessing Link**

The assessment in grammar class based on POA includes both immediate assessment and delayed assessment, as well as teacher-student cooperative assessment. Teacher student cooperation assessment is an innovative assessment form of POA. It is not separated from teaching and carried out alone, but closely combined with teaching and runs through the whole process of classroom teaching.

First, immediate assessment is reflected in the assessment and feedback made by teachers for students after the completion of output tasks at each stage of the enabling process.

Second, the delayed assessment is reflected in the teacher's assessment of students' final output task, that is, homework.

Third, peer cooperation assessment is reflected in the use of enabling stage. Teachers and students cooperate to formulate assessment standards, and then guide students to carry out peer assessment.

### **4.5.4 A Teaching Case in EC**

The following teaching design is based on the grammar teaching of People's Education Press Edition (2019) Compulsory Subject 1 Unit 2 Traveling around, which is carried out in the experimental class based on POA.

#### **Background Information:**

- (1) The analysis of students:



Students from Class 7 had learnt restrictive attributive clauses in the last unit and had the basic knowledge of clauses and sentence structure.

Most of them are interested in the topic of this Unit 2 Traveling around are fond of talking about their opinions on language.

(2) The analysis of teaching material:

People's Education Press Edition (2019) Compulsory Subject 1 Unit 2 Traveling around: Discovering useful structures.

(3) Duration: 45 minutes

### Teaching Objectives

(1) Enable students to acquire the basic usage of the continuous present tense

(2) Enable students have a good understanding of the future tense and the passive tense.

(3) Develop students' sense of cooperative learning and individual capability.

(4) Inspire the students' spirit of patriotism.

### Key and Difficult Points

Key point: Students can master the form, meaning and use of the continuous present tense express the future tense.

Difficult point: Students can work out the output tasks correctly.

### Teaching and Learning Methods

POA teaching method

Cooperative and independent learning methods

### Teaching Procedures:

The specific teaching process of the educational experiment is depicted in Table 4-4: The entire process is divided into three stages.

Table 4-4 Classroom Teaching Process

Teaching Stage	Teaching Steps	Teaching Content
Motivating	Students first attempt	Create communicative scenarios, student role-play
	the output task	demonstrations.
	Present learning objectives	Ask and answer questions in the form of role play. The theme encourages students to discuss their future career.

Continued Table 4-4

Teaching Stage	Teaching Steps	Teaching Content
Enabling	Meaning enabling	<p>Teacher presents learning objectives.</p> <p>Teacher provides example sentences.</p> <p>Students attempt to discover the meaning of the continuous present tense express the future tense, with necessary supplementation from the teacher.</p> <p>Complete sub-output tasks, teacher provides assessment feedback.</p>
	Form enabling	<p>Teacher presents learning objectives.</p> <p>Students read materials, cooperative learning, identify the continuous present tense express the future tense.</p> <p>Complete sub-output tasks, teacher provides assessment feedback.</p>
	Use enabling	<p>Teacher presents learning objectives.</p> <p>Peer collaboration, role-playing.</p> <p>Teacher and students jointly develop assessment standards, peer assessment.</p> <p>Teacher presents sub-output tasks.</p>
Assessing	Immediate assessing	Teacher and students provide immediate feedback in class.
	Delayed assessing	Teacher evaluates homework.

The first stage is motivating, where teachers create communicative scenarios and have students engage in role-playing, followed by the presentation of learning objectives. The second stage is enabling, which includes meaning enabling, form enabling, and use enabling. The third stage is assessing, comprising immediate in-class feedback from both teachers and students, as well as delayed feedback after class.

**Step1: Motivating (8mins)**

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