A Literature Review of Production-Oriented Approach in English Teaching: Retrospect and Prospect

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Abstract

Production-oriented Approach (POA) is an indigenous pedagogy with Chinese characteristics proposed by Chinese linguistic professor Wen Qiufang. It is one of the most popular research hotspots in English teaching in China, aiming to solve the problems of the "input-output separation" and "instrumentality over humanity" in Chinese higher education. This study aims to shed light on limitations and future development based on POA-related research achievements, deepening and improving the POA theoretical system and promoting the theory application in a wider range. First, it gives an overall introduction to the formation process of POA, including its budding stage, the embryonic stage, the formative stage, the revised stage, and the further revised stage. Then, utilizing the China National Knowledge Infrastructure (CNKI) database as the data source, it retrieves papers with the theme of Output-driven Hypothesis, Output-driven, input-enabled Hypothesis and Production-oriented Approach from 2007 to 2022 to analyses the research status. The non-empirical and empirical research achievements are sorted out and summarized on this basis. The non-empirical research concentrates on theoretical elaboration from four parts: theoretical system construction, dialectical research, teaching materials use and adaptation and theoretical comparison, helping practitioners understand the theory and improve the theoretical development. The empirical research is analyzed by three aspects, namely, teaching practice, teaching materials and teacher professional development. The research demonstrates that: the quantity of POA-related research literature is on the rise; empirical research is mainly carried out through teaching experiments, action research, case studies and narrative research; the research content is diversified, which is embodied in four research themes: the teaching effectiveness, teaching procedure in terms of motivating, enabling, and assessing, teaching materials and teacher development. Finally, some limitations on POA are outlined, and some suggestions and prospects for POA are proposed.

1. Introduction

Production-Oriented Approach (POA) proposed by Wen Qiufang, a linguistic professor at Beijing Foreign Studies University in China, is an indigenous pedagogy based on the strengths of the research results of Second Language Acquisition in terms of Krashen's Input Hypothesis, Swain's Output Hypothesis and Long's Interactive Hypothesis (Wen, 2008), aiming to solve the problems of the "input-output separation" and

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"instrumentality over humanity" in English instruction in Chinese higher education. With more than 15 years of development, POA has been widely applied to English teaching and learning by plenty of teachers and researchers. These findings show that it is feasible and effective at Chinese colleges and universities. Moreover, from China National Knowledge Infrastructure (CNKI), the most vital Chinese authority database, from 2007 to 2022, this theoretical system has gradually increased concentration in the academic field year by year.

This paper, tracing back to relevant literature on POA from 2007 to 2022, attempts to sketch out its development process aiming to explain the whole theoretical system objectively. In addition, using literature research analyses the relevant papers on POA in China to understand its research status. Lastly, the research achievements of POA are analyzed by two dimensions of empirical and non-empirical research to shed light on research limitations and prospect further research trends, which is beneficial to optimize the theory of POA and effective in guiding English teaching practice, enhancing the effect of the foreign language teaching theory with Chinese characteristics in the global communication.

Three research questions are specifically addressed in the present study:
1)   What is the development process of the Production-Oriented Approach?
2)   What is the current research status of POA in Chinese higher education institutions?
3)   What are the research limitation and prospects identified through analyzing the research field of POA?

2. The Development Process of the Theoretical System of POA

This section attempts to answer the first research question on the development process of the POA. Starting from the theoretical system proposed by Wen Qiufang, the POA has experienced five stages of development, namely the budding stage, embryonic stage, formative stage, revised stage, and further revised stage. The following is a detailed discussion of each of the development stages.

2.1 The Budding Stage: Output-driven Hypothesis in 2007

The prototype of POA is the "Output-driven Hypothesis", which draws on the Output Hypothesis by Swain (Wen, 2020c). Output-driven Hypothesis first mentioned in the 1st National Senior Forum for English Majors in Shanghai, China, in May 2007 by Wen (Dou & Wang, 2007), officially proposing in Wen's paper, *Output-driven Hypothesis and Reform the teaching of English-skill courses for English Majors*, in the journal of *Foreign Language World* in 2008, which aims to stimulate the interest of English teachers in English majors of universities on curriculum reform (Wen, 2008). Therefore, initially, this hypothesis was mainly aimed at English majors, and then in 2013, the scope of application was expanded from English majors to non-English majors. Following that, Wen further explored the Output-driven Hypothesis in English teaching in 2013, clearly articulating the similarities and differences among theories of the Output Hypothesis by Swain (Swain, 1985), Input Hypothesis by Krashen (Krashen, 1985) and Interactive Hypothesis by Long (Long, 1983). The difference worth noting is the Output Hypothesis versus the Output-driven Hypothesis, coming from two aspects in terms of starting points and objects of challenge (EAGDERI & MOUSAVI-SABET, 2021).

To begin with, the starting points between the two hypotheses are different. The Output Hypothesis discusses the theory of Second Language Acquisition, which defines the different roles of input and output in the process of SLA. At the same time, the Output-driven Hypothesis concentrates on the efficiency of Second Language Teaching, especially for the teaching of intermediate and advanced foreign language learners (Nalbantoglu Yilmaz, 2021). It is how to make the current foreign language teaching better serve students' future employment. In this sense, the Output-driven Hypothesis is a second language teaching hypothesis, not a second language acquisition hypothesis. Secondly, the challenging objects between hypotheses are different. Swain's Output Hypothesis challenges Krashen's Input Hypothesis. Krashen believes that SLA depends on the quantity and quality of input, and output is only a by-product of input, which does not directly contribute to language acquisition (Krashen, 1985). The Output-driven Hypothesis challenges the teaching sequence of "input enables output" and the teaching objective of balanced development of listening, speaking, reading, writing and translation skills. This hypothesis is aimed at intermediate and advanced foreign language learners and advocates that teaching should take the output as the starting point and ultimate goal. Compared with the teaching procedure of "output before input", the Output-driven Hypothesis holds that output-driven helps to revitalise the "inner knowledge" accumulated by high school graduates in the past English learning, promote students' enthusiasm for absorbing new language knowledge, and achieve better teaching effect (Wen, 2012). According to the comparison of these theories, Wen proposed a college English curriculum system based on the Output-driven Hypothesis and described the basic procedure of classroom teaching (Wen, 2013). During that time, Wen organised teaching practice research in many universities to improve students' language skills, and it has been proved that the teaching effect was quite significant.

2.2 The Embryonic Stage: Output-drive, input-enabled Hypothesis in 2014

Although the teaching practice research of the Output-driven Hypothesis received significant results, there are some unsolved problems, such as insufficient systematic input for output and lack of targeted guidance teachers provide to students. Therefore, to address the problems in teaching practice, in 2014, Wen's POA research team proposed an "Output-driven, input-enabled Hypothesis" (Li & Han, 2014) in place of the "Output-driven Hypothesis" (ALSHAWY, Ibrahim, Hussein, & Lahlah, 2019). In the Output-driven, input-enabled Hypothesis, the output is identified as both the driving force of language acquisition and the goal of language acquisition; input is the enabling means to complete the current output task rather than simply serving for cultivating comprehension and increasing receptive knowledge. In other words, students know that to accomplish the output tasks assigned by the teacher, they need to study the input materials carefully and obtain the necessary guidance from the teacher (Alawajee & Almutairi, 2022). From this perspective, teachers and students can selectively process inputs according to the needs of output tasks. Any input part that is not related to output tasks or is not crucial can be eliminated. This way, teachers and students can concentrate on learning and understanding the language forms and related encyclopedic knowledge required for output tasks within the limited classroom teaching time (Wen, 2014a).

In short, apart from differing input roles, the Output-driven Hypothesis and Output-driven, input-enabled Hypothesis have similar contents in three aspects: applicable object, output role and the status of expression ability (see Table 1) (Wen, 2014a, 2014b). The Output-driven Hypothesis does not demonstrate the role of input, while the Output-driven, input-enabled Hypothesis clearly point out that the language forms and encyclopedic knowledge required for output tasks come from input materials provided by teachers or founded by students themselves.

Table 1: *Similarities and distinctions between Output-Driven Hypothesis and Output-Driven, Input-Enabled Hypothesis (Wen, 2014b)*

Hypothesis	Applicable Object	Output Role on Language Learning	Status of Expression Ability	Input Role
Output-driven Hypothesis	intermediate and advanced foreign language learners	Output is more drive to language learning than input	Taking the ability of expression as the teaching objective is more in line with the employment needs of students. It allows students to choose a part of their expression ability as training objectives.	NA
Output-driven, input-enabled Hypothesis	Ditto	Ditto	Ditto	Input enables the completion of the current output task, and the input directly provides language materials and related knowledge for the output task.

NA – Not available

Wen demonstrated specific practice procedures of Output-driven, input-enabled Hypotheses, and she responded to three doubts about this theory in terms of how it is possible to produce high-quality output without adequate input; how input work if the text is not studied deeply; the new hypothesis seems to be similar to Task-based language teaching (Wen, 2014b). The Output-driven, input-enabled Hypothesis advocates that under the premise of output-driven, teachers must provide targeted input for students' output in a planned and step-by-step manner to facilitate the completion of output tasks and finally assess the output effectively (see Figure 1).
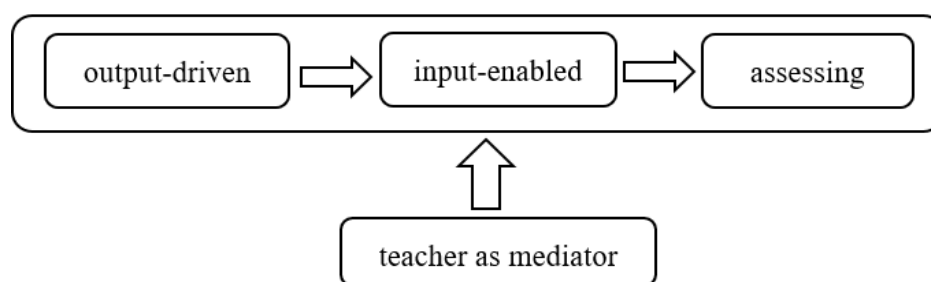

Figure 1: *Output-driven, input-enabled Hypothesis*

2.3 Formative Stage: Establishment of Production-Oriented Approach in 2015

With in-depth discussions between Wen's POA team and relevant experts and scholars, the Output-driven, input-enabled Hypothesis was officially renamed Production-Oriented Approach at the 7th International Symposium on English Teaching in China, and its theoretical system (Figure 2) was formed in 2015 (Wen, 2015). The theoretical system of POA consists of three components in terms of teaching principles, teaching hypotheses and teaching procedures. Among them, teaching principles are the guiding ideology of the other components; teaching hypotheses are the theoretical support of teaching procedures, and teaching procedures are the realisation method of teaching principles and hypotheses. Moreover, teachers as mediators are reflected in all aspects of teaching procedures.
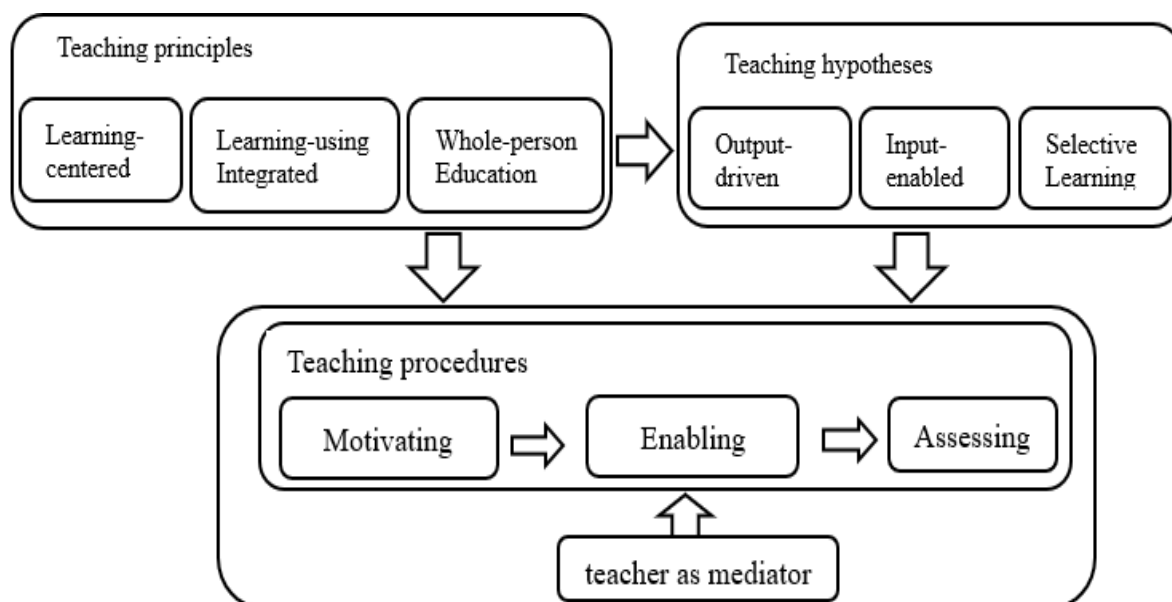

Figure 2: *Theoretical System of POA (Wen, 2015)*

Learning-centered, Learning-using Integrated and Whole-person Education are the teaching principles of POA. For Learning-centered Principle, it advocates that all classroom teaching activities should serve the occurrence of effective learning. In Learning-using Integrated Principle, "learning" refers to input learning, including listening and reading; "using" refers to output, including speaking, writing, interpretation, and translation. It advocates that all language teaching activities are closely linked with use in classroom teaching so that there is no boundary between learning and using and learning and using are integrated. The Whole-person Education Principle advocates that foreign language teaching should not only achieve the instrumental objectives of improving students' comprehensive ability to use English but also achieve the humanistic objectives of higher education, such as improving students' critical thinking ability, autonomous learning ability and comprehensive cultural literacy.

Output-driven, Input-enabled and Selective Learning are the hypotheses of POA. For Output-driven Hypothesis, it claims that output is both the driving force of language learning and the objective of language learning. Output can stimulate students' desires and enthusiasm for learning more than input learning and achieve a better learning effect. The Input-enabled Hypothesis proposes that teachers can provide appropriate input that can promote output promptly under the output-driven, which can effectively expand students' existing knowledge and language system and push the output level to a new height. The Selective Learning Principle refers to selecting useful contents from input materials for in-depth processing, practice and memory based on output needs.

Motivating, Enabling and Assessing are the teaching procedures of POA, and teachers must mediate all three phases. The mediating role here is embodied in guide, design, and scaffolding. The motivating phase starts with students' trial production at the very beginning of a new unit, consisting of three sections, namely the teacher first provides a communicative scenario, then asks students to attempt to accomplish communicative activities, and finally, the teacher explains the learning objectives. The Enabling phase also has three sections in terms of the teacher describing productive tasks, then students engaging in selective learning by the teacher's scaffolding, and finally, students trying to produce by the teacher's guidance. There are two kinds of assessment in the POA, namely, the instant assessment and the delayed assessment. The former occurs in the enabling phase because the teacher provides an ongoing diagnostic assessment of students' learning effect in the process of students' selective learning and productive task practice. The latter occurs in the next class period based on the students' after-class production.

2.4 Revised Stage: First Revision of Production-Oriented Approach in 2017

In May and October 2017, the POA team and scholars at home and abroad held two international forums on the theme of POA theory. They practiced at Beijing Foreign Studies University and the University of Vienna, Austria, respectively (Aldrighi et al., 2021; Pu, 2017, 2018). POA team absorbs wisdom from the two international forums, revising the theoretical system of POA.

Compared with the theoretical system of POA in 2015, the teaching hypothesis adds to Assessment Being Learning, affirming the key role of assessment in the teaching procedure. Teacher-student collaborative assessment (TSCA) is adopted to address the challenges of responding to students' production (Wen, 2016). In addition, the teacher as a mediator has been changed to the teacher as a guide, which is more in line with Chinese expression habits and is easier for the teacher to understand. Finally, the relationship among the three phases of the teaching procedure has been changed from one-way arrows to two-way arrows, highlighting the interaction and circulation between them. However, the relationship between motivating and assessing remains isolated (see Figure 3).
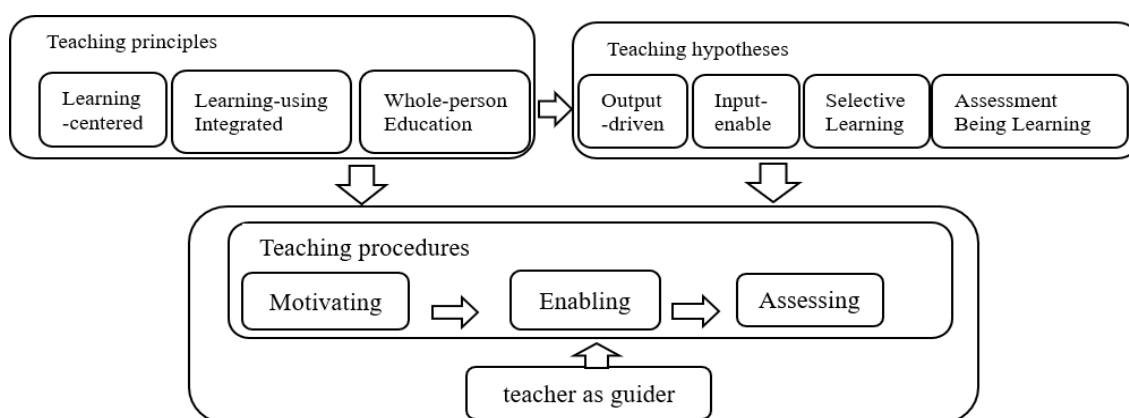

Figure 3: *the Theoretical System of POA (Wen, 2017a)*

2.5 Further Revised stage: Second Revision of Production-Oriented Approach in 2018

In May 2018, the third International Forum on Innovative Foreign Language Education in China, which was held at Beijing Foreign Studies University, introduced the theoretical system for the latest revision of the POA. As far as the holistic framework and its internal relationships are concerned, the latest version is the same as the previous version, consisting of three components: teaching principles, teaching hypotheses and teaching procedures. The specific changes are mainly reflected in the content and presentation form of the three parts (see Figure 4).
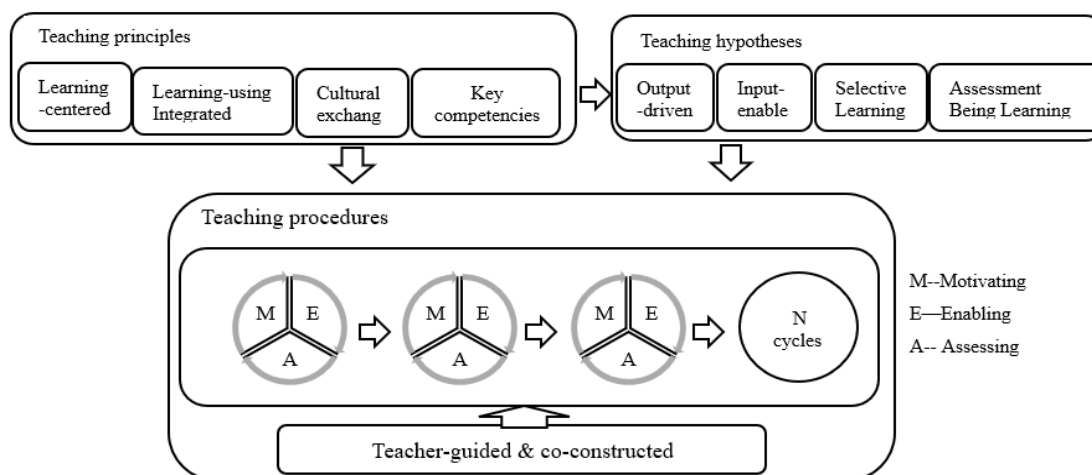

Figure 4: *Holistic POA System (Wen, 2018a)*

In the teaching principle, the Cultural Exchange Principle has been added for the teaching content, and the Whole-person Education has been replaced by the Key Competencies for the training objective, which aims to make the educational purpose more specific, teachable, and measurable. The teaching procedure divides the three phases of Motivating-Enabling-Assessing into small internal cycles, which turn into an overall large cycle after the N cycle. Moreover, the teaching procedure clearly defines the role of teachers and students, emphasizing the teaching procedure of teacher-student co-constructed under the teacher-guided.

3. The Research Status of POA

This section adopts a five-stage framework of scoping study, namely, identifying the research question, identifying relevant studies, study selection, charting the data and collating, summarizing and reporting the results (Arksey & O'Malley, 2005) to analyses the development trend of POA in China from 2007 to 2022.

3.1 Identifying the Research Question

This section addresses the second research question of the study, i.e. *What is the current research status of POA in Chinese higher education institutions?* This research question aims to provide an overview of the development trend of POA and attempt to understand the current research status of POA in Chinese higher education institutions.

3.2 Identifying Relevant Studies

One electronic database is searched in China: CNKI, China National Knowledge Infrastructure. Three search themes are developed, and each search theme is separated by the Boolean OR operator like "Output-driven Hypothesis" OR "Output-driven, input-enabled Hypothesis" OR "Production-oriented Approach".

3.3 Study Selection Process

POA has been drawing attention that can be traced since 2007, so the last 15 years are set as the period for the review. Other criteria include POA-relevant articles and doctoral and masters' dissertations, journal articles from Chinese core journals and key universities' journals and English teaching in terms of ESP, academic writing, general writing, and oral English in higher education.

Based on a literature search by the CNKI database, 2980 papers, including 2434 Chinese journal articles, 98 English journal articles and 448 doctoral and masters' dissertations, were identified. After screening 1708 potentially relevant full-text papers, 794 Chinese journal articles, 63 English journal articles and 415 dissertations were excluded for not being related to English instruction. 1528 Chinese and 27 English journal articles were excluded for not being published in Chinese core journals and key universities' journals. 18 dissertations were excluded for not originating from key Chinese universities. After in-depth reading, the papers irrelevant to POA-related English teaching in colleges and universities were manually eliminated, and 54 papers met the research conditions (see Figure 5)
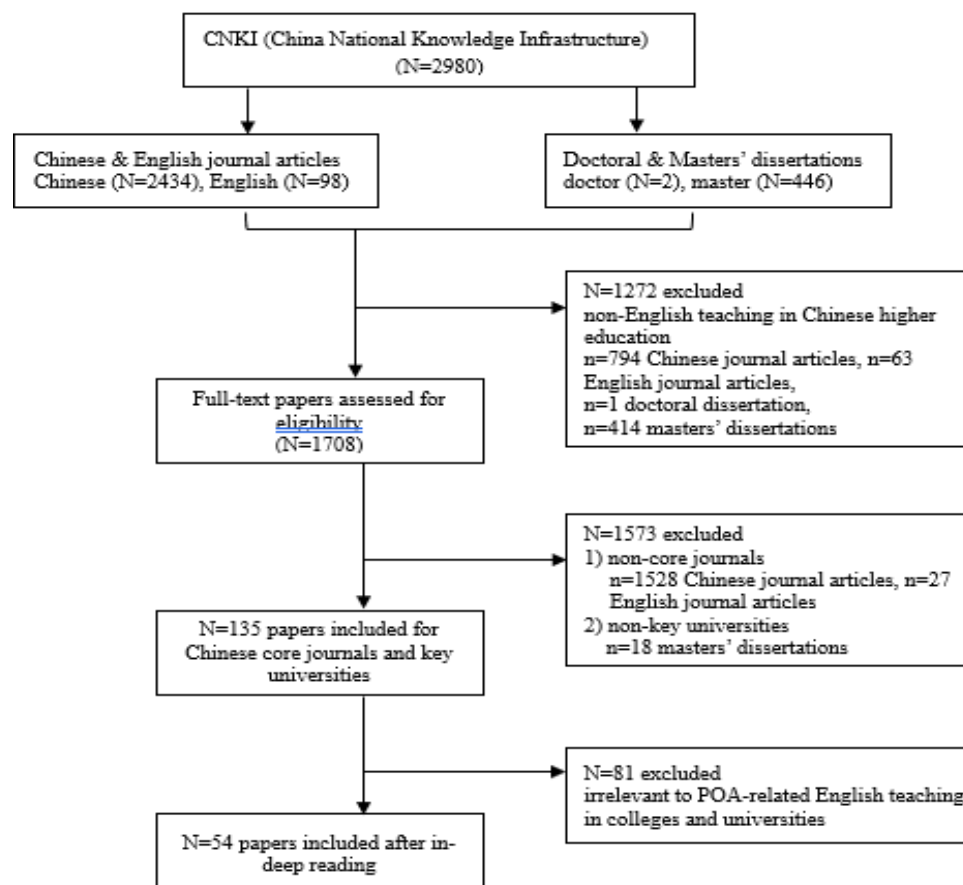

Figure 5: *Flow Chart of Study Selection Process*

3.4 Charting the Data

Summaries of each study were developed based on indicators including authors, year of publication, research design, methodology and research purpose (see Table 2). 54 included studies categorized as non-empirical and empirical research. Non-empirical studies were published from 2007 to 2022, concentrating on POA-related theoretical system construction and optimization. Empirical studies were published from 2017 to 2022, focusing on not only the theoretical system improvement but also the theory application promotion.

Table 2: *Summary of Included Studies*

Category	Year	Research Design	Methodology	Research Purpose
Non-empirical Research	2007-2022	NONE	NONE	constructing and optimizing the POA-related theoretical system
Empirical Research	2017-2022	teaching experiments action research dialectical research narrative research case studies	quantitative mixed mixed qualitative qualitative	improving the POA-related theoretical system and promoting the theory application

3.5 Summarizing the Current Research Status of POA

From 2007 to 2014, the number of papers on the Output-driven Hypothesis and Output-driven, input-enabled Hypothesis grew slowly, and the number of studies showed a clear upward trend by 2015. Moreover, after the advent of the theoretical system of POA, it received extensive attention from the academic community. Related research achievements have gradually enriched, mainly concentrated in 2018 to 2022 and reaching a peak of 727 papers in 2022 (see Figure 6).
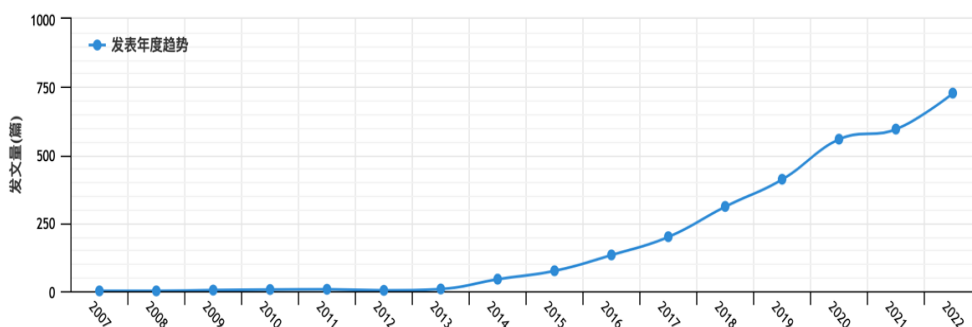

Figure 6: *Quantity of Journal Papers in CNKI*

The theoretical system of POA has been formed since 2015, and the quantity of dissertations has maintained an upward trend. There were 414 dissertations from 2016 to 2022, with most concentrating on master's theses. There were only two PhD theses in 2017 and 2019, representatively (see Figure 7). Therefore, the research on POA should be developed in-depth and broadly in the field of doctoral research.
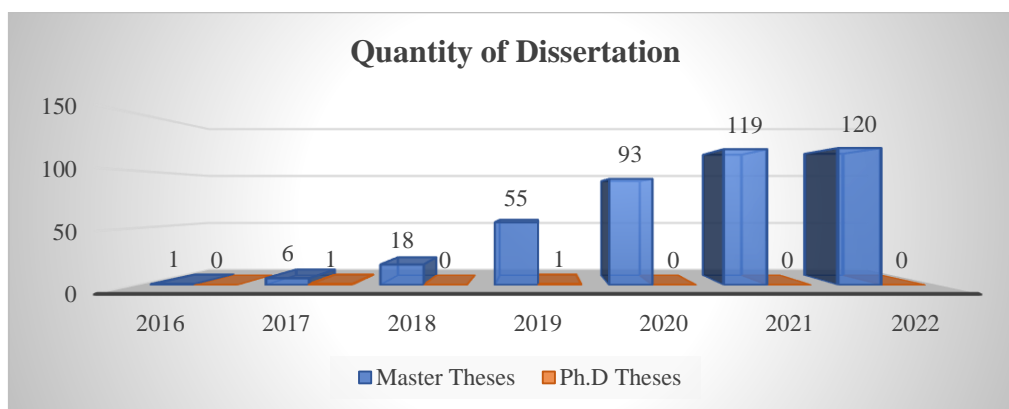
Figure 7: *Quantity of Dissertations in CNKI*

From 2007 to 2022, the application of POA in English teaching is mainly concentrated in College English, Secondary English, and Vocational English. The proportion of research achievements in College English teaching is higher than in the other two fields because the primary starting point of POA is to address the problems encountered in College English teaching. The gradual development of POA has been carried out in

the education of Secondary and Vocational English. POA research in College English teaching dominantly adopts empirical and non-empirical research. From 2007 to 2014, there were few empirical achievements because POA was in its initial stage and lacked a mature theoretical system. After 2014, plenty of empirical research results have been achieved with the improvement of the theoretical system.

The above results demonstrate that POA has gradually matured and enhanced in the past 15 years, and its effect on teaching research has increasingly emerged. Researchers have combined the theory with English teaching practice to deepen and expand POA-related research.

4. The research limitation and prospect identified through analyzing the research field of POA

This section attempts to address the third research question on the research limitation and prospect identified through analyzing the research field of POA. Although the research field of POA spreads many aspects in terms of secondary English, vocational English and non-English disciplines, the following is a detailed discussion of 54 relevant papers on colleges and universities' English teaching from the two fields of non-empirical and empirical research to shed light on the research limitation and further study.

4.1 Non-empirical Research in the Research Field of POA

Non-empirical research papers primarily focus on theoretical elaboration, roughly including four parts: theoretical system construction, dialectical research, teaching materials use and adaptation and theoretical comparison. Firstly, the theoretical system construction has undergone five stages, as previously mentioned: the budding period, the embryonic period, the formative period, the revised period, and the further-revised period (see Table 3).

Table 3: *Theoretical System Construction of POA*

Time	Stage	Theoretical System	Main Researcher
2007-2013	Budding Period	Output-driven Hypothesis	Wen Qiufang
2013-2014	Embryonic Period	Output-driven, input-enabled Hypothesis	Wen Qiufang
2015-2016	Formative Period	the first construction of the theoretical system of POA	Wen Qiufang, Zhang Wenjuan
2016-2017	Revised Period	revised the theoretical system of POA	Wen Qiufang, Zhang Wenjuan, Bi Zheng, Qiu Lin, Sun Shuguang
2018-2019	Further-revised Period	the second revision of the theoretical system of POA	Wen Qiufang, Qiu Lin, Bi Zheng,

Output-driven Hypothesis is proposed by Wen, which is based on the reform of the English instrumental curriculum, aiming to stimulate the interest and discussion of English major teachers in curriculum reform in the budding period (Wen, 2008). The research, in the embryonic period, primarily elaborated on the dialectical relationship between "input" and "output" (Wen, 2013). Wen Qiufang revised the Output-driven Hypothesis to Output-driven, Input-enabled Hypothesis in 2014 (Wen, 2014b). Wen, in 2015, explained the theoretical system of POA in detail for the first time, implementing a comprehensive analysis from the teaching principle to the teaching procedure, and POA was formed (Terreros, Valdés, Gonzáles, Mercader, & Romero, 2020; Wen, 2015). Since then, some scholars have attempted to apply the theory to practice to enrich and improve theoretical development (W. J. Zhang, 2015). In the theory revision period, the research mainly focuses on revising the three phases' dialectical relationship of motivating, enabling, and assessing, and the improvement of teaching hypotheses. The teaching hypothesis adds to Assessment Being Learning (Wen, 2017a; W. J. Zhang, 2017). Besides this period, Wen proposed a new assessment form, Teacher-student collaborative assessment (TSCA), in 2016 (Wen, 2016). Sun Shuguang attempted to apply the theory to practice to optimize the theory of TSCA, proposing three principles as guidelines for an evaluation focus on prominence, teach ability and progression (Sun, 2017b). After the latest theoretical revision, the teaching principles add the Cultural Exchange Principle, and the Key Competencies replace the Whole-person Education Principle. The three teaching phases of POA finally formed internal loops (Xu & Zhiwei, 2022).

Then, dialectical research was proposed by Wen Qiufang to solve indigenous problems of second language teaching in 2017, and its initial name was Dialectical Research Method (Wen, 2017b). Following that, Wen Qiufang gave a theoretical exposition of the "dialectical research method" and "dialectical research paradigm", discussing the application value of the two employing case demonstration (Wen, 2018b). Subsequently, Wen published a paper on dialectical research in China's core journals in 2019, further exploring the essential characteristics of dialectical research and its similarities and differences with action research, providing a theoretical basis for scholars of applied dialectical research (Wen, 2019). Bi Zheng, Qiu Lin and Sun Shuguang combine POA with the dialectical research paradigm to optimize the teaching procedure and the teaching

materials used (Bi, 2019b; Qiu, 2019; Sun, 2019).

Thirdly, in terms of the use and adaptation of teaching materials, Wen Qiufang proposed a theoretical framework for the use and evaluation of POA teaching materials, explained the principle of using POA-based teaching materials, the preparation process, and the evaluation criteria for effectiveness, and guided subsequent classroom teaching and teaching materials use (Wen, 2017c). Some scholars have conducted practical research on the three principles, namely, teacher-mediated, productive objectives-determined and input-in-service-to-output, in teaching materials use and adaptation to optimize further the theory (Bi, 2017, 2019b, 2020; Sun, 2017a; L. L. Zhang, 2017b). The teaching practice analysis of the use and adaptation of teaching materials will be elaborated in the empirical research section below.

Finally, as for theoretical comparison, Deng Hailong, from the teaching principle, the teaching hypothesis and procedure compared the POA and the Task-based Teaching Method (Deng, 2018). Bi Zheng compared the POA and the Task-based Teaching Method from the perspective of teaching material design and use (Bi, 2019a). Wen Qiufang and Bi Zheng, based on distinguishing between Task-based Language Teaching (TBLT) and task-based language teaching (tblt), compared and summed up the similarities and differences between POA and the two approaches and pointed out the advantages and disadvantages of the three teaching methods (Beach, 2020; Wen & Bi, 2020). Moreover, a noteworthy journal article compares the teaching designs of POA and TBLT for one unit separately. The article argued that POA is more suitable for China's English teaching by comparing the similarities and differences between POA and TBLT in teaching procedures (Tang, 2020). Although this article has teaching designs guided by two teaching methods, like the above three studies, it is a theoretical comparison without comparing the teaching effect.

4.2 Empirical Research in the Research Field of POA

Empirical research papers include teaching experiments, action research, case studies, dialectical research, and narrative research. The main research instruments are questionnaires, reflection journals, classroom observations, interviews, study diaries, teaching portfolios and student products. The following is a review of POA-related research achievements from three aspects: teaching practice, teaching materials and teacher professional development.

4.2.1 Teaching Practice Research

Teachers use a POA to guide teaching practice, conducting research through the teaching effectiveness and the teaching of motivating, enabling, and assessing POA.

4.2.1.1 The Teaching Effectiveness of POA

In the teaching practice research of POA, the research that examines the general teaching effect of the theory accounts for the largest proportion. The researchers effectively combine these three phases, motivating, enabling, and assessing, and apply them to classroom practice. For example, based on the comparison between the control group and the experimental group, Zhang Lingli examined the effectiveness of POA in college English teaching for a relatively long duration of one semester, finding that the high-proficiency students in the experimental group improved significantly and POA had very positive feedback (L. L. Zhang, 2017a). Wang Jiawei and Zhang Lingli applied POA to a certain unit of college English materials in a short duration, presented the teaching procedures, including the three phases of POA, and provided teaching feedback (Wang & Zhang, 2018). Zhu Yuanyuan did a case study of thinking skills teaching with POA in a college English classroom, finding out that POA significantly advanced students' thinking skills (Zhu, 2018). The subdivision of these types of research shows that POA teaching effectiveness research involves two major sections: English for General Purpose (EGP) and English for Specific Purposes (ESP).

General English, English majors and non-English majors primarily include research on cultivating professional skills in listening, speaking, reading, writing, and translating English. For example, Zhang Wenjuan took a three-week teaching experiment, preliminary confirming the feasibility of POA in English teaching in China's higher education (W. J. Zhang, 2016). In addition, there are some papers on writing ability research. For example, Guan Chengyong, Guo Wanquan, and Zhang Wenjuan explored the effect of POA on college students' English writing through classroom experiments, proving the advantages of POA in English teaching (Guan & Guo, 2021; W. J. Zhang, 2020b). Still, there are few research achievements on professional skills such as English listening, speaking, and translation.

Academic English studies are mostly in ESP. For example, Chen Hao and Wen Qiufang conducted POA as the theoretical basis. They took 90 non-English major students as teaching experiment objects, implementing an academic English writing teaching research in one semester (Chen & Wen, 2020). The research results show that POA can effectively promote nominalization teaching and improve the quantity and quality of nominalization production of students in academic English writing. Moreover, the feasibility study of POA in the teaching of vocational English courses, such as English for Maritime and English for IT Professionals, aims to improve students' English production ability and professional capability (Du, Wang,

Liu, & Zhou, 2019; C. Yang & Guo, 2022).

Generally, these research results prove the applicability of POA in English classroom teaching. Compared with General English teaching, researchers in Special English teaching have tried their best to objectively reflect the effectiveness of applying POA. However, due to the constraints of subjective and objective conditions, such as the problem of emphasizing instrumentality over humanity in the English teaching context for a long time, the short duration of experiments and the single research methodology used in some research, the research scope needs to be broadened. The research results need to be further verified.

4.2.1.2 The Teaching Procedure of POA: Motivating-Enabling-Assessing

POA consists of three components: teaching principles, teaching hypotheses and teaching procedures. The teaching procedures are the carriers to realize the teaching principles and test the teaching hypotheses, and they are also the steps and means to achieve the POA teaching objectives. The teaching procedures consist of three phases: motivating-enabling-assessing.

To begin with, the motivating phase aims to make students realize the shortcomings of their trial production, stimulate their enthusiasm for learning new knowledge and motivation for production. The research on the motivating phase mainly focuses on motivating design in classroom teaching practice. For example, Yang Lifang applies the characteristics of the micro lecture's form, duration, and flexibility to the motivating design, exploring its optimization path and process (L. F. Yang, 2015). In addition, Wen Qiufang and Sun Shuguang discussed the communicative scenario design in the motivating phase, forming a production scenario with communicative authenticity and enhancing the driving force of production tasks (Wen & Sun, 2020). In short, the existing research is carried out from the design of motivating activities, the optimization path, and the basic elements of the communicative scenario design of the motivating. However, due to the inaccurate understanding of the three indicators of communicative authenticity, cognitive challenge, and appropriateness of production objective in evaluating motivating activities, the driving force of the designed activities is not strong.

Secondly, the enabling phase of POA refers to a series of classroom activities carried out by teachers to help students accomplish their production objectives. It is the core phase of the teaching procedure, directly determining the success or failure of POA teaching. Some scholars have carried out teaching practices on the strength of the theories of enabling effectiveness criteria, namely alignment, gradualness, and variety, proposed by Wen Qiufang (Wen, 2017b). Qiu Lin took enabling effectiveness criteria as the theoretical starting point, adopted dialectical research, and shed light on the specific principles, practical plans and occurrence mechanisms contributed by alignment, gradualness, and variety, respectively. The implementation of effectiveness criteria is advanced in-depth, optimizing the theoretical framework of enabling effectiveness (Qiu, 2019). Afterwards, to help teachers who employ POA to overcome the difficulties of enabling, she showed how to design effectively and conduct enabling activities through teaching cases and implemented the means of enabling effectiveness criteria (Qiu, 2020b). Some scholars have found that the indicators for enabling activities have a certain degree of flexibility. Starting from cognitive psychology, Zhang Wenjuan puts forward the principle of a "learning zone" for the enabling phase and believes that "appropriateness" should also become one of the indicators of the evaluation criteria of activity effectiveness (W. J. Zhang, 2017). Up to now, teachers have carried out research on enabling. Still, they have not been able to effectively design and implement enabling activities due to insufficient understanding of the three criteria of alignment, gradualness, and variety.

Thirdly, in the assessing phase of POA, Wen Qiufang believes that assessing is a key node for students' learning to strengthen. The Teacher-Student Collaborative Assessment (TSCA) of POA emphasizes the integration of assessment and learning, assessment and teaching, and achieves the purpose of "assessment being learning" (Wen, 2018a). TSCA evaluates students' production through three stages: pre-class, in-class, and post-class. Before class, the teacher selects typical samples to use, revises one or two samples in advance and decides the focus and steps of TSCA based on the teaching objectives. In class, students first work individually according to the evaluation focus before they have a joint discussion in pairs or groups, and finally, communicate in class to complete TSCA. After class, students conduct self or peer assessment according to the revision mode they have mastered in class and submit the revised product to the computer-mediated assessment. All these post-class activities can reinforce what students have learned.

Some scholars have been some TSCA classroom practice by different dimensions in terms of the optimization theory and the applying theory. For the optimization theory, Sun Shuguang, based on a 16-week semester's reflective practice, proposes a set of guidelines for selecting a focus to assess, namely prominence, teach ability, progression and systematicity, putting forward practical strategies to ensure assessment for learning (Sun, 2017b). Afterwards, for pre-class and in-class TSCA, she implements two dialectical research, which optimizes the practical path of it (Sun, 2020a). TSCA is used in many English courses, such as oral English and English writing, for applying theory. Guan Chengyong and Guo Wanquan explore how to play the role of multiple evaluations in the POA teaching of English practical writing under the blended teaching environment of online and offline, constructing a holistic assessment theoretical system (Guan & Guo, 2021).

TSCA is one means to realize the POA teaching hypothesis of "assessment being learning". However, a single assessment method cannot fully realize "assessment being learning" and "integration of assessment and learning", and it needs to be combined with other assessment methods in terms of teacher assessment, self-assessment, peer assessment and computer-mediated assessment.

To sum up, some achievements have been made in teaching practice research based on the three procedures of POA, but there is a lack of research on POA motivation and post-class assessment, and its effectiveness needs to be explored further.

4.2.2 Teaching Materials Research

The use and compilation of teaching materials is also an indispensable section in English teaching. Therefore, teaching materials analysis is one of the focuses of POA research. There are two aspects, the use of teaching materials and the compilation and adaptation of teaching materials, to explain the research of POA teaching materials.

4.2.2.1 The Teaching Materials Use

Wen Qiufang proposed POA's theoretical framework for the use and evaluation of teaching materials, including the principle of teaching materials used, the preparation process for the use of teaching materials, the use of teaching materials and the effectiveness criteria for the use of teaching materials (Wen, 2017c). Based on the three principles of the theoretical framework for using and evaluating teaching materials, namely, teacher-mediated, productive objectives-determined and input-in-service-to-output, Bi Zheng, Qiu Lin and Sun Shuguang each carried out teaching practice on one of the principles. Through the guidance of POA's teaching materials, use and evaluation theory, they implemented the setting process of productive objectives, selecting and transforming input materials and the teaching practice of evaluating the attainment of productive objectives. The teaching practice results verify the theoretical effectiveness and implementation path, pointing out how teachers should conduct POA design (Bi, 2017; Qiu, 2017; Sun, 2017a). Besides, Zhang Lingli took a certain unit of the textbook as an example for teaching design, carried out teaching practice for students of different English proficiency levels and explored the method of setting teaching objectives, selecting, and transforming teaching materials. In light of three effectiveness criteria, the effectiveness of using teaching materials is verified (L. L. Zhang, 2017b). It is worth noting that Bi Zheng, through dialectical research and a case study, elaborated the procedures of using POA-based teaching materials in classroom teaching and highlighted the crucial role of teachers in using teaching materials in tertiary English education in China. The research results clarify the characteristics of POA-based teaching materials use and its function of promoting learning in teaching, enriching and optimizing the theoretical framework of the POA-based teaching materials use and evaluation (Bi, 2019b, 2020).

4.2.2.2 The Compilation and Adaptation of Teaching Materials

Another focus of teaching materials research is the compilation of POA-based teaching materials. Chang Xiaoling, by analysing the compiling process of iEnglish, a series of textbooks based on the POA, proposed a "Teaching theory - Action research" integrated model for textbook writing which revealed that this model could facilitate both theory refinement and textbook improvement, thus providing some insights into the practice and research of ELT textbook writing (Chang, 2020). However, there is little attention to adapting some English textbooks related to humanity, like the course of literature and western culture, to align with POA.

With the establishment of the theoretical framework and the gradual improvement of the principle of teaching materials used, the research on teaching materials under the POA guidance emerges one after another. The implementation of various teaching experiments verifies and promotes the development of POA. However, there are not many textbooks based on POA, and the teaching materials used are limited, which cannot meet the needs of foreign language teaching. Therefore, teachers should thoroughly and comprehensively explore the compilation of teaching materials based on enriching teaching practice and study the effective use of teaching materials to play the promoting role of teaching materials in teaching.

4.2.3 Teacher Professional Development Research

Teachers play an indispensable role in the traditional teaching method or the POA. However, under the POA guidance, teachers should take a leading role in classroom teaching and a guiding role to help students accomplish productive tasks. Therefore, dealing with teacher professional development in applying POA is crucially important because it is difficult for teachers who attempt to apply the POA. They should have an insight into this new theory and be able to use it flexibly. It is worth noting that Zhang Wenjuan took a self-narrative study and presented the challenges and achievements in her practice of POA in a college English classroom from a novice teacher to an experienced teacher, which reveals her interaction with the new theory and her professional growth in the path (W. J. Zhang, 2020a). This study provides an example for peers who use new theories to improve teaching practice or achieve self-development.

Furthermore, Wen Qiufang constructed a theoretical framework for teacher development by exploring

how three experienced English teachers can develop in the teacher professional learning community by using the new theory "Production-oriented Approach", building bridges to the great challenges of new teaching theory and classroom practice for the experienced teachers (Wen, 2020b). Qiu Lin and Sun Shuguang analysed the contradictions faced by teachers in POA-based teaching practice from the general perspective of teachers' application of the new theory and the specific perspective of TSCA, proposing effective solutions (Qiu, 2020a; Sun, 2020b). Although the researchers have explained the path of teachers' professional development from a comprehensive perspective, for novice POA teachers, the conflict between traditional teaching habits and new methods and the game between classroom practice and teaching effectiveness will bring great challenges. To address the problems of teacher professional development, Wen Qiufang proposed the Cloud Teaching-Research Community in 2020 and put the virtual professional learning community: Production-Oriented Approach into practice (Wen, 2020a). However, due to the short establishment time of the Cloud Teaching-Research Community, it cannot cover all teachers who apply for POA. Therefore, Wen's research team should set various training courses for teachers to instruct them to apply POA.

4.3 Research Limitation and Prospect

With the well-rounded advancement of POA teaching practice, teaching materials research and teacher professional development, the theoretical system of POA has been continuously improved and perfected. The related research on POA has been gradually deepened, and POA has shown diversified features. The research has obtained fruitful achievements in terms of teaching, teaching materials, and teacher professional development, but many problems still need to be further explored.

4.3.1 The Research of Teaching Practical Effectiveness of POA

Zhang Wenjuan conducted action research to test the teaching effect of POA, confirming that it can solve the teaching problem of "input-output separation" in college English. Although she optimized the theoretical system of POA, the effect of classroom teaching must be verified due to the short practice time (W. J. Zhang, 2017). Zhang Dan conducted a teaching design based on the POA theoretical system framework and constructed a college English blended teaching practice model. It proposed specific methods and effective strategies for college English blended golden courses, but she did not put them into practice (D. Zhang, 2021). Future research, when conducting empirical research, should not only pay more attention to the diversification of research methodologies and utilise action research and case studies but also implement many teaching practices based on the teaching mode and teaching design, deal with the problem of "input-output separation" and "instrumentality over humanity", improve the teaching practical effectiveness and enrich the research achievements of POA teaching practice.

4.3.2 The Research of Teaching Procedure of POA

Many problems still need to be further explored in the three phases of the POA teaching procedure of "motivating-enabling-assessing". In the motivating phase, few research on motivating practice have been implemented aside from studies of Yang Lifang, Xiao Bin and Cai Jun, which, respectively taking a unit as an example, discussed how to design a micro lecture to realize the function of motivating in the POA college English teaching to improve the English productive ability of students (Cai & Xu, 2019; Xiao, 2019). In future studies, teachers can conduct in-depth research on the motivating phase and clarify the principles and operation paths of implementing the motivating from the theoretical and practical levels. Taking micro-lectures and blended classes as the carrier, various motivating scenarios are designed to achieve the communicative objectives of the motivating phase, namely communicative authenticity and potential communicative value. In the enabling phase, researchers should not only concentrate on how to carry out the enabling effectiveness criteria in the selection and transformation of input materials and the diversification of the effectiveness of enabling activities but also pay attention to the differences of individual students in language enabling activities, such as differences of gender and language proficiency level. In the assessing phase, since the introduction of TSCA, many scholars have evaluated curriculum design and teaching practice for English speaking, writing, debate, and other courses. However, determining the assessment focus of different courses, the development of diagnosis teaching and the evaluation of student products are still difficult for POA practitioners. In future research on TSCA, teachers should explore how to strengthen the key points and difficulties of assessment before class, realize teacher-student cooperation and the effective interaction between students in class, and combine TSCA with peer evaluation and computer-mediated evaluation after class.

4.3.3 The Research Field of POA

Most POA-based English teaching research focuses on skill-based courses such as English writing and oral English (Chen & Wen, 2020; Guan & Guo, 2021; Y. Y. Yang & Yao, 2022). It can be applied to humanities courses, such as literature and Western culture. Therefore, in a future study, teachers who teach humanities courses should explore teaching experiments based on POA and verify their teaching effectiveness in teaching practice. In addition, the research on the teaching mode of ESP courses is an emerging field. Combining English for Specific Purposes and the POA will also be the

focus of future teaching research.

4.3.4 The Teaching Materials Research

Some researchers have compiled a series of POA-based teaching materials and carried out related research on POA teaching materials (Chang, 2020). However, many Chinese colleges and universities are currently using English textbooks not based on POA, and there is relatively little research on POA textbooks (L. F. Yang, 2015). Therefore, in the future, researchers should pay more attention to compiling teaching materials or adapting one or several units in the teaching materials according to their learning context and teaching situation, and then carry out teaching practice and enrich the research achievements of POA-based teaching materials.

4.3.5 The Research of Teacher Professional Development

From the previous analysis of this study, it can be concluded that POA research mainly focuses on theoretical speculation, teaching practice and teaching materials research. Little teacher-related research plays a dominant role in teaching, although some scholars have guided teacher development (Qiu, 2020a; Sun, 2020b; Wen, 2020b; W. J. Zhang, 2020a). Cao Qiaozhen took one unit of *iEnglish* as an example to illustrate how to build teacher scaffolding and fine-tune scaffolding for students of different levels. Still, she did not take this study into teaching practice (Cao, 2017). Therefore, in the future, teacher development research should concentrate on the scaffolding role of teachers in POA-based teaching, the differences in the POA application among teachers based on the same level group and the dynamic change process of novice POA teachers developing into proficient teachers.

5. Conclusion

This study reviews the formation process of the POA theoretical system from 2007 to 2022, focuses on analysing the research status and looks forward to the future development trend of POA from five aspects in terms of teaching practical effectiveness, teaching procedure, the research field, teaching materials and teacher professional development.

To solve the problem of "input-output separation" and "instrumentality over humanity" in English teaching in China, teaching practical effectiveness can conduct action research and case studies and implement variable teaching modes and teaching design in teaching practice. Then, as for the teaching procedure of POA, in-depth research of the principles and operation paths of implementing the motivation from the theoretical and practical levels and designing various motivating scenarios should be conducted to meet motivating objectives in the motivating phase; in the enabling phase, both the enabling effectiveness criteria and the differences of individual students should be considered by researchers and teachers; in the assessing phase, the determination of the key points and difficulties of pre-class evaluation, the effective interaction between teacher-student in class, and the combination of TSCA with peer evaluation and computer-mediated after class are all the dominant points that researchers and teachers should focus on. Thirdly, humanities course in linguistics, literature and Western culture and ESP courses will be the focus in the future teaching research field. Furthermore, due to the limitation of POA-based teaching materials, compiling or adapting one or several units in the textbooks will be the focus of future teaching materials research. Finally, regarding research on teacher development, researchers should focus on the scaffolding role of teachers and the changing process of teachers' application of POA-based teaching.

All these research priorities will deepen and improve the POA theoretical system, promote the theory application in a wider range and add impetus to the globalization of Chinese foreign language teaching.

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