

# Exploration of Blended Learning Model for College English Listening and Speaking Based on POA Theory

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**Summary:** With the rapid development of information technology and the continuous updating of educational concepts, college English teaching is gradually shifting from the traditional classroom teaching mode to the Blended Learning Model. This article is based on the Process Oriented Approach (PO) theory to explore the application and practice of college English listening and speaking courses under the Blended Learning Model. It emphasizes the interaction and feedback in the language learning process, with a particular focus on the dynamic nature of language production and correction. At the same time, this teaching model emphasizes the importance of process based learning, allowing students to learn and apply language skills in practical operations, helping them better understand language learning, thereby improving overall learning effectiveness and cultivating their comprehensive abilities. By integrating core elements such as "participation", "process oriented", and "post evaluation" into teaching design, students' learning interest and initiative can be effectively stimulated, their listening and oral expression abilities can be improved, making teaching more vivid, interesting, and effective. This paper expounds the core idea of POA theory and its feasibility in listening and speaking teaching, designs a new college English listening and speaking Blended Learning Model, and puts forward specific strategies for implementing this model.

**Keywords:** POA theory; Teaching English listening and speaking courses; Blended learning mode, teaching strategies

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## I. Introduction

College English, as a fundamental course, is not only a way for students to acquire English communication skills, but also a key factor in cross-cultural communication abilities and global perspectives. However, the traditional teaching mode of college English listening and speaking faces many problems in practical operation, such as a lack of teaching resources, poor classroom interaction, and low student interest in learning. In recent years, Blended Learning Models have combined traditional face-to-face teaching with online learning, providing students with more flexible learning methods and abundant learning resources, which can effectively stimulate students' interest in learning and improve learning outcomes.

## II. Overview of Poa Theory

### 2.1 Definition and core ideas of POA theory

The Process Oriented Approach (POA) theory is a learning process oriented language teaching theory that emphasizes learners' active participation and dynamic feedback in language learning. Unlike traditional result oriented teaching methods, the POA theory focuses on the interaction, thinking, and language use correction processes experienced by learners during the learning process. The core ideas include: Language learning is a continuous process, not just about achieving a final goal; Learning should be a dynamic and interactive process, and the interaction between teachers and students is particularly crucial; Emphasize the feelings, strategies, collaboration, and reflection experienced by learners in completing learning tasks, rather than just focusing on the correctness of the final output. Learners gradually improve their language abilities through continuous language production and correction. On the basis of understanding the core idea of POA theory, it is necessary to understand the basic principles presented by this idea, firstly focusing on the learning process, guiding and optimizing learners' thinking, guiding learners to try, allowing learners to make mistakes, and guiding learners to correct the entire process; Secondly, emphasizing student subjectivity, learners are the active constructors of the theoretical significance, and teachers are the guides, assistants, and resource providers; Thirdly, emphasis should be placed on collaboration and interaction. Learning is social, and knowledge can be

jointly constructed through group discussions, peer assessments, and other means of interaction. Fourthly, Formative Assessment should be advocated, which runs through the entire learning process and is used to diagnose problems, provide feedback, and promote development, rather than just giving scores.

## **2.2 Application of POA Theory in Language Teaching**

The traditional teaching mode of college English listening and speaking mainly relies on classroom lectures and direct guidance from teachers, often neglecting opportunities for students to engage in self-directed learning and actual language use. Firstly, the limited time in class makes it difficult for teachers to provide personalized guidance to each student, and students' listening and speaking abilities cannot be comprehensively improved. Secondly, traditional teaching methods focus on explaining grammar and vocabulary, but lack practical language communication and interaction, making it difficult for students to apply the learned language in real-life situations.

The application of POA theory in language teaching, especially in listening and speaking teaching, emphasizes the importance of the learning process. The application of process oriented teaching theory in the blended learning model for college English listening and speaking can effectively solve problems such as "emphasis on results and neglect of process", "difficulty for students to speak", and "lack of personalization" in traditional teaching. Teachers promote students' language practice in real contexts by designing interactive teaching activities. In listening and speaking courses, teachers use scenarios, role-playing, discussions, and other methods to encourage students to engage in language output in class, and make corrections based on real-time feedback from peers and teachers. The advantage of POA theory lies in its emphasis on the continuity and interactivity of the learning process, which can effectively enhance students' language learning motivation and participation. In addition, POA theory emphasizes feedback and self reflection, which helps students recognize their language weaknesses and make improvements, thereby achieving personalized learning. Through this interaction, students' language abilities have been continuously improved. The application of POA theory emphasizes continuous and procedural evaluation, rather than relying solely on final exam scores. In this mode, students not only provide self feedback through homework and tests after class, but also receive immediate feedback through classroom interaction to adjust their learning strategies.

## **III. Blended Learning Model Based On Poa Theory**

### **3.1 Basic Concepts of Blended Learning Model**

I heard that Blended Learning Model (Listening)&Speaking Blended Learning is a teaching model that combines traditional face-to-face teaching with online learning, aiming to enhance learning effectiveness and experience through the complementary advantages of both. In college English listening and speaking courses, Blended Learning Models typically provide extracurricular learning resources such as listening training, oral practice, and interactive discussions through online platforms, while classroom teaching focuses on the practical application and interactive practice of language. This model combines traditional classroom teaching with modern technological means, enabling students to continuously participate in learning both inside and outside the classroom, and improving their ability for self-directed learning.

### **3.2 Blended Learning Model Design Based on POA Theory**

The basic principle of designing a blended learning model for college English listening and speaking based on POA theory is to organically combine online (asynchronous) and offline (synchronous) learning, and promote the improvement of students' language abilities through dynamic learning processes and interactive feedback. The online learning section mainly uses forms such as voice and video, listening training, and online oral practice to help students consolidate their language foundation and engage in self-directed learning. Offline classroom teaching focuses on the practical application of language, improving students' actual listening and speaking abilities through activities such as group discussions, scenario simulations, and role-playing. In this process, teachers are not only transmitters of knowledge, but also guides and feedback providers in the learning process. The process feedback mechanism in POA theory is integrated throughout the entire teaching process, where students continuously revise their language output and improve the fluency and accuracy of language expression through interaction and timely feedback from teachers.

#### **Blended Learning Model of POA Theory**

**Overall framework: Preparation → practice → evaluation → reflection**  
**Explanation of the framework learning process:**

#### **Phase 1: Preparation Stage - Online Task (Pre class).**

**Objective:** To understand background knowledge and themes, clarify unit objectives, and prepare for deep interaction in offline learning.

**Teacher's task:** The teacher provides listening materials about a certain listening and speaking topic and assigns clear tasks.

**Task 1 (Summary Listening):** Listen to a listening material that does not require understanding every word, only recording the speaker's main viewpoint and emotional attitude.

**Task 2 (Strategy Learning):** After listening to the theme material, summarize 2-3 questions around the theme.

**Vocabulary analysis and mastery:** Understand some unfamiliar vocabulary and difficult sentences, discuss the usage of new words and the understanding of difficult sentences.

**Self directed practice and self-evaluation:** Use the platform for following, imitating, and recording. If conditions permit, the system provides real-time voice ratings; Discuss and summarize several thematic issues to deepen understanding.

**Teacher role:** Resource designers, task promoters, process supervisors, problem discoverers, solve student difficulties, verify and evaluate student work.

**Phase 2: Practical stage - offline classroom teaching (in class).**

**Goal:** Master listening and expression skills, understand internalization and output, transform online and offline input into effective output, collaborate, practice and solve problems in real contexts.

**Teacher's task:**

**1. Activation and deepening of teaching content.**

Teachers design tasks that are more difficult than pre class preparation, and train listening and expression skills from multiple perspectives. teach

Teachers cannot simply check the answers, they need to present the teaching content in an orderly manner and let students complete it in class.

**2. Task contextualization and diversified activities.**

Design a medium difficulty task that requires student collaboration, focusing on the topic of material design, deepening the attitudes and perspectives of material roles, using materials to contextualize the task, designing various ways of expression such as quick Q&A, group sharing, role-playing, etc., sharing learning experiences, and achieving the purpose of listening and speaking.

**3. Information gap supplementation activity:**

Teachers inspect each group and provide assistance, such as providing suggested expression templates, correcting pronunciation errors that affect understanding, encouraging stage fright students, and so on. For the materials heard, students have different information, some have more information while others have less. They complete the task of inquiry and explanation through communication.

**Teacher role:** Event designer, practice facilitator, and real-time feedback executor.

**Phase 3: Consolidation and evaluation stage - online/offline integration (after class)**

**Goal:** Consolidate learning outcomes, evaluate students' performance and task completion, and deeply reflect and personalize listening and speaking content and activities.

**Teacher's task:**

**1. Design an evaluation scale.**

Guide students to listen and evaluate each other, using the evaluation scale designed by the teacher, and have their peers evaluate from aspects such as content, structure, pronunciation, fluency, etc.

**2. Design productive assignments.**

Based on the various materials and classroom activities heard, teachers design and assign productive tasks, such as recording a 2-3 minute speech video, retelling the listening materials heard, etc. Students complete and submit them.

**3. Learning Journal and Self Reflection.**

Require students to write a brief Learning Journal or record a voice reflection. Design Reflection Question:

A. What is the most useful listening/speaking strategy I learned this week?

B. What difficulties did I encounter in the group activity? How was it resolved?

C. What progress and areas for improvement have I found in comparing my oral recordings from last week and this week?

**4. Push and expand resources:**

Based on the weak points demonstrated by students during the process, teachers recommend different improvement materials, such as exercises for pronunciation and short videos for vocabulary.

**Teacher role:** Resource pusher, reflection guide, and summary evaluator.

#### **IV. Implementation Strategy Of Blended Learning Model Based On Poa Theory**

##### **4.1 Teacher Role Transformation**

In the process of English listening and speaking teaching under the POA theory framework, teachers need to change their roles. The classroom should shift from traditional teacher centered teaching to student-centered teaching. Teachers not only need to teach grammar knowledge, but also guide students to express their ideas correctly and organize language. By demonstrating and explaining, help students master expression skills. Before, during, and after teaching, it is necessary to transmit teaching materials for listening and speaking, and design teaching activities for listening and speaking. In terms of listening, it is possible to design a listening picture to speak, combined with pictures to explain, to help students understand vocabulary and sentence structures, adopting the form of dictation practice, repeatedly practicing vocabulary and phrases, and improving listening accuracy. In terms of speaking, firstly, reading training can be designed to control reading at regular and quantitative intervals, helping students improve their language expression ability. Then, dictation translation can be carried out, allowing students to translate sentences in English, consolidate syllables and pronunciation. Teachers need to strictly control the implementation of teaching processes, stimulate students' sense of participation, and cultivate independent thinking ability. Teachers continuously observe and understand students' learning progress through classroom performance, adjust teaching content and methods in a timely manner based on students' activity implementation scenarios, and ensure maximum teaching effectiveness.

##### **4.2 Integration of Online and Offline Teaching**

The combination of online and offline teaching is crucial in the blended learning model for college English listening and speaking based on the POA theory. The online section can provide extracurricular listening materials, oral exercises, simulated conversations, and other activities through learning platforms, allowing students to engage in self-directed learning and consolidate their foundations outside of class. For example, teachers can upload listening materials related to the course, and students can engage in self directed learning through the platform and participate in online discussions or voice evaluations to help students accumulate opportunities for language input and output. Offline teaching focuses on the practical application and interaction of language, and teachers motivate students to engage in language practice in real-life situations through classroom activities such as scenario simulations, role-playing, and group discussions. Through the combination of online learning and offline classrooms, students can engage in personalized learning outside of class, while in class, they can consolidate their language skills through interaction and practice. The complementarity of the two can effectively improve students' listening and speaking abilities, and ensure the coherence and systematicity of learning.

##### **4.3 Cultivation of Students' Self directed Learning Ability**

In Blended Learning Model, stimulating students' interest and cultivating their Self directed Learning ability are key to improving learning outcomes. Firstly, the design of the online learning section should emphasize the concept of Self directed Learning, such as providing adaptive learning tasks, interactive exercises, and instant feedback to stimulate students' interest in learning and self-learning motivation. Teachers can provide more dictation, translation, or dialogue exercises based on students' learning progress and interests, help students consolidate language knowledge, recommend personalized learning resources such as video explanations, listening materials, or oral exercises, set up interactive activities and encourage group discussions, allowing students to learn according to their own needs and pace, and enhance their enthusiasm for participation and expression ability.

##### **4.4 Diversity of Activities and Classroom Interaction**

Classroom interaction is one of the core elements of POA theory, and optimizing classroom interaction and feedback mechanisms can greatly enhance learning outcomes. In Blended Learning Model, teachers should design diverse interactive forms to ensure that every student can actively participate. For example, through activities such as group discussions, role-playing, and situational simulations, students can fully utilize language in the classroom to communicate in real contexts. At the same time, students are required or encouraged to engage in English conversations or dictation exercises in their spare time, communicate with others in English, enhance their language expression and language sense, and help them use language in different contexts to improve their listening and speaking abilities.

##### **4.5 Establish an evaluation and feedback mechanism.**

The evaluation and feedback of classroom teaching are an indispensable part of the teaching process. Evaluation is the process of observing, measuring, or assessing students based on predetermined standards or indicators. Evaluation can be formal (such as exams, assignments) or informal (such as classroom performance,

discussions, etc.), with the aim of promoting students' mastery of knowledge and skills, identifying problems in the learning process, improving teaching and learning effectiveness, cultivating students' comprehensive qualities, understanding students' progress through evaluation and feedback, and adjusting teaching methods in a timely manner. The Blended Learning Model requires a collaborative effort among teachers, students, and the social environment. Only by making effective progress in the transformation of teachers' roles, classroom organization, students' self-directed learning abilities, and activity design can we ensure the achievement of teaching goals and help students achieve better development in listening and speaking.

This article explores the construction and implementation strategies of a blended learning model for college English listening and speaking based on the POA theory. Research has shown that Blended Learning Models can effectively combine online and offline teaching to stimulate students' interest in learning, enhance their self-directed learning abilities, and promote language proficiency through classroom interaction and timely feedback. The application of POA theory strengthens the interaction and feedback mechanism in the learning process, providing students with a more personalized and dynamic learning experience. The integration of process oriented teaching theory into the Blended Learning Model for college English listening and speaking essentially shifts the focus of teaching from "teaching" to "learning", and from paying attention to "whether students are right or not" to "how students learn to speak". It creates a more inclusive, supportive, and student-centered learning environment, not only aimed at improving students' English listening and speaking abilities, but also committed to cultivating them into lifelong learners. Despite the challenges in implementation, its significance for improving the quality of college English teaching is profound.

## **V. Conclusion**

This study explores the construction and practical application of a blended learning model for college English listening and speaking grounded in Process-Oriented Approach (POA) theory, addressing the limitations of traditional teaching models such as inadequate interaction, insufficient personalized guidance, and overemphasis on outcomes. By integrating the core tenets of POA—including learner-centeredness, process orientation, interactive collaboration, and formative assessment—with the complementary advantages of online and offline teaching, this research proposes a systematic teaching framework consisting of pre-class online preparation, in-class offline practice, and post-class integrated consolidation and reflection.

The findings indicate that the POA-based blended learning model effectively optimizes the teaching process of college English listening and speaking. Firstly, the organic integration of online and offline teaching expands learning space and time, providing students with flexible access to diverse learning resources and personalized practice opportunities, thereby enhancing their self-directed learning abilities. Secondly, the emphasis on interactive activities (e.g., group discussions, role-playing, and situational simulations) and real-time feedback mechanisms (including teacher guidance, peer evaluation, and self-reflection) addresses the "dilemma of speaking anxiety" and promotes the internalization and application of language skills. Thirdly, the adoption of formative assessment throughout the learning process shifts the teaching focus from "result-oriented evaluation" to "process-oriented development," enabling teachers to timely identify students' weaknesses and provide targeted support, thus facilitating the comprehensive improvement of listening and oral expression abilities.

Furthermore, the implementation of this model highlights the necessity of teacher role transformation—from knowledge transmitters to learning designers, guides, and feedback providers—and underscores the importance of cultivating students' collaborative awareness and self-reflection capabilities. By creating an inclusive, interactive, and supportive learning environment, the model not only enhances students' interest and motivation in English learning but also lays a foundation for their lifelong learning and cross-cultural communication competence, aligning with the objectives of college English teaching reform in the digital era.

Despite its contributions, this study has certain limitations. For instance, the sample size in practical application may be restricted, and the long-term effectiveness of the model requires further verification through extended tracking studies. Additionally, the design of online learning resources and the adaptation of formative assessment tools can be further optimized to better meet the diverse needs of students. Future research could expand the scope of empirical research, explore the application of artificial intelligence and other educational technologies in the model, and refine the evaluation system to provide more robust theoretical and practical support for the innovation and development of college English listening and speaking teaching.

In conclusion, the POA-based blended learning model offers a feasible and effective solution to improve the quality of college English listening and speaking teaching. Its core value lies in shifting the teaching paradigm from "teaching-centered" to "learning-centered" and from "outcome-focused" to "process-oriented," which not only enhances students' language proficiency but also fosters their comprehensive competencies. With the continuous advancement of educational informatization, this model is expected to play a more prominent role in promoting the reform and development of college English teaching, contributing to the cultivation of high-quality talents with global perspectives and intercultural communication capabilities.



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