

# Current English Language Teaching Using Production-Oriented Approach: A Systematic Review

Lifang Sun<sup>1,2</sup>, Hanita Hanim Ismail<sup>1</sup>, Azlina Abdul Aziz<sup>1</sup>

<sup>1</sup> Faculty of Education, Universiti Kebangsaan Malaysia, Bangi 43600, Malaysia

<sup>2</sup> School of Economics and Management, Chongqing Three Gorges Vocational College, Chongqing 404155, China

Correspondence: Hanita Hanim Ismail, Faculty of Education, Universiti Kebangsaan Malaysia, Bangi 43600, Malaysia. E-mail: hanitahanim@ukm.edu.my

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## Abstract

In recent years, the production-oriented approach (POA) has grown to be a popular research topic in China. Despite that, it is noticeable that a systematic literature review of the international journals written in English (2019-2023) on POA is not available, which has raised a need to promote POA to other parts of the world, especially to benefit more English learners. This review is focused on three questions: What is the present state of implementation of POA? What are its influences on students' acquisition of the English language? What are the obstacles encountered in promoting broader adoption of POA? Based on a search via three databases (Scopus, WoS, and ERIC), 35 journal articles between 2019 and 2023 were analysed finally. The findings indicate that: (1) POA research is now mainly empirical research, related to theory development, teacher development, and textbook development. (2) The effects of POA on English learners are as long as they are manifested in terms of their effects on students' writing ability, speaking ability, translation ability, positive affective experiences and learning awareness. (3) At present, the main problems encountered by POA lie in the limited classroom teaching time, the relatively small sample size, and the remaining gap between the selection of teaching materials and the teaching design to keep students' continuous motivation. In addition, this article also discusses the future direction of research, which needs to work on linguistics, literature, western culture, ESP programs and other languages, as well as the integration and development of teaching materials and teacher development.

**Keywords:** English language teaching, influence of POA, learning obstacles, Production-oriented approach, Teaching implementation

## 1. Introduction

The Production-Oriented Approach (POA) was developed by a team at the Centre for the Study of Foreign Languages and Education in China at Beijing Foreign Studies University. Its goal is to address the limitations of segregating input from output and language skills training from personality development in foreign language education in China (Wen, 2020). The POA is a foreign language teaching system developed by Chinese experts over a decade, tailored to China's specific circumstances, through a blend of theory and practice. The method focuses on teaching concepts, assumptions, and procedures to develop internationalised individuals with a strong sense of familial and national identity, a global perspective, and proficient English communication skills. The POA team participates in international conferences and arranges international forums for in-person interactive discussions. Currently, three teams have been established: English Teaching, Teaching Chinese as a Foreign Language, and Teaching Non-English Languages. A virtual professional learning community has been established in China to promote the research and application of POA, aiming to expedite its practice and development, as well as to facilitate its widespread dissemination. The POA constructors have incorporated elements from traditional Chinese educational theories and Western teaching theories (Wen, 2020). They have engaged in numerous discussions with international scholars, resulting in publications that have made a significant impact both domestically and internationally.

Given that English is the most widely used language in the world, its significance cannot be downplayed or overlooked (Ilyosovna, 2020). As China continues to develop and strengthen its ties with the rest of the world, the significance of acquiring English becomes inevitably apparent (Zhao, 2023). As the most widely spoken language in the world and functioning as a necessary tool for international exchange, English is the most important medium of communication, connecting China and the world in the fields of science, technology, and humanities. It serves as an indispensable language resource in China's ongoing process of opening to the rest of the world (Education, 2020). The College English Teaching Guide (2020) points out that college English education is an integral part of tertiary education in China, which fosters coordinated knowledge development among college students, besides improving language and communicative skills in China (Education, 2020). The importance of English as a global language is undeniable. Its widespread use in various domains and its impact on communication have made it a prerequisite for success in the modern world. The Production-Oriented Approach (POA) is a foreign language education theory, styled with Chinese features (Wen, 2017). POA as a teaching approach was developed to overcome issues regarding separated learning and the teaching of English as a foreign language in Chinese universities. Wen (2014) introduced the POA, which has been widely accepted.

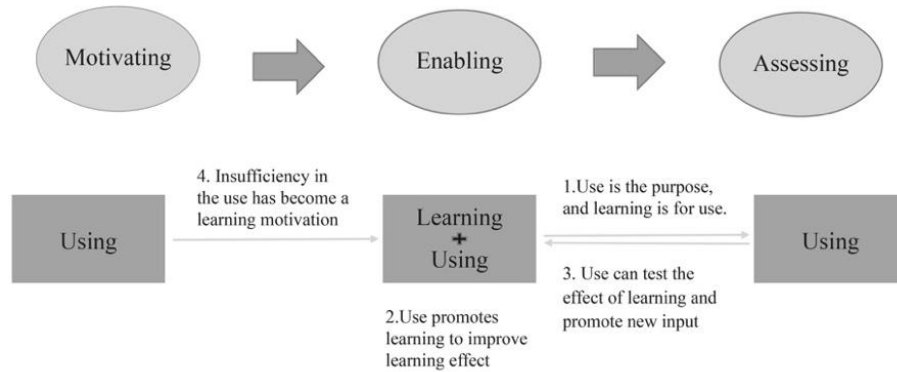


Figure 1. The relation between using and learning during the teaching process of POA

Figure 1 shows how the concept of learning is employed in POA as reflected in the integration of motivating, enabling and assessing. POA promotes learning through application. When students attempt to produce understanding, they are likely to discover gaps, which will also increase their focus and digest the profundity of the input material, which is the output drive. When the teacher functions as a scaffold to facilitate the combination of learning and usage activities, the learning effect is enhanced and the quality of the student’s work is greatly enhanced. This is named as input assistance. Its teaching process of motivating, enabling, and assessing indicates an integration of learning and application (Qiu, 2020).

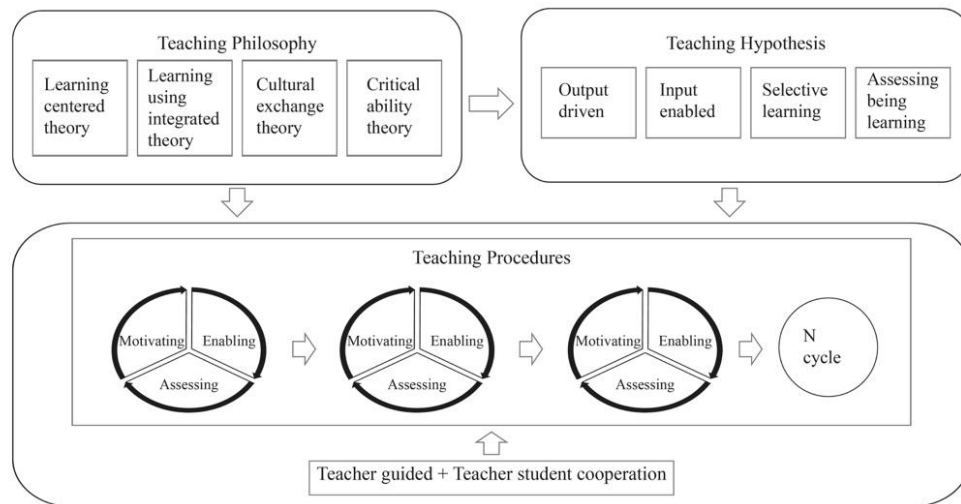


Figure 2. POA Theoretical System of Wen Qiufang (2015, 2018b)

Figure 2 shows three aspects: the teaching philosophy of POA, its teaching hypothesis and its procedures. Its teaching philosophy explains its learning centre theory, the integration learning and applying theory, the cultural exchange theory and critical theory. In the teaching hypothesis, four items are involved: output-driven, input facilitation, selective learning and assessing being learning. For the teaching procedures, motivating, enabling and assessing are involved.

Compared to other teaching methods, POA differs in terms of options for learning-centeredness or student-centeredness, besides its uniqueness in emphasising output with lesser attention to input or input-output integration. The outputs of POA are utilised throughout the process of teaching and learning, which is one of its key characteristics that sets it apart from other pedagogies. Both written and spoken statements are produced by students. Writing and translation are examples of written expression, whereas speeches, plays, role-plays, and other oral presentations are examples of oral expression. POA is centred around outputs, and since assessment is an integral component of learning, it is especially crucial to evaluate student outputs. Teacher and Student Collaborative Assessment (TSCA) is one of its characteristics.

Despite an abundance of studies on POA, efforts to systematically review these studies are still lacking. Sun (2021) wrote a literature review of studies on POA in China (Sun & Asmawi, 2021), retrieving academic journals, and master’s and doctoral dissertations from CNKI regarding POA from 2016 to 2020. This study analysed the literature on POA, specifically looking at examining the present state of its implementation, investigating its influence on students’ English language acquisition, and scrutinising the obstacles encountered to promote

its broader adoption using a PRISMA approach. The research questions are as follows: (1) What is the present state of implementation of POA?, (2) What is the influence of POA on students' acquisition of English?, and (3) What obstacles are encountered to promoting broader adoption of POA?

**2. Method**

The selection of literature for this systematic review was guided based on PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses). This systematic literature review was conducted by looking for articles on POA between 2019-2023 in English teaching from three databases which are Scopus, Web of Science (WoS) and the Education Resources Information Center (ERIC). Scopus is a database that compiles abstracts and citations with enriched data and linked scholarly literature across different disciplines. WoS is a robust database consisting of 33,000 journals on 256 different disciplines including subjects on environmental studies, interdisciplinary social sciences, social issues and development and planning (Shaffril et al., 2018). ERIC is an online digital library of education research with citations, abstracts, and other pertinent data of journal articles and other education-related materials.

The papers were carefully scrutinised based on the Inclusion and Exclusion criteria, which considered 3 steps of the review process (namely Identification, Screening, and Eligibility) and data abstraction and analysis (which will be explained in the following subsections). The review was guided by the PRISMA Statement 2020. Its use offers three unique advantages, which are (1) defining clear research questions that permit systematic research, (2) identifying inclusion and exclusion criteria, and (3) examining a large database of scientific literature in a defined time (Sierra-Corrae & Kintz, 2015). The PRISMA Statement allows for a rigorous search of terms related to POA. Some of the highly cited papers which used PRISMA include one by Saffril (2018), which was cited by 284 research papers. Others include Khaldi, Bouzidi and Nader (2023) who received 41 citations among Q1 papers and Martins and Wangenheim (2023) with 191 citations. Therefore, the stage of identification, screening, eligibility, and exclusion followed the methodical procedures as shown in Figure 3.

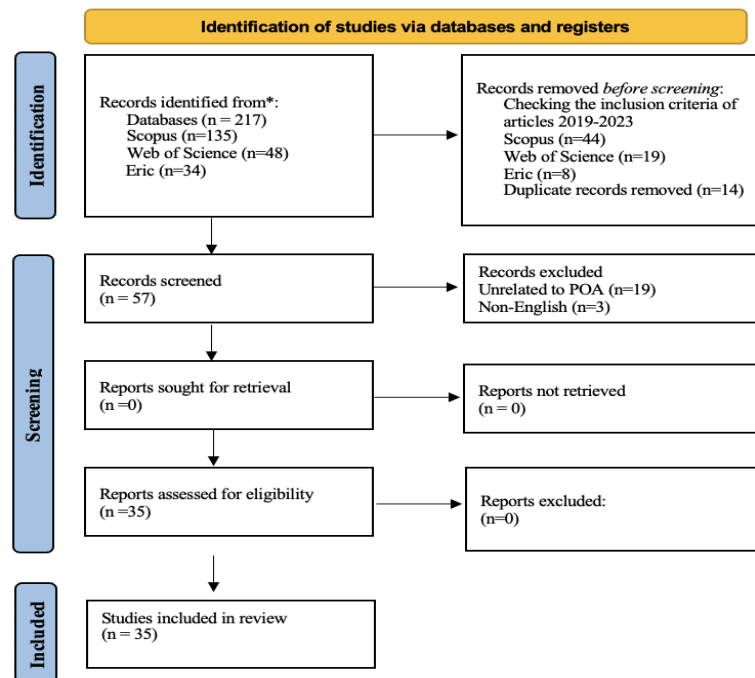


Figure 3. Flow diagram of the study

**2.1 Phase 1: Identification**

The first step as indicated in the PRISMA Statement 2020 is Identification. This stage includes a paper search by finding synonyms and related concepts of the keywords namely Production Approach, POA, Output Oriented Approach. The search for potential reviewing of papers based on 3 databases (WoS, Scopus and ERIC) considered keywords similar and related to POA, Output Oriented Approach, which served as a search string for each database utilised in the research. To determine identification, Table 1 explains this.

For the purpose of this review, 4 Inclusion and Exclusion criteria were determined. In terms of literature type, only journal articles were selected; books, book chapters and conference papers were excluded. Second, in order to avoid any confusion and difficulty in translation, the selection excluded non-English publications and only focused on articles published in English. Thirdly, the selection also considered 5 years (between 2019 and 2023), which is a time for reviewing. The fourth is publications that are related to POA and the teaching of English. In Phase 1, the different identified keywords were placed into the search engine box. For Scopus, the keywords used were ("Production oriented Approach" OR "POA" OR "Output Oriented Approach" OR teacher-student collaborative assessment (TSCA)) AND (English\*), resulting in 135 articles. For WoS, the keywords used were ("Production oriented Approach" OR "POA" OR "Output Oriented Approach"

OR TSCA) AND (English\*) where 48 articles were found. For ERIC, the keywords used were ("Production oriented Approach" OR "POA" OR "Output Oriented Approach" OR TSCA) AND (English\*), resulting in 34 articles. In total, there were 217 articles searched. Table 2 illustrates the use of keywords to find related past studies on POA. Table 1 lists the search string for each database. Three stages were involved in the systematic review process.

Table 1. The search string used for the systematic review process

Databases	Keywords used
Scopus	TITLE-ABS-KEY(("Production oriented Approach" OR "POA" OR "Output Oriented Approach" OR TSCA) AND (English*))
Web of Science	TITLE-ABS-KEY(("Production oriented Approach" OR "POA" OR "Output Oriented Approach" OR TSCA) AND (English*))
ERIC	TITLE-ABS-KEY(("Production oriented Approach" OR "POA" OR "Output Oriented Approach" OR TSCA) AND (English*))

2.2 Phase 2: Screening

The researchers identified 217 articles from WoS, Scopus and ERIC. The publications have undergone intense scrutiny to determine whether they satisfied the investigation criteria. Table 2 indicates the Inclusion and Exclusion criteria which assisted the steps to screen the 217 articles. The inclusion criteria were set for the time range from 2019 to 2023. 71 articles were included according to the time from 2019 to 2023 and journal articles only. Among the 71 articles, excluding 14 duplicate articles, 57 articles were kept to the following stage.

Table 2. The inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Type of article	Journal articles	Book series, books, Book chapters, conference proceedings
Language	English	Non-English
Timeline	Between 2019 and 2023	<2019
Countries and territories	All countries	
Content	Related to the POA approach and English teaching	Non-related to POA and English teaching

2.3 Phase 3: Eligibility

A total of 57 articles were prepared for the eligibility stage and all the titles and abstracts and contents of the articles were carefully reviewed to check whether they satisfied the requirement or not. Efforts were concentrated on specific studies that responded to the formulated questions. The data were extracted by reading through the abstracts first, then the full articles (in-depth) to identify appropriate themes and sub-themes. Qualitative analysis was performed using content analysis to identify themes related to POA. Additionally, 22 articles were excluded, and 35 articles were kept to the final Inclusion stage.

2.4 Phase4: Inclusion

After the screening stage, 35 articles were finally chosen to be reviewed in the systematic literature review. All the materials which were not journal articles, non-English, published before 2019 and content unrelated to POA and English teaching were excluded. The chosen articles would purposefully address the research questions raised in the Introduction.

3. Result and Discussion

3.1 Overview of reviewed articles

This paper systematically reviewed 30 articles to explore the current research status of papers regarding POA, its impact on students' English learning, and the obstacles encountered in the widespread application of POA. The distribution of the selected articles published between 2019 to 2023 is shown in Figure 4.

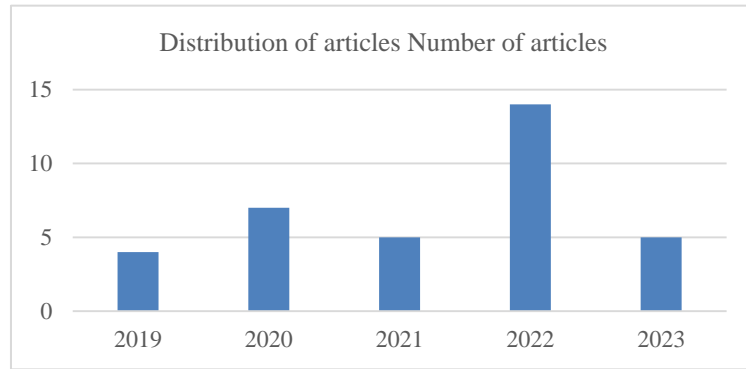


Figure 4. Distribution of the selected articles published between 2019-2023

Table 3 shows the number of articles sorted according to the methodology used in conducting the research study.

Table 3. Number of articles based on method

Method	Number of Articles
Quantitative	16
Qualitative	7
Mixed	12

Table 3 shows that 16 of the articles used quantitative methods, whereas 7 used qualitative methods and only 12 used mixed methods. This thus, shows more opportunity lies within the exploration of research studies using qualitative and mixed methods.

### 3.2 Result and Discussion

The objective of this systematic literature review is to identify the present state of POA, the influences on students’ English learning and obstacles encountered to make POA have a broader adoption. These articles are divided into different topics including its effectiveness and the application of POA in different courses and one aspect of POA theory.

Table 4. Percentage of articles according to the respective aspects

Aspects	Number of Articles
Research Status of POA	17(49%)
Influences	18(51%)
Obstacles	7(20%)

#### 3.2.1 The Research Status of POA

**RQ1:** What is the present research state of implementation of POA?

Table 5 Findings regarding the present status of POA

Author/Theme	Students Level			Different Courses					Theory Development		Combined Technology			Materials Use	
	HS	CS	GR	AW	B E	TR	LS	AE	D P	T F	CD/AI	F C	MO	P M	I-E
Bi (2020)		✓												✓	
Khazae et al. (2022)			✓												
Kong et al (2022)		✓				✓					✓				
Liu (2021)	✓			✓											
Liu et al. (2022)	✓						✓					✓			
Liu et al. (2022)		✓			✓								✓		
Qiu (2020)		✓	✓					✓	✓						✓
Shu (2022)		✓										✓			
Song et al. (2023)	✓														
Sun et al. (2022)	✓						✓								
Wang (2022)		✓						✓							
Wang et al. (2022)		✓									✓				
Xie (2021)		✓			✓					✓					

Yang (2022)		✓		✓										
Zhang (2020)		✓						✓						✓
Zhao et al (2021)		✓			✓							✓		
Zhang (2019)		✓												
	HS=high school CS=college students GR=Graduates	AW=academic writing BE=business English TR=translation LS=listening and speaking AE=advanced English	DP=different phases TF=tailored framework	FC=flipped class Mo=mobile CD=cloud data AI=artificial intelligence	PM=procedures of materials using I-E=I-English textbook									

Findings regarding the present status of POA can be investigated as five themes which are students' level, different courses, theory development, combining technology and materials use. About the students' level, high school students (Liu, 2021; Liu et al., 2022; Song et al., 2023; Sun et al., 2022), college students (Bi, 2020; Kong et al.,2022; Liu et al.,2022; Qiu, 2020; Shu 2022; Wang 2022; Wang et al., 2022; Xie 2021; Yang 2022; Zhang 2020; Zhao et al., 2021; Zhang 2019), graduates (Khazae et al.,2022, Qiu 2020) are involved. Research on POA involves its application in different types of courses. Some include its use in business English (Liu et al., 2022; Xie, 2021), academic writing (Liu 2021; Yang 2022), translation (Kong et al., 2021), listening and speaking (Liu et al.,2022, Sun et al., 2022), advanced English (Qiu,2020; Wang, 2022). Figure 5 shows the word cloud of the research related to POA. It shows that English language, teaching, learning and writing are some of the keywords. Thus, POA in connection to writing draws on more research interest, as compared to speaking. Theory Development involves different phases, teaching procedures concerning motivating (Zhang, 2020), enabling (Qiu, 2020), and assessing (Xu et al., 2022). The implementation of POA with technology includes cloud data (Kong et al., 2022), AI(Wang, 2022), flipped class (Liu, 2021; Shu, 2022) and mobile(Liu et al., 2021). The theme of material use involved the procedures of materials use (Qiu,2020) and I-English textbook use (Zhang, 2020). Research on assessing the teaching materials of appropriate productive objectives, effective enabling activities and successful attainment of productive objectives based on POA has been also conducted (Gu & Suo, 2022).

Primarily, research can either be categorised as empirical or non-empirical (Zhao & Li, 2021). Non-empirical research comprises four components: theoretical system construction (Qiu,2020), dialectical research (Zhang,2020), the utilisation and adaptation of teaching materials (Gu, 2022, Suo 2022), and theoretical comparison (Zhang, 2020). Its primary objectives are to enhance comprehension of the theory and advance its development. Whereas, empirical research primarily comprises three components: professional development for teachers (Zeng, 2019), teaching materials (Gu,2022), and teaching practice (Liu, 2020). The implementation of POA can have a substantial impact on enhancing students' practical proficiency in the English language, as well as fostering their motivation and passion for learning English (Shu, 2022). Xie (2021) stated that most students considered the teaching activities, methods, and materials as effective and suitable. The English majors who participated in the study improved their English application skills, while the non-English majors mainly improved their learning autonomy.

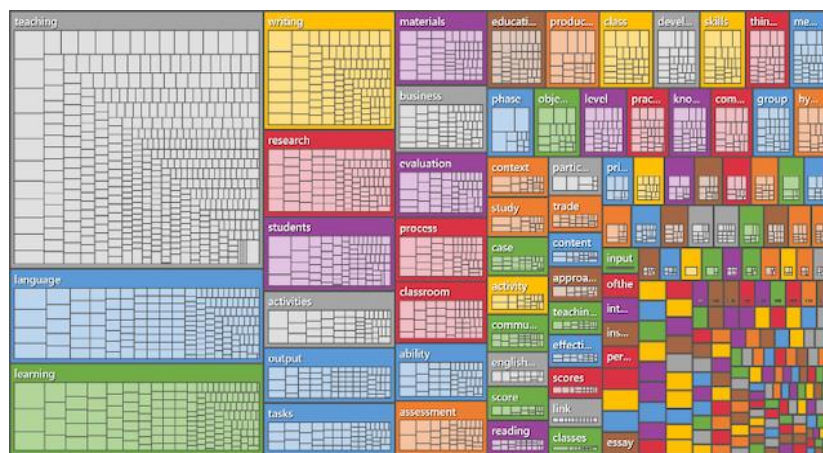


Figure 5. The word cloud of the research related to POA

### 3.2.2 The Impacts of POA on Students' English Learning

RQ2: What are its influences on students' acquisition of the English language?

Table 6. Findings regarding Influences of POA

Author/Theme	Writing Skill		Speaking Competence			Emotional Experience			Translation Ability	Learning Awareness		
	W S	W L	P R	F L	V O	C F	P E	L I	T Q	L A	MO	C T
Asmawi and Sun (2023)			✓	✓	✓	✓						
Du (2022)	✓	✓										
Kong (2022)							✓		✓	✓		
Hossein et al. (2022)		✓										
Liu et al. (2021)		✓						✓		✓		
Zhang et al. (2019)		✓				✓	✓	✓			✓	
Xiao et al. (2022)		✓								✓		✓
Liu et al. (2020)		✓					✓					
Song and Li (2023)						✓	✓					
Pourdana (2023)		✓									✓	
Qi (2022)						✓			✓	✓		
Qiu (2020)	✓					✓					✓	
Xie (2021)	✓		✓			✓						
Xu et al. (2022)		✓										
Yang et al. (2022)		✓				✓						✓
Yin (2019)		✓										
Zhang (2020)			✓			✓						
Zhang (2020)						✓						
	WS=writing score WL=writing level		PR=pronunciation FL= fluency VO=vocabulary			CF=confidence PE=positive emotion LI=learning interests			TQ=translation quality		LA=learning autonomy MO=more opportunity CT=creative thinking	

The use of POA has been found to yield favourable outcomes in terms of enhancing students' engagement, academic achievement, and task fulfilment, hence contributing to the development of their academic literacies (Gao & Wang, 2023; Liu & Zhang, 2022; Wang & Yan, 2022). Song et al. highlighted the strategies of practical English teaching in POA and provided references and help for the reform and innovation of practical English teaching (Song & Li, 2023). POA can also benefit students' reading ability (Cao et al., 2022; Li et al., 2022; Tian 2021). It is noteworthy that this approach not only fosters pleasant emotional experiences among the learners but also facilitates the acquisition of essential learning strategies. Moreover, it plays a pivotal role in enhancing students' autonomy in effectively engaging with English language tasks and activities (Kong & Jan 2022). A diverse range of production tasks serves to captivate students' interest and bolster their involvement in the process of learning English (Li et al., 2022). The implementation of POA has proven to be an excellent method for fostering students' passion in the process of learning translation. This approach not only enhances the efficiency of internalising human information into output ability but also optimises the teaching effectiveness of educators. Moreover, it has been observed that the utilisation of POA greatly enhances students' English translation skills and their capacity to apply these skills in practical contexts (Qi,2022). Therefore, the studies focus on the effectiveness of reading and writing more than speaking.

3.2.2.1 The Improvements of Students' Writing Skills Using POA

The review indicated that students' English writing skills improved through POA-based action research (Du, 2022; Liu & Cao, 2021; Liu, 2021; Yang, 2022; Yin, 2019; Zhang, 2020). This is particularly observed in sentence expression and logical writing coherence where students have demonstrated improvements in writing. Their writing expressions and skills have been substantially enhanced (Liu & Cao, 2021). The precise implementation of the three criteria for effective enabling has led to enhancements in both the quantity and quality of students' academic writing (Chen, 2020). POA can promote students' writing ability since it is effective at assisting them in mastering English writing methods. It can also improve their linguistic accuracy and output of targeted connectives (Chang, 2020; Luo & Liang, 2022; Natasha, 2023; Zhang, 2020). It also has the potential to improve EFL learners' performance on form-focused writing tasks (Pourdana, 2023). In contrast to the methodologies of PPP (Presentation, Practice, Production) or TBLT (Task-Based Language Teaching), the findings align with previous research that supports the notion of POA having a beneficial impact on the writing skills and vocabulary development of college students (Xuan et al., 2023).

3.2.2.2 The Improvements of Students' Speaking Competence on POA

The pupils in the experimental class that utilised POA demonstrated a notable enthusiasm for oral English (Liu & Zhang, 2022). Its implementation has the potential to enhance students' emotional well-being and provide them with increased possibilities for language utilisation (Kong & Jan 2022; Liu & Zhang, 2019; Zhang, 2020). The students' pronunciation, vocabulary, and fluency exhibited improvement within the group setting, as a result of the implementation of a production-oriented approach (POA) during the period of the COVID-19 epidemic (Asmawi & Sun, 2023). Researchers focused on the effectiveness of English-speaking ability by using POA (Asmawi

& Sun, 2023; Sun et al., 2022). Thus, its implementation within an online educational setting has demonstrated a notable and favourable impact on the pronunciation skills of English as a Foreign Language (EFL) learners in China. POA application effectively enhances the students' learning of oral English skills. Because of its application, students have acquired a more comprehensive comprehension of the correlation between output tasks and the efficacy of the learning process. Moreover, they acquired the skill of collaborating with their peers during this undertaking (Sun & Asmawi, 2022).

3.2.2.3 The Positive Emotional Experience

Research has shown that POA in speaking can motivate students, improve their communicative competence, and provide a positive emotional experience for students (Zhang, 2020). Students expressed a strong interest in POA studies (Zhang, 2020; Liu et al.,2021). This study indicated the positive experience of learning in the POA model (Gao, 2023; Wang, 2023). Students' confidence is strengthened to learn English after the implementation of POA (Asmawi& Sun 2023; Zhang et al., 2019; Song &Li, 2023; Qi,2022; Qiu 2020; Xie 2021; Yang et al., 2022; Zhang 2020; Zhang 2020).

3.2.2.4 The Improvement of Translation Skills

The Production-oriented method has played a positive role in translation effectiveness and translation quality, creating more opportunities for the translation classroom as well, as well as more two-way feedback between students and teachers (Kong,2022). Helping students to master the necessary learning strategies is also conducive to improving students' autonomy in "doing things in English". The experiment proves that POA can improve students' motivation to learn, and at the same time can improve students' receptive translation ability and output translation ability, and enhance students' self-confidence in translation (Qi,2022).

3.2.2.5 The Improvement of Learning Awareness

By implementing the POA, students' learning awareness is strengthened. Specifically, it will benefit students' learning autonomy and make students learn English on their initiative (Kong 2022; Liu et al., 2021; Xiao et al., 2022; Qiu 2020). It offers more opportunities for students to learn English which can help students get more exercise (Zhang et al., 2019; Pourdana 2023; Qiu 2020 ). Students' creative thinking can also be enhanced by using POA(Xiao et al.,2022; Yang et al., 2022).

3.2.3 The Obstacles Encountered by POA

**RQ3:** What are the obstacles encountered in promoting broader adoption of POA?

Table 7. Findings regarding Obstacles Encountered by POA

Study	Limited Time	Teaching Design	Material Selection	Scale of Sample
Du (2022)	√			
Gao & Wang (2023)	√			√
Liu & Puteh (2023)	√		√	
Liu &Zhang (2019)	√	√	√	
Xie (2021)	√			√
Zhang (2020)	√			√
Zhao (2021)	√	√		√

In the motivation session, it is necessary to pay attention to the problem of freshness and continuous motivation in students' language learning to optimise the teaching effect. It also focuses on the selection of teaching materials, as teachers have limited class time (Zhang, 2020). It is necessary to make the POA rooted in a broader soil and rely on more teachers to apply it in more teaching situations (Liu & Zhang, 2019). The teaching practice lasts for a short time, and the students' changes and learning effects that can be observed are limited. For the research samples, some researchers expressed that the sample is not large enough and the time is only around eight weeks (Gao & Wang, 2023). How the teacher's use of POA teaching materials facilitates student learning over a long period (Bi, 2020). Some researchers think Malaysian teachers need to develop effective local teaching materials in the Malaysian context (Mustafa Ibrahim et al., 2023). It is common for Malaysian primary school pupils to have difficulties in reading English texts. One of its factors concerns text selection (Mohaideen et al., 2020). Both Chinese and Malaysian researchers have stressed the importance of material selection and materials design in English teaching.

In Malaysia, material selection is shouldered by MoE. As such, the weight of such responsibility should enable text engagement with readers (cognitively and effectively). However, teachers also play a crucial role in selecting texts, particularly in considering students' perceptions and interests (Mohaideen et al., 2020). The English language instructors and Malaysian materials designers are offered a structured framework that facilitates the creation of graphic oral history texts that serve as effective local multimodal ELT materials (Ibrahim et al., 2022) . The teachers should upload productive objectives as the guiding principle, and play an active role in selecting, adapting, transforming, and using materials based on the specific teaching context (Bi, 2020). Wen's (2017) "Theoretical Framework for evaluating POA-based teaching materials" puts forward three criteria for the effectiveness of teaching materials: 1) appropriate productive objectives; 2) effective enabling activities; and 3) attainment of productive objectives (Gu & Suo, 2022). Therefore, both Chinese and Malaysian researchers have stressed the importance of material selection and materials design in English teaching. Language teachers need to introduce their students to a variety of techniques, but before they can do this, they need to become knowledgeable about strategies and develop the skills necessary to teach them to their students (Jaikrishnan & Ismail, 2021). The teaching design with appropriate strategy will benefit



students' English learning. Teaching practitioners may adopt the framework in their own lesson plans or teaching designs after modification and adaptation to their specific subject matter (Zhao & Li, 2021). By using flipped learning, educators can incorporate various teaching and learning strategies that help foster an engaged classroom. The idea is to strike a balance between cutting-edge technology and teaching (Abd Rahman et al., 2019).

This systematic literature review aims to explore the current state of POA research and the impact of its use on students' English speaking and writing by analysing studies on POA in the last five years. By using the PRISMA method, the 35 screened articles were sorted out, and it was found that EFL teachers applied POA in different types of lessons and expressed positive effects of using POA on students' learning emotions. Future studies should try to increase the sample so that the findings are more applicable to other English language settings (Gao & Wang, 2023). The teaching method of POA helps to stimulate students' motivation to a maximum extent, and the teachers effectively contribute to the achievement of the goals through the selection of facilitating materials and the design of activities, thus enhancing students' English application ability. Teachers can effectively contribute to the achievement of goals through the selection of materials and the design of activities, thus improving students' English application skills. Generally speaking, in the current implementation of POA in China, there is more research on writing output and less on speaking output. In future research, the evaluation of POA, especially the personalised evaluation of students, needs to be further investigated, POA does not apply to all contexts, so the selection of materials and the diversified design of the teaching process also pose challenges to teachers' teaching.

#### 4. Conclusion

This review selected only English-written articles as its screening objects and did not include any Chinese-written articles. At the same time, articles reviewed were selected within the timeframe of 2019 to 2023. Anything earlier was not included. Despite careful and rigorous data extraction, there may have been some potential bias with the subjectivity. Due to an inherent linguistic bias, it is believed that the current English language publications are the ones that will better inform more people around the world about POA. Despite the limitations of the study, this systematic literature review summarises the current state of research on POA, analyses its impact on English language learners, and dissects the obstacles encountered in the process of POA research, which helps promote English language teaching as well as the wide dissemination of POA, with the hope that POA can be more widely used by a wider range of people and in a wider range of languages. The findings indicate that: (1) POA research is now mainly empirical research, related to theory development, teacher development, and textbook development. (2) The effects of POA on English learners are as long as they are manifested in terms of their effects on students' writing ability, speaking ability, translation ability, positive affective experiences and learning awareness. (3) At present, the main problems encountered by POA lie in the limited classroom teaching time, the relatively small sample size, and the remaining gap between the selection of teaching materials and the teaching design to keep students' continuous motivation. Future research needs to focus on studying humanities courses such as linguistics, literature, western culture, and ESP courses, while future textbook research will focus on one or several units for compilation. For future research, teachers need to focus on applying the process of change in POA (Xing, 2023). Future researchers may understand POA more by conducting N cycle action research and using data collection procedures suggested by other theoretical frameworks, such as through data from reflective journals and interviews (Xie, 2021). The college English reading teaching method integrating POA under the perspective of AI has broad application prospects (Wang & Yan, 2022). The English language teachers, in general, displayed positive perceptions regarding the use of digital tools in teaching (Sim et al., 2023). Therefore, the future research may explore POA through more technology platforms.

By conducting a systematic literature review of POA, researchers can describe its theoretical foundations and investigate its theoretical contributions and developments in the realm of foreign language teaching. The application of POA in empirical studies can be summarised, its feasibility and effectiveness in practice can be summarized, its effectiveness in teaching practice can be explored, methodological support can be provided for future research and practice, and theoretical guidance can be offered for educational practice. The literature review can reveal issues and obstacles in the practical implementation of POA, offering insights for future research and application. It can promote POA to be known and applied by more people around the world to enhance language learning.

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#### Authors' Contributions

SLF was responsible for writing and determining the direction of the review.

Dr. HHI was responsible for determining the direction of the review and refining thoughts.

Dr. AAA was responsible for proofreading.

All authors read and approved the final manuscript.

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