

PAPER

Enhancing Oral Production in Integrated English Blended Teaching through a Production-Oriented Approach: An Action Research Study

Yijia Zhang()

School of Foreign Languages,
Liupanshui Normal University,
Guizhou, China

2216818@slu.edu.ph**ABSTRACT**

A huge theory-practice gap is reflected in very limited previous research on a Production-Oriented Approach (POA) in tertiary education. Based on POA and Blended Learning theory, both qualitative and quantitative methods, including questionnaires, classroom observation, and interviews, were used to collect data during and after each round of action research, aiming at bridging the gap between theory and practice, exploring building an Integrated English blended teaching model with POA theory as a guide in planning-acting-observing-reflecting, summarizing the action plan, and improving the efficiency of oral production of integrated English blended teaching. Two rounds of action research were carried out in the Oral production of Integrated English blended classroom teaching, each containing 4 steps: problems-focusing, plan-proposing, process-observing, and assessing & reflection. In the second round, some improvements were practiced solving the problems that occurred in the first round, focusing more on application and assessment. Applying the Integrated English blended teaching model with POA theory proved that POA has a positive effect on improving the teaching effect and students' evaluation of teaching activities, teaching models, personal learning evaluation, and teachers' teaching evaluation, which may contribute to the understanding of the impact of technology on oral production in IEBT and provide practical insights for educators to effectively leverage technology for enhancing students' oral production skills.

KEYWORDS

action research, oral production, integrated english blended teaching, production-oriented approach

1 INTRODUCTION

In 2021, the official website of the Ministry of Education [1] of China released the "Letter on the Reply to the 4th Session of the 13th National Committee of the

Zhang, Y. (2023). Enhancing Oral Production in Integrated English Blended Teaching through a Production-Oriented Approach: An Action Research Study. *International Journal of Emerging Technologies in Learning (iJET)*, 18(19), pp. 61–71. <https://doi.org/10.3991/ijet.v18i19.42477>

Article submitted 2023-06-21. Revision uploaded 2023-07-30. Final acceptance 2023-07-30.

© 2023 by the authors of this article. Published under CC-BY.

Chinese People's Political Consultative Conference No. 4693 (Education No. 528)": the Ministry of Education highly stresses educational informatization and encourages online and offline blended teaching to promote the deep integration of information technology and education & teaching. Smart education has become the trend leading the future development of education in China, which is manifested by the smart learning space represented by smart classrooms: classrooms are supported by technologies such as cloud computing, big data, and artificial intelligence, and are equipped with mobile smart terminals where teachers and students can interact well online and offline [2], providing wisdom and technical support for carrying out blended teaching.

Despite the integration of technology and various teaching methodologies, students often struggle to express themselves orally in English effectively. This issue hampers their overall language acquisition and proficiency development. Therefore, exploring the role of technology in enhancing oral production in integrated English blended teaching (IEBT), and implementing a production-oriented approach, is necessary to improve students' oral production skills.

Production-oriented Approach (POA), put forward by Professor Wen Qiufang and her team, is a language teaching theory with Chinese characteristics, aiming at addressing the "learning-using division" problem. However, a huge theory-practice gap, reflected in very limited previous research on POA in tertiary education, still exists [3]. How to practice abstract theory through blended teaching, integrating technology tools and platforms? What practical model can be used to incorporate POA and action research through blended teaching? What might be the possible benefits of such a model for English majors in tertiary education? To address these questions, the study explored the application of POA, using blended teaching, through 2 rounds of action research in a college English-teaching context. Qualitative and quantitative data, through questionnaires, classroom observation, and interviews, were collected during and after each round of action research. By practicing oral production of Integrated English in a blended way with POA, the paper aims to explore building an IEBT model with POA theory as a guide in planning-acting-observing-reflecting, summarizing the action plan, and improving the efficiency of IEBT, which may contribute to the understanding of the impact of technology on oral production in IEBT and provide practical insights for educators to effectively leverage technology for enhancing students' oral production skills.

2 LITERATURE REVIEW

2.1 Research on POA

POA is a teaching theory put forward by Professor Wen Qiufang and her team. The POA theoretical system covers teaching concepts, teaching hypotheses, and teaching processes [4][5][6]. The teaching concept is composed of "learning-centered theory", "learning and application integration theory" and "whole-person education theory", which provide the basis of teaching objectives; teaching hypothesis, as the theoretical basis and verification standard of classroom teaching, covers "output-motivating", "input-enabling" and "selective learning"; the teaching process includes three stages, i.e., "motivating-enabling-assessing", and acts as the actual carrier of the teaching concept and teaching hypothesis, and is the way of verifying and implementing POA specific teaching objectives [7][8].

2.2 Research on blended teaching with technology

He Kekang and Fu Yining [9] put forward that “Blended learning means combining the advantages of traditional learning and online learning, through which teachers provide guidance, inspiration, and monitoring, while students have the chance of showing activeness, initiative, and innovation as the subjects of teaching.” Chen, J., Wang, M., Kirschner, P. A., & Tsai, C. [10], through their research, confirm that computer technology can create interactive and engaging (additional) learning environments which may have positive effects on knowledge gain, skill acquisition and student perception. Blended instruction performs best in aspects of the improvement of performance and the class satisfaction [11], and is helpful to improving the teaching effects [12]. Some scholars have pointed out that modern technology provides multilingual, multimodal, and multisensory language learning resources [13] and learning outcomes depend on how well the approach, method, and technique are used or implemented followed by formative and summative assessments [14]. Müller & Mildenerger [15] conducted a meta-analysis of empirical research on blended learning in higher education and believed that although blended learning can effectively improve learning efficiency and reduce offline teaching time, a more comprehensive and systematic approach is needed to assess its effectiveness.

2.3 Research on action research

Action Research, proposed by Lewin [16] in 1946, was a research method derived from experimental social psychology. After years of development, action research has influenced a large number of social science researchers as a research method and research concept [17][18]. Fan Li [19] proposed that action research can enhance teachers’ ability to “adapt to local conditions through bottom-up” to create a classroom with higher achievements, “teacher participation with teamwork”, “critical reflection” and “discovering and solving problems”.

The features of action research include solving problems step by step in continuous spiral optimization, which fits well with the main purpose of this study, that is, to explore a mode of teaching Oral Production of Integrated English that conforms to school-based characteristics through a “bottom-up” approach.

3 RESEARCH METHODS

Action research, involving a select group of students in an IEBT setting, is adopted in the study, through 4 steps, namely, problems-focusing, plan-proposing, process-observing, and assessing & reflection, to confirm the applicability and practicality of the teaching method, and in two rounds of action to improve and optimize the above 4 processes, and then based on the primary conclusions, to verify and confirm the unresolved issues. Data collection methods include pre- and post-assessments (questionnaires), classroom observations, student surveys (interviews), and recordings (learning logs and reflective logs) of student performances.

First, a questionnaire survey was used to investigate the students’ attitudes in the two teaching classes taught by the author to investigate their beliefs, expectations and needs for Integrated English blended teaching. A preliminary investigation of

the teaching situation of the course was conducted before the action research and found that the students' classroom participation and sense of achievement were low with poor oral language production.

Secondly, classroom observation, learning logs, and interviews were used to understand their sense of achievement, difficulties, and confusion in the two classes while taking Integrated English with blended teaching. Two classes of English majors in a Western university in China were chosen as the research subjects, one (sophomores in 2021) as the subjects of the 1st round and the other (sophomores in 2022) as subjects of the 2nd round. A 12-week action research on each group was conducted and the data of the 2 rounds were compared to understand the effect of POA in Integrated Oral English teaching.

Thirdly, a specific action plan guided by POA was formulated according to the survey results, and the application data was compared within two rounds of actions. An IEBT model would be constructed under the action research perspective based on POA, including its implementation process and influencing factors.

Finally, after the experiment, an open questionnaire and students' reflective logs were used to understand better students' learning experience and their evaluations of teachers' teaching.

4 RESEARCH RESULTS

Chronological sequence is used to focus on the two phases of action research and the main findings.

4.1 The 1st-round action

In the first round, “motivating-enabling-assessing” was adopted in teaching oral English production, and the comparison of data from the questionnaires, classroom observation, and interviews before and after the 1st round of action research was conducted. The results showed that students' classroom participation, sense of fulfillment, and oral competency can be improved by applying POA.

Problems-focusing. Questionnaires were handed out through Wenjuanxing, a questionnaire service web, to explore the attitudes of sophomore students towards Integrated English learning and blended teaching in a western university at the beginning of the research. A total of 46 questionnaires were distributed and collected, all of which were valid after checking. A majority of students expressed their expectation to improve “language competency”, expand “cultural knowledge”, pass the school's “course examination” and “TEM-4 and TEM-8” through Integrated English learning, and “accumulate ability” for future employment. They especially hoped to improve “English listening and speaking skills” and “self-learning ability”. Most students understood the concepts of “blended teaching”, “MOOC”, “online + offline”, etc., and believed that “online learning requires perseverance” and “classroom could not be replaced by online learning”; “online learning needs to be matched with classroom learning in a balanced way”.

Meanwhile, a huge knowledge gap among students existed after analyzing the data of the final exams of last semester, classroom observation, and interviews. Students from the Eastern parts of China, with better language competency, had higher course requirements than those from the Western ones. For the speaking

section, those with better oral competency required more opportunities for presentations and more challenging tasks, while students with relatively poor oral competencies hoped that more basic knowledge, i.e., pronunciation, and intonation, would be shared in the classroom. The easier the tasks, the better for them.

Plan-proposing. Teachers and students designed together the learning plan of blended Integrated English Oral production based on the results of questionnaires.

- A) Choosing teaching contents: Five units were chosen among 14 units of the whole textbook by teachers and students together. Topics on science, culture, virtue, society, etc. were included within these 5 units.
- B) Dividing online and offline teaching hours: Basic knowledge, namely background information, words & expressions analysis, etc., was recorded and uploaded to the Chaoxing website, while activities based on POA would be organized in classroom teaching by using the materials shared online (one class design is given as an example), as shown in Table 1.

Table 1. Steps of teaching and time arrangement

Steps of Teaching	Teaching Activities	Technology	Time (Classroom: 45 Minutes)	Locale
Motivating	Teacher introduced the topic “cultural difference” by sharing photos and related videos of western food and Chinese food; introducing the objectives of this unit and assigning tasks to students	multimodal: photos, videos, and text	About 30 minutes	Online
Enabling	Subtask 1: conclude the features of Chinese food and Western food by keywords based on the videos shared online (Keywords would be seen through Word-cloud by using projector)	Word-cloud; Smart classroom facilities	About 5 minutes	Classroom
	Subtask 2: use the keywords to describe and compare the features of Chinese food and Western food	/	About 10 minutes	Classroom
	Subtask 3: use the words and sentences of the previous 2 subtasks to debate: Chinese food V.S. Western food	/	About 20 minutes	Classroom
Assessing	Self-assessing; Teacher assessing (100%) (remedial teaching if necessary)	Chaoxing; QQ	About 10 minutes	Classroom + Online

Process-observing. Teacher supervision is used while observing the process of teaching. Online data, including study time, the correct rate of exercise, online activities, etc., were collected through the Chaoxing website. Classroom data, namely, classroom participation, group work activities, whole performance, etc., were collected through classroom observation. Feedback would be given publicly in the classroom to the general problems, while individually to the unique ones.

Assessing and reflection. In a variety of ways, students’ study logs, teacher’s teaching logs, data online and tests, etc., were used to assess and reflect on the 1st round of research action. Some students stated that they felt much more interested and confident in the classroom activities because of the scaffoldings teachers provided step by step. Some believed that key and difficult words or phrases could not be comprehended thoroughly, possibly due to lack of practice. The online study time did not match those students’ scores because some would just let the videos go without watching or at least without having any critical thinking.

4.2 The 2nd-round action

In the second round, some improvements were practiced for solving the problems that occurred in the first round, focusing more on application and assessment. The results showed that improved POA in the 2nd round can solve the problems in the first round to some degree, and the improvement was still obvious, but there was still much room for it. Therefore, POA positively improves students' sense of acquisition and achievement in comprehensive English courses.

Problems-refocusing. New problems were focused on after the evaluation and reflection of the 1st action research: ① the effect of students' online vocabulary learning is not satisfactory; ② the degree of teachers' supervision of students' online learning is not enough; ③ the motivation of learning of some students is not strong and needs to be improved.

Improved plan-proposing. In response to the above problems, improved teaching plans have been implemented: ① Exercises were inserted into the videos to strengthen the combination of teaching and exercising; ② Checking on the online videos-watching was finished before classroom activities started, and group works on etymology, analysis on roots and affixes, sentences-making, stories-creating of vocabularies were organized to present in the classroom; ③ "Scaffolding" is provided to those students who may have difficulties while learning.

Text B of each unit was used as the teaching material for students to finish tasks such as words-explanation, themes-analysis, and critical thinking in the classroom by following the styles of text A analyzed by the teacher online (a revised class design on the same content is given as an example), as shown in Table 2.

Table 2. Steps of teaching and time arrangement (revised)

Steps of Teaching	Teaching Activities	Technology	Time (Classroom: 45 minutes)	Locale
Motivating	Teacher introduced the topic "cultural difference" by sharing photos and related videos of western food and Chinese food; introducing the objectives of this unit and assigning tasks to students Setting group leaders as examples to encourage the whole group. Encouraging Assignments: words-explanation in public; micro-videos submitted; text B-analysis in public	Multimodal: photos, videos, and text; Selection function of Chaoxing to assign group leaders and form groups	About 30 minutes	Online
Enabling	Subtask 1: conclude the features of Chinese food and Western food by keywords based on the videos shared online (Keywords would be seen through Word-cloud by using projector)	Corpus; Word-cloud of Chaoxing; Smart classroom facilities	About 5 minutes	Classroom
	Subtask 2: use the keywords to describe and compare the features of Chinese food and Western food	Corpus; Mind map	About 10 minutes	Classroom
	Subtask 3: use the words and sentences of the previous 2 subtasks to debate: Chinese food V.S. Western food	/	About 20 minutes	Classroom
Assessing	Mutual evaluation within the group (25%); Mutual evaluation between the groups (25%); Teacher assessing (50%) (remedial teaching if necessary)	Inter-group and intra-group evaluations through Chaoxing; QQ	About 10 minutes	Classroom + Online

Process-observing. Online motivating before the class refers to tasks designed to stimulate students' enthusiasm. Students watch the course video online, read the materials related to the topic, and try to complete the output task, i.e., list, retell, describe, analyze, and summarize "Chinese and Western food differences and their cultural factors" by recording and submitting micro-videos to the Chaoxing platform. A foundation would be laid for the following enabling section by motivating students to complete progressive tasks.

In the Enabling section, two aspects were focused on: content-enabling and language-enabling. Content-enabling aims to help students understand controversial points of view (pro and con positions), stimulate their thinking, and develop a personal view based on critical understanding. Three tasks are designed to achieve content-enabling: ① Read the text carefully, use matching questions to find both sides, and focus on the arguments. This task enables students to understand the arguments related to the topic, further internalize knowledge, and prepare for the output task. ② List the pros and cons of arguments and develop critical thinking. ③ Analyze, summarize and present the arguments in the form of a mind map. A step-by-step activity (identification-understanding-analysis-induction-summarization) has been taken to achieve the output goal.

Language-enabling, according to the needs of the output task and the content of the reading text, constructs the target words through 3 tasks: ① Identification exercise. Using the corpus method, high-frequency words related to the topic are selected as target words and clustered according to the "meaning" or "form" of the words. ② Recall exercise. Recalling the texts, audios, and videos shared through Chaoxing before class, and practicing the language expression (including word chunks) in the textbook, students are encouraged to create contexts to understand the literal and deep meanings of words, phrases, and sentences in a specific context.

In the second round of action research, the insufficiency was realized of only relying on teachers to supervise. Therefore, a combination of teacher and peer supervision was adopted to ensure the smooth development of blended learning. Groups with 4–6 students in the class were formed. Each group leader gave full play to the roles of leading and encouraging the online learning of the whole group; Mutual evaluation within the group and between the groups, with each accounting for 25% respectively, were considered, and the rate of teacher evaluation was reduced from 100% to 50%.

Assessing and reflection. A multi-dimensional assessment was conducted in the implementation of the 2nd action research. Overall, the enthusiasm and effectiveness of students' self-learning ability have been improved, and the classroom is no longer a "one-person classroom" for teachers, but a three-dimensional interactive platform for teachers and students to participate together.

The assessment and reflection of the 2nd round fully affirmed the achievements of the previous round, but there are still some problems to be solved. As mentioned above, the next round of action research will focus on enriching classroom activities and improving student engagement.

4.3 Discussion on the two rounds of action research

Blended teaching is improving after implementing two rounds of action research in 4 steps: problems-focusing, plan-proposing, process-observing, and assessing & reflection. A diagram has been drawn as follows (Figure 1).

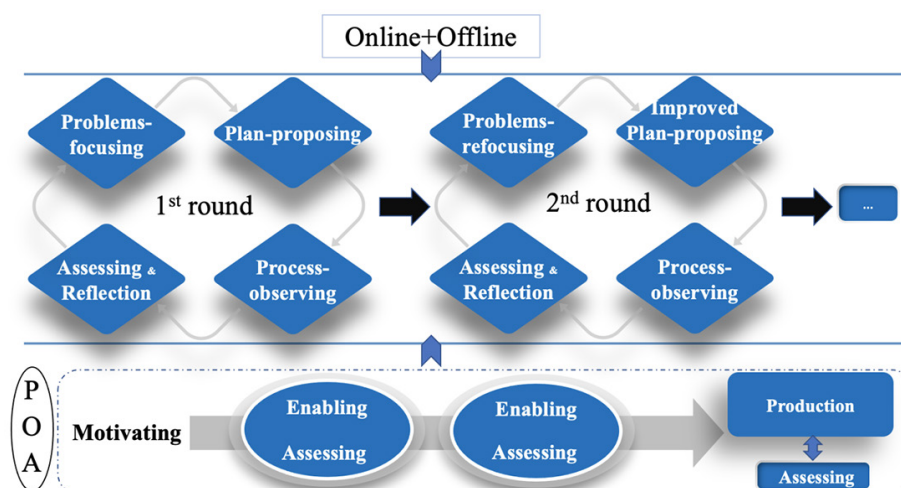


Fig. 1. Teaching process diagram

First, each round of action research starts by focusing on the problems and determining the teaching goals, including long-term development and specific stage goals. Secondly, teaching plans are put forward based on the teaching objectives, then teaching designs are followed. Thirdly, the teaching process is observed with a focus on students' participation, knowledge understanding, and critical thinking. Each round is recorded, and assessment & reflection follow, focusing on multi-participation, including not only the teacher's evaluation but also students' peer evaluation and self-evaluation within and between groups. Formative and final assessments, which affirm achievements and problems faced, are implemented to view the learning process dialectically.

The teaching process diagram integrates the teaching process of "motivating-enabling-assessing" of POA theory, focusing on 4 steps of problems-proposing, plan-proposing, process-observing, and assessing & reflection, blending the materials online and activities in the classroom through pre-, while-, and post-class teaching. Teachers play the roles of organizers, designers, facilitators, and feedbackers, while students, as the center of classroom learning, act as the roles of practitioners, collaborators, explorers, and co-builders. Each round of assessing & reflection leads to the next round of problems-focusing. This cycle forms a dynamic open loop of the blended learning action research path, to continuously improve the blended teaching process and effect.

In blended teaching, through the integration of technology, the personalized learning experience of learners is enhanced; the diverse interactive experiences between teachers and students, students and students, and students and learning contents are also improved; students' independent, cooperative, and inquiry learning methods under the guidance of POA theory are more flexible, which in turn strengthens the dominant position of students in the classroom. For example, during the teaching process, students gave high evaluations in terms of satisfaction and convenience by using the voting, quiz, and group evaluation of the Chaoxing Learning Platform for timely feedback and interactive experience. Restricted by class hours in the traditional classroom, classroom interaction refers to a very limited number of students, but in blended teaching, technology has bridged the distance between students and the teacher, and they often have frequent online discussions about the learning content and problems, through which students can experience the teacher's equal treatment during the learning process. Inter-group and intra-group

evaluations help to increase student cohesion and demonstrate a stronger sense of community.

After the teaching experiment, to better understand students' learning experience and their evaluation of teachers' teaching, an open questionnaire and students' reflective logs were used to collect data. The questionnaire covered four dimensions: evaluation of teaching activities, evaluation of teaching mode, evaluation of individual learning, and evaluation of teachers' teaching. 60 questionnaires were distributed, 60 questionnaires were collected, and two invalid questionnaires were excluded, resulting in 58 valid questionnaires. The questionnaire survey found that 85% of the students thought that multimodal teaching resources before class, diversified teaching activities during class, and multidimensional evaluation after class could cultivate their diversified abilities, enabling them to understand the logical relationship between knowledge, motivating them to apply knowledge accurately and effectively in an integrated way, and also cultivating their problem-solving ability, cooperation ability and thinking ability. About 80% of the students were "satisfied" with this teaching mode and believed that it could enhance the interactivity of the classroom, improve their participation, and truly center students' learning, supplemented by teachers' teaching. 87% of the students thought they had "gained a lot" from the intra-group and inter-group evaluations, mainly in terms of their knowledge of language and culture, teamwork, and critical thinking skills. 86% of the students were "satisfied" with the teacher's teaching, saying that the teaching objectives were set reasonably, the teaching contents were focused, the teaching activities were rich, and the learning and application were combined, truly integrating online and offline teaching. The application of POA, and the use of technology tools further facilitate students' progress and enable them to take an active role in their language development.

5 CONCLUSION

This research explores the IEBT model, which is gradually constructed in the process of continuous improvement through 2 rounds of action research focusing on 4 steps, namely, problems-focusing, plan-proposing, process-observing, and assessing & reflection, based on POA theory. The opening feature and progressive action research design ensure that blended teaching can be continuously improved in practice. No one teaching mode is perfect, and only through constant construction [20] can the teaching effect be continuously improved.

Based on the questionnaires, interviews, and teaching practice, taking into consideration four aspects, i.e., students' evaluation of teaching activities, teaching models, personal learning evaluation, and teachers' teaching evaluation, the IEBT model based on POA improved the teaching effect, and the students were satisfied with the model. In online and offline blended learning empowered by technology, learning content is exhibited in a multimodal style and the learning process can be visualized. The spatiotemporal change has prompted online and offline learning activities synchronously and asynchronously, which have become the new norm, and blended learning has emerged. In the action research on oral production of Integrated English blended teaching, students were more motivated to learn when they felt the power of initiative, and thus their learning achievements improved.

This approach, by creating a supportive and inclusive classroom environment that encourages students to take risks and express themselves orally and incorporating technology tools and platforms into the blended learning environment, promotes

language production, problem-solving, and collaboration skills, allowing students to actively participate and practice oral production. By examining the effectiveness of technology-enhanced learning in enhancing oral production in IEBT, this research contributes to the field of language education and provides valuable insights for educators, empowering students to become confident and competent oral communicators in English. The findings will inform the development of instructional strategies that effectively integrate technology to promote students' oral production skills and facilitate their language acquisition and proficiency development.

6 ACKNOWLEDGMENT

This work was supported by the Guizhou provincial social science project 'The Construction of a Multimedia Corpus of Laomian and its Application' (No. 20GZYB25); Liupanshui Normal University 2023 Education Professional Master's Degree-Subject Teaching (English) Cultivation Team Project (No.: LPSSY2023XKPYTD07); 'Liupanshui Normal University's Award for Model Courses—Integrated English' (No. 2022-06-005); 'Study of the Effects of Mixed Teaching Styles on Topic-based Integrated English instruction' (No. LPSSYjg202121); 'Liupanshui Normal University's Award for Top Courses—Integrated English' (No. LPSSYylkz202109); 'Program for Reforming Evaluation Methods in Integrated English' (No. LPSSYkckhfgg19); and Liupanshui Normal University Project 'The Ecolinguistic study of Aku Village Yi Language in Liupanshui' (No. LPSSYSK202002).

7 REFERENCES

- [1] Ministry of Education. (2021). Letter on the Reply to the 4th Session of the 13th National Committee of the Chinese People's Political Consultative Conference No. 4693 (No. 528 for Education). Retrieved May 15, 2021, From http://www.moe.gov.cn/jyb_xxgk/xxgk_jyta/jyta_kjs/202111/t20211104_577686.html
- [2] H. Peng, J. Zhao, and H. Yan, "Has technology empowered learning? A study on the impact of learners' technology usage on learning experience in smart classroom," *Open Education Research*, vol. 28, no. 02, pp. 110–120, 2022. <https://doi.org/10.13966/j.cnki.kfjyyj.2022.02.012>
- [3] W. Zhang, *An Action Study on the Application of Output-Oriented Approach to College English Teaching*. Doctoral Dissertation, Beijing: Beijing Foreign Studies University, 2017.
- [4] Q. Wen, "Constructing the theory system of 'production-oriented approach,'" *Foreign Language Education and Research*, vol. 4, pp. 547–558, 2015.
- [5] Q. Wen, "The production-oriented approach to teaching university students English in China," *Language Teaching*, 2016. Available on CJO. <https://doi.org/10.1017/S026144481600001X>
- [6] Q. Wen, "The production-oriented approach: A pedagogical innovation in university English teaching in China," in *Faces of English: Students, Teachers, and Pedagogy*, L. Wong and K. Hyland (Eds.). London and New York: Routledge, 2017, pp. 91–106. <https://doi.org/10.4324/9781315205618-7>
- [7] Q. Wen, "Chinese characteristics of 'production-oriented approach,'" *Modern Foreign Languages*, no. 03, pp. 348–358, 2017.
- [8] Q. Wen, "Reinterpretation of POA teaching process," *Frontiers of Foreign Language Education Research*, no. 02, pp. 3–3, 2020.

- [9] K. He and Y. Fu, "To create a Chinese road of educational technology in theory and practice: An interview with Professor He Kehang," *Journal of Soochow University (Educational Science Edition)*, vol. 5, no. 04, pp. 98–105, 2017.
- [10] J. Chen, M. Wang, P. A. Kirschner, and C. Tsai, "The role of collaboration, computer use, learning environments, and supporting strategies in CSCL: A meta-analysis," *Review of Educational Research*, vol. 88, no. 6, pp. 799–843, 2018. <https://doi.org/10.3102/0034654318791584>
- [11] Z. Luo, X. Shao, and T. Wareewanich, "Effects of blended, explicit and implicit instruction on EFL learners in English pronunciation class under emerging technology," *International Journal of Emerging Technologies in Learning (IJET)*, vol. 17, no. 17, pp. 232–246, 2022. <https://doi.org/10.3991/ijet.v17i17.34065>
- [12] X. Bi and X. Shi, "On the effects of computer-assisted teaching on learning results based on blended learning method," *International Journal of Emerging Technologies in Learning (IJET)*, vol. 14, no. 01, pp. 58–70, 2019. <https://doi.org/10.3991/ijet.v14i01.9458>
- [13] L. Wei and H. Wing, "Language learning sans frontiers: A translanguaging view," *Annual Review of Applied Linguistics*, vol. 38, pp. 33–39, 2018. <https://doi.org/10.1017/S0267190518000053>
- [14] S. Alam, H. Faraj Albozeidi, B. Okleh Salameh Al-Hawamdeh, and F. Ahmad, "Practice and principle of blended learning in ESL/EFL pedagogy: Strategies, techniques and challenges," *International Journal of Emerging Technologies in Learning (IJET)*, vol. 17, no. 11, pp. 225–241, 2022. <https://doi.org/10.3991/ijet.v17i11.29901>
- [15] C. Müller and T. Mildenerger, "Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education," *Educational Research Review*, no. 34, 2021. <https://doi.org/10.1016/j.edurev.2021.100394>
- [16] K. Lewin, "Action research and minority problems," *Journal of Social Issues*, vol. 2, no. 4, pp. 34–46, 1946. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- [17] Q. Wang, *Action Research of English Teachers*. Foreign Language Teaching and Research Press, 2013.
- [18] W. Zhang, *An Action Study on the Application of Output-Oriented Approach to College English Teaching*. Doctoral Dissertation, Beijing: Beijing Foreign Studies University, 2017.
- [19] L. Fan, "How to achieve research-guided teaching and classroom-based research: A survey of the practice of action research in China's foreign language teaching," *Journal of Beijing International Studies University*, vol. 41, no. 04, pp. 104–115, 2019.
- [20] W. Wang, H. Wang, and H. Chen, "Constructing a school-based, individualized college English curriculum," *Foreign Languages in China*, vol. 15, no. 04, pp. 18–26, 2018.

8 AUTHOR

Yijia Zhang, School of Foreign Languages, Liupanshui Normal University, Liupanshui 553004, Guizhou, China (E-mail: 2216818@slu.edu.ph; ORCID: <https://orcid.org/0000-0003-0439-3377>).