

Production - Oriented Approach Empowers Reading and Writing Teaching in Junior High School English

Tianyi Deng

China West Normal University, Nanchong 637002, China

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Abstract

This research focuses on the field of junior high school English teaching, aiming to explore the application effects and practical strategies of the Production-Oriented Approach (POA) in the integrated teaching of reading and writing in junior high school English. By deeply analyzing the theoretical system of the POA and combining it with the current situation of junior high school English reading and writing teaching, it is found that there are problems in traditional teaching, such as the separation of reading and writing and single teaching methods. Through the analysis of teaching practice cases, the results show that the POA can effectively stimulate students' interest and improve their reading and writing abilities as well as comprehensive qualities. The research proposes teaching strategies such as driving tasks through output, integrating reading and writing with themes, setting hierarchical tasks, and practicing the integration of teaching, learning, and assessment. At the same time, it provides suggestions for the professional development of English teachers. This research also offers new ideas and practical references for the reform of junior high school English teaching, and is of certain significance for promoting the improvement of junior high school English teaching quality.

Keywords

Production-Oriented Approach; Junior High School English; Integrated Reading and Writing; Teaching Research

1. Introduction

1.1. Background to the research

The reading and writing teaching in junior middle school English teaching occupies the core position. Reading teaching can help students get in touch with rich language materials, broaden their vocabulary, deepen their understanding of grammatical structures, and cultivate their language sense and reading comprehension ability. Through reading, students can understand the culture, history, customs and habits of different countries, enrich

knowledge reserves, and cultivate cross-cultural communication awareness. Writing teaching is a process in which students output their language knowledge, which can exercise their language organization ability, logical thinking ability and expression ability. The new curriculum standard emphasizes that the cultivation of language skills should be combined with comprehensive training and special training, such as writing activities can be interspersed with reading training. (Yang Yang, Wang Yi, Zhao Chenguang, 2023)

However, there are many problems in junior middle school English reading and writing teaching, the most prominent of which is the separation of reading and writing. Under the traditional teaching mode, reading teaching often focuses on the analysis of words and sentences and the explanation of grammar, but neglects the cultivation of students' writing ability. In the process of reading, students only passively accept knowledge, lack in-depth thinking and understanding of the text, and cannot apply the language knowledge and writing skills acquired in reading to actual writing. Similarly, writing teaching is often divorced from reading materials, students lack of writing materials and inspiration, the content of writing is empty, monotonous, and the language expression is full of errors. This kind of teaching mode of separation of reading and writing has seriously affected the improvement of students' comprehensive English ability. As a result, when facing the actual reading and writing tasks, students often fail to correctly understand the original meaning of the article when reading and writing.

Under the guidance of Production-Oriented Approach, teachers can organically combine literacy teaching, drive students' reading needs with writing tasks, and enable students to acquire relevant language knowledge and writing materials in reading, and then apply and consolidate the knowledge through writing practice, so as to realize the coordinated development of literacy.

1.2. Purpose and Significance of the study

The purpose of this study is to deeply explore the application effect of Production - Oriented Approach in junior high school English reading and writing combined teaching, so as to solve the problems existing in the current junior high school English reading and writing teaching, such as separation of reading and writing, low learning enthusiasm of students, and slow improvement of comprehensive language application ability, and provide useful reference and practical experience for junior high school English teaching reform. Specifically, this study attempts to achieve its research objectives through the following aspects:

To verify the effectiveness of Production-Oriented Approach in promoting the collaborative development of junior middle school students' English reading and writing ability. Through empirical research, this paper compares the changes of students' reading and writing ability between output-oriented teaching and traditional teaching methods, and analyzes the influence of output-oriented teaching on students' reading comprehension ability, writing ability and comprehensive language application ability.

To explore the effective mode and strategy of junior high school English reading and writing teaching based on the Production-Oriented Approach. Combined with teaching

practice, this paper studies how to design reasonable output tasks, guide students to carry out effective reading input and selective learning, and how to promote students' learning and improve teaching through evaluation, so as to build a set of reading and writing combined teaching mode suitable for junior middle school English teaching.

2. Literature Review

2.1. Definition of the Production-Oriented Approach

Production-Oriented Approach (POA) takes "learning-centered theory", "learning - application - integrated theory", "cultural exchange theory" and "key competence theory" as teaching concepts (Wen Qiufang, 2020), and proposes four teaching hypotheses: output-driven, input-enabled, selective learning and learning-oriented. The output-driven hypothesis challenges the traditional teaching order of "input first and output later", and believes that learners should try output first, encounter difficulties in output, and generate thirst for knowledge. The input facilitation hypothesis advocates that the input should be targeted, learnable, and contribute to the completion of the output task. The selective learning hypothesis opposes the all-inclusive input processing and advocates the selection of learning content according to output needs. According to the hypothesis of evaluation of learning, it is necessary to combine evaluation of learning and evaluation of teaching in the classroom (Wen Qiufang, 2018). The Production-Oriented Approach emphasizes that language education should be people-oriented, comprehensively promote students' development, cultivate students' language application ability, and embody instrumentality. (Wang Benxiang, Zhang Guifu, 2022)

2.2. Previous studies of Production - Oriented Approach

The research of Production-Oriented Approach in foreign countries is still in the initial stage of exploration, and more is used to study the common development of teachers and curriculum. Pendke (2017) investigated the effect of outcome-oriented teaching practice by investigating students' intrinsic and external motivations in English learning. He points out that while not all students are motivated to learn English, more and more students are learning English in a different way than before. Polio (2017) illustrates the benefits of output-oriented teaching from a teacher's perspective. Teachers should not only pay attention to the learning process, but also understand and process the teaching materials, so that they have the ability to apply the knowledge to produce tasks. Judy (2019) found that students can actively use the knowledge acquired from reading to complete the writing task in the literacy class under the guidance of POA. They learn how to mine text information in reading and know how to read more clearly through writing output. POA has an impact on both literacy and reading ability.

In terms of theoretical research, Zhang Wenjuan (2015) applied the output-oriented approach to the study of college English classroom practice and creatively proposed practical principles of college English teaching based on the output-oriented approach. Yang Lifang (2015) presented the possible problems encountered in the driving process of out-

put-oriented method from the perspective of micro-course design. Her research confirms that productive tasks are the driving force of curriculum. Teachers need to spend some time designing driving activities that have real communicative meaning. In 2015, Professor Wen Qiufang proposed the Production-Oriented Approach based on the output-driven hypothesis. The theory system of Production-Oriented Approach mainly includes teaching idea, teaching hypothesis and teacher-mediated teaching process. The teaching process of Production-Oriented Approach is composed of the cycle chain of "driving - facilitating - evaluating". In the driving part, teachers introduce the requirements of communication scenes and production activities, and students try to produce and recognize their shortcomings, so as to stimulate students' thirst for knowledge. The indicators to evaluate the quality of the driving process include communicative authenticity, cognitive challenge and appropriateness of output goals (Wen Qiufang, 2020). Communication authenticity means that the designed output activity must be the communication activity that may occur now or in the future. Cognitive challenge refers to the output activities designed to increase students' new knowledge on the one hand, and promote the development of students' thinking ability on the other hand. The appropriateness of the output goal means that the task that requires students to try to produce should conform to the language level of students and should not be too difficult.

Facilitation is the key link of Production-Oriented Approach, and its main task is to help students to produce solutions and actively deal with difficulties when they encounter difficulties. Provide scaffolding for students to complete output tasks in a targeted manner (Wen Qiufang, 2018). Successful completion of an output task requires at least ideas, language and discourse structure to express the content in language (Wen Qiufang, 2015). The indicators to measure the enabling process include precision, progressiveness and diversity (Wen Qiufang, 2020). Precision means that the promotion activities should conform to the pre-established output goals and take into account the students' output difficulties. Progressive means that the enabler activity is progressive along the two interrelated dimensions of language and skill. Finally, in the evaluation process, students will carry out "collaborative evaluation between teachers and students" under the professional guidance of teachers, so as to consolidate and strengthen new knowledge and bring about qualitative changes in learning (Wen Qiufang, 2020).

3. Current situation analysis of junior middle school English reading and writing combined teaching

In the current teaching of junior middle school English, there are many problems in the present situation of reading and writing combined teaching, which seriously affects the improvement of students' comprehensive English ability.

This phenomenon of Read-Write separation is common. Many teachers teach reading and writing in two separate modules. In the teaching of reading, teachers often focus on the explanation of the vocabulary, grammar, sentence pattern and other language knowledge of the article, pay attention to the analysis of the details of the article, but neglect the cul-

tivation of students' writing ability. In the process of reading, students only passively accept the knowledge taught by teachers, and lack of in-depth thinking and learning on the structure of the article, writing ideas and expression skills. Similarly, in writing teaching, teachers usually separate from reading materials and simply teach writing skills, such as how to examine questions, formulate ideas and organize paragraphs, etc. Students lack writing materials and inspiration, and can only write with their own limited materials, resulting in empty and monotonous writing content and unable to use accurate language to express.

The single teaching method is also a prominent problem in junior middle school English reading and writing combined teaching. Some teachers still adopt the traditional teaching method. In reading teaching, teachers often guide students to understand the content of articles by asking questions, explaining and other ways, lacking diversified teaching activities and interactive links, students' participation is not high, and their learning enthusiasm and initiative are inhibited. In writing teaching, teachers usually explain writing requirements and skills first, then let students practice writing, and finally make corrections and comments. This teaching method is not innovative and interesting, can not stimulate students' writing interest and creativity, and students often feel boring and lack of motivation in the writing process.

The lack of effective evaluation is also an important factor affecting the effect of junior high school English reading and writing combined teaching. At present, many teachers' evaluation of students' reading and writing mainly focuses on examination results, focusing on the examination of students' language knowledge and skills, and ignoring the evaluation of students' learning process and comprehensive ability. In reading evaluation, teachers often test students' understanding of articles through reading comprehension questions, but rarely evaluate students' reading methods, reading strategies and reading habits.

Some teachers equate writing with words and sentences, and the writing class is more about guiding students to pay attention to the language knowledge related to the topic, without really paying attention to the appropriateness and logical consistency of the text content. Not really using the language knowledge to express their real ideas. Some teachers' reading and writing classes only reflect reading and writing in the form of activities, lacking the organic connection between the two. For example, after reading, they are assigned to write a composition, but the composition is completely unrelated to the reading content (Yuan Li, 2019).

4. The application of English reading and writing combined teaching mode in junior middle school based on Production-Oriented Approach

4.1. Textbook's choice

The teaching cases selected in this study are from Unit 6 "Animals in Danger", volume 1 of the Foreign research edition of junior high school English textbook for Grade 8.

Textbook content: This module focuses on the theme of "endangered animals", which is rich in content and close to the actual life of students and social hot issues. The textbook provides information on a variety of endangered animals, such as giant pandas and beluga whales, including their current status, threats and conservation measures.

Grade characteristics: Eighth grade students are in the critical period of English learning, they have a certain basic English knowledge and language skills, but there is still a large room for improvement in language application ability and comprehensive quality.

Student Characteristics: Eighth graders are curious and curious about new things, and are generally interested in animal-related topics. The theme of "Endangered animals" can stimulate students' learning interest and enthusiasm, and stimulate students' learning interest to actively participate in teaching activities. In addition, eighth grade students begin to have certain critical thinking and cooperative learning abilities. In the teaching process, they can cultivate their thinking ability and teamwork spirit through group discussion and cooperative inquiry.

Based on the above factors, Module 6 "Animals in Danger", volume 1 of Grade 8, is typical and representative, and is suitable as a case study of outcome-based integrated English reading and writing teaching in junior middle school.

4.2. Teaching process

4.2.1. Driving Stage

In the driving stage, teachers stimulate students' learning interest and thirst for knowledge by creating vivid and real situations, so that students can clearly learn goals and tasks, so as to actively participate in learning.

The teacher played a video about the living situation of endangered animals. The video showed the life scenes of many endangered animals, such as giant pandas, beluga whales and tigers, and the threats they face, such as habitat destruction, illegal hunting and climate change. The tragic situation of the animals in the video deeply touched the hearts of the students, triggering their concern and sympathy for endangered animals. After the play, the teacher asked: "Students, in the video we have seen many endangered animals, their living conditions are worrying. So, do you know why these animals are endangered?"

Then, the teacher put forward a specific output task: "The school is going to hold an English poster design competition on the protection of endangered animals, and everyone is required to design a beautiful poster in small groups to publicize the knowledge and protection measures of endangered animals to the students." Posters should be rich, well illustrated and expressed in English." At this point, the teacher guided the students to think: "What information about endangered animals do we need to know to complete this poster design task?" For example, their living habits, distribution areas, endangered reasons and conservation methods. Where can I get this information?" Students realize that their existing knowledge reserve is not enough to complete this task, which generates a desire for relevant knowledge and stimulates their learning motivation.

In this process, teachers can also show some excellent examples of English posters, so that students can observe the characteristics of the layout, content, color matching and language expression of the posters, so as to provide certain reference and inspiration for students. At the same time, teachers can organize group discussions for students to share their initial ideas about the poster design. Group discussion can not only stimulate students' thinking, but also cultivate their cooperation and communication skills.

Through the above methods of situation introduction, topic discussion and task assignment, the students fully felt the importance and urgency of protecting endangered animals in the driving stage. They made clear their learning goals, that is, to acquire relevant knowledge and skills through learning and complete the poster design task, thus laying a good foundation for the subsequent study.

4.2.2. Facilitating Stage

In the facilitating stage, teachers provide students with input materials related to output tasks, guide students to effectively use reading strategies, guide students to selective learning, and help students build a writing framework to fully prepare for the completion of output tasks.

Teachers provided a number of reading materials related to endangered animals, including texts in textbooks, popular science articles, news reports, etc. These materials include different genres and difficulty levels, and the content is rich and diverse, including the species of endangered animals, survival status, endangered reasons, protection measures and other information. Before the students read, the teacher first guides the reading strategies, such as predicting the content of the article, skimming to get the general idea, scanning to find details, and analyzing the structure of the article.

In the reading process, the teacher asked the students to pay attention to the key information about endangered animals in the article, such as the name of the animal, characteristics, endangered reasons, protection measures, etc., and take good notes. For some key words and sentence patterns, the teacher explains them in detail to help students understand their meanings and usage, and guides students to imitate the example sentences to make sentences to consolidate what they have learned.

After the reading, the teacher organizes the students to have a group discussion and share the information they have obtained from the reading. The members of each group summarized and sorted out the information collected by themselves, and discussed together how to apply the information to the poster design. During the discussion, the teacher guides the students to think about how to organize the content of the poster so that it is logical and coherent. Teachers can inspire students by asking questions such as "What should we introduce first and then what?" "How to highlight the importance of conservation measures?" Let's wait. Through discussion, the students gradually clarified the structure and content framework of the poster.

In order to help students build a better writing framework, teachers can provide some writing templates and examples for students to refer to. The teacher shows a poster writing template about endangered animal protection, including the title, introduction, en-

dangered animal introduction, endangered cause analysis, protection measures and conclusion. The teacher explains the writing points and precautions of each part in detail, such as the title should be concise and eye-catching; The introduction should capture the reader's interest; The introduction of endangered animals should highlight their characteristics and living conditions; The endangered cause analysis should be clear; Protective measures should be specific and feasible; The conclusion should be concise and strong, calling on everyone to take action to protect endangered animals. Teachers also show some excellent poster writing examples, so that students can learn the language expression and logical structure in the examples. Students start writing the first draft of the poster based on templates and examples, combined with the information they have gathered. In the writing process, the teacher inspects the groups to give timely guidance and help to solve the problems encountered by the students in the writing process.

In the enabling stage, teachers provide strong support and help for students to complete the poster design task by providing rich input materials, guiding reading strategies, guiding selective learning and helping students build writing frameworks. In this process, students not only acquired a lot of knowledge about endangered animals, but also improved their reading and writing skills, which made them fully prepared for the subsequent production tasks.

4.2.3. Evaluating Stage

In the evaluation stage, teachers adopt diversified evaluation methods such as student self-evaluation, mutual evaluation and teacher evaluation to conduct comprehensive and objective evaluation and feedback on students' output, help students find their own strengths and weaknesses, and promote students' continuous improvement and improvement.

The teacher organized the students to conduct self-assessment. Students self-evaluate their group's poster design according to the evaluation criteria provided by the teacher. The evaluation criteria include the accuracy and richness of the content, the accuracy and fluency of the language expression, the layout and design of the poster, and teamwork. Against the evaluation criteria, students carefully examine their team's posters, thinking about how they performed in various aspects, where they did well, and where there are shortcomings. In the process of self-assessment, students fill in the self-assessment form and record their evaluation opinions and improvement suggestions in detail.

Next, teachers organize students to evaluate each other. Students exchange posters with each other in groups and evaluate posters from other groups according to evaluation criteria. In the evaluation, students should not only affirm the advantages of other group posters, but also point out the existing problems and put forward specific suggestions for improvement. In the process of mutual evaluation, students fill in the mutual evaluation form and record the evaluation comments and suggestions of other group posters in detail. After the evaluation, each group sent a representative to report the evaluation results of the other group's posters to the class and share their own group's views and suggestions. Through mutual evaluation, students can understand the works of other groups from dif-

ferent angles, learn the advantages and strengths of others, and also get feedback from others' evaluation to further improve their own group's posters. The mutual assessment process can also promote communication and cooperation among students, and develop students' critical thinking skills and teamwork spirit.

On the basis of students' self-evaluation and mutual evaluation, teachers conduct a comprehensive evaluation of students' posters. Teachers comprehensively evaluate students' posters from multiple dimensions such as content, language, structure and creativity, affirm students' efforts and achievements, point out existing problems and shortcomings, and put forward specific improvement measures and suggestions. In the process of evaluation, teachers pay attention to encouraging and guiding students, protecting students' learning enthusiasm and creativity. For the groups with rich content, accurate language expression and novel poster design, the teacher gives full recognition and praise, and displays their works for other groups to learn from; For the group with many problems, the teacher patiently guided them, helped them analyze the causes of the problems, and guided them to improve step by step. Teachers can also focus on students' problems that are common in posters, and give them focused explanations and guidance to help students improve together.

In addition to evaluating the final results of the posters, teachers also pay attention to evaluating the performance of students in the whole learning process, including students' participation, cooperation ability, thinking ability, innovation ability and so on. By observing students' performance in class discussions and group activities, as well as students' questions and speeches in the learning process, teachers make a comprehensive evaluation of students' learning process. For the students who actively participate in class activities, are good at thinking and have the courage to innovate, the teacher will give timely recognition and encouragement; For students who encounter difficulties in the learning process, teachers give care and help, encourage them to overcome difficulties and make continuous progress.

The combination of self-evaluation, mutual evaluation and teacher evaluation provides students with comprehensive and objective feedback information. Through the evaluation process, students can clearly understand their own learning results and shortcomings, so as to make targeted improvements and improvements. At the same time, the evaluation process also promotes communication and learning among students, cultivates students' self-evaluation ability and critical thinking ability, and lays a foundation for students' independent learning and lifelong learning.

4.3. The analysis of teaching effect

4.3.1. The analysis of students' behaviour

In terms of class participation, students' enthusiasm and initiative have been greatly improved. In the driving stage, when the teacher proposed the output task of English poster design, the students' interest was instantly ignited, and they threw themselves into the discussion of issues related to endangered animals and actively shared their ideas and

opinions. In the reading process of the enabling stage, students no longer passively accept knowledge as before, but actively use the reading strategies taught by teachers, such as prediction, skimming, scanning, etc., to obtain the key information in the article. In the writing session, students no longer feel helpless, but can write methodically according to the information they have obtained in reading and the writing framework they have set up. In the evaluation stage, students seriously participate in self-evaluation and mutual evaluation, actively listen to the opinions and suggestions of others, and reflect on and improve their own works. The whole classroom atmosphere is active and the students' participation is extremely high, which fully reflects the student-centered teaching concept of Production-Oriented Approach.

Judging from the completion of the homework, the students' reading and writing ability has improved significantly. In the reading assignment, students can more accurately understand the main idea of the article, grasp the details of the article. When it comes to writing assignments, the quality of students' compositions has improved significantly. Their compositions are richer, they are able to discuss around the topic, and they are able to use the vocabulary and grammar knowledge they have learned to express their opinions and ideas. As for thinking ability, students' critical thinking and creative thinking have been cultivated and exercised. In the teaching process, teachers guide students to analyze, synthesize and evaluate the information obtained, and encourage students to put forward their own views and opinions. For example, when discussing endangered animal protection measures, students can not only put forward the protection methods mentioned in the textbook, but also put forward some innovative suggestions based on their own life experience and social reality, such as carrying out environmental protection publicity activities and strengthening international cooperation. In the poster design process, students give full play to their imagination and creativity, using different colors, pictures and text typesetting to make the poster more vivid, graphic and attractive.

5. Conclusion and Expectation

5.1. Conclusion

This study explores the application of Production-Oriented Approach in junior high school English reading and writing combined teaching. By applying Production-Oriented Approach to junior high school English reading and writing combined teaching practice, it is found that this method has a significant effect on improving students' English reading and writing ability. In terms of reading ability, students can use reading strategies more actively, such as prediction, skimming, scanning, etc., to obtain key information of articles, have a deeper understanding of articles, and have significantly improved reading speed and reading comprehension accuracy. In terms of writing ability, students can use the vocabulary, grammar and writing skills accumulated in reading, so that the content of the composition is richer, the structure is clearer, and the language expression is more accurate and smooth. When completing the writing task about the protection of endangered animals, students were able to accurately use relevant vocabulary and sentence

patterns to explain the status quo of endangered animals, the reasons for their endangerment and the protection measures in an orderly manner, and their writing skills were significantly improved.

The combination of reading and writing in junior middle school English teaching based on the Production-Oriented Approach provides a new way and method to improve the quality of junior middle school English teaching. Through clear task-driven, effective input and comprehensive evaluation and feedback, it can stimulate students' learning interest and initiative, promote the coordinated development of students' English reading and writing ability, and improve students' comprehensive language application ability and thinking quality. In the future teaching, we should further improve and promote this teaching method to create better conditions for students' English learning.

5.2. Shortage and Expectation

Although this study has achieved certain results, there are still some shortcomings, which need to be improved and perfected in the future research.

The number of samples in this study is relatively limited. The limitation of sample size may lead to insufficient representation of the research results, which can not fully reflect the application effect of output-oriented method in junior high school English reading and writing teaching.

The short duration of this study makes it difficult to fully assess the long-term impact of output-oriented approach on students' English literacy. Language learning is a long-term process, and it takes time to improve students' reading and writing ability. Students participating in the study can be tracked for one year or longer, and data such as students' academic performance and learning attitude can be collected regularly to analyze the long-term development trend of output-oriented approach on students' English literacy.

Future research can further explore the integration of output-oriented method and other teaching methods to achieve complementary advantages and improve teaching effect. The output-oriented method can be combined with project-based learning and situational teaching method, and the teaching method can be flexibly selected according to different teaching contents and students' learning needs, so as to provide students with a more diversified learning experience.

This study provides a theoretical and practical basis for output-oriented junior high school English reading and writing teaching, but there are still many problems that need to be further studied and explored. It is hoped that future studies can continuously improve and develop the application of output-oriented method in junior high school English teaching on the basis of this study, so as to make greater contributions to improving the quality of junior high school English teaching and cultivating students' comprehensive English literacy.

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