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The Theoretical Evolution, Knowledge Structure, and Digital-Intelligent Turn of the Production-Oriented Approach: A Study Based on CNKI Literature

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Abstract. Based on the studies on the Production-Oriented Approach (POA) included in the China National Knowledge Infrastructure (CNKI), and combining bibliometrics with close reading, this paper examines the research characteristics, conceptual evolution, and digital-intelligent turn of this theory. The findings show that POA research has moved from rapid growth into a stage of stable deepening, with core authors and institutions becoming concentrated, and research themes expanding from college English to teaching Chinese to speakers of other languages, less commonly taught languages, textbook development, and intelligent teaching. Centered on the problem of 'separating learning from use,' the theory has refined its teaching principles, hypotheses, and procedures, forming a four-dimensional teaching framework that links learning, use, and assessment in a closed loop, together with a unit-nested teaching procedure. Generative artificial intelligence can empower teaching, yet existing studies are mostly short-cycle, single-course, and small-sample practices. Future research should carry out cross-language and cross-stage long-cycle comparisons, and build a human-machine collaborative assessment system based on classroom production, so as to address problems such as data bias, the weakening of teachers' subjectivity, and technology dependence.

Keywords: Production-Oriented Approach, bibliometrics, theoretical evolution, textbook development, generative artificial intelligence

1. Introduction and research design

1.1. Problem statement and literature sources

The Production-Oriented Approach has developed from a local teaching plan for college English into a complete theoretical system covering multilingual teaching, textbook compilation, and evaluation reform. Existing reviews mostly focus on application effects or single teaching steps, and rarely discuss how theoretical concepts iterate based on practical feedback, or how the modules build a closed loop. Based on the CNKI database, this paper takes 'Production-Oriented Approach' and 'POA' as search terms, and mainly selects CSSCI literature and foundational theoretical texts, combined with typical classroom empirical studies. Because the database is updated dynamically,

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the bibliometric results of this paper only represent the literature distribution at the time of retrieval, and no strict causal inference is made.

1.2. Analytical path

1.2.1. Publication trends and the knowledge production pattern

Judging from the annual distribution, the number of studies rose overall after 2015, reached a stage high around 2020, and then entered a stable period with fluctuations (see Figure 1). This change shows that POA research has shifted from theory introduction and case diffusion to testing and refinement. It should be noted that the data in the figure come from the annual statistics of the core sample.

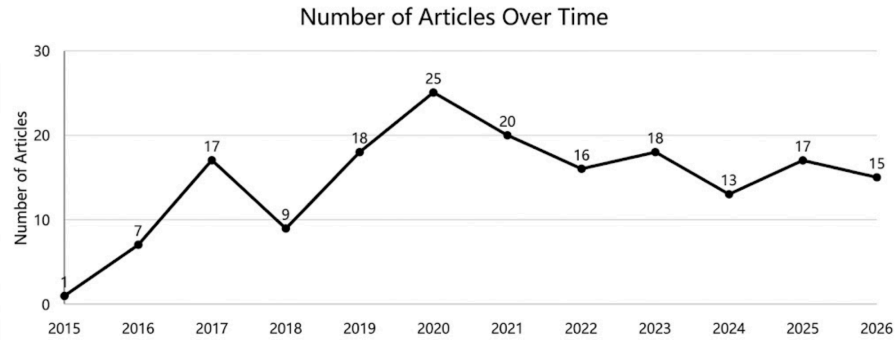


Figure 1. Annual distribution of the core sample literature

1.2.2. Distribution of core institutions and journals

The distribution of institutions and journals shows a strong core-periphery structure (see Figures 2 and 3). Beijing Foreign Studies University and its related research teams form the main knowledge production center, and journals such as *Foreign Language Teaching and Research* and *Modern Foreign Languages* undertake the important function of theoretical discussion and experience dissemination. This concentration helps form a stable research community, but it may also make the research objects overly concentrated in the classrooms of better-resourced universities. Comparative evidence from local colleges, vocational education, and the central and western regions remains insufficient.

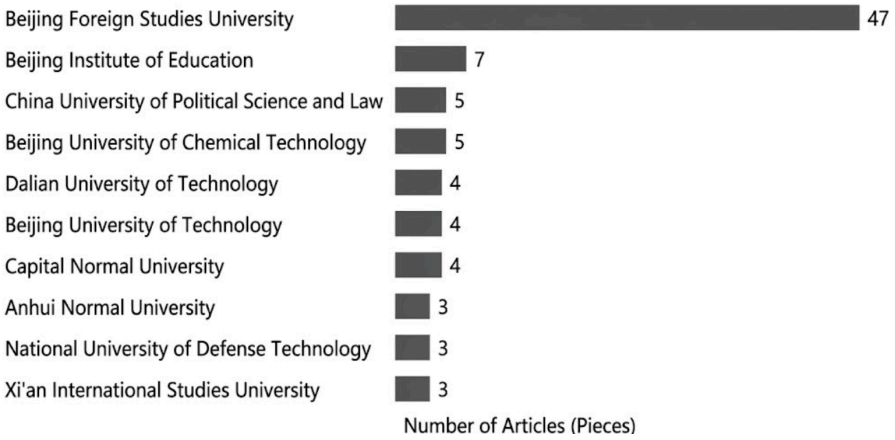


Figure 2. Distribution of publications by major research institutions

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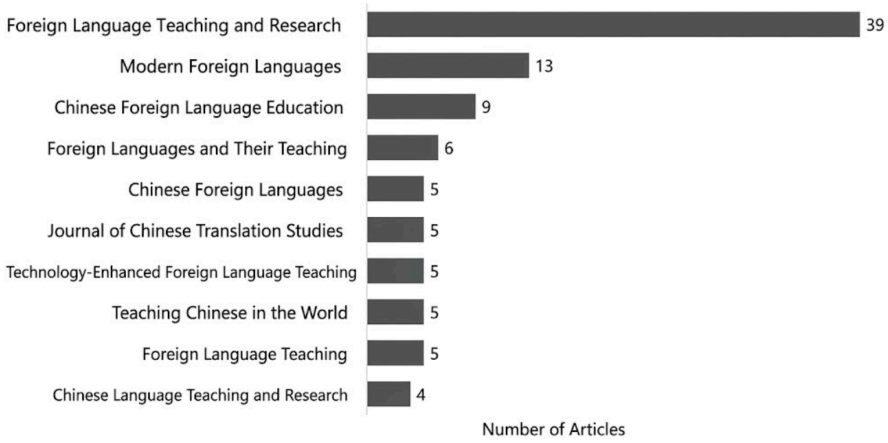


Figure 3. Distribution of major source journals

1.3. Disciplinary distribution

The sample literature is mainly distributed in foreign languages and literature, followed by Chinese language and literature, education, and other fields (see Figure 4). This disciplinary spillover shows that the research objects of the POA have expanded from foreign language classrooms to international Chinese education, educational evaluation, and intelligent teaching; however, 'interdisciplinarity' is still mostly reflected in technical tools entering the classroom, and mechanism studies that truly connect learning analytics, corpus research, and curriculum governance remain few.

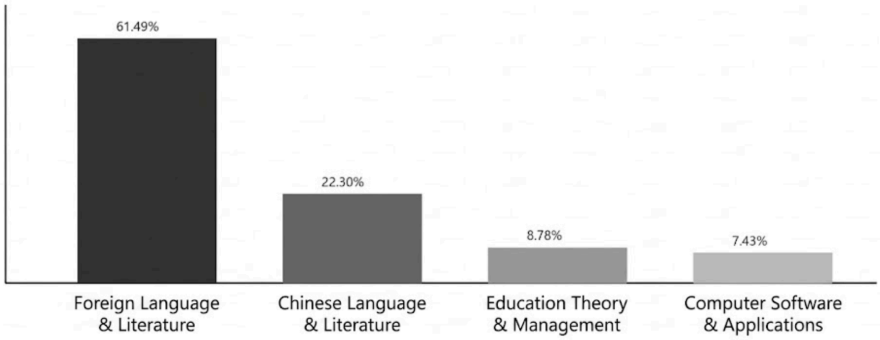


Figure 4. Disciplinary distribution of the sample literature

The evolution of the POA can be summarized as 'problem-driven - framework construction - practice calibration - scenario expansion.' In 2015, the three modules of teaching principles, hypotheses, and procedures were formally established; in 2017, teaching materials and assessment were revised and supplemented to strengthen the feedback mechanism between steps; after 2018, content related to cultural exchange, key competencies, and multi-layer circulation was improved, and later it expanded toward multilingual practice, textbook development, and digital-intelligent teaching (see Figure 5). It can be seen that the POA is not a fixed set of methods, but a mid-level teaching theory that iterates continuously relying on classroom empirical evidence.

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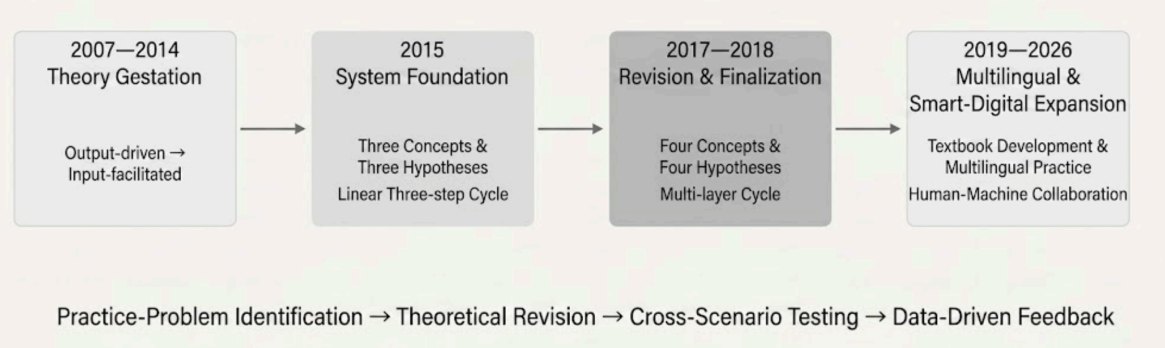


Figure 5. Theoretical evolution of the Production-Oriented Approach and its feedback mechanism

2. Teaching principles: from 'whole-person education' to operational educational goals

The teaching of the Production-Oriented Approach (POA) is the top-level guiding principle of the whole theoretical system. Relying on Wen Qiufang's foundational work in 2015, the interview in 2016, the column introduction in 2017, the teaching Chinese to speakers of other languages research in 2018, and Zhang Chuanyu's [1] applied empirical literature, the evolution of POA teaching principles can be divided into three stages: the initial three-dimensional framework in 2015, the practical reflection and fine-tuning in 2016-2017, and the finalization of the four-dimensional system in 2018.

2.1. 2015: formal establishment of the three-dimensional teaching principles

Wen [2] first constructed the POA theoretical framework and proposed three major teaching principles: the learning-centered principle, the integrating-learning-and-use principle, and the whole-person education principle, directly addressing practical teaching problems in domestic college English such as tight class hours, text-centered teaching, and a serious disconnection between learning and use.

The 'learning-centered principle' breaks the deadlock of the binary opposition between 'teacher-centered' and 'student-centered,' proposing that all classroom activities take the facilitation of effective learning as the core evaluation criterion, and teachers can flexibly choose various classroom forms such as lecturing, group discussion, and class presentation according to teaching goals, without being confined to a single model. Zhang Chuanyu [1], in a study on multimodal teaching in English majors' courses, confirmed that this principle can restrain teachers from simply piling up multimedia materials, and all audio-visual and tactile modal activities are carried out around the actual effect of students' language learning.

The 'integrating-learning-and-use principle' regards 'learning' as listening and reading input, and 'use' as speaking, writing, oral interpreting, and written translating output, criticizing the fragmented practice of traditional teaching that puts intensive explanation first and language practice later, and advocating that input and output be carried out simultaneously, with textbook texts serving communicative output tasks. The 'whole-person education principle' proposes that foreign language teaching should give equal attention to instrumentality and humanity, and the classroom needs to develop students' language, thinking, and cultural qualities at the same time; humanities cultivation can be realized implicitly through topics, materials, and peer-assessment activities, without needing dedicated class time. But this principle is rather macro-level, lacks observable and measurable implementation standards, and has limitations in practical implementation.

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2.2. 2016-2017: practical supplement to the three principles and reflection on limitations

The 2016 interview with Professor Wen Qiufang and the 2017 POA teaching materials column did not change the overall structure of the three principles, but combined the teaching experiment results of multiple universities across the country to supplement and explain the applicable boundaries of the principles, practical shortcomings, and material-matching logic.

At the level of applicable stratification, the interview proposed that the three principles are rooted in the local reality of 'few study hours and low effectiveness' in domestic foreign language teaching, and different types of universities can implement them differently: key universities can rely on the supporting *New Generation College English* to fully implement the POA, while ordinary undergraduate and vocational colleges can select partial units for trial implementation, and need not copy it entirely [3].

At the level of practical shortcomings, front-line classroom practice exposed the defects of the 'whole-person education principle': teachers find it hard to clearly distinguish language goals from humanity-quality goals, and humanities cultivation easily becomes formalistic. At the same time, the original three-dimensional system lacks guidance for cross-cultural teaching and cannot adapt to cross-cultural teaching scenarios such as teaching Chinese to speakers of other languages and international academic English [4].

At the level of material adaptation, the 2017 column series of studies made clear that the 'learning-centered principle' and the 'integrating-learning-and-use principle' jointly stipulate the screening principles for input materials: all audio-visual and textual materials must serve the given output tasks, discard language knowledge points unrelated to the output, and implement the requirements of the selective learning hypothesis [4].

2.3. 2018: finalization of the four-dimensional teaching principle system

Wen [5], combining teaching Chinese to speakers of other languages experiments and the revision suggestions of Chinese and foreign scholars at international academic forums, made a structural adjustment to the original three-dimensional principles, and finally formed a stable four-dimensional framework of the learning-centered principle, the integrating-learning-and-use principle, the cultural-exchange principle, and the key-competencies principle; the adjustment is divided into three parts: retention, addition, and replacement.

First, the core principles of the 'learning-centered principle' and the 'integrating-learning-and-use principle' are retained, and the applicable scenarios are broadened, so that they not only fit college English teaching but can also be used in teaching Chinese to speakers of other languages at home and abroad, effectively solving the common problem of separating learning from use in foreign language and second language classrooms.

Second, the 'cultural-exchange principle' is added, filling the lack of a cross-cultural dimension in the original theory. This principle abandons the extreme models of one-way cultural output or passively catering to other countries' cultures, advocates equal and two-way mutual learning between civilizations, mainly takes 'explicit language, implicit culture' as the primary mode and 'explicit culture, implicit language' as the secondary mode, integrates cross-cultural elements into output tasks and input materials, and dissolves the disconnection between language and culture teaching.

Third, the original 'whole-person education principle' is replaced by the 'key-competencies principle,' making the educational goal more concrete and measurable. This principle decomposes the core of education into transfer, autonomous learning, and cooperative ability, and through the

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staged building and removal of scaffolds, cultivates students' autonomous learning and language transfer application abilities. Academic English practice has confirmed that this principle can systematically cultivate students' cross-disciplinary academic communication ability.

2.4. The internal logic of POA teaching principle evolution

By synthesizing multiple studies, the progressive logic of principle iteration can be sorted out: first, the educational dimension keeps expanding, shifting from single language-skill cultivation to compound education of language, culture, and comprehensive key competencies; second, the theoretical expression shifts from macro-abstraction to subdivided operability, replacing the broad concept of whole-person education with quantifiable key competencies [4]; third, the applicable scenarios keep expanding, from single university general English to diverse classrooms such as English majors, doctoral academic English, and teaching Chinese to speakers of other languages [1]. The overall evolution has always been based on the real problems of language teaching in our country, and relies on a large amount of front-line classroom empirical feedback for continuous improvement; it is a typical representative of the self-iterative optimization of applied linguistics theory with Chinese local characteristics.

3. Teaching hypotheses: from the input-output relation to the learning-use-assessment closed loop

The teaching hypotheses of the Production-Oriented Approach (POA) are the theoretical basis of the whole theoretical system; they receive the guidance of the teaching principles and directly provide the theoretical basis for the three-stage classroom teaching procedure of 'driving-enabling-assessing.' Combining Wen Qiufang's 2015 foundational paper, 2016 interview, 2017 column and theory-revision articles, 2018 teaching Chinese to speakers of other languages expansion paper, and Qiu Lin's and others' front-line empirical literature, it can be seen that the teaching hypotheses were not achieved overnight, but accompanied more than ten years of theory-practice cyclic iteration, going through four stages of evolution: the prototype of a single hypothesis, the improvement of the dual hypotheses, the finalization of the three hypotheses, and the expansion of the four hypotheses; the core logic expanded from only focusing on the input-output relation to the whole-chain linkage of learning, practice, and assessment.

3.1. Warm-up and prototype period (2007-2014): from a single hypothesis to a dual-hypothesis combination

The earliest prototype of POA teaching hypotheses is the output-driven hypothesis, proposed by Wen Qiufang in 2007 for the reform of English majors' skill courses. This hypothesis is grounded in local classroom teaching and differs from Swain's output hypothesis that focuses on second language acquisition; it covers all output forms of speaking, writing, oral interpreting, and written translating, and is aimed at intermediate and advanced foreign language learners [3]. But the single output-driven hypothesis has practical defects: it only emphasizes the motivating role of output, does not clarify the positioning and use norms of input, and teachers lack supporting input materials when carrying out classroom tasks, so the problem of teaching discontinuity is prominent.

To resolve the practical dilemma, in 2014 Wen Qiufang upgraded the theory to the dual hypothesis of output-driven and input-enabled, making clear that input is a tool serving the current output rather than long-term language reserve material, and teachers and students need to select

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learning content around output goals and establish a linkage between input and output. This stage only had two related hypotheses, had not yet formed a complete system, and did not involve assessment-related theory; it belonged to the embryonic exploration stage of teaching hypotheses.

3.2. Formation period (2015): formal establishment of the three major teaching hypotheses

Wen [2], in Constructing the Theoretical System of the 'Production-Oriented Approach,' first built the complete POA theoretical framework and formally established the three major teaching hypotheses of output-driven, input-enabled, and selective learning, which became the theoretical basis supporting the two major teaching steps of driving and enabling.

The output-driven hypothesis overturns the traditional teaching order of 'input first, output later,' and proposes the classroom path of 'attempt output - expose shortcomings - targeted input - output again,' using 'knowing insufficiency' to create a sense of learning hunger, and making up for the limitation of Krashen's input hypothesis and Long's interaction hypothesis in ignoring the driving force of output [4].

The input-enabled hypothesis proposes that, on the premise of output-driven, matching targeted input can expand learners' language system more than pure group discussion; input materials need to be designed around the content, language, and discourse structure of the output task. Qiu Lin [6], relying on college English unit teaching practice, verified that hierarchically matched input materials can effectively reduce output difficulty.

Third, the selective learning hypothesis criticizes the traditional full-coverage intensive reading model, and based on the psychological principle of limited cognitive resources, advocates screening the core content in the input for key processing around output needs, adapting to the real national condition of tight foreign language class hours and flooded online and offline input resources in domestic universities. The three major hypotheses are the core theoretical tool to solve the 'separating learning from use, time-consuming and low-efficiency' problem of domestic foreign language teaching, and ordinary colleges can select partial units for trial implementation.

3.3. Revision period (2017): adding the assessment-as-learning hypothesis to form a four-hypothesis closed loop

In 2017, combining the academic exchange results of international forums and multiple rounds of domestic classroom action research, Wen Qiufang expanded the original hypothesis system and added the assessment-as-learning hypothesis; the four major teaching hypotheses were formally formed, filling the theoretical gap in the assessment step. Before that, the three major hypotheses only covered the driving and enabling steps, and classroom assessment mostly fell into simple scoring, unable to serve the improvement of language ability.

The core view of the 'assessment-as-learning hypothesis' is that assessment is an organic part of learning, not the concluding work of teaching; it advocates adopting the teacher-student collaborative assessment model, in which teachers screen typical output samples, organize classroom peer assessment and professional guidance, and implement formative assessment together with after-class output portfolios [4]. Qiu Lin [6], in research on the enabling step, proposed that instant classroom checking is precisely the micro-level implementation form of the assessment-as-learning hypothesis, which can judge the effectiveness of students' selective learning in real time and dynamically adjust the teaching rhythm. This revision changed the teaching procedure from one-way linear to two-way cyclic, achieving full-chain theoretical coverage of 'driving-enabling-assessing.'

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3.4. Re-revision period (2018): refining the four hypotheses and expanding applicable scenarios

Wen [5], in 'The Production-Oriented Approach' and Teaching Chinese to Speakers of Other Languages, combined with teaching Chinese to speakers of other languages classroom experiments, refined the connotation, applicable objects, and implementation paths of the four hypotheses, extended the applicable scope from college English to teaching Chinese to speakers of other languages, and uniformly adapted to the two types of second language classrooms. The output-driven hypothesis adds cross-cultural output tasks, relying on Chinese-foreign cultural comparison to stimulate the learning motivation of international students; the input-enabled hypothesis distinguishes basic communication from high-level critical thinking materials, adapting to different Chinese proficiency levels; the selective learning hypothesis divides primary, intermediate, and advanced screening standards, with the primary level focusing on communicative words and sentences and the intermediate and advanced levels focusing on discourse and cultural expression; the assessment-as-learning hypothesis distinguishes instant and delayed assessment, and sets differentiated assessment plans for review and transfer output. The four hypotheses form a logical closed loop: output-driven provides the driving force, input-enabled and selective learning undertake the processing, and assessment-as-learning realizes consolidation and transfer. Subsequent empirical studies on English writing all used these four hypotheses as a framework to carry out teaching design and effect verification.

3.5. The evolutionary path of teaching hypotheses

Sorting out the series of core literature and supporting empirical studies from 2015 to 2018, the evolution of POA teaching hypotheses shows three clear threads: first, the coverage dimension keeps becoming complete: from only supporting the driving and enabling steps, it supplemented assessment theory and formed a complete teaching closed loop; second, the operational rules keep being refined: relying on multiple rounds of classroom action research, it improved the hierarchical implementation paths for students of different languages, course types, and levels, and the theoretical operability keeps increasing; third, the applicable boundary keeps expanding: from single university public English to second language teaching scenarios such as teaching Chinese to speakers of other languages, the theoretical universality is enhanced. The iteration of the whole hypothesis system has always been rooted in the core problem of 'separating learning from use' in domestic foreign language teaching, follows the dialectical path of 'theory guides practice, practice feeds back to theory,' and is a typical achievement of the independent innovation of applied linguistics with Chinese local characteristics.

4. Teaching procedure: from linear stages to multi-layer circulation

The POA teaching procedure is the classroom carrier for implementing the teaching principles and the four major teaching hypotheses; its core framework is 'driving-enabling-assessing,' and its structural logic, internal implementation rules, and applicable language scope have been continuously revised along with Wen Qiufang's series of theoretical papers and multilingual empirical studies. Combining Wen Qiufang's core theoretical literature of 2015, 2016, 2017, and 2018, as well as the teaching practice literature of less commonly taught languages (German, Romanian, Korean, Sinhala, Malay, Indonesian), the development of the teaching procedure can be divided into three stages: the 2015 linear three-segment prototype, the 2017 two-way closed-loop

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optimization, the 2018 multi-layer circulation finalization, and the multilingual expansion and improvement; small-language classroom practice further verified and refined the implementation path of each step of the procedure.

4.1. 2015 first edition: one-way linear three-step basic framework

Wen [2], in Constructing the Theoretical System of the 'Production-Oriented Approach,' first completely proposed the POA teaching procedure, establishing the three fixed steps of 'driving-enabling-assessing,' which show a one-way progressive linear relation: driving first, enabling in the middle, assessing at the end, with the teacher connecting all classroom activities as a mediator. This framework takes the problems of tight college English class hours and disconnection between learning and use in domestic universities as its design starting point, and each step has first-generation basic functions.

The core task of the driving step is to create communicative scenarios and let students try output first, creating a 'knowing insufficiency' learning gap, subverting the traditional classroom logic of 'input first, then learning,' but the 2015 version did not clarify the design standards for communicative scenarios, and only generally required setting output tasks [4].

The enabling step is the core connecting module of the procedure; the theory clearly states that teachers build scaffolds, provide supporting input materials around output goals, and guide students to carry out selective learning. Qiu Lin [6] further proposed that enabling activities need to follow the principle of proceeding step by step, and design exercises according to the gradient of 'identification - controlled output - open output,' and this idea provides a landing path for refined operation under the linear framework. But the first-generation framework only targeted intermediate and advanced English learners, and did not consider the academic situation of weak language reserves of zero-basis small-language learners such as German and Malay, so the hierarchical gradient design lacked low-level adaptation plans.

In the first-generation framework, the assessing step only served as an after-class concluding step, positioned as after-class homework correction and unit achievement scoring, without establishing a classroom instant assessment mechanism; assessment and the learning process were separated from each other, it only had the single function of achievement detection, did not form a closed-loop design of assessment promoting learning, and had poor adaptability to the scenario of high-frequency oral practice in small-language small classes.

Although the 2015 linear procedure is logically clear, front-line teachers' practice commonly has two major shortcomings: first, the three steps are separated, and the language shortcomings exposed by driving cannot be continuously followed up and consolidated in the enabling and assessing steps; second, assessment is lagging, lacking classroom procedural feedback, so students find it hard to correct output errors in real time, and zero-basis small-language students are more likely to accumulate a large number of grammar and pragmatic errors because they cannot get instant error correction.

4.2. 2017 revised version: two-way interaction, adding teacher-student collaborative assessment

Combining the suggestions of Chinese and foreign scholars from two international forums and a large amount of domestic classroom action research, Wen [4] made a structural optimization of the teaching procedure; the core adjustment was to change the one-way arrow into a two-way interactive cycle, and at the same time refine the connotation of the assessing step, proposing the exclusive

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assessment model 'Teacher-Student Collaborative Assessment (TSCA),' which made up for the shortcoming of the missing assessment in the first-generation procedure.

First, reconstruct the logical relation of the three steps, break the previous linear sequence, and make clear that driving, enabling, and assessing can feedback to each other and iterate repeatedly. The student language loopholes found in the enabling step can reversely adjust the difficulty of driving tasks; the common output problems summarized in the assessing step can serve as the focus of a new round of enabling training [4]. This two-way interactive idea provides theoretical support for small-language hierarchical teaching, and teachers can dynamically adjust the next round of vocabulary and grammar practice tasks according to the instant output errors in the classroom.

Second, reshape the positioning of the assessing step, upgrading assessment from after-class conclusion to a normal learning means running through the classroom, supporting the 'assessment-as-learning' teaching hypothesis, and distinguishing the complete operation chain of pre-class sample screening, in-class collective comment, and after-class autonomous revision. Sun Shuguang [7], in classroom reflective practice for teacher-student collaborative assessment, proposed that assessment needs to grasp key and difficult points and rely on typical output samples to avoid general commenting; this model adapts to small-language small classes such as German and Romanian, and is convenient for organizing group peer assessment and classroom performance comment.

Third, refine the three-dimensional implementation standards of the enabling step; Qiu Lin [6], in Research on the Process-Based Design of the Language Enabling Step in the 'Production-Oriented Approach,' clarified three core indicators of enabling: accuracy, progression, and diversity. Accuracy requires activities to aim at output difficulties; progression reflects the gradual advancement of words, sentences, and discourse; diversity covers multiple channels of input and output and multiple organizational forms of groups and individuals, providing a standardized design basis for low-starting-point small-language grammar and dialogue practice.

The revised procedure mainly adapts to domestic university general English classrooms; the zero-basis teaching scenarios of small languages such as teaching Chinese to speakers of other languages, Malay, and Korean have not yet been adjusted in a targeted manner, lacking practical cases of multilingual textbook adaptation and zero-basis task splitting, so the procedure's universality still has limitations.

4.3. 2018 re-revision: complete finalization of the multi-layer circulation chain, expanding cross-language adaptation

Wen [5], in 'The Production-Oriented Approach' and Teaching Chinese to Speakers of Other Languages, based on teaching Chinese to speakers of other languages classroom experiments, made a fundamental upgrade to the teaching procedure, abandoned the simple three-segment two-way model, and built a multi-layer circulation system with a unit-level large circulation embedding the 'driving-enabling-assessing' micro-circulation, while clarifying the teacher's role positioning of 'leading + teacher-student co-construction,' realizing the common use of the two types of second language teaching of English and Chinese; the subsequent 2019 BFSU less-commonly-taught-language series of empirical studies further implemented this procedure in less-commonly-taught-language classrooms, verifying its cross-language universality.

The new procedure takes the unit as a whole unit, sets a complete large output circulation, and each sub-output task in the unit separately forms a small 'driving-enabling-assessing' micro-circulation; the micro-circulation can be carried out independently and advanced crosswise, solving the problems of students forgetting knowledge points and declining learning motivation in a single

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long-cycle procedure [4]. Sun Jiahe [8] applied this circulation model to an intermediate comprehensive Chinese course, splitting multi-layer sub-circulations around the overall speech goal of '*World Youth Speak*'; while for zero-basis Malay students, the micro-circulation was further split, separating words, short sentences, and dialogues into independent micro-circulations, reducing the difficulty of entry output and making up for the shortcoming of insufficient language reserves of small-language students.

In addition, it proposes the four core elements of output scenarios-topic, identity, purpose, and occasion-along with three design standards of communicative authenticity, cognitive challenge, and goal appropriateness, avoiding the previous design defects of vague scenarios and detachment from reality [4, 7]. For the zero-basis academic situation of small languages, multimodal materials can be used to build communicative scenarios, and lightweight pre-output tasks can be designed relying on real cross-cultural topics, easing students' learning anxiety. Teaching adopts a hierarchical scaffold model: teaching Chinese to speakers of other languages emphasizes daily communication training, academic English strengthens high-level critical thinking and discourse output, and small-language lower grades put grammar knowledge in advance, following the gradient of 'vocabulary - short sentence - dialogue - short text' to carry out progressive training, and implementing comprehensive teaching relying on the three-dimensional framework. Teaching assessment is divided into in-class instant error-correction peer assessment and unit-portfolio delayed assessment, helping knowledge consolidation and ability transfer. Romanian small-class teaching has confirmed that teachers' situational intervention and instant error correction can effectively correct students' language errors.

The optimized circulation procedure adapts to multilingual and multiple foreign language course types. German teaching integrated with cultural comparison tasks can improve students' local-cultural aphasia problem; the textbook adaptation practice of Sinhala shows that this circulation model can break through the traditional text-based teaching model, disassemble stepped output tasks, effectively solve the core problem of separating learning from use in small-language teaching, and has strong cross-language adaptability and application value.

4.4. Overall review of POA teaching procedure evolution

Based on the above literature, the iteration of the teaching procedure shows three clear evolutionary main lines:

First, the structure moves from linear separation to multi-layer closed loop. In 2015, each step of the one-way three-segment form was independent; in 2017, two-way feedback was established; in 2018, a unit-nested micro-circulation system was formed, realizing the linkage of learning, production, and assessment, and refining micro-circulations for zero-basis small languages such as German and Malay, implementing the 'integrating learning and use' principle.

Second, the step functions move from single to compound. Driving is upgraded to creating communicative situations and stimulating learning motivation, adapting to small-language cross-cultural teaching; enabling develops into a three-dimensional hierarchical scaffold, setting gradient training combined with language grammatical features; assessment turns into a whole-process learning-promoting tool, carrying out instant error correction by using the advantage of small classes, and the three major steps have multiple roles of input, output, and feedback.

Third, the applicable boundary expands from a single course type to multilingual and multi-level classrooms. The procedure initially targeted intermediate and advanced university public English, was polished through teaching Chinese to speakers of other languages, specialized foreign languages, and graduate academic English, and was iteratively improved in multiple types of less-

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commonly-taught-language teaching; it can adjust circulation, training gradients, and multimodal resources according to language and learner level, and its practicality keeps improving.

From the perspective of evolutionary motivation, the procedure iteration follows the two-way interaction of theory and practice: the 2015 linear framework was the theoretical prototype; the practical problems of English classrooms prompted the 2017 version optimization; multiple types of teaching empirical evidence pushed the 2018 multi-layer circulation to take shape; the 2019 small-language textbooks and classroom practice made up for the adaptation shortcoming of low-starting-point learners, expanded the 'Belt and Road' less-commonly-taught-language teaching path, and made the system more suitable for the multi-level and multilingual teaching reality in China.

5. Research conclusions, limitations, and prospects

The analysis of this paper shows that the local character of the POA is not a direct replacement of Western second language acquisition theory, but is based on the real pain points of domestic foreign language classrooms and relies on classroom practice for continuous iteration. The theoretical evolution is reflected in: the educational goal is implemented from a grand concept into observable cultural exchange and key competencies; the teaching hypotheses develop from single output-driven to a multi-element linkage mechanism; the teaching procedure changes into a large circulation nesting micro-circulations. Research on multilingual and textbook aspects further tests the transfer boundary of the theory.

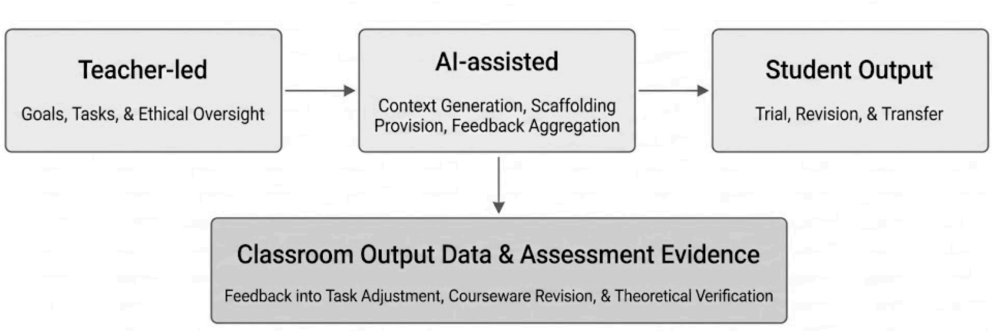


Figure 6. Teacher-Led AI-POA collaborative framework

To ensure the effective application of generative artificial intelligence education technology and avoid ethical risks, the academic and educational circles have jointly formulated a series of international standards and frameworks [9]. The changes brought by generative artificial intelligence should not be only summarized as 'improving efficiency.' What is more worthy of attention is whether it can form traceable learning evidence, and thereby support task adjustment, differentiated enabling, and textbook revision. The POA specializes in solving the problem of 'separating learning from use,' so the two build a complementary theoretical framework at the practical level [10]. A relatively safe path is to insist that teachers are responsible for goals, standards, and ethical judgments, AI undertakes material generation, scaffold matching, and feedback aggregation, students complete knowledge transfer through multiple rounds of output, and classroom data feeds back to teaching design (see Figure 6). At the same time, problems such as algorithm bias, content distortion, data privacy, and the weakening of teachers' subjectivity deserve attention. This paper has limitations: the data source is single; the bibliometrics only does descriptive statistics, lacking co-word clustering and citation network analysis; some new literature's volume, issue, and page numbers need to be checked against the published version. Subsequent research should build a

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reproducible retrieval-coding framework, carry out cross-language and cross-institution long-cycle comparative studies, and shift from case effectiveness to exploring the internal mechanism of action.

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