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Teaching Practice of Promoting Writing through Reading in High School English Based on the Output-Oriented Approach (POA): Taking the Teaching of Cultural Heritage in the Second Compulsory Course of the People's Education Edition as an Example

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Abstract: Based on the output-oriented approach (POA), this paper takes "Promoting Culture Through Digital Images" in Unit 1 Cultural Heritage of Compulsory High School English Textbook 2 of the People's Education Edition as a primary illustrative example. This article systematically explores the pedagogical practice of promoting reading through writing in high school English classrooms based on the POA framework. The "output-facility-selective learning" hypothesis of POA provides a robust theoretical basis for this methodology, while the structured "facility-facility-evaluation" teaching process provides a clear, actionable operational path for effective classroom implementation. By integrating these elements, educators can design more engaging and productive lessons. Extensive teaching practice demonstrates that POA-guided reading-to-writing instruction can effectively stimulate students' intrinsic writing motivation, significantly promote the cognitive internalization and practical transfer of complex language knowledge, and successfully achieve the deep, meaningful integration of reading input and writing output. Furthermore, this innovative instructional model addresses common challenges in traditional language teaching by emphasizing active student participation and continuous assessment. Ultimately, the application of the output-oriented approach provides a highly feasible and sustainable path for implementing the core literacy objectives of the high school English subject, fostering comprehensive linguistic competence and cultural awareness among students in contemporary educational settings.

Keywords: output-oriented approach; writing instruction; english education; teaching practice; core literacy

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1. Introduction

The integration of reading and writing serves as a crucial approach to fostering students' core literacy in English education. Despite its importance, current high school English teaching practices often face challenges such as the disconnection between reading and writing activities and the lack of alignment between learning and practical application. These issues hinder students from effectively transferring the knowledge and skills acquired during reading to their writing tasks [1]. To address these challenges, the Production-Oriented Approach (POA) emphasizes the principle of "learning and application as one," aiming to bridge the gap between input and output. This approach is structured around a three-phase process: driving, facilitating, and evaluating. The driving phase seeks to stimulate students' motivation through carefully designed output tasks, while the facilitating phase ensures that input materials are effectively utilized to support the generation of meaningful output. Finally, the evaluating phase provides feedback to refine and enhance the learning process. Guided by the principles of POA, this paper

examines the reading and writing section of Unit 1 Cultural Heritage in Compulsory Textbook 2 of the People's Education Edition. By embedding writing training into reading instruction, this approach offers a practical framework for integrating reading and writing in high school English, thereby enhancing students' overall language proficiency and critical thinking skills.

2. Output-Oriented Approach and English Reading for Writing Instruction

2.1. The Concept of the Output-Oriented Approach

The output-oriented approach was introduced as a structured method to enhance language learning by emphasizing the importance of output as both the starting point and the ultimate goal of the learning process. Over time, this approach has gained recognition within the international academic community due to its innovative framework and practical applications. The method is built upon three foundational components. The first component involves teaching concepts, which include theories such as learning-centered theory, the integration of learning and application, and holistic education. These concepts emphasize the importance of aligning teaching strategies with the learner's needs and ensuring that knowledge acquisition is directly applicable to real-world contexts [2]. The second component consists of teaching assumptions, which focus on principles such as output-driven learning, input as a facilitator for output, and the selective acquisition of knowledge tailored to specific tasks. Finally, the third component highlights teacher-mediated processes, which involve guiding learners through stages of output-driven tasks, facilitating their understanding through targeted input, and evaluating their progress to ensure effective learning outcomes. The core idea of this approach is that input is not an end in itself but serves as a means to achieve meaningful and purposeful output tasks, thereby fostering a more dynamic and application-oriented learning environment.

2.2. Literature Review at Home and Abroad

The theoretical foundation of reading as a method to enhance writing skills has been established through various academic perspectives [3]. It has been demonstrated that engaging in reading activities can significantly contribute to improving writing proficiency while also alleviating challenges associated with the writing process. This approach emphasizes the interconnectedness of reading and writing, suggesting that exposure to diverse texts can provide learners with valuable insights into structure, vocabulary, and stylistic elements, thereby fostering their ability to produce coherent and effective written content. Additionally, the integration of reading into writing instruction has been recognized as a practical strategy to support learners in overcoming barriers and developing confidence in their writing abilities.

The theoretical framework known as POA has undergone extensive development and refinement within the context of educational practices in China. This system incorporates key teaching principles such as emphasizing output-driven learning, facilitating input, and promoting selective learning strategies. Over time, these concepts have been systematically expanded to include detailed methodologies for designing effective learning scenarios, establishing criteria for evaluating facilitation effectiveness, and fostering collaborative interactions between educators and students. These advancements have contributed to the practical application of POA in various educational settings, highlighting its potential to enhance teaching outcomes and address specific instructional challenges [2]. The continuous evolution of this framework underscores its adaptability and relevance in addressing diverse educational needs.

In summary, the POA framework has achieved significant progress in the domain of college English teaching, demonstrating its maturity and effectiveness. However, certain gaps remain evident in its application [4]. Specifically, there is a notable absence of research focused on adapting POA principles to high school English instruction, particularly in the context of reading-to-writing activities. Furthermore, the lack of a systematic teaching paradigm tailored to specific textbook sections presents an additional challenge. To address these issues, this study aims to construct a comprehensive teaching

model based on the POA process, which includes driving learning, facilitating input, and evaluating outcomes. This model is designed to provide practical and operational guidance for educators, enabling them to implement effective reading-to-writing strategies in high school English classrooms and enhance overall teaching efficacy.

2.3. The Relationship between Output-Oriented Approach and Read-To-Write Instruction

The output-oriented approach and read-write instruction are closely aligned in both theoretical and practical aspects. Their integration provides a solution to challenges such as the disconnection between reading and writing, as well as the gap between learning and application, which are prevalent in current English reading and writing instruction. By emphasizing the seamless connection between input and output, this approach fosters a more cohesive and effective learning experience. The combination of these methods encourages learners to actively engage with reading materials not only for comprehension but also as a foundation for meaningful writing tasks [5]. This synergy ensures that reading and writing are no longer treated as isolated activities but as interconnected processes that enhance overall language proficiency.

The output-oriented approach emphasizes the integration of learning and application, advocating for a dynamic interaction between reading input and writing output. Promoting writing through reading involves utilizing reading materials as resources to support writing tasks, thereby achieving a unified approach to reading and writing. Reading materials serve as scaffolds that provide content, language, and structural guidance for writing, while selective processing of information from these materials enhances learning efficiency. The structured process includes three key phases: driving, facilitation, and evaluation. The driving phase establishes a practical writing context, giving reading a clear purpose and transforming the traditional sequential model of reading followed by writing into a more interactive framework. During the facilitation phase, learners are guided to extract relevant content, linguistic expressions, and structural elements from reading materials, progressively constructing their writing framework. The evaluation phase incorporates various forms of assessment, including teacher-student collaboration, self-assessment, and peer review, to reinforce learning and internalize knowledge. This cyclical process ensures that reading transcends mere comprehension and directly contributes to the production of meaningful written output. By fostering a deeper connection between reading and writing, this approach enhances the overall effectiveness of language instruction and supports the development of practical communication skills.

3. Case Study of Reading for Writing in High School English Based on Output-Oriented Approach

3.1. Textbook Analysis

This unit is situated within the thematic framework of "People and Society," with a specific focus on the topic of "Cultural Heritage." It encompasses both material and intangible aspects of cultural heritage, aiming to deepen students' understanding of its importance and foster a sense of cultural confidence [6]. The textbook employs the examples of the "Aswan Dam" and the "Mogao Caves" as central narratives to illustrate the significance of preserving cultural heritage. These examples serve as a foundation for students to explore the broader implications of cultural preservation. One of the key texts in this unit, "Promoting Culture Through Digital Images," is structured as a news report and follows the classic 5W1H framework. This structure provides students with a clear and practical model for news writing, offering both a linguistic and structural template. The design of this unit aligns with the principles of the "content + language + structure" trinity, which is a core component of the Output-Oriented Approach (POA). This approach emphasizes "input facilitation," ensuring that students are equipped with the necessary discourse framework and language resources to engage in effective writing tasks.

3.2. Student Analysis

Students have acquired foundational knowledge of English vocabulary and grammar, demonstrating an initial understanding of the Silk Road and Dunhuang culture. They are capable of forming basic English expressions and possess elementary skills in reading discourse and extracting information. However, challenges remain in mastering the structural conventions of news-style writing and adhering to standardized language norms. Additionally, their ability to transfer reading comprehension into effective writing is limited, often resulting in a disconnect between reading and writing skills. This issue highlights the need for targeted interventions to strengthen their ability to analyze and synthesize information, as well as to develop a more cohesive approach to integrating reading and writing practices. Addressing these gaps will be essential for fostering a more comprehensive and balanced language proficiency [7].

3.3. Teaching Objectives

The teaching objectives for this class encompass multiple dimensions aimed at fostering comprehensive development in students. From the perspective of language proficiency, learners will acquire essential subject-specific vocabulary, including terms such as "revitalize" and "preserve," while honing their skills in reading and writing English news reports. They will be trained to identify and extract critical information from common sentence structures used in news reporting, integrating cross-media materials to produce well-structured English news articles. Regarding cultural awareness, students will gain an understanding of the importance of cultural heritage conservation and the role of digital technology in preserving and transmitting cultural traditions. They will also develop the ability to effectively introduce aspects of Chinese culture to international audiences using English as a medium. In terms of cognitive development, the course will emphasize the cultivation of logical and structured thinking [8]. Through techniques such as speed reading for key information and intensive reading for detailed analysis, students will learn to construct arguments with clear viewpoints, supported by specific evidence, and expressed in a coherent manner. These objectives collectively aim to equip students with the skills necessary for academic and professional success while fostering a deeper appreciation for cultural heritage and effective communication.

3.4. Teaching Process

3.4.1. Context Introduction

During the introduction phase, the teacher presents visual materials, such as images depicting the Mogao Caves under various threats, to engage students in a thought-provoking discussion. The teacher poses the question: "Dunhuang is a world heritage site, but what challenges is it currently facing?" This question encourages students to carefully observe the images and articulate their responses. By fostering an interactive environment, this approach aims to stimulate critical thinking and active participation among students. The visual aids serve as a bridge to connect abstract concepts with tangible examples, making the learning process more relatable and impactful [9]. Additionally, this method helps students develop a deeper understanding of the cultural and environmental issues surrounding heritage preservation. The teacher's role is to guide the discussion, ensuring that students not only identify the problems but also begin to consider potential solutions, thereby fostering a sense of responsibility and awareness.

The design of this activity is rooted in the principle of experiential learning, where real-life scenarios are utilized to enhance student engagement and comprehension. By presenting the cultural heritage crisis through visual stimuli, students are encouraged to intuitively grasp the gravity of the situation. This approach aims to cultivate a heightened awareness of the importance of cultural preservation [10]. The activity is structured to transition from visual observation to verbal expression, creating a seamless problem-solving chain that enhances cognitive skills. Students are guided to observe, analyze, and articulate their thoughts, which helps in developing their abilities in critical observation, generalization, and effective communication. Furthermore, this method aligns with the broader educational goal of fostering high-order thinking skills. By immersing students

in a realistic context, the activity not only enriches their understanding of cultural heritage but also instills a proactive attitude towards its protection.

3.4.2. Explore the News Framework

The teacher introduces the activity by stating, "Today we are going to be news detectives [11]. We have 4 missions." Students are divided into groups of four to collaboratively uncover the intricacies of news reporting. This group-based approach fosters teamwork and encourages peer learning, enabling students to share insights and perspectives. By framing the activity as a detective game, the teacher aims to engage students in an interactive and stimulating manner, transforming what might otherwise be a mundane structural analysis into an exciting exploration. This method also helps students develop critical thinking skills as they work together to analyze and interpret the components of news articles.

Task 1 begins with teacher guidance, prompting students to consider the role of headlines in news articles. Students are asked to reflect on what initially captures their attention when reading a headline and to identify the key information it conveys. The teacher encourages them to analyze the primary function of a headline, which is to succinctly summarize the essence of the news while drawing readers in. This task emphasizes the importance of clarity and precision in headline writing, helping students understand how headlines serve as a gateway to the content of the article [12]. By focusing on this aspect, students learn to appreciate the strategic role headlines play in effective communication.

Task 2 involves analyzing the first paragraph of a news article. Students are guided to summarize the paragraph and identify the sentence that provides the quickest understanding of the news topic. The teacher introduces the concept of the "who, what, where, why" framework, which is essential for constructing a strong lead in news writing. This exercise helps students recognize the importance of presenting key information upfront to capture the reader's attention and establish the context of the story. By engaging in this task, students develop skills in identifying and prioritizing critical information, which is fundamental to effective news reporting.

Task 3 shifts the focus to the second paragraph, where students examine the additional details provided by the author. They are encouraged to analyze the purpose of these details and their relationship to the lead. This task highlights how supplementary information enriches the narrative, providing depth and context to the story. Students learn to evaluate the relevance and utility of these details, understanding how they contribute to the overall coherence and impact of the article. By dissecting the structure of the second paragraph, students gain insights into the layering of information in news writing, which enhances their ability to construct well-rounded narratives.

Task 4 directs students to the final paragraph, where they identify the quoted words and analyze their connection to the news topic [13]. The teacher prompts students to consider why the author chose to conclude the article with a direct quote and how this technique reinforces the main theme. This task underscores the strategic use of quotations in news writing, demonstrating how they can add authenticity and authority to the narrative. By exploring this aspect, students learn to appreciate the role of direct quotes in emphasizing key points and leaving a lasting impression on the reader. This exercise also encourages critical thinking about the choices authors make in structuring their articles.

The design intent of this activity is to employ scaffolding guidance, where the teacher uses questions rather than direct explanations to facilitate learning. This approach encourages students to discover the structure of news articles through their own analysis, promoting deeper understanding and retention. Cooperative learning reduces the difficulty of the task by enabling students to share ideas and support each other. Additionally, the incorporation of gamification transforms the structural analysis into an engaging detective game, making the learning process more enjoyable and accessible. This method not only enhances students' analytical skills but also prepares them to transfer

and apply their knowledge in their own writing endeavors, fostering long-term skill development.

3.4.3. News Assembly Workshop

After students have gained an understanding of the fundamental structure of news reports, the teacher introduces a practical writing activity. The task is framed as an opportunity for students to act as "News Engineers," where they are provided with scattered material notes related to a news text. This approach encourages students to apply their theoretical knowledge in a hands-on manner, fostering both creativity and analytical thinking. By engaging with fragmented materials, students are challenged to reconstruct and organize the information into a coherent format, simulating the real-world process of news writing.

To facilitate collaboration and efficiency, students are instructed to quickly assign specific roles within their groups. These roles include an Editor-in-Chief, who oversees the logical flow and coherence of the writing; a Headline Writer, responsible for crafting an engaging and accurate title; a Lead Writer, tasked with composing the introductory section that incorporates the essential elements of who, what, when, where, why, and how (5W1H); and a Body and Ending Specialist, who develops the main content and concludes the report effectively. This division of responsibilities not only mirrors professional newsroom practices but also ensures that each student actively contributes to the final product [11].

The teacher allocates five minutes for students to exchange materials within their groups, analyze the content, and select the most relevant information for their assigned sections. During this time, students collaborate to draft and integrate their individual contributions into a unified news report. The teacher actively monitors the process, offering guidance and support to students who encounter difficulties. This scaffolding approach ensures that all participants remain engaged and are able to overcome challenges, thereby enhancing their learning experience.

Once the group tasks are completed, the finished news reports are presented. Two groups are selected to showcase their work, allowing for peer evaluation based on a predefined structural checklist. This peer review process not only promotes critical thinking but also provides students with constructive feedback to refine their understanding of news writing. The teacher concludes the activity by summarizing key observations and reinforcing the importance of adhering to the structural elements of a news report.

The primary objective of this activity is to deconstruct the news text into its four main components and then have students reassemble these elements into a cohesive report. By engaging in this process, students deepen their comprehension of news structure and develop practical skills in organizing and synthesizing information. The collaborative nature of the task ensures that each participant gains hands-on experience, fostering teamwork and a more profound appreciation for the intricacies of news writing.

3.4.4. Independent Writing

Students are encouraged to engage in independent news writing tasks, applying the skills and techniques they have acquired during prior lessons. Teachers play an active role in this process by monitoring progress and offering differentiated support tailored to the varying needs of students. For those who struggle with foundational skills, educators provide structural suggestions and vocabulary assistance to help them organize their ideas effectively. Students with moderate proficiency receive guidance aimed at enriching their contextual understanding and refining sentence construction, while advanced learners are supported in developing more sophisticated ideas and enhancing their ability to express concepts in a cross-cultural context. This approach ensures that all students, regardless of their initial skill level, are given opportunities to grow and improve their writing abilities through targeted interventions and personalized feedback.

The design of this activity emphasizes the progression from collaborative efforts to independent creation, aiming to facilitate the transfer of knowledge and skills. By

incorporating stratified guidance, the activity addresses the diverse needs of students, ensuring that each individual can build upon their existing abilities. This method not only promotes inclusivity but also fosters a sense of achievement among learners as they experience measurable improvement [14]. The transition to independent writing serves as a critical step in developing autonomy and confidence in their ability to produce coherent and impactful written content. Furthermore, the stratified approach allows educators to maximize the effectiveness of their support by tailoring interventions to specific skill levels, thereby optimizing the learning experience for all participants.

3.4.5. Self-Assessment with Peer Assessment

Provide students with a self-assessment checklist to evaluate their own press releases based on key aspects such as structural organization, content relevance, and linguistic accuracy. Following this, distribute a peer review checklist and organize students into groups of four to exchange their essays. Each student will assess their peers' work using the checklist, assign scores, and provide constructive feedback. This process encourages students to identify areas for improvement and incorporate suggestions into their revisions. By engaging in both self-assessment and peer evaluation, students develop critical thinking skills and gain insights into diverse perspectives. This dual approach fosters a deeper understanding of writing standards and enhances their ability to produce polished and effective press releases. Additionally, the collaborative nature of peer review promotes teamwork and communication skills, while the structured checklist ensures evaluations remain objective and focused on measurable criteria [3]. This method integrates evaluation as a learning tool, emphasizing continuous improvement and reflective practices.

The design of this activity aims to utilize evaluation checklists as a framework for structured peer assessment within groups. By guiding students to evaluate works based on dimensions such as structural coherence, linguistic precision, content quality, and cross-cultural appropriateness, the activity encourages them to identify strengths and weaknesses in their peers' writing. This process not only helps students recognize common challenges but also allows them to learn from exemplary practices observed in others' work. Through peer evaluation, students refine their ability to critically analyze written material, which contributes to their own skill development. Furthermore, the activity cultivates cooperative learning by requiring students to collaborate and exchange constructive feedback. It also enhances their evaluative reflection skills, enabling them to apply insights gained from peer reviews to their own revisions. Ultimately, this approach supports the goal of improving writing accuracy and standardization while embedding the principle of "evaluation for learning" into the educational process.

3.4.6. Assignment Assignment

Cultural heritage protection has entered a new era with the integration of digital technology. By utilizing advanced imaging techniques, historical artifacts and sites can be preserved in high-resolution digital formats, ensuring their longevity and accessibility for future generations. This approach not only safeguards fragile cultural relics but also allows for broader public engagement through virtual exhibitions and online platforms. Such initiatives play a crucial role in raising awareness about the importance of cultural preservation while fostering global appreciation for diverse traditions and histories [6, 8].

Discover the Mogao Caves like never before! Explore stunning digital recreations of ancient Buddhist art and architecture. Experience the beauty of China's cultural heritage from anywhere in the world!

Reporter: "What inspired the use of digital imaging for cultural heritage protection, and how has it transformed preservation efforts?" Reporter: "Could you elaborate on the challenges faced during the digitization of fragile artifacts, and how these were overcome?" Reporter: "In your opinion, how can digital projects like this enhance global understanding and appreciation of cultural heritage?"

The layered assignment design aims to cater to students with varying levels of proficiency, ensuring inclusivity and targeted learning outcomes. By structuring tasks

into base, raised, and extension layers, the approach allows all students to consolidate their understanding while providing advanced learners with opportunities for deeper exploration [12]. The focus on news reading and writing, cultural heritage, and cross-cultural communication bridges classroom learning with real-world applications. This method aligns with the educational goal of enhancing students' ability to effectively communicate Chinese cultural narratives in English. Additionally, it fosters cultural awareness and language skills, equipping students to engage meaningfully in global dialogues about heritage preservation and cultural exchange.

4. Conclusion

Guided by the Production-Oriented Approach and taking the unit "Promoting Culture Through Digital Images" from Unit 1, Cultural Heritage, in Compulsory High School English Textbook 2 of the People's Education Edition as the instructional context, this study examined the classroom practice of integrating reading and writing in senior high school English teaching. Through the systematic organization of the three stages of drive, facilitate, and evaluate, the news-writing task was embedded into the reading process in a coherent and purposeful manner. This design encouraged students to identify textual structure, analyze discourse organization, and accumulate relevant language resources from the reading material, thereby supporting the transfer of input into output and promoting the coordinated development of comprehension and expression.

The teaching practice indicates that a POA-guided reading-to-writing model can effectively enhance students' willingness to write, strengthen task engagement, and improve the connection between language learning and language use. By participating in authentic and goal-oriented output activities, students developed a clearer understanding of the generic features, organizational patterns, and expression strategies of news discourse. At the same time, they were able to apply what they had learned in a meaningful communicative context, which contributed to the improvement of their writing performance, discourse awareness, and practical language competence.

In addition, the instructional process helped students deepen their understanding of cultural heritage protection and intercultural communication. The integration of thematic meaning exploration with language practice reflected the dual value of English as both a tool for communication and a medium for humanistic education. Overall, this teaching model offers an operable and pedagogically meaningful path for optimizing high school English reading and writing instruction, and it provides practical support for the cultivation of core competencies in English learning.

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