A Study on the Design of College English Classroom Teaching Based on the Production-Oriented Approach

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Abstract: *College English classroom teaching faces the dilemma of the separation between knowledge learning and production ability. The Production-Oriented Approach provides a systematic design framework for solving this problem. This study, based on the Production-Oriented Approach, explores the theoretical constructs, core elements, and structural optimization paths of college English classroom teaching design. The study elucidates the reconstruction of the teaching objective system and the input-output coordination mechanism under the hypothesis of the "integration of learning and using." It analyzes the task triggering conditions, the material selection gradient, and the teacher-student collaborative assessment framework in the three stages of motivating, enabling, and assessing. Furthermore, it proposes the chain integration logic of the teaching process, the dynamic scaffolding adjustment mechanism, and the transfer model of learning responsibility. The study argues that the teaching design from the perspective of the Production-Oriented Approach should construct a closed-loop system in which motivating, enabling, and assessing are nested within each other, and achieve the ability closure of transferring from in-class instruction to out-of-class learning through the gradual transfer of responsibility.*

Keywords: *Production-Oriented Approach; college English classroom; teaching design; motivating, enabling, and assessing; integration of learning and using*

Introduction

The core contradiction facing the design of college English classroom teaching lies in the following: the input-dominated model struggles to facilitate the development of productive ability, while purely task-based teaching leads to the "fossilization" of production due to insufficient linguistic support. The Production-Oriented Approach takes productive tasks as the starting point and the end point of teaching and achieves the integration of learning and using through input-oriented facilitation. However, existing research mostly remains at the level of macro-level theoretical interpretation or case-based effect verification, lacking in-depth construction of the systematic transformation mechanism, the operational logic of each link, and the structural optimization path of this theory at the level of teaching design. Starting from the ontology of teaching design, this study transforms the core concepts of the Production-Oriented Approach into operational design principles and a structural framework, responding to the design transformation demand of college English courses from general English to academic communication competence.

1. Theoretical Constructs and Teaching Transformation Mechanism of the Production-Oriented Approach

1.1 Core Hypotheses of the Production-Oriented Approach and Its Epistemological Foundation of Teaching

The theoretical construction of the Production-Oriented Approach is based on the core hypothesis of "integration of learning and using" in language learning, which holds that the acquisition of language knowledge and the development of language production ability should present a synchronous and mutually reinforcing relationship. This hypothesis challenges the linear logic of "input first, output second" in traditional teaching sequences and advocates taking production tasks as the starting point and the end point of teaching to drive learners' deep processing of input materials. At the

epistemological level, the Production-Oriented Approach integrates sociocultural theory and cognitive processing perspectives, viewing language teaching as a meaning-generation process jointly constituted by goal orientation, mediation, and internalized construction. The design of teaching activities is no longer a one-way channel of knowledge transmission; instead, it stimulates learners' cognitive conflicts and pragmatic needs through production tasks, thereby guiding them to actively seek support from linguistic resources.

From the perspective of learning philosophy, the Production-Oriented Approach emphasizes the central position of the learner as an "action subject" in the construction of linguistic meaning. Language production is not only a tool for testing teaching effectiveness but also a fundamental way of epistemological emergence and cognitive deepening. When attempting to complete authentic communication-oriented production tasks, the learner needs to mobilize existing language knowledge and identify the gap between that knowledge and the task requirements, and this identification process constitutes the driving force of learning. Unlike traditional text-comprehension-centered approaches, the Production-Oriented Approach shifts the teaching epistemology from "understanding is learning" to "attempting production is learning," thereby redefining the dialectical relationship between knowledge presentation and skill training in the classroom[1].

1.2 The Production-Oriented Reconstruction of the College English Classroom Teaching Objective System

College English courses face a practical demand at the level of language ability cultivation to transition from general English to academic and professional communication competence. The Production-Oriented Approach provides a hierarchical framework for the reconstruction of the objective system. The teaching objectives no longer take the degree of mastery of language knowledge as the sole dimension; instead, they adopt a reverse design centered on "what can be produced," integrating knowledge, skills, and communication strategies into observable and assessable production behavior indicators. This reconstruction divides the objective system into three progressive levels: the basic level focuses on the accurate production of language forms, the intermediate level emphasizes content organization and logical coherence, and the advanced level requires the appropriateness of language use and the adaptability of communication strategies.

At the operational level of objective setting, the Production-Oriented Approach guides teachers to break down long-term teaching objectives into a series of micro-production tasks, and each task corresponds to a clear linguistic function and cognitive operation. For example, an argumentative production task can correspond to the sub-goals of proposition formulation, evidence support, and counterargument response, thereby enabling learners to clearly identify the gap between their performance on each dimension and the standard. The production-oriented reconstruction of the teaching objective system also reflects the embedded logic of formative assessment: the objectives themselves become calibration tools continuously referenced during the teaching process rather than serving as a summative judgment basis after instruction ends. This design endows the objective system with dynamic adjustment capability, allowing it to make adaptive modifications according to the specific difficulties that learners reveal during the production process.

1.3 The Implications of the Language Input-Output Coordination Mechanism for Teaching Design

The Production-Oriented Approach views language input as a "resource system" serving output rather than as an independent teaching stage, which determines that a coordination mechanism, rather than a sequential separation mechanism, must be established between input and output. The core of the coordination mechanism lies in the fact that the selection and organization of input materials should take production tasks as the reference framework: the input content should cover the vocabulary, sentence patterns, discourse structures, and pragmatic norms required by the production tasks, while retaining a certain cognitive gap to prompt learners to engage in selective attention and processing. From the perspective of information processing, the coordination mechanism requires that teaching design embed an output-oriented problem chain or prediction tasks at the input presentation stage, so that learners continuously activate their production plans while receiving input[2].

The deeper implication of teaching design is reflected in the precise grasp of the interactive relationship between "input facilitation" and "output drive." The input materials do not directly provide the complete answer or template for the production task; instead, they serve as a "reference library" and "rhetorical model" of linguistic resources, guiding learners to complete the transformation from others'

language to self-expression during the processing process. The coordination mechanism also requires that classroom teaching design pay attention to the time interval and the allocation of cognitive load between input and output: an excessively long interval leads to the decay of input information, while an excessively high cognitive load inhibits output quality. Based on this, the teaching design under the Production-Oriented Approach tends to adopt a micro-cycle structure of "input segment - immediate output - feedback and revision," allowing coordination to occur multiple times in classroom interaction, thereby strengthening the transfer efficiency of linguistic resources from reception to production.

2. Design Elements of College English Classroom Teaching Based on the Production-Oriented Approach

2.1 Task Triggering Conditions and Cognitive Awakening Strategies in the Motivating Stage

The core of teaching design in the motivating stage lies in constructing a task situation with cognitive tension, enabling learners to perceive the structural gap between their existing linguistic resources and the task requirements. The establishment of triggering conditions must satisfy three basic characteristics: communicative authenticity, which requires that the task scenario simulate the production demands that college English learners may encounter in academic or quasi-academic settings; cognitive appropriateness, which demands that the task difficulty be slightly above the learners' current level without causing task avoidance; and pragmatic drive, which emphasizes that the task itself contains a clear intention of information transmission or opinion negotiation rather than mere language drill. When all the above conditions are met simultaneously, learners will experience a cognitive feeling of "language absence" at the task presentation stage, and this experience constitutes the psychological basis for their subsequent engagement with input materials.

Cognitive awakening strategies focus on how to activate learners' metacognitive awareness of their own language production deficiencies. The specific design paths include embedding a brief trial production session after task presentation, requiring learners to respond under time constraints in spoken or written form, and then guiding them to compare the gap between their own production and the ideal production. This comparison process does not rely on external evaluation; instead, it is naturally presented through the task's intrinsic logical requirements or information gap structure. The motivating stage does not pursue high-quality production from learners at this phase; its function is to establish a goal-oriented attention allocation mechanism, enabling learners to maintain selective sensitivity to specific linguistic features in the input materials during the subsequent enabling stage[3].

2.2 The Gradient of Language Material Selection and the Selective Learning Path in the Enabling Stage

The enabling stage requires that language materials be organized according to a gradient from scaffolded to independent, so as to match the learners' progressive trajectory from identifying needs to autonomous production. The gradient of material selection manifests in three dimensions: the controlled increase of linguistic complexity, which transitions from core expressions with relatively simple syntactic structures to compound sentence patterns and extended expressions with richer cohesive devices; the hierarchical design of content relevance, which gradually introduces higher-order discourse resources for comparison, argumentation, or evaluation from the vocabulary and sentence pattern materials directly corresponding to the production task; and the progressive elevation of cognitive processing depth, which moves from language materials at the level of recognition and memorization to information materials requiring analysis, synthesis, and reorganization. This gradient design ensures that learners receive input support matched to their current production ability at each micro-stage.

The selective learning path is a key feature that distinguishes the enabling stage from traditional input teaching. It emphasizes that learners independently select and process specific input resources according to the language deficiencies exposed during the motivating stage. Teaching design needs to provide visualized guidance tools for the learning path, such as labeling language materials by functional categories as "expression of arguments," "data citation," "rebuttal and cohesion," and so on, so that learners can quickly locate linguistic resources directly related to their production task gaps. Selective learning is not laissez-faire autonomous browsing; rather, it is goal-driven resource retrieval and internalization within the framework of paths preset by the teacher. This path also includes multiple micro-production checks, which means that after completing each selective learning unit, learners

immediately attempt local production targeting that linguistic function, thereby verifying the learning effect and deciding whether to proceed to the next gradient of materials.

2.3 The Operation Framework of Teacher-Student Collaborative Assessment in the Assessment Stage and Its Feedback Efficacy

The operation framework of teacher-student collaborative assessment takes the production task text as the common object of analysis and achieves a multi-perspective examination of production quality through alternating leadership. The framework consists of three operational stages: in the first stage, the teacher demonstrates the assessment criteria, presenting the assessment operation process from the four dimensions of task completion, linguistic accuracy, discourse coherence, and pragmatic appropriateness; in the second stage, learners conduct independent assessments of their peers' or their own productions with reference to the same criteria, and the teacher does not directly intervene in judgment at this stage but only observes the typical deviations that emerge during the assessment process; in the third stage, the teacher and students engage in focused discussion on samples where disagreements exist regarding the assessment results, reaching a consensual understanding of the criteria through the comparison of linguistic evidence. This framework transforms assessment activities from one-way judgment into a two-way process of meaning negotiation[4].

The feedback efficacy depends on the timeliness and the degree of operability of information return in the assessment framework. Teacher-student collaborative assessment emphasizes that feedback should take "revisable suggestions" rather than "grade judgments" as its main output form, and each piece of feedback should clearly point to a specific location in the production text and be accompanied by at least one revision plan. This design ensures that feedback no longer stops at the identification of errors but is transformed into a direct basis for subsequent teaching adjustments. The operation framework also incorporates a classified processing mechanism for feedback: structural problems of a common nature are included in the collective commentary of the subsequent enabling stage, while individual problems of language form are left for learners to correct on their own by referring to the material library. Through this hierarchical feedback path, the assessment stage forms a closed-loop linkage with the motivating and enabling stages, so that each instance of production in the classroom can become a reference point for the next round of teaching design adjustment.

3. Optimization Paths for the Teaching Structure of College English Classroom from the Perspective of the Production-Oriented Approach

3.1 The Chain Integration Logic of Motivating, Enabling, and Assessing in the Teaching Process

The three stages of motivating, enabling, and assessing in the teaching process of the Production-Oriented Approach are not a linear sequence but constitute an integrated structure of mutual presetting and feedback revision through chain-like nesting. The motivating stage presets the distribution map of attention foci for the enabling stage, and the language deficiencies exposed by learners in this stage directly determine the selection criteria and processing depth of input materials in the enabling stage; the multiple micro-productions in the enabling stage, in turn, provide continuous analysis samples for the assessing stage, so that assessment no longer relies on isolated one-time final production. This chain integration logic requires that teaching design embed the triggering signal for the next stage at the end of each stage. For example, at the end of the motivating stage, a "task gap list" should be produced as a learning navigation map for the enabling stage; at the end of the enabling stage, a "list of issues to be confirmed" should be generated as the starting point for discussion in the assessing stage.

From the perspective of systems theory, the integration logic of the three stages of motivating, enabling, and assessing reflects the transformation of the teaching process from an open loop to a closed feedback loop. In traditional teaching design, the three stages are relatively independent of each other, and assessment often lags behind, taking place after the completion of the entire teaching unit; the time delay of information return reduces the regulatory effect of assessment on learning. Through chain integration, the Production-Oriented Approach places the function of assessment in advance into every micro-cycle, so that the teaching process forms a spiral evolution structure of "motivating triggers a cognitive gap, enabling supplies resource filling, and assessing verifies the filling effect and drives the next round of gap identification." This logic ensures that classroom teaching no longer follows a fixed temporal rhythm but dynamically adjusts the boundaries and repetition frequency

among the stages according to the production status demonstrated by learners at each stage[5].

3.2 The Construction of Dynamic Progressive Scaffolding and the Learning Load Adjustment Mechanism

The construction of dynamic progressive scaffolding takes the performance data of learners in the sequence of production tasks as the basis for adjustment, and the form and intensity of scaffolding present an evolutionary trajectory from high intervention to gradual withdrawal as the learning process advances. In the initial stage, scaffolding is mainly manifested in the explicit organization of language materials and the structural presentation of production models, such as providing sentence frameworks, cohesion markers, and paragraph templates, so as to reduce the cognitive load at the task initiation stage. As learners demonstrate automatic use of specific linguistic structures in consecutive multiple micro-productions, the scaffolding should gradually degenerate into cueing hints or strategic guidance, such as simplifying complete sentence templates into keyword sequences or logical connection markers. This progressive process requires that teaching design preset multiple levels of scaffolding alternatives, so as to allow for real-time switching based on immediate classroom observation.

The learning load adjustment mechanism forms a synergistic relationship with the scaffolding construction, and its function is to maintain a dynamic balance between the learners' working memory resources and the task demands during the enabling stage. Classroom tasks under the Production-Oriented Approach often involve multiple cognitive operations such as content generation, linguistic encoding, and pragmatic monitoring simultaneously; if the load exceeds the learners' processing capacity, it may lead to a collapse in production quality. The adjustment mechanism functions through two pathways: the first is the task decomposition pathway, which breaks down compound production tasks into several linguistic function modules, each corresponding to independent scaffolding support, so that cognitive resources can be allocated in a time-sharing and concentrated manner; the second is the pacing control pathway, which simultaneously reduces the production requirement per unit time during the scaffolding withdrawal stage, or extends the interval window between micro-productions, providing learners with a buffer space for metacognitive reflection and language retrieval. The synergy of the two pathways enables teaching design to avoid the risk of cognitive overload during the learning process without lowering the ultimate production goals.

3.3 Teaching Autonomy and the Transfer Model of Learning Responsibility in the Production-Oriented Classroom

Teaching autonomy in the Production-Oriented classroom is embodied in learners' multidimensional participation rights, including the understanding of production tasks, the judgment of resource selection, and the application of assessment criteria. In traditional classrooms, the teaching designer usually presets a single optimal solution for the learning path, whereas the Production-Oriented Approach advocates that learners should have the right to select language materials, the right to decide the processing order, and the right to choose production strategies during the enabling stage. The granting of this autonomy is not completed all at once but is gradually released as the learning process advances. In the initial stage of a task, the teaching design guides learners to adapt to the framework of autonomous decision-making by limiting the scope of materials and providing structured paths; after learners have established familiarity with the task type, the classroom gradually opens up access to the material library and reduces path prompts, allowing them to practice decision-making in a broader range of options.

The learning responsibility transfer model describes the trajectory of the progressive handover of the responsibility for controlling and regulating learning from the teaching designer to the learner. This model divides the classroom process into two continuous stages: a transitional zone of shared responsibility and a learner-led autonomous zone. In the stage of shared responsibility, the teaching designer is responsible for setting the target parameters and quality baseline of the production task, while the learner is responsible for combining linguistic resources and organizing expressive forms within the scope of these parameters; after the learner has successfully completed several production tasks of the same type with stable performance, the model moves into the autonomous zone, where the learner begins to assume full-process responsibility for task interpretation, resource identification, production execution, and self-assessment. The key to this transfer process is that the teaching designer must restrain the instinct to withdraw support too early while avoiding overstaying that leads to learner dependence. The completion of the responsibility transfer is marked by the learner's ability to autonomously invoke the task analysis strategies and resource management strategies cultivated by the

Production-Oriented Approach in a new task situation that has not been specially designed, thereby achieving the ability closure of transferring from in-class instruction to out-of-class learning.

Conclusion

This study systematically explores the design of college English classroom teaching based on the Production-Oriented Approach from three levels: theoretical constructs, design elements, and structural optimization. At the level of theoretical constructs, this study clarifies the revision significance of the core hypothesis of "integration of learning and using" for traditional teaching epistemology, and proposes a hierarchical reconstruction path for the teaching objective system and an input-output coordination mechanism. At the level of design elements, this study analyzes the task triggering conditions and cognitive awakening strategies in the motivating stage, the material selection gradient and selective learning path in the enabling stage, and the teacher-student collaborative assessment framework and feedback efficacy in the assessment stage, thus forming an element system covering the entire teaching process. At the level of structural optimization, this study reveals the chain integration logic and closed-loop feedback mechanism of the three stages of motivating, enabling, and assessing, constructs a synergistic model of dynamic progressive scaffolding and learning load adjustment, and proposes a phased path for the release of teaching autonomy and the transfer of learning responsibility. Future research can further explore the design adaptability of the Production-Oriented Approach in different types of college English courses, analyze the influence of technology-supported environments on the classroom teaching structure, and examine the moderating role of individual learner difference factors on the effectiveness of teaching design, so as to enrich the theoretical system of teaching design within the Production-Oriented Approach.

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