

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 has a problem of separating knowledge acquisition from the cultivation of practical ability. Therefore, we have taken a production-oriented form of organisation to that end. The following paper will present the theoretical system, necessary contents and directions for structural optimisation of the teaching plan in college English classrooms in terms of production. Based on the hypothesis that learning and use are integrated, this paper will study the reconstruction of the system for teaching objectives and the input-output coordination mechanism; it will also investigate the conditions for task triggering, the gradient of material selection, and the framework of teacher-student collaborative assessment in the three stages of motivation, enablement and assessment. Show how the link in the teaching process works, when to change or add supports, and how the student feels about learning. Therefore, based on the above, the teaching design should be production-oriented, create a closed-loop system of motivation, enablement and assessment among themselves, aim for "ability closure", and gradually shift the responsibility from in-class teaching to out-of-class learning.

Keywords: Production-oriented approach, College English classroom, Teaching design, Motivation, Enabling and assessing, Integration of learning and application

Introduction

The main problem in the design of teaching for college English classes is that the input-oriented model does not promote the development of productive skills, and purely task-based teaching results in the "fossilisation" of production due to a lack of linguistic support. The first step of production-oriented education is to set a productive task that is also the end goal of teaching, and through input-oriented facilitation, learning and application are integrated. Most of the existing research is at the level of macro-theoretical interpretation or case-based effect verification, and there is a lack of in-depth construction of the systematic transformation mechanism, the operational logic of each link, and the structural optimisation path of this theory at the level of teaching design. According to the ontology of teaching design, this paper takes the main ideas of the production-oriented approach and develops practical design rules and a structural system to meet the demand for design transformation in 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 for Teaching

The theoretical system of the Production-Oriented Approach is based on the main idea of "integration of learning and use" in language education; that is to say, the acquisition of language knowledge and the development of language production ability should be synchronous and mutually supportive. This hypothesis is not in the traditional "input first, then output" mode; instead, production tasks are added at the beginning and end of the class to help students better absorb the input material. Based on the direction of production, sociocultural theory and cognitive processing can be combined epistemologically to see language teaching as a way of creating meaning that includes goals, mediation and internalisation. The Design of teaching activities should no longer be the direct presentation of knowledge by teachers; instead, it should create cognitive conflicts and practical needs for students

through production tasks to motivate them to actively seek help from linguistic resources.

In terms of the philosophy of learning, the Production-Oriented Approach puts the learner at the centre as the "action subject" who creates linguistic meaning. Language production can be used to determine how well the teaching has worked, and it is also a necessary way for knowledge and cognition to be expressed. In the course of authentic communication-oriented production activities, students need to use their existing language knowledge, find any deficiencies in their knowledge in light of the demands of the task, and this very process of discovery can motivate learning. The old way of learning through reading and writing for the Production-Oriented Approach is no longer in use; now, it is learning by doing, so teachers will change how they present knowledge and train students' skills in class^[1].

1.2 The Production-Oriented Reconstruction of the Teaching Objectives System for College English Classrooms

College English courses need to meet the actual needs at this stage in cultivating language ability and change from general English to academic and professional communication proficiency. The production-oriented school has put forward an order for the reconstruction of the goal system. The purpose of teaching is no longer to help students learn a language; instead, based on what students can produce, teachers use reverse-design to add knowledge, skills and communication strategies to the observable and measurable indicators of production behaviour. The three stages of reconstruction are progressively enhanced; the bottom stage is to accurately produce language forms, the middle stage is to organise content and ensure logical consistency, and finally, at the highest level, one needs to know when and how to use language appropriately in different situations.

Teachers have started to use a production-oriented model and have divided the long-term teaching goals into several small, specific production tasks, each of which is related to a particular linguistic function and cognitive process. For example, the sub-goals of the argumentative production task can be divided into proposition formulation, evidence support and counterargument response; thus, learners will be able to know how far their performance in each area is from the norm. Production-oriented reconstruction of the teaching objective system is also in line with the basic logic of formative assessment; that is to say, the objectives themselves serve as calibration tools that are continuously referenced during teaching, and they are not used as the basis for final evaluation after the instruction has taken place. The Design Goal of this objective system is to be flexible and to change according to the actual problems students face in their studies.

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

A production-oriented attitude considers language input to be a "resource system" for production and output; thus, it should not be treated as a separate stage in teaching, and in line with the old model of sequential separation, coordination between input and output needs to be achieved. The first aim of the coordination mechanism is to base the selection and organisation of input materials on the production purpose; thus, the content of the input should include the vocabulary, sentence patterns, discourse structures and pragmatic norms required for that production, and it should have a certain level of difficulty to make learners pay attention and learn actively. To organise the mechanism of information processing in teaching design, one can add an output-oriented problem chain or prediction task at the beginning of the input presentation to have learners continuously activate their production plans upon receiving the input^[2].

Teaching Design is also one of the problems, and it can be seen that to some extent, "input facilitation" and "output drive" have been combined. The input materials do not provide the full answer or a model for the production task; instead, they are used as a "reference library" and a "rhetorical model" to help learners transform linguistic resources from other languages into their own expressions in the processing stage. The coordination mechanism should also consider the time interval and the allocation of cognitive load for input and output in the classroom teaching design; if the interval is too long, the input information will decay; if the cognitive load is too high, the quality of output will be reduced. Therefore, the teaching Design of the Production-Oriented Approach generally has a micro-cycle structure of "input segment - immediate output - feedback and revision", and many coordinations can be achieved through classroom interaction to improve 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 foundation of teaching design in the motivating stage is to create a task situation with cognitive tension and make learners feel that their current language resources are insufficient for the demands of the task. The three necessary attributes of the creation conditions should be communicative authenticity; that is to say, the task scenario should be in line with the production demands that college English learners may face in their studies or other academic activities. The second is cognitive suitability; that is to say, the difficulty of the task should be slightly higher than the current level of the learners but not too high so as not to make them lose interest. Finally, there should be a practical motivation; that is, the purpose of informing others or expressing one's thoughts is to achieve an end in life, not merely to learn the language. Only when all the above conditions are met will the learners be able to feel a sense of "language absence" in response to the task, and this will provide psychological motivation for them to pay more attention to the input materials later.

Cognitive arousal strategies help students realise that they do not have language-production skills by raising their awareness of cognition. The particular Design Path is to add a short trial production session after presenting the task, have students respond under time pressure in spoken or written form, and then lead them to compare the gap between their own production and the ideal production. The comparison process will not be external judgment; rather, it will naturally arise from the internal logical necessity or information deficiency of the task. The goal of the motivation stage is not to obtain good results from the students at this time; rather, it is to create a goal-oriented system for distributing attention so that the students can focus more on certain linguistic features in the input materials in the following enabling stage^[3].

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

The Enabling Stage should organise the language materials in a graded way, from scaffolded to independent, according to how much the learners need to develop at this stage to achieve self-study. The three ways to strengthen control over the level of difficulty of material selection are as follows: First, increase control over the complexity of language; that is, increase the proportion of compound sentences and extended expressions that are rich in cohesive devices; Second, build a hierarchical design of content relevance; that is, gradually add higher-order discourse resources for comparison, argumentation or evaluation based on vocabulary and sentence-pattern materials directly related to the production task; Finally, incrementally increase the depth of cognitive processing; that is, move from language materials at the level of recognition and memorisation to information materials that require analysis, synthesis and organisation. Gradual Design will provide all the necessary support for production at different times according to the learners' learning.

A feature of the selective learning path is that it does not use the old model of input-based teaching. It means that, given the weaknesses in language at the motivation stage, some of the input materials are still within the learners' own handling ability. Some visual aids should be added to the teaching plan to help students organise the labelling of language materials according to function (e.g., "expressing opinions", "supporting with data", "countering and agreeing"), so that they can easily find relevant linguistic resources for their own production needs. Selective learning is not free-form independent exploration; rather, it is the purposeful collection and assimilation of materials under the guidance of a teacher. In this way, there will be many micro-production checks; that is, after completing each selected learning unit, learners will immediately try local production based on that linguistic function to verify whether the learning effect has been achieved and decide 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

Generally speaking, the main object of analysis for the Operation Framework of teacher-student collaborative assessment is the production task text, and all dimensions of production quality can be judged by alternating leadership. The three stages of the framework are as follows: First, the teacher will present the assessment criteria and show how to evaluate the four dimensions of task completion,

linguistic accuracy, discourse coherence and pragmatic appropriateness. Second, learners will be able to independently evaluate the work of their peers or their own work based on the same criteria, and at this time, the teacher will not directly comment on the judgments but will observe typical deviations in the assessment process. Finally, in the third stage, the teacher and students will discuss the samples with different assessment results in detail and agree on the criteria based on linguistic evidence. The above framework will be used to make more interactive judgments about the students^[4].

The extent of the effect of feedback is determined by how quickly and reasonably the evaluation information is released. Cooperation between teachers and students in assessment should be based on "revised suggestions", not "grade judgments", and each piece of feedback needs to indicate where in the production text it can be improved and be accompanied by at least one revision plan. The aim of this Design is to address the problems in teaching, and based on these problems, we will modify our teaching methods and improve ourselves. The divisions of the framework are classifications of feedback operation methods; structural problems of a general nature will be covered in the collective commentary of the next enabling stage, and individual problems in terms of language form can be corrected by the learners themselves according to the material library. Based on the above hierarchical feedback path, the assessment stage will be in a closed loop with the motivation and enabling stages; thus, each production instance in the classroom can be used as a reference for revising the Design of the next round of teaching.

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

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

The three stages of motivation, enablement and evaluation in the teaching process of the production-oriented approach are not arranged in a straight line but form an integrated system of mutual preparation and feedback correction through chain-like nesting. The Motivating Stage sets out how to distribute the map of attention focus in the Enabling Stage, and the language deficiencies learners have at this time directly affect the selection criteria and depth of processing for the input materials in the Enabling Stage; many micro-productions in the Enabling Stage are then used as continuous analysis samples for the Assessment Stage, so the assessment is no longer limited to the final product. The Design of the chain integration logic should be to place the trigger signal for the next stage at the end of each stage. For example, at the end of the motivation stage, a "task gap list" should be created as a learning navigation map for the enabling stage, and at the end of the enabling stage, a "list of issues to be confirmed" needs to be generated to serve as the starting point for discussion in the assessment stage.

According to the theory of systems, the integration logic of the three stages of motivating, enabling and assessing shows that the teaching process has been changed from an open-loop system to a closed-loop feedback system. The three stages of the traditional teaching design are relatively independent of each other, and assessment is often delayed; it is only carried out after the entire teaching unit has been completed, so due to a time lag in information feedback, assessment loses its regulating effect on learning. Chain integration is production-oriented, so the range of assessment has been expanded to cover all micro-cycles; thus, a spiral development structure of "motivating triggers a cognitive gap, enables supply resource filling, assesses and verifies the filling effect, and drives the next round of gap identification" has been established, and classroom teaching is no longer fixed in time but can dynamically adjust the boundaries and repetition frequency of the stages according to the production status shown by learners at each stage^[5].

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

Construction of dynamic progressive scaffolding is based on the performance data of learners in a series of production tasks, and the form and strength of the scaffolding are gradually changed according to the development of the learning process, moving from high support to a gradual release. At first, scaffolding mainly takes the form of explicit organisation of language materials and structural presentation of production models; that is to say, sentence frameworks, cohesion markers and paragraph templates are provided to reduce the cognitive load at the beginning of the task. As learners can spontaneously use some language patterns in a series of short productions, scaffolding can be

gradually reduced to provide only cues or hints; that is to say, full-sentence templates can be replaced by keyword sequences or logical connection words. Therefore, the teaching plan should have several choices for support at different levels and be modified according to what actually occurs in the classroom.

Regulation of the learning load and construction of scaffolding can help to keep the amount of learners' working-memory resources in line with the demands of the task during the enabling period. Classroom tasks in the production-oriented mode generally need to cover all kinds of cognitive load at the same time, such as content creation, linguistic encoding and pragmatic monitoring; if this load is too high for the students, the quality of their work will be poor. The two kinds of adjustment are: first, division of tasks; that is to say, when the production tasks are complex, they can be divided into several modules of linguistic functions, and scaffolding support can be provided independently for each module; second, pace regulation; at the same time, when scaffolding is reduced, the production requirements per unit of time can be lowered, or the interval between micro-productions can be extended, giving learners more time to think about their own learning and recall vocabulary. The two ways can be combined to reduce the mental stress of students in their studies and still achieve the goal of production.

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

Teaching autonomy in a production-oriented classroom can take many forms, such as giving students all kinds of participation rights in learning about production tasks, selecting materials, setting assessment standards, etc. Teachers used to set one ideal learning path for the students, but now that production-oriented education has begun to develop, students are also given some choices in the enabling stage, such as selecting learning materials and organising their study order, and even choosing different ways to create knowledge. The grant of this autonomy will not be made all at once, but rather it will be granted in stages according to the progress of study. At the beginning of a task, the teaching plan will help students learn to make independent decisions by limiting the quantity of materials and providing a clear path; after the students are familiar with the type of task, we will gradually increase their access to the material library and reduce the number of prompts in the path so that they can choose from a larger number of options independently.

The model of learning responsibility transfer shows the development path of the gradual transfer of regulation responsibility for learning from the teaching designer to the learner. The two stages in the course of the lesson are a period of joint responsibility and a period of independent study by students. At the stage of shared responsibility, the teacher will set the goal parameters and quality baseline for the production task, and the student will be responsible for collecting linguistic resources and organising expressive forms within this range; after several production tasks of the same type have been reliably completed by the student, they will enter an autonomous zone and take full responsibility for interpreting the task, finding resources, carrying out production, and self-assessing. The main reason for this change is that the teacher should not give too much help too early and should not stay for too long, otherwise the students will be too dependent. The end of the responsibility transfer is reached when the student can independently apply the task analysis strategies and resource management skills they have learned in class to deal with a new task in a different situation that has not been specifically designed, thereby achieving closure in the transfer ability from in-class teaching to out-of-class learning.

Conclusion

According to the production concept, the three stages that will be systematically covered in this paper are the theoretical construction, design elements and structural optimisation of college English classroom teaching. At the level of theoretical constructs, this paper explains why the main hypothesis on the "integration of learning and application" needs to be revised in light of the epistemology of traditional teaching, and presents a hierarchical reconstruction path for the system of teaching objectives and an input-output coordination mechanism. At the level of Design Elements, this paper studies the conditions for task triggering and cognitive arousal in the motivating stage, the gradient of material selection and selective learning paths in the enabling stage, and the teacher-student collaborative assessment system and feedback effectiveness in the assessment stage to build an element system that covers all stages of teaching. The organization of this paper is as follows: First, we will

present the chain integration logic and closed-loop feedback mechanism for the three stages of motivating, enabling and assessing; then we will construct a synergistic model of dynamic progressive scaffolding and learning load adjustment; finally, we will put forward a phased path for the release of teaching autonomy and the transfer of learning responsibility. Future research can continue to explore the Design adaptability of the Production-Oriented Approach in all kinds of college English courses, analyze the impact of technology-supported environments on the structure of classroom teaching, and investigate the moderating effect of various factors in individual learners on the effectiveness of teaching design to expand the theoretical system of teaching design for the Production-Oriented Approach.

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