

Reconstruction and Reflection of College English Teaching Driven by Production-Oriented Approach Theory

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Abstract: *This study, guided by the Production-Oriented Approach (POA) theory, explores instructional design research in conjunction with the teaching practice of college English textbooks. The study first clarifies the core framework of POA theory and demonstrates the suitability of textbook content with POA theory. Then, it uses a three-stage closed loop of “motivating-enabling-assessing” as its core, defining diverse teaching objectives, refining the implementation paths for each stage, and constructing a three-dimensional facilitation system and a diversified evaluation mechanism covering language form, discourse competence, thinking, and cultural literacy. Finally, it proposes resource, methodological, and tiered three-dimensional implementation safeguards and directions for teaching optimization. The instructional design scheme developed in this study achieves a deep integration of POA theory and textbook practice, providing effective support for improving students’ language output ability and comprehensive literacy. It also provides practical reference for the localization of POA theory in college English teaching, contributing to the quality and efficiency improvement of college English teaching reform.*

Keywords: Production-Oriented Approach; College English teaching; Instructional design; Integration of learning and application.

1. INTRODUCTION

With the increasingly urgent globalization and the demand for internationally-oriented talent cultivation, the reform of college English teaching is continuously deepening, with its core focus shifting from “imparting language knowledge” to “cultivating comprehensive language application skills and intercultural literacy.” However, traditional foreign language teaching models commonly suffer from prominent problems such as a disconnection between input and output and a separation between theory and practice—students accumulate a certain amount of vocabulary and grammar knowledge, but struggle to effectively produce language output in real-world contexts. This predicament severely restricts the improvement of college English teaching quality. The Production-Oriented Approach (POA) is a foreign language teaching theory system with Chinese characteristics and independent intellectual property rights, proposed in this context by Professor Wen Qiufang, a renowned applied linguist in my country (Wen, 2015). Its core essence lies in using “output tasks” as the central driving force, constructing a three-stage closed-loop teaching process of “motivating-enabling-assessing,” breaking down the barriers between input and output, achieving the teaching goal of “output driving input, and input promoting output,” and ultimately achieving the coordinated development of students’ language ability, thinking ability, and cultural literacy (Hu & Gao, 2025; Li, 2024)

New Horizon College English is a core English textbook widely used in Chinese universities. Unit 3 in Book 1, in particular, themed “Heroes of Our Time,” constructs a teaching content system that integrates knowledge, thought, and practice. Text A, “The Man Who Fed the World,” focuses on the research journey and dedication of Academician Yuan Longping, the “Father of Hybrid Rice,” using a narrative approach with abundant detailed descriptions and emotional expression, employing standard and engaging language. Text B, “Heroes Among Us,” expands the multifaceted meaning of heroism through the examples of ordinary heroes such as firefighter Ryan Russell and civilian rescuers, guiding students to critically consider the definition and value of heroes. The accompanying exercises cover diverse question types, including vocabulary identification, sentence transformation, critical reading, oral discussion, and written writing, providing multi-layered support for the digestion and absorption of language input and the practical application of language output. Based on this, this study uses this unit as a specific vehicle, constructs a systematic teaching design scheme based on the POA theoretical framework, and explores in depth the practical path of POA theory in college English teaching. The aim is to provide replicable and scalable practical references for overcoming the dilemmas of traditional teaching and improving the quality of college English teaching.

2. CORE ELEMENTS OF POA THEORY

The POA theoretical system consists of three core modules: “Teaching Philosophy,” “Teaching Assumptions,” and “Teaching Process.” These three are interconnected and progressively build upon each other, jointly supporting a complete logic of foreign language teaching. At the teaching philosophy level, POA clearly proposes three principles: “learner-centered, learning-centered, and application-centered,” completely abandoning the traditional “teacher-led, knowledge-transferring” model and returning the initiative of learning to students. It also emphasizes that the ultimate goal of language learning is “application,” and all teaching activities must revolve around the practical application of language.

At the level of instructional hypotheses, POA proposes four core hypotheses, providing a theoretical basis for teaching practice: First, the “Output-Driven Hypothesis,” which argues that language output tasks effectively motivate students (Chen, 2025); compared to passive input learning, the need for active output is more likely to encourage students to actively absorb and internalize input knowledge (Wang & Lu, 2024). Second, the “Input-Fulfilling Hypothesis,” which emphasizes that the selection and presentation of input materials must precisely align with the needs of output tasks, helping students overcome output bottlenecks by providing targeted input support (Man, 2026; Huo, 2026). Third, the “Selective Learning Hypothesis,” which advocates guiding students to focus on core knowledge and skills directly related to output tasks within limited teaching time, avoiding blind learning and improving learning efficiency. Fourth, the “Assessment-Driven Learning Hypothesis,” which believes that a scientific and reasonable assessment system can not only examine output effectiveness but also provide students with clear directions for improvement, promoting the continuous improvement of students’ language proficiency.

At the teaching process level, POA constructs a three-stage closed-loop model of “motivating-enabling-assessing”: The core of the “motivating stage” is to motivate and clarify tasks (Huang, 2023, Wang & Wang, 2024, Wen, 2015). By creating real or simulated real-world language situations and issuing challenging output tasks; students become aware of the gap between their existing language abilities and the task requirements, thus generating a strong desire to learn (Lu, 2025). The “enabling stage” is the core of teaching, aiming to provide students with precise input support and strategic guidance to help them bridge the ability gap and lay the foundation for completing output tasks (Li, 2024). The “assessing stage” focuses on the verification and feedback of output effectiveness. Through diverse evaluation methods, problems are identified, suggestions are made, and students are guided to conduct secondary output, forming a closed loop of “learning-practice-reflection-improvement.”

3. APPLICATION OF TEACHING CONTENT TO POA THEORY

The teaching content of Unit 3 of *New Horizon College English* (Fourth Edition) Book 1 is highly compatible with the core requirements of POA theory, providing a high-quality vehicle for the practical application of POA theory. This is specifically reflected in the following three aspects:

Firstly, the thematic content aligns with the needs of output-driven learning. “Heroes” are an eternal theme that transcends time and culture. The cases of Academician Yuan Longping, a “great man of our time,” and firefighters and civilian rescuers, selected in Unit 3, are not only close to students’ life experiences but also evoke strong emotional resonance and value identification. This thematic attribute makes the design of output tasks more authentic and targeted. Output tasks such as “Introducing Heroes Around Us” and “Exploring the Contemporary Value of Heroic Spirit” effectively stimulate students’ desire to express themselves, aligning with the core requirements of the POA.

Secondly, the material system supports precise input. The unit text materials provide rich linguistic input and content support for output tasks: phrases such as “devote oneself to” and “shield sb. from” in Text A, as well as complex sentence structures such as relative and adverbial clauses, can directly serve the language expression of output tasks like “Introducing Heroic Deeds”; the argumentative logic of “posing a question - analyzing a case - drawing a conclusion” in Text B can provide a discourse structure reference for argumentative output tasks like “Exploring Heroic Spirit.” Furthermore, the supplementary materials accompanying the unit, such as vocabulary exercises and reading training, help students accurately master core language knowledge, aligning with the POA’s “input-driven hypothesis” and “selective learning hypothesis.”

Thirdly, the exercise design connects to multiple assessment stages. The unit exercises cover various forms, including oral discussion, written writing, and peer assessment, highly consistent with the POA’s

multi-dimensional assessment concept in the “assessment stage.” For example, the “Speaking” section at the end of the unit requires students to discuss the definition and value of heroes in groups, which can directly serve as a venue for self-assessment and peer assessment of oral output tasks; the short essay writing task in the “Writing” section provides concrete objects for teacher feedback and secondary revision, achieving the teaching goal of “learning through assessment.”

4. TEACHING DESIGN

4.1 Teaching Objectives

Based on the core requirements of POA theory and the characteristics of the unit’s teaching content, combined with the ability requirements of the College English Curriculum Standards for lower-grade students, this unit’s teaching design clearly defines three dimensions of teaching objectives, achieving an organic integration of language learning, ability cultivation, and value guidance:

First, language objectives. Students will be able to master the parts of speech, meanings, and common collocations of core vocabulary such as “tend,” “nurture,” “dedicate,” “shield,” “commitment,” “vigor,” and “miracle”; accurately use key phrases such as “devote oneself to,” “shield sb. from,” “speak for itself,” and “in spite of” to complete contextual expressions; understand and flexibly use complex sentence structures such as relative clauses, concessive clauses, and inverted sentences to enhance the richness and accuracy of their language expression; and be able to read and understand narrative and argumentative texts about heroic figures, grasping the core theme, discourse structure, and detailed information of the text.

Secondly, in terms of oral output objectives, students will be able to deliver a 3-5 minute “Hero Story Sharing” oral report in groups, clearly and coherently introducing a hero they admire (either a Chinese or foreign hero), accurately expressing the hero’s core deeds, excellent qualities, and the inspiration they draw upon themselves. In terms of written output, students will be able to write a 150-200 word essay on the theme “The Value of Heroic Spirit in Modern Society,” clearly expressing their viewpoint and supporting their arguments with specific examples or reasons, achieving accuracy, logic, and coherence in their language expression.

Thirdly, in terms of literacy goals, students will be able to correctly understand the multifaceted connotations of heroes, respecting the outstanding contributions of great figures like Academician Yuan Longping, while also recognizing the value of ordinary heroes who persevere and dedicate themselves in their ordinary positions; enhancing their sense of identity with excellent traditional Chinese culture and national spirit, inheriting and promoting the spirit of dedication, responsibility, and commitment; and improving their communication and expression skills in cross-cultural contexts, enabling them to clearly and accurately introduce Chinese heroes and heroic culture to foreign friends, achieving effective cultural dissemination.

4.2 Teaching Process

This unit’s teaching design strictly follows the POA’s three-stage closed-loop process of “Motivating-Enabling-Assessing,” rationally allocating teaching time (5 class hours in total) based on the unit’s teaching content and students’ actual situation to ensure the effective achievement of teaching objectives.

4.2.1 Motivating Stage: Contextual Stimulation and Clarification of Output Tasks (1 class hour)

The core objective of this stage is to stimulate students’ learning motivation through contextual creation and task assignment, enabling them to clearly recognize the gap between their existing language skills and the requirements of the output tasks, thereby actively engaging in the subsequent learning process. Specific implementation steps are as follows:

Contextual Introduction, Activating Cognition. First, the teacher plays two short videos: one is a clip of Academician Yuan Longping conducting research in the fields and being interviewed, showcasing his dedication to “a single grain of rice throughout his life”; the other is a clip of ordinary heroes such as medical staff and community volunteers fighting the epidemic, presenting “greatness in the ordinary.” After the video playback, the teacher guided students to engage in group discussions with open-ended questions: “Who is a hero in your mind? What qualities do you think a hero should have? Can ordinary people be heroes?” Simultaneously, drawing on questions from the unit’s pre-reading activities, students were encouraged to share their own heroic stories,

activating their existing knowledge and emotional experiences regarding the theme of “heroes” and creating a positive classroom atmosphere.

Task Assignment and Clear Requirements. Based on the students’ thorough discussions, the teacher assigned the unit’s core output tasks: (1) Oral Output Task: Groups collaborated to complete a 3-5 minute “Hero Story Sharing” report, introducing a hero they admire. The report should include the hero’s basic information, core deeds, outstanding qualities, and lessons learned, with clear and coherent language, utilizing core vocabulary and sentence structures from the unit as much as possible; (2) Written Output Task: Writing a 150-200 word essay on the theme “The Value of Heroic Spirit in Modern Society,” requiring a clear viewpoint, supported by specific examples or reasons, logical clarity, and no obvious language errors. Meanwhile, teachers present detailed evaluation criteria, clearly defining scoring rules from dimensions such as language accuracy, content completeness, logical coherence, and fluency of expression, allowing students to clearly grasp the task requirements and direction for their efforts.

Gap Perception, Strengthening Motivation. Teachers select 1-2 students to give short, impromptu speeches, attempting to introduce their heroes. After the speeches, teachers guide students to provide brief feedback based on the evaluation criteria, allowing students to intuitively perceive their shortcomings in vocabulary usage, sentence structure, and content organization, thereby generating a strong learning desire and laying a psychological foundation for subsequent input learning and ability improvement. Meanwhile, considering the differences in students’ language proficiency, teachers provide differentiated task scaffolding. For example, for students with weaker foundations, detailed structure templates for oral reports are provided (Introduction: Who is your hero? - Hero’s Story: What did he/she do? - Qualities: What good qualities does he/she have? - Inspiration: What can you learn from him/her?), and a sentence pattern reference library for written short articles (such as “Not only did he/she..., but also he/she...”; “The reason why I admire him/her is that...”; “His/Her spirit is of great value in modern society because...”). This reduces the difficulty of initial output and enhances students’ learning confidence.

4.2.2 Enabling Stage: Precise Input to Facilitate Output Completion (3 class hours)

This stage is the core link in achieving “input serving output.” Based on the POA’s “input facilitation hypothesis” and “selective learning hypothesis,” and combined with the core needs of the output task, it provides students with precise input support and strategy guidance from three dimensions: “language form facilitation,” “discourse competence facilitation,” and “thinking ability and cultural literacy facilitation.” This helps students bridge ability gaps and lay a solid foundation for completing the output task.

4.2.2.1 Language Form Facilitation (1 class hour)

This dimension focuses on the core vocabulary, phrases, and sentence structures needed in the output task. Through progressive training of “contextual interpretation - example sentence imitation - vocabulary differentiation - specific exercises,” it helps students accurately master the usage of language knowledge and improve the accuracy of language expression. Specific implementation is as follows:

1) Core vocabulary and phrase instruction. Based on the requirements of the output task, the teacher selected core vocabulary and phrases related to “description of heroic deeds” and “quality evaluation” from the unit text, such as “dedicate”, “nurture”, “shield”, “commitment”, “vigor”, “miracle” and “devote oneself to”, “shield sb. from”, “speak for itself”, “in spite of”, etc. First, the lesson uses the context of Text A for explanation, such as explaining the meaning and usage of “devote oneself to” (dedicating oneself to something) using the sentence “Yuan Longping devoted himself to rice growing and helped feed billions of people”; then, it designs example sentence imitation exercises, allowing students to imitate sentences using target vocabulary and phrases based on their chosen hero, such as “Wang Wei dedicated his life to the cause of national defense”; finally, it analyzes and explains easily confused words (such as “devote” and “dedicate,” “commitment” and “responsibility”), using comparative sentences to help students understand their usage differences, and designs a fill-in-the-blank exercise to consolidate learning.

2) Complex sentence structure instruction. To address the complex sentence structures required in the production tasks, such as relative clauses, concessive adverbial clauses, and inverted sentences, the teacher analyzes typical examples from Text A. For instance, the example sentence, “The rice plants, which he had tended for decades in Hunan Province, were not quite there yet,” explains the usage of non-restrictive relative clauses (antecedent,

conjunction, and clause function); the example sentence, “In spite of the great difficulties, he never gave up his dream of developing hybrid rice,” explains the expression of concessive adverbial clauses. After the analysis, sentence transformation and imitation exercises are designed: the sentence transformation exercise requires students to rewrite simple sentences into complex ones, such as rewriting “He is a hero. He saved many people’s lives” into “He is a hero who saved many people’s lives”; the sentence imitation exercise requires students to combine heroic deeds with the target sentence structure to express themselves, enhancing the richness of their language expression.

4.2.2.2 Fostering Discourse Competence (1 class hour)

This dimension uses the unit text as a model and, through the training process of “discourse structure analysis - discourse framework extraction - discourse imitation,” helps students master the writing logic of narrative and argumentative texts, and improve their ability to organize content and ensure logical coherence in output tasks. The specific implementation is as follows:

First, narrative Discourse Structure Guidance. Using Text A, “The Man Who Fed the World,” as a model, the teacher guides students to analyze the discourse structure of the text in groups: The opening introduces the theme with Academician Yuan Longping’s “dream of enjoying the cool shade under the rice plants,” arousing the reader’s interest; the middle part, in chronological order, details Academician Yuan Longping’s scientific research journey (from discovering clues to hybrid rice to successfully cultivating hybrid rice), incorporating specific details (such as scenes of working in the fields and perseverance in the face of difficulties); the ending summarizes Academician Yuan Longping’s achievements and influence, expressing remembrance and respect for him. Through analysis, a narrative text framework of “Introduction - Narration of Deeds (Time/Logical Order) - Summary and Elevation” was extracted, and the core elements of each part were clarified (e.g., the narration of deeds should include “Background - Action - Result”). Students were then guided to connect this framework with the oral production task “Hero Story Sharing,” clarifying the corresponding textual elements for each stage of the report, such as “Introduction” corresponding to “Introducing the Theme,” “Hero’s Story” corresponding to “Narration of Deeds,” and “Inspiration” corresponding to “Summary and Elevation.”

Second, guidance on the Structure of Argumentative Texts. Using Text B, “Heroes Among Us,” as a model, the teacher guided students to analyze the text’s argumentative logic: the opening poses the core question (“What makes a hero?”) to stimulate reader reflection; the middle section analyzes the multifaceted connotations of heroism from different perspectives through specific cases such as firefighter Ryan Russell and civilian rescuers; the ending summarizes the viewpoint, proposing the core conclusion that “heroes are all around us.” Through analysis, a framework for argumentative texts, namely “presenting a viewpoint-providing supporting examples-summarizing and elevating,” was extracted, and the writing requirements for each part were clarified (e.g., the viewpoint should be clear and explicit, the supporting examples should be specific and typical, and the summary and elevation should closely adhere to the theme). Subsequently, in conjunction with the written output task “The Value of Heroic Spirit in Modern Society,” students were guided to use this framework to conceive their writing ideas, such as presenting a viewpoint (“Heroic spirit is of great significance in modern society”), selecting examples (the dedication of Academician Yuan Longping, ordinary heroes during the pandemic), and summarizing and elevating (“We should learn from heroes and carry forward heroic spirit”).

4.2.2.3 Fostering Thinking Ability and Cultural Literacy (1 class hour)

This dimension combines the unit “Critical Thinking” exercises with the needs of cross-cultural communication. Through in-depth discussions, cross-cultural comparisons, and strategy guidance, it helps students deepen their understanding of the theme of heroes, improve their critical thinking ability and cross-cultural expression ability, and achieve the organic integration of language learning and value guidance. The specific implementation is as follows: First, In-depth discussion of critical thinking. Teachers organize students into in-depth group discussions around the unit’s core themes, including: “Can people be considered heroes even if their efforts fail? Why or why not?”, “What is the difference between famous heroes (like Yuan Longping) and everyday heroes (like firefighters)? Are they both equally valuable?”, and “How can we carry forward heroic spirit in our daily lives?” Before the discussions, teachers guide students to review cases from Text B (such as Ryan Russell being considered a hero despite his sacrifice) to provide content support for the discussions. During the discussions, teachers circulate among the groups, guiding students to broaden their thinking and encouraging them to express unique perspectives based on their own experiences, avoiding simplistic and homogenous expressions. After the discussions, each group selects a representative to speak, and the teacher summarizes and comments, guiding

students to form a dialectical and comprehensive view of heroism. Second, cross-cultural context expression guidance. The lesson introduces examples of cultural differences between Chinese and Western heroes, such as the differences between “dedicative” and “collectivist” heroes in traditional Chinese culture (e.g., Yuan Longping, Lei Feng) and “individualistic” heroes in Western culture (e.g., superheroes, explorers). This guides students to consider questions like, “How should we introduce Chinese heroes to foreign friends?” and “What cultural differences should we be aware of when introducing them?” Teachers provide cross-cultural expression strategies, such as briefly supplementing relevant cultural background (e.g., the importance of hybrid rice, China’s food security issues) when introducing Chinese heroes to avoid misunderstandings due to cultural differences; using concise and accurate language, avoiding overly complex cultural metaphors. Simultaneously, simulated dialogue exercises are designed, allowing students to role-play as “Chinese students” and “foreign friends” in simulated exchanges introducing Chinese heroes, enhancing their practical cross-cultural expression skills. Third, guidance on strategies to overcome difficulties in output tasks. To address potential difficulties students may encounter in their output tasks (such as “how to select details of heroic deeds to enhance impact,” “how to use conjunctions to improve discourse coherence,” and “how to avoid empty expression of opinions”), teachers provide specific strategic guidance: When selecting details of heroic deeds, guide students to focus on “concrete actions” and “real feelings.” For example, when introducing Yuan Longping, choose details such as “working in the fields under the scorching sun” and “repeatedly experimenting and never giving up,” rather than vaguely stating “he was great.” To improve discourse coherence, provide a database of commonly used conjunctions (such as “firstly,” “then,” and “finally” indicating chronological order, and “because,” “so,” and “however” indicating logical relationships), and provide examples of their usage. To avoid empty opinions, guide students to adopt an expression model of “opinion + case + analysis.” For example, after stating the opinion that “heroic spirit is important,” students should supplement it with specific cases (such as medical staff during the pandemic) and analyze how these cases embody heroic spirit.

4.2.3 Assessing Stage: Diverse Feedback, Optimizing Output Effectiveness (1 class hour)

This phase, based on the POA’s “learning through assessment” hypothesis, adopts a diverse evaluation model of “student self-assessment - group peer assessment - teacher feedback” to comprehensively examine the completion effect of the output task, providing students with precise and specific feedback suggestions, guiding them to conduct secondary output, and achieving a spiral improvement in language ability. The specific implementation steps are as follows:

Student Self-Assessment and Self-Reflection: Students compare their work against the teacher-provided output task evaluation criteria, evaluating their initial oral report and written essay drafts from dimensions such as language accuracy (vocabulary, grammar, sentence structure), content completeness (whether it covers the core elements of the task requirements), logical coherence (discourse structure, use of conjunctions), and fluency (speech speed and tone, and sentence fluency in written expression). During the evaluation process, students need to mark their problems (such as “incorrect vocabulary collocation,” “confused discourse logic,” “lack of specific details”) and try to propose preliminary revision ideas, cultivating self-reflection and self-learning abilities.

Group Peer Assessment and Mutual Improvement In small groups, students participated in oral presentations and written peer-review activities. During the oral presentations, group members took turns presenting their reports, and other members provided feedback and scores based on evaluation criteria, highlighting strengths (e.g., accurate vocabulary, vivid details) and weaknesses (e.g., too fast speaking speed, monotonous sentence structure) and offering specific suggestions for improvement (e.g., slowing down the speaking pace to enhance the expressiveness, or trying to use relative clauses to enrich sentence structure). In the written peer-review activity, students exchanged drafts and revised them using a combination of annotations and written comments. They marked language errors (e.g., spelling, grammar) and offered suggestions for improvement on content organization and logical expression (e.g., adding a specific case study to support the argument, or using ‘however’ to connect two sentences with contrasting relationships). After the peer review, students made initial revisions to their work based on their peers’ suggestions.

Teacher feedback and precise guidance. Teachers, combining students’ self-assessment, peer assessment, and submitted works, provide centralized feedback and personalized guidance: First, they address common problems in student output (such as incorrect usage of gerunds after ‘devote oneself to,’ disorganized narrative structure, and lack of supporting examples in argumentative texts), using typical error analysis and correct usage demonstrations to help students uniformly correct common issues. Second, they select 2-3 outstanding output examples (1-2 oral reports and 1-2 written essays) for presentation and feedback, analyzing their strengths (such as accurate and fluent

language, clear logical organization, and vivid and moving details) to provide learning models for other students. Finally, they provide one-on-one guidance for individualized issues (such as vocabulary limitations for students with weak foundations and insufficient text depth for students with strong foundations), offering specific suggestions for revision and improvement strategies.

Secondary Output, Closed-Loop Improvement. Students, based on feedback from self-assessment, peer assessment, and teacher comments, comprehensively revise and improve their oral reports and written essays, completing secondary output. After the second round of production, the teacher selects some students' revised works for brief feedback, affirming their progress and pointing out areas for improvement. This forms a closed teaching loop of "production-evaluation-revision-reproduction," ensuring that students effectively improve their language skills through reflection and revision. Simultaneously, the teacher uploads outstanding second-round productions to the online teaching platform for all students to study and reference.

5. IMPLEMENTATION GUARANTEES AND REFLECTION

5.1 Implementation Guarantees

To ensure the smooth implementation of unit instructional design guided by POA, a comprehensive guarantee system needs to be constructed from three dimensions: teaching resources, teaching methods, and differentiated instruction.

1) Teaching Resource. On the one hand, fully explore and utilize the unit textbook resources, deeply integrating the text materials and accompanying exercises of Text A and Text B with the instructional design to ensure accurate alignment between input materials and output tasks. On the other hand, supplement with extended teaching resources, such as clips from English documentaries on hero themes (e.g., Yuan Longping: The Man Who Changed the World), excerpts from English biographies, and articles comparing Chinese and foreign hero cultures, to enrich input content and broaden students' horizons. Simultaneously, utilize online teaching platforms (such as Xuexitong and Yu Classroom) to publish learning tasks, share learning resources, and conduct online peer review and Q&A, breaking the time and space limitations of classroom teaching and improving teaching efficiency. Furthermore, prepare diverse teaching tools, such as multimedia courseware, mind map templates (for discourse structure analysis), and printed evaluation forms, to provide material support for the smooth conduct of classroom teaching.

2) Teaching Methods. A blended online and offline teaching model is adopted. Offline classes focus on highly interactive learning activities such as scenario creation, group discussions, and teacher feedback, fully mobilizing student participation. The online platform is used to assign pre-class tasks (such as previewing core vocabulary and watching hero-themed short videos), submit drafts and revised versions of assignments, and conduct online peer review and Q&A, achieving seamless integration before, during, and after class. Simultaneously, teaching methods such as "task-driven learning" and "group cooperative learning" are employed, dividing students into groups of 4-6, clearly defining the roles of group members (such as group leader, recorder, and spokesperson). Through group collaboration, students complete tasks such as discussion, output, and peer review, cultivating their teamwork and communication skills.

3) Differentiated Instruction. To address the varying language proficiency levels among students, a differentiated instruction strategy is implemented: At the output task design level, "basic" tasks are provided to students with weaker foundations (e.g., oral reports only require introducing one core deed of a hero, and written essays only require "viewpoint + one case study"), while "advanced" tasks are provided to students with stronger foundations (e.g., oral reports require comparing the differences between Chinese and foreign hero cultures, and written essays require exploring the contemporary value of heroic spirit from multiple perspectives). At the facilitation material provision level, more detailed language scaffolding is provided to students with weaker foundations (e.g., vocabulary collocation tables, sentence templates), while extended input materials are provided to students with stronger foundations (e.g., in-depth reports on the hero theme, academic commentary). At the evaluation and feedback level, students with weaker foundations are given more encouraging feedback, focusing on language accuracy and task completion; students with stronger foundations are given more advanced suggestions for improvement, focusing on discourse depth and creative expression.

5.2 Reflection

The POA-guided unit-based teaching design breaks through the traditional teaching dilemma of “input and output disconnection.” Through a closed-loop process of “motivating-enabling-assessing,” it achieves the organic integration of language learning, ability development, and value guidance. However, in actual implementation, the following issues still need attention, and improvement directions should be clarified: First, precise control of the difficulty of output tasks. POA emphasizes the “challenge” of output tasks, but it is necessary to avoid tasks that are too difficult, causing students to feel overwhelmed, or too easy, failing to motivate learning. In actual teaching, it is necessary to accurately grasp students’ language proficiency and learning needs through pre-class surveys and classroom observations, and dynamically adjust the difficulty and scaffolding support of output tasks. For example, if students show insufficient vocabulary reserves in the motivating stage, the training time for core vocabulary can be increased in the facilitation stage, or more detailed vocabulary scaffolding can be provided for output tasks.

Second, precise alignment of input and output. The input materials in the facilitation stage must be strictly selected around the needs of the output tasks to avoid information overload or a disconnect between input and output. In subsequent teaching, the selection and presentation of input materials can be further optimized, adopting a process of “task requirements analysis - input material matching - input effect verification” to ensure that the input materials can effectively help students overcome output bottlenecks. For example, when preparing extended input materials on the hero theme, priority should be given to materials related to the hero type selected by the students to improve the relevance of the input.

Third, the effectiveness and timeliness of evaluation feedback. The core of the multi-dimensional evaluation model lies in providing students with precise and specific feedback suggestions, rather than general comments. In subsequent teaching, the evaluation scale can be further refined, clarifying the specific standards for each scoring dimension (such as “language accuracy” can be subdivided into “accuracy of vocabulary collocation,” “number of grammatical errors,” and “richness of sentence usage”) to improve the objectivity and relevance of the evaluation; at the same time, the feedback process can be optimized by using online teaching platforms to shorten the feedback cycle and ensure that students can receive feedback in a timely manner and make corrections.

Finally, the natural integration of value guidance. The “hero” theme has a strong ideological education attribute; teaching should avoid separating language learning from value guidance or engaging in rigid preaching. In subsequent teaching, the creation of learning scenarios and the design of discussions can be further optimized. Through authentic case experiences and in-depth intellectual exchanges, students can naturally grasp the connotation of heroic spirit during language learning, achieving an organic integration of value guidance and language learning. For example, when discussing “the value of ordinary heroes,” students can be guided to connect with examples from their own lives (such as school security guards or community volunteers) to enhance emotional resonance and value identification.

6. CONCLUSION

This study, guided by the POA theory and combined with the teaching content of Unit 3, “Heroes of our time,” in *New Horizon College English* (Fourth Edition) Book 1, constructed a three-stage closed-loop teaching design scheme of “motivating-enabling-assessing.” This scheme uses output tasks as the core link, integrating the core assumptions and teaching philosophy of POA theory into the entire teaching process. It stimulates learning motivation through scenarios, supports output tasks through precise input, and promotes ability improvement through diverse evaluations, effectively overcoming the dilemma of “disconnect between input and output” in traditional college English teaching.

Practice has shown that this instructional design scheme is highly feasible and effective. On the one hand, it helps students accurately grasp the core language knowledge of each unit, improve their oral and written output abilities, and achieve a significant improvement in language proficiency. On the other hand, it guides students to establish a correct view of heroes, enhance their cultural identity and national pride, and achieve the coordinated development of thinking ability and cultural literacy. Simultaneously, this scheme provides a concrete operational path for the practical application of POA theory in college English textbook unit teaching, enriching the practical case library of POA theory.

In the future, the instructional design can be further optimized in the following ways: First, enhance the authenticity and contextuality of output tasks, such as designing oral output tasks as a “campus hero-themed

speech contest” and written output tasks as a “hero-themed English essay contest,” to enhance students’ practical experience in language use. Second, deepen the online and offline integrated teaching model, making full use of technologies such as artificial intelligence and big data to achieve personalized teaching and precise feedback. Third, strengthen the in-depth integration research of POA theory and textbook content, providing targeted instructional design ideas for different themes and types of textbook units, promoting the widespread and in-depth implementation of POA theory in college English teaching, and contributing to the further deepening of college English teaching reform.

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