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The practical landscape of teacher roles in college English classrooms based on the production-oriented approach: a review of empirical studies

Shuyi Qian

Jing Hengyi School of Education, Hangzhou Normal University, Hangzhou, China

3077308524@qq.com

Abstract. As an indigenized foreign language teaching theory in China, the Production-Oriented Approach (POA) explicitly identifies "teacher-led" instruction as one of its four core features. Although the POA theory provides a clear conceptual positioning of teacher roles, how these roles are actually enacted in practice remains insufficiently synthesized. This study employs a systematic review method to comprehensively retrieve and integrate empirical studies on teacher roles in POA-based college English classrooms published between 2015 and 2025. The review organizes existing evidence around three central questions: role enactment, implementation challenges, and influencing factors. The findings reveal that teachers play complex and multifaceted roles across the three teaching phases—motivating, enabling, and assessing—yet considerable individual differences exist in implementation quality. Additionally, teachers encounter challenges along cognitive, practical, and affective dimensions during role performance. Furthermore, multiple interacting factors at teacher, student, and contextual levels jointly shape teachers' role performance. This study argues that there is a notable gap between the theoretical prescriptions of POA teacher roles and empirical realities in practice. These findings offer implications for designing POA teacher training programs and providing institutional support, thereby facilitating more effective and large-scale implementation of the POA framework.

Keywords: Production-Oriented Approach (POA), teacher roles, college English teaching, systematic review

1. Introduction

The Production-Oriented Approach (POA) is an indigenized foreign language teaching theory developed by Professor Wen Qiufang and her team at Beijing Foreign Studies University through over a decade of theoretical refinement and classroom experimentation. The theoretical precursors of the POA can be traced back to the "Output-Driven Hypothesis", which was initially applied to the reform of English-skills courses for English majors and extended to college English teaching in 2013, before being formally named the POA at the *7th International Conference on English Language Teaching in China* in 2014 [1]. The POA theoretical framework comprises three core components: its teaching principles—centered on the "Learning-Centered Principle", "Learning-Using Integrated Principle", and "Whole-Person Education Principle"—aim to achieve

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the integration of learning and use; its teaching hypotheses, based on "Output-Driven", "Input-Enabled", and "Selective Learning", emphasize using output as a driving force to stimulate learning motivation; and its teaching procedures consist of three interconnected phases: motivating, enabling, and assessing. Since its formal inception, the POA has attracted widespread attention in the field of foreign language teaching in China, with research extending across multiple areas including pedagogical models, teacher-student collaborative assessment, and textbook development.

Within the POA theoretical framework, "teacher-led" instruction is explicitly identified as one of its four distinctively Chinese characteristics. Teachers are positioned not merely as supporters and facilitators, but as designers, organizers, leaders, and directors who play a dominant role throughout the teaching process [2]. Teachers are expected to transform from traditional knowledge transmitters into learning facilitators, from classroom controllers into activity organizers, and into collaborative assessment mediators rather than sole assessors. This role transformation necessitates fundamental changes in teachers' beliefs, knowledge, and practices.

Regarding teacher roles in POA classrooms, several empirical studies have been conducted. Bi, through a case study, examined the role performance of an experienced college English teacher in using POA textbooks, revealing teacher agency in textbook adaptation and implementation [3]. Guo focused on teachers' emotional experiences during POA implementation, finding that teachers experienced both positive and negative emotions simultaneously, and that the conflict between the high demands of POA and insufficient institutional support constituted a major source of emotional distress [4]. Huang and Wen, drawing on teacher questioning design, analyzed teachers' guiding strategies in the enabling phase [5]. While these studies have illuminated different facets of teacher role enactment in POA classrooms, a systematic review of POA teacher roles remains conspicuously absent; existing reviews have largely focused on macro-level research trends or specific teaching phases, leaving teacher roles as an independent research dimension insufficiently synthesized.

This study employs a systematic review method to comprehensively synthesize empirical studies on teacher roles in POA-based college English classrooms published between 2015 and 2025, organizing the available evidence around three core questions: role enactment, implementation challenges, and influencing factors. The significance of this study is twofold: on the one hand, it systematically integrates scattered empirical findings to fill the gap in systematic reviews of POA teacher roles; on the other hand, the identified gap between theoretical prescriptions and empirical realities, along with its influencing factors, may offer valuable implications for designing POA teacher training programs and providing institutional support, thereby facilitating more effective and large-scale implementation of the POA framework.

2. Literature review

Since the formal establishment of the Production-Oriented Approach (POA) theoretical framework, teacher roles have emerged as a central issue in this field. The explicit positioning of teacher roles within the POA framework has attracted sustained scholarly attention, and related empirical studies have, from various perspectives, revealed the complex landscape of teacher role enactment in classroom practice. This section reviews and critiques the relevant literature on POA teacher roles from two dimensions: theoretical explorations and empirical studies.

2.1. Theoretical explorations of teacher roles in POA

Since the POA theoretical framework was formally established in 2015, the conceptualization of teacher roles has been progressively deepened and refined. Wen, in constructing the POA theoretical system, identified the "teacher-mediated teaching procedure" as one of its three major components, explicitly pointing out the mediating position of teachers throughout the instructional process. Subsequently, Wen further established "teacher-led" instruction as one of the four distinctively Chinese characteristics of the POA, and systematically elaborated on the four key roles that teachers should play in POA classrooms—namely, designer, organizer, leader, and director [1].

In relation to the positioning of teacher roles within the POA framework, scholars have engaged in multifaceted discussions and interpretations. Regarding the overall orientation of teacher roles, Yi Hongying analyzed the dimensions of "leadership" and "mediation", arguing that college English teachers within the POA framework should not only exert a leading role in the classroom but also appropriately perform a mediating role in instruction [6]. With respect to specific phases of the teaching procedure, teacher roles have been further refined. Li Hongmei pointed out that in the "motivating" phase, teachers act as designers of teaching objectives and production tasks; in the "enabling" phase, they serve as providers of instructional scaffolding and facilitators of production tasks [7]. He Shaoping, meanwhile, noted that in the "assessing" phase, teachers need to act as mediators, organizing and guiding students to participate in the evaluation process [8].

2.2. Empirical studies on teacher roles in POA

Building upon theoretical explorations, a number of scholars have conducted empirical studies on teacher roles in the POA, examining teachers' role performance in classroom settings from various perspectives. In terms of teacher role enactment, Chen Mengting and Feng Yufang explored teachers' role changes under the POA teaching model, focusing on their transformation in the classroom, and argued that investigating such role shifts could provide new directions for teachers' understanding of the POA [9]. Bi Zheng adopted a case study approach to conduct a longitudinal investigation of an experienced college English teacher's beliefs and practices in using POA teaching materials. By analyzing multiple data sources including classroom observations, teacher interviews, lesson plans, and reflective journals, the study revealed the teacher's agency in the process of using POA textbooks—the teacher did not simply follow the textbook, but selectively used, adapted, and supplemented the materials based on an understanding of students' needs and professional judgment.

With respect to teacher mediation, Li Hongmei, taking *Unit 5 of Contemporary College English (Intensive Reading 2)* as an example, explored the mediating role of teachers in an integrated English course for English majors under the POA teaching model, and found that teacher mediation permeated all three phases of the POA teaching procedure. Regarding teacher instructional behaviors, Huang Chunxia and Wen Yingqian analyzed teachers' questioning strategies during the motivating and enabling phases, from the perspective of instructional design.

2.3. Gaps in existing research and the positioning of the present study

In summary, while the existing literature has made notable progress in both theoretical explorations and empirical investigations of teacher roles in the POA, several limitations remain. First, there is a lack of systematic reviews. Most existing reviews have focused on macro-level research trends, teaching effectiveness, or specific teaching phases, whereas teacher roles, as an independent research dimension, have yet to be sufficiently synthesized and critically appraised. Second, existing empirical studies have approached

the topic from disparate angles—such as role enactment, teacher mediation, emotional experiences, and instructional behaviors—yet an integrative framework that connects these scattered findings is absent, making it difficult to form a holistic understanding of the practical landscape of POA teacher roles. Third, there is insufficient systematic juxtaposition between theory and practice. Although individual studies have mentioned the difficulties of teacher role transformation, few have systematically compared the theoretical prescriptions of POA teacher roles against the practical realities revealed by empirical research. Consequently, it remains challenging to accurately determine to what extent the theoretical prescriptions have been realized and in which aspects deviations have occurred.

In response to the above research gaps, this study employs a systematic review approach to comprehensively retrieve and synthesize empirical studies on teacher roles in POA-based college English classrooms published between 2015 and 2025. Organizing the available evidence around three core questions —role enactment, implementation challenges, and influencing factors—this review aims to identify research trends and limitations, thereby addressing the gap in systematic reviews in the field of POA teacher roles and providing a reference for future research.

3. Result

3.1. Teacher role enactment in POA classrooms

Empirical studies have shown that teachers enact multiple roles across the three phases of POA instruction, yet specific practices vary considerably due to individual teacher characteristics and contextual factors.

3.1.1. Teachers' roles in the motivating phase

In the motivating phase, teachers are expected to design and present authentic communicative scenarios to stimulate student motivation. Empirical studies have revealed that teachers predominantly play two roles in this phase:

Scenario designers: Effective scenarios designed by teachers are characterized by high communicative authenticity, relevance to students' lives, and appropriate difficulty levels. For instance, Bi Zheng's case study of an experienced college English teacher demonstrated how the teacher carefully designed motivating scenarios based on students' majors and future career needs, ensuring that students recognized the value of the production tasks [3].

Task setters: Effective task setting generally involves clearly articulating task requirements, providing necessary background information, and establishing criteria for success. Nonetheless, designing tasks presents certain difficulties, as tasks must neither be overly challenging nor unduly simplistic. Wang Youhong illustrated this point with a concrete example in her study: when assigning the writing task "Describe my parents briefly", the topic was clear enough for students to grasp the key points immediately. The teacher then guided students to first locate several model essays, summarize the writing patterns, and conduct in-depth analyses and deconstructions of the models [10]. Throughout this process, the teacher maintained control over the task difficulty, enabling targeted task-driven instruction to help students master relevant writing techniques.

In the motivating phase, the teacher's role is essentially structural and design-oriented—balancing task authenticity with scaffolding to stimulate student engagement without overwhelming them.

3.1.2. Teachers' roles in the enabling phase

The enabling phase constitutes the core of POA instruction, in which teachers provide scaffolded support and guide students to engage in selective engagement with input materials, thereby facilitating the completion of

production tasks. Empirical studies have documented multiple critical teacher roles:

Scaffold providers: Teachers design relevant enabling activities to progressively develop students' competence in completing production tasks. Qiu Lin and her colleagues identified key characteristics of effective scaffolding: precision, progressivity, and diversity. Teachers who successfully enact this role are able to accurately diagnose students' current abilities and provide appropriately calibrated support [11]. Liao Zhihong also noted that teachers serve as "mediators" in constructing learning scaffolds that accommodate both individual differences and collaborative needs among students, thereby forming partnerships with students as co-collaborators in personalized learning goals, which enhances the sense of achievement [12].

Selectors and adapters of input materials: Teachers select or adapt input materials to provide students with the linguistic and content resources necessary for production. Bi Zheng's study [3] on textbook use revealed the active role teachers play in adapting textbooks to specific teaching contexts. The experienced teacher in that study did not simply follow the textbook but selectively used, adapted, and supplemented materials based on student needs and classroom dynamics. Zhou Fen explicitly stated in her study that the research team "abridged" certain unit teaching materials because these materials contained numerous cultural vocabulary items and slang expressions that were excessively difficult and would hinder the achievement of production goals. Additionally, the team "supplemented" the original textbook materials with English resources, bilingual articles, and video materials [13].

Questioning strategists: Teachers strategically employ questions to guide students' thinking and facilitate production. Huang Chunxia and Wen Yingqian analyzed teacher questioning in POA classrooms and identified multiple questioning strategies, including follow-up questions that deepen thinking, scaffolded questions that support struggling students, and extended questions that challenge high-achieving students.

In the enabling phase, the teacher's role is essentially mediational and dynamic—providing precise, evolving scaffolding that facilitates learning while requiring a delicate balance between guidance and learner autonomy.

3.1.3. Teachers' roles in the assessing phase

The assessing phase of the POA adopts a distinctive Teacher-Student Collaborative Assessment (TSCA) model. The objects of assessment are the production tasks that students complete outside of class; the assessment subjects include students, teachers, and automatic machine-scoring systems; the assessment formats encompass both in-class collaborative evaluation between students and between teachers and students, as well as out-of-class supplements such as self-assessment, peer assessment, and machine scoring. The assessment content is aligned with unit teaching objectives, attending to the quality of communicative goal achievement while simultaneously examining students' practical application of the learned linguistic forms and discourse structures. This model fundamentally reshapes the teacher's role in assessment.

Assessment mediators: In TSCA, teachers do not simply evaluate student work; rather, they mediate the assessment process. Sun Shuguang documented how teachers implement TSCA in three stages: first, pre-class preparation, including selecting samples and designing assessment tasks; second, in-class implementation, during which teachers guide students to engage in collaborative evaluation; and third, post-class follow-up, in which teachers provide personalized feedback [14]. In sum, teachers need to strike a balance between providing professional guidance and allowing students to cultivate their evaluative capacities. Feedback providers. Even within the collaborative assessment framework, teachers remain responsible for delivering high-quality feedback. Empirical studies have shown that effective teacher feedback in the POA is characterized by focus, timeliness, and actionability. In Zhou Fen's study [13], three assessment dimensions were established: Dimension 1 and Dimension 2 addressed conversational skills and communicative strategies, focusing primarily on pragmatic communicative appropriateness and targeting typical problems in student

production samples; Dimension 3 concerned audience awareness, evaluating student production outcomes from the perspective of value-based education, aiming to enhance audience engagement in interviews, thereby guiding and serving the audience, and ultimately fulfilling the interview objectives.

The teacher's role is essentially collaborative and reflective—guiding students toward evaluative autonomy while ensuring assessment remains aligned with learning goals through timely, focused feedback.

3.2. Challenges in teacher role enactment

Although the POA theory provides clear prescriptions for teacher roles, empirical studies have revealed that teachers encounter various challenges in role enactment. These challenges can be categorized into three dimensions: cognitive, practical, and affective.

3.2.1. Cognitive challenges

Understanding POA principles: Teachers often find it difficult to fully grasp the theoretical underpinnings of the POA. Liu and Puteh's review noted that despite the systematic exposition of the POA theory, practitioners may fail to achieve a deep conceptual understanding, resulting in superficial enactment of relevant principles [15].

Role ambiguity: Some teachers have reported uncertainty about how to balance "teacher-led" instruction with student autonomy. In practice, achieving "leadership without domination" has proven difficult to operationalize, leading to confusion regarding the appropriate degree of teacher intervention.

Cognitive challenges primarily stem from insufficient conceptual understanding and role clarity, which hinder teachers' ability to translate POA principles into consistent classroom practice.

3.2.2. Practical challenges

Scaffolding quality issues: Xu Dan identified common problems in teacher scaffolding: insufficient scaffolding (inability to complete tasks), imprecise scaffolding (failure to target actual needs), and non-progressive scaffolding (failure to gradually withdraw support) [16]. These issues reflect the difficulties of implementing theoretically sound scaffolding in authentic classrooms with diverse and dynamic needs.

Time management difficulties: Full implementation of the three POA phases—particularly TSCA—requires substantial classroom time. Teachers have reported difficulties in balancing POA activities with curriculum coverage requirements, leading to either hasty implementation or selective omission of certain phases.

Large class size challenges: College English classes in China typically consist of 40 to 60 students, rendering individualized scaffolding and collaborative assessment operationally challenging. Teachers struggle to give adequate attention to all students, especially during the enabling and assessing phases, where personalized support is most needed.

Practical challenges are largely logistical and contextual, arising from constraints such as limited time, large class sizes, and the difficulty of implementing theoretically sound scaffolding in real classroom settings.

3.2.3. Emotional challenges

Guo Junyan's study on teacher emotions during POA implementation offers valuable insights into the affective dimension of teacher role enactment [4].

Mixed emotional experiences: Teachers concurrently experience positive emotions (motivation, hope, enthusiasm) and negative emotions (anxiety, frustration, self-doubt). The novelty and potential of the POA generate excitement, while implementation difficulties create persistent stress.

Emotional labor: Teachers expend considerable emotional labor to manage their own frustration and anxiety while maintaining a positive classroom atmosphere. This labor is particularly intense during the initial implementation phase, when teaching routines have yet to be established.

Identity crisis: The transition from a traditional teacher to a POA practitioner triggers identity struggles. Teachers report feeling "as though they have become novices again", questioning their professional competence when implementation does not proceed smoothly.

Support–emotion gap: Guo found that the high demands of POA implementation are mismatched with insufficient institutional or collegial support, exacerbating negative emotional experiences. Teachers feel isolated in their struggles, leading in some cases to emotional exhaustion [4].

Emotional challenges are characterized by affective ambivalence and identity tension, as teachers navigate the psychological demands of role transition—oscillating between excitement and anxiety—while often lacking adequate institutional support to sustain their motivation and well-being.

3.3. Factors influencing teacher role enactment

Empirical studies have identified multiple factors that influence how teachers enact their roles in POA classrooms. These factors operate at the teacher, student, and contextual levels.

3.3.1. Teacher-related factors

Professional knowledge: Teachers' understanding of POA principles, mastery of scaffolding strategies, and familiarity with TSCA procedures collectively impact the quality of role enactment. Studies have shown that teachers who have participated in systematic POA training exhibit higher fidelity and effectiveness in implementation.

Teaching experience: The relationship between experience and POA implementation proves to be intricate. Bi Zheng documented how an experienced teacher effectively adapted POA textbooks, drawing upon accumulated pedagogical wisdom in the process. However, Guo Junyan also found that experienced teachers sometimes suffer greater identity threats when transitioning to the POA, as their established teaching identities are more entrenched [4].

Reflective capacity: Teachers who engage in systematic teaching reflection exhibit more adaptive role enactment. Action research has shown that teachers who document, analyze, and adjust their practices progressively develop more sophisticated POA implementation strategies.

Teacher-level factors collectively determine individual readiness and capacity for POA implementation, with professional knowledge, experience, and reflective practice interacting to shape how teachers interpret and enact their roles.

3.3.2. Student-related factors

Language proficiency: Students' English proficiency influences how teachers enact their scaffolding roles. Teachers working with lower-proficiency students provide more intensive and directive support, whereas those working with higher-proficiency students offer more facilitative and autonomy-oriented support.

Learning motivation: Students' motivation to engage in POA tasks affects the feasibility of teachers' role enactment. When students lack motivation, teachers must invest more effort in the motivating phase, which can compromise the implementation of the enabling and assessing phases.

Acceptance of the POA: Studies indicate that students' acceptance of the POA model affects teachers' ability to enact their roles. Students accustomed to traditional instruction may resist the requirement for active participation in the POA, making it difficult for teachers to implement collaborative assessment or student-centered enabling activities.

Student-level factors represent dynamic classroom variables that either facilitate or constrain teachers' role performance, as teachers must continuously calibrate their practices in response to students' proficiency, motivation, and receptiveness.

3.3.3. Contextual factors

Class size: Large class sizes function as a structural constraint that fundamentally alters the nature of teachers' role enactment. In classes of 40 to 60 students, teachers are compelled to adopt more uniform instructional approaches, as the feasibility of differentiated scaffolding and individualized feedback diminishes considerably. Rather than being merely a practical difficulty, class size redefines what kinds of teacher roles are possible: the mediator and scaffold-provider roles envisioned by POA theory presuppose a level of teacher–student interaction that large classes inherently preclude. This structural condition thus shapes teachers' role choices in fundamental ways, steering them toward more generalized, less responsive forms of support.

Time allocation: The instructional hours allocated to English courses influence what teachers can implement within the POA framework. Limited class hours lead to compressed enabling phases and superficial assessments. Institutional support. Research grounded in the Theory of Planned Behavior has found that institutional support significantly affects teachers' intentions to use the POA. Supportive policies, administrative encouragement, and resource provision all facilitate teachers' role enactment. Conversely, the absence of institutional support creates obstacles that individual teacher efforts cannot overcome.

Collegial collaboration: POA implementation is more effective among teachers who work in supportive departmental climates with opportunities for peer observation and collaborative planning. Research on teacher learning communities suggests that collegial interactions support teachers in coping with the challenges of role transformation.

Contextual factors constitute the institutional and structural conditions that enable or constrain teachers' role enactment, often determining whether individual teacher efforts can translate into sustainable, high-quality POA implementation.

4. Discussion

4.1. Summary of key findings

Firstly, teachers enact multiple roles across the various POA phases—designing scenarios in the motivating phase, providing scaffolding in the enabling phase, mediating assessment in the assessing phase, and creatively adapting materials in textbook use. However, considerable variation among teachers exists in role enactment, with some teachers demonstrating mature, principled implementation while others encounter significant difficulties in translating theory into practice. Secondly, teachers face multidimensional challenges. Cognitively, they need to understand POA principles and reconcile potential conflicts with traditional beliefs; practically, they must grapple with scaffolding quality, time management, and large class sizes; affectively, they experience anxiety, frustration, and identity crises. These challenges are interrelated—practical difficulties exacerbate emotional distress, while cognitive confusion compounds practical difficulties.

Thirdly, teacher role enactment is shaped by the interactive influence of multiple factors at multiple levels: teacher-level factors include professional knowledge, teaching experience, and reflective capacity; student-level factors include language proficiency, motivation, and acceptance of the POA; contextual-level factors include class size, time allocation, institutional support, and collegial collaboration. These factors interact with one another, shaping a unique implementation ecology for each teacher.

4.2. Theoretical implications

The theory–practice gap: This review reveals a notable gap between the theoretical prescriptions and empirical realities of POA teachers' roles. While the POA theory clearly articulates what teachers should do, the studies

included in this review indicate that actual implementation is often partial, compromised, and accompanied by struggles. This gap should not be interpreted as teacher failure, but rather as evidence that role transformation is a developmental process requiring time, support, and appropriate conditions.

Validation of sociocultural theory: The findings align with sociocultural perspectives on teacher learning, which emphasize that teacher development occurs through participation in socially situated practices. The case studies in this review suggest that teachers' roles are shaped by their interactions with students, colleagues, and institutional structures—rather than being determined solely by their individual knowledge and beliefs. Extension of teacher cognition research. The affective dimension of teacher role enactment identified in this review extends traditional teacher cognition research, which has predominantly focused on beliefs and knowledge. Guo Junyan's [4] findings suggest that emotions are not merely byproducts of instruction but are a constitutive dimension of teacher role enactment, meriting both theoretical and empirical attention.

4.3. Research gaps

Longitudinal studies on teacher development: How do teacher roles evolve over years of POA implementation? What are the different trajectories of successful versus unsuccessful role transformation? Longitudinal tracking studies from initial POA adoption to mature implementation could address these questions.

Cross-contextual comparative studies: How do teacher role practices differ across institution types, regions, or student populations? Comparative designs could illuminate how contextual factors shape role possibilities.

Intervention studies on teacher development: What forms of professional development effectively support teacher role transformation? Intervention studies testing different training models, mentoring systems, or collaborative learning structures could provide evidence-based guidance for teacher education.

Technology-mediated teacher roles: As digital tools and online platforms increasingly mediate language instruction, how are teacher roles in POA classrooms changing? Technology integration has been identified as a frontier for POA research, yet few studies have examined how technology shapes teacher roles.

Teacher identity research: How does POA implementation reshape teacher professional identity? Although individual studies have touched upon identity issues, in-depth explorations of identity construction and transformation would enrich our understanding of teacher role enactment.

5. Conclusion

Through a systematic review of empirical studies published between 2015 and 2025, this study aimed to examine the practical landscape of teacher roles in college English classrooms within the POA framework. The findings reveal that teachers enact complex and multifaceted roles across the three teaching phases—motivating, enabling, and assessing—yet considerable individual differences exist in the quality of implementation. The analysis indicates that teachers face interrelated cognitive, practical, and affective challenges in role enactment, and that multiple interacting factors at the teacher, student, and contextual levels jointly shape role performance—a finding that supports the initial hypothesis that a notable gap exists between the theoretical prescriptions and empirical realities of POA teacher roles.

The contribution of this study to the existing body of knowledge lies in that it is the first systematic synthesis of POA teacher role research, thereby filling the research gap concerning the lack of comprehensive reviews in this field. The findings extend traditional teacher cognition research by foregrounding the affective dimension of the role transformation process and validating the utility of a multi-level ecological framework for understanding teacher role enactment. This study carries important practical implications for foreign

language teacher education: POA teacher training should go beyond theoretical lectures to incorporate scaffolded practice, video demonstrations, and emotional support; meanwhile, institutional policies should provide collaborative planning time, appropriate workload reductions during the initial implementation phase, and mentoring programs to facilitate successful teacher role transformation.

Several limitations of this study should be acknowledged. Only studies published in Chinese and English were included, which may have omitted relevant research in other languages.

In addition, no formal quality assessment of the included studies was conducted, which may affect the generalizability of the findings. These limitations could be addressed in future research through measures such as registering review protocols, employing dual-researcher screening, conducting formal quality appraisal, and including studies in a wider range of languages. Future research may also focus on longitudinal tracking of teacher role development, comparative investigations across different institutional contexts, intervention designs for effective teacher development models, and the evolving characteristics of teacher roles in technology-mediated POA classrooms.

In conclusion, this study provides new insights for understanding the complex realities of teacher role enactment in POA implementation, and underscores the importance of juxtaposing theoretical prescriptions against empirical evidence to support teacher professional development and the sustainable advancement of the POA as an instructional innovation in Chinese higher education.

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