

A Bibliometric Analysis of The Production-Oriented Approach in College English in China from 2015 to 2024

Zhang Yifan¹, Mohd Rashid Bin Mohd Saad^{2*}, Zhang Han³

¹Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia.

Email: S2142028@siswa.um.edu.my

²Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia.

Email: msaadmr@um.edu.my

³Hebei Normal University for Nationalities, 067000, Hebei Province, China.

Email: zhanghan0607@gmail.com

CORRESPONDING AUTHOR (*):

Mohd Rashid Bin Mohd Saad
(msaadmr@um.edu.my)

KEYWORDS:

Bibliometric analysis
College English
Production-Oriented Approach
Vosviewer

CITATION:

Zhang, Y., Mohd Rashid Mohd Saad, & Zhang, H.. (2024). A Bibliometric Analysis of The Production-Oriented Approach in College English in China from 2015 to 2024. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 9(8), e002948. <https://doi.org/10.47405/mjssh.v9i8.2948>

ABSTRACT

This paper studies the temporal distribution, author collaboration, research hotspots, theme clustering, and research changes and trends based on 516 CNKI literature in the field of Production-Oriented Approach (POA) for college English in China from 2015 to 2024. It reveals that research on the Production-Oriented Approach for College English in China from 2015 to 2024 can be divided into the Initial Fast Exploration Stage (2015–2017), Fast Development Stage (2018–2021), and Sustainable Development Stage (2022–2024). High-frequency keywords such as college English teaching, college English writing, blended teaching, teaching assessment, etc. are hotspots for current scholars' attention. The themes of research on the POA of college English in China mainly include teaching practice and application of the Production-Oriented Approach, exploration of the Production-Oriented Approach teaching model and design, and teaching assessment of the POA. "Teaching Reform," "Blended Teaching," and "Teacher-Student Collaborative Assessment" are the current research frontier issues in the development of a Production-Oriented Approach for college English in China. Overall, the POA represents a significant advancement in China's college English teaching field. Its emphasis on integrating language learning with practical application and whole-person education addresses many of the shortcomings of traditional college English language teaching. To improve teaching development in the reform of POA for college English and to better prepare Chinese students for international communication, future research should prioritize themes such as investigating how digital tools and online platforms in education can enhance the implementation of POA and innovative approaches to teacher education that align with POA principles.

Contribution/Originality: The paper's primary contribution is finding that POA research in college English in China has achieved significant results, contributing to both theoretical advancements and practical applications. This study documents the

importance of future research focusing on globalization education and innovation education to further enhance professional development in this field.

1. Introduction

Chinese College English Teaching has the largest number of students in the world and the largest English teaching and research team. In the appeal for college English teaching reform, it has become a consensus to attach importance to "output" in teaching and cultivate students' output ability. In the background, based on absorbing foreign teaching theories and methods and inheriting excellent teaching achievements in China, exploring localized teaching theories and methods that conform to the laws of foreign language teaching and adapt to Chinese conditions is crucial.

The Production-Oriented Approach (POA), developed by Chinese scholar [Wen \(2015\)](#), combines the advantages of traditional and communicative language teaching methods. POA aims to improve students' practical language skills through targeted production activities. Additionally, it seeks to address the issues of "input-output separation" and "instrumentality over humanity" that exist in English instruction in Chinese higher education. The theoretical framework for the Production-Oriented Approach ([Wen, 2017](#)) consists primarily of teaching concepts, teaching hypotheses, and teacher-mediated learning processes. Teaching concepts include learning-centered theory, learning-use integration theory, and whole-person education theory; teaching hypotheses include output-driven, input-driven, and selective learning; and the teaching process includes motivating, enabling, and assessing ([Du, 2022](#)).

Numerous educators and researchers have extensively applied POA in the field of English teaching and learning, having undergone significant improvements over the years. These findings show the feasibility and effectiveness of implementing this approach at Chinese colleges and universities. An increasing number of Chinese scholars and schoolteachers are applying POA to college language teaching to refine the theory and explore potential teaching domains for its application ([Sun, 2020](#); [Wen, 2018](#); [Zhang, 2020](#)). Research indicates that the POA has been effective in enhancing students' communicative competence, critical thinking skills, and overall language proficiency ([Gao & Wang, 2023](#)). POA has been a work-in-progress over the past decade that shows promise for not only further theoretical development but also for effecting positive effects on English classroom instruction in universities.

This study aims to present the experiences and limitations of these studies and to promote the reform of the POA. The goal is to ensure that the POA aligns effectively with the growing demands of globalization, thereby enhancing English communicative competence for academic and professional success in the future. As a result, this study proposes the following research questions:

- i. What are the research stages of POA for college English in China?
- ii. What are the research hotspots and themes of POA for college English in China?
- iii. What are the research changes and trends of the POA for college English in Chinese literature?

2. Methodology

In this study, the literature measurement software, VOSviewer, is employed for bibliometric analysis of literature research. Bibliometric investigations minimize the subjective judgments and biases of researchers and offer them transparent and thorough data (Zeng et al., 2024). Bibliometric analysis has been extensively employed to illustrate the correlation between quantitative methodologies and the research topic (Feng & Chen, 2022).

Open-access bibliometric software VOSviewer (1.6.20) is free to use (<https://www.vosviewer.com>). The software classifies items as entities representing authors, institutions, nations, journals, and keywords. Cluster networks can be viewed using cluster, label, density views, and node connections. In a bibliometric map, an item's size indicates its frequency, while color shows its cluster connection. Line thickness represents association intensity, and distance indicates correlation (Hernández-Torrano & Ibrayeva, 2020). VOSviewer is useful for analyzing document keywords, subject grouping, and author data.

The China National Knowledge Infrastructure (CNKI) database is the world's most comprehensive and continuously updated full-text database of Chinese academic journals, featuring advanced digital library technology (Xiao et al., 2024). It disseminates China's extensive knowledge and information resources, supports knowledge sharing across colleges and universities, and maintains the largest continuously updated full-text databases of Chinese academic journals and yearbook resources, promoting Chinese education and scientific research to international standards (Sun & Asmawi, 2021). The POA is a teaching theory embodying significant Chinese characteristics (Wen, 2018). Compared to other databases, CNKI's focus on Chinese literature is crucial for studying POA within China.

This study used a multi-phase procedure to obtain literature from the CNKI database to reduce bias. In May 2024, a search was conducted for articles from January 1, 2015, to May 28, 2024, using the key terms "Production-Oriented Approach" and "College English." The search included titles, abstracts, and keywords, accounting for variations like "POA" or "Output-oriented approach."

The initial search yielded 531 items. To ensure accuracy and relevance, a thorough screening process using VOSviewer was applied to exclude studies without dates, authors, duplicates, or irrelevant content, resulting in the removal of 15 articles. The final dataset included 516 valid documents. CNKI downloads were in plain text, covering the whole record and citing references. The Production-Oriented Approach theory was proposed by Wen (2018), so the focus was on literature post-2015 due to limited prior research.

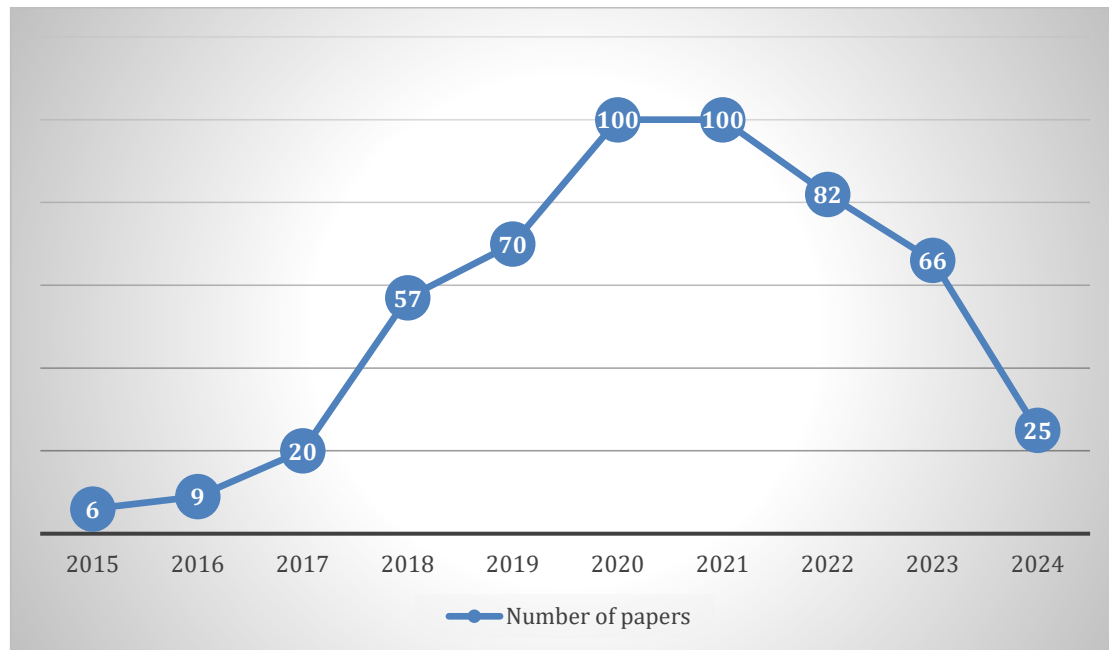
The selected literature was exported in RefWorks format and imported into Zotero to create a database. This database was used for annual document volume and high-frequency keyword statistics, resulting in four visual knowledge maps that these maps provide insights into POA research in college English in China throughout the previous decade.

3. Results

3.1. Analysis of the quantity and trend of publications

Annual publications show the research field's advancement over time (Xiao et al., 2023). The sample size was divided into 10 time slices using a one-year range, covering the period from 2015 to 2024. Figure 1 displays the arranged distribution of journal articles obtained from the databases.

Figure 1: Publishing trend of Production-Oriented Approach in College English papers in China from 2015 to 2024.



Since 2015, POA research has experienced significant growth and development. The research on POA construction has greatly contributed to the growth of college English education research papers, both in theory and practice. Simultaneously, the large-scale open exploration in the application of POA in English college courses has become one of the important subjects collectively focused on by language academe in China.

Figure 1 illustrates that China published 6 journal articles on POA in 2015 and 9 in 2016. After that, study in that area has grown quickly. The number of journal articles went from 20 in 2017 to 100 in 2020, and it stayed that way for one year in 2021, reaching 100 before going down to 82 in 2022. During the following two years, there was a gradual decrease in the number of published papers. It decreased to 66 in 2023, which might indicate that researchers have shifted their attention to other emerging topics.

3.2. Analysis of high citation frequency of literature

These highly cited papers add a lot to study in this area, and they also give people access to the field's body of knowledge. These are the ten most-cited papers in the study journal of POA for college English in China from 2015 to 2024 (see Table 1). First is research on applying the Production-Oriented Approach to College English classrooms. To apply the POA theory to college English teaching practice, Zhang (2016) conducted a POA classroom experiment and demonstrated the fundamental POA teaching process, testing the viability

of POA teaching and showing initial teaching efficacy. Zhang (2017) took the college English writing course as an example and compared it with traditional intensive reading teaching to explore the impact of the production-oriented teaching method on college English writing. To improve teaching efficiency and methodologies, Ouyang (2016) undertook a thorough analysis of the feasibility of applying the POA, with the output-driven hypothesis as the core, to college English teaching and the challenges it faces.

Table 1: Top Ten referenced Production-Oriented Approach for College English Literature in China from 2015 to 2024.

Ranking	Author	Title	Frequency	Year	Journal
1	Zhang (2016)	Applying Production-Oriented Approach to College English Classrooms: A Teaching Experiment	498	2016	Foreign Languages and Their Teaching
2	Zhang (2017)	An Experimental Study on the Effect of the Production-Oriented Approach on College Students' English Writing Quality	206	2017	Modern Foreign Languages
3	Li (2017)	A Practical Study on the "Production-Oriented Approach" in Flipped English Classrooms in Higher Vocational Colleges	46	2017	Chinese Vocational and Technical Education
4	Ouyang (2016)	The Feasibility Analysis of Production-Oriented Approach in College English Teaching	40	2016	Education Teaching Forum
5	Liu and Song (2017)	The Teaching Design and Practice of College English Reading and Writing from the Perspective of POA	40	2017	Journal of Ningbo Institute of Education
6	Liu and Huang (2017)	Teaching Reform and Experimental Research on College English Based on POA	20	2017	Journal of Hebei Software Institute
7	Wang and Zhang (2022)	Construction of First-class Blended College English Teaching with Production-Oriented Approach	20	2021	Heilongjiang Research on Higher Education
8	Sun (2019)		17	2019	

		A Research on the Application of Production-oriented Approach and Blended Teaching in College English Reading Course			Education Modernization.
9	Wang (2019)	Teaching Design and Effect Research of College English Reading and Writing Course Based on "Production-Oriented Approach"	14	2019	Journal of Higher Education
10	Hu (2017)	Research on the Penetration and Translation of Chinese Culture in College English Teaching Based on Production-Oriented Approach	13	2017	Journal of Weinan Normal University

The second is research on the teaching design of the Production-Oriented Approach in the college English classroom. [Wang \(2019\)](#) conducted a one-semester college English reading and writing course, designed the course with group cooperative learning, independent learning, and teacher-student cooperative assessment as input promotion methods, and evaluated the "impact of POA-based teaching design on students' reading and writing ability." The findings suggest that this POA teaching design considers the development of "reading" and "writing" abilities, improves students' writing ability, and promotes the teaching effect of writing and reading. Some educators attempted to apply the POA to the teaching material use method to explore how to develop college English critical thinking, reading, and writing teaching design by making full use of the characteristics of the textbook. The results show that using the POA-based treatment of teaching materials to redesign teaching activities can drive students into the context of critical inquiry, improve their passive reading habits, and encourage them to actively participate in critical thinking and questioning.

The third is the study of blended learning modes for POA. [Li \(2017\)](#) explored the possibility of implementing the flipped classroom teaching model in college English teaching based on the Production-Oriented Approach in higher vocational colleges and demonstrated that the combination of the POA and the flipped classroom teaching model improved higher vocational students' English production ability. [Liu and Song \(2017\)](#) applied the POA to college English reading and writing teaching, explored and constructed a blended teaching model under a Production-Oriented Approach, provided a new reform perspective for colleges and universities to improve college English teaching. To investigate the college English teaching model and teaching design suitable for undergraduate colleges, [Liu and Huang \(2017\)](#) reformed the original evaluation method, built a blended teaching model of college English based on a Production-Oriented Approach, and conducted a two-semester teaching experiment. The experimental findings indicate that the blended teaching reform of college English based on POA is feasible. It can effectively promote the teaching of college English and the rapid development of students' English application ability while also maximizing the complementary benefits of online learning and traditional classroom teaching.

The highly cited literature asserts that the depth of research on POA for college English in China was limited, indicating a late start to the field. The previous study, which had relatively significant research concerns, was primarily qualitative and focused on principles and theories. Eventually, the study shifted its focus to investigate the POA teaching method, the teaching practice, and their combined models.

3.3. Analysis of keyword co-occurrence

A co-occurrence analysis method was used to identify the main themes and current focuses of relevant studies by analyzing the frequency and correlation of terms. Co-occurrence is determined by how often two keywords appear together in a document, with higher frequencies indicating stronger correlations (Hernández-Torrano & Ibrayeva, 2020). VOSviewer allows setting a threshold, with a minimum requirement of 5 occurrences for a keyword. The knowledge map shows that larger circles represent higher frequencies of representative words, indicating prominent topics in Production-Oriented Approach (POA) research. The centrality of keywords reflects their significance. Analyzing 516 literature samples identified 675 research keywords, with 42 high-frequency keywords related to POA in college English. The knowledge map (see Figure 2) shows blue-highlighted terms from 2019 and yellow-highlighted terms from more recent publications, illustrating the research focus from 2019 to 2022. This indicates increased attention to college English writing and speaking in the latter half of 2020 and the growing popularity of blended and online teaching from 2021 to 2022.

Figure 2: Co-occurrence map of hot words in Production-Oriented Approach for college English in China from 2015 to 2024.

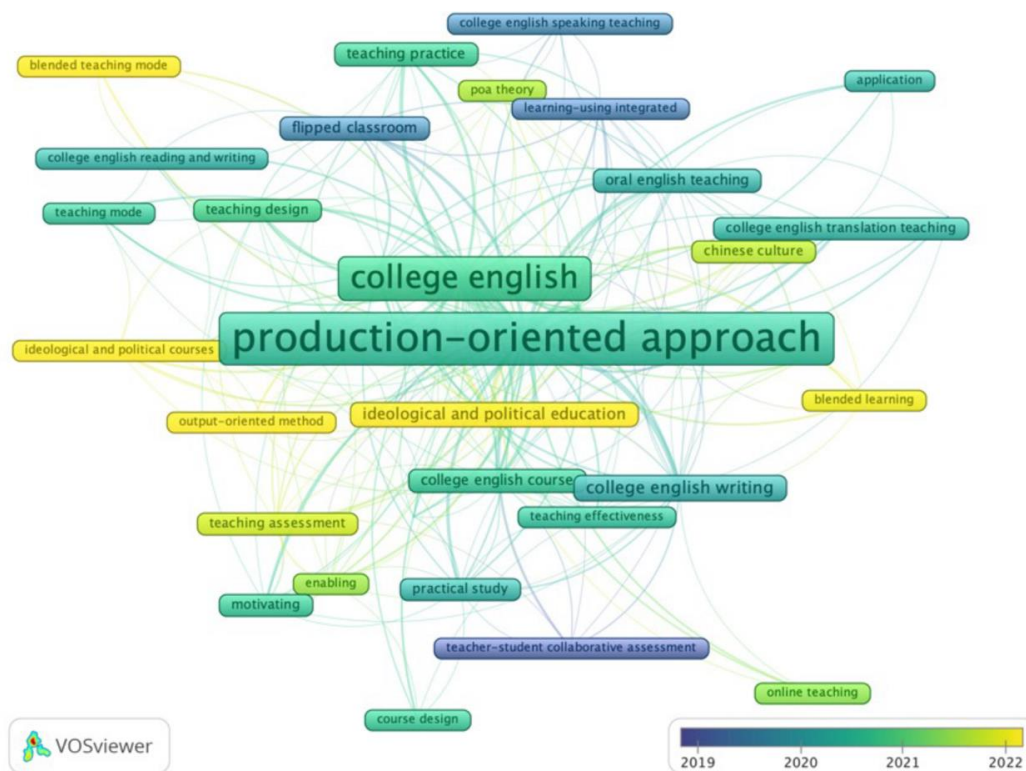


Table 2 lists the top 20 high-frequency keywords: college English teaching (61 times), college English writing (53 times), blended teaching (44 times), ideological and political education (40 times), oral English course (28 times), flipped classroom (26 times), teaching practice (25 times), teaching design (20 times), college English translation teaching (17 times), teaching assessment (13 times), and other keywords.

College English teaching, writing, and blended teaching are the most significant aspects, with a focus on POA for college English writing, oral English, and translation. Research includes combining POA with blended learning and the "Flipped Classroom" model. Current studies also emphasize "teaching assessment," "teaching reform," and "ideological and political education," aligning with the Ministry of Education's "14th Five-Year Plan" in China to promote POA teaching reform in colleges.

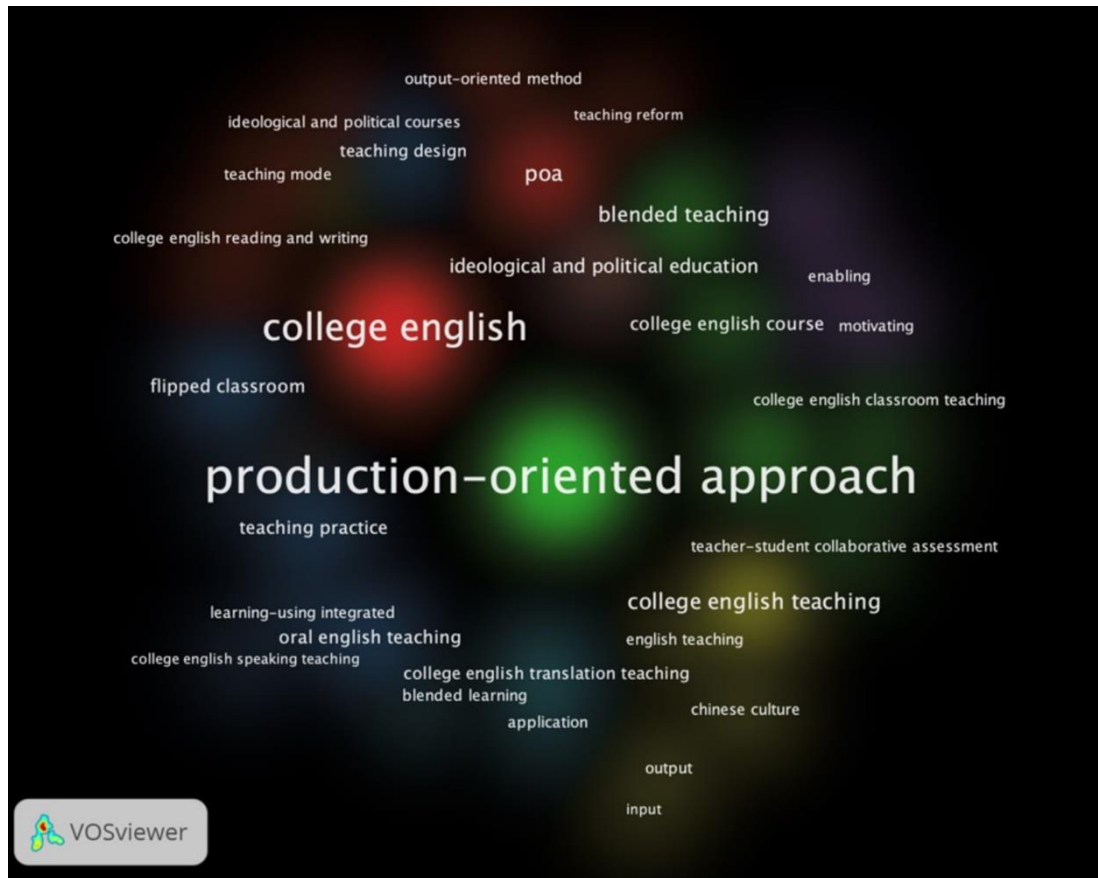
Table 2: High frequency keywords and frequency Production-Oriented Approach for college English literature in China from 2015 to 2024.

Serial Number	Key words	Occurrences	Total Link Strength
	Production-Oriented Approach	430	700
	College English	253	465
	POA	58	122
	College English teaching	61	113
	College English writing	53	100
	Blended teaching	44	98
	Ideological and political education	40	91
	Oral English teaching	28	70
	College English course	26	59
	Flipped classroom	26	53
	Teaching practice	25	52
	Teaching design	20	49
	Practical study	17	44
	College English translation teaching	17	33
	Teaching assessment	13	33
	Enabling	10	29
	Motivating	12	28
	Output	9	28
	Learning-using integrated	11	27
	Chinese culture	12	24

3.4. Analysis of research theme clusters

Using VOSviewer's co-word cluster analysis, nine research themes in the field of POA for college English in China from 2015 to 2024 were identified (Figure 3). After combining related subjects, three distinct study issues emerge: Teaching practice and application of Production-Oriented Approach, Exploration of Production-Oriented Approach Model and Design, and Teaching assessment of POA.

Figure 3: Clustering map of hot words in Production-Oriented Approach for college English in China from 2015 to 2024.



3.4.1. Teaching practice and application of Production-Oriented Approach

The key research themes include "College English," "Oral English Teaching," "College English Writing," "College English Translation Teaching," and "Learning-Using Integrated." Over the past decade, the Production-Oriented Approach (POA) has shown potential for advancing theoretical development and improving university English instruction. This theory has developed into an innovative foreign language system with Chinese characteristics (Yang, 2022). In POA teaching practice research, most studies evaluate its overall impact on teaching. Researchers have successfully integrated the three phases—motivating, enabling, and assessing—into classroom practice. The study of teaching efficiency in college English is divided into English for General Purposes (EGP) and English for Specific Purposes (ESP). General English, English majors, and non-English majors focus on enhancing skills in listening, speaking, reading, writing, and translating. Findings show that POA positively affects English learning, especially in writing and speaking. The POA method emphasizes prioritizing students and recognizing their subjectivity, while various input and output strategies also influence teaching effectiveness.

3.4.2. The exploration of the Production-Oriented Approach teaching model and design

The keywords mainly include "Flipped classroom", "blended teaching mode" and "Ideological and Political Education". For years, the conventional approaches to undergraduate English education have faced criticism. The limitations of traditional text-centered instruction in the classroom are apparent since it hinders the ability to foster

students' excitement and initiative for learning. Some scholars conducted the teaching practical, which can be used to incorporate POA and the flipped classroom through blended teaching mode (Zhong, 2018), to contribute to the understanding of the impact of the teaching approach on oral and written production in blended teaching mode and provide practical insights for educators to effectively leverage technology for enhancing students' English production skills. To build a blended "first-class course" of online and offline college English, Wang and Zhang (2021) proposed a flipped classroom teaching based on a Production-Oriented Approach, which not only increased the challenge of the course but also helped to improve students' innovation ability, providing a reference for the course construction and teaching reform of college English. Under the background of globalization, in response to the increasingly intensified international communication, in order to adapt to the increasingly frequent international exchanges, the new teaching objectives of College English require college students to have English language ability to adapt to international exchanges, as well as the corresponding cross-cultural communication ability and correct ideological and political views. The key to further promoting the ideological and political teaching of college English is to tap the active ideological and political points. The ideological and political education construction of college English based on the POA by grasping the cultural comparability in the process of motivating, producing, and digging out the active ideological and political points, is conducive to achieving the effect of ideological and political education, helping students present the effect of improving their language ability and ideological and political level in language production, and implementing the ideological and political goals of the curriculum (Wang & Chen, 2022).

3.4.3. Teaching assessment of Production-Oriented Approach

The keywords mainly include "Teaching assessment", "Teacher-Student Collaborative Assessment", "Assessing", "College English teaching", and "Production-Oriented Approach". Teacher-Student Collaborative Assessment (TSCA) is an integral component of the Production-Oriented Approach (POA) to language teaching, particularly effective in English as a Foreign Language (EFL) settings. The POA's Teacher-Student Collaborative Assessment (TSCA) emphasizes the combination of assessment and learning, assessment and teaching, and achieves the objective of "assessment being learning" (Sun & Wen, 2018). The evaluation of students' performance in TSCA consists of three stages: pre-class, in-class, and post-class. Engaging in post-class activities can effectively strengthen the knowledge acquired by students. Several researchers have been implementing TSCA in various aspects, focusing on optimization theory and its practical application. TSCA is used in any English course, such as oral English and English writing. Guan and Guo (2021) explore the application of numerous assessments in the teaching of practical English writing in a blended learning environment that combines online and offline methods. They aim to develop a comprehensive theoretical system for assessing students' performance. The TSCA process involves active collaboration between teachers and students throughout the assessment phase. This method is designed to enhance student engagement, promote self-regulation, and improve learning outcomes by incorporating multiple perspectives into the evaluation process. It is a powerful tool for enhancing the effectiveness of language teaching and learning. By actively involving students in the assessment process, TSCA promotes engagement, self-regulation, and critical thinking, leading to improved learning outcomes and a more positive educational experience. However, assessment should not be merely formal; effective assessment must have clear objectives. As educational paradigms continue to evolve, the implementation of TSCA in

POA represents a progressive step toward more interactive and student-centered learning environments.

4. Discussions

This study utilizes a bibliometric analysis and a network analysis to investigate the volume of published articles, keywords, and thematic items, to address the three research questions.

4.1. What are the research stages of POA for college English in China?

Annual publication counts are useful for tracking the progression of research in a field. Our study on the POA in Chinese colleges from 2015 to 2024 reveals three phases:

4.1.1. Initial fast exploration stage (2015-2017)

Since its proposal by [Wen \(2018\)](#), the POA has seen steady growth in research for college English. Before 2015, the lack of theoretical guidance made POA difficult to implement. [Wen \(2018\)](#) outlined POA's core principles, which integrate output-driven, input-enabled, and assessment-based teaching, addressing the "learning-using separation" issue in English education. During this period, research focused on the POA's theoretical foundations and its alignment with China's socio-cultural and educational context. The literature, while high-quality, mainly concentrated on POA's application in college English teaching. This early research, though limited in scope, established a solid foundation for future advancements.

4.1.2. Fast development stage (2018-2021)

From 2018 to 2021, the POA in college English education in China saw significant growth. This period marked a surge in both the theoretical exploration and practical application of POA, with increased interest from scholars and educators. Many universities adopted POA, launching pilot programs that provided insights into its effectiveness. Collaborative projects developed standardized POA materials and facilitated best practices exchange. Studies, including [Wang \(2019\)](#), showed POA significantly improved students' speaking and writing skills by emphasizing productive tasks and real-life language use. This period was characterized by dynamic growth, with improved research quality and expanded POA applications. Research during this phase enhanced understanding of POA's impact on college English learning, leading to better teaching methods and practical applications.

4.1.3. Sustainable development stage (2022-2024).

Although the number of published papers on POA has decreased from 2022 to 2024, the quality and innovation of research have improved. Since 2022, blended learning practices for college English in China have grown, leading to new trends in POA research. The focus has shifted to integrating POA with blended learning, enhancing the study's value, originality, and relevance, particularly in teaching models, empirical investigation, and assessment. This period saw significant advancements in blended teaching, ideological and political education, and adapting to students' evolving needs.

4.2. What are the research hotspots and themes of POA for college English in China?

Research on the POA of college English in China focuses on three main themes: teaching practice and application of POA, exploration of POA model and design, and teaching assessment of POA. These days, research emphasizes the study and exploration of POA through the use of innovative teaching approaches and the integration of college English. Additionally, teaching assessment, the design of blended teaching methods, and enhancing the necessary output abilities of English have gained popularity since globalization. In response to globalization and the need for intensified international communication, new teaching objectives for college English require students to develop English language skills, cross-cultural communication abilities, and correct ideological and political views. The POA in college English, by leveraging cultural comparability and identifying key ideological and political points, effectively integrates ideological and political education, enhancing both language proficiency and ideological awareness in students. These identified trends signify an important shift in teaching methods and research focuses on the field of Production-Oriented Approaches for college English in China. It is important to mention that these trends correlate with international developments in POA, where there has been an increasing acceptance of teaching cross-cultural communication and implementing student-centered learning approaches. The growing emphasis on creating innovative educational designs highlights the flexibility and creativity in the field of higher English education. These developments suggest a broader adherence to international standards in Chinese colleges.

4.4. What are the research changes and trends of the POA for college English in China literature?

Chinese scholars improved POA for college English research from 2015 to 2024. As college English instruction and POA promotion rose, so did article publication. Following its peak in 2020 and 2021, there was a slow fall, although it remained at a consistently high level. This phenomenon indicates that Chinese researchers have failed to maintain their exploration and concentration on studying POA for college English for a long time. Chinese researchers primarily focused on the theoretical application and teaching approaches of POA in college English education. Using the CNKI database, the research primarily focused on the teaching process of POA, teaching assessment, and students' English writing, reading, listening, and communication skills. Additionally, it revealed advancements in teaching methods and instructional design that were influenced by the POA in China. Researchers have conducted a substantial amount of research on the application of POA, both at universities and at vocational colleges. Future, it is essential to enhance communication and collaboration among authors in the field, foster cooperation among researchers from various institutions and professions, and promote international partnerships while also expanding the scope and scale of research. Based on the analysis of research frontier trends, "teaching reform," "blended teaching," and "teacher-student collaborative assessment" are the current research frontier issues in the development of POA. These strategies are in alignment with the worldwide trend of growing collaboration in educational research, which aims to promote the sharing of knowledge and foster cross-cultural innovation.

4.5. Future research suggestions

Overall, applied research and theoretical research for Production-Oriented Approaches in college English coexist. Domestic scholars and experts have conducted extensive studies

on the theoretical validity and feasibility, theoretical application, and theoretical components of the Production-Oriented Approach (POA), providing valuable guidance for actual educational practices. These efforts have demonstrated the practical value of the theory, yet the research remains insufficiently detailed and in-depth. Students, as the primary agents of learning, embody one of the three core principles of POA, with advocacy for higher-order thinking skills being a central tenet of the theory. The development of POA aims to address the weaknesses in classroom teaching and to resolve issues present in the EFL context. Therefore, the implementation of POA must adapt to the evolving needs of learners in order to realize its value in practice. Teachers should modify POA according to different teaching environments to fully utilize its potential.

In terms of research content, future studies on the POA in college English should focus on training critical thinking skills and fostering independent learning abilities. Researchers can further explore and practice the specific details of other evaluation methods or consider how to reasonably coordinate multiple evaluation approaches, drawing on advanced evaluation models such as CIPP, TSCA, or CSE. This aims to ensure that the POA evaluation system genuinely promotes learning through assessment, thereby facilitating effective learning. With the introduction of interdisciplinary integration concepts like "New Engineering" and "New Liberal Arts," it is essential to enhance the interaction between POA and various disciplines and professions. This will allow for comprehensive research on college students' autonomous learning abilities, application skills, and intercultural communication competence. In the future, the POA requires continuous refinement through teaching practice and strengthened empirical research to validate the effectiveness of the motivating phase and explore the rationality of output task design. Cognitive psychology theories, second language acquisition theories, and deep learning theories should be increasingly applied to the motivating phase of the POA.

Based on multiple maps and data presentations, it is evident that POA for college English in China is growing in both complexity and scope. Nevertheless, the research in this field tends to be lacking, with many documents emphasizing practical application and effectiveness analysis. Future research in POA for college English should prioritize continuous improvement and integration, particularly in the domains of artificial intelligence.

5. Conclusion

The research stages are divided into the Initial Fast Exploration Stage (2015–2017), Fast Development Stage (2018–2021), and Sustainable Development Stage (2022–2024). In the past two years, research has grown steadily. Key research hotspots include POA, college English teaching, college English writing, blended teaching, Ideological and Political education, flipped classroom, and Teaching Assessment. Theme clustering indicates research mainly focuses on Teaching Practice, Application, Exploration, and Assessment of POA. Current frontier issues include "teaching reform," "blended teaching," and "teacher-student collaborative assessment."

POA research in college English in China advanced theoretically and practically in theoretical validity, teaching practices, talent nurturing, curriculum system, teaching techniques, evaluation, resources, and teacher development from 2015 to 2024. This research has guided actual educational practices, showing the theory's practical value. Future research should emphasize developing educational theories, interdisciplinary studies, innovative training methods for English teachers, and incorporating digital tools

and online platforms to enhance POA implementation. It should also address current issues, further refine findings, and contribute to the development of college English instruction, ensuring POA adapts to evolving educational needs.

Acknowledgment

Part of this article was extracted from a doctoral thesis submitted to the University of Malaya, Kuala Lumpur.

Funding

This study received no funding.

Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest concerning the research, authorship, or publication of this article.

References

- Du, H. (2022). Research on the Application of Blackboard Writing Images in College English Writing Teaching Aided by "POA" Theory. *Mathematical Problems in Engineering*, 2022, 1–8. <https://doi.org/10.1155/2022/6829622>
- Feng, J., & Chen, Y. (2022). A Bibliometric Analysis of Mobile Assisted Second Language Learning. *International Journal of Interactive Mobile Technologies (IJIM)*, 16(09), 175–190. <https://doi.org/10.3991/ijim.v16i09.30351>
- Gao, Y., & Wang, H. (2023). Developing Chinese university students' academic literacies in English language classrooms via a production-oriented approach: an action research perspective. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1189555>
- Guan, C., & Guo, W. (2021). A Dialectical Research of Multiple Assessment of POA-Based Practical English Writing in a Blended Teaching Environment. *Technology Enhanced Foreign Language Education*, 2, 30–36.
- Hernández-Torrano, D., & Ibrayeva, L. (2020). Creativity and education: A bibliometric mapping of the research literature (1975–2019). *Thinking Skills and Creativity*, 35, 100625. <https://doi.org/10.1016/j.tsc.2019.100625>
- Hu, Y., (2017). Research on the Penetration and Translation of Chinese Culture in College English Teaching Based on Production-Oriented Approach. *Journal of Weinan Normal University*, 136–137.
- Li, Z. (2017). A Practical Study on the "Production-Oriented Approach" in Flipped English Classrooms in Higher Vocational Colleges. *Chinese Vocational and Technical Education*, 31, 88–92.
- Liu, X., & Huang, X. (2017). Teaching Reform and Experimental Research on College English Based on POA. *Journal of Hebei Software Institute*, 1, 34–38.
- Liu, X., & Song, M. (2017). The Teaching Design and Practice of College English Reading and Writing from the Perspective of POA. *Journal of Ningbo Institute of Education*, 2, 50–53. <https://doi.org/10.13970/j.cnki.nbjxyxb.2017.02.014>

- Ouyang, J. (2016). The Feasibility Analysis of Production-Oriented Approach in College English Teaching. *Education Teaching Forum*, 170–171.
- Sun, L., & Asmawi, A. (2021). International Journal of Linguistics, Literature and Translation A Literature Review of Studies on Production-oriented Approach (POA) in China. *International Journal of Linguistics, Literature and Translation*, 4(6). <https://doi.org/10.32996/ijllt>
- Sun, R., (2019). A Research on the Application of Production-oriented Approach and Blended Teaching in College English Reading Course. *Education Modernization*, 57. <https://doi.org/10.16541/j.cnki.2095-8420.2019.57.067>
- Sun, S. (2020). The Production-Oriented Approach Updated: Introduction to the Special Issue. *Chinese Journal of Applied Linguistics*, 43(3), 259–267. <https://doi.org/10.1515/CJAL-2020-0017>
- Sun, S., & Wen, Q. (2018). Teacher-student collaborative assessment (TSCA) in integrated language classrooms. *Indonesian Journal of Applied Linguistics*, 8(2), 05, 37-43. <https://doi.org/10.17509/ijal.v8i2.13301>
- Wang, J., & Chen Y. (2022). Research on POA and Ideological and Political Teaching Reform of College English: Digging Active Ideological and Political Points. *Education and Teaching Forum*, 49, 136–139.
- Wang, J. (2019). Teaching Design and Effect Research of College English Reading and Writing Course Based on “Production-Oriented Approach.” *Journal of Higher Education*, 72–77. <https://doi.org/10.19980/j.cn23-1593/g4.2019.03.024>
- Wang, L., & Zhang, X. (2021). Construction of First-class Blended College English Teaching with Production-Oriented Approach. *Heilongjiang Research on Higher Education*, 3, 146–151.
- Wen, Q. (2018). The production-oriented approach to teaching university students English in China. *Language Teaching*, 51(4), 526–540. <https://doi.org/10.1017/S026144481600001X>
- Wen, Q. (2017). The Production-Oriented Approach. In *Faces of English Education* (pp. 91–106). Routledge. <https://doi.org/10.4324/9781315205618-7>
- Wen, Q. (2015). Developing a theoretical system of production-oriented approach in language teaching. *Foreign Language Teaching and Research (Bimonthly)*, 47, 547-558.
- Xiao, D., Mohamad, M., & Li, W. (2024). Research Progress and Trends of Pigai.org Automated Writing Evaluation System in English Writing: A Systematic Bibliometric Analysis (2011-2023). *World Journal of English Language*, 14(3), 440. <https://doi.org/10.5430/wjel.v14n3p440>
- Xiao, J., & Sun, Y. (2023). Looking Back on the Research of Private Compulsory Education in China since the Reform and Opening up. *Journal of Heilongjiang Institute of Teacher Development*, 1, 98–102.
- Yang, H. (2022). Analysis and Practice of Applying Oriented Teaching Method to Improve the Effect of College English Teaching. *Computational Intelligence and Neuroscience*, 2022. <https://doi.org/10.1155/2022/9689181>
- Zeng, Q., Liu, X., Li, L., Zhang, Q., Luo, C., Yang, S., Wu, S., Yang, A., & Li, J. (2024). Bibliometric Analysis of Research on Traditional Chinese Exercise and Osteoarthritis. *Journal of Pain Research*, 17, 559–569. <https://doi.org/10.2147/JPR.S436457>
- Zhang, W. (2020). Effects of the Production-Oriented Approach on EFL Learners' Writing Performance in China's Tertiary Education. *Chinese Journal of Applied Linguistics*, 43(3), 323–341. <https://doi.org/10.1515/CJAL-2020-0021>

- Zhang, W. (2016). Applying Production-oriented Approach to College English Classrooms: A Teaching Experiment. *Foreign Languages and Their Teaching*, 2, 106–114.
- Zhang, W. (2017). An experimental study on the effect of the production-oriented approach on college students' English writing quality. *Contemporary Chinese Language Studies*, 3, 377–385.
- Zhong, Q. (2018). The practice of "Production-Oriented Approach" in the "Flipped Classroom" Model of College English: taking independent colleges as an example. *English Square*, 4, 39–41.