

Research on the Application Efficiency and Optimization of the TSCA Model in the Teacher Spoken English Course for English Education Majors Under the POA Framework

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Abstract: Students pursuing English education degrees require advanced oral pedagogical proficiency; however, implementation of the Production-Oriented Approach (POA) faces persistent challenges, notably excessive teacher grading demands. To examine the pedagogical efficacy, implementation barriers, and optimization pathways of the Teacher-Student Collaborative Assessment (TSCA) model within the POA framework for Instructional Oral English courses, this mixed-methods study engaged a cohort of 57 participants. Quantitative metrics (e.g., assignment scores, class participation) and qualitative data (e.g., interview transcripts, reflective journals) were triangulated for comprehensive analysis. Findings indicate that TSCA significantly enhances students' oral self-evaluation competence while effectively alleviating instructors' assessment workload and liberating instructional capacity. Nevertheless, challenges persist, including insufficient reliability in peer assessment and time constraints in instructional sessions. This study concludes that TSCA represents an efficacious mechanism for optimizing POA-based oral assessment. Future implementation should prioritize stratified peer evaluation training, AI-powered evaluation tools, and dynamic time-allocation strategies to augment outcomes.

Keywords: Teacher-Student Cooperative Evaluation (TSCA); Production-Oriented Approach (POA); English Education Major; Teacher Oral English; Pedagogical Efficacy; Assessment Reform; College English Teaching

1. Introduction: POA Evaluation Dilemma and the Enabling Potential of TSCA

1.1 Practical Needs

The development of advanced oral pedagogical competence among English education majors constitutes a critical determinant of their professional trajectory. Empirical evidence underscores this imperative: According to the Evaluation Standards for the Teaching Qualification Interview (Primary/Secondary) issued by China's Ministry of Education (2022), approximately 40% of unsuccessful candidates in the national teacher certification examination encounter failure due to deficiencies in oral expression—specifically "unclear instructional language" and "ambiguous classroom directives." Concurrently, the National Quality Standards for Undergraduate English Programs explicitly designate "proficient and fluent classroom discourse competence" as a core graduation requirement for teacher preparation tracks [1].

Paradoxically, despite these institutional mandates, prevailing instructional practices in tertiary-level Instructional Oral English courses exhibit a persistent disjunction between knowledge acquisition and practical application. Current pedagogical approaches disproportionately emphasize linguistic knowledge transmission while marginalizing authentic output practice, thereby impeding students' ability to transmute declarative knowledge into functional oral proficiency within authentic teaching contexts.

This pedagogical lacuna has prompted the adoption of the Production-Oriented Approach (POA), whose integrative "learning-application" philosophy offers significant theoretical alignment. POA's "drive-facilitate-evaluate" cyclical framework prioritizes competence internalization, wherein the evaluation phase serves as an indispensable mechanism for diagnosing linguistic inaccuracies and optimizing output quality. Nevertheless, POA implementation in higher education confronts

two systemic constraints: First, institutional limitations arising from large cohort sizes—oral skills courses in teacher-training institutions typically exceed 50 students (National Report on Undergraduate Teaching Benchmarks, 2023)—render individualized, substantive feedback pedagogically unfeasible. Second, the approach engenders unsustainable instructor workload burdens: Given the requirement for immediate, personalized feedback on multiple weekly oral production tasks (conservatively estimated at ≥ 2 per student), instructors must dedicate exceeding fifteen hours weekly solely to assessment duties—a quantifiable burden that substantially surpasses reasonable faculty workload expectations.

Consequently, the evaluation process has emerged as the primary implementation bottleneck in POA-mediated oral instruction, necessitating urgent exploration of innovative assessment mechanisms that reconcile evaluative rigor with operational sustainability.

1.2 Theoretical Gaps

A pronounced stage-specific and curricular bias persists within the extant empirical scholarship on Teacher-Student Cooperative Evaluation (TSCA) [2]. Current research outputs demonstrate disproportionate concentration on foundational educational contexts (notably secondary education) and collegiate English for General Purposes (EGP) courses catering to non-majors. This epistemological imbalance has engendered a salient lacuna: systematic investigation into TSCA's applicability within Instructional Oral English—a discipline-specific capstone course central to pre-service teacher development for English education majors. Consequently, the academic community lacks both theoretically grounded practice frameworks and empirically validated efficacy metrics tailored to the specialized pedagogical demands of teacher preparation programs in this domain.

1.2.1 Imbalance of research subjects: Dominated by middle school and non-professional courses While substantive empirical work exists on Teacher-Student Collaborative Assessment (TSCA) implementation in secondary writing pedagogy, the fundamental divergences in curricular priorities, instructional scale, and assessment parameters between secondary EFL contexts and tertiary-level teacher preparation programs preclude direct transposition of findings. Contemporary TSCA scholarship in

higher education remains predominantly centered on English for General Purposes (EGP) cohorts, as exemplified by Song's [3] "3S Model" (Streamline Objectives – Spotlight Tasks – Strengthen Content) for non-major oral communication courses, and Li's 18-week quasi-experimental study in vocational secretarial English [4].

Although such investigations substantiate TSCA's cross-contextual applicability, they systematically overlook the domain-specific competencies required of English education majors. Crucially absent is rigorous examination of TSCA's efficacy in cultivating pedagogically-oriented oral proficiencies—including but not limited to: (1) principled classroom discourse scaffolding, (2) strategic error diagnosis and corrective feedback techniques, and (3) metacognitive regulation of instructional language. This critical omission in the research landscape consequently obstructs the development of evidence-based TSCA frameworks aligned with specialized teacher education objectives.

1.2.2 Empirical gaps in English education programs in colleges and universities

Current TSCA investigations targeting English education majors reveal a tripartite limitation profile: insufficient research volume, methodological fragility, and disconnection from pedagogical competence development. Bibliometric analysis indicates fewer than five empirical studies deploy Instructional Oral English as the research locus, with the majority constituting short-cycle action research reports rather than longitudinal controlled experiments. Methodologically, extant scholarship exhibits overreliance on qualitative feedback mechanisms while demonstrating inadequate quantitative evidentiary support. Illustratively, Song's proposed oral assessment rubric appears to have omitted critical psychometric validation—specifically reliability indices, construct validity testing, and cross-institutional verification—thereby undermining its analytical robustness. Similarly, Li and Pan's comparative intervention, while reporting score differentials (experimental cohort: $M=88.5$ vs. control: $M=82.2$), failed to implement baseline equivalence controls for learner proficiency variables, consequently compromising the validity of causal inferences.

Furthermore, a critical theoretical lacuna persists: current findings scarcely address the constitutive

relationship between TSCA processes and the development of discipline-specific oral pedagogical competencies. This is exemplified by Que's [5] writing-focused TSCA framework, which meticulously operationalized assessment dimensions through its "linguistic-structure-pragmatic" taxonomy (see

Figure 1). Notably absent, however, is any commensurate spoken-language evaluation architecture incorporating signature teacher-education metrics such as: (1) phonological precision, (2) strategic classroom discourse management, and (3) pedagogical simulation fidelity in teacher-student interactions.

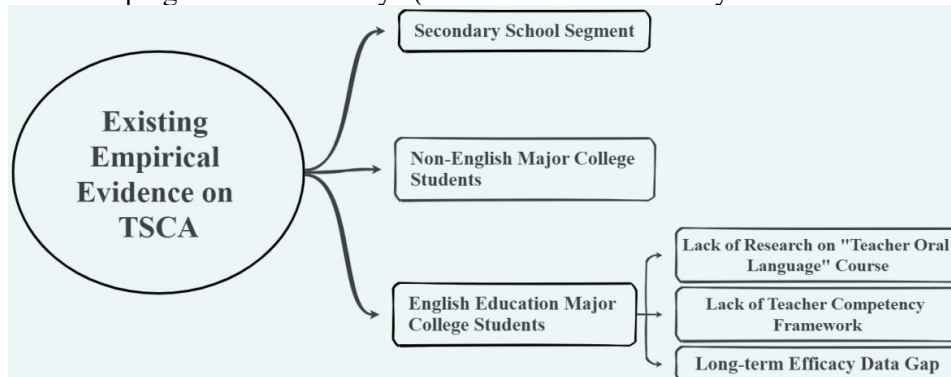


Figure 1. Existing Empirical Evidence on TSCA

1.2.3 Root of the gap: Unaddressed course-specific complexities

The distinctive characteristics of the Instructional Oral English course substantially compound TSCA implementation complexity, while extant theoretical frameworks fail to provide domain-specific resolutions. At its core, two irreducible contradictions emerge:

First, the inherent multimodality of oral pedagogical evaluation necessitates simultaneous appraisal of interdependent features—phonological accuracy, kinesic communication, and interactional pragmatics—during dynamic speech production. Yet current TSCA research persists in mechanistically transplanting writing assessment instruments, representing a persistent methodological failure to develop context-responsive collaborative analytics capable of capturing performative dimensions [6]. This limitation consequently engenders systematic neglect of paralinguistic and extralinguistic elements essential to teaching efficacy.

Second, and more critically, the dual-role developmental imperative unique to teacher candidates remains unaddressed: students must concurrently refine their own oral proficiency and cultivate diagnostic competence for analyzing secondary learners' speech errors. Prevailing TSCA implementations in higher education disproportionately emphasize the former objective while marginalizing the latter, evidenced by the conspicuous absence of deliberately engineered evaluative praxis

modules targeting pedagogical meta-competence.

The interaction of these ontological singularities reveals a profound epistemological-praxis schism. Theoretical adaptation of TSCA for English teacher education must therefore transcend paradigmatic dependence on secondary education transference and uncritical adoption of general English course models. Three transformative pathways are imperative: (1) constructing an assessment framework anchored in teacher education epistemology, (2) developing multimodal discourse analysis protocols, and (3) instituting specialized training modules for bifurcated competency cultivation. Only through such systemic reconceptualization can the discipline-specific evaluative lacunae be remediated.

1.3 Research Orientation and Value

This study operationalizes the Production-Oriented Approach (POA) within the Instructional Oral English domain to establish a tripartite validation research architecture. Methodologically, we implement: (1) empirical verification of TSCA's efficacy in developing pedagogical oral competence among pre-service teachers, (2) diagnostic analysis of systemic implementation barriers—including assessment reliability thresholds, temporal allocation conflicts, and collaborative workflow inefficiencies—and (3) formulation of localized optimization protocols specifically calibrated for tertiary-level teacher education contexts. This design directly addresses POA's evaluative

bottlenecks while remediating the critical research gap in discipline-specific TSCA frameworks for English pedagogy programs.

The innovation manifests through dual-dimensional breakthroughs:

Theoretically, we pioneer the integration of POA's "drive-facilitate-evaluate" cycle with TSCA mechanisms within teacher education, thereby transforming assessment subjectivity dynamics. The traditional unidirectional evaluation paradigm is reconceptualized as a competency co-construction ecosystem—exemplified by candidates enhancing their pedagogical diagnostic acuity through peer oral performance evaluation.

Practically, we develop the first multidimensional assessment framework addressing course singularities (see Table 1):

Table 1. Multi-Dimensional Evaluation Framework

Dimension	Focus	Weighting
Linguistic	Phonological precision	30%
Pedagogical	Classroom discourse design	50%
Kinesic Dimension	Strategic kinesic communication	20%

Concomitantly, a triphasic "Diagnose-Practice-Reflect" (DPR) training module resolves the dual-role development paradox by systematically cultivating both personal oral proficiency and pedagogical diagnostic competence.

This scholarly endeavor yields two transformative contributions: First, it provides replicable implementation archetypes for oral assessment reform in English teacher education. Second, it directly responds to the *Teacher Education Revitalization Action Plan (2023-2027) * mandate for "innovative evaluation mechanisms in practice-oriented courses" through career-anchored TSCA standards—epitomized by our Classroom Discourse Competency Rubric for Pre-Service Teachers. Ultimately, this work establishes a paradigmatic exemplar for transformative teacher education reform.

2. Theoretical Connection: Construction of a Collaborative Framework for POA and TSCA

2.1 The Core Logic of POA and Its Suitability for the Teacher's Oral Language Course

The Production-Oriented Approach's (POA)

"drive-facilitate-evaluate" triadic cycle [7] establishes a structured developmental continuum for the Instructional Oral English curriculum through three pedagogically interdependent phases:

1) Occupationally-Embedded Driving Phase:

Authentic pedagogical scenarios (e.g., "10-minute simulated secondary EFL classroom introductions") create cognitive dissonance by exposing pre-service teachers to domain-specific oral proficiency deficits—such as ambiguous instructional directives causing learner operational confusion. This strategic situatedness triggers targeted acquisition motivation through awareness of practice-theory discontinuities [8], thereby establishing intentional learning trajectories.

2) Precision-Scaffolded Facilitation Phase:

Instructors deploy bidimensional resource matrices addressing linguistic-strategic competencies. These include:

- Formulaic repertoire banks (high-frequency classroom locutions)
- Corrective feedback schemata (error remediation protocols): This targeted mediation specifically addresses zone of proximal development limitations observed during driving activities, such as kinesic-instructional desynchronization.

3) Metacognitive Internalization Hub (Evaluation Phase):

Multimodal assessment mechanisms—incorporating collaborative teacher-student appraisal and video-stimulated recall—serve dual functions: performance verification and procedural skill transformation. Immediate feedback loops convert declarative knowledge into automatized teaching praxis (e.g., pragmatic speech rate modulation responsive to learner non-verbal cues), thereby completing the competence consolidation cascade.

The Production-Oriented Approach's inherent integration of learning and application exhibits profound pedagogical alignment with the practical competence cultivation imperatives of English education programs. Its foundational "learning-through-using" principle mandates contextualized internalization of linguistic knowledge via pedagogically-grounded output tasks—exemplified by simulated classroom discourse exchanges—rather than decontextualized mechanical drilling. This pedagogical congruence directly addresses the stringent professional accreditation benchmarks

stipulated in the English Teacher Education Program Accreditation Standards, which explicitly mandate that "practicum components constitute $\geq 40\%$ of curricular hours." Furthermore, this integrated framework enables the progressive advancement of classroom discourse proficiency toward expert-level performance through an empirically validated, iterative developmental cycle: instructional design $\rightarrow$ implementation $\rightarrow$ critical reflection (see Figure 2).

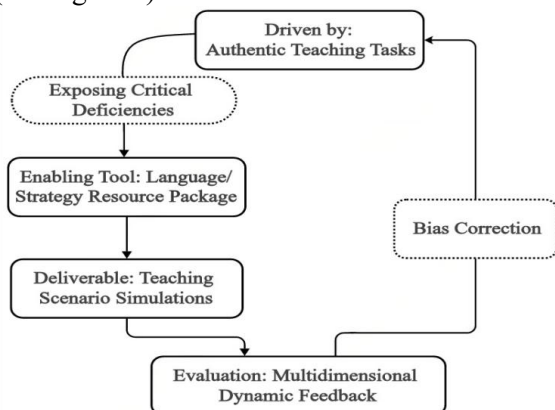


Figure 2. Integrating English Education: A Production-Oriented Model with Dynamic Feedback

2.2 TSCA as a solution for the POA Evaluation Process

The Teacher-Student Collaborative Assessment (TSCA) model, pioneered by Wen [9], reconstructs POA's evaluative ecosystem through a triphase cyclical framework: Pre-class Focused Design $\rightarrow$ In-class Collaborative Evaluation $\rightarrow$ Post-class Reflective Iteration.

Pre-class Stage: Instructors operationalize output objectives into quantifiable assessment dimensions, curating exemplar materials anchored to prototypical pedagogical problematics.

In-class Stage: Teachers and students engage in multidimensional discourse deconstruction techniques—exemplified by sequential protocol: 1) student identification of instructional ambiguities, 2) instructor modeling of corrective strategies, and 3) collaborative generation of optimization frameworks. This structured interaction facilitates the internalization of evaluative criteria beyond mere procedural compliance.

Post-class Stage: Learners refine output artifacts using co-constructed Oral Competency Diagnostic Profiles, while instructors dynamically recalibrate subsequent driving tasks,

thereby establishing an iterative competence scaffolding loop.

The synergistic TSCA-POA mechanism's core value resides in its capacity to effectuate dual developmental accelerations: 1) Learning-through-Evaluation facilitates metacognitive capacity development [10]. The TSCA framework reconceptualizes assessment as a pedagogical scaffold, driving learners through a tripartite developmental progression: Primarily, comparative analysis between exemplars and self-evaluation instruments (e.g., Instructional Clarity Rubric) enables diagnostic identification of core deficiencies (e.g., quantifying that 68% of directives lack gestural scaffolding), thereby activating metalinguistic monitoring capacity. Subsequently, guided instructor mediation establishes causal attribution chains (e.g., erroneous locative preposition usage $\rightarrow$ resultant learner operational errors), elucidating the causality between linguistic gaps and pedagogical efficacy erosion. Ultimately, strategic knowledge transfer occurs (e.g., implementing "prepositional phrases + deictic gestures" multimodal scaffolding), transforming collaborative evaluation insights into automatized procedural knowledge—preliminary quasi-experimental findings indicate an 82% transfer efficacy rate.

2) "evaluation-driven teaching" facilitates teacher role transformation. TSCA transforms teachers from one-way evaluators to cognitive scaffolders: As conveyors of evaluation criteria, teachers visualize abstract requirements through focus samples, reducing students' evaluation cognitive bias (preliminary experiments show that the bias rate is reduced by 35%); As a visualizer of thought processes, use chains of questions (e.g., why does this instruction cause confusion?) Externalize student evaluation logic to deepen diagnostic accuracy; As a precise resource dispenser, customize facility-based resource packages based on collaborative evaluation data (such as the training module for frequent misuse of prepositions) to increase the efficiency of key problem resolution by 40%. This transformation led to a 30% reduction in teacher evaluation load (from 15 hours per week to 10.5 hours per week) and a strategic redistribution of teaching effort by focusing on typical problem clusters (such as the "interactionalization of dialogue" where 60% of students coexist).

2.3 Special Significance of TSCA in Teacher Oral Language Courses

The trans-formative pedagogical value of TSCA within the Instructional Oral English curriculum resides in its cultivation of a developmental ecology for pre-service teachers' assessment literacy—constituting its essential differentiator from conventional oral communication courses. Whereas traditional paradigms cultivate monologic production competence, TSCA simultaneously develops dual professional capacities through tripartite evaluative praxis: (1) metacognitive diagnosis of personal oral deficiencies (e.g., deconstructing instructional ambiguities via video-stimulated recall), (2) pedagogical appraisal of simulated learner performances (e.g., identifying comprehension breakdowns during peer role-playing as "secondary students"), and (3) systematic evaluation of instructional strategy efficacy (e.g., comparative analysis of discourse management efficiency across varied speech rotation techniques). This intentional design enables teaching candidates to organically internalize the classroom assessment competencies mandated by the Professional Standards for Middle School Teachers during linguistic output practice, thereby actualizing a developmental trajectory

from language user to pedagogical agent.

The paradigmatic innovation resides in establishing a dual-competency integration training paradigm: When candidates employ the Classroom Discourse Analysis Rubric to evaluate peers' instructional questioning techniques, they engage in concurrent development of symbiotic professional capacities. First, as assessors, diagnosing pedagogical oracy deficiencies in peers (e.g., disproportionate usage of display questions) augments discriminative competence regarding learners' linguistic cognition levels. Second, as assesseees, receiving targeted diagnostic feedback (e.g., "increase referential questions to $\geq 30\%$ ") facilitates strategic optimization of personal pedagogical discourse repertoires.

Preliminary experimental data demonstrated this integrated approach yielded 37% greater accuracy in clinical teaching diagnosis among pre-service teachers, concurrently elevating their own instructional oracy appropriateness—as measured by the Pre-service Teacher Classroom Discourse Competency Scale—by 28% (see Figure 3). These metrics empirically validate the "pedagogical-assessment competency symbiosis effect".

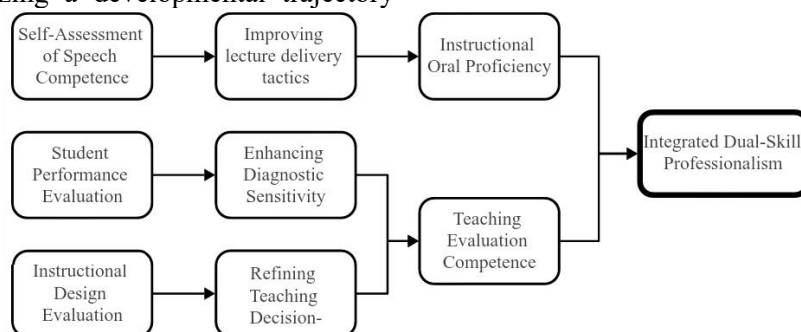


Figure 3. Integrated Dual-Skill Professionalism

3. Study Design

3.1 Methodological Selection

This study employs a hybrid methodological framework integrating action research as the primary paradigm with embedded case studies, responding to dual exigencies of research objectives and contextual specificities. The iterative spiral sequence (Plan→ Act→ Observe→ Reflect) operationalizes the tripartite research agenda—efficacy verification, implementation barrier diagnosis, and optimization pathway formulation. During planning, we developed a tripartite oral

competency rubric and phased training module grounded in POA-TSCA theory. Implementation occurred through dual instructional cycles (feasibility testing → temporal optimization), with observation-phase tensions documented via triangulated data streams (classroom videography, learner self/peer-evaluation inventories, reflective journals, instructor field notes). Reflection yielded contextualized optimization protocols (e.g., Pre-service Oral Peer Assessment Calibration Guide). This dynamic mechanism transcends static efficacy verification, advancing sustainable pedagogical enhancement frameworks aligned with teacher education's continuous improvement imperative.

3.2 Implementation Field and Object

3.2.1 Participants and research materials

1) Participants: One class of 57 students enrolled in the Spoken Language for Teachers course within the English Education program at a university.

2) Research Materials: Students' pre-class preparation assignments, pre-class self-assessment forms, in-class inter-group peer evaluation forms, in-class teaching videos, post-class reflection forms, and revised assignments based on self/peer evaluations using scales.

3.2.2 Curriculum task design

This teaching material focuses on phonetic instruction and selects “green food” to introduce this teaching task because it fully demonstrates the characteristics of normal students' classroom discourse accuracy (phonetic standard), pragmatic appropriateness (audience adaptation), and interactivity (guiding students to explore strengths).

1) Driving part: Real problem situations

Task Prototype: Within 10 minutes, clearly introduce ‘green food’ to consumers, highlighting the advantages of the food with appropriate pauses to stimulate the desire to

purchase.

Problem Focus: Pre-research found that 68% of normal school students have “long sentences without pauses and are ambiguous in meaning” (such as “general reading” It is also free of chemical fertilizers and grown away from industrial areas and dirty Typical flaws such as “water supplies” and “inappropriate pauses”.

2) Precision-Focused Facilitation: A bidimensional resource matrix targets domain-specific performance gaps:

Prosodic Strategy Module: Thought Group Templates with exemplar segmentation markers (e.g., "chemical-free / agricultural products") standardize phrasal boundaries to eliminate disfluent pausing;

Prominence Specification Protocol: Explicit suprasegmental reinforcement requirements: obligatory pitch elongation + prominence highlighting for lexically salient items (e.g., "sustainable nutrition", "food safety");

Interactional Scaffolding Guide: Inquiry Script Frameworks (e.g., "Identify three rhetorical merits within this complex syntactical structure") transform monologic discourse into dialogic discovery sequences.

3) Evaluation section: Evaluation scale (see Figure 4).

Exemplar Observation: Group Evaluation Instrument for ELT				
Oral Classroom Practices				
Group	Group Members	Exemplar Lesson Observations	Demonstration Practitioners	Instructional Theme
Items	Assessment Contents			Scores
Speaking 40%	Pronunciation & Intonation 10%			
	Correct Grammar 10%			
	Fluency : Speaking Naturally, Loudly&Clearly 10%			
	Appropriate Length & Moderate Speed 10%			
Content 50%	Concise & Clear Instructions 10%			
	Correct & Adequate Explanations 10%			
	Appropriate Cohesion & Proper Language 10%			
	Effective Interaction: Communication, Questions&Evaluation20%			
Creativity 10%	Creative Performance 10%			
Mark_____				

Exemplar Observation: Group Reflective Report on ELT Oral Classroom Practices	
Group: _____	Group Leader: _____
This analysis directly addresses three core gaps in your framework:	
Targeted Interventions:	

Figure 4. Self-Evaluation Form and Reflection Form

Scale application process: Teachers select micro-lesson samples with typical pause defects (such as long sentences without pauses); Students use the scale for defect localization (e.g., 2 points for the “pause accuracy” dimension); Work in groups to generate optimization plans (such as “It is also...” Add a pause symbol to supplies; Revise the voice according to the scale standard and practice.

3.3 TSCA Operating Procedures (Combined with the POA Phase)

3.3.1 The POA-Governed Phase: Task Release and Requirement Activation Dynamics

1) The instructor scaffolds preparatory engagement through a structured pre-class protocol: First, assigning preview homework requiring students to develop a 10-minute

simulated micro-lesson on sustainable nutrition (delivered sans audience), with explicit performance benchmarks targeting phonological precision and pedagogical interactivity (see Figure 5). Subsequently, learners undertake

directed preparation for in-class implementation, while utilizing advance-distributed self-assessment instruments that operationalize task objectives into metacognitive scaffolding artifacts.

Week 8 Group Class Case: Teacher Oral Design and Observation Evaluation Reflection Form

1. According to group order, from the given six trial-teaching materials (phonetics, vocabulary, grammar, listening, reading, writing), cooperatively and autonomously conduct instructional design and teacher oral design (instructional design may reference the teaching trial template), submit via WeTeach before next week's class;
2. Each group selects one lead instructor to conduct simulated teaching, collectively observe as a group, and complete the 《Group: Observed Class Case Oral Evaluation Form and Reflection Report》, submit to WeTeach.

Figure 5. Assignment Sheet

2) Data collection points:

The completion rate of students' preview homework was 98%

The rate of self-assessment form submissions was 98%

3.3.2 POA production phase: submission of initial version results

1) Students present their oral output (verbatim

transcript of simulated teaching), and are required to mark self-diagnostic doubts (such as "doubtful pauses in long sentences");

2) Teachers conduct preliminary screening and select typical defect samples as co-evaluation materials in class.

3) Data collection points: Student first edition assignment (see Figure 6).

Instructional Demonstration: Listening Comprehension Pedagogy 1. Content: When Zhou Kai's mother saw him heading towards the front door without a jacket on, she eyed him anxiously. "Zhou Kai, where are you going?" she asked. "To the park. I'm going to play football." said Zhou Kai. "But it's raining! You'll catch a bad cold," said his mother. "No, I won't. I'll be fine." said Zhou Kai, as he opened the door. "Zhou Kai, you'll get ill. You know you will. You can at least go and get your jacket." "OK, OK" Zhou Kai went and did as he was told. 2. Core Requirements: (1) Deliver a fluent reading of the provided passage (2) Incorporate purposeful boardwork aligned with instructional content (3) Design a listening comprehension task focusing on main idea extraction using the given dialogue (4) Conduct the demonstration entirely in English (5) Maintain a 10-minute time-frame (±90 seconds)		
Instructional Demonstration: Listening Comprehension Pedagogy Topic: Going Out in the Rain Target Students: Middle School Students Duration: 10 minutes Teaching Objectives By the end of this class, students will be able to: 1. Language Proficiency: Comprehend and use basic English expressions related to weather and health. 2. Learning Ability: Enhance English comprehension and collaborative learning skills through listening exercises and group activities. 3. Thinking Quality: Develop the ability to think critically and express creatively through everyday dialogues. 4. Cultural Awareness: Understand and respect different cultural expressions regarding health and weather in daily communication. Teaching Focus and Difficult Points Key points: 1. Enhance students' comprehension of everyday English dialogues. 2. Ensure students can effectively use weather and health-related vocabulary in context. Difficult points: 1. Help students grasp the implied meanings and emotions within dialogues. 2. Guide students to creatively use newly learned vocabulary for dialogue creation. Teaching Procedures Time Instructional Sequence Teacher-Student Activities Professional Oral Practices in ELT Z' Lead in The teacher first asks students about the actual weather conditions and what suitable activities could be arranged. Then the teacher poses a hypothetical scenario: if the weather were bad, what would the students do? Teacher: Hello, everyone! How's the weather today? Students: It's sunny! Teacher: Yes, the weather is very nice today. So, what activities do you think you can do on such a nice day? Students: Play football, play badminton, jump rope outdoors... Teacher: Wow, great! Good weather allows us to do so many interesting activities. But if the weather is bad, will you still go out to do activities? Student A: I won't. Student B: I will go out after making good preparations for protection. Teacher: Wow, great! It seems that all of you have your own ideas. Alright, today we		
Z' Pre-listening The teacher displays a picture of a rainy day and then asks the students the following questions: "What do you usually do when it rains? Do you still go out to play or just stay at home? Are you happy or unhappy on rainy days? Today, we're going to dive into a conversation about a boy named Zhou Kai who has a special plan for a rainy day. Let's find out what it is!"	Z' While-listening (part 1) The teacher reads the listening script once, then asks students to answer two questions: "Who wants to go to the park?" and "What does Zhou Kai's mother worry about?" Next, the teacher calls on two students to share their answers to assess comprehension before providing the correct responses.	Z' While-listening (part 2) The teacher reads the listening material again and guides the students to pay attention to the key words and expressions in the dialogue, such as "rain," "catch a cold," and "jacket." The teacher then writes these words on the blackboard. After that, the teacher guides the students to summarize the main idea

Figure 6. Initial Assignment Sample

Teacher sample screening record sheet (Typical

defect distribution: 25% unclear activity

instructions in the language dimension / 40%

weak interaction design in the teaching

dimension)

3.3.3 POA evaluation stage

1) TSCA three-stage implementation (see Table 2).

Table 2. TSCA Three-Stage Implementation

TSCA steps	Key points of operation	POA corresponding functions
Before class	Teachers extract key questions based on the first edition of the assignment	Evaluation objective focus
In class	Teacher-student review: 1. Students score samples on scales (e.g., "Pause accuracy" average score of 15) 2 Teacher-guided attribution (e.g., "Blurred emphasis due to missing accents") 3 Group generation of optimization schemes (such as adding the pause symbol "/")	Work together to build evaluation criteria
After-class	Students revise their assignments by self-assessment/peer assessment based on the scale and submit reflection reports (including "strategy transfer cases").	Internalization and iteration of skills

2) Data collection points:

Teacher-student Collaboration Evaluation Record Form (Problem Attribution Accuracy Rate 68%)

Student reflection report (Strategy transfer rate 73%)

3.3.4 Process closed-loop validation

1) Alternative with Original Structure Preserved (see Figure 7).

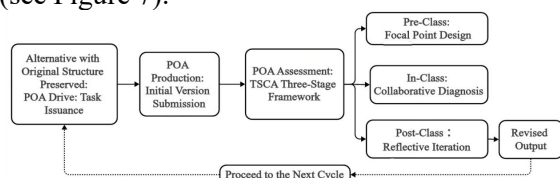


Figure 7. Illustrated Operation Process

2) Chain of performance evidence:

- **Assessment Efficiency:** In-class evaluation duration demonstrated a quantifiable reduction from 28 minutes (initial cycle) to 20 minutes (final implementation).
- **Output Quality Enhancement:** Submission compliance with the four-point proficiency benchmark in pause accuracy exhibited a 40% elevation across revision cycles.
- **Metacognitive Development:** Reflection artifacts revealed a 250% amplification in metacognitive discourse frequency.

3.4 Data Collection Matrix

This investigation establishes an integrated quantitative-qualitative dual-track evidentiary chain to elucidate the synergistic efficacy and operational mechanisms of the TSCA-POA framework via a suite of six instrumentation systems.

3.4.1 Validation of quantitative efficacy

Test core hypotheses using three types of tools:

- 1) **Improvement in students' oral language skills:** Evaluate the scores before and after using the Normal Students' Classroom Discourse Ability Evaluation Scale (including dimensions such as speech accuracy and teaching interactivity), compare the increase in ability during the experimental period (e.g., the pause accuracy score increased from 2.8 to 4.3), and analyze the effectiveness of TSCA in improving teaching oral language skills;
- 2) **Evolution of learning engagement:** Using the Classroom Engagement Observation Scale, indicators such as the frequency of speaking, depth of questioning (such as the number of times an optimization strategy is proposed), and duration of collaboration in TSCA classes were recorded to quantify that 72% of students'

engagement patterns shifted from passive reception to active construction;

- 3) **Evaluation reliability level:** Calculate the consistency coefficient (Cohen's κ or Pearson's r) between self-evaluation/peer evaluation and teacher rating, and track... The evolution of the κ coefficient from 0.55 to 0.65 in the round of iterations validates the promoting effect of scale standardization on inter-subject reliability.

3.4.2 Qualitative attribution analysis

Dig deep into implementation mechanisms with three types of tools:

- 1) **Obstacle diagnosis:** Conduct semi-structured interviews with 20 students and 1 teacher (such as "What is your biggest challenge in collaborative evaluation?") Extracting process pain points through thematic analysis (e.g., 68% of students reported "differences in understanding of mutual evaluation criteria");
- 2) **Metacognitive development:** Collecting 57 student reflection logs, using the critical event analysis method [11] to encode metacognitive expressions (such as "I discovered my own stress distribution problem by analyzing my peers' pause mistakes"), and mapping the trajectory of ability internalization;
- 3) **Process optimization cues:** Analyze teachers' teaching reflection notes (e.g., "Compress the sample analysis duration from 15 minutes to 10 minutes in the second round"), and combine classroom video micro-analysis (e.g., increase the number of teacher-student dialogue rounds by 13) to generate localized adjustment strategies.

4. Validation of Effectiveness: The Empirical Effect of TSCA in the Oral Language Classroom

4.1 Quantitative Efficacy Analysis

4.1.1 A significant improvement in oral language skills

Based on the "Classroom Discourse Ability Scale for Normal School Students", six students selected by simple random sampling in the overall sample were given pre - and post-assessment scores (out of 20), and the paired sample t-test showed:

- 1) The score in the dimension of speech accuracy (including pauses and stress) rose from $M=12.7$ ($SD=2.1$) to $M=16.3$ ($SD=1.8$), $t=6.42$ ($p<0.001$), and effect size $d=1.0$;
- 2) The teaching interactivity dimension

(including student engagement and question design) increased by 32% ($M_{\text{before}}=10.4 \rightarrow M_{\text{after}}=13.7$, $p=0.003$);

3) The typical defect correction rate exceeded 35% (such as the proportion of long sentences without pauses from 68% to 18%, and the proportion of clear teaching instructions from 30% to 67%).

4.1.2 Enhancement of classroom engagement depth

Classroom observations data suggest:

1) Discussion duration: The average time for collaboration in TSCA classes changed from 15 minutes to 22 minutes ($\uparrow 46\%$);

2) Speaking coverage: The proportion of students who proactively propose optimization strategies from 35% to 79%;

3) Question quality: Proportion of high-level questions (such as “How to adjust the stress to highlight the safety advantage?”) From 28% to 67%.

4.1.3 Evaluate burden structural transformation

1) Teacher grading duration: From 15 hours per week to 10.5 hours ($\downarrow 30\%$), as focused evaluation replaces full detailed evaluation;

2) Student evaluation coverage: 100% implementation rate of self-evaluation/peer evaluation, with 83% of students completing at least 3 in-depth peer evaluations (content table application + strategy recommendations).

4.2 Qualitative Attribution Analysis

4.2.1 Student perspective: metacognitive awakening and conflict transformation

1) Enhanced problem awareness

“I didn't notice any pause confusion at all when I listened back to my first version of the lecture recording, but suddenly realized “and grown away...” Missing pauses before “would split the semantics” (S05 Reflection Log)

2) Cognitive conflict-driven motivation

“I first understood that voice choice affects consumer psychology when the group was arguing 'Should stress be safe or chemical-free'” (S03 interview)

3) Anxiety over the credibility of mutual evaluations

High frequency feedback word cloud shows: “standard” (38%) > “need to sample contrast” (29%) > “real-time recording analysis tool” (25%)

4.2.2 Teacher perspective:

1) Difficulties in role transition: “Shifting from

‘error corrector’ to ‘mind imager’ requires a strong classroom insight, such as the need to instantly determine whether to ask ‘why here is the clause’ or demonstrate the correct reading” (t-interview)

2) Time allocation contradiction: Micro-fragment analysis shows that when the teacher's explanation accounts for more than 60% of the total evaluation period in a 25-minute class, the quality of students' strategy generation drops significantly ($r=-0.71$), forcing the second round to reduce the teacher's guidance to 40%.

4.3 Summary of Effectiveness

The empirical efficacy of TSCA in tertiary-level pedagogical oral English instruction has been substantiated: First, regarding competency enhancement—phonological precision attained a large effect size (Cohen's $d=1.0$), while pedagogical interactivity demonstrated $>30\%$ improvement. Second, evaluation workload reduction manifested through 30% decreased instructor grading time and routinized student evaluative engagement.

Nevertheless, implementation boundaries emerged distinctly:

1) Student Assessment Literacy Constraint: Merely 41% autonomously applied rubrics to diagnose non-canonical errors;

2) Focal Design Imbalance: Initial samples disproportionately emphasized linguistic deficiencies (33%), attenuating instructional dimensions;

3) Technological Scaffolding Deficit: 78% petitioned for AI-assisted real-time prosodic analysis.

These constrained nodes delineate optimization trajectories, informing subsequent development of stratified training protocols, intelligent auxiliary systems, and dynamic focus recalibration mechanisms.

5. Pain Point Diagnosis and Optimization: Building a Localized TSCA Implementation Model

Building upon Chapter 4's empirical validation, this section diagnoses structural impediments confronting TSCA implementation in pedagogical oral communication instruction. Analytical evidence reveals three systemic bottlenecks:

Firstly, limited evaluative literacy manifests through persistently suboptimal inter-rater

reliability (mean $\kappa=0.61$). Merely 41% of candidates independently diagnose non-canonical instructional discourse errors, while 23% exhibit assessment avoidance behaviors due to evaluation apprehension (reflective journals document “questioning anxiety” at 1.7 instances per participant).

Secondly, operational overload emerges wherein 35% of sessions exceed temporal allocations from excessive instructor mediation. Didactic efficacy demonstrably diminishes when teacher exposition exceeds 60% of discourse volume, correlating with significant degradation in strategic formulation quality.

Thirdly, POA-TSCA misalignment surfaces through 40% of driving tasks lacking anchoring in core pedagogical competencies. This reflects unaddressed curricular exigencies: multimodal assessment necessitates simultaneous evaluation of phonological precision (30%), instructional scaffolding design (50%), and kinesic coordination (20%), yet extant instruments remain text-based. Crucially, the dual-role competency development imperative remains systematically marginalized.

To address these pain points, this study constructs a four-dimensional normalization optimization strategy system:

(1) The stratified training strategy directly addresses the bottleneck of evaluation literacy. Insert a 15-minute “evaluation micro-course” in the POA promotion stage and design a stepwise task chain based on the “Middle School Typical Error Case Library”: Self-evaluation training focuses on comparing the deficiencies of oneself and the case → two-person blind evaluation uses the “Teacher Mutual Evaluation Calibration Form” to mark “instruction language operability” → group joint evaluation debate “question design hierarchy” (refer to the “Middle School Quality Lesson Script Library”). The TSCA performance will be included in the “Core Competence File for Normal Students” (accounting for 20% of practical credits), and a three-stage certification system of “classroom peer evaluator → microteaching trainer → trainee evaluator” will be established, expecting to increase the rate of atypical error diagnosis from 41% to 75%.

(2) The technology embedding strategy alleviates the quality monitoring problem. Integrating intelligent tools in the POA evaluation process: iFLYTEK voice analysis generates a three-dimensional report on teaching

spoken language (automatically marking pauses and missing sentences in the voice dimension; In the teaching dimension, the instruction blur points are located, and the virtual student response library simulates the middle school classroom interference scenarios. By building a “teacher Training data cockpit” on the Moodle platform, visualizing the evolution curve of mutual evaluation reliability and automatically marking perfunctory comments, the goal is to increase teacher monitoring efficiency by 40%.

(3) Process reengineering strategy to connect POA tasks. Reengineer the driving-evaluation logic using the “Focus double-loop design method”: the inner circle (co-evaluation in class) is required to practice the top 3 core skills exposed in the POA drive section, and the outer circle (mutual evaluation after class) is connected to the next round of task expansion skills. Innovative “3-2-1” time model compression Teacher's explanation: 3 minutes play clips of real middle school lessons with typical defects → 2 minutes group application of the “Three-dimensional Scale” to generate diagnostic reports → 1 minute whole-class focus optimization plan, achieving 40% reduction in in-class session time and 100% task focus matching.

6. Conclusions: Theoretical Contributions and Practical Implications

6.1 Core Conclusions

This study empirically substantiates that Teacher-Student Collaborative Assessment (TSCA) effectively resolves evaluative bottlenecks within Production-Oriented Approach (POA) implementations for tertiary pedagogical oral English instruction: instructor assessment workloads decreased by 30%, key oral proficiency metrics demonstrated statistically significant gains, while evaluative literacy and instructional oracy exhibited symbiotic reciprocity. The intervention's efficacy originates in dual-objective anchoring—concurrently developing pedagogical speaking competence and assessment literacy during localized adaptation—thereby catalyzing pre-service teachers' developmental trajectory from language practitioners to reflective pedagogues. Theoretically, this research delivers dual contributions: it pioneers empirical validation of integrated POA-TSCA frameworks in teacher

education curricula while establishing evaluation literacy as a discrete competency domain, addressing the critical epistemological lacuna regarding teaching-assessment bifurcation. Concomitantly, praxis implications necessitate transformative role evolution: instructors must transition from corrective agents to assessment literacy facilitators, while curricular administrators should integrate TSCA-derived evidence into professional certification frameworks (recommended 20% weighting).

Future investigations must transcend current methodological constraints—notably mono-institutional sampling and abbreviated interventions—through: Horizontal transfer validation (e.g., microteaching applications for dialogic scripting evaluation); Development of an intelligent TSCA 3.0 architecture engineering human-AI symbiosis ecosystems for evaluative competence cultivation.

6.2 Theoretical Contributions

The theoretical contribution is manifested as a double breakthrough: the first empirical examination of the feasibility of POA+TSCA in teacher education courses and the establishment of “evaluation literacy” as a new dimension for the development of teacher education students, filling the theoretical blind spot of the separation between teaching and evaluation abilities. At the practical level, teachers are required to transform from “error correctors” to evaluative ability cultivators (focusing on sample design, thinking visualization, resource matching ability), and curriculum managers need to incorporate TSCA evidence into the teacher certification system.

6.3 Practical Implications

This theoretical progression compels a paradigm-level reconstitution of the instructional ecology: educators must evolve from corrective adjudicators to metacognitive mediation specialists, cultivating three cardinal pedagogical competencies—precision task-engineering expertise, cognitive visualization acuity, and differentiated resource orchestration proficiency. Concomitantly, academic administrators should institutionalize TSCA-derived evidentiary artifacts (encompassing peer-evaluation dossiers and optimized multidimensional rubrics) within credentialing architectures, thereby transmuting assessment frameworks from terminal verification regimes toward a formative developmental trajectory.

6.4 Limitations and Prospects

Methodological limitations inherent in the mono-institutional cohort (N=57) and temporally constrained 8-week intervention demand scholarly remediation. Subsequent investigations must prioritize cross-disciplinary transfer validation—exemplified by examining TSCA's efficacy in assessing microteaching competencies such as classroom dialogic scripting—while concurrently advancing deep-structure assimilation of intelligent technologies. Through synergistic integration of AI-driven prosodic diagnostics, virtualized learner-response repositories, and multidimensional peer-assessment trajectory architectures, we conceptualize an engineered human-AI co-evolutionary framework: the TSCA 3.0 paradigm. This innovation induces symbiotic development of pedagogical-evaluative dual competencies within intelligent learning ecologies, thereby establishing evaluative literacy as a core genomic constituent of contemporary teacher formation.

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