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BOPPPR-Based Blended Teaching of English Writing: A Lesson Study on the Contrastive Argumentation Unit

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Abstract: Based on the BOPPPR diagnostic teaching model for English writing, the course teaching team incorporated ideological and political education elements and high-quality digital teaching resources to design and implement a lesson study on the "Contrastive Argumentation" unit of the course English Writing I: Argumentative Writing. Through two rounds of iterative optimization and empirical exploration of the instructional design, this study constructed a top-level design framework featuring teacher community collaboration as the foundation, digital technology resources as the support, and diagnostic learning for competency improvement as the core. Adhering to the three-dimensional, synergistically integrated, and innovation-led principle of "ideological and political education cultivation, digital empowerment, and diagnostic learning for competency optimization," this study developed a blended lesson-study teaching model oriented toward holistic education in English writing. The research results show that continuous optimization of instructional objectives, precise alignment of teaching activities, design of authentic situational interactions, scientific construction of instructional scaffolding, and implementation of systematic teaching evaluation can effectively promote the personalized development of students' learning competencies. Furthermore, this approach facilitates the cultivation of good writing habits among students and helps them establish correct outlooks on learning, life, and values.

Keywords: Contrastive Argumentation in English Writing; Blended instruction; BOPPPR diagnostic teaching model; Production-oriented approach; Holistic education

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1. Introduction

Lesson study research regards advancing students' long-term development as its core research objective, and establishes collaborative, teacher-centered instructional improvement as its basic research paradigm [1,2]. Its core goal is to explore teaching approaches that can effectively promote student learning, and it is thus considered a critical research paradigm for optimizing classroom teaching practice [3,4].

Existing research demonstrates that among the articles published in domestic and international core academic journals, the volume of empirical research related to lesson study remains limited [5]. Within the existing limited research outputs, the structural imbalance of applied research methods is prominent: qualitative research accounts for a disproportionately high proportion, while quantitative research is significantly underrepresented [5]. Furthermore, when investigating the outcomes of two-round teaching experiments, most existing studies lack diagnostic testing and quantitative analysis of student learning outcomes; in terms of research coverage, existing investigations are concentrated primarily in the basic education stage, and core-journal publications focusing on higher education, especially tertiary foreign language teaching, remain relatively scarce [5]. From the perspective of specific research topics, the number of targeted lesson case studies focusing on ideological and political education (IPE) in foreign language courses [6,7], English reading [8], and English writing [9] is relatively limited. Although contemporary research has begun to pay attention to the cultivation of higher-order thinking skills represented by critical thinking [8–10], there are still obvious research gaps in the exploration of blended teaching based on the integration of online and offline teaching resources: IPE elements have not yet penetrated all teaching links, and value shaping has not been effectively integrated into the process of imparting language knowledge and cultivating language application ability [6], and a complete IPE education system has not yet been fully constructed [11–14]; existing research topics are mostly concentrated in the field of teacher professional development, and few studies have explored the meaning-oriented teaching activities and genre-based writing assessment activities that support effective teacher-student interaction from the perspective of students' learning ability development [15]. In particular, there is a lack of accurate diagnosis of students' learning difficulties and continuous tracking-based intervention correction; lesson case research supported by information technology is still in the initial development stage, and empirical research on online-offline blended lesson cases is insufficient, and targeted lesson case studies focusing on blended English writing are even more scarce.

Overall, studies that deeply integrate mature theories to conduct lesson case research in English-language courses remain relatively uncommon [8–10]. Notably, Qiu [9], drawing on sociocultural theory, integrated Activity Theory and the Production-Oriented Approach in the second round of instructional redesign, constructing an interactive sociocultural context conducive to the development of students' learning competence. The study innovatively built a narrative writing instructional activity system, achieving the integration of language competence and critical thinking cultivation, and yielded significant teaching outcomes. However, the "production-driven" phase in this study still has room for deepening: if student learning difficulties could be continuously tracked across all instructional phases, with targeted tracking-based remediation accordingly implemented, the teaching effects could be further enhanced. Simultaneously, the value-shaping component could be further strengthened, requiring deeper integration with linguistic knowledge instruction and competence development objectives to achieve the synchronized advancement of all three. Lin [10], from the perspective of constructivist learning theory, in a lesson study of English public speaking, facilitated students' active construction of knowledge systems through the creation of problem situations and teacher modeling, and emphasized the cultivation and support of students' collaborative learning competence. Nevertheless, in the "logical fallacy recognition" phase, the study did not achieve precise personalized diagnosis of students' cognitive difficulties; personalized guidance and sustained tracking-based remediation were insufficient; the application of learning theory in lesson case practice still requires further innovation; and a complete theoretical framework has yet to be constructed.

Against the aforementioned research limitations, this study innovatively incorporates constructivist learning theory into the BOPPPR diagnostic teaching model. Taking the teaching of "argumentative discourse construction" in argumentative writing as a research case, this paper explores a three-dimensionally synergistic, innovation-driven blended English writing teaching system oriented toward whole-person education, which is characterized by "IPE cultivation, digital empowerment, and diagnostic learning for competence optimization."

2. Theoretical foundation of the lesson study

This study centers on three core dimensions, namely IPE cultivation, digital empowerment, and diagnostic learning for competence optimization, with their specific connotations illustrated in **Figure 1**. To elaborate, digital empowerment refers to the integrated application of digital resources and platform tools throughout instructional practice. IPE cultivation focuses on the organic integration of ideological and political education elements across the full cycle of curriculum teaching, so as to construct a systematic curriculum-based ideological and political education system. Diagnostic learning for competence optimization indicates that the implementation strategy of "diagnostic assessment and targeted remedial intervention following tracking" is integrated into the whole process of blended teaching. The three dimensions are relatively independent yet deeply synergized and integrated. In the diagnostic English writing teaching model framed by BOPPPR (as shown in **Figure 2**), the three dimensions collectively form a three-dimensional synergistic blended innovative teaching system, which acts as the core theoretical framework of this lesson study.

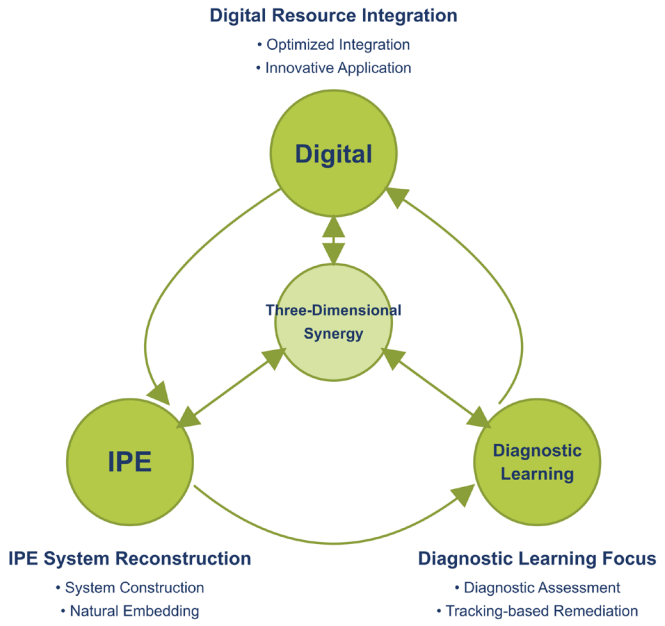


Figure 1. Framework of the three-dimensional synergy holistic education

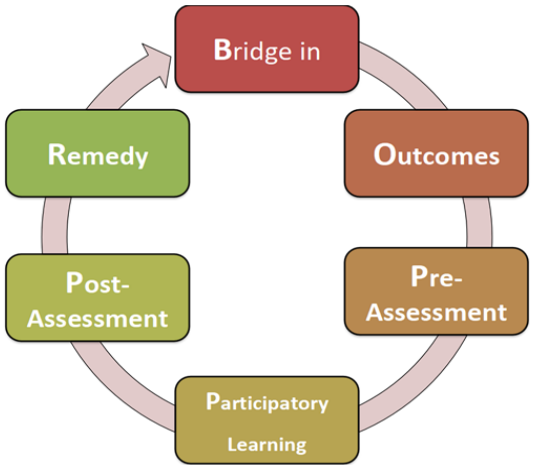


Figure 2. BOPPPR teaching model [16]

2.1. Theoretical foundation of IPE Cultivation

Wen [11] developed the "Implementation Framework of Ideological and Political Education (IPE) for Foreign Language Courses," which is structured by three vertical dimensions: the scope of IPE, core IPE tasks and key implementation strategies, and four horizontal implementation chains, namely teaching content, teaching management, teaching evaluation, and teacher words and deeds. This framework positions teaching content as the core component: its core task is to deeply excavate the IPE elements embedded in teaching content and complete corresponding instructional design; meanwhile, the core implementation approach is that teachers infiltrate educational elements throughout the entire teaching process through their words and exemplary behaviors, so as to realize implicit and internalized value cultivation. Simultaneously, this framework relies on a standardized management system and a complete learning evaluation system to guarantee the achievement of IPE cultivation objectives.

Based on this framework and integrating the characteristics of English writing courses, this study constructs an IPE descriptive framework adapted for blended English writing teaching. As illustrated in **Table 1,** this course carries out teaching for the "Explanation and Argumentation" module centering on values-themed topics, adopts classroom organization forms including thematic discussion and case analysis, integrates high-quality online and offline teaching resources and platforms, and organizes students to carry out cooperative group learning. Customized evaluation scales are employed to naturally integrate the assessment of students' value development into various diagnostic learning and evaluation activities. Throughout the whole teaching process, teachers, via their words and exemplary behaviors, implement problem-driven teaching based on real situational problems, integrate the cultivation of dialectical thinking, and guide students to establish correct values, consumption views, learning views, and life views.

Table 1. IPE descriptive framework for blended English writing teaching

Dimension	Teaching content	Teaching environment	Teaching evaluation	Teachers' wordsand deeds
Scope of IPE	Values-themed topics	Online-offline blending	Evaluation of IPE elements	Appropriate guidance
Teaching Tasks	Explanation and Argumentation	Task grouping	Rating-scale assessment	Problem-driven; communication-scenario-driven

Dimension	Teaching content	Teaching environment	Teaching evaluation	Teachers' wordsand deeds
Organizational Strategies	Thematic discussion; case analysis	Group collaboration; teacher guidance	Online and offline: peer evaluation; group evaluation; teacher evaluation	Patient guidance; teaching by word and exemplary deed

Note. IPE = ideological and political education. The framework is adapted from Wen [11].

2.2. Theoretical foundation of digital empowerment

Since the Ministry of Education issued the *Implementation Opinions on the Construction of National Quality Open Courses* in 2011, online teaching and online-offline blended teaching modes have driven the digital transformation process of higher education foreign language teaching. In recent years, China has continuously strengthened the implementation of digital development strategies and promoted the digital transformation of higher education, with the goal of building a high-quality digital education system featuring equity and inclusiveness, green development, open collaboration, and universal accessibility. Against this background, how to effectively apply digital technologies and resources to empower college foreign language teaching and promote its high-quality digital development has become a core focus of current foreign language teaching reform. Driven by the Industry 4.0 revolution, the ongoing Education 4.0 transformation, with mobile internet technology, artificial intelligence, and robotics as the core, has put forward new requirements and challenges for digital-intelligent technology-enabled foreign language education: that is, how to realize the integrated innovation of the digital-intelligent ecosystem and foreign language education [17].

2.3. Theoretical foundation of diagnostic learning for competence optimization

Taking the BOPPPS teaching model within the framework of constructivist pedagogy as its prototype, this study integrated cutting-edge theories in the field of education—namely, diagnostic assessment [18], the Zone of Proximal Development [19], and the Production-Oriented Approach [20], and in light of the learning profiles of English majors at the authors' institution, constructed the "BOPPPR diagnostic teaching model" (**Figure 2**) and the "blended diagnostic teaching model for English writing" (**Figure 3**), both centered on the personalized development of students' learning competence and distinguished by the strategy of "diagnostic assessment and tracking-based remediation." Grounded primarily in constructivist theory and the Production-Oriented Approach, the model and the mode underscore the student-centered nature of the teaching process and constitute a student-participatory inquiry-based teaching model that integrates technological support, teacher support, and resource support [19,21], with the core objective of promoting the enhancement of students' learning competence and their personalized, all-round development.

The model implements the three-dimensionally synergistic pathway of integrated innovation along four dimensions.

First, adhering to a problem orientation to stimulate active thinking: problem design is employed to activate students' curiosity and thirst for knowledge, driving them to think proactively and divergently and to explore pathways toward problem solving. Second, emphasizing value guidance to achieve immersive cultivation: in the process of problem-driven discussion, students are progressively guided to examine social issues through a scientific worldview, whereby the educational influence of core socialist values and the spirit of volunteerism naturally permeates their critical inquiry. Third, strengthening multidimensional support to cultivate higher-order thinking: through student-centered, participatory, and collaborative inquiry-

based classroom organization, students' higher-order thinking abilities—comparison, analysis, generalization, evaluation, and innovation—are systematically enhanced on the basis of knowledge internalization. Fourth, conducting precise intervention to implement tracking-based remediation: precise diagnosis is directed at students' areas of weakness, followed by targeted guidance and tracking-based remediation, thereby achieving focused improvement of students' learning competence.

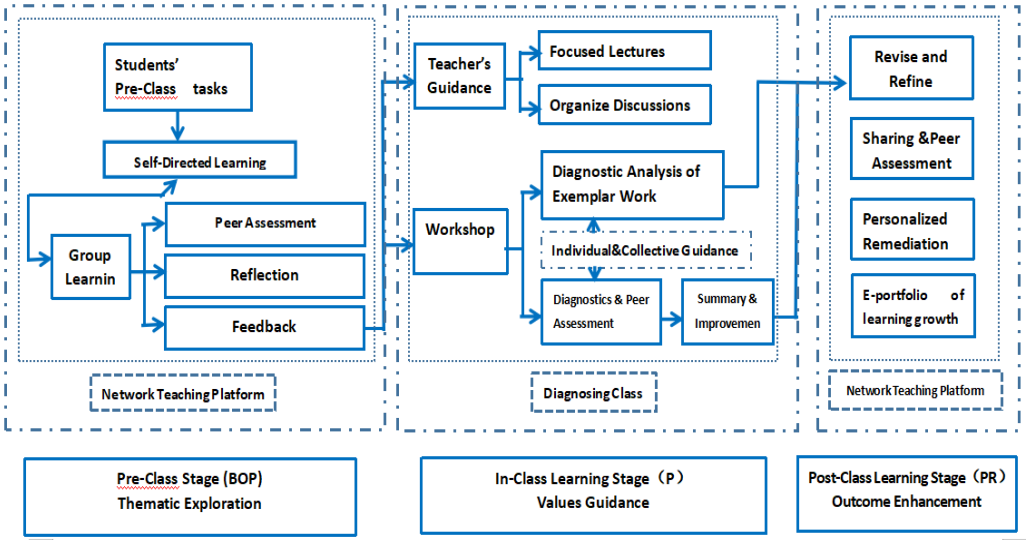


Figure 3. The blended BOPPPR teaching model for L2 English Writing instruction [16]

3. Lesson case design

Grounded in the aforementioned theoretical foundations of the three-dimensional synergistic framework incorporating ideological and political education cultivation, digital empowerment and diagnostic learning for competence improvement, this lesson study, through collaborative deliberation with the course teaching team and with full consideration of students' learning characteristics, selected the "Comparative Argumentation Discourse Construction" unit, which features high challenge and higher-order learning requirements, as the research topic. Centering on this research topic, this study formulated the corresponding instructional objectives, key teaching contents, teaching activity design, teaching evaluation scheme, and other relevant practical strategies.

3.1. First-round lesson case design

Through this course unit, students are expected to attain the pre-established instructional objectives in three dimensions: knowledge, competence, and quality. In terms of the knowledge dimension, students are required to master linguistic knowledge related to comparative argumentation, including corresponding sentence patterns and discourse construction, expand their literary and cultural knowledge, and construct a genre knowledge system integrating multiple text genres. In terms of the competence dimension, students are expected to consolidate their language construction and application competence, cultivate dialectical thinking as well as higher-order thinking skills including generalization, analysis and evaluation, and improve their competence in inquiry-based and collaborative autonomous learning. In terms of the quality dimension, the

instructional objectives are designed to cultivate students' sense of teamwork and social responsibility, help them establish correct values, learning concepts, and outlooks on life, and develop standardized good writing habits.

This study identifies the teaching focus of the present lesson study as three core modules: the syntactic construction of comparative argumentation, the structural organization of comparative argumentation (i.e., outline writing), and the logical organization of discourse content in comparative argumentation (i.e., full-text writing). This study anticipates that the key instructional difficulty of this lesson study lies in the framework construction of point-by-point comparative argumentation and the logical organization of its discourse content.

This lesson design targets second-year English majors as its instructional subjects. Prior to the implementation of this course unit, the participating students have already completed systematic learning on syntactic organization and discourse construction of common expository strategies, including exemplification, causal explanation, and definition. They have also completed pre-class autonomous learning supported by the online course resources on the UMOOCs platform and conducted intensive reading and analysis of textbook model essays. As a result, students have initially grasped the basic knowledge of discourse construction for argumentative writing. The core instructional objective of this course unit is to guide students to apply the previously acquired knowledge to carry out targeted training on discourse construction and logically critical writing for comparative argumentation. Based on students' performance in the pre-class online guided learning tasks, this study concludes that the primary learning deficiencies of students in this unit lie in the syntactic organization, paragraph development, and discourse logical construction of the two comparative argumentation paradigms: subject-by-subject and point-by-point. To address these deficiencies, this lesson adopts a "diagnosis-feedback-remediation" teacher-facilitated, student-collaborative participatory "diagnostic learning classroom" model, aiming to precisely resolve students' learning difficulties, develop students' syntactic organization and discourse construction competence specifically for comparative argumentation, improve students' language application competence and higher-order thinking skills, including logical reasoning and diagnostic evaluation, and foster students' collaborative learning ability.

It focuses on the module Writing Practice of Discourse Construction Through Comparative Argumentation, which is embedded in English Writing I: Argumentative Writing, specifically within Unit 5 themed "Genre Characteristics of Argumentative Essays, Close Reading and Imitative Analysis of Model Essays, and Prompt-Based Writing Practice." Grounded in a three-dimensional collaborative framework, this lesson adopts a "diagnosis-feedback-remediation" BOPPPR blended online-offline practical workshop teaching model and organizes students to carry out logical critical thinking training for comparative argumentation. Based on typical student writing samples, this lesson also conducts thematic seminars focusing on effective discourse organization, syntactic construction, and the coherence and connectivity of ideas in comparative argumentation. To support students' pre-class preview and after-class remediation, the course provides three high-quality online MOOCs as extended learning resources, which are the Organizing Arguments module (Lessons 14–20) of Intermediate English Writing offered by Guangdong University of Foreign Studies; the Discourse Construction of Refutation module (Unit 8) of Critical English Writing offered by Nankai University; and the Writing Argumentative Essays section (Week 8) of Advanced English Writing offered by Xi'an International Studies University.

The application of digital teaching platforms and tools can be divided into three phases according to

the teaching process. In the pre-class phase, the Chaoxing (Xuexitong) platform is primarily employed to integrate and deliver high-quality SPOC (Small Private Online Course) teaching resources, to assign and assess learning tasks, and to maintain complete records of learning process data. In the in-class phase, the Wenjuanxing (Questionnaire Star) platform is utilized to construct an online diagnostic assessment scale, through which students are organized to complete an online diagnostic assessment of their compositions. In the post-class phase, the iWrite writing assessment system is adopted to release first-draft writing tasks, to conduct statistical analysis of grammatical errors in students' compositions, to assist students in revising their work, to maintain complete records of students' academic development, and to provide timely feedback and evidence-based remediation for the design of subsequent course content.

Drawing on the preliminary analysis of students' learning profiles, the formulation of instructional objectives, the organization of teaching content, and the selection of teaching resources and tools, the course teaching team completed the systematic design of the teaching process for the first-round pilot teaching. As shown in **Figure 4**, the complete teaching process is divided into three core phases: pre-class learning preparation, in-class diagnostic learning interaction, and post-class remediation and enhancement.

Pre-class learning preparation. Teachers publish MOOC learning task sheets through the Chaoxing (Xuexitong) online learning platform, verify students' completion results of the prior writing tasks on the iWrite English Writing Teaching and Assessing platform, and diagnose and pinpoint students' areas of weakness in competence; students complete the assigned online MOOC learning tasks on the Chaoxing (Xuexitong) platform and finish the first-draft writing and peer evaluation tasks on the iWrite platform.

In-class diagnostic learning interaction. The principal teaching segments include the teacher's feedback on the pre-class learning tasks and responses to students' questions, diagnostic learning interaction on the construction of comparative argumentation sentence patterns, diagnostic learning interaction on the structural paradigms of comparative argumentation discourse, diagnostic learning interaction on the discourse construction of comparative argumentation, and a concluding classroom summary addressing the above three types of interaction.

Post-class remediation and enhancement. Teachers engage in teaching reflection and, relying on the online-offline blended teaching platform, implement precise tracking-based remediation targeting students' areas of weakness; students, drawing on the evaluation feedback of both teachers and peers, reflect on and summarize their competence shortcomings, revise their first drafts under teachers' guidance, progressively refine their writing outputs, and thereby achieve progressive enhancement of their competence.

The elements of ideological and political education should permeate the entire teaching process, with their integration primarily reflected in the thematic critical thinking activities of the pre-class learning preparation phase and in the design of content organization, viewpoint debate, and thematic elevation in the in-class diagnostic learning phase.

In the pre-class learning preparation phase, teachers assign a thematic critical writing task on the topic "Pride goes before a fall?", guiding students to engage in critical analysis so that, in the process of selecting argumentative materials, the IPE elements of core socialist values and the spirit of volunteerism are naturally infused.

Diagnostic Interaction 1 conducts critical argumentation activities based on the comparison of the advantages of online and offline shopping modes, guiding students to establish sound consumption attitudes and to adopt environmentally friendly, frugal, safe, and healthy consumption practices.

Diagnostic Interaction 2 centers on the construction of structural paradigms of comparative argumentation. Through the discrimination of paradigms and inquiry into structural organization, it naturally integrates the cultivation of dialectical thinking and value guidance, guiding students—while mastering the logic of argumentation—to develop the habit of dialectical analysis and to establish sound value orientations.

Diagnostic Interaction 3 centers on comparative critical argumentation research around the theme "Pride goes before a fall?", organizing students into collaborative learning and requiring them to cite positive and negative examples related to themes such as integrity, friendliness, mutual assistance, and progress in order to reason out and argue for their personal viewpoints. Students are also guided to examine the social impact of "Pride" behavior from the value perspectives of equality, justice, and harmony, thereby deepening their understanding and internalization of core socialist values and the spirit of volunteerism.

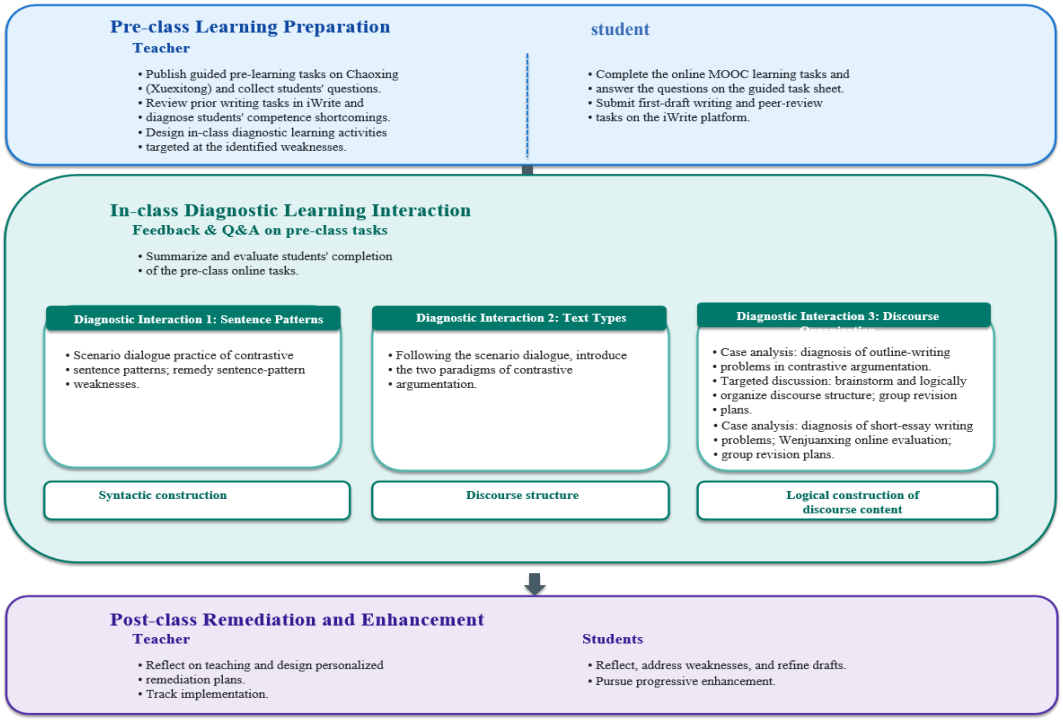


Figure 4. Three-phase teaching flow for contrastive argumentation discourse construction

3.2. Reflection on the first-round lesson design

In accordance with the first-round teaching process designed by the course team, the teacher selected Class A from among the seven parallel classes of second-year students for the initial round of teaching practice. Upon completion of this trial teaching, the teacher summarized and reflected on the degree of attainment of the lesson objectives on the basis of classroom observation, feedback from student interviews, peer teachers' evaluation comments, questionnaire-based assessment of classroom teaching effectiveness, and the results of student assignment assessment, and conducted an in-depth analysis of the problems remaining in each stage of instruction and the aspects in urgent need of improvement. The analysis of the multi-dimensional data collected during the lesson indicated that the teaching objectives of the first round had been basically achieved; nevertheless, room for improvement remained in the organization of teaching activities, as well as in teacher support, resource support, and digital support.

(1) The teaching objectives were formulated at a rather macro-level and were not finely integrated with the teaching activities. The objectives of the first-round lesson were overly generalized and were not closely aligned with the specific teaching content and lesson stages. Consequently, the key points were insufficiently highlighted during instruction, the various activities were not organized efficiently, and students lacked a clear grasp of the key and difficult points. It is therefore necessary to refine the objectives and elaborate a more detailed plan for activity organization.

(2) Students' in-class learning outcomes lacked timely and effective digital assessment. In each specific teaching activity aligned with the corresponding teaching objective, students completed the activity tasks through group discussion or independent thinking; the teacher provided timely evaluation, and the learning groups offered peer evaluation comments. However, objective digital assessment was still missing. For instance, the rating scale in the "Class Activities—Group Discussion" module of Chaoxing (Xuexitong) could have been employed, or a rating scale customized for specific writing tasks could have been created via Wenjuanxing (Questionnaire Star), with students scanning QR codes to conduct peer evaluation. Such measures would enhance students' analytical competence while simultaneously cultivating their digital assessment literacy.

(3) Teacher support was insufficient in certain teaching activities. The remedial resources provided by the teacher to support students in overcoming their difficulties were inadequate. For example, in the scenario dialogues on contrastive sentence-pattern construction, which centered on comparing the differences between, and the advantages and disadvantages of, online and offline shopping, students encountered two principal difficulties: first, a lack of substantive ideas, and second, an insufficient repertoire of contrastive sentence-pattern usage. Regarding the former, the resources provided by the teacher to scaffold students' divergent thinking were inadequate; regarding the latter, the examples illustrating sentence-pattern application were likewise insufficient.

(4) The scenario dialogue tasks lacked the driving force of authentic scenarios. For instance, in the scenario dialogue on contrastive sentence-pattern construction concerning the comparative advantages and disadvantages of online and offline shopping, when organizing group discussions, the teacher did not assign distinct authentic scenarios within the discussion tasks, nor were specific written descriptions provided. As a result, students' generation of ideas during the discussions was slow and inefficient. The instructional process of the Production-Oriented Approach (POA) comprises three stages—motivating, enabling, and assessing [20]. The motivating stage aims to enable students to become aware of their own deficiencies by attempting to complete the production task, thereby stimulating their motivation to learn new knowledge and their willingness to produce output [22]. Furthermore, production tasks must be embedded in authentic scenarios containing four complete elements, including topic, purpose, identity, and occasion [23]. Scenario-based production tasks should therefore specify students' identities within the scenario, explicitly describe the purpose of the task, and concretely present the scenario or setting in which the topic is situated, thereby providing students with clear direction for solving problems in authentic communicative situations.

Table 2. Results of the learning situation survey

Dimension	Issues identified
Knowledge	Insufficient proficiency in applying contrastive-argumentation sentence patterns; the two contrastive-argumentation paradigms are easily confused.
Competence	Weak abstract thinking abilities (classification, generalization, summarization) prevent flexible switching between the subject-by-subject and point-by-point paradigms of contrastive argumentation; inter-sentential discourse coherence is insufficient.
Quality	Insufficient self-diagnosis, reflection, and evaluation literacy.

Table 3. Alignment of teaching objectives with POA instructional chain (second-round instructional design)

Objective (Content description)	Teaching activity (Motivating)	Instructional scaffold (Enabling)	Assessment measure (Evaluating)
Knowledge of contrastive sentence-pattern construction; Interdisciplinary business knowledge; Pragmatic competence in contrastive sentence-pattern construction; Sound consumption attitudes; Collaborative learning literacy; evaluation literacy	Diagnostic Activity 1: Group scenario dialogues comparing the advantages and disadvantages of online and offline shopping in given authentic scenarios	Demonstrate contrastive sentence-pattern application; provide useful expressions for contrastive sentence structures	Group evaluation; teacher diagnostic evaluation
Knowledge of structural paradigms for contrastive argumentation; Divergent thinking ability; Higher-order thinking abilities such as classification and generalization; Evaluation literacy; Sound views on learning and life	Diagnostic Activity 2: Outline writing on the prompt "Pride goes before a fall"; horizontal and vertical comparison and mutual conversion between the two paradigms	Matrix-thinking training; rapid-ideation training for divergent thinking	Group evaluation; teacher diagnostic evaluation
Genre knowledge of contrastive discourse construction; Pragmatic competence in contrastive discourse construction; Higher-order thinking abilities such as analysis and evaluation; Good writing habits; sense of social responsibility; Professional competence in teamwork	Diagnostic Activity 3: Case analysis and discussion-based revision of students' compositions	Teacher diagnostic guidance; imitation writing based on classic model essays	Wenjuanxing (Questionnaire Star) electronic rating scale; iWrite machine evaluation; teacher diagnostic evaluation

3.3. Second-round lesson design (improvement of the first-round design)

Drawing on the feedback (**Table 2**) from the first round of lesson implementation, the course teaching team made targeted improvements and optimizations to address the problems identified in the first-round instructional design.

The teaching objectives were refined and precisely aligned with the teaching activities, instructional scaffolds were designed to target the identified problems, and teaching assessment was organized appropriately. As shown in **Table 3**, the improved instructional design established a POA-based production-oriented teaching process characterized by objective-oriented guidance, activity-driven motivation, scaffold-enabled facilitation, and multi-dimensional assessment for enhanced effectiveness.

Digital assessment was incorporated into the diagnostic activities. For example, in the students' composition analysis segment of Diagnostic Activity 3, the teacher drew on the machine-generated evaluation of iWrite and, in alignment with the genre-related objective of contrastive argumentation discourse construction, customized a Micro-Skill Rating Scale for Writing in Contrastive Argumentation Discourse Construction, which was converted into an electronic questionnaire. Students were then organized and guided

to conduct a digital scale-based evaluation of their peers' sample essays. This measure not only enhanced students' evaluation literacy but also effectively consolidated their knowledge of discourse construction.

Teacher support was enhanced throughout the implementation of diagnostic activities. First, the instructor precisely identifies students' learning difficulties through classroom observation and delivers corresponding targeted support in a timely manner, which effectively facilitates students' task output. Taking the scenario dialogue task of contrastive sentence-pattern construction in Diagnostic Activity 1 as an example, when students encounter bottlenecks such as insufficient substantial thinking and inadequate mastery of contrastive sentence-pattern application, the instructor should provide timely hierarchical support: first, demonstrate the specific application of contrastive sentence patterns, and provide diversified available expressions of contrastive structures; second, for the problem of lack of substantial ideas, the instructor should timely supplement relevant interdisciplinary business knowledge, and guide students to carry out divergent thinking, so that they can quickly form dialectical perspectives on relevant topics.

Scenario dialogue tasks are anchored in the construction of authentic contexts. For instance, in Diagnostic Activity 1, the scenario dialogue focusing on contrastive sentence-pattern construction that compares the strengths and weaknesses of online and offline shopping should be constructed based on authentic contexts covering the four complete dimensions of topic, purpose, identity, and occasion. In the process of context construction, it is necessary to clarify in detail the specific role identity that students need to assume in the output task, explicitly define the task objective, and concretely present the context or situation where the topic is located. This design can eliminate the output barriers encountered by students when completing the task and effectively promote the smooth implementation of communicative tasks.

3.4. Reflection on the second-round lesson design

On the basis of the improved and optimized second-round instructional design, the course teaching team selected parallel Class B to implement the second round of the lesson and invited peer teachers and experts from within the team to observe the class. Upon its completion, the research team collected the lesson evaluation comments from the peers and experts, designed and developed an electronic questionnaire entitled the Self-Assessment Scale of Learning Outcomes, organized students to conduct digital lesson evaluation, and carried out one-on-one face-to-face interviews with students who had exhibited pronounced learning difficulties.

The multi-dimensional feedback on the second round of teaching indicated that both the degree of attainment of the teaching objectives and student satisfaction with the lesson were higher than in the first round. The core comments from the experts' evaluation were as follows: the overall instructional design and its implementation in this lesson were of high quality; nevertheless, in the higher-order thinking diagnostic activities, the teacher could appropriately slow down the pace when guiding students' thinking so as to allow sufficient space for reflection and expression and thereby ensure students' independent thinking and self-expression; the courseware could be supplemented with multimodal input resources such as videos; and the overall lesson design could be further integrated in depth around the three-dimensional synergy, so as to construct a theoretically informed and distinctive model for English writing lesson teaching. Some students with learning difficulties reported that the teacher's targeted remedial teaching and sustained attention after class constituted their core needs. After the second round of the lesson, the machine evaluation results of

the revised compositions that students submitted to the iWrite platform were superior to those of the first round, with the average score being 8.5 points higher. As shown in Table 4, students' self-assessed scores for "pragmatic competence in contrastive argumentation" and logical thinking ability were lower than those for the other dimensions. The reason lies in the fact that the development of pragmatic competence and logical thinking ability cannot be accomplished within a short period; rather, it constitutes a long-term and systematic undertaking and represents a current priority and difficulty in foreign language teaching. This content should therefore be treated as a key direction for future instructional efforts in subsequent courses.

3.5. Optimization of the second-round lesson and theoretical outcomes

Drawing on the multi-stakeholder feedback collected during the second round of lesson implementation, from experts, peer teachers, and students, the course teaching team expanded the presentation formats of teaching resources in the subsequent instructional design. In-class teaching activities were further focused on students' individual differences: on the basis of providing targeted learning support, the team strengthened the cultivation of students' ability to independently identify and solve problems, paid particular attention to the development of students' higher-order thinking, and optimized the after-class segment of personalized tracking-based guidance for students with learning difficulties. Informed by the experts' suggestions for optimization, and through in-depth exploration and systematic synthesis, the course team completed the optimization of the second-round instructional design and, building upon it, integrated and constructed a theoretical model of blended English writing lesson-case teaching based on the three-dimensional synergy (**Figure 5**).

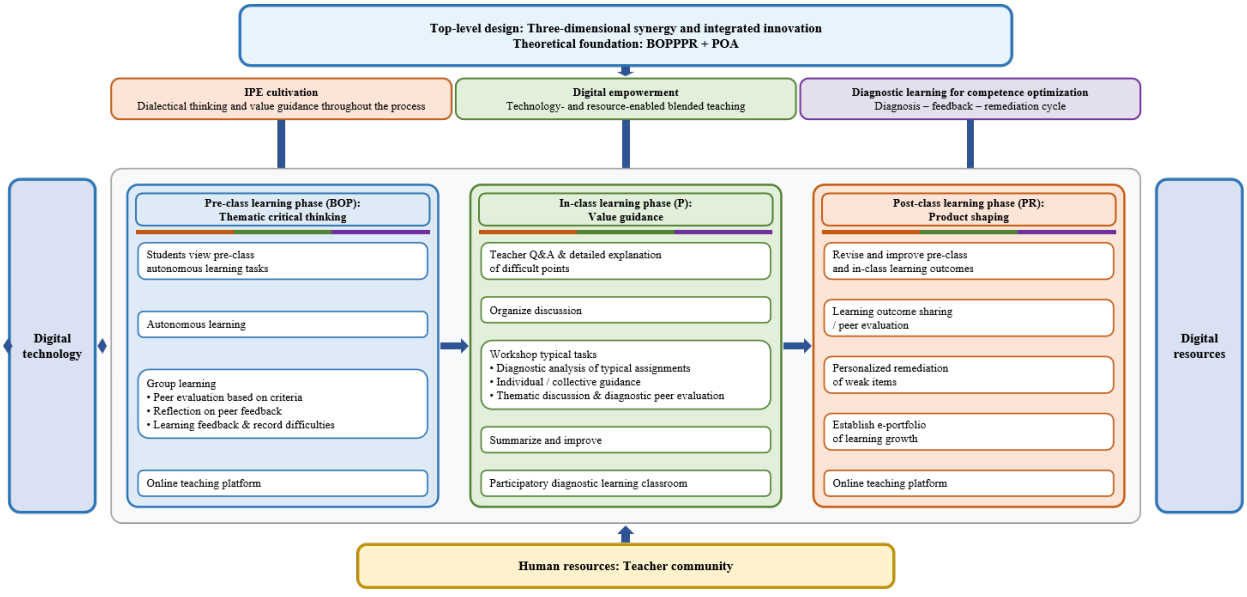


Figure 5. Theoretical model of blended English writing lesson-case teaching based on three-dimensional synergy

4. Lesson implementation (round two)

Having synthesized the feedback from the first round of teaching, the course teaching team organized and carried out the second round of teaching practice based on the adjusted and optimized lesson design. Guided

by the theory of three-dimensional synergy, this round was implemented in three phases: pre-class input enabling, in-class diagnosis-based guidance, and post-class tracking-based remediation.

4.1. Pre-class preparation (input enabling): Bridge-in–Outcomes–Pre-Assessment

(1) Activity 1 (Bridge-in): The teacher released the MOOC link on Chaoxing (Xuexitong) (https://moocs.unipus.cn/my/course/1412) and assigned the pre-class learning tasks: watch Lessons 14–20, "Organizing Arguments," of Intermediate English Writing (offered by Guangdong University of Foreign Studies); summarize the key points in a mind map; and note down any difficulties encountered. (See Task 2 of the Online Learning Task Sheet 5 in Section 5.1 of the course details on Chaoxing.)

[Design rationale] This study selected and integrated high-quality online course resources so as to provide students with sufficient genre knowledge of contrastive argumentation aligned with the thematic content of this unit, thereby building the knowledge foundation and consolidating the prerequisite learning for students' offline classroom instruction. At the same time, this arrangement helps the teacher accurately identify students' learning difficulties and plan instructional responses in advance, which in turn provides an evidence base for targeted in-class teaching.

(2) Activity 2: On iWrite, the teacher released the topic outline and short-essay writing tasks for the argumentative essay "Pride comes before a fall?", and established the criteria for online peer review and self-assessment along three dimensions: structure, content, and language use (see **Figure 6**).

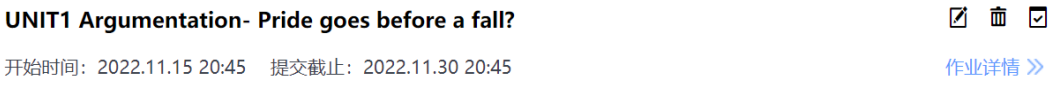


Figure 6. Online writing task

Requirements: Make an outline of the controversial topic "Pride comes before a fall ?" before drafting.

First, you need to narrow down the meaning of "pride," and then you are required to make two patterns of outline for a contrast argument, first in a subject-by-subject pattern, and then in a point-by-point pattern. After that, you need to choose either pattern to make a draft. When you finish your first draft, check your work with the following assessment scale (**Table 4**):

Table 4. Rubric for contrastive argumentation writing

Dimension	1	2	3	4	5
Clear standpoint	1	2	3	4	5
Clear contrast pattern	1	2	3	4	5
Full argument	1	2	3	4	5
Good language expression	1	2	3	4	5
Good coherence	1	2	3	4	5

Note. Each dimension is rated on a 5-point scale (1 = lowest, 5 = highest); check the number that best reflects the writing performance.

[Design rationale] (Activity 2) This assessment task examines how well students apply what they have learned from the pre-class MOOC learning and previous course tasks, and cultivates their problem-solving

ability. The design of the evaluation task is intended to develop students' evaluation literacy while preparing them for in-class collaborative learning; at the same time, it enables the teacher to understand, before class, the difficulties students encounter in the process of task production and to formulate remedial plans in advance.

(3) Activity 3 (Outcomes): Students log into Chaoxing (Xuexitong) to review the online learning tasks, watch the videos at the MOOC links, complete the mind-map assignment, and note down difficulties for class discussion; meanwhile, they complete the online first-draft writing and peer review tasks on iWrite.

(4) Activity 4 (Pre-Assessment & Preparation): The teacher reviews the completion of students' pre-class learning tasks, statistically analyzes the learning situation data, and identifies the areas of weakness revealed by the diagnosis: weak competence in contrastive-argumentation sentence-pattern construction; monotonous structure in contrastive-argumentation discourse organization, with insufficiently developed arguments; and so on.

Meanwhile, based on the analysis of the learning situation, the teacher designs the in-class diagnostic learning activities and organizes the teaching content in a targeted manner: for example, providing input of useful sentence patterns for contrastive argumentation; designing situational dialogues for contrastive sentence-pattern construction; and organizing case analysis of students' compositions, with a focus on outline writing, paragraph organization, and textual coherence and cohesion in contrastive-argumentation discourse construction.

[Design rationale] The teacher's diagnostic evaluation of students' task production before class helps to accurately grasp the learning situation, effectively adjust the design of the in-class diagnostic learning activities, and provide personalized guidance targeting students' learning difficulties, thereby promoting the enhancement of students' competence.

4.2. In-class diagnostic learning (output-driven): Participatory learning & scaffolding

(1) Classroom lead-in: The teacher summarizes and evaluates the completion of students' pre-class online learning tasks, highlighting the diagnostic evaluation data of the short-essay writing task (including the results of peer review and self-assessment). The teacher then analyzes the weak skills and, in light of the diagnostic results, elaborates on the learning outcomes of this lesson (**Figure 7**).

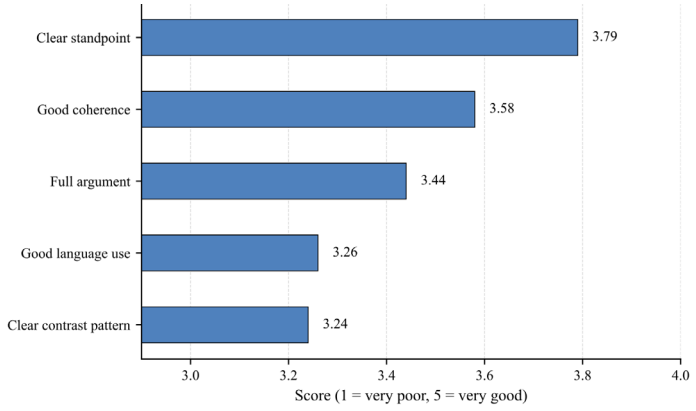


Figure 7. Results of pre-class first-draft evaluation

Guided by the teacher's explanation, students identify their areas of weakness in writing and understand

the learning outcomes of this lesson.

[Design rationale] By focusing on the strengths and weaknesses in students' pre-class learning tasks and targeting the key and difficult points of their learning, the teacher introduces the specific learning outcomes and content of this lesson. This enables students to learn with clear goals and targeted efforts, so as to remedy their own weaknesses.

(2) In-class Diagnostic Learning Activity 1: Situational Dialogue for Contrastive Sentence-Pattern Construction (Online vs. Offline Shopping)

Topic: Shopping online or offline, which one do you prefer? Why?

Requirement: Students are required to make full use of contrastive sentence patterns to discuss why they prefer online or offline shopping.

Teacher scaffolding: First, the teacher creates an authentic scenario (**Table 5**) to stimulate students' learning interest. Second, the teacher provides model demonstrations of contrastive sentence patterns, offers a variety of useful contrastive sentence patterns (**Table 6**), and links relevant digital resources to provide more examples of useful expressions. Third, in response to students' lack of substantive content, the teacher promptly supplements relevant business knowledge and guides students to engage in divergent thinking, so that they can quickly produce dialectical viewpoints.

Table 5. Authentic scenario task

Scenario 1	If you have developed an infectious disease, but you need some necessities, what's your choice between online shopping and offline shopping? Why?
Scenario 2	If your mom comes to see you from her faraway hometown. You want to buy something that your mom favors. Would you like to show your mom around by shopping offline or shopping online while staying on the sofa? Why?
Scenario 3	If you are going to attend a job interview the next morning, you need to buy a suit jacket for this interview. What's your choice between shopping online and shopping offline? Why?

Table 6. Exemplary contrastive sentence patterns and related digital resources

Several factors help explain why I prefer to go shopping online. Saving time is the first story. When I am busy with work or study, my choice to shop online will save me much more time than I would have to spend on offline window shopping. Different from going offline shopping, I can make a full comparison of the same or similar products to my preference..... Unlike online shopping, shopping offline may give you more social experience, which takes much more time in real negotiation and transactions. Differently, when shopping on the internet, you can benefit from much more competitive price .... Instead of taking goods along with you after you finish your shopping in a real store, you just need to stay at home waiting for the goods you purchased online... More useful online shopping-related resources can be available through scanning the QR code below in the online shopping-Appendix resources. Online shopping-Appendix resources

Table 7. Generating ideas through divergent thinking

Items	Shopping online	Shopping offline
Selection	Big scale	Small scale
ordering	...	...
payment	...	...
delivery	...	...
After-sale service	...	...

[Design rationale] (Activity 1) In organizing the group discussion, the teacher created an authentic scenario and applied question-driven inquiry to stimulate students' divergent thinking. At the same time, targeted support was provided for students' difficulties, such as the thinking constraints caused by their insufficient repertoire of contrastive sentence patterns and their lack of business knowledge. Such support included the authentic scenario creation in **Table 5**, the model demonstrations of contrastive sentence patterns and related digital resource support exemplified in **Table 6**, and the guidance in **Table 7** that led students, following the e-commerce operation flow, to think divergently and produce substantive content quickly and effectively. This activity task, while guiding students to review and consolidate the cause-and-effect expository discourse organization learned earlier, naturally introduces the new knowledge of contrastive-argumentation sentence-pattern construction. At the same time, the discussion of this topic guides students to develop correct views of consumption and life.

(3) In-class Diagnostic Learning Activity 2: Building on the real-life contrastive discussions and situational dialogues described above, the teacher introduces the two basic patterns of contrastive argumentation in argumentative essays: the subject-by-subject pattern and the point-by-point pattern. Through question-driven inquiry (e.g., "What's the difference between subject-by-subject and point-by-point contrast?"), the teacher provides the discourse organization outlines of a specific topic based on the two patterns, and guides students to explain and contrast the connotations of the two patterns with reference to the outlines (**Table 8**).

Table 8. Examples of pattern switching in contrastive argumentation

Topic: Learning Difference in High School and University	
Subject by Subject Contrast	Point by Point Contrast
Thesis: College requires students to study differently than they did in high school. I.College Learning A. Self-directed study B. More distractions in campus C. More job-hunting Pressure II.High School Learning A. More in-class time for study B. Fewer distractions at home C. Less job-hunting pressure III.Conclusion	Thesis: College requires students to study differently than they did in high school. I. Learning Style A. Self-directed study in college B. More in-class study in high school II. Learning Environment A. More distractions in campus B. Fewer distractions at home III. Job-hunting Pressure A. More employment pressure in college B. Less employment pressure in high school IV. Conclusion

[Design rationale] (Activity 2) Through the diagnostic learning guidance on contrastive-argumentation outline writing in the two patterns described above, the teacher cultivates students' higher-order thinking skills—classifying, summarizing, analyzing, comparing, and evaluating—guides them to engage in inquiry-

based learning, and helps them develop good writing habits.

(4) In-class Diagnostic Learning Activity 3: The teacher selects a typical outline from students' pre-class writing assignments (**Table 8**) and organizes students to conduct case analysis and group discussions.

The teacher guides students to refer to the examples of switching between the two structural patterns of contrastive argumentation in **Table 8**, so as to evaluate and analyze the typical outline case and propose suggestions for revision. In view of the problem in students' first-draft writing—namely, the monotony of discourse organization, that is, the reliance on a single argumentation method—the teacher guides students to draw on what they have learned previously and engage in divergent-thinking training on the combined application of argumentation methods.

Under the teacher's guidance, students conduct collaborative group discussions; through systematic combination (**Table 7**), they think divergently and explore multi-dimensional discourse organization for contrastive argumentation.

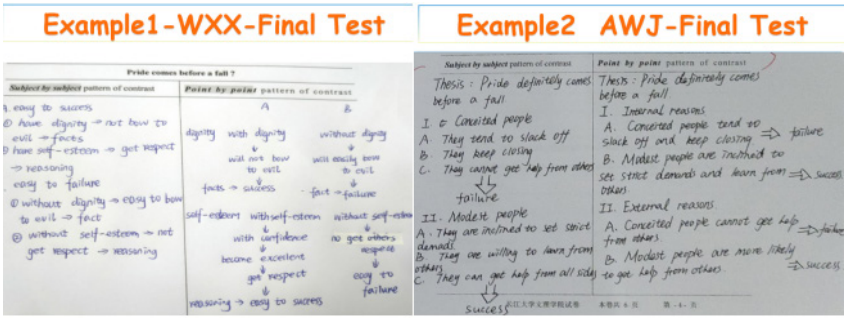


Figure 8. A typical case of student writing: Outline writing for the contrastive argumentation "Pride goes before a fall?"

(5) In-class Diagnostic Learning Activity 4: For the discourse-writing cases corresponding to the typical outlines above, the teacher organizes group-based diagnostic evaluation and revision discussions (**Figure 9**).

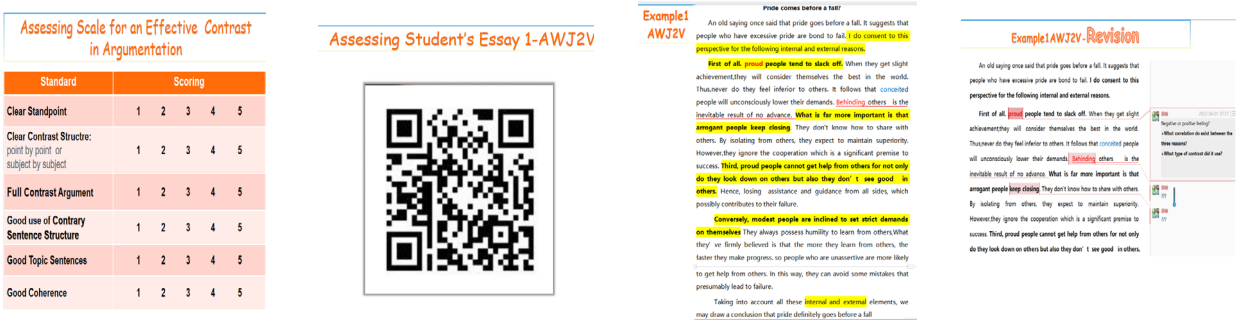


Figure 9. Diagnostic evaluation of case 1

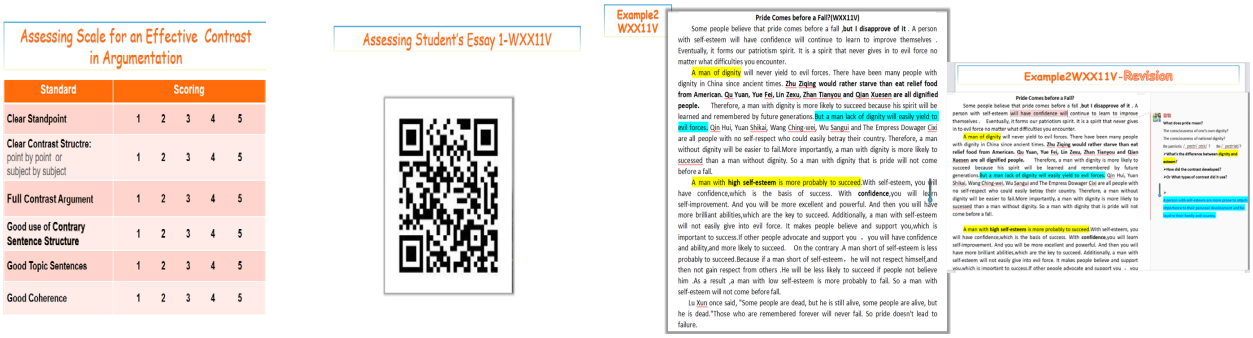


Figure 10. Diagnostic evaluation of case 2

The teacher introduces the online diagnostic evaluation criteria, organizes students to read the sample compositions, and guides them to complete the case-composition diagnostic assessment scale on Wenjuanxing (Questionnaire Star). After students finish the online diagnostic assessment of the case compositions, the teacher organizes them to analyze the online diagnostic evaluation results, summarize the weak areas in the evaluation criteria, and analyze the causes. Through group discussions, students read the cases closely and propose further revision plans (as shown in **Figures 9** and **10**).

[Design rationale] Making full use of digital technology and adopting multi-dimensional evaluation, this activity is a student-centered, inquiry-based diagnostic learning activity for case analysis of students' compositions. It aims to cultivate students' higher-order thinking skills—such as comparing, analyzing, evaluating, and creating—while organizing collaborative learning and providing correct value guidance for the ideological content of students' compositions. In doing so, it helps students establish correct core socialist values and cultivates their patriotic sentiments, sense of social responsibility, and awareness of service.

Classroom summary: The teacher summarizes the content of this lesson and evaluates the extent to which the learning outcomes have been achieved. Based on the diagnostic results of students' weak skills in this lesson (e.g., insufficiently developed arguments; insufficient coherence), the teacher designs post-class remedial learning tasks (as shown in **Figure 11**).

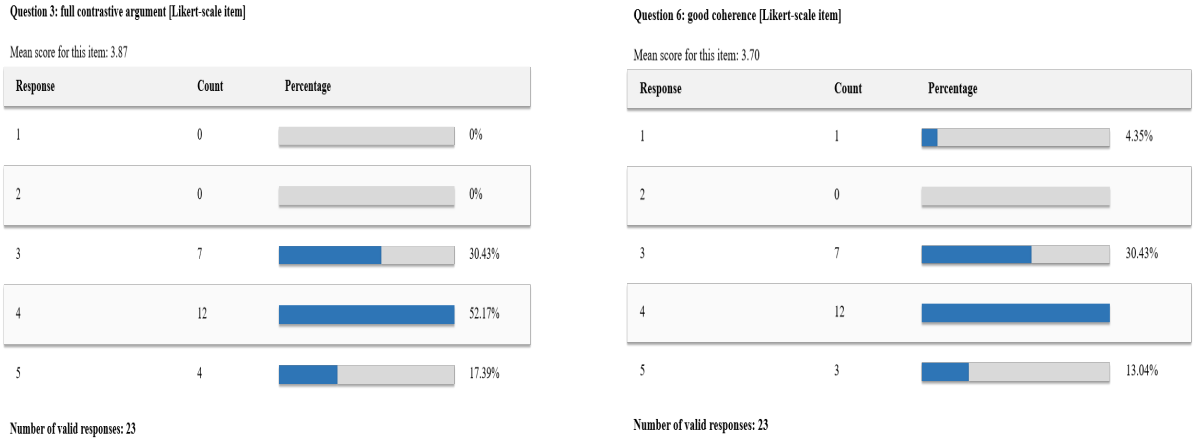
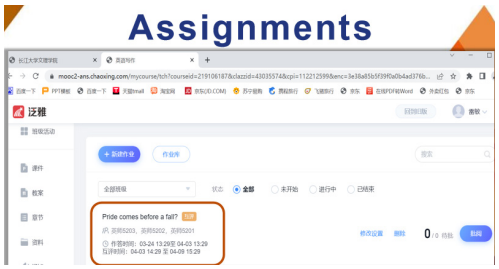


Figure 11. Evaluation of in-class teaching effectiveness

4.3. Post-class assessment and remediation (assessment-driven effectiveness): Post-assessment & remedy

(1) Online Release of the Post-Class Assignment and Evaluation Criteria (Post-Assessment): The teacher releases the post-class assignment and the evaluation criteria on Chaoxing (Xuexitong) (**Figure 12**). Students write learning reflections or summaries, carefully revise their first drafts and upload them, and complete the peer review tasks.



Remedy based on Assessing Results

Weakness	Remedy
Clear Standpoint	——
Clear Contrast Structure: point by point or subject by subject	Additional Reading Tasks online Analyzing Contrast Structure
Full Contrast Argument	develop Contrast by reasoning and exemplification ...
Good use of Contrary Sentence Structure	Learn From《写作教程》P88-90 Sample Essay 1&2
Good Topic Sentences	
Good Coherence	take in from prcticing mindmapping While Reading

Figure 12. Post-Class Assignment and Evaluation Criteria

(2) Post-Class Tracking-Based Remediation (Remedy)

Task 1: The teacher grades students' assignments online, identifies problems, and refines individualized remedial plans, followed by personalized tracking-based guidance.

Task 2: In view of the learning difficulties that persist in students' post-class learning tasks, the teacher provides remedial follow-up tracking guidance and supplements the online "learning resources" (**Table 9**).

Table 9. Supplementary learning resources

• UMOOCS learning resource link and other supplementary learning resources (with guided learning tasks): https://moocs.unipus.cn/course/1360/tasks — *Advanced English Writing* (Xi'an International Studies University), Week 8: Argumentative Essay Writing • *Writing Course*, pp. 88–90: Reading Model Essays and Imitative Writing

Task 3: The teacher writes a teaching reflection and establishes an e-portfolio of students' learning in this lesson, including learning artifacts and scores, for course assessment. Students continue to refine their compositions based on the teacher's feedback and guidance, and, under the teacher's guidance, engage in post-class remedial learning targeting their areas of weakness.

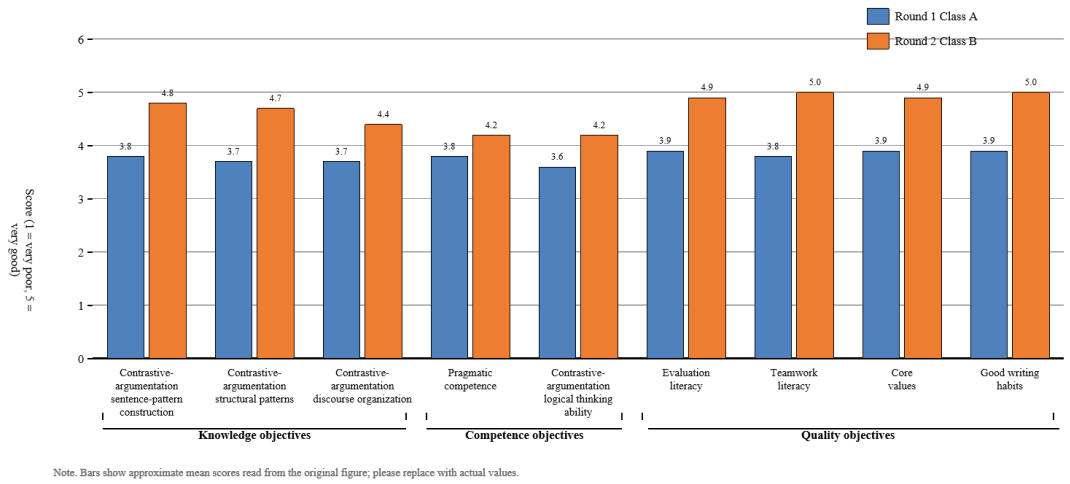
5. Teaching effectiveness: Feedback and summary

5.1. Feedback on teaching effectiveness

After each round of lesson-case teaching, the course teaching team surveyed students on the extent to which the learning outcomes had been achieved, namely, their "learning gains from the writing course." A comparative analysis of the data on the achievement of the knowledge, competence, and quality objectives across the two rounds showed that the second-round teaching improvement produced positive effects (see

Figure 13): students made noticeable progress in contrastive-argumentation sentence-pattern construction, the application of structural patterns, and discourse organization, and their progress was particularly significant in writing habits such as teamwork, digital evaluation, adequate pre-writing preparation, outlining before drafting, and careful reflection and revision after completing the first draft. As the two parallel classes were of similar levels, the comparative results of the data carry a certain degree of credibility.

Figure 13 Comparison of Learning Effectiveness Between the Two Rounds of Teaching



Note. Bars show approximate mean scores read from the original figure; please replace with actual values.

Figure 13. Comparison of learning effectiveness between the two rounds of teaching

5.2. Reflections and implications

As shown in **Figure 13**, students' divergent dialectical thinking and intra-sentential and inter-sentential logic and coherence remain to be further enhanced. Future writing instructional design should focus on exploring how to effectively improve students' logical and critical thinking ability and pragmatic competence. The teaching team will attempt, through creative writing and university students' innovation, creativity, and entrepreneurship practice programs, to continuously explore effective cultivation pathways for enhancing students' logical and critical thinking ability and pragmatic competence. The lesson study results indicate that a solid and reliable theoretical foundation, scientific and rational top-level design, context-appropriate continuous improvement, and the innovative integration of digital resources, IPE elements, and diagnostic learning classrooms can strongly ensure the achievement of course objectives, effectively enhance students' learning ability and professional literacy, and contribute to the cultivation of a healthy and positive character.

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