

Study on POA-Based Integration of Ideological and Political Education into Blended Teaching of College Public English

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Abstract

Curriculum ideological and political construction is a strategic measure for colleges and universities to implement the fundamental task of building morality and cultivating people. College Public English, with its unique characteristics, has become an important course of curriculum ideological and political construction. This study takes Production-oriented Approach (POA) as the theoretical framework and integrates the ideological and political elements into the three teaching links of motivating, enabling and assessing. Through teaching feedback, it is found that the production-oriented mixed teaching of ideological and political education in college public English courses can not only improve students' language ability, but also enhance students' confidence in spreading Chinese culture and telling Chinese stories in English imperceptibly. The practice has proved that the model is feasible and operable, and provides a path and method for the organic integration of ideological and political elements and English teaching, with reference value.

Keywords: POA, ideological and political education, College Public English, blended teaching.

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1. RESEARCH BACKGROUND

In May 2020, the Guiding Outline of Ideological and Political Construction of Higher Education Courses issued by the Ministry of Education put forward specific requirements for the construction of ideological and political teaching system of public basic courses, emphasizing that ideological and political construction of courses is the main channel to achieve moral education and improve the quality of talents in an all-round way. Then in October of the same year, the College English Teaching Guide (2020) was published and clearly pointed out that, as a compulsory public course for non-English majors at the undergraduate education stage, college English plays an important role in talent cultivation. College Public English has become the main course for ideological and political implementation of the curriculum due to its long course duration and wide students. At the same time, because it is a cultural basic course, Public English plays a unique role in enhancing students' cultural confidence and spreading the Chinese spirit. Thus, it is an important responsibility and task for current public English teachers to explore how to effectively integrate curriculum ideology and politics into teaching.

As a new educational concept, the core meaning of "curriculum ideological and political

education" can be summarized as follows: through the reform of curriculum objectives, content, structure, mode and other aspects, the knowledge and skills of the curriculum and political education such as political identity, national awareness, cultural self-confidence, personality cultivation, etc. are organically integrated to promote the comprehensive development of students, so as to highlight the responsibility of teaching and educating people (Liu, 2018). College public English mainly focuses on teaching language and culture, with the characteristics of instrumentality and humanism. The previous teaching design overemphasized the instrumental nature of language and ignored its humanism. In addition, the content of English textbooks is mostly based on western cultural knowledge. The students' knowledge and ability to express national cultural elements in English are insufficient, resulting in "Chinese Cultural Aphasia" (Ding, 2020). Under the guidance of the educational concept of "curriculum ideological and political", college public English courses should not only impart language knowledge points, but also strengthen the leading role of socialist core values, reduce the utilitarian purpose of language learning, so as to achieve comprehensive education. The teaching concept, teaching hypothesis and teaching process of Production-oriented Approach (POA) can promote the realization of this goal.

2. PRODUCTION-ORIENTED APPROACH (POA)

POA is proposed by Professor Wen's team to overcome the disadvantages of "separation of learning and using" in foreign language teaching in China, and gradually becomes a theoretical system of foreign language teaching with Chinese characteristics. The theoretical system includes four principles: Learning-centered Principle, Learning-using Integrated Principle, Cultural Exchange Principle and Key Competency Principle. Meanwhile it puts forward four teaching hypotheses: Output-driven Hypothesis, Input-enabled Hypothesis, Selective Learning Hypothesis and Assessing learning Hypothesis, and it optimizes the teaching process into multiple cycle chains of "Motivating - Enabling - Assessing" (Wen, 2018). Learning-centered Principle emphasizes the effective learning of classroom teaching; Learning-using Integrated Principle. The two principles guide teachers to reasonably arrange the teaching process and achieve the combination of learning and application. Cultural Exchange Principle advocates cultural exchange and learning among different civilizations; Key Competency Principle requires teachers to cultivate the key abilities required by different students. These two principles are in line with the requirements of ideological and political courses to cultivate students' international awareness, establish international vision and tell Chinese stories well. Therefore, under the guidance of POA theory, this study attempts to combine the teaching content and objectives of public English, and carry out teaching design guided by the integration of ideological and political content, and try to build the ideological and political teaching system of innovative college public English courses, providing a reference framework for teachers.

3. IDEOLOGICAL AND POLITICAL TEACHING DESIGN OF COLLEGE ENGLISH COURSE UNDER THE GUIDANCE OF POA

3.1 Research Subject

A total of 121 freshmen were the research subjects, which had a one-semester teaching practice of 16 weeks and 4 class hours a week. In order to understand the students' English learning situation and learning needs, the students were asked to do the "College Public English Course Ideological and Political Questionnaire". Before the beginning of the questionnaire, the "curriculum ideological and political education" was described as follows. "Curriculum ideological and political education" is a comprehensive educational concept, which means that all kinds of courses and ideological and political theory courses will be carried out in the same direction in the form of constructing a pattern of all-students, whole-process and whole-course education, forming a synergy effect, and taking "building morality and cultivating people" as

the fundamental task of education. 114 valid questionnaires were collected. The results show that the purpose of students' English learning is mainly based on examinations and credits, but the influence of Public English on outlook on life, values and world is generally recognized, and teachers are expected to imperceptibly carry out ideological and political education.

3.2 Research Question

The research aimed to answer following questions:

- 1) Under the guidance of POA theory, how can students complete the production task with ideological and political elements?
- 2) How about the effect of teaching experiment? What have students gained and what difficulties have they encountered in the process of learning?

3.3 Research Method

Questionnaire and interview were used to understand the teaching effect of the model.

3.4 Teaching Practice

Traditional teaching mainly focuses on students' English knowledge ability and the knowledge points in the whole teaching process are loose and not coherent. Under the guidance of POA theory, the whole teaching has formed an organic whole. The teaching process is designed according to the three links of "motivating - enabling - assessing". In the motivating link, production task that incorporates ideological and political elements is designed arouse students' thirst for knowledge; in the enabling link, relevant learning materials are provided to inspire students' thinking, guide and urge students to learn in order to complete the production task; in the assessing link, multi-dimensional assessment is conducted with teachers as the main body, including teacher assessment, self-assessment and peer assessment, and feedback is given on the results, so that students can understand the quality of their production task.

The teaching textbook used in this teaching practice is New Standard College English 3. The passage "*the Photo*", the third unit in this textbook was taken as an example to introduce the specific implementation steps of POA in the ideological and political teaching of Public English course. *The Photo* is a narrative and descriptive piece of writing about a photo of a sailor and a nurse kissing on V-J Day. This article is difficult for students because it is professional and abstract. Before the actual teaching, teachers analyzed the teaching materials, explored the teaching elements. The knowledge of the unit is to understand the history and significance of V-J Day photo; the skill objective is to be able to describe pictures in detail and to improve the ability of cross-cultural communication. This article mainly uses photos as a representative to show people how to appreciate art. Students can learn

how to appreciate and describe famous photos from the article. China also has many impressive photos. Through learning this unit, it is expected to guide students to describe the photos that can tell the story of China through the author's description of V-J Day photo.

Therefore, the ideological and political objective of this unit is to enhance the sense of responsibility for spreading the Chinese voice to the world. The production task of this unit is to tell Chinese stories through a photo in writing. Telling Chinese stories in foreign languages is an important way to improve college students' ideological awareness and core literacy (Han, 2019). In the process of telling Chinese stories in English, students can not only use the language knowledge and skills learned in the course, but also actively pay attention to and deeply understand Chinese traditional culture and China's national conditions, and subtly improve cultural awareness and ideological and moral quality. The above three teaching objectives are designed based on the production task, with ideological and political objective as the overall objective. In teaching activities, the three objectives are not separated from each other. The completion of ideological and political goals permeates the learning of language goals.

3.5 Teaching Process

3.5.1 Motivating through Production Task

Before the actual teaching, the teacher selected the background information of the Photo and uploaded it to the teaching platform based on the principle of promoting the production task, defined three teaching objectives and assigned the production task. In order to enable students to better complete the production task, teacher divided the production task into three sub-tasks. The completion of sub-tasks is divided into completing explicit text learning and implicit input of ideological and political elements. Before class, the teacher assigned the first sub-task, "Why does the V-J Day photo represent the end of the WWII?" Students discussed on the platform and commented on others' answers.

Through students' answers, teachers can understand their understanding of the topic of the article. After the production task is assigned, students will try to complete it, so that they can not only be aware of the ideological and political elements of the production task, such as improving cultural literacy, successfully finishing school or improving the communicative ability of future work, but also recognize their lack of language ability, thus generating the driving force and pressure of learning. Therefore, compared with input learning, production is more enough to stimulate students' learning desire and enthusiasm (Wen, 2015).

3.5.2 Enabling in teaching process

The enabling stage of POA includes three main links: the teacher's repeated description of the production task, the students' selective learning, and the students' attempt to practice the practice task (Wen, 2018). According to the students' online autonomous learning, the teacher explained the knowledge difficulties of the textbook, and encouraged students to complete the following sub-tasks through analysis, explanation and discussion. "If you are asked to introduce Chinese cultures or tell Chinese stories through a photo, what will you introduce?" "Effective description allows readers to visualize everything that's happening in their minds. How to describe vividly?"

In the teaching process, each task has its own ideological and political elements. Sub-task 1 is mainly the input of ideas and themes; sub-task 2 is mainly the input of text structure, and Task 3 guides students to grasp the details, deepen the theme, and look at problems dialectically. During the whole teaching process, teachers mainly acted as scaffolding, and helped students according to the actual situation, and teachers and students jointly promoted the completion of the tasks.

3.5.3 Assessing

The "Assessing" under the POA theory can be divided into two types: immediate assessment and delayed assessment (Wen, 2015). After each sub-task is completed, the teacher mainly adopts student mutual assessment according to the situation of the task, and finally the teacher makes overall comments to ensure that students can understand their completion in time. In the assessment of unit production tasks, delayed assessment is mainly adopted. Students upload the production results to the teaching platform, and they comment on the results of peers, and then teachers make overall assessment.

In this article of *the Photo*, students gradually had an in-depth understanding of the characteristics and significance of photos through the completion of sub-tasks in class. After teaching, students submitted the production results smoothly. The teacher first asked students to assess their own achievements in groups, then commented on the achievements of other students, and finally conducted through the cooperation between teachers and students. The teacher has a better understanding of the students' mastery of this unit. At the same time, students had enough opportunities to know Chinese stories, mastered Chinese culture, and found out the gap between themselves and others through the assessment of others.

4. TEACHING EFFECT AND REFLECTION

Under the guidance of POA theory, the ideological and political teaching of Public English courses is carried out through the path of "motivating - enabling - assessing". To understand the effect and a

questionnaire survey in the teaching class was conducted after the end of the semester. The questionnaire mainly focused on three dimensions. The first is whether the teaching model could enhance students' English learning motivation, English language production ability, autonomous learning ability, etc; the second is whether the teaching mode could help students to establish correct values and improve their national feelings and cultural literacy; the third was whether the values and ideology transmitted by teachers were related to the teaching content and theme and whether they were naturally integrated. A total of 112 questionnaires were distributed and 112 were retrieved.

The results of the questionnaire showed that 92.3% of the students agreed that the model improved their participation in English learning; 86.7% of the students believed that this model could improve their autonomous learning ability; 86.8% of the students believed that the POA model enabled them to better master the key language knowledge; 98% of students thought that after one semester of study, they could express Chinese traditional culture or tell Chinese stories in English; 82% of students believed that assessing could help them know the gap with others, and could get improvement in future tasks; 97.3% of the students were satisfied with the learning effect of the POA-based College Public English course ideological and political education. The data showed that, in addition to acquiring language knowledge and ability, students also gained a sense of analysis, sense of life, cross-cultural communication ability, patriotism, cultural self-confidence, etc.

In addition to the questionnaire, a semi-open interview was conducted with 10 students, and the results were basically consistent with the results of the questionnaire. At the same time, students also reflected some problems that were not found in the questionnaire. For example, some students could not link the article with the production task, and the completed task did not meet the requirements; some students said that their English standard was poor and they could not explain their views well in group activities; some students did not know how to assess the production results of others.

For the above problems, the teacher reflected on the model. First of all, teacher should fully consider the characteristics of students at different levels in teaching and carry out various types of production tasks for students to choose. Second, teachers are supposed to pay more attention to students and their psychological changes and learning process, timely provide students with language support and value guidance, and encourage them not to give up when they encounter difficulties, and actively explore. Third, teacher should explore effective assessment criteria and try to conduct effective assessment.

5. CONCLUSION

This teaching practice explored the implementation path of ideological and political construction of Public English courses based on POA theory in order to meet the requirements of ideological and political construction of College Public English courses under the new situation. The practice has proved that the model is feasible and operable. Students are active in learning, and their participation and interaction in the classroom have also been significantly improved. In addition, curriculum ideological and political education enhances students' sense of cultural identity and makes them feel the sense of achievement in learning. However, due to the short practice time of the model, the specific implementation steps of teaching, teaching assessment, and other aspects need to be further improved. What needs to be clear is that curriculum ideological and political education is a long-term project which is impossible to completely apply a certain teaching concept. It needs to be constantly explored and verified in practice. More importantly, it needs to take "building morality and cultivating people" as the fundamental goal, and continue to explore and improve, so as to give full play to the importance of teaching in curriculum ideological and political education and truly achieve the same direction of teaching and ideological and political education.

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