

Ideological and Political Education in College English Teaching Based on Production-Oriented Approach

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Abstract

Under the new requirements for ideological and political education in the new era, the study probes into ideological and political education in English teaching based on Production-Oriented Approach (POA) with a case of teaching New Target College English Integrated Course 3. It has shown that the teaching mode is conducive to integrating ideological and political education into English language teaching with the aim of promoting ideological and political construction of English courses and achieving the unity of virtue and talent cultivation.

Keywords

Ideological and political education, English teaching, Production-Oriented Approach (POA).

1. Introduction

The Guiding Outline for Ideological and Political Construction of Courses in Colleges and Universities issued in 2020 put forward that "It is necessary to penetrate ideological and political education throughout the talent training, comprehensively promote the construction of ideological and political in colleges and universities, give full play to the role of educating people in each course, and improve the quality of talent training in colleges and universities" [1]. As a public and core general course, college English is an important part of higher education, and has an irreplaceable role in talent training. The ideological and political elements contained in college language courses should be fully tapped. Therefore, in this context, every English teacher urgently needs to discuss how to organize ideological and political education resources into college English teaching and achieve the effect of synergy.

2. Research Review

The current researches on college English teaching mainly includes two aspects: theoretical construction and teaching practice. In terms of theoretical construction. Researchers mainly study and discuss the implementation path, framework and teaching design of integrating ideological and political education into college English courses. Wen Qiufang has proposed a two-dimensional description framework for the curriculum-based ideological and political education and college English teaching [2]. Hu Jiehui, based on the English textbooks, put forward four principles of teaching design [3]. However, most of the researches are concentrated on exploring the sources and excavation of ideological and political elements from a macro level, which is more theoretical. There are relatively few empirical researches on ideological and political education in College English teaching. And they mainly study on the relevant practical courses of "telling Chinese stories in foreign languages". Under the principle of "tell China's stories in foreign languages", Yang Hua proposed the three frameworks, namely, curriculum embedded modules, cross-cultural after-class activities and multiple evaluations [4]. It has been found that ideological and political education in college English teaching urgently requires more empirical researches and case studies. Based on Production-Oriented Approach

(POA), this study demonstrates the application ideological and political education in college English by taking New Target College English Integrated Course 3 as an example.

3. POA

POA proposed by Wen Qiufang's team is a local approach to language teaching. Its philosophy is "Learning centered, integration of input and output, and holistic education". In terms of teaching philosophy, POA is in line with the ideological and political education in the curriculum. POA advocates the concept of learning while using, which coincides with the "implicit education" advocated by ideological and political education in foreign language courses. And POA takes "output driven", "input promotion", "selective learning" as teaching hypotheses. This system emphasizes the unity of the three stages "motivating", "enabling" and "assessing" in the teaching procedure, to overcome the weakness of separation of input and output [5]. When POA is integrated with curriculum ideology and politics, it would not only help to stimulate students' enthusiasm for self-directed learning, but also enables ideological and political elements to take root in a natural way, and achieve language goals and educational goals together.

4. Integration of POA and Ideological and Political Education

The article takes Unit 1 (Experiencing a Changing World) of *New Target College English Integrated Course 3* as an example to demonstrate how to integrate ideological and political elements into the teaching procedure of POA (motivating, enabling and assessing).

4.1. Teaching Objectives

For every unit's objectives, there are three dimensions, morality cultivation, linguistic competence and critical thinking. First, morality cultivation: the teaching objects are second-year non-English majors. They are Millennials, natives of the internet who are living in an era of advanced technology. Their study and daily lives are inseparable from the internet and mobile phones. We hope to help students to measure the positive and negative impacts of technology in life and promote self-discipline to overcome obsession with technology and live a balanced and healthy life. Second, linguistic competence: students are able to build vocabulary and express opinions on a changing world in the ideological and political context. Third, critical thinking: analyze problems posed by technology, propose and evaluate solutions by investigating, data-collecting and analyzing to draw a connection between the internet and interpersonal relationship and justify the personal stand.

4.2. Teaching Procedure

4.2.1. Motivating

POA requires teachers to properly motivate students before and during the class, so that students can try to output in advance according to the teaching context. Motivating stage in this teaching design contains three parts. 1) Teachers post motivating tasks for each team on Mosoteach platform before the class. The task creates a communicative scenario based on real life: During the Campus Art Festival, teams are to appeal to college students for spending more time in the real life and less time on screen. 2) Each team tries to conduct oral surveys about members' screen time and purpose of screen use. The purpose of this task is to encourage students to build or produce proper vocabulary and discourse structure, if possible, to remind their shortcomings in language thereby generating a deep motivation to learn this unit. 3) The output task of the unit is assigned: design and present a poster on the theme of "One-Day Unplugging from Your Smartphone" by conducting the survey and analyzing the data collected. The motivating task and output task aim at improving their awareness of not being addicted to technology.

4.2.2. Enabling

Self study before class.

Sub task 1: Teachers assign preview tasks via Mosoteach platform, and students preview the vocabulary of the lesson and complete vocabulary exercises on the platform.

Sub task 2: Collaborate in groups to complete tasks. For the first lesson of the school year, students were divided into groups of four. As the theme of this unit is technology and life, teachers arrange the student groups to present before the lesson. Each group decides on specific tasks by drawing lots. The first task: upload the video *The 4th Industrial Revolution* on Mosoteach platform and ask the group to make a 5-minute presentation about the four industrial revolutions in history (year, symbol, change...), but with the focus on the fourth one. The second task: the group is to present on the positive and negative influences brought by modern technology. The third task: search for some quotations about technology, choose a favorite one and explain the reason. The fourth task: make a list of words and expressions related to what we do with smartphones .

Enabling during class.

Sub task 1: Conduct vocabulary quiz and text comprehension test on the platform, in order to check their online self-learning effect and promptly identify and solve existing problems.

Sub task 2: Make Presentations. The groups are to give the prepared presentation on the industrial revolutions and the effects of modern technology on life. This helps to enrich the background knowledge of this unit and enhance students' comprehensive literacy. Teachers further the topic and guide student to analyze the positive side and negative side of the technological development and then invite them to share their attitudes towards modern technology. Go to the theme with questions: Why do people want to take break from technology and how did they try to escape, any examples? This encourages students to freely talk about and further understand the topic.

Sub task 3: Students are suggested to watch videos *Amazing China* and *A Journey of 70 Years* before class and find out Chinese wisdom in tackling the issues in the technological world. In class, they share their findings and get to know some terms like "global community of a shared future", "green way of life", etc. It could not only enable them to boost cultural confidence but also know the philosophy of people-centred technology, which could help shape their positive values.

Sub task 4: Comprehend the text. According to the problem-solving pattern, students are to make a mind map by finding out the topic sentences, at the same time, learn the related words and expressions in the text. Collaborate to list all the expressions on the topic words: smartphone, negative attitude, positive attitude. Then share the already-prepared list of words and expressions to expand vocabulary. Students are likely to be guided to reflect on their attitudes by comprehending the expressions like "Bizarre attempts to be free from distractions", "We need discipline to live with it", and "The phone isn't the problem, the problem is us". These sentences help students strengthen their understanding of ideological and political goals, while improving their knowledge of vocabulary and sentence structures.

Sub task 5: The text is organized in the way of raising and analyzing problems and giving solutions. Students are guided to divide the text into three parts according to the pattern and underline the thesis statement and the topic sentences in each paragraph while reading the text. Students are to discuss the characteristics of an effective thesis statement by reading more examples offered. Then teachers can summarize their ideas and present a useful way to write one, which is to incorporate a concession. Students are required to use the way to do output tasks within a limited time in class.

In the teaching, each sub task incorporates ideological and political elements, such as language input for sub tasks 1 and 4, content input for sub tasks 2 and 3 , and structural input for sub

task 5. These online and offline multi angle inputs have laid a good foundation for students to complete the output tasks of this unit, ensuring effective learning for more students.

4.2.3. Assessing

In our class, we adopt Teacher-student Collaborative Assessment. There are two evaluation methods in POA, namely immediate evaluation and delayed evaluation. Immediate evaluation refers to the timely feedback given by teachers to students' output in class. For example, after giving a speech, teachers first provide evaluation criteria for presenting the speech, guiding students to evaluate the class from aspects such as courseware production, content organization, pronunciation and intonation, and body language. This helps students deepen their understanding of the speech by analyzing the strengths of others and enhance their spirit of cooperation. Based on this, teachers provide guidance and suggestions to prepare students for future job interviews and work reports.

Delayed evaluation refers to the assessment of exercises completed by students after class. Take the final output task "Design and Present the Poster" for example. First, evaluation between groups based on the criteria provided by the teacher. Each group is to analyze the content, the delivering language and identify their strengths and areas for improvement, and write their opinions. The active participation of students can create an atmosphere of critical thinking. Teachers can summarize and show the best production. With the theme of living a balanced and healthy life by resisting the addiction to technology, special attention should be paid to the students' attitudes and suggestions in order to promote their self-discipline to overcome the the obsession.

5. Reflection

The teaching practice is implemented in four classes consistently adhering to the integration of POA into ideological and political education. Students' feedback was collected through questionnaires at the end of one semester. The questionnaire mainly revolves around three dimensions: first, whether the teaching mode is conducive to enhancing students' positive values, patriotism and cultural confidence; The second question is whether it has improved students' key abilities and stimulated their learning motivation. The third is whether the intelligent teaching supplement before and after class has been effective.

A total of 142 questionnaires were distributed and collected. 96.3% of the students believe that the teaching mode has enhanced their positive values and cultural pride. 92.6% of students believe that POA has improved their language production ability and taught them how to tell Chinese stories in English. 93.2% of students believe that the teacher-student cooperative evaluation method allows every student to participate in the evaluation process, which stimulates a deep motivation to improve speaking and writing skills. 94.7% of students believe that the assistance of smart platforms has utilized their time before and after class, especially in preparation before class, laying a solid foundation for completing output tasks.

However, students also give other opinions according to their own situation. And here are their two common problems: (1) More tasks in class are challenging for individuals. (2) Less explanation on text comprehension and sentence structures.

Based on the students' feedback, the teachers have reflected on the mode. Firstly, each sub task should be fully adapted to the characteristics of students and their English foundation, and the difficulty of the task should be moderate. Secondly, teachers should ensure the improvement of students' reading comprehension ability while enhancing their output ability.

6. Conclusion

With the guidance of POA, This study explores new paths for ideological and political education in college English course. It has shown that the teaching philosophy and procedure of POA have a high degree of integration with ideological and political education.

In addition, shaping students' positive values and cultivating their abilities is a gradual and long-term process, which not only requires foreign language teachers to explore ideological and political materials and design classroom activities, but also a good teaching environment and the exemplary role of teachers' words and deeds to help achieve the goal of ideological and political education.

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