

The Exploration and Practice of Ideological and Political Teaching in College English Courses Guided by POA Theory

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Abstract: Curriculum ideology and politics help to set up students' correct three views and build cultural self-confidence. Under the guidance of the output-oriented theory, starting from the design of teaching objectives, this paper will specifically explore how ideological and political content can be naturally integrated into the teaching design of college English from the three aspects of "driving", "facilitating" and "evaluating", so as to train students to become compound foreign language talents with national feelings and international vision.

Keywords: POA theory; College English; Curriculum thinking and politics

1. Introduction

In 2020, the Ministry of Education proposed to comprehensively promote ideological and political construction of the curriculum. The Guiding Outline of Ideological and Political Construction of the Curriculum in Colleges and Universities pointed out: "To comprehensively promote ideological and political construction of the curriculum is to guide students to establish correct values when implanting knowledge and cultivating students' ability, which is the essence of talent training."^[1] The Guide to College English Teaching published in the same year also pointed out that college English teaching should actively integrate into the ideological and political teaching system of school curriculum, so that it can play an important role in the implementation of the fundamental task of cultivating morality and talents in colleges and universities.^[2] Taking college English teaching in the author's school as an example, this paper discusses how to integrate ideological and political elements into college English courses from the perspective of output-oriented theory. This kind of integration is in line with the goal of higher education talent training and the demand of the country and society for talents in the new era.

2. Overview of POA theory

POA theory, namely "output oriented" method, was created by Professor Wen Qiufang, and its development has been more than ten years, aiming to overcome the disadvantages of "fragmentation" and "one-piece" in teaching. The teaching concept advocated by POA theory is very much in line with the teaching goal of "curriculum ideology and politics" of college English, among which "Cultural exchange theory" holds that different cultures should communicate and dialogue equally, foreign language learners should learn both foreign culture and local culture, and at the same time be able to express local culture in the language they learn. This is consistent with the requirements of "curriculum thinking and politics", that is, to guide students to look at Chinese culture more objectively and dialectically, and become the inheritors and disseminators of Chinese culture. "Tell China's stories well, spread China's voice well, and show the world a true, three-dimensional and comprehensive China."

In traditional college English teaching, especially in reading and writing courses, teachers attach great importance to students' text comprehension and skills training. Taking the author's university as an example, college English teachers in our university used to use "task-based teaching method" extensively to design classroom tasks. In the classroom teaching, students are encouraged to participate in interaction and speak actively by playing learning videos, demonstrating ppt courseware, etc. POA theory emphasizes the central position of learners, takes output as the driving force, advocates the close combination of input learning and output application, and

accurately guides students to complete output activities. Under the guidance of this theory, teachers can naturally combine ideological and political elements with language teaching in order to achieve the ideological and political goals of college English teaching.

3. Teaching design of college English “Curriculum Ideology and Politics” under the guidance of POA theory

3.1 Design of pre-class teaching objectives

Teaching goal design in POA theory refers to the output-oriented teaching goal design, which emphasizes the active participation of students in the learning process and the improvement of their language ability. At the same time, the completion of the ideological and political “output oriented method” pointed out that the teaching case of a unit of college English reading and writing course based on the POA theory of the university is now presented, and the teaching object is the university’s sophomore undergraduates of various majors. The selected teaching content is “New Horizons University English Reading and Writing Course 4 (Third edition)” Unit 5 (Text A Speaking Chinese in America). Our school is a Class II normal college. We have formulated three teaching objectives, including knowledge, skills and emotion (ideological and political), in combination with learning conditions and teaching content. Knowledge objective: To master key words, phrases and sentence patterns in Text A. Skill objective: To spread and promote the excellent traditional Chinese culture. Ideological and political goals: to cultivate cross-cultural thinking consciousness and cultural consciousness. Establish a cultural view of compatibility and economy, harmony and diversity, and strengthen cultural self-confidence.

3.2 Classroom-driven task design

In the pre-class driving process, teachers can assign relevant learning tasks around the unit theme to create conditions for cultivating students’ independent learning and fully stimulate students’ interest and potential (Wen Qiufang, 2015) ^[3].

First of all, the teacher will make it clear that the overall task of this unit is to enable students to communicate the excellent traditional Chinese culture in English effectively in the context of the “World Youth Summit”. Use the two videos uploaded by Rain Class to watch a selection of videos related to the topic. For example, one of the videos was selected from the movie *The Joy Luck Club*. By watching the video, students thought about and summarized the cultural differences between China and the United States, and summarized the reasons for the differences.

Secondly, teachers can design task-based teaching to guide the preliminary reading of the text and consolidate the application of language knowledge in view of the language problems that occur when students preview the quiz online. Finally, teachers will play videos on the differences between Chinese and Western cultures and stereotypes in class. This can help students to have a correct cultural outlook and cross-cultural critical thinking ability.

3.3 Design of classroom facilitation links

The main task of the facilitation process is to carry out targeted input for the problems existing in the output of students, through a series of teaching activities, so that students can integrate the input and output content well and internalize the output ability. First of all, the teacher arranged the students to role-play and present the dialogue part of the text in the form of group cooperation, and added the plot. Secondly, the teacher simulated the situation in the classroom and asked the students to take turns playing the role of foreign youth and Chinese youth in groups. The Chinese youth needed to identify the stereotypical evaluation of Chinese culture by the other group of students and refuted it with reasonable evidence. In this process, the identity of Chinese culture was deepened, cultural consciousness was enhanced and cultural self-confidence was strengthened.

3.4 Generation of classroom teaching evaluation

The evaluation method in POA theory is called “Teacher-Student Collaborative Assessment” (TSCA). TSCA is evaluated on products that students complete outside of class, both written and oral. Compared with other evaluation methods, the teacher-student cooperative evaluation (TSCA) created by POA theory is more comprehensive and efficient, and it is a sublimation of teaching (Wen Qiufang, 2016) ^[4]. Therefore, the output ability of socialist core values and cultural views also needs to be included in the evaluation criteria of output tasks. After the class, according to the questionnaire survey released by the teacher for this unit, 98% of the students “can critically and dialectically view international issues and the differences between Chinese and Western cultures through learning, and enhance patriotic feelings and cultural confidence”.

4. Conclusion

To sum up, China is facing a “great change not seen in a century”. In order to fulfill the fundamental task of “cultivating morality and cultivating people”, college English courses also shoulder the heavy responsibility of training builders and successors of the cause

of socialism. In order to integrate ideological and political elements into college English courses, teachers can design both speculative and humanistic output tasks according to the specific content of the course.

Students' ideological and political output is one of the important indicators to test the effect of integrating ideological and political elements into college English courses. Teachers can take students' ideological and political output as the basis for teaching reflection and improvement, and constantly improve the design and implementation of ideological and political teaching in college English courses.

In short, from the perspective of output-oriented theory, it is an effective English teaching method to integrate ideological and political elements into college English courses. On the one hand, teachers should pay attention to students' learning process and emotional experience, and promote students' autonomous learning and cooperative learning ability. On the other hand, we should cultivate their cross-cultural thinking and critical thinking ability, and awaken their sense of historical responsibility and mission of The Times to inherit and carry forward the Chinese civilization. Finally, to achieve the ideological and political goal of college English teaching: to cultivate compound talents with feelings of home and country and international vision in the new era. As the guide of teaching, teachers should persist in studying and researching ideological and political theory and practice, so as to continuously improve the effect and quality of college English ideological and political teaching in the future.

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