Research and Practice of Ideological and Political Teaching Reform of College English Curriculum Based on POA

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Abstract. This paper applies the Process-oriented Approach (POA) to ideological and political education in college English courses, attempting to construct a POA-based ideological and political education model for college English courses. Taking Unit 5 “Loving Family” from Volume 2 of “New Concept College English Comprehensive Course (Basic Edition)”as an example, the paper provides a detailed analysis of how the teaching procedures of POA, including motivating, enabling and assessing, combines with elements of ideological and political education. The research results show that this teaching model can significantly enhance students’ enthusiasm for English learning and help improve their ideological and political qualities, aiming to cultivate high-quality talents with an international perspective and a sense of patriotism.

Keywords: POA; College English; Ideological and Political Education.

1. Introduction

In the context of globalization, college English, as a general education foundation course in universities, not only bears the responsibility of cultivating students’ language skills, but also shoulders the mission of ideological and political education. The POA (Production-Oriented Approach) theory, as a teaching theory system with Chinese characteristics, provides new ideas and methods for the effective implementation of ideological and political education in college English courses. Integrating the POA theory into the ideological and political teaching of university English courses can help stimulate students’ interest in learning, enhance their learning outcomes, and achieve the organic unity of knowledge transmission and value guidance.

2. Overview of the POA Theory

2.1 Composition of the POA Theory

The Production-Oriented Approach (POA), proposed by Professor Wen Qiufang, is an innovative theory in the field of university foreign language teaching in China [1]. The POA theory is mainly composed of three parts: teaching philosophy, teaching assumptions, and teaching process. The teaching philosophy serves as the guiding ideology, emphasizing concepts such as “learning and application integration” and “key competence theory”, highlighting the student’s autonomy and the teacher’s guidance role, and guiding the direction of teaching and determining teaching methods, content, and goals. The teaching assumptions need to be verified through teaching practice and serve as the basis for the compilation of teaching materials, the design of activities, and their arrangements. The teaching procedures include three key steps: motivating, enabling and assessing. Through reasonable design, they guide students to achieve effective production of knowledge.

2.2 Advantages of the POA Theory in Language Teaching

Compared with traditional teaching concepts, the POA theory places greater emphasis on the cultivation of students’ actual language application abilities. In the teaching process, real language production tasks are used to drive students’ learning, encouraging them to actively participate in the learning process. Through the input facilitation stage, rich learning resources and guidance are provided to students, helping them complete the production tasks. In the evaluation stage, diversified methods such as teacher-student cooperative evaluation are adopted to promptly feedback students’ learning outcomes, promoting students’ continuous improvement and enhancement [2]. For example,

in English writing teaching, a task of writing an English business report is used as the driving task. Relevant business knowledge and writing templates are provided as facilitation resources. Finally, the teacher and students jointly evaluate the quality of the report, which can significantly improve students' writing abilities. [3]

3. The Significance of the POA Theory for the Ideological and Political Education in College English Courses

3.1 Social Level

Applying the “learning and application integration theory” and “key competence theory” of the POA theory to the ideological and political education of university English courses is conducive to cultivating comprehensive talents with a sense of family and country and an international perspective. Through course learning, students not only master English language skills, but also deeply understand the connotations of Chinese culture, possess the ability to disseminate Chinese culture in English and participate in international exchanges, and reserve talents for the development of the country and society [4]. For example, when students study the English content related to traditional Chinese festivals, they write English articles introducing traditional Chinese festivals (as a driving task), understand the cultural significance and ideological value behind the festivals, improve language application skills, and enhance cultural confidence and patriotic feelings. In the future, they can better disseminate Chinese culture in international exchanges.

3.2 School Level

The integration of the POA theory and the ideological and political education in university English courses is in line with the long-term development strategy of the school. It helps the school cultivate new-type talents with high scientific research capabilities, strong social service abilities, and adaptability to the development of the new era, promoting the school’s progress to a higher level and assisting in achieving the goal of becoming a century-old prestigious university. For example, after the school carried out the reform of ideological and political education in university English courses based on the POA theory, students not only demonstrated excellent language skills in various English competitions, but also incorporated ideological and political elements into their competition works, thereby enhancing the school’s reputation and influence.

3.3 Teacher Level

By integrating the POA theory with the ideological education in university English courses, the teacher’s leading role is highlighted. Teachers can restructure the teaching process based on the teaching content and timely supplement ideological education materials, allowing ideological elements to naturally integrate into the teaching. This not only enhances the teachers’ professional capabilities and professional qualities, but also prompts the teachers to form a broader perspective and promote the realization of truly meaningful university English classroom teaching [5]. For example, when teachers explain English texts, they can explore the ideological points (such as teamwork spirit, environmental awareness, etc.) in the texts, design related discussion activities (driving sections), guide students to think and express their opinions. During this process, the teachers’ teaching design and guidance abilities are exercised, and they can also better guide students to establish correct values.

3.4 Student Level

Highlight the dominant position of students. The learning center theory and the theory of integrating learning and application in the POA theory guide students to not only learn the language but also clearly recognize the cultural differences between China and the West, and enhance their language skills and comprehensive qualities. For example, in an English reading class, by using articles that compare Chinese and Western cultures as the driving force, the teacher provides relevant cultural

background knowledge to facilitate students' understanding. Students complete the output tasks through classroom discussions and writing reflections. During this process, students appreciate different cultures, select the essence and discard the dross, becoming qualified "Confucian souls and business talents", capable of telling Chinese stories well in English, spreading Chinese culture, and enhancing cultural confidence and patriotic sentiments. [6]

4. Specific Practice of the University English Curriculum's Ideological and Political Teaching Model Based on POA

This study selected the students of the 2022 grade from the Chinese Language and Literature major of our university as the research subjects. Taking the theme Loving Family in Unit 5 of the "New Concept College English Comprehensive Course (Basic Edition)" by Foreign Language Teaching and Research Press as the case, it explored the practice of university English course ideological and political teaching design based on the POA theory, and analyzed its teaching effect. The teaching process corresponded to the three stages of the Output-Orientation Approach (POA) - driving, facilitating and evaluating. During this process, cultural confidence content was fully integrated and the educational philosophy was comprehensively reflected.

4.1 Driving Phase: Pre-class Warm-Up, Activation of Emotions and Cognition

The driving stage is oriented towards "output expectations". It stimulates students' learning motivation through multiple tasks, while incorporating ideological and political elements to lay an emotional and cognitive foundation for the learning in the class.

1) Awakening of family emotions and cultural identity

Utilizing the U Campus platform, we designed a vocabulary learning task with the theme of "Family Emotion", combined with the Chinese philosophical metaphor of "Mother's Love Like Seeds Watering", and introduced the cultural background of the Chinese classic "The Three-Character Classic" - "If not educated, it is the father's fault". This was done to guide students to understand the connotation of "equal emphasis on education and upbringing" in traditional Chinese family ethics during their language learning process. Through watching English videos such as "What is your understanding of a family?" and "How would you describe a mother's love?", students gained insights into the commonality of family emotions and the uniqueness of Chinese family affection through cross-cultural comparison, and initially established a value recognition of "family harmony".

2) Deepening of policy understanding and emotional resonance

Assign students to read the bilingual content of the report of the 20th National Congress of the Communist Party of China, "Strengthening Family, Family Education and Family Tradition Constructio". Use Questionnaire Star to conduct a survey titled "Describe the image of Chinese mothers with 3 English words". This task not only enhances students' bilingual translation skills, but also deepens their understanding of national policies and strengthens their political identity. At the same time, by focusing on "motherhood", it stimulates students' emotional resonance with family affection and establishes the family value of "respecting the elderly and caring for relatives".

3) Foundation of Multi-Valued Cognition

In the discussion area of the learning platform, a question was set: "Have you ever experienced the situation where the expected role was replaced?" This was designed to prompt students to reflect on the emotional experiences during role changes. By analyzing the frequency of emotional words (such as "loss" and "relief"), it aimed to gather materials for the classroom discussion on "individual value diversity", subtly conveying the value of "each role has its unique significance", and echoing the philosophical idea in the subsequent text that "dandelions and roses are equally beautiful".

During the driving stage, through the progressive steps of "cultural immersion - policy interpretation - emotional reflection", students were enabled to establish preliminary understandings of family, family affection, and individual value before the language input, providing emotional anchors for the construction of the meaning of the language materials in the class.

4.2 Facilitating Stage: In-class Interaction, Deepening Understanding and Practice

The implementation stage focuses on "input processing", and through activities such as discourse analysis and interactive cooperation, it integrates ideological and political elements into language ability training, achieving a deep integration of cognition and emotion.

1) Introduction to the theme: Reconsideration of the value of family affection

Starting with the topic "Parents' Gifts", we present touching pictures of parent-child relationships, guiding students to describe the scenes in English and share their wonderful memories with their parents. Through the question "What do you think is the best gift that parents can give you?", we naturally introduce the theme of the text. As students recall their growth memories, they will experience the profoundness of parental love, awaken their sense of gratitude and filial piety, and combine language expression with emotional experience.

2) Text Analysis: Synergistic Cultivation of Language Skills and Thinking Qualities

Fast Reading Training: Through skimming and scanning, identify the six elements of a narrative text and complete the task of ordering scrambled sentences, thereby cultivating students' ability to capture information and logically organize it. During this process, guide students to pay attention to the psychological changes of the author and appreciate the emotional tension of the family story in the text, deepening their understanding of "parental love". Metaphor Cognitive Teaching: In combination with the metaphor "rose and dandelion" in the text, introduce political and ideological cases such as "home is the smallest country, and the country is made up of millions of families", helping students understand the cognitive mechanism of metaphors. Through group discussions on "Why did I insist that the dandelion is also beautiful" and "What was the mother's intention in using flowers to describe people", guide students to establish a multi-dimensional value cognition - each individual has unique value, echoing the educational goal of "respecting differences".

3) Interactive Practice: Integration of Teamwork and Emotional Experience

Design group collaboration tasks: Adapt the text into an English short play, focusing on depicting the dialogue scene between "Mother" and "I" in the yard. During the adaptation and performance, students deeply understand the education and encouragement from "Mother" to "I", and feel the power of "teaching by example" in family education. By simulating "the two communication methods when 'Mother' discovers 'I's unease' (direct preaching vs metaphorical guidance), and combining with sharing feelings through the learning platform's bullet comments, students experience the empathetic power of metaphorical communication, and cultivate empathy and an inclusive mindset.

The implementation stage adopts a "cognition - experience - practice" closed-loop design to enable students to deepen their understanding of family ethics, diverse values, and communication wisdom during language skills training, thereby achieving the implicit internalization of ideological and political elements.

4.3 Evaluation Phase: Post-class Output, Consolidation of Cognition and Practical Value

The evaluation phase aims for "output reflection", by using language tasks to assess learning outcomes and simultaneously encouraging students to convert their ideological and political cognition into behavioral awareness.

1) Writing Task: In-depth Reflection on Family Memories

Complete the writing "My unforgettable experience with my parents" through the iwrite platform. Students are required to combine their own experiences and recall the unforgettable moments with their parents. During the writing process, students need to sort out the emotional details in the family story and reflect on the essence of parental love. Incorporate "gratitude" and "filial piety awareness" into the written expression. The online submission mechanism of "two revisions" not only enhances writing skills but also promotes students' re-understanding of the value of family ties.

2) Practical Reflection: The Extraction of Communication Wisdom and Life Philosophy

Assign a 400-word essay task: "What communication and coping-with-setbacks methods did I learn from Mom's parenting style?" Upload it to the Learning Connect platform. In the reflection process, students will transform the family education wisdom in the text into their own life principles,

achieving the integration of knowledge and action - not only mastering the language expression skills, but also practicing the values of "respecting others" and "actively responding to setbacks".

3) Outcome Presentation: Comprehensive Evaluation of Learning Effect

Through the "storytelling" and "short play improvement presentation" in the next class, students consolidate their language knowledge in the process of outcome output, and at the same time convey the value concepts in the family stories to others, forming a "personal reflection - group resonance" radiation effect.

During the evaluation stage, through the chain of "output - reflection - presentation", students deepen their ideological and political cognition in language practice and achieve the transformation from "cognitive understanding" to "behavioral practice".

5. Conclusion

Based on the POA theory and combined with the university English course ideological and political teaching practice of the Chinese Language and Literature major at Liaoning Communication University, this study explored the application of the POA theory in university English ideological and political teaching. The research results show that this teaching model can effectively achieve the organic integration of language learning and ideological and political education, improve students' language proficiency and ideological and political literacy, and enhance students' learning participation and satisfaction.

However, this teaching model also has some shortcomings, such as high requirements for teachers, an imperfect evaluation system, and a need for more abundant teaching resources. In future teaching practices, it is necessary to further strengthen teacher training to improve teachers' professional capabilities and ideological and political literacy; improve the evaluation system by establishing scientific and systematic evaluation indicators and methods; and enrich teaching resources by developing more suitable teaching materials for university English ideological and political education.

In conclusion, the university English course ideological and political teaching model based on the POA theory provides new ideas and methods for the construction of ideological and political content in university English courses, and has certain promotion value. We hope that this research can provide useful references for improving the quality of ideological and political teaching in university English courses, and help cultivate more comprehensive talents with both language skills and ideological and political qualities.

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