

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

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Abstract: The Guiding Outline for Ideological and Political Construction of Courses in Colleges and Universities and the College English Teaching Guidelines (2020 Edition) put forward new requirements for ideological and political education in the new era. In order to suit the needs of new situation, a probe into the ideological and political education in English teaching based on Production-Oriented Approach (POA) was carried out. It's proved that this practice is feasible and helpful to combine the ideological and political education and English language teaching. However, some special attention should be paid to when integrating ideological and political education into college English teaching.

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

1. Introduction

In May 2020, the Ministry of Education issued Guiding Outline for Ideological and Political Construction of Courses in Colleges and Universities points out that promoting the ideological and political construction of the curriculum is a strategy to implement the fundamental task of cultivating morality and cultivating people [1]. The measures have clarified the objective requirements and key points of the ideological and political construction of the curriculum. And put forward the construction of the ideological and political teaching system of the public basic course specific requirements. In October 2020, the College English Teaching Guidelines (2020 Edition) was published and clearly pointed out that learning English is a must for most non-English majors in their undergraduate education [2]. The public basic courses have an important role in personnel training. College English teaching should be integrated into the ideological and political teaching system of the school curriculum. It plays an important role in the implementation of the fundamental task of cultivating morality and cultivating people in colleges and universities.

2. The Significance of Ideological and Political Education in College English

Our society attaches great importance to the ideological and political education of college students. Relevant policy documents have been issued many times. However, for a long time the main channels of ideological and political education for college students is ideological and political theory courses. In the teaching process of other professional courses and public courses, teachers and students generally pay attention to the transmission of knowledge and skills due to the traditional education mode and the impact of assessment. The cultivation of humanistic quality and ideological and political quality are commonly ignored. College English courses are no exception. From the perspective of cultivating people, language teaching and ideological and political education are separated which is inconducive to foster students' comprehensive cultural literacy and the completion of their teaching objectives. Moreover, the English courses will

inevitably involve western culture, thoughts and values, the impact and collision of Chinese and western cultures are likely to make students face the dilemma of thinking and value choice. Therefore, it is necessary to carry out ideological and political education in college English[3].

As an important part of higher education, college English teaching covers more classes. Integrating ideological and political education into college English teaching, the life of young students in a recessive way can not only influence students positively but also enrich the content of English curriculum itself with fresh vitality. Exploring the influence of ideological and political education in college English can expand the functions of college English courses in knowledge, ideas and skills. It plays an important role in cultivating talents needed by the construction of socialism with Chinese characteristics in the new era. Therefore, ideological and political education in college English is of great significance in establishing morality and cultivating people. It betters English teaching with clear objectives and richer connotations. Therefore the purpose of college English teaching is not limited to let young students understand the world, it has a greater mission to make young students fully understand the Chinese tradition. Specifically, Chinese students should inherit the excellent traditional culture of China and enhance our cultural confidence, introduce China to the world and spread Chinese culture, and further carry forward the Chinese culture.

3. Integration of Production-Oriented Approach (POA) and Ideological and Political Education

3.1. Production-Oriented Approach

Production-Oriented Approach (POA) was put forward by Professor Wen Qiufang from Beijing Foreign Studies University in 2014. The new educational and teaching theory with Chinese characteristics is based on the current situation of emphasizing input and neglecting output in Chinese education. Production-Oriented Approach includes three parts: teaching philosophy, teaching hypotheses and teaching process[4].

It's a local approach to language learning that Wen and her team have worked on for over ten years. This approach tries

to overcome the weaknesses of other well-known approaches
 □ separation of input and output. This approach starts with production and ends with production while input is just a means. The teaching process contains three phases:

motivating-enabling-assessing. These phases are constantly repeated. POA is a novel approach that integrates both input and output. (Figure 1). Its teaching frame is shown in the chart below.

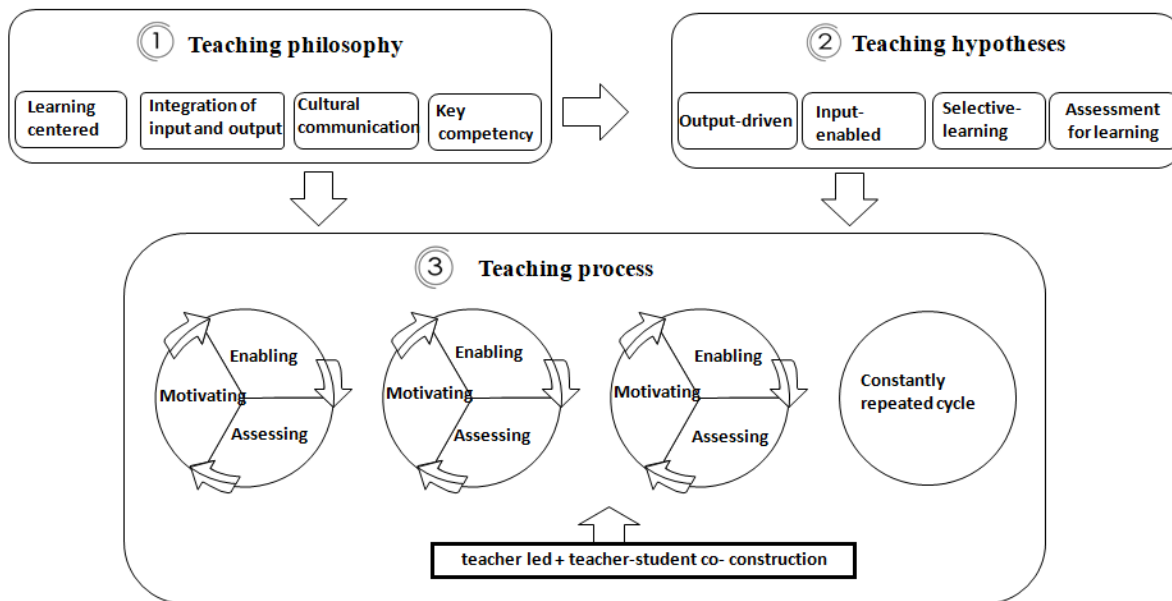


Figure 1. Newly revised POA theoretical system

3.2. Teaching Philosophy

According to the Guiding Outline, it is necessary to adhere to the student-centered, output oriented and continuous improvement system, thus constantly improve the students' learning experience and learning effect, and resolutely prevent "labeling" and "two skins". POA attaches great importance to the integration of output and input. It can be seen that, POA teaching philosophy and the requirements of the Guiding Outline are in the same direction in the construction of ideological and political teaching system.

3.3. Teaching Hypotheses

The ideological and political education of college English courses has the characteristics of "recessiveness", therefore the evaluation of the teaching results is very important. The Guiding Outline points out that the effect of talent training is the basic criterion of ideological and political evaluation. The multi-dimensional evaluation system of the effectiveness of the ideological and political education should be established and perfected. Similarly, POA begins with output and ends with output, paying great attention to the output of students. POA adopts assessment for learning, which creates the form of teacher-student cooperative evaluation formula. It is mainly aimed at students' oral and written output, through the three stages of pre-class, in-class and after-class, carrying out multi-dimensional evaluation to achieve the effect of promoting learning through evaluation. This kind of whole process assessment is helpful to enrich the evaluation of the ideological and political education.

3.4. Teaching Process

The Guiding Outline highlights the role of teachers in promoting teachers' consciousness and ability of ideological and political education. It is necessary for teachers to further strengthen the consciousness of educating people and

improve the ability of education, and ensure the implementation of ideological and political education [1]. One of the Chinese characteristics of POA is the dominant position of teachers. In the process of motivating-enabling - assessing, teachers act as designers and organizers to facilitate students' participation in learning more actively to maximize learning results through professional guidance [4]. As a result, teachers can play active roles in the ideological and political education.

4. The Application of Ideological and Political Education in College English Based on POA

Take unit 2 New Target College English Integrated Course 1 as an example to demonstrate the application of ideological and political education in college English from the perspective of POA.

The College English Teaching Guidelines (2020 Edition) clearly states that college English courses can cultivate students' ability to understand and interpret Chinese culture, organically integrate into the socialist core values, and pay attention to students' comprehensive quality training and comprehensive development [2]. To meet the new requirements for morality cultivation in the College English Teaching Guidelines, the New Target College English mainly includes the ideological and political elements from two aspects. First, the student's book has guiding modules to refine ideological and political themes. Second, quotations and overview are to sublimate and summarize the theme content of each unit and help students better understand the ideological and political theme of the unit.

4.1. Teaching Goals

For teaching goals, there are three dimensions: moral cultivation, linguistic competence and critical thinking which are interrelated. Firstly, moral cultivation: the teaching

objects of this course are non-English major freshmen. The young students are excited and nervous when entering the sacred "ivory tower" of dreams. They thirst for knowledge, eager to make new friends, but some of them are homesick. Hopefully, students can understand the profound love from people around us and reciprocate society with sincere gratitude. At the same time, we need to hold firm socialist core values and independent thinking. Have the consciousness of the community with a shared future for mankind and master cross-cultural harmony. Secondly, linguistic competence: express understanding and opinions of love and friendship: understand the love and friendship in the texts by scanning important details. Use in the writing task the expressions related to love and friendship learned from the unit. Thirdly, critical thinking: analyze problems and evaluate possible solutions. Translate topic-related sentences in proper ways.

4.2. Teaching Procedure

According to POA, this teaching case follows the process of "motivating, enabling and assessing". In the whole teaching process, we always adhere to the principle of taking knowledge structure as the main body and integrating people's ideological and political elements naturally.

4.2.1. Motivating

The theoretical system of POA requires teachers to properly use motivating" before and during the class, so that students can try to output in advance according to the teaching scene. The lack of language and knowledge has created a "hunger for learning" to stimulate learning enthusiasm and initiative. The motivating part of the design includes three steps: (1) the teacher presents the communicative scene; unit 2 of book 1 uses Howard Johnson's list of famous English sayings "a mother's love is like a circle. It has no beginning and no ending." which highly concentrates the idea that text A wants to convey: the love of parents is deep like the sea and lasts for a long time. Through this famous saying, we hope that college freshmen who leave their parents for a long journey can deeply feel the simple and profound love of their parents and cultivate a sense of gratitude. Text B uses Mencius's famous saying "knowing each other is the most important thing for people to know each other; knowing each other is the most important thing for people to know each other". It refines the connotation of the text and warns students that honesty, trust, understanding and tolerance are the most important things for students to meet people in their future college life[5].(2) Students try to produce. Students are supposed to talk about their feelings and emotions towards love and friendship, their feelings when leaving parents for college and their responses. (3) Teachers inform teaching objectives and output tasks. Finish translation exercise. Write a paragraph on the topic Lack of Face-to-Face Communication after learning this unit.

4.2.2. Enabling

Wen Qiufang proposed three criteria for promoting effectiveness: "precision", "gradualness" and "diversity" [4]. Enabling activity design is a systematic project which is supposed to organically integrate "precision", "gradualness" and "diversity". Among them, "precision" is related to the goal; "gradualness" is related to the process; and "diversity" is about freedom. If there is no "precision", the enabling activities cannot correspond with the output target, as a result, teaching will be aimless and stray from the target and get lost. If enabling activities can not cope with output

difficuldest, students tend to lack learning achievement which will affect subsequent learning. If the pace of enabling activities is too fast lacking "gradualness", classroom knowledge cannot be internalized into the procedural ability of output. Also it is difficult for students to achieve their output goals. If there is no "diversity, it is difficult to arouse students' interest, participation and enthusiasm in learning.

In the enabling process, teachers are not only the intermediary to assist students to achieve effective learning, but also to provide effective learning materials, reasonably design rich activities and function as experts who carry out comprehensive evaluation. The contributory part of the design also includes three links: (1) teachers describe the output tasks; (2) teachers provide learning resources and students make selective learning; (3) students try to produce again and teachers provide guidance.

The main theme of this unit's ideological and political education is "understanding love, giving thanks to society and returning to society", which is divided into four small points. The arrangement of ideological and political elements is for two purposes: Cultivate students' ability to discover and identify the logical relationship between things, and improve students' thinking ability; The second is to guide students to better understand the ideological and political connotation conveyed by the unit and to be able to consciously practice the corresponding connotation elements in learning and life. Text A "left behind" in unit 2, with the theme of "love and friendship", has profound ideological connotation. The content of the text is gradually expanded with the sublimation of the meaning of "leave behind". The English-Chinese translation exercise in this unit selects five sentences in the text that reflect the sublimation of the meaning of "leave behind", which not only deepens the students' understanding of the text content, but also enhances the richness and diversity of the students' expression in the target language. The added paragraph translation gives the English expression of some proper nouns and difficult words, which is helpful for students to accumulate relevant expressions of Chinese culture and improve their English-Chinese translation ability[6].

4.2.3. Assessing

The so-called "supervising learning by evaluation and promoting learning by evaluation" is inseparable from various evaluations in the teaching process, which can reflect the teaching effect. According to POA, the evaluation of output includes immediate evaluation and delayed evaluation[7]. Immediate evaluation mainly refers to the teacher's response to the students in the process of classroom output, making comments on speech, content and structure, or guidance on students' ideology. And the delayed evaluation refers to that students, according to the requirements of teachers after extracurricular exercises, the results of the exercises will be submitted to the teachers for evaluation. In the process of evaluation, teachers can emphasize that love is not a one-way street, and friendship also needs nurturing. In addition to evaluating the accuracy and fluency of the students' language, special attention should also be paid to the overall awareness and love for parents, friends and society. On the basis of demonstration comments, teachers can invite students to conduct self-evaluation or mutual evaluation, so that they can better define the teaching objectives and consolidate the contents they have learned.

After the classroom real-time evaluation, the teacher arranges further output tasks, clarifies the evaluation criteria

of the new tasks, and conducts intra group communication after completion, and invite high-level students in each group to take the place of teachers to carry out delayed evaluation on the members of the group, or each student will carry out self delayed evaluation according to the evaluation requirements. On the basis of student evaluation, students practice and revise again, and then hand over to teachers for delay evaluation, and finally complete the teaching objectives.

5. Conclusion

When setting motivating tasks, teachers can combine ideological and political elements to provide real scenarios to stimulate students' willingness to learn and produce. The task should be subdivided into smaller ones with inherent logic. By motivating, it can broaden students' learning fields and cultivate their ability to analyze and solve problems with critical thinking. At the same time, it broadens students' international vision and improves their international outlook. Therefore foreign language teaching can be truly combined with ideological and political education, and promotes students all-round development.

In the enabling process, teachers should refine the motivating task into several sub-targets, selecting material that meets both language and communication objectives and ideological and political education objectives. Integrate positive world outlook and values into the students' language acquisition and cognitive development.

Assessment and reflection is a very important link in the teaching process, which needs to be multidimensional. Both teachers and students take part in assessment. In the process of self-evaluation and mutual evaluation, students not only improve their language competence but also foster their self-reflection, analysis and problem solving ability. Evaluation and reflection can help students form critical thinking and improve their humanistic quality. It is also helpful for teachers to imperceptibly integrate ideological and political education into language teaching.

The Guiding Outline for Ideological and Political Construction of Courses in Colleges and Universities and the College English Teaching Guidelines (2020 Edition) call for new requirements for ideological and political education. In order to meet the needs of 21st century, we integrate ideological and political education into English courses based on POA. It's proved that this practice is feasible and conducive to penetrate the ideological and political education through English language teaching. But it should also be clear that ideological and political education has recessive characteristics, and it is not a process that can be accomplished overnight. To be able to fully apply a certain teaching mode and concept, any attempt needs practice and time verification, and more importantly, we should bear in mind the goal of "cultivating morality and cultivating people" with continuous exploration.

It is the mission and responsibility of every teacher to

establish morality and cultivate people. The China's Ministry of Education has issued a guideline to deepen the reform of the country's undergraduate education and teaching and improve the quality of universities' talent-cultivation work. It proposed that the ideological and political construction of the curriculum should be taken as the basis for the implementation of moral education. Adhere to the combination of knowledge transfer and value guidance, and fully explore the ideological and political education resources contained in various courses and teaching methods. The key strategy of ideological and political education content is to "imperceptibly influence things silently". Ideological and political Education in college English base on POA enables students to consciously accept moral education. Follow the principle of learning-centered, value-guided, critical thinking ability and international vision as core elements to form a benign interaction between teachers and students through independent, cooperative exploration and other ways. It is beneficial to influence things silently by integrating socialist core values into classroom teaching.

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