

Research on Ideological and Political Teaching of College English Course under the POA Theory

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Abstract: Promoting the ideological and political construction of college curriculum is the focus and direction of college education reform under the new situation. The curriculum characteristics of college English make it play an important role in the ideological and political construction of the curriculum. Based on the theory of POA, this paper integrates the ideological and political elements of curriculum into the whole process of classroom teaching such as motivating, enabling and assessing, aiming to explore the feasible paths and methods for integrating ideological and political education into college English teaching.

Keywords: POA theory; Ideological and political courses; College English.

1. Introduction

In May 2020, the Ministry of Education issued the Guiding Outline for Ideological and Political Construction of Courses in Institutions of Higher Learning, which pointed out that comprehensively promoting the ideological and political development of courses in colleges and universities is a strategic measure to implement the fundamental task of cultivating morality and educating people. We should firmly grasp the "main force" of teachers, the "main battlefield" of curriculum construction, and the "main channel" of classroom teaching, so that all universities, all teachers and all courses should assume the responsibility of educating people. Curriculum thinking and politics is the new requirement for universities in the new era, and also the educational responsibility and national mission entrusted to teachers. In October 2020, the College English Teaching Guide (2020 edition) (hereinafter referred to as the Guide) was published and clearly stated that college English is a required public basic course for most non-English major students in undergraduate education, and plays an important role in talent training. College English teaching should be integrated into the ideological and political teaching system of the school curriculum, so that it can play an important role in implementing the fundamental task of moral education in colleges and universities.

As a language, English is the carrier of the history and culture, humanistic customs and values of English-speaking countries, with more emphasis on the unity of language skills and culture. Therefore, in the face of the collision between Chinese and Western cultures, ideological and political courses help teachers to help students to view various value orientations dialectically and critically understand and evaluate the influence of foreign cultures. In addition, as a public compulsory course in universities, college English plays an irreplaceable role in cultivating students' humanistic quality and comprehensive quality and enhancing their cultural understanding ability.

2. The POA Teaching Theory

The POA, namely the output-oriented method, is founded by a team of China Foreign Language and Education Research Center of Beijing Foreign Studies University. It is a set of teaching theories with Chinese characteristics designed to solve the problems of "separation of learning, use" and "separation of literature and Taoism" in foreign language teaching. The theory system consists of three parts: teaching idea, teaching hypothesis and teaching process.

Teaching concept is the guiding ideology of teaching design. Compared with the traditional cramming teaching, Professor Wen Qiufang puts forward the teaching concept of "learning center", "learning and application", "cultural exchange" and "key ability", emphasizing the unity of instrumentality of English teaching and human nature.

Based on this teaching concept, Professor Wen Qiufang also put forward the teaching hypothesis of output driven, input facilitated, selective learning and evaluation of learning, aiming to promote the integration of learning, use and evaluation in the process of college English teaching.

The teaching process is divided into three stages: driving, facilitating and evaluation. The main task of the driving stage is to make students realize their shortcomings through output, so as to arouse students' interest in learning and stimulate their enthusiasm in learning; the driving stage is to ensure the authenticity of communication, cognitive challenges and the appropriateness of output goals. The main task of the promotion stage is to build scaffolding for students to complete output activities, assign tasks and carry out activities. The whole teaching process can reflect the teaching concept of "learning and application". Evaluation is a necessary link in teaching. On the basis of the traditional evaluation method, the "Teacher-Student Collaborative Assessment cooperative evaluation" (TSCA), which corresponds to the POA theory, is proposed, which can be immediate evaluation or delayed evaluation. The relationship between teaching concept and teaching process, teaching content and training objectives is shown in the figure below:

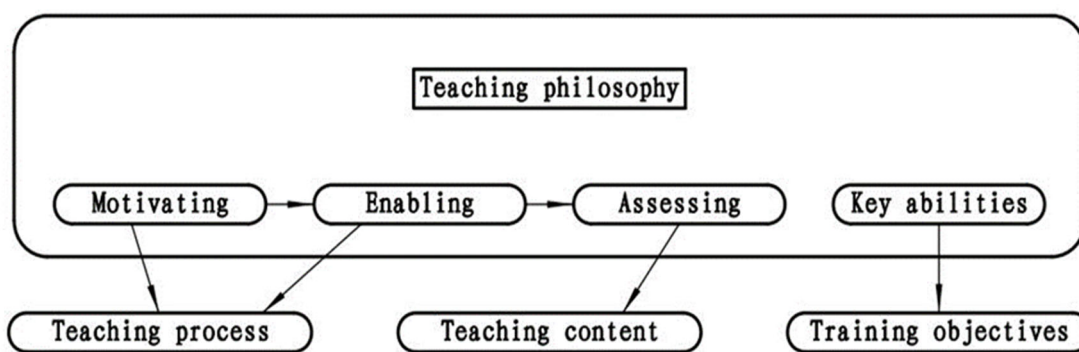


Figure 1. POA 3.0 version (Wen Qiufang, 2018)

3. Integration of POA Theory and Ideological and Political Education in Curriculum

3.1. Concept of holistic education and teaching

College English is a public basic course. "Outline" points out that public basic courses should pay attention to strengthen students' principles in a subtle way, think about faith, cultivate patriotism, strengthen moral cultivation, increase knowledge and knowledge, cultivate the spirit of struggle, and improve students' comprehensive quality. The teaching concept of "POA" holds that education should serve the all-round development of people. College English courses should not only achieve the instrumental goal of improving students' comprehensive language use ability, but also achieve their humanistic goals, such as establishing a correct outlook on life, cultivating the feelings of family and country, and spreading Chinese culture. It can be seen that in the cultivation of humanity, the teaching concept of POA follows the requirements of the ideological and political teaching system of the Outline.

3.2. Teaching hypothesis of promoting learning through assessing

Curriculum ideological and political education has the characteristics of "recessive", and how to evaluate the teaching effectiveness is very critical. The Outline points out that the effect of talent training is the primary standard of ideological and political evaluation of courses, and a multi-dimensional evaluation system of ideological and political construction of courses should be established. POA began with the output, finally output, the output of the students, in order to better evaluate the output results, "POA" create the form of cooperation between teachers and students (Teacher-Student Collaborative Assessment) (TSCA), mainly for the student's oral and written output, before class, in class, after class three stages of students' learning multidimensional evaluation, achieve the effect of promoting learning. This way of the whole process evaluation is helpful to enrich the evaluation of ideological and political teaching effect to some extent.

3.3. Teachers should lead the teaching process

In enhance the awareness and ability of teachers' ideological and political construction in the Outline, " Teachers are the key to comprehensively promoting the

ideological and political construction of the curriculum. We should promote the majority of teachers to further strengthen the awareness of education, find the right perspective of education, improve the ability of education, and ensure the implementation of the ideological and political construction of the curriculum. "One of the Chinese characteristics of POA is to emphasize that the dominant position of teachers is in the driving-facilitation- -evaluation teaching process. Teachers assume the role of designers and organizers, and make students more actively participate in learning through professional guidance and maximize the learning results. POA's outstanding dominant position of teachers can promote teachers to play an active role in the curriculum ideological and political process.

4. Path of Ideological and Political Research of College English Courses under the POA Theory

Ideological and political teaching of college English courses is to integrate ideological and political elements into daily teaching, so that students can enhance their humanistic and national feelings while mastering language knowledge and skills. Based on the goal of college English teaching, the analysis of students' learning situation and the characteristics of the school, this study divides the ideological and political teaching into the daily ideological and political teaching path under the POA theory and the classroom ideological and political teaching path under the POA theory.

4.1. Daily ideological and political teaching path under the POA theory

Course ideological construction pattern is the full process of education, so college English course education should run throughout the teaching process, from the teaching content, classroom management, teachers' words and deeds to teaching evaluation, etc., exists in the daily teaching each link, according to the different teaching content and student performance and flexible, specific performance can be the teaching content, a sentence or a interpretation of a word, can be the teacher in the classroom manners, also can be after class comments to the students. For example, when talking about the word "participate", teachers can make a sentence " We should actively participate in social and community service activities, and use our knowledge and skills to help others."Then ask the students to translate the sentences, which reminds the students to actively participate in the social and community service activities.It also helps to achieve the daily purpose of ideological and political teaching.

There is no fixed mode of daily ideological and political affairs in daily teaching, which should be carried out flexibly along with the actual situation. Teachers need to play a leading role, and constantly cultivate their own awareness and accomplishment of mining ideological and political content, so as to achieve the effect of moistening things silently.

4.2. Classroom ideological and political teaching path under the POA theory

This teaching takes the college English "curriculum thinking and politics" as the main line, and applies the "output oriented method" to design. The theme of this unit is budget and money saving. By learning dialogues about budget and articles about saving money suggestions, students can learn to talk about relevant English topics, and learn to make rational consumption, and maintain thrift, hard and simple style.

4.2.1. Before class: motivating

Teachers publish online learning resources (including new words, dialogues and articles, audio and short English videos related to the topic of the unit) through the platform, and students use the platform to complete online learning and subjective questions. Through the learning platform, teachers find out the difficult points, and adjust the focus of class.

4.2.2. In-class: enabling + assessing

Through the analysis of students' online learning, it can be found that students have different views on how to make a budget. Therefore, in order to guide students to think, the teacher then asks students to output orally through two questions: (1) Do you have the habit of making budget? (2) How do you make a budget usually? When completing the output task, students can consciously perceive their own deficiencies in choosing words and sentences and language expression, so the learning motivation and learning enthusiasm can be fully mobilized, laying a foundation for the learning of the link.

"Output-oriented method" (POA) advocates progressive and diverse facilitation activities. Teachers should give full play to the intermediary role, build scaffolding for students, and guide students to selectively input materials around output tasks. According to the performance of students in the "drive" link, the teacher decomposed the output task into two sub-tasks and promoted them step by step:

Subtask 1: The teacher plays the TED speech "Money and Happiness", let the students find out their three favorite sentences in the video and write them down to share with you. In this way, one is to let students understand the western views on money, and the other is to promote students to accumulate English words and sentences to talk about related topics. After the student presentation, the teacher summarizes and supplements the relevant English expressions.

Subtask 2: Please talk about your view on money in English. In order to complete this task, students need to review the vocabulary and sentence patterns of the relevant topics, and then use the English language flexibly in the way of narration. Before the end of the task, the students are invited to evaluate each other, and finally the teacher will comment.

4.2.3. After-class: output + assessing

The assignment of this course is to modify the speech about your money view and record a video and upload it to the learning platform to form the final result. The setting of homework is output-oriented, which can objectively and truly reflect the students' mastery of the teaching content. Through the students' self-evaluation and peer evaluation, the teacher finally promoted the best to show the excellent output homework to the whole class, fully stimulate the students' enthusiasm for learning, and also set up the students' correct view of money.

5. Conclusion

The research on college English teaching is a beneficial exploration to integrate POA teaching theory with ideological and political education. In essence, college English education is humanistic education, which is a whole-person education that emphasizes moral education, knowledge, practice and innovation, which is also consistent with the training goal of "moral education", the purpose of curriculum ideological and political education, and the teaching concept of POA teaching. Under the guidance of POA theory, college English language teaching and curriculum ideological and political teaching have been organically integrated. However, it should also be realized that the hidden characteristics of curriculum ideological and political teaching are not achieved overnight, and need time and practice to verify. This requires teachers to keep pace with the times, actively explore advanced scientific teaching concepts and teaching methods, and be able to quietly integrate things into ideological and political elements, to achieve high-quality teaching and learning.

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