

# Study on the Integration of Curriculum Ideology and Politics into the Teaching Model of English Majors Under the Concept of POA-- Take the Comprehensive English Course as an Example

Yuehong Pan

School of Foreign Languages, Chaohu College, Chaohu Anhui Province, 238000, China

**Abstract:** Implementing the ideological and political reform is an important initiative of the current ideological and political work in colleges. As one of the core courses for English majors, Comprehensive English course is an important starting point for the ideological and political construction of English majors. The "production-oriented approach" is a localized foreign language teaching theory proposed by Professor Wen Qiufang, which is suitable for China's national situation. In the context of the comprehensive implementation of ideological and political education in today's curriculum, the production-oriented approach is used as a theoretical guide to demonstrate the teaching process of the comprehensive English course according to the three links of "Motivating-Enabling-Assessing", taking a unit in the comprehensive English textbook as an example. The three links demonstrate the teaching process, integrating knowledge transfer and ideological education, in order to provide reference for other courses to deepen their educational teaching reform.

**Keywords:** Ideological and political education; Production-oriented approach; Comprehensive English course.

## 1. Research Background

At present, curriculum ideology and politics are widely implemented in colleges and universities all over the country, which provides a direction for curriculum teaching. As the core basic course for English majors, Comprehensive English plays an important role in English courses, covering rich linguistic and cultural knowledge and educational elements. However, the traditional teaching methods can not give full play to the role of ideological and political education in comprehensive English curriculum. Therefore, based on the "output-oriented approach" (POA) proposed by Professor Wen Qiufang's foreign language teaching research team, this paper discusses how to implicitly integrate curriculum ideology and politics into comprehensive English teaching, so as to provide reference for the ideological and political teaching of other courses.

## 2. Summary of POA Theory and Its Research

POA was originally used in the reform of skills courses for English majors, and then extended to the reform of college

English teaching, mainly aimed at intermediate and advanced foreign language learners[1]. POA is a localized theoretical system of foreign language teaching, which advocates the teaching concept of "integration of learning and application", with output activities as the goal and input activities as the means of promotion. In the whole teaching process, output activity plays a key role, which connects output with input and improves the efficiency of English classroom teaching in colleges[2].

The theoretical system of POA is becoming more and more perfect, which includes three parts: teaching concept, teaching hypothesis and teaching process. Among them, "teaching idea" includes the theory of learning center, the theory of integration of learning and application, and the theory of whole-person education, which is the guiding ideology of "teaching hypothesis" and "teaching process"; "teaching hypothesis" includes output drive, input facilitation and selective learning, which is the theoretical basis of teaching design; "teaching process" contains three core links: drive, promotion and evaluation, which are the steps and ideas for the implementation of POA theory. The theoretical system of POA is shown in figure 1.

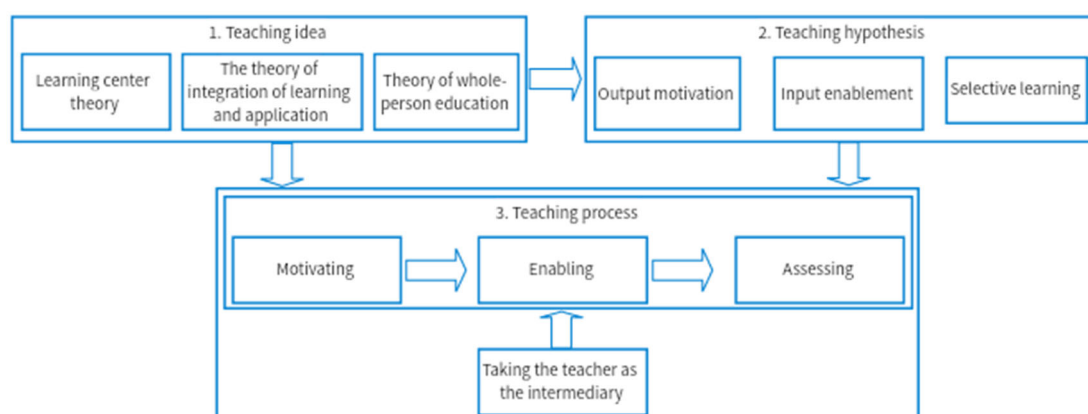


Figure 1. Theoretical System of POA

At the national ideological and political work conference of colleges and universities in 2016, President Xi Jinping pointed out that classroom teaching is the main channel to realize curriculum ideological and political education, and all kinds of courses should be combined with ideological and political education to form a synergistic effect[3]. In 2020, the Ministry of Education issued the Guiding Outline for Curriculum Ideological and Political Construction in Colleges and Universities, which put forward specific directions and contents for curriculum ideological and political construction in colleges and universities, and required that all colleges and majors should comprehensively promote curriculum ideological and political construction and integrate curriculum ideological and political construction into the whole process of classroom teaching[4].

The ideological and political construction of English major curriculum is one of the important ways to achieve the goal of English major training. Therefore, under the guidance of the theory of "output-oriented method", it is the key point to integrate curriculum thinking and politics into English major curriculum teaching to promote the effect of curriculum thinking and politics. As the core curriculum for English majors, comprehensive English is guided by the theory of "output-oriented method" to carry out a curriculum ideological and political-oriented teaching reform, integrating curriculum ideological and political-oriented into the teaching of English majors in a soft and silent way, striving to achieve the knowledge goal, ability goal and education goal of the course, and improving the education value of the course.

According to the search of China Knowledge Network Database (CNKI), as of January 1, 2024, more than 60,000 papers on curriculum thought and politics have been published, and 2977 papers on "output-oriented method" have been published. However, with the key words "output-oriented method" and "curriculum thought and politics" as key words, it is found that there are only 172 studies on integrating curriculum thought and politics into English major curriculum based on "output-oriented method". Although some achievements have been made in the study of "output-oriented method", the application of this theory in ideological and political teaching of English majors needs to be further discussed. Therefore, under the background of comprehensively promoting curriculum thought and politics in colleges and universities, it is of great practical significance to integrate curriculum thought and politics into English major curriculum on the theoretical basis of "output-oriented method". It also opens up new ideas and methods for the ideological and political construction of English majors in colleges and universities.

### **3. A Case Study of Ideological and Political Teaching for English Majors Based on The Output-oriented Approach-Taking the Comprehensive English Course as An Example**

In order to more clearly express the integration of ideological and political elements into the teaching practice of comprehensive English courses, the author chooses the fourth unit "Dreams" of Shanghai Foreign Language Education Press's "New English Course (II)" as a teaching case to expend. Under the guidance of POA theory, with the help of online and offline mixed teaching, making full use of online

resources, relying on learning-to-learning platform, starting from teaching objectives and task design, a unit teaching plan is designed and applied to teaching practice according to the three links of driving, facilitating and evaluating in the teaching process[5]. The teaching object is a class of first-year English major students in the author's unit, with a class size of 30 students.

#### **3.1. Teaching objectives.**

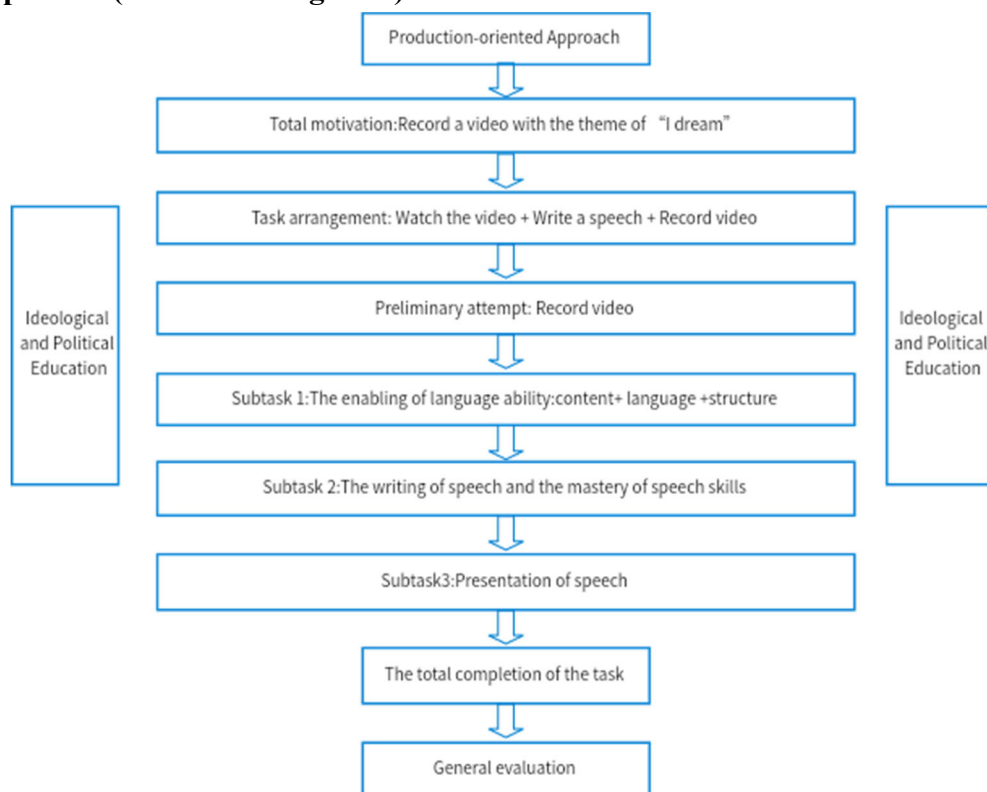
Teaching goal points out the direction for classroom teaching, which can be divided into knowledge goal, ability goal and education goal. The knowledge objectives of this unit include: proficiency in 24 basic words and 10 key phrases related to the theme of this unit; proficiency in the use of attributive clauses; and learning to use writing methods such as contrast and description. Competence goals include: learning how to write speeches and speech skills; cultivating students' comprehensive language skills, including students' language ability, speculative ability and cross-cultural communication ability [6]. Education goals include: according to the "whole-person education" concept of output-oriented law, cultivating students' patriotic feelings, strengthening cultural self-confidence, enhancing social responsibility and establishing correct core values, and clarifying ideological and political education goals.

#### **3.2. Output task design**

The design of output tasks should meet the requirements of real communication scenarios and have practical or potential communicative value[7]. In order to achieve the goal of unit teaching, the total productive task of the unit is set to deliver an oral speech of "My Dream" in English combined with PPT. To complete the general task, it involves a series of contents, such as language knowledge, speech skills, PPT production and so on. Therefore, when designing the teaching process, teachers divide the general task into several sub-tasks, guide students to gradually complete the sub-tasks, and finally produce the total task. From the perspective of knowledge goals, this task includes words and syntax about the nature, characteristics, materials and sources of dreams; from the perspective of ability goals, this task exercises students' communication ability and cultivates students' team spirit; from the perspective of educational goals, it helps students to establish correct values and cultivate students' sense of social responsibility.

The course "Comprehensive English" taught by the author chooses super star learning pass, QQ group, Dingding live broadcast and other methods to carry out online and offline mixed teaching. Using "Xue Xi Tong" can publish tasks at any time, students can upload videos or homework, etc., and pay attention to students' participation and students' mastery of knowledge points at any time. QQ group can interact with students online in real time, play a supporting role, and is a platform for teachers and students to communicate and discuss with each other. Assign tasks on Xue Xi Tong before class: In order to avoid the single completion of the task, the author arranges the theme of two scenes: 1. What is your dream? 2. The interpretation of dreams. The students are divided into two groups. Each group chooses a topic to talk about. The group task is used to perform the dialogue.

### 3.3. Teaching process (as shown in figure 2)



**Figure 2.** Flow Chart of Curriculum Ideological and Political Classroom Teaching Based on Production-oriented Approach

The teaching process design of this unit follows the three steps of the teaching process in the Production-oriented Approach: Motivating, enabling and assessing. Motivating—the presentation of communicative scenes. According to the “Production-oriented Approach”, motivating is the first link of POA, which is different from the "warm-up" or "lead-in" activities in traditional teaching. In traditional teaching, the "warm-up" or "lead-in" is to stimulate students' learning interest or review existing background knowledge, while motivating is the first link of POA. Teachers present communication scenes, students try to find their own shortcomings, teachers clarify teaching objectives and total production tasks to stimulate students' desire to learn. Motivating includes three steps: 1. Due to the limited offline time, in this link, the author makes full use of the online learning platform to make full use of pre-class time, and assign tasks on the Xue Xi Tong, that is, to complete a speech with the theme of "My Dream". In order to encourage students to produce better, the author uploads a lecture video about "I Have a Dream" before class. Students learn speech skills by watching videos, summarize the structure of speeches, accumulate relevant words and phrases about dream, and select and prepare the materials needed to produce tasks. Students write speeches through group discussions, try to produce a video with the theme of "My Dream" and upload it to Letong. The collective activity helps to improve students' cooperative ability and team spirit, exercise their speculative ability, and encourage students to innovate, pursue dreams and improve their humanistic literacy. 2. In class, the teacher selected two representative speech videos as examples to show, and discussed and analyzed the advantages and disadvantages of students' speeches in the videos together with the students. Through the evaluation of students and teachers, students can realize the gap between their own language expression and output goals. This enables students

to identify their own shortcomings and generate a kind of pressure and motivation in their heart, thus stimulating students' desire to learn and urging them to study more attentively. 3. The teacher re-emphasizes the teaching objectives and the overall tasks of the unit. It should be noted that the teaching objectives and output tasks assigned by teachers should have ideological and political significance. The final goal of this unit is to complete the presentation with the theme "My Dream". Teachers can select and prepare the learning materials required for the facilitation process according to students' speech videos, so that students can choose to learn.

Enabling—the intermediary role of teachers. Enabling is not only the intermediate link, but also the most important link in POA. In the whole teaching process, teachers play an intermediary role, guide students to take the output task as the goal, provide scaffolding for students, select appropriate input materials, and guide students to study and apply selectively, and finally complete the output task to achieve the purpose of learning for application. At the same time, from a micro point of view, teachers should incorporate ideological and political elements into the explanation of vocabulary, syntax and discourse, seize the opportunity of education according to the educational goals in the teaching objectives, and organize corresponding classroom activities by setting real context and appropriate questions, so as to achieve the goal of moisturizing things silently, establishing morality and cultivating people. According to the three criteria of promoting effectiveness put forward by Wen Qiufang—"accuracy", "gradualness" and "diversity", aiming at the students' speeches in the driving link, teachers understand the students' initial attempt to complete the output tasks. students can be instructed to decompose the output task into the following three sub-tasks.

Subtask 1: The enablement of language ability. It is carried

out step by step according to the content, language and structure, and the promotion of language ability is completed step by step.

#### 1. Content enablement

Teachers should divide students into groups according to their different English proficiency levels and ensure that the English proficiency of each group is reasonable and the overall level is the same, forming a synergistic effect. Students are required to prepare before class. By watching videos related to the theme and collecting stories about how a celebrity pursues his dream, students are asked to understand different interpretations, analysis and evaluation of the same event from different backgrounds in a group. and put forward thinking questions: 1. What is the relationship between "personal Dream" and "Chinese Dream"? 2. What's the difference between Chinese Dream and the American Dream? 3. How to cling to your dream? In class, teachers should lead students to understand the relationship between "personal Dream" and "Chinese Dream" through comparison, and distinguish American Dream from Chinese Dream through comparison.

At the first session of the 12th National People's Congress, President Xi deeply analyzed the relationship between the personal dream and the Chinese dream, pointing out that the Chinese dream includes the personal dream, and the country has a family, and the personal dream includes the Chinese dream, and the family has a country. Personal dreams should be based on the Chinese dream, and personal dreams should be realized in the great practice of participating in the Chinese dream. The Chinese dream is the sublimation of a personal dream, and it is because of the convergence of countless small personal dreams that the great Chinese dream comes into being. The American dream can also be distinguished from the Chinese dream by comparison. The American dream, as the core of the American spirit, is the belief that Americans pursue a better life, and it is also the image symbol of the United States. The American value system is centered on individualism. The Chinese Dream, derived from the thousand-year culture of the Chinese nation, lurks in the hearts of every striving Chinese. Now, President Xi pointed out that realizing the great rejuvenation of the Chinese nation is the greatest dream of the Chinese nation since modern times[8].The main goal of content facilitation is to learn content related to the theme of this unit "My Dream".

#### 2. Language enablement

Before class, the teacher should list the words and phrases related to the topic online and ask the students to preview them. In class, teachers can choose key words and syntax to guide students to carry out language promotion. Teachers can incorporate ideological and political elements, such as the theme of the article "dreams", which can guide students to carry out Chinese-English translation, such as "Enjoy the cool under the rice crops taller than men, one dream throughout the life."Syntactic teaching can be carried out by comparing rhetorical devices, similes and metaphors, and let students carry out imitation exercises to consolidate the usage of vocabulary and syntax.

#### 3. Structure enablement

Before class, teachers should provide English examples and videos related to the topic for students to learn by themselves and summarize the structure of the article. In class, teachers can lead students to read the text, understand the structure of the text, and sort out the context of the article. Teachers can also guide students to modify the article

structure of the sample essay, such as the "total-portion-total" or "contrast" article structure, and ask students to revise the article again. Finally, teachers should make immediate evaluations based on the results of the students and give immediate corrective feedback for the problems that most students have.

Sub-task 2: Speech writing and presentation skills. In order to cultivate students' language communication ability and enable them to master speech writing and speech skills, before class, the teacher posted a speech video about "I Have a Dream" or a TED hot topic speech online, and asked students to record their speech subtitles while listening. In the class, students will discuss and analyze speech topics, basic paradigms, narrative methods, language expression and other content in groups, and summarize the speaker's language, posture and voice expression skills. In addition, the students recommended by the group are also required to give an impromptu speech on stage. After class, the students submit their speeches to the students in small groups, and the teachers give comments and revisions.

Subtask 3: Presentation of the speech. After completing the above two sub-tasks, students are required to give a presentation on the theme of "My Dream". The teacher invited the students who were good at making PPT to demonstrate the method of making PPT, and each group member combined their own speeches to complete the corresponding auxiliary PPT. This session aims to exercise students' language and communication skills, and improve students' practical ability to make PPT.

In the process of completing each sub-task, the teacher not only arranges and checks the task, but also plays the role of intermediary scaffolding, guiding the students to complete the output task, and achieving the purpose of applying what they have learned.

Evaluation—instant evaluation and delayed evaluation. In the real-time evaluation, teachers will give real-time evaluation of students' learning performance and learning effect. In the delayed evaluation, teachers will give their own evaluation and analysis after comprehensive consideration of the tasks completed by students. Among them, in sub-task 1, teachers will correct students' sentences and translations and give detailed comments; In subtask 2, the teacher will enlighten the students to explore the problems and solutions in the process of the speech, and give professional advice to the speeches uploaded to Xue Xi Tong. At the same time, groups can also evaluate each other. At the same time, the groups can also evaluate each other; In sub-task 3, PPT files will be evaluated and modified among students in the group, and self-evaluation and mutual evaluation within and between groups will be carried out after the presentation, and comprehensive comments will be made by teachers. Finally, teachers will focus on the comparison of Chinese and Western cultures, and actively evaluate students' personal values, world outlook and outlook on life contained in language communication, so as to promote the evaluation of moral education. Through the evaluation and voting of teachers and the whole class, excellent works are selected for students to exchange and learn.

### 3.4. Reflection on teaching

Based on the Output-oriented Approach, this paper introduces how to integrate curriculum ideology and politics into the teaching process of Comprehensive English so as to achieve the goal of language learning and whole-person

education.

#### 1. Designing output tasks and aim at tasks

The output task is the starting point and the end point, and it is the core of instructional design. Teachers should design output tasks that can achieve teaching goals on the basis of possible future communication situations. In the design, the students' language proficiency and cognitive ability should be taken into account and properly stratified so as to make the task moderate in difficulty.

#### 2. Designing enablement activities with the goal of output tasks.

Among the three teaching links of "motivating-enabling-assessing", the promotion link is the most important. Teachers should guide students to study selectively and pay attention to the natural insertion of the ideological and political connotation of the curriculum. It is not appropriate to fragment the language knowledge and maintain the integrity, systematicness and scientificness of the curriculum. In the process of teaching, ideological and political education should be carried out timely, properly and naturally to spread Chinese culture and achieve the goal of educating people.

#### 3. Giving full play to students' autonomy in learning.

According to students' language competence and communicative competence, teachers should gradually reduce intervention and give full play to students' learning autonomy when designing output tasks, selecting input materials and making evaluation.

## 4. Conclusion

Taking Unit 4 of "New English Course (II)" as an example, this paper introduces the teaching practice of thinking and politics in integrated English curriculum under the guidance of output-oriented method. This teaching practice organically combines English language learning with whole-person development, reforms foreign language teaching in colleges and universities, and builds a comprehensive English teaching method with Chinese characteristics. The combination of POA and curriculum ideology and politics enables students to master English language knowledge, love traditional Chinese culture, build national confidence, and enhance patriotic consciousness. This study has some limitations in the scope of the object and the design of the teaching process, etc. It needs to be continuously improved in the future teaching and research, expand the application of POA theory, and improve the current situation of English teaching, and cultivate new foreign language talents with high professional level and political consciousness.

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