



Applying Production-oriented Approach to Ideological-Political Education in College English Courses

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Abstract. Nowadays, how to practice morality education to meet national strategic needs is a heated research topic for Chinese researchers. This paper addresses two important teaching issues: "what to teach?" and "how to teach?". Based on the "Production-Oriented Approach" (POA) as the teaching concept in line with the language teaching objectives-the cultivation of values, knowledge and skills, this paper organizes the course framework, teaching ideas and teaching processes. It will become a good pilot practice regarding how to carry out ideological-political education in college English courses.

Keywords: POA; Ideological-Political Education; Blended learning; College English.

1 Introduction

The "Guidelines for College English Teaching" (2020 Edition)¹ emphasizes the mission of moral education in college English courses and requires fully exploring the ideological-political elements embedded in English courses. The aim is to cultivate well-rounded talents with great values, knowledge and skills. The "Guidelines for Ideological-Political Education" (2022 Edition)² also puts forward detailed requirements for the teaching objectives, teaching content, teaching design and teaching methods. In the context of the new era, college English courses are entrusted with higher missions and requirements.

Many scholars have discussed ideological-political education in college English courses, such as, Sun Youzhong.(2024)³; Zhang Jingyuan & Wang Na, (2020)⁴; Wang Wenhui & Wang Yangquan. (2024)⁵; Zhuangli. (2023)⁶. Huang Guowen & Xiao Qiong (2021)⁷, starting from a "problem-oriented" approach, discuss the six elements of ideological-political education in foreign language courses: why, what, who, when, where, and how. Their approach is worth referencing. However, the majority of existing researches focus on the connotation, theoretical framework and suggestions of ideological-political education in foreign language courses. Although there are few discussions on practical approaches and teaching designs that put the theory into practice, they are not relatively operational for most English teachers.

2 Teaching Concept

Chinese Scholar Wen Qiufang (2020)⁸ created the "Production-Oriented Approach" (POA). The POA consists of three parts: teaching concepts, teaching hypotheses and teaching process. The teaching process can be further divided into three stages: Motivating, Enabling and Assessing. During the entire teaching process, teachers act as scaffolds, guiding students to complete the tasks and produce outputs. Additionally, the author integrates the ideological-political elements into the teaching content, thereby achieving the goals of ideological-political education.

3 Teaching Design and Practice

Language is closely connected with culture and cognition. From the perspective of functional discourse analysis, "any discourse is value-oriented, expressing or implying certain values, and thus can be examined from an ideological-political perspective" (Huang Guowen, 2020)⁹. Therefore, foreign language teachers should be good at digging out the hidden values within the text. Huang Guowen and Xiao Qiong (2021) started from a "problem-based" approach and explored the six elements of ideological-political education in College English courses: why, what, who, when, where, and how. Among these, "what to do" in ideological-political education is an important question for us. Only by clarifying "what to do" can we discuss "how to do it." The practice of integrating ideological-political education into College English ultimately revolves around "what to teach" and "how to teach." The teaching design is vital in the teaching process, which requires teachers to dive deep into finding out the ideological elements in teaching materials and fully explore the advantages of language in ideological-political education. Therefore, the teaching design should integrate ideological-political elements into the teaching objectives, content, process and evaluation to ensure the achievement of ideological-political education goals.

3.1 Teaching Context

Our university is a science and technology university and the majority of our students are of railway transit related majors. As generation Z, they're keen on using digital tools in their learning. They're less competent in cross cultural comprehension, communication and cooperation. Based on the college entrance examination and school based English examination, Their English is corresponded to CSE4-5. They have higher confidence in reading and listening, while intermediate confidence in speaking and writing.

3.2 Teaching Content

The first problem we should deal with is to determine "what to teach?" We selected "New Horizon College English" as our textbook, which integrates critical thinking skills and morality education into Language learning. In this paper, we take unit 4-A strategic scientist, Huang Danian, as an example. The author introduces Huang Dalian's

life story, whose expertise has helped China take lead in a number of technical fields. His patriotic deeds and deep affection for motherland have made him a role model for everyone, especially for the young who may be experiencing “odyssey years”-a life stage of confusion and self-discovery. The young generation can draw inspiration from Huang’s patriotism, professional dedication, and noble spirit to shoulder the mission of realizing national rejuvenation. Through analyzing the distinctive features of the role model, we try to help the students to explore and better grasp the underlying similarity out of the differences of dreams and mindset and to understand the connection between small personal dream and big national dream.

3.3 Teaching Procedures

After solving the problem of "What to teach?", we need to address the question of "How to teach?" This paper adopts a project-oriented approach (POA) to facilitate effective classroom interaction. The teaching procedures can be divided into three teaching stages: Enabling, Motivating and Assessing. During the entire teaching process, teachers act as scaffolds, guiding students to complete the tasks and produce outputs. At the same time, the morality education has been integrated into the teaching process. The teaching concept of this class is shown in Figure 1. The teaching procedures based on POA is as shown in Table 1.

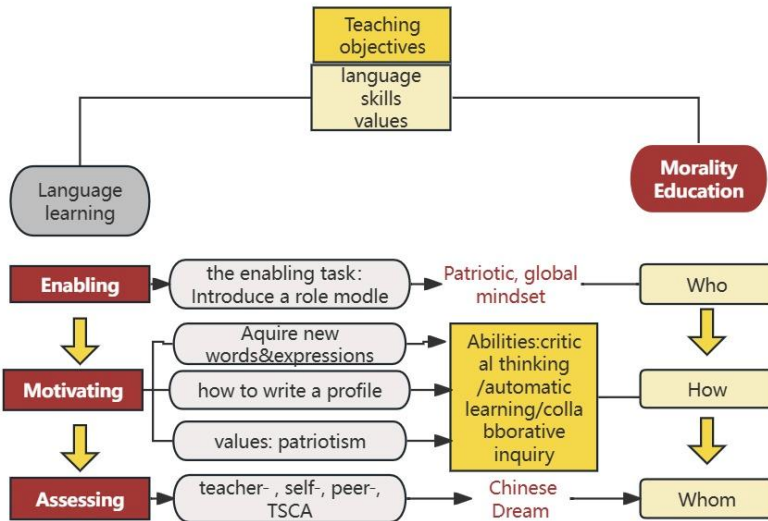


Fig. 1. Teaching concept of “A strategic scientist-Huang Danian”

Table 1. The teaching procedures of “A strategic scientist-Huang Danian”

Activities and Tasks	
Motivating	
Pre-class	Scenario: Make a 5-minute short video to introduce a Chinese role model. Trial Output: Write an essay-the scripts for the short video (online platform)
Enabling	
Pre-class	Preview :① watch the video;② learn the new words and expressions. (online platform)
In-class	<ol style="list-style-type: none"> 1. Accessing the first draft with the students. 2. Text A: A strategic scientist-Huang Danian <u>How to write a profile to introduce a person?</u> <ol style="list-style-type: none"> 1) Preparation stages <ol style="list-style-type: none"> ① Establish a theme ② Gather information ③ Identify milestones (Principles: theme-oriented; impact-focused) ④ Organize a timeline Time+Milestones+Qualities (TMQ structure) 2) Writing: <ol style="list-style-type: none"> ① Structure: lead-body-closure ② Language-polishing: <ul style="list-style-type: none"> • Figurative language-metaphor, simile, personification. • Collocations • News; quotes; anecdotes 3. Moral education Personal dream vs. Chinese Dream
After-class	Assignments: <ol style="list-style-type: none"> 1. Revise the first draft 2. Draw a mind-map of the structure of the text. 3. Complete peer-assessment.

Before Class: Students learn the new words, expressions and other online re-sources to complete the learning tasks and finish the quiz on the U Campus platform. They also engage in warm-up activities based on the discussion topics and materials provided by the teacher, preparing for offline classroom activities. Teachers provide learning guidance based on platform questions and comments, analyzing the learning situation and adjusting the focus of face-to-face teaching.

In-Class: The teaching process revolves about the needs of students, focusing on the improvement of students' critical thinking abilities. At the very beginning of the class, the teacher and students collaboratively accessing the writing sample from the students. By discussion and the teacher's guide, the students find out the issues in the writing. Then, there lies a question for students-what type of writing is appropriate? With teacher's help, the students notice that the profile is the most suitable writing style for this piece of writing. We further introduce the five steps of writing a profile story-established a theme, gather information, identify milestones, organize a timeline and write. The initial four steps are preparation stages. By dissecting the text, we analyze the qualities of the role model and understand the author's writing technique-TMQ

structure, by which, the author display Huang's qualities subtly and help these qualities leave deeper impressions on readers. Furthermore, through analyzing Huang's life journey, students gain a deeper understanding of the relationship between personal dream and Chinese dream. When it comes to writing, it will be introduced in terms of two aspects-structure and language. The structure can be divided into three parts-the lead, body and closure. Language serves as the flesh to the skeleton. We can apply figurative languages such as simile, metaphor and personification to polish the writing and we also encourage students to correctly use collocations as well as incorporating news, quotes and anecdotes to flesh out the writing. In the classroom, students are guided to participate in teaching activities such as answering leveled questions, simulated scenarios, expressing view-points and groups discussions. This approach stimulates students' thinking, allows them to present productions and achieves synchronous output of language, skills and ideology.

After Class: The discussions can be conducted outside of the classroom. Students are organized to conduct group cooperative learning, extensive reading and review the acquired knowledge. Through online communication within or between the groups, the students broaden their perspectives on problem-solving and knowledge-sharing. We also require students to finish the assignments and assessment online.

3.4 Assessment

The ideological-political education in College English courses integrates value education into the teaching of language knowledge and cultural content. In this case, evaluation should be diversified and formative. Therefore, the evaluation should go beyond the language proficiency and include the evaluations in the perspective of ideology, values and attitudes. (Zhang Jingyuan, Wang Na, 2020)¹⁰, forming a multi-dimensional assessment of language, culture and values. Secondly, since ideological-political education is subtle in form, the evaluation of its effectiveness should be mainly formative, spanning the entire learning process to highlight the subtle changes in students' feelings, attitudes and values. In addition, we rely on the evaluation functions of online platforms, combined with teachers' evaluations to record and measure students' performance in and out of class. Students can also provide suggestions and evaluations on course content, activity arrangements and teaching implementation.

4 Conclusion

At present, college English courses are empowered with new missions. The teaching content and design should make corresponding adjustments and innovations. Therefore, College English teaching solve the problems of "what to teach?" and "how to teach?" in ideological-political education in college English courses. Meanwhile, the study innovates the teaching mode by applying modern information technology in ideological-political teaching with the help of production-oriented approach. The author utilizes blended teaching to stimulate students' learning motives, promote personalized learning and emphasize the cultivation of their skills. This study aims to achieve the teaching

objectives of the cultivation of values, knowledge and skills and organizes the course framework, teaching ideas and teaching processes. It provides a reference for the educational reform of foreign language teaching.

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