Application of POA Theory in Innovative Teaching Model of College English-under the Background of Curriculum Ideological and Political Education

Jiang Weijin

Fuzhou Technology and Business University, Fuzhou, 350000, Fujian, China

Abstract: *At the national conference on ideological and political work in 2016, general secretary Xi Jinping pointed out that the foundation of University's establishment is to build virtue and cultivate people. It is emphasized that strengthening ideological and political education in colleges and universities should be the top priority. Subsequently, colleges and universities across the country comprehensively promoted the ideological and political construction of courses, and the ideological and political education reform of College English courses was also carried out in an all-round way. In order to explore how to effectively integrate ideological and political elements into College English courses, based on the output oriented approach (POA) proposed by Professor Wen Qiufang, this paper constructs a "5G" innovative teaching model based on language situation under the background of curriculum ideological and political education. This innovative teaching model, combined with online and offline mixed teaching, guides students to carry out "output oriented" language knowledge learning in a situational language environment so as to make the first pass of output (the first G: generate language proficiency), to promote the second G: generate practical skills and the third and fourth GS: generate critical thinking ability and generate creative production. The fifth G: generate positive attitude is achieved while carrying out explicit teaching - cultivation of knowledge ability. The cultivation of knowledge ability and ideological and political education are intertwined and inseparable, and run through the whole teaching process (before-class, while-class and after-class). In order to test the feasibility of this model, it is applied to the teaching practice of College English, and the teaching effect is evaluated through a questionnaire. The results show that the model is feasible and operable, and provides specific ways and methods for the organic integration of ideological and political elements into the teaching of other English courses, which has practical reference value.*

Keywords: *Curriculum Ideological and Political Education; POA; College English; 5G Innovative Teaching Model*

1. Introduction

Figure 1: POA Theory proposed by Wen Qiufang[6]

Production-oriented approach (POA) theory is a localized education and teaching theory proposed by Professor Wen Qiufang to solve the teaching problems of time-consuming, low efficiency and separation of learning and application, which includes three parts: teaching concept; teaching assumptions and teacher-mediated teaching process. The teaching philosophy includes learning center theory, learning and application integration theory and whole person education theory. Teaching assumptions include output driven, input facilitated and selective learning. The teaching process consists of three stages: motivating, enabling and evaluating. In the whole process, teachers should properly play an intermediary role. The teaching philosophy is the guiding ideology of the other two parts. The teaching hypothesis is the theoretical support of the teaching process, and the teaching process is the way to realize the teaching philosophy and teaching hypothesis.

The "Learning Center Theory" in this theory advocates that all activities of classroom teaching should serve the occurrence of effective learning. Activities in the classroom can take many forms: teacher teaching, group discussion, dialogue activities, individual display, group display, etc. Different forms serve different teaching objectives. The key is that teachers should choose the best form to achieve the teaching objectives. It is considered that when designing each teaching activity, first of all, teachers should pay attention to what students can learn, advocate the dual dominant position of "teacher-guided" and "student-centered", and advocate that teachers should not only pay attention to students' learning autonomy, but also give full play to teachers' scaffolding role to guide students to complete output tasks, so as to cultivate students' ability to do things in English. The theory advocates the teaching concept of "integration of learning and application", and "learning" refers to input learning, including listening and reading.[1] "Application" refers to "output", including speaking, writing, interpretation and translation. It emphasizes the tightness between language output and input. Students no longer only learn the text, but use the text as a means to learn and complete the output task in English. Therefore, teachers should carry out selective language input according to the output task, so that students can apply what they have learned in order to help them overcome the disadvantages of separation of learning and use.

2. Research Design

The teaching of College English always adheres to the POA theory put forward by Professor Wen Qiufang. It advocates that each teaching task should be designed with "learning as the center" and "learning and application as one".[4] Through a series of subtasks, it can finally get input in language, content, thought and other aspects and form applied output. The knowledge goal, ability goal, communication goal and education goal are clear, giving priority to cultivating morality and cultivating students, so as to realize the whole course education, whole person education and whole process education required by the "golden course".

2.1 Research Object

The target students of this course are freshmen, non-English majors. Their average English level is medium, but their learning enthusiasm is high. Most students basically have a certain reserve of English vocabulary and grammar knowledge, but the written and oral expression ability is not strong, and the problems of "unable to write" and "dare not say" are common.

2.2 Research Contents

In order to explore how to effectively integrate ideological and political elements into College English courses, according to the talent training scheme of our university, based on the production oriented approach (POA) proposed by Professor Wen Qiufang, this paper explores the specific scheme of how to effectively integrate ideological and political elements into College English course through teaching practice, and finally constructs the "5g" innovative teaching mode based on language situation under the ideological and political background of the course.

2.3 Research Method

Practical method: About 150 students from three classes were selected from freshmen to form an experimental group to carry out the teaching practice of College English for one semester.

Questionnaire survey method: After the teaching practice of College English, a survey was

conducted in three freshman classes to test the effectiveness of the model.

3. "5g" Innovative Teaching Model Based on Language Situation

Under the guidance of Professor Wen Qiufang's POA theory and through one semester's teaching practice of College English, the author constructs a "5g" innovative teaching model based on language situation (Figure 2). The teaching mode is "learning-centered", "teacher-guided and student-centered", which aims to promote students' memory, understanding and language application ability through situational learning experience, so as to improve their speculative, and innovative thinking. Guide students to carry out "output oriented" language knowledge learning (the first G: generate language proficiency) in a situational language environment, make the first pass of output, and promote the improvement of their language application ability (the second G: generate practical skills) and comprehensive nutrition (the third and fourth GS: generate critical thinking ability and generate creative production). The fifth G: generate positive attitude is achieved while carrying out explicit teaching - cultivation of knowledge ability. The cultivation of knowledge ability and ideological and political education are intertwined and inseparable, run through the whole teaching process (before class, during class and after class), cultivate students' humanistic quality in terms of human dimension and interest, and help students establish a correct outlook on life, world outlook and values, so as to realize the educational goal of value guidance and character shaping.[3]
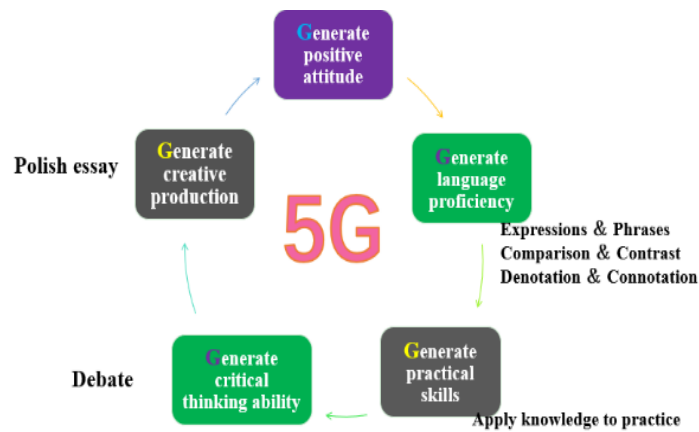

Figure 2: "5g" innovative teaching model based on language situation [5]

4. Production-oriented Tasks

Take unit 2 text A: The Virtues of Growing Older as an example to show the specific operation of the teaching mode.

Teachers design output tasks according to the teaching objectives set in this unit, mainly including classroom debate (subtask 1) and after-class expository essay writing (subtask 2) and several specific tasks. The objectives to be achieved are as follows:

Knowledge objectives	Master the key words, phrases and expository writing techniques (comparison and contrast, denotation and connotation, parallelism) of this unit.
Communication objectives	Through a series of subtask input, strengthen the communication between students, improve their communication ability, cultivate their sense of cooperation, and exercise their oral expression ability.
Ability objectives	Through speculative discussion on classroom topics, stimulate students' critical thinking, guide students to dialectically think about "getting older" from different angles, and cultivate "speculative" ability; Through comparison and contrast, denotation and connotation, parallel structure of writing skills, improve students' ability of expository essay writing.
Moral education objectives	Through the discussion and dialectical thinking on the topic of "getting older" in the text, infiltrate the students with the correct outlook on life and enable them to be positive and optimistic towards life in the invisible way of "salt dissolves in vegetables".

In this unit, the teacher, through subtask 1: should we depend on cosmetics or exercise to delay aging → subtask 2: the pros and cons of aging → general task - speculative discussion (sharing views on aging), helps students complete output tasks from simple to deep, so as to improve students' language application ability, speculative ability and teamwork ability, and form a positive and optimistic outlook on life. The two main lines of explicit teaching and implicit education run through the whole teaching process. To complete the output task is explicit teaching, that is to achieve the knowledge objectives, communication objectives and ability objectives. To enable students to form a positive and optimistic outlook on life is implicit education that is to achieve moral education objectives. In the way of "salt dissolves in vegetables", the positive energy of "positive" and "optimistic" is integrated into the teaching of College English.

5. Outcome and Evaluation

Through the mode of pre-class preparation, in-class implementation and after-class consolidation, from task "input" to "output", students' English language ability to analyze and solve problems is gradually improved. By extending the topic of "aging" to "fitness and exercise" in the text, combined with the current epidemic situation, it is helpful to instill the ideological and political education of "national fitness in the current epidemic situation" and "exercising for one hour every day, healthy and happy for a lifetime", so as to cultivate students to establish a correct outlook on life. Through this mode of "moistening things silently", we can realize "morality-cultivation in class and morality-cultivation in teaching".

Subtask 1 debate. Through the joint evaluation of teachers and students and peer evaluation, students are guided to apply new language knowledge and think deeply about "getting older", so as to effectively help students complete the output task and finally achieve the mastery of new knowledge. At the same time, according to students' feedback, teachers test their goal achievement in new knowledge mastery, language application ability, comprehensive quality and emotional attitude.

Subtask 2 expository essay writing. Through the repeated training of language knowledge and output ability and the gradual discussion of the topic "getting older", students have mastered the English expressions related to "getting older" and their in-depth understanding of "getting older", so as to enhance their self-confidence in expressing their views in English and form a positive and optimistic attitude towards "getting older".

6. Teaching Feedback

In order to test the effectiveness of this teaching model, the author distributed 150 questionnaires to the students from three classes, and received 150. According to the statistical results, 88.67% of the students believe that the teaching model is helpful to master language knowledge; 86% of the students believe that this teaching model is helpful to improve their language output ability; 33.89% of the students believe that the comparison of Chinese and Western culture is helpful to promote the value of Chinese and Western culture and help them establish their self-confidence; About 95% of students believe that this teaching model is helpful to improve their autonomous learning ability; About 97% of the first mock exam students believe that this mode can enhance their teamwork ability. On the whole, students' satisfaction and recognition of this teaching model and its teaching effect are relatively high.

7. Teaching Innovation Reflection

The main difficulty of English classroom teaching based on POA theory lies in what time and means teachers use to drive and guide, so as to create learning opportunities for students and stimulate learning motivation. Teachers should make real-time decisions according to the level of students, provide appropriate support, carry out appropriate knowledge input, and promote effective knowledge output. In addition, for novice teachers who practice evaluation, the most difficult thing is the transformation of evaluation concept. Evaluation is the expansion and extension of teaching and learning.[2] Evaluation should be designed around teaching objectives (i.e. output objectives). The evaluation content is produced in the interaction between students' text and teaching objectives. Therefore, when determining the evaluation content, our teachers should not only consider the typical problems in students' text, but also ensure that the selected problems are the main problems affecting the achievement of teaching objectives. At the same time, we should not only pay attention to whether

the teaching objectives are achieved, but also study and judge whether this problem is the most urgent problem to be solved.

In view of the short practice time of this teaching mode, it needs to be further improved in teaching evaluation and the specific implementation of mixed teaching. In terms of teaching evaluation, the way to evaluate the effectiveness of education still remains through the methods of output examination and questionnaire survey, which is not systematic. In addition, how to make more efficient use of online and offline hybrid teaching in curriculum ideological and political teaching also needs further research.

8. Conclusions

Taking advantage of the east wind of college curriculum ideological and political construction in the new era, in order to improve the educational function of College English curriculum, this paper constructs a "5g" innovative teaching model based on language situation under the background of curriculum ideological and political education according to POA theory. The practice proves that the model is feasible and operable, and provides a practical path for the organic integration of ideological and political elements and College English teaching. However, due to the preliminary attempt of POA theory and the application of curriculum ideological and political ideas in College English teaching, there are still some deficiencies in the organic integration of theory and practice and the evaluation method of ideological and political effect. It needs to be gradually improved in practical teaching in the future.

References

[1] Bi Zheng(2019). Comparison between "Production-oriented Method" and "Task-based Teaching Method": Design and Use of Teaching Materials [J]. Foreign Language Teaching. No.4,pp. 61-65.
[2] Chen Hao, Wen Qiufang(2020). Research on Nominalization Teaching of Academic English Writing Based on "Production-oriented Method" -- Taking Facilitation Teaching as an Example [J]. Frontiers of Foreign Language Education Research. No.1,pp.15-23.
[3] Huang Guowen, Wen Qiufang(2018). Social Responsibility of Foreign Language Workers in the New Era [J]. Chinese Foreign Language. No.3,no.12-14.
[4] Wen Qiufang(2019). Foreign Language "Golden Class" and "Gold Medal Foreign Language Teacher Team" [J]. Frontiers of Foreign Language Education Research. No.4,pp. 3-10.
[5] Wen Qiufang(2019). Cultivation of Key Abilities in College Foreign Language Courses in the New Era: Thoughts and Suggestions [J]. Frontiers of Foreign Language Education Research. No.1,pp.3-11.
[6] Wen Qiufang(2017). Theoretical Framework for the Use and Evaluation of Teaching Materials of "Output-oriented Method" [J]. Foreign Language Education in China. No.2,pp.17-23.