

A Probe into “Curriculum Ideology and Politics” in Higher Vocational Business English Teaching Design Based on POA—A Case Study on Describing Jobs

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Abstract: *The effective implementation of curriculum ideology and politics depends on how to optimize the teaching design and realize the goal of morality education while organically combining knowledge imparts with value guidance. This paper takes Describing Jobs and Job Responsibilities project teaching of "Comprehensive Business English" as an example to explore the natural integration of ideological and political education in the teaching design, specific implementation and practical effects of output-oriented method (POA), and discusses how to improve English language skills and promote students to establish good professional values in the process of business English teaching, so as to effectively realize the organic integration of value shaping, knowledge imparting and ability cultivation to improve the teaching effect.*

Keywords: *POA, higher vocational Business English, curriculum ideology and politics, teaching design*

1. Preface

On May 28, 2020, the Ministry of Education issued the Guidelines for Ideological and Political Construction in Higher Education Curriculum, indicating the implementation direction of teachers in the process of implementing ideological and political construction in the curriculum: Education and teaching should be taken as the most basic and fundamental work, and ideological and political education resources contained in various courses and teaching methods should be deeply explored, so that teachers can help students understand the truth of the world, enrich their knowledge, broaden their horizons, shape their character, and strive to become socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor [1].

2. The Significance of Curriculum Ideology and Politics of Business English courses

Under the background of ideological and political education in curriculum, foreign language teaching are increasingly integrated with ideological and political education. As a bridge connecting Chinese and Western cultures, foreign languages teaching has important ideological and political value in curriculum. In order to cultivate talents with international vision and high skills to adapt to globalization, vocational foreign languages courses should put moral education in the first place, implementing ideological and political education through the whole process of education, so as to realize all-round education. Foreign languages ideological and political curriculum implementation is to "Integrating the idea of moral cultivation into all aspects of foreign languages classroom teaching organically and be committed to shaping students' correct outlook on world, life and values through foreign language teaching content, classroom management, evaluation system, teachers' words and deeds and other aspects. [2]". Therefore, business English teaching in higher vocational colleges should integrate ideological and political education into students' hearts, guide them to build faith, temper character, and cultivate specialized talents with national feelings and international vision, so as to promote the development of higher education [3]. However, there are still many problems in the specific teaching process, such as the lack of sufficient ideological and political awareness among foreign languages teachers and the ability to skillfully integrate ideological and political elements into classroom teaching, leading to the "Inconsistency" problem, making professional education disjointed with ideological and political education [4]. In view of the above problems, this paper takes Professor Wen Qiufang's output-oriented method as the theoretical guidance, and explores the ideological and political elements in business English teaching in higher vocational colleges from driving -- facilitating -- evaluating, so as to achieve the fundamental goal of establishing morality and cultivate talents.

3. Research Status of POA

POA is the abbreviation of Production-Oriented Approach, which is developed from the "output-driven hypothesis" proposed by Professor Wen Qiufang. POA is a foreign languages teaching theory proposed and established by Professor Wen and his team according to the current situation of foreign languages learning in China. POA aims to stimulate students' motivation to learn English and improve their English output ability in practical communication activities by creating real scenes. POA is designed for the curriculum reform of English majors (Wen Qiufang,2008) and extended to college English teaching (Wen Qiufang,2013). In early 2014, Wen revised it to the "output driven and input facilitated hypothesis". Subsequently, it was officially named "Production-Oriented Approach" (Wen Qiufang, 2014).

Paul (2018), professor of English Linguistics, commented that POA is an innovative transfer of English teaching theories and concepts from China, which is especially important for the younger generation of language learners. This theory aims at cultivating students' language production ability and emphasizes the guiding and helping role of teachers in the classroom. It also aims to encourage students to take up new knowledge with interest. Professor Ellis (2017) from Curtin University in Australia believes that the research direction of POA is very broad, including the selection of reasonable evaluation system, the design of learning output process, the evaluation of teaching materials and the influence on language communication.

At present, most domestic researches on POA theory focus on teaching practice, which is used to explain the teaching processes and teaching steps. These teaching practices adopted questionnaires, interviews and academic journals as data collection methods to prove the effectiveness of POA teaching and provided practical basis for further improvement of POA theory. In order to realize the teaching principle of "combining learning with application" and achieve better teaching effect, POA proposed to divide the teaching process into three parts: "motivation", "facilitation" and "assessment". According to the theory of "output driven" and "input facilitated", teachers guide students to use a variety of input materials for selective learning according to the needs of output tasks, so as to promote the completion of output tasks. "Evaluation" includes both immediate evaluation of the student's "learning" process and delayed evaluation of the student's product. The hypothesis emphasizes the enhancement of language output and the accumulation of selective inputs. At the same time, the interaction between input and output is emphasized to meet students' individual and social needs. However, the application of POA in comprehensive business English teaching practice is still limited, especially in the field of ideological and political teaching design of comprehensive Business English courses.

4. Application on Comprehensive Business English Lesson

This paper takes the topic *Describing Jobs and Job Responsibilities* in the course of Comprehensive Business English as an example to show how to naturally integrate ideological and political content into the teaching design, application and effect of the output-oriented method, and carry out effective reform of teaching content compatible with both.

4.1 Analysis of learning situation

Introducing jobs and jobs responsibilities is a common social topic. Training students to be familiar with job duties and job requirements can help students understand the meaning of their jobs and positions, promote them to establish good professional values, improve their professional ability and cultivate their professional quality, so as to expand the content of their career planning and lay a solid foundation for their career development and the realization of life value. This case study focuses on developing students' ability to talk about the jobs, workplace, job responsibilities and work experience in English. The object students are the first-year students of Business English majors in higher vocational colleges who come from different regions and have great individual differences. Most students have certain listening, speaking, reading and writing ability, but they are lack of career-related vocabulary; besides, the language communication ability is not strong with expressions lack of logic and fluency. What's more, the mainstream communication tools for college students are mobile phones, computers etc. Most students can skillfully operate mobile phones and computer application software, use network resources to search for information independently, and cooperate with teachers to carry out teaching activities by using information teaching platforms such as Learning APP or other mobile

phone software, so as to achieve the best learning results.

4.2 Topic analysis

Through pre-class learning, students have mastered the vocabulary and some sentence patterns related to workplace. The teaching focus of this course is to further sort out and summarize the sentence patterns and practical expressions in different work fields, and train students to master the language skills of describing work and responsibilities. Taking different job responsibilities as the starting point, the teacher strives to integrate the ideological and political elements such as love and dedication, social responsibility and professional spirit into the teaching process, teach students to be loyal to jobs, emphasizing that every ordinary post has its significance of existence and significant impact on social life, and convey the sense of mission and responsibility that every citizen should bear.

4.3 Setting objectives

Before the implementation of teaching, teachers should comprehensively analyze the content of the textbook, explore the ideological and political elements that can be incorporated into it, and clarify the teaching objectives of the unit. In this way, guided by the teaching objectives and output, we set the teaching objectives as the following.

Knowledge objective: To master core vocabulary and typical sentence patterns related to job post, workplace and job responsibilities, learn to use view information to predict passage content.

Skill Objective: To develop the skills to describe the job and its responsibilities, and to improve the ability to communicate with others about the job.

Ideological and political objectives: to cultivate students' professional spirit, improve professional quality, establish good professional ethics and cultivate the spirit of love and dedication.

4.4 Teaching design and implementation

During the implementation of this lesson, the teacher upgraded the teaching model to take "Pre-class Motivating", "In-class Enabling", "After-class Extending and Assessing" as its main line. Each main line naturally integrates ideological and political elements, so that students can get imperceptible ideological education.

4.4.1 Pre-class driving

Before class, the teacher publishes the "driving package" online, including the questionnaire about career intention, new vocabulary package, micro-lesson related to the topic, etc. Students receive the "driving package" under the guidance of the teacher, and conduct independent learning of the online driving materials according to the instructions. After completing the task output, they submit the output task results online within the specified time. According to the theme of this course, the teacher carefully designed the "driving package", which starts with the investigation of students' career intention and drives students to think about the problems of career value, laying the foundation for the learning of this course knowledge. In this process, students will find it difficult to complete the task output due to the limitation of their own knowledge, so they will have a great desire for the acquisition of new knowledge and a strong willingness to learn, which is conducive to the development of the next teaching work.

4.4.2 Onsite class enabling

At the beginning of class, there will be online vocabulary test. Most of the materials are selected from domestic and foreign political news and current affairs, such as Report of the 19th National Congress, golden sentences on governance and traditional Chinese aphorism, etc., this process not only strengthens students' understanding of words, but also guides students to keep an eye on current political news and cultivates students' political sensitivity.

In the second place, while creating the scenario that five participants of J&C workshop introducing jobs, the teacher enlightens students to think about what should be introduced in such a social occasion, and guides students to predict the occupations of the five business people in the textbook and guess their job responsibilities. In this part, the teacher guides students to understand the job responsibilities of five different occupations in the textbook through background analysis, business situation creation and then have discussion on how to introduce themselves in business occasions, thus shaping good

professional ethics and helping students to establish correct professional values.

In the third place, in the mind-map section, each team was asked to work together to complete a mind map "Describing jobs". This process is not only improving students' interest in learning, improving language skills, but also enhancing team work and developing self-describing jobs. Students independently use the mind map to sort out the vocabulary and sentence patterns of describing the job in this stage.

In the fourth place, the teacher prepares some playing cards with photos of different professional figures. Each student picks one from the cards to describe the job from first person perspective, and think about the meaning and value of the job. This activity can not only enable students to convert what they have learned into practice, but also guide them to think about the value of occupation and understand that there is no distinction between high and low occupation, and every ordinary post has its own significance and value.

At the end of the class, the teacher played a public service advertisement to introduce the five characteristics of occupation, including Various, Available, Learn-able, Unique and Essential, thus highlighting "VALUE", that is, the value of occupation.

4.4.3 After-class extension output and evaluation

Students are given the task of introducing career figures who have impressed them or moved them deeply according to the learning of driving output and facilitating input. Students are encouraged to focus on the stories of anti-epidemic heroes, Touching China Characters, or people who have won the Medal of the Republic of China or the July 1st Medal, and complete the extension task by recording videos .

4.5 Effect and reflection

This lesson case firmly captures the characteristics of the course and makes great efforts in the course design. By using the methods of theme integration, scene association, story revelation, sentence extension and vocabulary association, integrating the learning of language knowledge and language skills into ideological and political education, guides students to think about professional values in the process of knowledge speculation, and improves students' professional spirit.

5. Conclusion

This paper reviews the path and strategy of the smooth integration of POA theory into curriculum ideology and politics in the design, specific implementation and practical effect of business English teaching in higher vocational colleges, and shows the main processes of how to implement curriculum ideology and politics under the framework of POA, aiming at providing an innovative path for the implementation of Business English curriculum ideology and politics in higher vocational colleges. Through practice, the author finds that the design of vocational business English teaching based on POA theory is helpful to improve students' learning interest, stimulate their learning motivation, clarify their learning purpose and increase their learning effect. For teachers, the application of this theory enriches the teaching content, enhances the classroom interest and improves the teaching effect. At the same time, running ideological and political education throughout the whole process without trace, salt dissolved in soup, effectively implement the fundamental task of moral cultivation.

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