



A study on the application of POA theory in college english writing teaching under the curriculum ideological and political concept

Chen Zeng

School of Foreign Languages, Yancheng Teachers University, Yancheng, China

Corresponding Author: **Chen Zeng**

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Abstract

Under the background of the new era, college English should take language as the carrier to carry through the goal of ideological and political education. Taking the writing teaching in college English as an example, this paper discusses the effective way to integrate ideological and political elements into college English courses based on POA theory, which mainly explores the "curriculum ideology and politics" from the three dimensions of writing task driving, input material selection, writing output and evaluation, so as to better realize the educational function of English curriculum.

Keywords: POA, college english, curriculum ideology and politics, writing teaching

1. Introduction

In 2004, the university in Shanghai began to explore the curriculum reform of ideological and political education and put forward the concept of "Curriculum Ideology and Politics". After more than ten years of research, they have provided a set of valuable and popularized "Shanghai experience" for curriculum ideological and political education. In December 2016, at the National Ideological and Political Conference of Colleges and Universities, the General Secretary Xi proposed that "We should persist in taking moral education as the central link, and carry out ideological and political work throughout the whole process of education and teaching to realize all-round education.", "To make good use of the main channel of classroom teaching, all kinds of courses must go in the same direction with ideological and political theory courses to form a synergistic effect." Since then, the ideological and political courses of colleges and universities have begun to go out of the ideological and political classroom, and infiltrate into all kinds of other courses in an all-round way ^[1].

Ideological and political education in College English course is a new educational concept that penetrates the educational goal of ideological and political theory course into the teaching process of college English course. Language is the carrier of culture. As a language course, in addition to mastering language skills, College English course also plays the role of cultural communication. At present, in order to learn native English, the content of mainstream College English teaching materials basically comes from British and American writers, and most of the cultures involved in the textbooks are western culture. Therefore, for a long time, most teachers have introduced various western cultures around the content of the textbooks in the classroom, and the British and American cultures "dominate" the College English classroom. When asked about western culture, students can talk freely, but when it comes to Chinese culture, most students don't know how to express it in English, resulting in "Chinese Culture Aphasia". The output-oriented approach, which aims to overcome the "separation of learning and application" in foreign language learning, provides a new perspective for integrating the Chinese culture in ideological and political education into the effective input of English classes and guiding students to output effectively ^[2].

2. POA (Production-oriented Approach)

American linguist Krashen put forward the "Input Hypothesis" in the early 1980s. This theory holds that language is acquired by receiving comprehensible input, i.e. "i+1". "i" represents the learner's current level of language knowledge, and "1" represents the gap between the learner's current level and the next level. The "Input Hypothesis" attributes language learning entirely to input, excluding and ignoring the role of language output. In the late 1980s, linguist Swain proposed the "Language Output Hypothesis" to supplement this theory. According to Swain, language output has three functions: attention/trigger function, hypothesis verification function and metalanguage function. Therefore, language learning needs not only comprehensible input, but also comprehensible output. Output is the driving force and result of language learning. Production-oriented Approach (POA) is an English teaching theory with Chinese characteristics proposed by Professor Qiufang Wen from China Foreign Languages and Education Research Center of Beijing Foreign Studies University on the basis of years of research and practice. The POA aims to solve the problem of "separation of learning and application" of domestic intermediate and advanced foreign language learners. It is a comprehensive teaching system developed on the basis of the "Input and Output Hypothesis" [3].

The teaching concept of POA includes four hypotheses: learning center, integration of learning and application, cultural exchange, and key competence. The "learning center" advocates that all teaching activities should serve effective learning and promote the occurrence of "learning". The "integration of learning and application" advocates learning while using, and seamlessly connects the input and output of language through smaller detailed output goals. The "cultural exchange" means that foreign language learners can express their local culture in the target language on the basis of understanding the target language culture, and different cultures respect and communicate with each other. The "key competence" has different requirements for different learners.

On the basis of these four teaching concepts, POA puts forward four teaching hypotheses, namely output drive, input facilitation, selective learning, and evaluation as learning. "Output drive" reverses the traditional teaching sequence of "input first, output later", and provides targeted input for learners when they encounter difficulties in trying to output, so as to effectively absorb and use the input. "Input facilitation" is closely linked with "output drive", emphasizing that the input after output drive needs to be targeted, learnable and facilitating, and the input and output tasks can be effectively connected. "Selective learning" advocates goal-oriented selection of language, content and discourse structure in input for key learning. "Evaluation as learning" advocates that teaching should be combined with evaluation and teaching, and students should be evaluated accurately with purpose and focus, so as to strengthen the learning effect. The teaching process is based on the teaching concept and teaching hypothesis, which is a repetitive circular chain composed of drive----facilitation----evaluation, led by teachers and co-constructed by teachers and students [4].

3. The implementation path of College English "Curriculum Ideology and Politics" based on POA theory

Taking the teaching of writing in college English as an example, the development of College English "Curriculum

Ideology and Politics" under the concept of POA theory mainly includes the following three stages.

▪ Writing task drive

When designing writing tasks, teachers should fully consider the educational effect of writing content, combine the themes of teaching materials and hot social issues, and explore ideological and political elements. Take "New Horizons College English Reading and Writing Course" as an example. This four-volume textbook series cover such topics as campus life, ideals and life goals, friendship and love, road to success, sports and health, environmental protection, advertising, lifelong education and tourism, etc, which contain plenty of ideological and political materials. Through the well-designed writing tasks, students can cultivate their critical thinking ability on hot social phenomena, establish a correct view of right and wrong, express their feelings about China in their own language, and write Chinese stories well. The design and expansion of writing tasks can focus on learning the truth of being a man and doing things, the core socialist values and the realization of national rejuvenation. For example, we can learn the great country craftsman spirit embodied in Rendong Nan, the father of the heavenly eye and a model of the times; the national spirit of "rebels" such as healthcare workers and volunteers in the fight against COVID-19; the commitment and exemplary power of academicians Nanshan Zhong and Lanjuan Li; the advantages of the system of socialism with Chinese characteristics in concentrating resources to accomplish major tasks etc. We can also compare Chinese and Western cultures to summarize cultural commonalities, and arrange writing tasks around themes such as patriotism, dedication, cherishing time, hard work and success, and sportsmanship [5].

▪ Input material selection

Before carrying out the writing training, teachers should prepare the lessons carefully and provide students with high-quality writing resources containing ideological and political elements, especially the narration of Chinese development stories. At the same time, relying on the MOOC platform of Chinese universities and school-based SPOC resources, the integration of micro-classes related to ecological environment protection and Chinese excellent traditional culture on the Internet will provide students with writing input as a supplement to the textbook. And we also can make full use of new media, set up the Wechat communication group of the class, push several sample essays of different themes every week. After the assignment of writing tasks, brainstorming should be carried out in class, so that students can collect transformable and usable writing materials in groups with the help of the Internet, newspapers, magazines and learning resources provided by teachers. In the selection process, teachers should guide students to identify the discourse orientation in western media reports, must hold a critical attitude towards western culture, values and ideology, etc., and cannot accept them completely. They should also provide language assistance in the selection process, such as providing theme-related vocabulary and expressions etc.

The teaching objectives and teaching achievement of each unit should be clearly defined, and the learning effect of students in this unit should be tested through writing activities. Taking "Famous Brand" this theme unit as an example, traditional writing teaching often focuses on analyzing the

advantages and disadvantages of famous brands and training students' critical thinking ability to elaborate the positive and negative views. Under the writing teaching mode integrating "curriculum ideology and politics", teachers can lead students to watch English video clips of the birth and rise of national brands, so as to inspire students to explore the underlying reasons for the brand's influence. And guide students to think about the survival of famous domestic brands and how to revitalize the national industry, so as to stimulate students' patriotic feelings ^[6].

▪ Writing output and feedback evaluation

Writing drive is followed by writing output and feedback evaluation. The writing output process is divided into two parts: in-class and out-of-class, and the writing feedback evaluation is composed of teacher feedback, peer feedback and internet feedback. In class, students first conceive a writing outline according to the results of group discussions, and teachers give appropriate assistance based on the students' situation, mainly focusing on the correct understanding of writing requirement, so that the content is closely related to the theme, followed by the structure and wording guidance. After class, students complete the first draft of the assignment. Afterwards, peer feedback is carried out, and students revise and complete the second draft based on the suggestions of their classmates. After the teacher gives feedback on the second draft, the students then make revision according to the teacher's feedback and submit it to the online automatic scoring system "Writing Correction Network" or the intelligent platform developed by the Foreign Language Teaching and Research Press (FLTRP). The process of writing output and feedback embodies the characteristics of student student interaction, teacher-student interaction and human-computer interaction. Submitting homework anytime and anywhere on the Internet is not only real-time and convenient, but also allows students to personally experience the qualities needed to write a good essay, and cultivate their patience and good learning qualities. The writing process itself is the embodiment of implementing "Curriculum Ideology and Politics" ^[7].

In the last link of writing teaching, students need to demonstrate their work. The demonstration can be carried out through the following ways: reading excellent works in class; incorporating excellent essays into the model database and showing them to the whole class for reference and learning, or holding essay competitions to reflect POA Theory's whole-person education concept. When analyzing students' exercises, teachers focus on the wonderful sentences and paragraphs to stimulate the motivation of outstanding students to write. At the same time, students with writing difficulties will be helped through encouraging them not to be afraid of difficulties and to face setbacks bravely.

4. Conclusion

Taking writing teaching as an example, this paper discusses how to carry out "Curriculum Ideology and Politics" in College English teaching based on POA theory, to let students establish the relationship between Chinese culture and corresponding western culture, cultivate their cross-cultural awareness and improve students' cross-cultural ability. At the same time, we should give guidance in the learning process to cultivate students' cultural self-confidence, strengthen their cultural identity of their mother tongue, so that students can use English to spread Chinese culture to the

world and tell wonderful Chinese stories.

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