



Reflections on the Ideological and Political Construction of College English Curriculum Based on the Output-oriented Approach

Xiaolin Zhu^{1,*}, Ziqun Wang²

¹School of Foreign Languages, Yili Normal University, Yili, Xinjiang, China.

²Organization Department, Yili Normal University, Yili, Xinjiang, China.

How to cite this paper: Xiaolin Zhu, Ziqun Wang. (2023). Reflections on the Ideological and Political Construction of College English Curriculum Based on the Output-oriented Approach. *The Educational Review, USA*, 7(12), 1934-1939. DOI: 10.26855/er.2023.12.021

Received: November 5, 2023

Accepted: December 3, 2023

Published: December 30, 2023

Corresponding author: Xiaolin Zhu, School of Foreign Languages, Yili Normal University, Yili, Xinjiang, China.

Abstract

Based on the proposal of the Ministry of Education to comprehensively promote the ideological and political construction of courses. College English, as a public basic course and core general education course in universities, must inevitably shoulder the heavy responsibility of ideological and political education in the curriculum. The requirements for courses such as college English in the new era are also increasing. It is not only necessary to cultivate talents with language knowledge and abilities but also to cultivate compound talents with cultural literacy and noble qualities. This article will provide a detailed explanation of what constitutes ideological and political education in college English courses, guided by the output-oriented theory, and a review of relevant research in recent years. Through practical lesson examples, it will demonstrate how ideological and political content is integrated into the teaching design of college English based on POA theory and guide students to effectively output, hoping to provide new methods and perspectives for improving the effectiveness of ideological and political education in courses.

Keywords

University English, Production-oriented Approach, Ideological and Political Education

1. Research Background

The "Guiding Outline for the Ideological and Political Construction of Curriculum in Higher Education Institutions" issued by the Ministry of Education in 2020 clearly proposes to comprehensively promote the ideological and political construction of curriculum and to play the ideological and political role of each course in universities. It emphasizes the importance of exploring the ideological and political education resources contained in various courses and teaching methods (Wen Qiufang, 2018). It is also pointed out that college English courses should be integrated with the ideological and political teaching system of the curriculum. It plays an important role in the implementation of the fundamental task of cultivating morality and talent in higher education. To implement the fundamental task of cultivating one person's moral character in college English, it is necessary to take value shaping as the guide and integrate moral education into the entire process of knowledge transmission and ability cultivation. From the perspective of policy guidance, effectively integrating ideological and political education into the curriculum is an inevitable path for the continuation and development of college English courses. As an international language, English is a compulsory course for college students. College

English teaching in China should closely adhere to current educational policies and reality, deepen the reform of university curriculum, and make college English courses more in line with practical needs. At present, the research on ideological and political education in English courses in China is focused on speculative thinking. The construction of an ideological and political education system for college English courses based on theoretical frameworks and new teaching methods still needs further research and exploration. As a new teaching method that breaks the traditional teaching mode, the "output-oriented method" is an innovative teaching theory proposed in line with today's teaching needs, which to some extent promotes the improvement of teaching efficiency.

2. Theoretical basis

2.1 College English Course Ideological and Political Education

To comply with the development requirements of higher education in the new era, the Guiding Committee of Foreign Language Teaching in Higher Education Institutions of the Ministry of Education has revised the "Guidelines for College English Teaching", clarifying the ideological and political requirements for college English courses, and proposing that "college English teaching should be integrated into the school curriculum ideological and political teaching system so that it can play an important role in implementing the fundamental task of moral education and talent cultivation in higher education institutions". The research content of ideological and political education in college English teaching mainly includes the following points: at the theoretical level, the exploration of ideological and political education in foreign language courses, such as suggestions on the framework of ideological and political education, principles of ideological and political education design, and ideological and political elements in foreign language courses; At the textbook level, research is conducted on the content and construction of English ideological and political education, proposing principles for the construction of English curriculum ideological and political education content, and reconstructing ideological and political education content to ensure meeting new teaching requirements; The practical research on ideological and political education at the specific teaching classroom level, including the design of teaching tasks for ideological and political education, and the exploration of ideological and political education in blended teaching practices in the context of the new era network environment. These studies provide guidance and demonstration for front-line college English teachers to carry out ideological and political education in courses (Wen Qiufang, 2019).

2.2 Production-oriented Approach

The Production-oriented Approach (POA) is a foreign language teaching theory and method proposed by Professor Wen Qiufang in response to the current situation of foreign language learning in Chinese universities. It is mainly divided into three parts: teaching philosophy, teaching assumptions, and teaching processes.

The teaching philosophy is the overall guiding ideology of POA, mainly including learning centers, integration of learning and application, cultural exchange, and key abilities. The learning center theory states that all teaching activities should serve as effective teaching. Advocating the teaching concept of integrating learning and application, "learning" refers to input learning, including listening and reading; 'Use' refers to output, including speaking, writing, interpreting, and translating. The advantage of this teaching method is that it complements input-based learning and output-based applications. In addition, the output-oriented approach also advocates the concept of holistic education, serving the comprehensive development of individuals. POA emphasizes the guidance of teachers to students in the teaching process, emphasizing output as the goal, and through joint construction between teachers and students, helping students establish correct cultural awareness in the process of developing language application abilities, enhancing key abilities such as cross-cultural communication ability, critical thinking ability, autonomous learning ability, and collaborative ability. It can be seen that the POA teaching philosophy and student-centered approach aim to achieve a two-way interaction between English teaching and learning. This concept is in line with the ideological and political education concept of college English courses. The theory of integrating learning and application focuses on the close connection between input and output in classroom teaching. The "Cultural Exchange Theory" advocates promoting cross-cultural communication through the use of language to promote culture. Enable students to consciously use the English language to narrate China's excellent culture and establish cultural confidence through English learning. The "Key Ability Theory" proposes that foreign language teaching should cultivate the key abilities required by talents in the new era, namely the ability to solve complex problems. Not only should we cultivate and enhance students' language abilities, and teach them professional knowledge, but we also need to enhance their innovation ability. Innovation ability refers to the ability of students to creatively apply English language knowledge, apply the learned language to practical life, and bring convenience to life and work.

The teaching hypothesis is the theoretical support of POA, mainly consisting of four hypotheses: output-driven, input-facilitated, selective learning, and evaluation-based learning. The POA teaching hypothesis system outputs both driving forces and learning objectives. In the traditional input-output model, innovation can be achieved by providing real communication scenarios to make students feel difficult to output, thereby gaining learning motivation, and then providing selective input, and promoting students' effective output through effective and feasible teaching activities. The POA teaching hypothesis theoretically solves the problem of disconnection between language knowledge learning and practical application. In addition, the entire teaching process advocates equal interaction, communication, and joint evaluation between teachers and students, creating an atmosphere of trust and a culture of cooperation.

The POA teaching process is composed of the following three specific links: firstly, the driving link creates real communication scenarios, allowing students to experience the language needs in specific scenarios and recognize their own shortcomings, thereby generating a desire for learning. Then, the facilitation process is guided by the teacher, providing necessary assistance to students to guide them in completing output tasks, enabling them to smoothly complete input processing and output activities with the assistance of a series of learning activities. The evaluation process follows the principle of "collaborative evaluation between teachers and students", implementing multi-dimensional evaluation to provide a guarantee for teaching effectiveness.

3. Overview of relevant theoretical research

3.1 Overview of Ideological and Political Research on College English Curriculum

The ideological and political education of college English courses is based on English language education, with Chinese traditional excellent culture and world excellent culture as carriers, guided by value guidance, and aimed at establishing cultural confidence, to cultivate talents with socialist core values that are necessary for the construction of socialism with Chinese characteristics in the new era (Liu Zhengguang & Yue Manman, 2019).

Since the Ministry of Education proposed the concept of ideological and political education in the curriculum, the ideological and political education of foreign language courses in universities has also become a hot research topic among foreign language researchers. More than 50 core journal articles related to "College English" and "Ideological and Political Education" were found on Zhiwang in the past three years. The research content is rich and diverse, proposing that Chinese culture, external communication, and moral education should be regarded as new connotations of the humanistic nature of college English courses, providing inspiration for the positioning of ideological and political materials in foreign language courses. explored the main content of ideological and political education in foreign language courses from six aspects: teaching ideas, teaching objectives, teacher training, textbook development, classroom implementation, and teaching evaluation. Liu Zhengguang implemented ideological and political education in foreign language courses through dimensions such as teaching content, teaching philosophy, teaching path, textbook construction, and teacher professional knowledge system. Xu Jinfen (2021) proposed to expand the ideological and political elements of existing college English textbooks through three steps: "analysis, screening, and supplementation". Yang Jiu (2020) explained in detail the specific implementation methods of ideological and political education in college English courses, exploring ideological and political elements to promote ideological and political education in college English courses. Yang Hua (2021) explored the teaching practice of "telling Chinese stories in foreign languages". These studies provide a reference for foreign language teachers to carry out curriculum ideological and political practice. The three steps of "supplement" are to expand the ideological and political elements of existing college English textbooks. From the above research, it is not difficult to find that there are still many gaps and research spaces in exploring the ways to achieve the ideological and political goals of college English courses from the perspective of teaching practice.

3.2 Overview of Output-Oriented Approach Research

Since Professor Wen Qiufang proposed POA in 2007, many domestic experts and scholars have conducted research and practice on the "output-oriented approach". After 2015, the achievements were more abundant. In terms of theoretical analysis, Gu Qizhang (2016) and Chang Xiaoling (2017) studied the textbook writing model guided by this teaching theory. Deng Hailong (2018) compared the "output-oriented method" with the "task-based teaching method" from the perspective of textbook use. Bi Zheng (2019) from the perspective of conceptual assumptions and process directions, and concluded that the output-oriented method has more advantages than the task-based teaching method. Zhang Lingli (2017) conducted teaching practice with first-year non-English major students as the research object. Li Zuo (2017) explored the teaching mode of flipped classrooms for college English in vocational colleges; Duan Limin, Dong Xixiao, Shao Ying, Wang Bo, and Zhan Xia respectively explored the role of "output-based teaching method" in teaching different languages

in 2019. Overall, the "output-oriented approach" has been proven effective in multiple language teaching practices, and its teaching philosophy is very suitable as a guiding ideology for curriculum ideological and political education. Its teaching process of "driving, facilitating, and evaluating" also provides a reference for the implementation of teaching in college English ideological and political classrooms. However, in the existing research on ideological and political education in courses, frontline teaching cases account for a small number, and the academic situation in universities across the country varies, lacking practical research that matches the academic situation of our own schools. Moreover, the existing college English courses lack the guidance of efficient teaching theories with Chinese characteristics in ideological and political practice. This gap is the direction and driving force of our research.

4. Based on the POA ideological and political education model

The "Trinity" ideological and political education model based on POA is based on an output-oriented learning system, responding to the call of the ideological and political outline. It integrates "value shaping, knowledge imparting, and ability cultivation" in college English courses to effectively implement the fundamental task of cultivating morality and talent. In each stage of the POA teaching process, three aspects of value, knowledge, and ability can be integrated.

In the driving process of POA teaching, the first step is to drive the teaching content, present communication scenarios, try to output tasks, clarify teaching objectives, and drive ideological and political education. By introducing ideological and political topics, grasping the entry point of ideological and political education, and designing ideological and political goals. In terms of knowledge transfer, guide students to identify deficiencies and first try task output. In terms of ability development, identify difficulties through discussion and analysis of topics. In the facilitation process, in terms of teaching content, the form, content, and structure of discourse are facilitated; Choose multimodal data in ideological and political education, analyze ideological and political elements, experience ideological and political education in language, and integrate ideological and political education into output tasks. When imparting knowledge, attention should be paid to the knowledge reserve related to the topic, language knowledge reserve, and discourse knowledge reserve. In terms of ability cultivation, students should cultivate their autonomous learning ability, critical thinking ability, that is, the ability to analyze and discuss topics, as well as language application ability and cross-cultural communication ability, that is, output tasks. In the evaluation process, in terms of teaching content, formative comprehensive evaluations are obtained through teacher evaluation, self-evaluation, and mutual evaluation.

Finally, ideological and political education is internalized, knowledge is strengthened, critical thinking ability is enhanced, and students' knowledge, abilities, and values are comprehensively evaluated.

5. The practical path of output-oriented approach in ideological and political teaching of English courses.

The output-oriented approach has rich connotations, and how to correctly apply it to the practical teaching of English courses is a topic worth pondering for teachers. From the perspectives of teaching content, teaching methods, and processes, it is necessary to apply it to practical teaching.

5.1 Teachers should lead by example

Teachers should also continuously hone their own ideological and political qualities, play a leading role in demonstrating students, and use practical actions to reflect the concept of integrity as a model and morality as a teacher. Secondly, teachers should carefully analyze textbooks, prepare lessons, summarize and summarize the characteristics of English teaching, analyze the cultural values behind the English language, explore the similarities and differences between Chinese and Western cultures, and promote China's excellent traditional culture, so that students can deeply understand the essence of Chinese traditional culture in their learning. Only in this way can teachers help students establish correct values and ideas, help students understand the charm of Eastern and Western cultures, and enhance their sense of cultural identity. Teachers should help students set their direction in life invisibly so that they not only possess professional knowledge but also possess excellent ideological qualities. Teachers should guide students to establish lofty ideals and promote an excellent social atmosphere.

5.2 Input Output Cases

And gather these outstanding figures and deeds together to form important English learning materials, which serve as templates for students to write or conduct daily teaching, making the English classroom full of life atmosphere and cultivating students' humanistic values. You can also collect heroic figures from ancient and modern history, heroic deeds of

defending the country, and integrate excellent values such as "selfless dedication, patriotism, and dedication, serving society" into English teaching classrooms as ideological and political teaching materials. Combined with the English language vocabulary learned in this unit, a specific teaching theme can be set, such as "hero died", to carry out the teaching of this lesson content.

The output-oriented approach emphasizes the input and output of language in English teaching. In this part of practice, teachers can collect these touching and touching stories as materials, play and explain real story reports, and supplement them with English language explanations, so that students can fully understand learning. Teachers should create topics based on these materials and deeds and set up some classic sentences and translations to enable students to participate in discussions. Students can not only learn English knowledge but also learn the valuable spirit of heroes from these deeds. After watching the report, the student's listening and speaking skills were trained. Then, the teacher assigned some writing tasks based on these materials and wrote an essay around the theme of the common hero spirit. Before writing, the teacher asked the students to write down the vocabulary and sentence structure expressions about the essay on the blackboard or notebook. Here, the teacher can stimulate the student's enthusiasm for hands-on thinking through competition, and after reviewing the output of the answer by the students, summarize and refine some classic sentence structures for students, laying the groundwork for students in terms of writing content, structure, and language.

5.3 Evaluation process

After the above process is completed, the teacher guides students to self-evaluate their writing, and peers evaluate each other. In the evaluation process, students first need to know the evaluation criteria and methods of output. The evaluation is based on students' writing, and the evaluation criteria mainly include whether the content is complete, whether a certain ideological and political goal is achieved, whether the language is used appropriately, whether the logic is clear, and the accuracy of pronunciation and intonation. Finally, and most importantly, teachers should actively assist students in revising and evaluating their compositions, pointing out the strengths and weaknesses of students' compositions. At the level of language knowledge, teachers should praise students' strengths and weaknesses in their compositions in person, and correct and modify incorrect words, phrases, and sentence structures that appear in the compositions. For structural issues in the essays, teachers should also help students clarify their writing ideas and ensure that the written essay aligns with the theme. After completing the evaluation of all students' compositions, the teacher should also select several excellent sample essays to share with the whole class, point out the writing highlights of the excellent sample essays, and analyze them from various dimensions such as ideology, content, language, and structure, to provide reference and assistance for other students.

6. Conclusion

In the teaching of college English courses, teachers should be good at exploring and integrating ideological and political elements, guiding students to experience the truth, goodness, and beauty in social life, and guiding their growth and success with correct values. Based on the background of curriculum ideological and political education and the theoretical guidance of output-oriented approach, teachers deeply explore teaching content, design input output tasks, carefully select facilitation materials, carefully design teaching activities, and integrate ideological and political elements into all aspects of teaching. Teachers should drive output through input, stimulate students' learning desire, enhance their enthusiasm for learning and using language, and improve teaching effectiveness.

Funding

Research on the development of college English curriculum in the context of New Age ideology and politics [Yili Normal University research project (2021YSYB016)]; A study on the integration of red culture into English translation teaching in the context of the new era (YSYB202248) (The Yili Normal University Education Reform Project).

References

- Liu Zhengguang, Yue Manman. Transforming Ideas, Reconstructing Content, and Implementing Foreign Language Courses Cheng Sizheng [J]. *Foreign Language*, 2020 (9); 21-28.
- The Guidance Committee for Foreign Language Teaching in Higher Education Institutions of the Ministry of Education Guidelines for College English Teaching (2020 Edition). Beijing: Higher Education Edition, 2020.
- Wang Pan. The Design of Ideological and Political Teaching for College English Curriculum Based on the Output Oriented Approach

of Basic Ten. *Journal of Hunan University of Science and Technology*, 2021, 42 (2): 4.

Wen Qiufang. A Theoretical Framework for the Use and Evaluation of "Output Oriented Approach" Teaching Materials. *China Foreign Language Education*, 2019 (2): 17-23.

Wen Qiufang. Constructing the Theoretical System of "Output Oriented Approach" *Foreign Language Teaching and Research*, 2018 (4): 547-558.

Wen Qiufang. Constructing the Theoretical System of "Output Oriented Approach". *Foreign Language Teaching Research*, 2019 (4); 549-556.

Wen Qiufang. Constructing the Theoretical System of "Output oriented Method" Tian. *Foreign Language Teaching Research*, 2015 (4): 547-550.

Yang Jing. Practical Research on Ideological and Political Education in College English Curriculum. *Foreign Languages Audiovisual Teaching*, 2020 (2), 29-30.