

Research on the Path of Ideological and Political Construction of English Major Writing Course in China's Higher Education from the Perspective of POA

Hongkun Wei^{1*}

¹Department of Foreign Studies, North China Electric Power University, Baoding, Hebei, 071003

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*Corresponding author: Hongkun Wei

Department of Foreign Studies, North China Electric Power University, Baoding, Hebei, 071003

Abstract

Apply POA to the ideological and political education of English major writing course in China's Higher Education, try to build an ideological and political teaching model of English major writing course, and take Unit 3 Crime and Justice of *English Think: Argumentative Writing* as an example to analyze the implementation path that integrates some essential ideological and political elements in the teaching process of "driving, promoting, and evaluating" in POA theory. It is found that the ideological and political education of English writing course from the perspective of POA can expand the scope of POA teaching theory, cultivate the English writing skills and critical thinking abilities of English major students, and improve their humanistic literacy, patriotism, and international vision.

Keywords: English writing; ideological and political education; POA; moral education.

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RESEARCH BACKGROUND

In recent years, China has been committed to educational reform and innovation, improving educational quality and educational equity. As one of the important contents of education reform, ideological and political education has been included in national education policies and curriculum standards, and has become an important task and responsibility of higher education. In 2020, the Ministry of Education issued *Guidelines for the Construction of Ideological and Political Curriculum in Colleges and Universities* and pointed out: "To comprehensively promote the ideological and political construction of the curriculum is to integrate values into the teaching of knowledge and ability cultivation, and to help students shape a correct worldview, outlook on life, and values. This is the proper meaning of talent cultivation, and it is also a necessary content." (Ministry of Education, 2020) In this context, different disciplines and majors in colleges and universities have begun to scientifically design and reform courses based on their own characteristics. Ideological and political education has gradually become "an educational concept and educational practice." (Luo Liangong, 2021) In 2020, the Teaching Steering Committee for Foreign Language and Literature Majors in Higher Education Institutions of the Ministry of Education revised the educational requirements in

Teaching Guide for Undergraduate Foreign Language and Literature Majors in General Universities: "Students in this major should have correct worldviews, outlooks on life and values, good moral characters, Chinese patriotism and international vision, a sense of social responsibility, humanities and scientific literacy, a spirit of cooperation, and an innovative spirit and basic literacy in the subject." (Teaching Steering Committee for Foreign Language and Literature Majors in Higher Education Institutions of the Ministry of Education, 2020) As one of the important courses for English majors in colleges and universities, English writing course is both instrumental and practical, and can also improve English major students' humanistic literacy, patriotism, and international vision. The ideological and political education provides a favorable opportunity for the course to realize its humanism and value shaping, and helps to achieve the educational goal of cultivating people with moral integrity in both content and form. Therefore, based on the POA theory, this article attempts to construct an ideological and political education model for English major writing course, which not only cultivates students' writing ability and critical thinking, but also improves students' humanistic literacy, patriotism, and international vision.

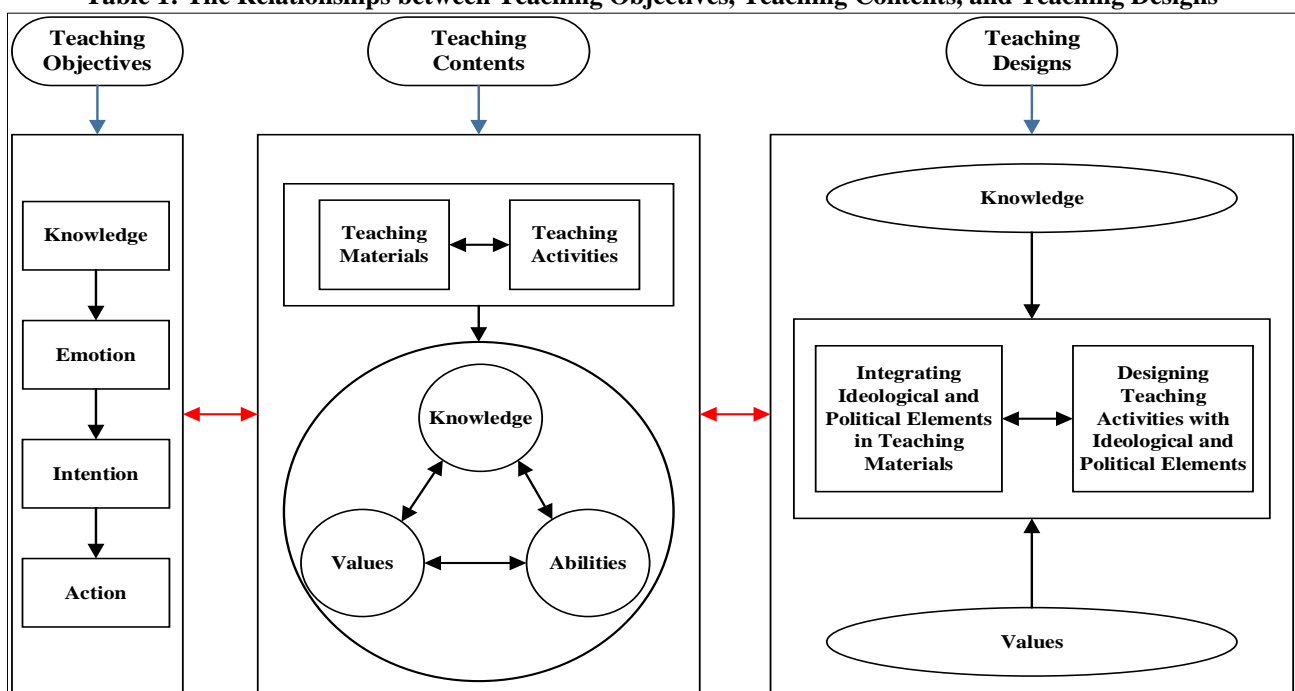
1. Ideological and Political Education in English Major Writing Course

1.1 Objectives of Ideological and Political Education in English Major Writing Course

In English major writing course, knowledge, ability and values are the three core components. Based on the POA theory, this article attempts to cultivate the writing skills and critical thinking of English major students in the teaching process of “driving, prompting, and evaluating”, stimulate students’ interests in writing, shape students’ values, and realize the humanism of English major writing course. This article relies on *English Think: Argumentative Writing*, organically integrates ideological and political elements into English major writing course, carefully designs classes, and

constructs an ideological and political education model for English major writing course, which specifically includes: teaching objectives, teaching contents and teaching designs, etc. Teachers scientifically design teaching activities based on teaching objectives and teaching contents, and give full play to the teacher’s guiding role. Cheng Jiaolin (2020) once pointed out, “Teachers can help students realize the shaping of values in the process of analyzing and solving problems through teaching designs, and guide students to consciously practice correct values in the new context through teaching activities.” The relationships between teaching objectives, teaching contents, and teaching designs in this article are shown in Table 1.

Table 1: The Relationships between Teaching Objectives, Teaching Contents, and Teaching Designs



In the teaching process, the teaching objective of cultivating moral characters is achieved. Teachers organically integrate Chinese good values into language input and output activities through teaching activities, so that students can master writing knowledge in language learning and application, understand the essence of Chinese good values, and carry out their value criticism and value choice. In the process of exchanging ideas, the English major writing course aims to achieve the educational objective of cultivating people with moral integrity from the aspects of knowledge, ability and value. In terms of knowledge objectives, students should have basic knowledge of wording, sentence formation, paragraphs, chapters, etc. from part to whole, and master basic rhetoric, paragraph development, and basic methods of layout and planning an argumentative essay. In terms of ability objectives, teachers provide students with practical writing skills training to cultivate students’ independent learning and logical thinking abilities. In

terms of value objectives, teachers actively build an ideological and political teaching model that cultivates moral integrity and integrates ideological and political elements into the teaching of English major writing course, so that students can establish a correct worldview, outlook on life and behavior. This will cultivate students in knowledge, emotion, intention and action, expand students’ international horizons, and improve students’ ability to spread Chinese culture in English. In short, in the education model students could improve their critical thinking ability, cultivate humanistic literacy, patriotism, and international vision, on the basis of mastering writing skills and methods.

1.2 Exploration of Ideological and Political Elements in English Major Writing Course

Teachers should dig deep into the teaching materials, analyze the text and ideological and political elements in the teaching materials, select the ideological

and political integration points, and stimulate students' interests in writing. Huang Guowen (2020) once proposed: "To study classroom discourse, it is recommended to think from a language perspective, because any discourse (including classroom discourse) has a value orientation. Discourse analysis can be conducted from the perspective of ideological and political thinking, but do not conduct an exhaustive analysis of the entire text, and we should focus on those language components that are prominent and analytically meaningful." Combined with the core values of socialism, teachers can explore and improve English major writing course from the national, social and individual levels, to achieve the ideological and political education. The ideological and political elements at the national level refer to spreading the advanced culture of the times and excellent traditional Chinese culture, highlighting China's great achievements in culture, politics, science and technology, enhancing national self-esteem and pride, and spreading positive energy in society. The ideological and political elements at the social level refer to building a free, equal, just and legal society, and building a harmonious, civilized and beautiful living environment. The value principles at the individual level refer to patriotism, dedication, integrity, friendliness, etc., and spreading positive energy such as win-win thinking, altruism, and kindness to others. In short, on the one hand, teachers ought to be good at teaching English language knowledge and writing skills, on the other, they must also carefully explore the ideological and political elements in English writing from the national, social and individual levels, thereby enriching the knowledge structure of English writing course and improving its humanity.

2. Ideological and Political Construction of English Major Writing Course from the Perspective of POA

In 2015, Professor Wen Qiufang proposed the "Output-Oriented Approach" (POA) theory based on the characteristics of foreign language teaching in China, which mainly includes teaching philosophy, teaching assumption and teaching process. Teaching philosophy is the guiding ideology of this theoretical system, including learning center theory, learning and application theory and whole-person education theory. (Wen Qiufang, 2015:548) Learning center theory means that teachers are supposed to carefully design teaching procedures to improve students' learning efficiency and ultimately achieve the expected teaching objectives. Learning and application theory means that teachers can carefully design teaching tasks and teaching activities to seamlessly connect input learning and productive application, and ultimately make application of what they have learned into practice. Whole-person education

theory means that teachers should cultivate students' humanistic literacy and comprehensive qualities while emphasizing the instrumental nature of English writing course. Teaching hypothesis is the theoretical basis in this system, advocating the teaching hypothesis of "output driving, input prompting, selective learning", using output as the driving force for students' classroom learning and the ultimate objectives. Teaching process is the key to the implementation of teaching philosophy and teaching assumption, and its core is driving, prompting, and evaluating. In the driving stage, teachers can design communication scenarios and assign tasks with ideological and political themes to stimulate students' potential motivation for language development. In the prompting stage, teachers can provide input ideological and political materials, guide students to selectively learn, and promote ideological and political writing output. The evaluating stage is to evaluate students' internalized and external ideological and political output, which can promote the development of the education and test students' writing abilities and ideological and political acquisitions.

POA's whole-person education theory has important guiding significance for cultivating students' correct thoughts and values, and is in line with the objectives of English major writing course. Based on different themes and article contents in the textbook, teachers can delve into the ideological and political elements. *English Think: Argumentative Writing* contains eight units, and each unit sets a theme. Combined with the contents related to the unit theme in the textbook, teachers can explore the ideological and political elements in the article and the ideological and political integration knowledge related to the unit theme to help students improve their writing skills, critical thinking ability and humanistic literacy. The specific ideological and political elements in each unit are shown in Table 2. In addition, the "driving, promoting, and evaluating" process provides a theoretical and practical basis for constructing ideological and political course for English majors. In view of this, the POA education model can effectively make up for the shortcomings of the traditional teaching model and help to build the ideological and political writing course for English majors. Based on the POA theory, this article attempts to build an ideological and political model for English major writing course from a national strategic perspective, integrating knowledge transfer, ability cultivation and value shaping, so as to improve students' writing ability while cultivating students' humanistic literacy, patriotism, and international vision, so as to achieve the educational objectives of cultivating people with moral integrity.

Table 2: Ideological and Political Elements in Each Unit

Unites	Ideological and Political Elements		
	National level	Social level	Individual level
Unit 1 Human Beings and Nature	“Carbon Neutral”, “Carbon Peak” Goals	Global Warming, Environmental Awareness	Energy Saving, Emission Reduction, Green Travel
Unit 2 The Primary Purpose of Education	The Great Achievements of Higher Education in China	Being Respectful to Knowledge and Education	Contribution to the Development of National Education
Unit 3 Crime and Justice	Socialist Core Values	Maintaining Social Justice	Caring for the Physical and Mental Health of College Students
Unit 4 Tradition and Modernization	The Great Achievements of China’s Modernization	Advocating Modern Lifestyle	Spreading China’s Excellent Traditional Culture
Unit 5 Technological Innovation and Human Progress	China’s Great Achievements in Science and Technology	Being Respectful to Technology and Talents	Contribution to National Science and Technology Development
Unit 6 Multiculturalism and its Challenges	Multiculturalism and China’s Ethnic Policies	Being Respectful to American Multiculturalism	Spreading Chinese National Culture
Unit 7 Gender Differences and Equality	The Great Contributions of Chinese Women	Caring for and Respecting women	Caring about the Development of Female College Students
Unit 8 War and Peace	A Community with a Shared Future for Mankind	National Foreign Policies in New Era	Carry forward the Idea of “Harmony is the most Important”

3. The Specific Practice of Ideological and Political Education in English Major Writing Course from the Perspective of POA

In teaching practice, the core part is ideological and political education. This article takes Unit 3 Crime and Justice of *English Think: Argumentative Writing* as an example, to analyze the teaching practice of ideological and political education in English major writing course from the perspective of POA. This unit takes justice as its theme. In the driving stage, based on the full exploration of ideological and political elements, teachers can allow students to watch a clip of video titled by On Justice, a Harvard University’s open course, so as to understand the Western concepts on justice and expand their international vision. In the prompting stage, teachers can tell some stories of great figures and events in China’ history and real life to display Chinese justice, and allow students to compare the differences on justice between China and foreign countries, so as to deeply understand the core values of Chinese socialism, guiding students to stay away from youth crime, and promoting justice in practice. In the evaluating stage, teachers evaluate students’ classroom output in the form of teacher’ comments and student-student peer evaluation, and provide comments, feedbacks and value guidance on after-class writing output.

3.1 The Integration of Ideological and Political Elements in the POA Driving Stage

In the POA driving stage, teachers can prepare learning materials in a timely manner, including video files, language-related knowledge, etc., and can also

provide students with clips of documentaries or open courses related to just figures and events at home and abroad. For example, teachers can post a clip of video titled by On Justice, a Harvard’s open course, through Classroom App before class. The video explores justice theory, moral philosophy, and issues related to justice. The output activity requires students to analyze different viewpoints and theories after watching the video, understand the meaning of justice, think about whether justice exists, and how to achieve justice in the real world. This communicative activity is difficult for students. Students find their deficiencies when trying to complete output tasks, thus stimulating their enthusiasm for learning new knowledge. For example, students do not know how to specifically make claims about justice, and they also have difficulty using different types of supports to defend their claims about justice. Wen Qiufang (2018) pointed out that the purpose of the POA driving stage is to stimulate students’ enthusiasm for learning new knowledge and willingness to produce, by allowing students to try to complete output tasks and realize their own shortcomings. The discussion of justice-related issues enables students to discover their deficiencies in making claims and making supports, and stimulates students’ enthusiasm for learning new knowledge. At the same time, students can effectively stimulate their critical thinking ability during discussions, cultivate students’ thinking from multiple perspectives and correctly evaluate the differences between Chinese and foreign cultures, and expand their international vision.

In the driving stage, the teaching objectives and output tasks are to help students master how to make claims about justice and to use different supports to defend their claims. In class, teachers can encourage students to work in groups, with each group selecting a student representative to verbally state their understandings of justice and provide at least two different supports. Teachers can clearly discover students' problems in making sentences and expressing ideas, which can mobilize students' enthusiasm and desire to acquire new knowledge. At the end of the driving stage, teachers can further explain the theme of socialist core values and focus on explaining of justice in China. Teachers can further encourage students to perform oral output. For example, students in overseas Confucius Institutes need to participate in the school's justice-themed publicity activities and tell everyone about great figures or events on justice in their country in English. This part is the ideological and political education, closely related to the theme in this unit. While students are narrating just figures or events in China, it also improves their ability to tell Chinese stories in English.

3.2 The Integration of Ideological and Political Elements in the POA Prompting Stage

In building an ideological and political education model for English major writing course, promoting plays a key role on the quality of output. The teacher needs to describe the output tasks, and then the students perform selective learning based on the output tasks assigned by the teacher. Finally, the students practice the output, and the teacher check them out and give guidance to them. In Unit 3 Crime and Justice of *English Think: Argumentative Writing*, the in-class output tasks are mainly to encourage students to put forward claims about justice, and select different types of supports to defend their claims about justice.

First, teachers can encourage students to analyze the basic structure of the article and discover the claim, supports and conclusion of the article. Initially, the teacher can encourage students to analyze the claim of the article based on the title and the first natural paragraph. After analysis, it is not difficult to find that the title *A Gun Is Your Only Protection* states the claim of the article, and the first natural paragraph uses the writing method of "Introduction-Claim-Counterclaim" to put forward the claim of the article. Then, the teacher can encourage students to read and think about the role and function of paragraphs 2-7 in the article. Students discovered that the first sentences of these paragraphs were the six supports to the claim, and that the author used different types of supports to support the claim in this article. Finally, the teacher can encourage students to analyze the conclusion of the last paragraph of the article. Students found that the article naturally arrived at a conclusion and re-emphasized the conclusion by a quote. By analyzing the claim, supports and conclusion of the article, students can gain a deep understanding of

the basic knowledge of an argumentative essay and improve their critical thinking and self-study abilities.

Second, teachers can integrate socialist core values into writing tasks so that students can apply what they have learned into practice. Teachers guide students to master the discourse structure of the article. For writing knowledge, such as: paragraph structure, wording and sentence making, and article layout, teachers can combine the in-depth explanations of those writing skills with some exercises to help students master the basic structure of an argumentative essay, that is "claim (raising questions), supports (analyzing the problem), and conclusion (solving the problem)". For example, students are guided in real time to put forward claims using the "Introduction-Claim-Counterclaim" method in writing an argumentative essay, and are guided to demonstrate supports using examples, famous quotes, quotations of data, induction, deduction, and analogy. As to the writing output tasks, teachers can combine socialist core values with the explaining of justice in traditional Chinese culture, guide students to understand the cultural differences on justice between China and abroad, and assign a composition about *My Opinions on Chinese Justice*. Teachers can encourage students to use phrases and vocabulary from the article such as: supporters believe that, however, the contrary is true, there is little doubt in my mind that, the incident proves, for example, thus, etc. According to the writing model of "Introduction-Claim-Counterclaim" in the first paragraph of the article, students can imitate and put forward their own claims about China's justice. Based on the different types of supports in paragraphs 2-7 of the article, students can use examples, famous quotes, data, induction, deduction, analogies and other methods to demonstrate their supports about justice in China. Teachers promptly check students' output tasks and play the role of teachers as a scaffolding to allow students to learn and apply knowledge. Wen Qiufang (2017) proposed three criteria for promoting stage: "graduality", "accuracy" and "diversity". The explanation of key vocabulary and phrases can build a scaffolding for students and help them successfully complete the writing output task, reflecting the "graduality" criteria; the output objectives of the socialist core values and the cultural differences between China and foreign countries on justice can effectively compensate for the students' writing output tasks. The difficulty of ideological and political output improves students' humanistic literacy, patriotism, and international vision, which embodies the objective of "accuracy"; the prompting stage offers different types of supports, such as: examples, famous quotes, quotations of data, induction, deduction, analogy, etc., reflecting the "diversity" criteria.

Third, teachers can encourage students to tell China's stories about justice in English. After completing the first two tasks, students have accumulated a certain amount of knowledge, such as, basic structure, vocabulary and language expression on

English argumentative essays. While guiding students to in-depth thinking, teachers also can encourage students to organically integrate China's outstanding figures, events, famous sayings and other ideological and political elements about justice into their writing tasks to enhance students' sense of identity and pride in national culture. In addition, students must ensure that they have a full understanding of the ideological and political elements in writing before completing the writing tasks. Students can sort out the basic elements of claim, supports and conclusion in argumentative essays, raise their ideological and political awareness and argumentative essay writing skills, and complete writing tasks. According to the established scoring standards, teachers and students can evaluate and score the selected outstanding essays, praise outstanding students, encourage outstanding students to share their writing ideas and insights, and make suggestions for the future improvements.

3.3 The Integration of Ideological and Political Elements in the POA Evaluating Stage

The ideological and political education are hidden in the English major writing course. Teachers can adopt a method of combining formative evaluation with summative evaluation, and conduct evaluation through teacher-student evaluation, student self-evaluation and student-student mutual evaluation activities. In the evaluation of ideological and political education effectiveness, teachers strive to diversify the scoring subjects, diversify the evaluation forms, set the evaluation contents, and concrete the evaluation standards, so as to truly and concretely evaluate the effectiveness of ideological and political education. During instant classroom evaluation, based on the teaching contents and ideological and political elements, if teachers find some deviations in students' value orientation, teachers must provide timely guidance and remind students to pay attention to the physical and mental health of college students, stay away from youth crime, and practice the core socialist values. A student's comprehensive score includes 40% of daily grades and 60% of final exam scores. Daily grades are based on the evaluation of students' knowledge, such as, preview assignments, expression of personal opinions and daily compositions, students' classroom performance, like learning attitude, group cooperation spirit and critical thinking ability and students' ideological and political stances.

4. CONCLUSION

This article applies POA to the ideological and political education of English major writing course, attempts to construct an ideological and political education model for English major writing course based on POA theory, and explores its objectives, contents and procedures, etc. The implementation of ideological and political education in English major writing course was elaborated step by step. At the same time, this article takes Unit 3 Crime and Justice of *English Think*:

Argumentative Writing as an example to analyze the implementation path that integrates some essential ideological and political elements in the teaching process of "driving, promoting, and evaluating" under the POA. POA-based ideological and political education in English major writing course takes students as the main body of learning and gives play to the leading role of teachers. In the production of knowledge, teachers can subtly integrate ideological and political elements into the output tasks. This helps to enhance students' ideological and political awareness in classroom education, enable students to internalize knowledge, apply what they have learned into writing practice, and achieve the objectives of cultivating moral integrity and cultivating people. In short, the ideological and political education of English major writing course from the perspective of POA can expand the scope of POA theory, cultivate the English writing skills and critical thinking of English major students, and improve their humanistic literacy, patriotism, and international vision.

About the Author:

Hongkun Wei (1983.08—), male, PhD, Baoding, Hebei, lecturer in the Department of Foreign Studies of North China Electric Power University, research interests: English teaching.

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