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Construction and Implementation of an Ideological-Political Education Model in College English Courses Based on the Production-Oriented Approach

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Abstract:
In the context of globalization and the construction of curriculum-based ideological-political education, college English teaching serves as the forefront of cross-cultural ideological dialogue and carries the important mission of "implicit ideological education". This study constructs a college English ideological-political education model based on the Output-Oriented Approach (POA) and the BOPPPS teaching model, integrating the objectives of "value shaping, knowledge transmission, and ability cultivation" as a whole. The study further takes a teaching design of a unit from the college English textbook as an example to demonstrate the implementation of this teaching model in teaching practice. The researcher focuses on a layered goal system of value education (understanding, believing, practicing) to design teaching tasks that promote a cycle of motivating, enabling, and assessing. Teaching practice shows that this model effectively enhances students' sense of social responsibility and patriotism through the organic integration of language output tasks and political education elements, while also strengthening their cross-cultural communication skills and critical thinking abilities.

Keywords:
Production-Oriented Approach (POA); College English; ideological-political education; BOPPPS teaching model; blended learning

1.Introduction

Under the context of globalization and multicultural communication, the integration of ideological-political education into curricula has emerged as a pivotal direction for higher education reform. The Guidelines for Ideological-Political Education in Higher Education Curricula (2020), issued by China's Ministry of Education, explicitly mandates the infusion of ideological-political education throughout the talent cultivation system, emphasizing that all academic disciplines must align with ideological-political theory courses in both purpose and practice.

As a global language, English plays an important role in cross-cultural communication. It also occupies an

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essential position in revealing and communicating the differences of ideologies and values between China and the West. This dual identity positions it as a critical vehicle for advancing the fundamental task of “cultivating virtue and nurturing talent”. College English courses , as a typical and most common type of liberal arts courses required for non-English majors at Chinese universities and colleges, covers a diverse variety of themes spanning culture, history, and society, so they possess unique advantages for "implicit ideological-political education."

College English Teaching Guidelines (2020 Edition), as a programmatic document guiding college English teaching in Chinese universities, elevates ideological and political education within curricula to a core position for the first time, clearly stating that college English needs to “actively integrate into the ideological and political teaching system of the school’s curricula” and puts forward specific requirements in multiple dimensions such as course orientation, teaching objectives, teaching content, and teaching methods. Especially in the context of the construction of “new liberal arts”, English courses need to break through traditional language skills training and transition towards a comprehensive education model that integrates “values shaping, knowledge imparting, and ability cultivation” into a trinity.

2.Literature Review

In recent years, ideological-political education in College English has become a hot research focus in the field of English education in China. Existing studies focus on theoretical frameworks, practical strategies, and challenges, reflecting multidimensional exploration and in-depth development.

At the theoretical level, the academic community generally acknowledges the "implicit education" nature of ideological and political education within curricula, emphasizing the achievement of the goal of fostering virtue through education by organically integrating language teaching with values guidance (Gao & Zong, 2017). Research points out that due to its cross-cultural nature, the English discipline has unique advantages in cultivating cultural confidence and an international perspective.

Wen (2021) designs a theoretical framework for ideological and political education within curricula. This framework consists of both vertical and horizontal dimensions. The vertical dimension can be divided into the scope of ideological and political education, main tasks, and key strategies. The horizontal dimension can be subdivided into four ideological and political chains, abbreviated as the content chain, management chain, evaluation chain, and teacher behavior chain.

Hu Jiehui (2021) explores the connotation of ideological and political education in foreign language curricula from three perspectives: educational policy, curriculum theory, and foreign language discipline theory. He proposes four principles for instructional design, namely, the precision of teaching objectives, the systematic organization of content, the gradual progression of process design, and the integration of evaluation and feedback.

In terms of practical exploration, research primarily focuses on three major directions: Firstly, textbook development emphasizes local reconstruction. For example, New Horizon College English integrates socialist core values into language training by adding special modules on “Contemporary China” (Cai, 2020). Second-

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ly, there is a diversified trend in the innovation of teaching modes. With the application of blended learning, multi-model teaching, and the Outcomes-Based Education (OBE) concept, there has been an effective promotion in the coordinated development of language ability and ideological and political literacy (Zhou & Li, 2022). Thirdly, teacher development mechanisms are gradually improving. Teachers, as the facilitator of students' learning and development, play an essential role in determining the outcome of learning and effectiveness of the teaching. Some universities have established interdisciplinary teaching and research teams to form an instructional closed loop of "language input - cultural decoding - value output" (Wang & Wang, 2021).

Some cutting-edge research has attempted to explore new paradigms for collaborative education in the context of new liberal arts through interdisciplinary curriculum design that integrates "English + Major + Ideological and Political Education" (Xu & Wang, 2023). This provides important insights for deepening the reform of ideological and political education in college English courses.

Despite significant progress, existing research still faces three limitations: At the theoretical level, vague conceptual boundaries lead to deviations in practice, with approximately 34% of classroom cases exhibiting the issue of "labeling" ideological and political elements (Liu et al., 2023). At the practical level, major bottlenecks include teachers' inadequate ability to transform ideological and political content, a low degree of localization in textbooks (with current textbooks containing less than 15% of Chinese elements), and the absence of an evaluation system (Sun, 2022).

3.Theoretical Foundation

3.1 Production-Oriented Approach (POA)

Proposed by Professor Wen Qiufang, POA is a task-driven, output-oriented methodology emphasizing authentic language output to enhance proficiency. Its purpose is to address two fundamental issues in foreign language teaching in China, namely, the separation between input and output, and the separation between language skills training and personality shaping. Core principles include “learning-centeredness”, “integration of learning and application”, “cultural communication” and “key competencies”. “Its hypotheses— “output-driven input”, “selective learning” and “assessment for learning”— guide a cyclical teaching process of motivating, enabling and assessing to advance both language skills and values.

In the motivating stage, students attempt output tasks, identify their own deficiencies, and stimulate their desire to learn. In the enabling stage, teachers select appropriate input materials for students based on output goals and the knowledge gaps identified during the motivating stage, and design gradual learning activities to build scaffolds layer by layer for students, helping them convert input knowledge into output results. In the assessing stage, following the principle of collaborative evaluation between teachers and students, typical problems in students’ output are promptly identified through cooperation between teachers and students and among students themselves, and remedial teaching and learning are conducted in response to these problems, thereby promoting learning through assessment and teaching through assessment.

3.2 BOPPPS Teaching Model

The BOPPPS teaching model is an instructional design framework that is particularly effective for organiz-

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ing and delivering lessons in a structured manner. It stands for Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary. It provides a structured methodology for delivering content that enhances student engagement and learning outcomes.This learner-centered model emphasizes coherence and adaptability, allowing teachers to adjust steps based on content needs.

3.3 Value-Shaping Task Design Framework

The overall goal of ideology and politics integration in foreign language courses is to internalize the core socialist values into students' spiritual pursuits and externalize them into conscious actions. Guided by this overall objective, the design of teaching tasks should establish a goal system for ideology and politics integration in foreign language courses based on value shaping (Zhang & Wang, 2021). This goal system consists of three hierarchical objectives: understanding, believing, and practicing, which progress from easy to difficult, are mutually supportive, and advance step-by-step.

In accordance with this value-shaping goal system, hierarchical teaching tasks are designed based on the overall output tasks for each unit. Through three stages—pre-class understanding (motivating), in-class believing (enabling), and post-class practicing (producing)—students' value guidance is seamlessly integrated with knowledge imparting and ability cultivation.

4.An Integrated Model of Ideological-Political Education in College English Courses

This teaching practice integrates the aforementioned three major theories and methods to construct an ideological and political education model for College English courses, which provides guidelines for the entire process of unit instructional design and implementation: Firstly, after analyzing student profiles and unit content, the teacher works out the core value and value elements related to the unit theme. Secondly, Formulate unit learning objectives based on based on value-shaping goals. Thirdly, establish the overall output task for the unit according to the set objectives. Fourthly, design several sub-tasks centered around the overall output task. Fifthly, creatively apply the BOPPPS instructional model to carry out a series of progressive teaching activities before, during, and after class, facilitating students' completion of the overall task through content, structure, and language aspects; and throughout the teaching process, synchronously achieve the value cultivation pathway of understanding value, believing in value, and practicing value.

5.A case Teaching Design Based on the Model

This study takes Unit 1 "Undertaking Your Mission" from New Era Mingde (Virtue) College English Integrated Course 1 as an example to demonstrate the implementation of the teaching model in teaching practice. This unit contents three major parts: Text A (*Time for Fostering Personal and Social Responsibility on Campus*), Text B (*Deng Jiaxian's Commitment to the Country*) and Seminar on Core Values. This unit primarily revolves around core values such as "mission," "responsibility," "holistic development," "contributing to society," and "serving the motherland."

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5.1Hierarchical Objectives for Value Cultivation

5.1.1 Analysis of Core Value and Value Elements of the Unit

Based on the core value of "loving the motherland and undertaking the mission" embodied in the unit, we further extracted several sub-elements out of the core value through in-depth analysis of the textbook. The education of these value elements are embedded in the different phases of teaching with the support of appropriate teaching materials and carefully-designed tasks, thus achieving the goal of guiding students to understand, and then believe in and finally practice the values.

Core value of this unit: Patriotism (loving the motherland and undertaking the mission)

Value elements: Developing strong sense of mission to serve the country; Cultivating noble morality to become a whole person;Internalizing the spirit of "Two Bombs and One Satellite"

5.1.2 Hierarchical Objectives for Value Cultivation

The teaching objectives of this unit embody the organic integration of language knowledge objectives, language skill objectives, and educational objectives.

(1) Knowledge Objectives

Master key language points of this unit; Get to know stories of heroes and their qualities and noble morality; Accumulate some ideological expressions related to the unit theme, such as "stay true to the original aspiration and founding mission", "a community of shared future for mankind"

(2)Ability Objectives

Language Skills

• Reading: analyze the general-to-specific structure of an essay

• Listening: identify specific details of the listening material

• Speaking: introduce the three components of a hero's morality by using the general-to-specific format

• Translating: analyze and translate parallel structures

• Writing: write a short passage "The Hero in My Heart" applying the general-to-specific format and parallel structure

General Abilities

• Improve autonomous learning ability through self-study on Chaoxing platform

• Cultivate critical thinking ability through discussing the topic of mission and responsibility from both the individual level and the nation's level

• Improve teamwork ability through the group works in and off the class

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(3)Value Objectives

• Set clear life goals for individual and social well-being through discussing the morality of heroes and drawing inspiration from their stories

• Cultivate a strong sense of mission through discussing the spiritof “Two Bombs and One Satellite” and visiting the Museum of Science and Technology, Talent Park

• Integrate values with expertise to better serve the society

5.2Design of Unit Production Task Based on POA

5.2.1 Unit Production Task

Scenario:

Our college is going to hold an English speaking contest to mark the centenary of CPC, please write a speech entitled “The Hero in My Heart” to prepare for the class audition.

To facilitate students to accomplish this challenging but practical task, Teacher further divides the task into three subtasks, which will be dealt with in class, to enable students to finish each one step by step.

➢**Subtask 1:** Introduce the major life experiences of your hero and analyze his/her noble morality in the general-to-specific format

➢**Subtask 2:** Illustrate the inspiration you draw and talk about your mission and your plan to undertake your mission; Use the following assessment table to help you organize your writing in a logical way.

Table 1. guidelines for finishing the unit production

Dimensions	**Items**
Content	Introduce his/her major life experience in a chronological order
	Analyze his/her morality in the general-to-specific format
	Talk about his/her inspiration to you
	Talk about the mission you undertake
	Illustrate your plan to accomplish the mission
Structure	Apply the general-to-specific format
	Use parallel structure
Language	Try to apply key words and expressions of this unit
	Try to cite some classic expressions featuring Chinese wisdom and core value in your essay

➢**Subtask 3:** Shoot a video to demonstrate your speech and upload the video on Chaoxing platform

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5.2.2 Application of POA

Motivating: Firstly, the overall output task for the unit is posted on the Chaoxing online platform before class to motivate students.

Enabling: Teachers first build a scaffold for students on the Chaoxing online platform before class, providing inputs in language, knowledge, values and other aspects. Then, during class, teachers guide students to engage in selective learning, sorting through the input materials in terms of content, language, and structure to further facilitate the enabling process. In this process, teachers consciously reduce the role of their scaffold while gradually increasing students' sense of responsibility for autonomous learning.

Assessing: The entire teaching process achieves an organic integration of motivating, assessing, and enabling. Teachers set up sub-tasks for outputs to progressively facilitate the accomplishment of the overall unit task. Meanwhile, during the enabling process, formative assessment, diagnostic assessment, and Teacher-Student Collaborative Assessment (TSCA) are integrated to achieve learning through assessment.

5.3Teaching Design

5.3.1 General Teaching Plan

We assign 2 sessions, 4 periods to the unit teaching. As shown in the following two tables, each session consists of the following 3 phases: pre- class, in-class and post- class. With systematic tasks corresponding to each phase, Teacher provides scaffolding to help students gradually learn and apply certain skills and simultaneously shape the core values.

Table 2. Teaching plan for session 1

Session 1 (periods 1-2)		
Phases	**Tasks**	**Value shaping**
pre- class	•Students grasp language points and ideological points of Text A through online learning. •Teacher assigns unit production task online.	understanding
in-class	•Students analyze and apply the general-to-specific format and parallel structure. •Students discuss missions of different professions and the common qualities of heroes.	believing
post-class	•Students visit the Museum of Science and Technology or Talent Park. •Students submit the first draft of the writing assignment.	practicing

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Table 3. Teaching plan for session 2

Session 2 (periods 3-4)		
Phases	Tasks	**Value shaping**
pre-class	•Students grasp language points and ideological points of Text B through online learning. •Teacher review the first drafts and select 2 samples of different levels.	understanding
in-class	•Students report their visit to the museum/Talent park and their feelings. •Students discuss the inspirations got from Qian, Deng and the mission they took. •Discuss the responsibilities from the perspectives of both individual and nation. •Assess and revise the first draft.	believing
post- class	•Students further revise the 2nd draft and submit the final version online for peer assessment. •Teacher reviews and selects the best one of each group and presents online.	practicing

5.3.2 Detailed Teaching Plan

1)Pre-class Phase (self-study on Chaoxing platform)

➢Get to know the unit objectives and production task

➢Do Self- study on Text A

•Read Text A and finish the exercises on the textbook

•Study new words(Teacher self-designed learning material which contains words, definition, and sample sentences reflecting value education significance)

•Find the English versions of the Chinese phrases from the text (self-designed material)

➢Do extensive learning on the unit theme

•Read article “Heroes of the CPC’s 100-year History” to get to know heroes of different professions

•Watch the video of TuYouyou and Zhang Guimei to learn their noble morality

2)In-class Phase (BOPPPS Teaching)

Step 1: Bridge-in——Explore the Core Value

➢Discuss about the mission of different walks of life(show pictures of different profession, such as teachers, doctors, astronauts)

➢Critical thinking on the purpose of study

•Quote Zhou Enlai as an example(show his picture on the screen)：When he was young, he made up his mind to study for the rise of China.

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•What do you study for? (Conduct a survey on Chaoxing platform, and present the result on the screen, helping students to understand the purposes of study,which could be categorized into two parts: personal concerns and social concerns.)

➢Discussion: What motivations of study contribute to a more meaningful life?

Step 2: Pre-assessment

➢Teacher releases the instant quiz on Chaoxing platform to check students' self-study outcome, which will prepare them for the following in-class activities.

Step 3: Participatory Learning

➢Analyzing the text——Shape the core value

•Structure analysis: Analyze the general-to-specific format of the text

•Detailed analysis: Diverse aspects of a "whole person" (man with great morality)

•Critical thinking: How can you become a "whole person"?

•Analyze moral traits of heroes——Critical thinking

According to Text A, what is morality made of?

(Morality, as Slotin's case suggests, depends on the interplay of humane caring, evaluative thinking, and determined action. Morality is neither good motives nor right reason nor resolute action taken alone; it is all three.)

Paragraph analysis (paragraph 5)

Analyze the morality presented by Louis Slotin in the three aspects (fill the information in the following form)

➢Listening and Speaking practice——Shape the core value

•Share knowledge about Tu Youyou (warm up and explain new words)

•Watch the video clip for general idea: What have you learned about Tu from the clip? What qualities has Tu displayed?

•Listen and fill the blanks to get to know Tu's life and contribution

•Discuss with your partner and fill out the column of Tu Youyou and Zhang Guimei in the form

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Table 4. Analysis of heroes' life

heroes morality	Louis Slotin	Tu Youyou	Zhang Guimei
motive	humane caring for individual life and welfare		
knowledge (ability)	ability to size up a situation comprehensively and precisely		
action	resolute action to pull the pieces of plutonium apart with his bare hands, while using his body to shield the other men		

• Compare the life stories of Louis Slotin, TuYouyou and Zhang Guimei, and discuss with your partner: What are the common qualities the great men usually display? After discussion, Teacher elicits ideas from students and draws a word map, showing the key words on the screen such as compassion, intelligence, determination, courage, bravery, strong sense of mission.

• Talk about your hero: People with great morality and a sense of mission are admired as heroes. Try to introduce your hero by analyzing the three aspects of his/her morality, namely motive, knowledge and action.

• Organize your speaking in the general-to-specific format:

The hero in my heart is _____. His/her story presents an illustration of a person with great morality.
about his/hermotive:_____
about his/her ability/knowledge:_____
about his/her action:_____

➢Translate parallel structure——Enhance the core value

•Watch the first 30 seconds of a video speech "We are all fighters" to appreciate the feature and beauty of parallel structure

•Analyze the parallel structure with examples and try to translate them into Chinese

Example 1:

We can strive for excellence, developing a strong sense of mission to do our best in all aspects of college; we can recognize and act on the responsibility to contribute to a larger community; we can carry out our duty to take seriously the perspectives of others in forming one's own judgments, to engage the perspectives of others as a resource for learning, for citizenship, and for work. (Para.9, text A)

•Practice the translation skill

Translate the paragraph about HuaLuogeng on page 19

Step 4: Summary

➢Teacher leads the students to review the key knowledge of this lesson: vocabulary, structure, values.

3)After-class Phase

➢Visit the Museum of Science and Technology or Talent Park, take photos, and do research about the sci-

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entists involved in the mission of "two bombs and one satellite", such as Deng Jiaxian, Yu Min, QianXuesen; Get ready to share the experience in class (What do you see? What do you learn? How do you feel?)

➢Read stories about heroes

➢Write the first draft of the unit production task "The Hero in My Heart" and upload the draft on Chaoxing platform

Session 2 (Periods 3-4)

Pre-class Phase (self- study on Chaoxing platform)

➢Study text B and new words of the text, and finish the exercises

➢Fill information about Deng Jiaxian's life experience, and try to retell his story

Table 5. Deng Jiaxian's life experience

Time	Events
On June 25, 1924	was born
8 months old	was taken to Beijing to join his father
In 1940	left Beijing for Kunming
At 17	was accepted by the National Southwest Associated University
In 1948	was admitted to the graduate school of Purdue University
In 1950	received a doctorate in Physics and returned to China became a research fellow of the Institute of Modern Physics in the Chinese Academy of Sciences (CAS)
In October 1958	left the Institute of Modern Physics and was assigned to conduct research work on atomic bombs
In 1965	led his team to join the research group of Yu Min and started design of the hydrogen bomb
in under a year	submitted "Deng-Yu Project", which greatly accelerated China's hydrogen bomb development
in 1979	his work on the front lines let to radiation sickness
On the eve of National Day 1985	sneaked out of the hospital and went to Tian'anmen Square to look up at the red flag
in 1986	passed away

➢Get to know great men and their spirit of serving the country with the help of following extensive learning material: video clip about Deng Jiaxian, Qian Xuesen, documentary on the Southwest United University, video clip about Yuan Longping, Xu Yuanchong

In-class Phase (BOPPPS Teaching)

Step 1: Bridge-in——Explore the core value

➢Invite 2 students to report their visit to the museum and share the inspiration they draw from the visit.

Step 2: Pre-assessment

➢Students finish a quiz on Chaoxing platform about Qian Xuesen, Deng Jiaxian, Yu Min to check their

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knowledge about the spirit of “two bombs and one satellite”

Step 3: Participatory Learning

➢Serving the country——Shaping the core value

•Listening: Watch the video about Qian Xuesen and complete and fill in the blanks to learn the actions Qian took to serve the country

•Speaking: Retell the life story of Deng Jiaxian in a chronological order

•Group discussion

Q 1: How did Qian and Deng demonstrate their commitment to the country?

Q 2: What does the spirit of “Two Bombs and One Satellite” refer to?

(The spirit of "Two Bombs and One Satellite" features patriotism, dedication, hard work and the courage to scale new heights in science and technology.)

Q 3: How can you be a better self and serve the country?

➢Critical thinking on responsibility——Enhance the Core Value

Topic：Interplay of personal and social responsibility

•Q1: What is the responsibility of youth?

Discuss the question in groups and share in class; Appreciate the quotations (Chinese and English versions) about the mission of youth from the three dimensions: in the ancient times, 100 years ago, and in present times.

✧Ancient times: 苟利国家，不求富贵。——《礼记》

Seek to benefit the country rather than personal wealth and position.

✧Modern times: 天下兴亡，匹夫有责。——梁启超

For the rise and fall of the country, every common man has his obligation.

✧Contemporary era: 青春由磨砺而出彩，人生因奋斗而升华。——习近平

Youth shines through hardships; life is elevated through hard work.

•Q2: What is the responsibility of our country?

Discuss the question in groups and share in class; Appreciate the quotations (Chinese and English versions) about the mission of the nation from the three dimensions: in the ancient times, 100 years ago, and in present times.

✧Ancient times: 大道之行也，天下为公。——《礼记》

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A just cause should be pursued for the common good.

✧Modern times: 天下为公，世界大同。——孙中山

When the great way prevails, the world is equally shared by all.

✧Contemporary era: 不忘初心，牢记使命； 构建人类命运共同体——习近平

Remain true to our original aspiration and keep our mission firmly in mind;

building a human community with a shared future；

•Q3: How can individual's responsibility contribute to the mission of our country?

Summary of discussion: Based on the above discussion, Teacher further encourages students to fuse individual responsibility with national responsibility to lead a life full of meaning and purpose.

➢Undertaking your mission——practice the core value

•Teacher guides students to work in groups to firstly discuss their mission and plan for undertaking their mission, and then to revise the draft of their writing "The Hero in My Heart".

•Group members discuss the following questions and exchange ideas:

Q1: What is your mission?

Q2: What is your specific plan to undertake your mission?

•Writing practice

✧Teacher selects two sample writings to guide students to do group assessment from the perspectives of contents, structure and language according to the assessment form.

✧Teacher points out the common drawbacks of students' writing and suggests revision methods.

✧Students do group assessments on their draft and revise their draft.

Step 4: Summary

➢Teacher leads the students to review the key knowledge of this lesson: vocabulary, structure, values.

After-class Phase

➢Watch the video of May 4th speech "Back Wave" and read the Chinese and English version of the speech transcript to learn the skills of giving speech.

Write the final speech, shoot a video to present the speech, and upload it to the class forum on Chaoxing platform for class appreciation and assessment.

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6.Conclusion

This study presents an innovative approach to teaching design by integrating three distinct methodologies: the Production-Oriented Approach (POA), the BOPPPS teaching model, and a hierarchical goal system for value shaping. This integration fosters a holistic learning experience that combines knowledge acquisition, skill development, and value internalization.

The POA ensures that students engage actively with the material, producing language in meaningful contexts. The BOPPPS model provides a structured framework for lesson planning, guiding students through engaging and interactive activities that enhance understanding and belief in the core values. The hierarchical goal system for value shaping further enriches this approach allowing students to progress steadily towards achieving the unit objectives.

The study highlights the effectiveness of this integrated model through several key innovations. First, the hierarchical task design system for value shaping demonstrates how students can move from understanding to internalizing and practicing values. Before-class comprehension tasks, in-class critical thinking activities, and after-class inspirational visits collectively create a comprehensive learning journey that extends beyond the classroom. Second, the careful selection of diverse educational materials, including articles, videos, and quotations, ensures that content is both relevant and engaging, resonating with students' lives and enhancing their ability to connect with the material. The creative design of the unit production task is another significant contribution. By challenging yet achievable tasks, supported by scaffolding, students develop essential skills in critical thinking, writing, and task management.

In conclusion, this study demonstrates the potential of an integrated teaching model to create a rich, engaging, and effective learning environment. By combining POA, BOPPPS, and hierarchical value shaping, educators can foster a deeper understanding and practice of values alongside academic skills. The findings of this study contribute to educational practices by providing a structured approach to holistic learning. Teaching practice shows that this model effectively integrates “values shaping, knowledge imparting, and ability cultivation” into a trinity.

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