

The Application of POA Theory in High School English Reading Teaching Based on Curriculum Ideology and Politics

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Abstract

Based on Wen Quifang's production-oriented approach (POA), this paper explores the feasibility of POA in high school English reading teaching. To realize the teaching idea and philosophy of reading-based writing or speaking, this paper also studies the POA-based ideological and political teaching model on Senior English reading course, including four stages, namely, preparing(ideological elements analysis), motivating (ideological and political motivating), enabling(ideological and political enabling), and assessing (ideological and political output), which is of great significance for cultivating students' language competency, critical thinking, learning and cultural competency.

Keywords

Curriculum Ideology and Politics; POA theory; High school English reading teaching.

1. Research Background

For a long time when teachers mostly pay attention to knowledge imparting, the cultivation on values and spiritual level of students has been neglected, thus causing subject teaching separated from the ideological and political education. To code with this problem, colleges in Shanghai firstly carried out relevant practical exploration on integrating the ideological and political education with subject teaching. At such a circumstance, the concept of Curriculum Ideology and Politics was brought forward, which means that ideological and political elements, including theoretical knowledge, values, excellent traditional culture and spiritual quality should be infiltrated into the subject teaching to influence and promote student's ideological consciousness and behavior (Wang and Shi, 2015). In 2016, president Xi emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that all courses have the responsibility in moral education and thus should work in the same direction with ideological and political theory courses to form the role of all-round cultivation on students (Xi, 2016). Absolutely, Xi's instruction further highlighted the importance of curriculum ideology and politics in the subject teaching. However, at present, it is found that the practice and research on integrating curriculum ideology and politics into subject teaching are mainly carried out in colleges and universities, while in high school and compulsory education, very few and little with some teachers and administrators having no idea and knowledge of its concept (Ma, 2021). High school students are now in the critical period for setting up correct values and thus it is necessary to implement the curriculum ideology and politics into the subject teaching.

With the continuous expansion of China's opening-up to the outside world, the social demands for training high-quality talents on foreign language are also increasing. Due to the utilitarian goal of entering a prestigious college, currently English reading teaching in senior high school spends a lot of time on text comprehension and receptive skill training; as for the productive skills like speaking and writing, just touches on the surface without going into deeply (Wen, 2017) and thus the separation of learning and application arises. To keep up with the development of the society and to overcome this teaching drawback, this paper will apply the

production-oriented approach (also called POA) proposed by Professor Wen in 2015, discussing the possibility of POA theory in high school English reading class, and establishing a POA-based ideological and political teaching model for the reading course so that an effective English reading teaching can be achieved.

2. Brief Introductions on the POA

After repeated research and practice by professor Wen and her team, the formation and development of the theoretical system of POA went through five stages (Wen, 2018) : warm-up period, embryonic period, formation period, revision period and re-revision period, and finally formed the current version of POA (see figure 1).

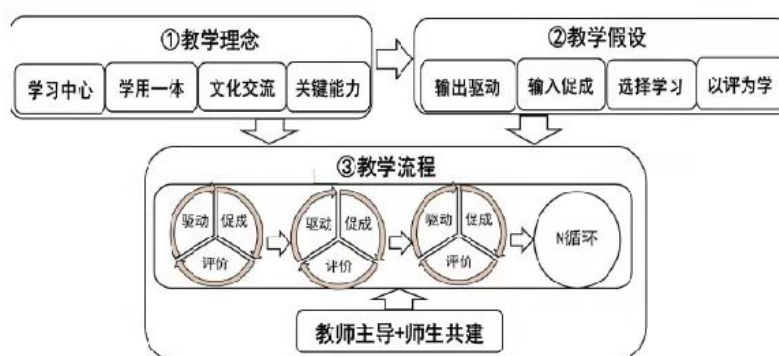


Figure 1. POA 3.0 (Wen, 2018b:393)

The whole system consists of three parts, namely, teaching principles, teaching hypothesis and teaching procedures (Wen, 2015). Among them, the teaching concept, as the cornerstone and action guide of the whole POA theoretical system, advocates learning-using integrated principle, learning centered principle, cultural exchange principle as well as the key competencies principle; this reflects the distinctive characteristics of the POA and the teaching contents together with the goals of talents training, which can overcome the disadvantages of separation of learning and application, respect cultural differences and implement moral education.

In terms of teaching hypothesis, professor Wen proposed output-driven hypothesis, input-enabled hypothesis, selective learning hypothesis and assessing-enhanced hypothesis, which provided rich theoretical support for the system of POA.

As for the teaching procedure, it is also formed by three stages, namely, motivating, enabling, and assessing, which embodies the integration of input and output. What's more, according to the output task, the three stages can form several circles to help the task accomplished. In the whole procedure, the teacher plays the role of a guider and facilitator, providing the input material and learning frames for students to finish their output task and to improve leaning efficiency.

3. Feasibility Analysis of POA Theory in English Reading Teaching from the Perspective of Curriculum Ideology and Politics

So far, the research and application of POA theory are mostly focused on college English classes. Therefore, can POA theory be applied to high school English reading teaching with ideological and political elements? In order to discuss this problem, this paper analyzes the possibility and feasibility of applying POA theory to high school English reading courses in combination with ideological and political elements from the teaching principles of the POA, such as "Key

competence theory", "Integration of learning and application" and "learning-centered concept", as well as the learning needs of high school students in the new era.

3.1. The Teaching Philosophy of POA Is in Line with the Requirements of English Teaching Reform in Senior High School

The English Curriculum Standards for General Senior High Schools (2017 edition) re-designated the English curriculum objectives for senior high schools and advocated the core literacy of English subject, concluding four elements, namely, language competency, cultural competency, critical thinking quality and learning competency. This reflects that the purpose of English education in the new era is no longer to cultivate students' test-taking ability, simple subject knowledge and skills, but to cultivate various talents with cultural deposits, scientific spirits, social responsibility and good healthy habits (Wang, 2018). Facing such a change, the teaching concept of POA is consistent with the purpose of the new curriculum reform. For examples, Wen's key competence theory was formed on the basis of her understanding of key competence in the new curriculum reform. This teaching principle not only emphasizes the four core qualities, but also puts forward the language ability, learning ability, critical thinking ability and cultural ability corresponding to the core qualities of English subject by supplementing the innovation ability and cooperation ability based on the social needs of college students' courses (Wen, 2018).

In addition, POA's concept of integrating learning with application and learning centered principle also reflects the grand blueprint of building a learning society and lifelong education. Regarding a series of problems in the current English reading teaching in senior high schools such as "disconnection between reading teaching and real life", "inefficient reading teaching method", "neglect of the cultivation of emotional attitude", "exam-based evaluation of reading ability (Liu, 2016)", "fragmented knowledge acquisition(Wang, 2017)" and so on, POA applied in the reading teaching can have guidance on the ideological level and direction, setting up correct values of reading teaching. At present, in the environment of curriculum ideology and politics, English curriculum also should undertake the important task of "planting responsibility field" and "ideological and political teaching"(Xi, 2016). Therefore, it is crucial for teachers to change the phenomenon in which they pay too much attention to the teaching of grammar knowledge and reading skills while neglecting the establishment of a correct view of cultural communication, and opposition against cultural hegemony and cultural discrimination. To solve with this problem, POA's cultural exchange principle is in accordance with the ideological and political philosophy of the course to some extent, which is conducive to the implementation of the goal of moral education of English courses.

3.2. POA Teaching Mode Is Suitable for the Development Needs of High School Students and Can Stimulate Their Interest in English Learning

As an input-type activity or a passive skill, English reading teaching in senior high school mostly focuses on text understanding and reading skills, and little attention is paid to output activities such as listening and speaking after finishing the reading part, and thus ignores to cultivate students' productive abilities and skills for the long run. Although the new curriculum reform in 2017 proposed that reading teaching should be based on the concept of thematic meaning, there still exists some problems in English reading teaching, for instance, it is the teacher not the students that interpret the thematic meaning of texts; or it can be found that some low-level cognitive activities are often set in the reading class, in which students are required to retell the content and the structure of the text over and over again (Qian and Zhong, 2021). As a result, the teaching is mechanical and boring, for students only learn the vocabulary, grammar, and linguistic structure of the discourse in a superficial way, lacking of opportunities for them to apply the knowledge in the reading text flexibly and to develop their logical thinking. For the senior high school students who are in the moment of rapid development of critical and abstract

thinking, their learning modes are no longer based on memory and recitation, but indeed needs to acquire higher-level learning strategies and methods to foster comprehensive competencies and cultural literacy.

As a newly emerging pedagogical theory in China, the mode of POA emphasizes output driven and input enabling, in other words, POA highlights the teaching of linguistic forms as well as the output ability, which is conducive to meeting the learning needs of students in the new era. In addition, differentiated from the traditional reading teaching methods, in POA reading class, teacher can design various types of output activities through various ways such as video display, micro-class teaching, simulated situational dialogue and so on, so as to improve students' learning interest and activate the teaching atmosphere (Hou, 2020). Therefore, by applying POA into the reading class, a possible solution to solve the traditional teaching problems above in English reading courses can be provided.

4. The POA-based Ideological and Political Teaching Model on Senior English Reading Course

In view of the separation of learning and using in senior English reading class plus with the contempt for ideological and political education, this paper applies the POA in English reading teaching by setting up a POA- based ideological and political teaching model on senior English reading course, providing solution for high school English teachers who want to change their teaching methods and improve teaching efficiency.

When exploring the feasibility of applying POA theory to English reading teaching, scholar Huang Zhen(2015) put forward the output mode of reading teaching, that is, the output of "speaking" and "writing" drives "reading", and meanwhile the output of "speaking" and "writing" is promoted by "reading". That is to say, in the driving stage, teaching activities are centered on "speaking" and "writing", while in the input enabling stage, teaching activities are centered on "reading". Based on her research and the teaching process of POA theory, the POA teaching model constructed in this paper adds a "preparation" stage before the three stages "motivating, enabling and assessing" (see Figure 2).

The model constructed here shows that the POA-based ideological and political reading teaching process is teacher-led and teacher-student co-operative, which also reflects the learning-centered principle of the POA. Therefore, teachers play a very important role in the class. First of all, at the preparation stage, based on the POA, teachers should design an output task related to the content and theme of reading teaching, and then construct the output scenario and the overall output goal for this lesson by analyzing the textbook, students' learning conditions and cognitive levels. In this process, teachers should also decide the teaching content whether focusing on speaking driven by reading or writing driven by reading, namely the types of the output when considering the design of the output goal. Next, teachers need to be based on the course of ideological concept, thinking and measuring the educational values of this unit's English reading teaching, so as to excavate ideological elements of this lesson and to form the English teaching goal of curriculum ideology and politics, that is, through the teaching of this lesson, what kinds of spiritual and value concepts can students get promoted. Then, these two objectives form the reading teaching objectives of this unit and guide the whole teaching process. In order to achieve these two goals, the teacher can have appropriate additions and deletions to the reading texts, make reasonable use of course resources, and select teaching materials suitable for the improvement of students' literacy and language development.

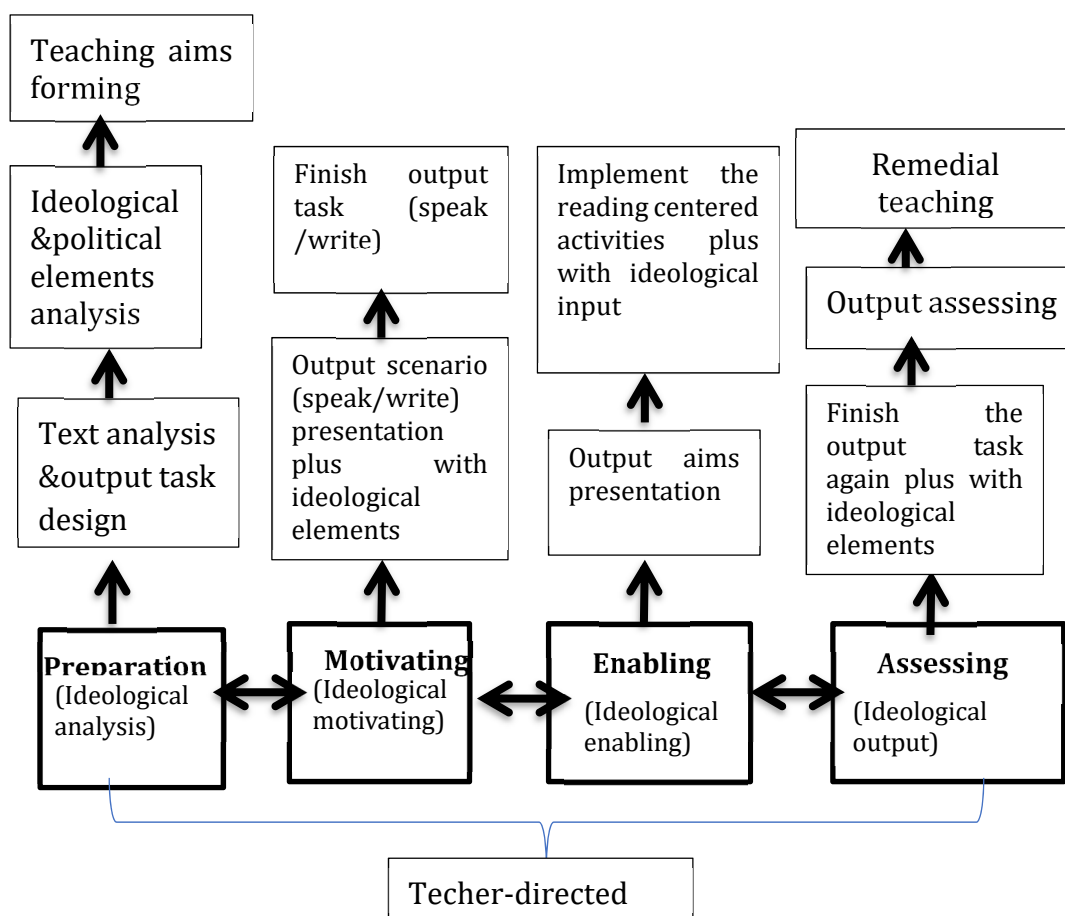


Figure 2. POA-based ideological and political teaching mode

What's more, in the three stages motivating, enabling and assessing, in addition to completing output teaching activities, input facilitating activities and evaluation specified by the output objectives, teachers should reasonably integrate ideological and political elements into their teaching links, implementing "ideological and political motivating", "ideological and political enabling" and "ideological and political producing" to complete the curriculum ideological and political objectives of the English reading course. It must be pointed out that during the three stages of teaching, teachers can choose two different teaching ways according to the types of output tasks, one is "driven by speaking and facilitated by reading", meaning that the output target is to cultivate students' speaking capacity, enabled by reading as a scaffolding of the output activity. The second is "driven by writing and facilitated by reading", that is, the implementation of the output goal is to cultivate students' writing quality and ability; similarly, teachers take text reading as the scaffolding of teaching, allowing students to learn knowledge, vocabulary, and discourse structures about writing in the process of reading, so as to complete the output task, writing. Finally, in the process of output and assessing, teachers will find teaching deficiencies through evaluation activities, in order to carry out remedial teaching or to prepare for the next stage of teaching.

5. Conclusions

To sum up, it is feasible to apply POA theory to ideological and political teaching of English reading course in senior high school. From the perspective of curriculum ideology and politics, senior high school English reading teaching based on POA theory should follow four teaching processes: preparation, motivating, enabling, enabling. In addition, reasonable integration of ideological and political elements related to the theme of the discourse in the teaching process

should be taken effect to complete the "ideological and political motivating ", "ideological and political enabling" and "ideological and political output", and finally achieve the overall educational goals of English reading courses, improving teaching efficiency and English learning interest.

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