

A POA-Study on the Path of College English Ideological and Political Education Based on Telling China's Story Project

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i9/18612> DOI:10.6007/IJARBSS/v13-i9/18612

Published Date: 16 September 2023

Abstract

Regarding how to implement the design of college English ideological and political education in China, this article is based on the practice of the project of telling China's stories in foreign languages, with the production-oriented teaching method as the theoretical support of the project. From a practical perspective, it explains the feasibility of using foreign languages to tell China's stories as the main body of college English ideological and political education. The practice of storytelling projects involves specific teaching arrangements, implementation steps, project characteristics, design framework and ideas, data collection and analysis, and the advantages of storytelling projects. The implementation of storytelling projects is demonstrated from the three major teaching processes of the production-oriented approach, in order to explore effective paths for college English ideological and political education. Practice has proven that storytelling can help students apply knowledge, exercise abilities, and shape value, which is highly recognized by students. It enhances students' cultural confidence, awareness and ability to communicate with the outside world, helps to enhance China's image, and can manifest cultural awareness of ideological and political education, promoting the occurrence of effective ideological and political education.

Keywords: Telling China's Stories, Ideological and Political Teaching, Telling China's Stories In Foreign Languages

Introduction

Ideological and political education, as an educational and teaching concept, regards moral education and talent cultivation as the fundamental task integrating knowledge transmission, ability cultivation, and value shaping (Sun, 2020; Huang, 2020; Zhang and Wang, 2020; He, 2022). College English, as a public compulsory course in China's universities, has a dual disciplinary nature of both instrumental and humanistic nature. Its humanistic teaching attribute is conducive to the cultivation of morality and talent in ideological and political education. Foreign language courses can enhance students' cultural confidence and respect

for other civilizations, and organically integrate the concept of cultivating morality and talents into all aspects of foreign language classroom teaching, committed to playing a positive role in shaping students' correct worldview, outlook on life, and values "(Wen, 2021). The integration of ideological and political education into college English classrooms has become a focus of research in the field of foreign language academia. As of April 2022, 1451 academic papers have been published online in China, but the current research "explores ideological and political education from both theoretical and macro perspectives, with relatively few papers on teaching practice" (Ding, 2021). This article starts from teaching practice and relies on the production oriented teaching method to explore the feasibility of implementing the project of telling China's stories in foreign languages for the completion of ideological and political education tasks, providing a practical path for integrating ideological and political education into college English courses.

Theoretical basis for project design

Professor Wen Qiufang proposed the Production-Oriented Approach (POA) based on the "learning center theory" in 2015, which implements a classroom teaching process of "drive facilitation evaluation" (Wen, 2015). This teaching method subverts the traditional teaching sequence of "input first, output later" in English classrooms, and adopts an output- input - output teaching process. First, output triggers students' learning motivation, followed by targeted concrete tutoring with "appropriate input". Students engage in "selective learning" and "deep processing, practice, and memory" of appropriate input, allowing them to acquire and explore independently. The design of the project of telling China's stories in a foreign language is driven by the production oriented approach. Teachers build scaffolding throughout the process, help students establish the structure, theme, narrative characteristics of the story, and students collect, organize and produce short videos. After students create short videos, the input teaching process adopts mutual evaluation between teachers and peers to provide multiple evaluation resources for video editing. Students revise the original video after multiple evaluations and present and promote it in the end.

The teaching philosophy of POA is learning orientation, the integration of learning and application, and the holistic education orientation (Wen, 2015). The learning orientation promotes effective teaching, with teachers playing a leading role, and teaching design focusing on students' learning outcomes. The integration of learning and application emphasizes the close relationship between input learning and student output, allowing students to apply their learning, and overcomes the phenomenon of wrong or slow output for college foreign language students. Whole person education theory focuses on the humanistic nature of university foreign language courses, improving students' critical thinking ability, autonomous learning ability, and comprehensive cultural literacy (Ministry of Education of China, 2007). The teacher plays a leading role throughout the execution of the project of telling Chinese stories in a foreign language. In the output driven stage, the teacher helps students choose topics and provides a Chinese story resource library. In the input driven stage, the structure, theme, and narrative strategy of each group are clearly defined. Multiple evaluations are carried out, including inner group evaluation, inter group evaluation, and teacher comprehensive evaluation. In the selective learning stage, the teacher guides the modification of the plan. Ultimately, it promotes students' self-construction and cultural awareness of the video. Students actively explore and play a leading role in project implementation from topic selection, data organization and collection, group division of labor, text writing, video production, to collection and evaluation, video editing, display of

works, and promotion of projects. While students' self-learning ability is exercised, it promotes effective learning and personalized development, and improves students' immersive cultural understanding, cognition, and identification. The project production involves language knowledge, cultural links, narrative strategies, etc. Students should not only understand cultural points but also narrate them, achieving the integration of learning and application, and using them while learning. The project theme requires students to deeply interpret and speculate on Chinese culture, starting from the micro level but explaining the cultural value and significance of the selected cultural points from the macro level, and cultivating students' cultural confidence and awareness and ability of external communication. The project of telling China's stories in a foreign language is designed according to the teaching stage of production oriented method, following the teaching philosophy of production oriented method, and carrying out project implementation.

Project implementation targets

The subjects of this study are non-English major freshmen, mainly majoring in science and engineering, with an average class capacity of 55 people. There are a total of 3 classes involved in the project, and the project is divided into groups of 6 people. One team leader is selected. The team leader plays a crucial role in organizing, assigning tasks, communicating with teachers, conveying information, and planning throughout the entire project execution process. As of the end of this project research, a total of 28 short videos of Chinese stories have been received.

Research Methods

This study adopts qualitative analysis method, targeting a small sample study, using questionnaires and interviews to investigate students' satisfaction with the project of telling Chinese stories in a foreign language. Data is collected in natural contexts, and the research process and results are equally important.

Project Implementation

As for the current college English courses offered by our college, the teaching cycle is 17 weeks. To ensure the smooth completion of tasks, time allocation spans the entire semester and provides a basis for process evaluation. Teachers record the progress and status of each group's task completion throughout the entire process, and follow up and guide at any time.

Implementation steps

The specific schedule is

Week 1-2	introduce the content and specific process of the storytelling project
Week 3-4	assign ideological and political points, allowing the group to choose their favorite story topic and open up the Chinese story and ideological and political resource library to ensure the accumulation of input and the acquisition of resources

Week 5-6	develop the video structure and ideas, and the teacher and each group will establish the opening method, presentation form, media resource integration, video theme, main body, and main line. The group will organize and integrate their own story topic materials. In addition to the resources in the story resource library, students can independently choose other resources that are more personalized and targeted that are suitable for the group's topic. The teacher will follow up on how the story is presented and the availability of content materials
Week 7-8	design and produce videos, with the teacher's reminder of keeping the original manuscript of each video element for later modification
Week 9-10	anonymous review between groups, anonymous review between classes, and teacher review. Reviewers fill out the review form and provide "bystander" suggestions for the existing design content of the group. Each group can receive a total of 13 evaluation opinions from adjacent groups, external classes, and teachers. The team leader will organize these opinions and hold a meeting to discuss the direction of revision
Week 11-12	group reflection and revision of work. Submit the final project work by the end of 12 weeks. Teachers use the Learning Connect platform to allow classes to mutually select awards such as "Most Popular Works", "Best Dubbing Award", "Best Design Award", and "Innovation Award", aiming to recognize more student works and give students a sense of achievement and achievement. After submitting student works, they also need to be uploaded to popular websites, and the top three with the most views/likes can also receive additional points

<p>Week 13-14</p>	<p>present video internally and make project reports, which will be divided into project introductions, on-site evaluations by classmates and teachers, and project summaries by groups after the evaluations. Each group leader and teacher will score separately, and the final score of the group will be obtained by weighted average</p>
<p>Week 15-16</p>	<p>Exhibition of works between classes and promotion of final works on various public platforms</p>

The overall design concept of this study is shown in the following figure:

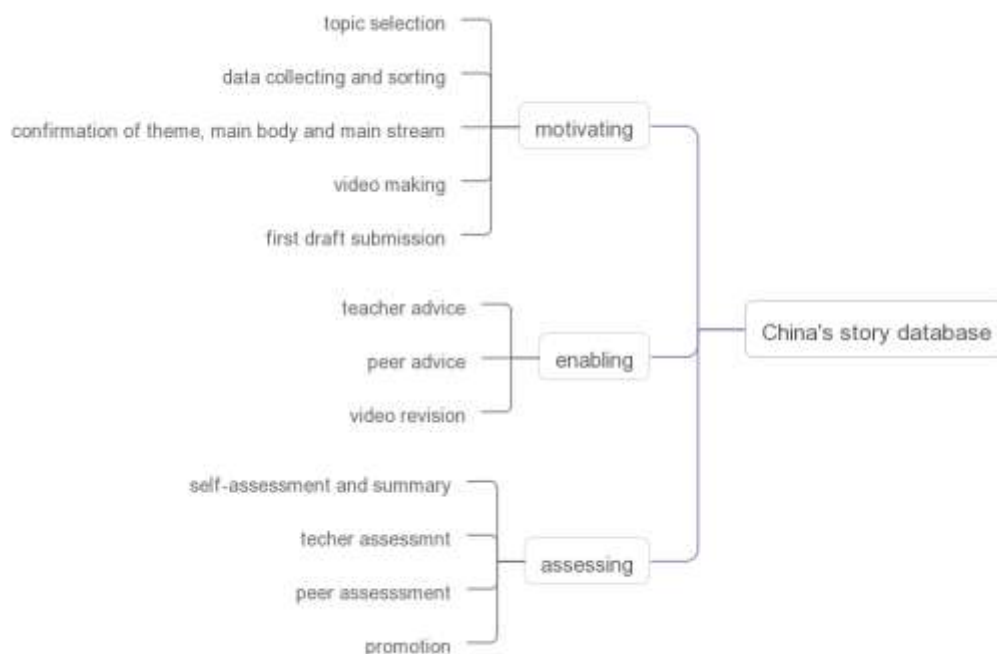


Figure 1: Overall Design Ideas for Telling Chinese Stories in Foreign Languages

The design of this project has the following characteristics: firstly, driving students with a Chinese story resource library, constructing a multimodal Chinese story resource library, and establishing a resource library for published and distributed Chinese stories, which is divided into several categories: Chinese excellent tradition, Chinese spirit, Chinese art, Chinese achievements, story collections (hero stories, historical celebrity stories, idiom stories, etc.), Chinese wisdom, Chinese characters, etc., including text, video, animation, audio, etc, Provide students with corpus input to ensure diversity in data acquisition. Secondly, the project implements the POA teaching process, spanning the entire semester. The design is divided into stages and steps in parallel with the teaching theory, ensuring the rationale for the project design. Thirdly, the teacher runs through the entire process of project production,

serving as an encouragement, guide, helper, facilitator, and evaluator, that is, playing the "leading role" of the teacher (Wen, 2017). Fourthly, make full use of the "strong entertainment mobile communication paradigm" of short videos, which features fast pace, duration, and multi-sensory linkage (Zhang, 2021), to provide students with diverse expression spaces and multimodal expression methods. Storytelling allows students to choose resources from various modes such as images, images, text, music, etc. The freedom of media expression and flexibility of choice provide students with original space, unleashing their unique perspective, exploring their own potential, and creativity. It encourages students to shoot and record the most authentic, objective, and multi-dimensional Chinese stories, and better displays the true, three-dimensional, and comprehensive image of China. Fifthly, fully implement collaborative learning, with peer facilitation. Wen (2021) clarifies that the subject of ideological and political evaluation should be diversified, cultivating students' ability to self-evaluate and evaluate others. The evaluation of storytelling projects is based on groups and not limited to teacher evaluation. It combines inner group, inter group, and teacher evaluations to reflect the role of a diverse evaluation system, adopting a sandwich evaluation method. Firstly, there is inter group evaluation, where each group's work is evaluated by each member of the adjacent group within the class, consisting of six members. Secondly, the work is evaluated by each member outside the class, and finally, there is a comprehensive evaluation from the teacher. In other words, each team's project work will receive 13 evaluation forms designed systematically, including multi-dimensional dimensions such as language, structure, design, theme, and cultural points. After the group refers to the evaluation form and modifies the work, they will accept appreciation and grading from all students in the class, all students outside the class, and teachers to ensure that the evaluation is rolling, multi-dimensional, and comprehensive, promoting mutual learning of work among students and full name tracking of teacher work production.

Data Collection and Analysis

This study received 149 valid questionnaires from the student satisfaction survey, using the Likert five level scale method and Q&A questions, with 15 single choice, 1 multiple choice, and 4 short answer questions. The project was evaluated from the aspects of project setting, execution process, effectiveness, and recognition.

Table 2

Student Satisfaction Survey Form for Storytelling Project

question setting	very satisfied (%)	satisfied (%)	generally satisfied (%)
Project satisfaction	57.7	26.4	15.3
English learning motivation	51.5	39.1	8.1
Ability to collect and organize data	59.6	34.2	5.4

Teamwork ability	56.7	33.8	9.5
Video production techniques	56.7	30.3	9.5
Cultural Cognition growth	42.4	48	9.6
Cultural confidence growth	53.2	30.6	14.2
Language expression ability	43.5	34.2	22.3
Peer learning	55.5	25.9	15.3
Peer assessment	44.1	32.9	21.1
Teacher one-on-one guidance	58.9	27.3	13.2
Promotion intention	41.4	34.6	15.3
sense of accomplishment	53.8	25	17.9
Intention of video promotion to foreigners	50.9	37.5	6.1
Video presentation accomplishment	52.9	31.1	14.5

From the questionnaire, it can be seen that students are very satisfied with the setting and completion of the project. In the project production, students have the highest satisfaction in collecting and organizing materials, which reflects the POA teaching philosophy of student-centered, learning and using in one, and learning by using. It also conforms to the learning pyramid theory of learning through practice, which changes from passive acceptance of knowledge to active exploration of knowledge, improving students' enthusiasm and initiative in English learning. The satisfaction of providing one-on-one offline guidance for each group by teachers ranks second, cultivating students' personalized development and encouraging them to design and create their own works, which is conducive to unleashing students' imagination and creativity. One of the key factors determining the success or failure of a project is the teacher's guidance throughout the execution of the project. The team cooperation ability and short video production technology of students have greatly improved. Collaborative learning is the guarantee of an effective classroom, and the ability to integrate

and present information is in line with the development of contemporary college students' information resource mastery ability, which also exercises their learning ability. At the same time, peer review of works and mutual suggestions provide new perspectives and narrative strategies for the group to further revise their own works. Students' understanding, awareness of dissemination, confidence, and cognitive abilities towards Chinese culture have all been improved, and a sense of satisfaction and gain is a positive affirmation of this project.

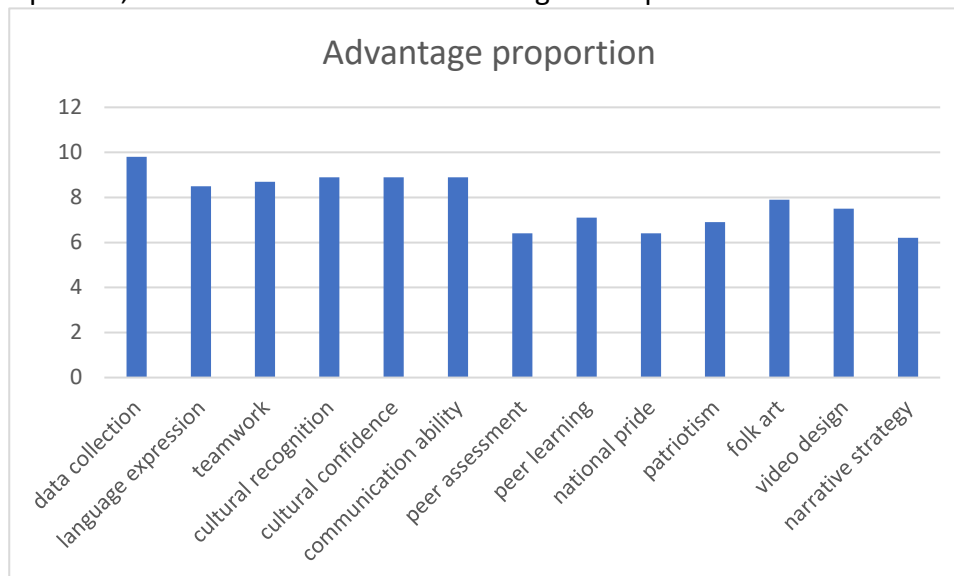


Figure 2: Subdivisional Survey of the Advantages of the Storytelling Project

As shown in the figure, telling Chinese stories can help students better understand the brilliant cultural content of China. American anthropologist Edward T. Hall (1991) believes that "true work is not about learning foreign cultures, but understanding domestic cultures. Through the form of "lectures", students actively move from understanding to perceiving the connotation and essence of Chinese culture, and achieve the goal of cultivating moral character and ideological and political education through self-exploration, cultivating students' patriotism, national pride, cultural awareness and identification, and awareness of external dissemination. The rise of Chinese discourse requires every Chinese person to have the ability, responsibility, and awareness of external communication, and storytelling is a platform that uses college English classrooms to provide students with a component for external communication and discourse system. The target audience for telling Chinese stories in foreign languages is foreigners. "We should pay attention to the art of telling Chinese stories well, grasp the three relationships between ancient and modern, Chinese and foreign, and before and after (Yin, 2018)", so that the listener wants to listen, can listen in, can understand, can be moved, and can get something from listening, which is far from the meaning of language. Stories should be told about the commonalities in human nature and starting from common experiences, which can move listeners from different cultural backgrounds. From empathy to empathy, and then to resonance, it is a natural outcome, rather than simply preaching or pushing, in order to achieve emotional and cultural influence. The short video narrative method should conform to the thinking habits of foreign audiences, pay attention to the use of narrative strategies and techniques, combine diverse expressions, unleash originality, originality, and innovative spirit, make good use of integrated media resources, and let the world better understand the real China.

The implementation process of the project has also proposed directions for further improvement. In the short answer question, students mentioned issues such as how team cooperation can stimulate students' participation, how to ensure students' full participation throughout the entire process, and data follow-up after project promotion. We look forward to solving these problems in the next round of project practice.

Conclusion

This study adopts the form of a project on telling China's stories in foreign languages, based on the output oriented approach as the teaching theory, and provides the implementation subject for English ideological and political education in Chinese universities. Focusing on short video output as the core and following the "drive- facilitate-evaluate" POA teaching process, students can learn and practice language knowledge in college English classrooms, improve cultural awareness and identification, and enhance team cooperation, short video narrative skills, data collection and integration abilities in project implementation. Students' national pride and cultural confidence, as well as their awareness and ability to communicate with the outside world, their patriotism, ideal and belief construction, are comprehensively enhanced in project production, which involves the realization of knowledge acquisition, ability development, and value shaping. The biggest contribution of the project implementation of this study is to extend ideological and political education from theoretical research to teaching practice. The application of output oriented approach in college foreign language ideological and political education is demonstrated through practical teaching results, which can enable students to construct their own cognitive views through telling China's stories, provide the main support for the implementation of ideological and political education in college foreign language courses, and promote effective ideological and political learning. It has been proved to be an effectively replicable and executable path strategy for ideological and political education.

Acknowledgement

Fund Project Name: Research on the Ideological and Political Path of College Foreign Language Curriculum - Telling the Story of China in English, 2022YYJG076, Hebei Province Higher Education English Teaching Reform Research and Practice Project

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