

# Exploring the Practice of Ideological and Political Education in Foreign Language Courses Based on the Production-Oriented Approach

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**Abstract:** This study aims to delve into how the Production-Oriented Approach (POA) can be effectively integrated into ideological and political education within foreign language courses, in response to the novel challenges confronting foreign language education in the era of globalization. Through a systematic analysis of POA's implementation strategies in the context of ideological and political teaching in foreign languages, the research encompasses the critical aspects of target setting, content selection, methodological innovation, and evaluation system construction. Additionally, it incorporates empirical investigations into the feedback from both teachers and students, evaluating the efficacy and acceptance of this integration. This study seeks to provide a scientific foundation for the theoretical and practical innovations in ideological and political education within foreign language courses, thereby advancing the quality of foreign language education and fostering the cultivation of compound talents with both a global perspective and a deep sense of local identity.

**Keywords:** Foreign language education; Course ideology and politics; Production oriented

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## 1. Introduction

During the globalizing tide that has engulfed the world, foreign language education has transcended mere language skill instruction, evolving into a vital bridge connecting diverse cultures and fostering international understanding and cooperation <sup>[1]</sup>. As economies and cultures of nations intertwine ever more deeply, foreign language proficiency emerges as a pivotal metric in assessing an individual's comprehensive quality and international competitiveness <sup>[1]</sup>. Within this context, foreign language education bears an unprecedented historical mission: it must not only nurture students' linguistic proficiency but also guide them towards fostering correct worldviews, life and moral values, reinforcing national consciousness and cultural self-confidence, thereby contributing to the construction of a shared future for mankind <sup>[2]</sup>. Consequently, the organic integration of ideological and political education (IPE) into foreign language curricula has emerged

as a crucial direction for the reform of foreign language education. Nevertheless, pure linguistic skill training has proven inadequate to meet the demands of the times; foreign language education must keep pace with the era by incorporating elements of IPE, fostering students' dual emphasis on global perspectives and local sentiments <sup>[3]</sup>. The infusion of IPE into foreign language courses not only enriches teaching content, and enhances students' interest and motivation, but also subtly guides them toward establishing correct cultural, historical, and national perspectives, thereby strengthening national pride and cultural identity.

Exploring the application of the Production-Oriented Approach (POA) in IPE within foreign language courses holds profound theoretical and practical significance. As an advanced pedagogical concept, POA emphasizes the "learning-centered principle," the "integration of learning and application," and the "holistic education perspective," offering fresh insights and methodologies for ideological and political teaching in foreign language courses <sup>[4]</sup>. Through the application of POA, it becomes more effective in promoting the comprehensive development of students' linguistic abilities while deepening IPE, thereby strengthening their cultural confidence. Specifically, this model encourages students to actively think and express themselves while completing specific linguistic tasks, enabling them to not only enhance their linguistic proficiency but also deepen their understanding and identification with Chinese culture, strengthen their cross-cultural communication skills, and lay a solid foundation for becoming compound talents with both international perspectives and local sentiments <sup>[5]</sup>.

This study aims to delve into how POA can effectively facilitate the implementation of IPE in foreign language courses, addressing the following core issues: (1) identifying the key factors in implementing IPE within foreign language courses using POA, encompassing teaching objective setting, content selection, methodological innovation, and evaluation system construction; (2) through empirical research, understanding the attitudes and feedback of both students and teachers towards the integration of IPE into foreign language courses, analyzing its acceptance and effectiveness in practice, and subsequently providing a scientific basis for optimizing IPE in foreign language curricula <sup>[6]</sup>. This study aspires to offer valuable insights for the reform and innovation of IPE in foreign language courses, propelling foreign language education towards higher quality and deeper development.

## 2. Literature review

The Production-Oriented Approach (POA), proposed by Professor Wen Qiufang and her team, aims to address the prevalent issue of "separation between learning and application" in foreign language teaching in China <sup>[7]</sup>. This theory emphasizes the "learning-centered principle," the "integration of learning and application," and the "holistic education perspective," achieving effective language skill output through the teaching process of "motivating, enabling, and assessing" <sup>[8]</sup>. In the realm of IPE within foreign language courses, the application of POA offers novel perspectives for integrating IPE. The theoretical framework of IPE in foreign language courses revolves around the fundamental task of "fostering virtue through education," emphasizing the integration of IPE elements into language knowledge instruction to cultivate students' comprehensive qualities <sup>[9]</sup>. This framework aligns closely with the pedagogical ideals of POA, jointly advancing the theoretical and practical development of IPE in foreign language courses.

Currently, research on the practical implementation of IPE in foreign language courses based on POA primarily focuses on the following aspects:

- (1) Construction of teaching models

Exploring how to effectively integrate POA with IPE in foreign language courses to establish teaching models tailored to China's national conditions <sup>[9]</sup>.

(2) Development of teaching resources

Mining IPE elements to enrich foreign language teaching content and designing reasonable language output tasks <sup>[10]</sup>.

(3) Teaching evaluation and feedback

Investigating the establishment of a scientific evaluation system that comprehensively reflects students' language proficiency and IPE accomplishments <sup>[8]</sup>.

While notable achievements have been made in the practical implementation of IPE in foreign language courses based on POA, several controversies persist:

(1) The balance between language skills and IPE

Some scholars express concern that excessive IPE may weaken language skill training <sup>[11]</sup>.

(2) The difficulty of integrating teaching resources

Effectively integrating language knowledge with IPE elements and designing teaching tasks that conform to language learning principles while embodying IPE content poses a challenge <sup>[12]</sup>.

(3) The improvement of the evaluation system

Establishing a comprehensive, objective, and fair evaluation system that accurately reflects students' overall performance remains an urgent issue to be addressed <sup>[13]</sup>.

### 3. Research design

The primary research subjects of this study are students majoring in Applied English from a specific university. Given their professional characteristics, Applied English majors are required to possess solid English language skills, excellent cross-cultural communication abilities, and ideological and political literacy, making them an ideal cohort for exploring the reform of IPE in foreign language courses. Four classes of first-year Applied English majors, comprising approximately 30 students per group and totaling 120 participants, were selected and divided into an experimental group and a control group. A questionnaire survey was conducted to gather data on students' and teachers' perceptions, attitudes, and effectiveness evaluations of IPE in foreign language courses, providing baseline data support for subsequent teaching experiments. The student questionnaire encompassed students' interest in IPE, participation levels, sense of achievement, and acceptance of the Production-Oriented Approach (POA). The teacher questionnaire mainly covered teachers' understanding of IPE in courses, challenges encountered in teaching implementation, the application of POA in teaching, and its effectiveness evaluation. An online questionnaire format was adopted, utilizing platforms such as Sojump, for data collection.

The teaching experiment employed POA for IPE in foreign language courses, integrating IPE elements into language learning tasks through the three-stage process of "motivating, enabling, and assessing," thereby enhancing students' language proficiency and ideological and political literacy through productive activities <sup>[6]</sup>. In contrast, the control group received traditional foreign language instruction, featuring teacher-led lectures, student listening, and after-class exercises, with IPE content delivered through separate IPE courses or occasional classroom discussions. The experimental period spanned one semester (approximately 18 weeks), ensuring sufficient time to observe teaching outcomes. Instructional content was selected from teaching units with ideological and political connotations, ensuring parity in language knowledge and skill learning between

the two groups.

This study utilized Sojump for questionnaire data collection, and Cloud Classroom for documenting teaching implementation, student performance, and feedback during the experiment. Standardized English proficiency tests, specifically the College English Test Band 4 (CET4) examination papers, were administered to assess students' learning outcomes and changes in language ability before and after the experiment. SPSS statistical software was employed to analyze the collected questionnaire data and test scores, verifying whether the differences between the experimental and control groups were statistically significant.

## 4. Research findings

### (1) Student feedback

The questionnaire survey results revealed that over 80% of students expressed satisfaction or very high satisfaction with the integration of IPE elements into foreign language courses, indicating a high level of acceptance and interest. Students generally perceived this teaching approach as enriching course content and enhancing the practicality and enjoyment of learning. In terms of participation, approximately 90% of students reported actively engaging in IPE activities based on the Production-Oriented Approach (POA), such as group discussions, role-playing, and case studies, effectively stimulating students' learning motivation and increasing their classroom participation. Furthermore, nearly 85% of students acknowledged gaining in language proficiency, cross-cultural communication skills, and IPE literacy through these activities, particularly deepening their understanding of Chinese culture and socialist core values. The acceptance of POA among students was generally high, with around 95% believing that this method facilitated better mastery of language skills and the application of knowledge in real-life contexts. Students collectively recognized that the "motivating-enabling-assessing" cycle enabled them to comprehend learning objectives more clearly, engage in targeted learning, and consequently enhance learning efficiency.

### (2) Teacher feedback

Teachers universally acknowledged the significance of IPE in foreign language courses, regarding it as essential for fostering students' comprehensive quality and fulfilling the fundamental task of cultivating morality through education<sup>[4]</sup>. Teachers expressed that by delving into the IPE elements within textbooks, they could effectively guide students in establishing correct worldviews, life and moral values. However, teachers encountered challenges in balancing language instruction with IPE, designing activities that adhered to language learning principles while incorporating rich IPE elements, and effectively assessing students' IPE literacy. These issues necessitate ongoing exploration and practice by teachers to find more suitable solutions. Teachers widely concurred that POA's application in IPE for foreign language courses yielded remarkable effects. By setting clear learning objectives and output tasks, students became more proactive in their learning, enhancing motivation and effectiveness. Additionally, teachers observed that this method contributed to fostering students' critical thinking and creativity, enabling them to independently consider complex issues and provide reasonable solutions.

### (3) Analysis of teaching experiment effectiveness

Quantitative comparisons of the performance between experimental and control groups in the College English Test (CET-4/6) observed that the average scores of students in the experimental group were significantly higher than those in the control group. This finding underscores the notable achievement of the POA in IPE education integrated into foreign language courses, specifically in enhancing students' English

proficiency. Students in the experimental group demonstrated superior skills across listening, speaking, reading, and writing, with particular improvements in oral expression and writing, where their communicative and logical thinking abilities were visibly strengthened.

#### (4) Advancement in IPE literacy

Assessment results of IPE literacy indicate remarkable progress among students in the experimental group. They exhibited a deeper understanding of Chinese culture and socialist core values, capable of analyzing social phenomena and issues using their acquired knowledge, displaying heightened political sensitivity and social responsibility. This demonstrates that incorporating IPE elements into foreign language courses not only bolsters linguistic competence but also effectively fosters students' holistic development.

#### (5) Identification of critical factors

Utilizing regression analysis and other methods, the pivotal factors influencing the effectiveness of IPE instruction were pinpointed. Among them, students' learning attitudes, teachers' instructional methodologies, and the abundance of teaching resources emerged as the most significant. A proactive learning attitude encourages students to engage more actively in the learning process. Scientific teaching methods ignite students' interest and motivation and diverse teaching resources provide ample opportunities and platforms for learning. Consequently, in future teaching practices, teachers need to continue fostering students' learning attitudes, innovating teaching methods and optimizing the integration of teaching resources to further enhance the effectiveness of IPE instruction.

## 5. Discussion

The exploration of IPE education integrated into foreign language courses reveals that POA holds significant advantages in enhancing students' linguistic proficiency and fostering cultural confidence. However, its implementation effectiveness is also contingent upon various factors, including teacher competency, student foundation, and teaching environment.

Firstly, teachers, as the executors and leaders of educational activities, play a pivotal role in determining the impact of POA. Their professional literacy and teaching capabilities directly influence the effectiveness of POA's implementation<sup>[14]</sup>. Teachers must possess solid language skills, extensive teaching experience, and strong innovative consciousness and curriculum integration abilities to better incorporate IPE elements into foreign language instruction<sup>[15]</sup>. They should strive to enhance their professional competencies and teaching skills and familiarize themselves with the pedagogical concepts and operational methods of POA. By deeply exploring the IPE elements embedded in textbooks and designing targeted and effective output tasks tailored to students' realities, teachers can also emphasize process-oriented evaluation, leveraging collaborative teacher-student assessments to provide timely feedback on students' learning achievements and stimulate their learning motivation<sup>[16]</sup>.

In addition, the foundation of students cannot be overlooked in implementing POA. Teachers should thoroughly understand students' backgrounds and adopt differentiated teaching strategies to ensure that every student grows at a pace suitable for them. Furthermore, by stimulating students' interests and enthusiasm, teachers can guide them to actively participate in the learning process, thereby enhancing learning outcomes.

Thirdly, the teaching environment significantly impacts the implementation of POA. Institutions should provide abundant teaching resources and comprehensive instructional facilities to create favorable teaching conditions for teachers<sup>[17]</sup>.

Additionally, reinforcing campus cultural construction and fostering a positive learning atmosphere can offer robust support for POA's application in IPE. Institutions must provide ample teaching resources and state-of-the-art facilities to empower teachers in conducting POA-based instruction. Regular teacher training programs and educational research activities should be organized to share POA teaching experiences and facilitate collaboration and exchange among teachers.

Lastly, establishing a scientific evaluation system that incorporates IPE literacy into students' comprehensive quality assessment ensures the effective realization of IPE's educational objectives.

## 6. Conclusion

This study delves into the practice of IPE integrated into foreign language courses through the POA. Combining theoretical analysis with empirical research, it uncovers the unique advantages and notable achievements of POA in IPE within foreign language courses. This study primarily relies on a practical case from a single university, limiting the sample scope and potentially precluding a comprehensive reflection of POA's universal application in IPE within foreign language courses. Furthermore, this study focuses primarily on short-term implementation effects, necessitating further follow-up research to evaluate the long-term impacts of POA in this context.

For future endeavors, it is recommended to expand the sample size by incorporating diverse practice cases from different regions and types of schools, thereby enhancing the study's universality and representativeness. Additionally, exploring more diversified teaching methodologies and tools, such as the integration of information technology and virtual reality into instruction, could further elevate the implementation efficacy of POA in IPE within foreign language courses. These measures will contribute to a deeper understanding and broader application of POA in fostering both linguistic proficiency and cultural confidence among students.

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## Disclosure statement

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