

Integration and Incorporation: POA-guided Teaching System of Moral Education and Values Cultivation through College English Teaching

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Abstract: The Production-Oriented Approach (POA) provides a framework and feasible path for the integration of moral education and values cultivation into college English courses. This paper first conducts a theoretical overview of POA from three aspects: teaching philosophy, teaching hypotheses, and teaching procedures. It then proposes four principles for constructing the POA-guided teaching system of moral education and values cultivation through College English teaching: the fundamental goal of moral education, a focus on output orientation, organic integration as the key, and multiple evaluation as the guarantee. Furthermore, it explores a three-in-one college English curriculum objectives based on POA, which includes "knowledge teaching + ability promoting + values cultivation." Next, it highlights the need to reconstruct teaching content based on current textbooks, integrate moral education elements, and optimize teaching design. Finally, taking Unit 4 of "New Dimension College English 4" as an example, the paper demonstrates strategies and implementation steps for incorporating moral education into college English teaching through POA—motivating—enabling—assessing procedures, providing valuable insights for the integration of moral and values education in college English courses.

1. Introduction

The Production-Oriented Approach (POA) was created by the team at the China Foreign Language and Education Research Center of Beijing Foreign Studies University. It advocates the complementary relationship between input-oriented learning and output-oriented application, emphasizing their organic connection and effective integration. This approach aims to address the existing issues in foreign language teaching in China, such as "textbook-centered" learning and "disconnection between learning and application," promoting the integration of theory and practice.^[1] Currently, the comprehensive implementation of moral education has become a consensus in higher education. Effectively integrating values cultivation into college English teaching practices is of profound significance and urgency.^[2] Moral education must unite knowledge transmission with values cultivation. By applying the POA theory, moral education and values cultivation can be embedded in the framework of college English teaching, truly reflecting innovation, practicality, and

contemporaneity.

2. Constructing the Moral Education and Values Cultivation System Based on the Production-Oriented Approach

2.1. Overview of the Production-Oriented Approach Theory

The POA theoretical system consists of three components: teaching philosophy, teaching hypotheses, and teaching procedures. The "teaching philosophy" includes "learner-centeredness," "integration of learning and application," "cultural exchange," and "key competencies," serving as the guiding principles for the other two components. The "teaching hypotheses" encompass "output-driven," "input-facilitating," "selective learning," and "assessment for learning," which support the "teaching procedures." The "teaching procedures" consist of several cycles formed by "motivating—enabling—assessing," representing the implementation of the teaching philosophy and hypotheses.^[3]

According to the POA teaching procedures, during the "motivating phase," teachers assign productive tasks to stimulate students' awareness of their own shortcomings during language output, thereby generating a "hunger for knowledge" and motivating students to learn. The main task of the "enabling phase" is to provide targeted scaffolding for students to complete output activities.^[4] The "assessing phase" employs a novel POA evaluation method called "Teacher-Student Collaborative Assessment" (TSCA), implementing a dual-integration teaching evaluation model involving both teachers and students.

2.2. Principles for Constructing the Moral Education and Values Cultivation System

Moral Education as the Foundation: Implementing the moral educational philosophy aligns with the contemporary demands of educational development and is a key measure to fulfill the fundamental task of moral education and promote students' all-around development. Moral education system should cultivate students' values, including their sense of responsibility, legal awareness, national sentiment, moral character, cultural consciousness, and international perspective.

Output Orientation as the Focus: The POA emphasizes driving the learning process through output tasks to enable students' language output and practical application abilities, thus reversing the phenomenon of "disconnection between learning and application." Therefore, designing language output tasks that incorporate moral and values education elements is crucial for ensuring the effective implementation of college English courses.

Organic Integration as the Key: Integrating moral education and values cultivation into college English teaching is an inevitable choice in the new era of education. However, this integration should not merely add moral content but rather focus on the deep unity of language tasks and ideological elements, making language and cultural learning as the visible aspect and values shaping as the implicit aspect.

Multiple Evaluation as the Guarantee: The goals of moral education and values cultivation involve assessing students' sense of responsibility, moral concepts, and cultural literacy, which are aspects of implicit education and cannot be quantified through traditional subject examinations. Therefore, it is essential to establish a scientifically reasonable, collaborative, and multi-faceted evaluation system to assess, evaluate, and provide feedback on the effectiveness of moral education and values cultivation, ensuring the achievement of educational objectives.

2.3. POA-guided Teaching System of Moral Education and Values Cultivation in College English Teaching

The POA teaching philosophy of "integration of learning and application" and "holistic education" aligns closely with the implementation requirements of moral education, providing a clear framework for moral education and values cultivation in college English.^[5] Based on the POA theoretical system, from the perspectives of "motivating—enabling—assessing", this study integrates moral education and values cultivation into the design and practice of college English teaching, constructing a three-in-one curriculum objectives of "knowledge teaching + ability promoting + values cultivation."

In the motivating dimension, clear teaching objectives are established, relevant teaching materials are creatively utilized, and language output tasks incorporating moral education elements are designed to stimulate students' motivation and willingness to express themselves, laying the foundation for the organic integration of moral education and values cultivation. In the enabling dimension, the teaching design is optimized, and task elements are detailed, providing necessary support in terms of thought, content, language, and structure, thereby establishing a gradual, tiered, and diverse "support chain" to assist students in completing output tasks. In the assessing dimension, collaborative and multiple evaluations among teachers and students are encouraged, achieving thematic elevation and strengthening the educational impact, ultimately serving the attainment of the overall curriculum objectives (Figure 1).

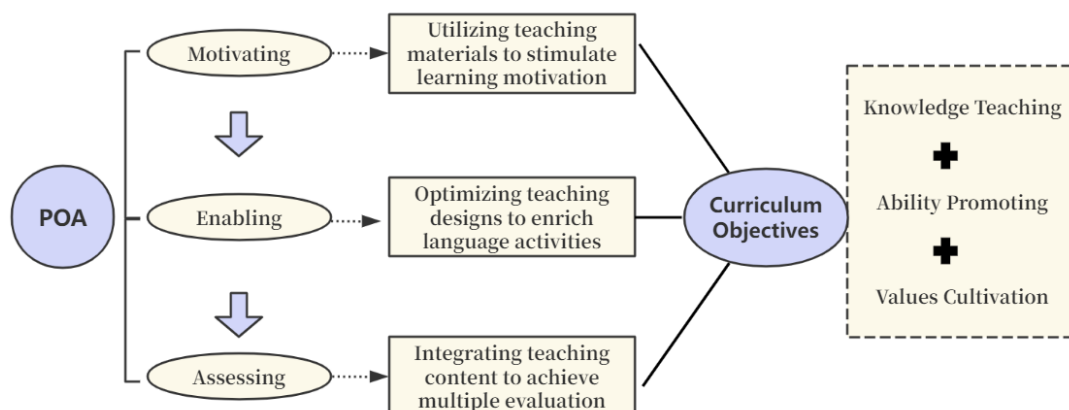


Figure 1 POA-guided Framework of Moral Education and Values Cultivation in College English Teaching

3. Reconstructing Teaching Content and Integrating Moral Education and Values Cultivation

The core elements of integrating values cultivation into college English include the teacher as the key, students as the core, and textbooks as the medium.^[6] Based on the content of the textbooks, it is essential to extract the inherent humanistic themes and values implications, and reconstruct the teaching content. This should closely align with real-life contexts in China and abroad, collect relevant materials, expand vivid cases, and highlight Chinese elements to provide immersive education for students.

Taking "New Dimension College English 4" as an example, this textbook comprises seven units covering various aspects of life, artificial intelligence, drama and opera, cyber bullying, sports, celebrities, and intangible cultural heritage.^[7] According to the theme and teaching content of each unit, relevant cases can be introduced along with integration strategies to achieve educational outcomes. For instance, the seventh unit focuses on "Cultural Heritage," with Text A titled "What is Intangible Cultural Heritage?" discussing the definition, characteristics, and significance of intangible

cultural heritage, while Text B, "Kongfu Cuisine," introduces the historical roots and profound influence of the Chinese intangible cultural heritage of "Kongfu Cuisine." Beyond the textbook content, relevant cases can be introduced to reinforce the unit's theme. Students could be required to watch a series of English micro-documentaries titled "Hello, China," organized by the National Radio and Television Administration of China, focusing on topics such as Calligraphy, Paper Cutting, the Forbidden City, and the Terracotta Warriors and so on, to understand China's rich cultural heritage and achieve cultural immersion and values guidance. The underlying theme extracted from this unit should be cultural confidence and the promotion of excellent traditional Chinese culture.

4. Optimizing Teaching Design and Conducting Teaching Practice (An Teaching Design)

Taking Unit 4 "Cyber-bullying" from *"New Dimension College English 4"* as an example, the following will demonstrate the operational steps for integrating moral education and values cultivation into college English teaching under the POA theory.

4.1. Teaching Objectives

4.1.1. Knowledge Objectives

Students will be able to recognize the current situation, forms, causes, and harms of "cyber-bullying."

Students will accumulate key English expressions related to "cyber-bullying," "empathy," "humiliation," and "cruelty."

4.1.2. Ability Objectives

Students will be able to apply critical thinking to analyze cases of cyber-bullying, identifying the motivations and influencing factors behind them.

Students will be able to analyze the structure of the given text and learn the writing methods of the given text, enhancing their logical analysis abilities.

Students will be able to use communication skills and digital literacy to effectively prevent and address cyber-bullying incidents, improving their information identification and critical thinking skills.

4.1.3. Values Objectives

Students will develop compassion and empathy, learning to respect others and maintain kindness and tolerance in the online world.

Students will enhance their moral awareness and legal consciousness, increasing their sense of social responsibility and recognizing the severity and harms of cyber violence, thereby consciously resisting cyber-bullying behavior.

4.2. Teaching Focus and Challenges

4.2.1. Teaching Focus

Case analysis of cyber-bullying incidents: Students will watch news clips and short videos, discussing them to realize the serious harms of cyber violence.

Reading comprehension of the text "Live in a More Compassionate Online World": Students will analyze the structure of the text, learn the vocabulary, grammar, and sentence patterns within it, and accurately translate the content into Chinese.

4.2.2. Teaching Challenges

Students must engage in accurate and fluent discussions in English about the cases, recognizing the severity and harms of cyber-bullying, and consciously resisting such behaviors.

Students need to learn to respect others, maintain kindness and tolerance in the online world, strengthening moral awareness and sustaining compassion and empathy.

4.3. Teaching Methods

This lesson primarily employs the Production-Oriented Approach (POA), supplemented by task-based teaching, case discussion, blended teaching (both online and offline), and inquiry-based teaching methods.

4.4. Teaching Process

4.4.1. Pre-Class Tasks (Online)

Design Intent: Students are asked to independently watch TED Talks in English to learn about international cases of cyber violence. By watching bilingual subtitles, students can accumulate relevant vocabulary and expressions while understanding the unit theme of "cyber-bullying."

4.4.2. Classroom Teaching Steps (Offline)

4.4.2.1 Lead-in Activities

Design Intent: In the POA-motivating phase, the teacher presents three questions related to bullying for group discussion, encouraging students to share their experiences and viewpoints, thus stimulating their learning motivation.

Question 1: What are the behaviors of bullying?

Question 2: How did people feel when they were bullied?

Question 3: How do they think about themselves when they grow up?

With guided prompts from the teacher, students engage in independent thinking, share ideas bravely, collaborate with each other, and deepen their understanding. The teacher summarizes the viewpoints and guides students to establish correct online moral concepts while enhancing their vigilance and resistance to cyber violence.

4.4.2.2 Case Study

Students watch the news reports about an cyber-bullying incident about the suicide of Zheng Linghua, a graduate student who was bullied for dyeing her hair pink in 2002, as well as the micro-video "A New Perspective on Her Haircut." Students discuss and express their feelings about the situation. This selected case from news reports and social media, is representative, timely, and educational. Students are guided to focus on aspects such as the actions of cyber violence, the victims' feelings, the perpetrators' motivations, and the social implications, naturally transitioning into the text learning stage.

4.4.2.3 Text Learning

Design Intent: In the POA-enabling phase, a task-based reading is assigned. The teacher and students collaborate for reading comprehension and structure analysis of text "Live in a More Compassionate Online World", aiming to enhance students' English language proficiency. The

teaching design also seeks to uncover the theme of this unit, nurturing students' online moral concepts and sense of social responsibility.

Language Focus: Students conduct a rapid reading of the text, identifying corresponding expressions for key words and accumulating English language knowledge, which lays the groundwork for subsequent language output activities.

Text Structure Analysis: Students are prompted to divide the text into structural paragraphs and summarize its writing techniques and logic:

a) The first part raises the issue: cyber-bullying and shaming mushroomed.

b) The second part analyzes the issue by using statistics, giving some examples, and adopting the writing technique of cause and effect.

c) The third part provides recommendations, calling for a more compassionate online world.

Detailed Reading: Students engage in in-depth reading of the text, analyzing vocabulary, grammar, and sentence patterns while also translating the text, promoting both language input and understanding of the conveyed values.

Summary of the Text: Students re-read the text and complete fill-in-the-blank exercises on the Learning Platform to summarize the content. After submission, they can immediately check their answers and scores, allowing the teacher to provide explanations based on real-time responses, aiming to enhance students' summarization and analytical skills.

4.5. Post-Class Assignment (Online)

Design Intent: Assign writing tasks related to the unit theme that not only produce English language output but also guide students in establishing correct online moral concepts, enhancing their vigilance against and resistance to cyber violence. Students will make personal online safety plans to improve self-protection skills and utilize communication skills and online literacy to effectively prevent and address cyber-bullying incidents.

Essay Topic: If you experience cyberbullying, how will you respond? Write an English essay of approximately 150 words.

Submission Method: Submit the essay online to the intelligent essay correction system (PiGai). After completion, students will self-correct based on the platform's error prompts (such as Chinglish, improper collocations, punctuation errors, etc.) until satisfied. The teacher will then conduct a final manual review and give remarks.

Assessment as Learning: A collaborative multi-evaluation model is employed, combining "self-assessment + platform scoring + peer evaluation + teacher review." After completing the assignment, students will showcase their work and engage in discussions, learning precise vocabulary expressions, unique grammatical usages, accurate and fluent sentence structures, and active, insightful viewpoints.

4.6. Teaching Evaluation

This lesson innovatively integrates a cross-fusion evaluation model for both teachers and students, as well as online and offline assessments, ensuring objectivity and fairness in evaluation. It emphasizes the timeliness and relevance of the assessments, making full use of the results to improve teaching effect. By analyzing students' classroom participation, activity performance, assignment quality, and academic levels, the teaching problems can be identified, and corresponding improvement measures and plans can be formulated to continuously enhance teaching effectiveness and quality.

Regarding moral and values education, the topic of "cyber-bullying" in this lesson can spark extensive discussions among students, generating emotional resonance. This aids in improving students' online literacy, enhancing their awareness of the rule of law, and strengthening their rights

protection consciousness. Students are encouraged to critique online rumors and violent speech promptly.

5. Conclusion

In the context of the new liberal arts construction era, it is essential to update teaching philosophies and methods, establish a knowledge content system, and create an intelligent education model to effectively support the overall development of college English courses. The future construction trend of college English courses should focus on a production-oriented approach and values cultivation, achieving an unobtrusive, enlightening, culturally enriching, and morally uplifting effect. Ultimately, the moral education and values cultivation within college English courses should truly serve to cultivate character and nurture the soul.

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