

Exploration of Integrating Ideological and Political Education into College English Public Speaking Course from the Perspective of Production-Oriented Approach

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Abstract: This study explores the implementation and effectiveness of an ideological and political teaching model based on the Production-Oriented Approach (POA) in the college English public speaking course. By integrating ideological education elements into impromptu speech tasks tailored to students' cognitive and linguistic levels, the course was reformed over a semester. The research aims to enhance students' oral English proficiency and foster their ideological awareness. Evaluation through teaching practices, surveys, interviews, classroom observation, and textual analysis indicates that this model significantly improves student engagement, spoken output quality, and value shaping. The study also provides suggestions for optimizing teaching design and strategies for sustainable implementation. It offers practical and theoretical insights for ideological and political education in college English teaching.

Keywords: POA; Ideological and Political Education; English Public Speaking; Impromptu Speaking; Teaching Reform

1. Introduction

With the deepening of higher education reform in the new era, curriculum-based ideological and political education has gradually become an essential path to fulfill the fundamental mission of building moral character through education. As an important means of communication, English teaching should not only focus on improving language proficiency but also emphasize the cultivation of cultural communication ability and value orientation. Against this background, how to effectively integrate the concept of ideological and political education into English teaching has become a major issue faced by educators in higher education.

Public Speaking Practice II is a practical course

aimed at training students in English impromptu speaking and public speech delivery. The course emphasizes both the practicality of language use and the logic of expression. At the same time, it provides space for cultivating students' public communication awareness, sense of social responsibility, and critical thinking. If the concept of ideological and political education can be skillfully integrated into public speaking, it can not only improve the quality of students' expressions but also enhance their ability in value judgment and national identity.

The Production-Oriented Approach (POA), as an important indigenous theory in the field of foreign language teaching in China in recent years, emphasizes output-driven teaching throughout the entire process. It has become an important direction for promoting reform in English classroom instruction. The integration of POA and ideology and politics is expected to construct a new teaching model that emphasizes both language development and value orientation.

This study focuses on the public speaking practice course and explores the strategies and effectiveness of integrating ideological and political education under the guidance of POA. Through systematic teaching design, practical implementation, and effect evaluation, it aims to provide theoretical support and practical models for the teaching reform of college English courses and the construction of curriculum ideology and politics.

2. Theoretical Framework

2.1 The Production-Oriented Approach (POA)

The Production-Oriented Approach (POA) was proposed by Chinese scholar Prof. Wen Qiufang as a teaching methodology that advocates output-driven learning processes^[1]. POA integrates input, output, and feedback within a closed-loop system, emphasizing that language

production tasks should guide the teaching activities. The POA teaching process generally consists of three phases: "Motivating," "Enabling," and "Assessing." During the motivation phase, learners encounter communicative needs or tasks that spark interest. In the enabling phase, teachers provide targeted input and scaffolding to equip students with necessary language skills and strategies. The assessing phase requires learners to complete output tasks, which are then evaluated to provide feedback for further learning. This approach highlights the interaction between language use and learning, creating a learner-centered and task-based classroom environment. In public speaking courses, the "task-oriented" and "context-driven" features of the POA are particularly applicable^[2]. Public speaking is essentially an act of language production, and by embedding speaking tasks within specific contexts, POA helps enhance students' ability to organize language and express ideas logically. At the same time, it provides a structural framework for the natural integration of ideological and political education into the curriculum.

2.2 Curriculum-based Ideological and Political Education

Curriculum-based ideological and political education is a strategic initiative proposed by China's Ministry of Education to integrate ideological and political elements throughout all academic disciplines. Its aim is to ensure that students not only gain professional knowledge but also develop strong political awareness, moral values, and a sense of social responsibility.

Integrating ideological and political education into language teaching requires carefully embedding value-oriented content within language tasks and classroom activities^[3]. This integration is not meant to be separate from language learning but should promote both language skills and ideological understanding, fostering well-rounded talents capable of contributing to society.

2.3 Research on POA in English Language Teaching

In recent years, numerous studies have applied POA in various English teaching contexts, demonstrating its effectiveness in enhancing students' language output ability and engagement. Research shows that POA can successfully

bridge the gap between language input and output by focusing on meaningful communicative tasks^[4]. Moreover, scholars have begun exploring the potential of combining POA with ideological education to build integrated teaching models that promote both linguistic competence and ideological awareness. These studies suggest that task design aligned with ideological goals can help students internalize values while practicing language skills.

Although there has been growing interest in curriculum ideology and politics as well as in the Production-Oriented Approach independently, studies specifically combining POA with ideological and political education in English public speaking courses remain limited. This research intends to fill this gap by designing and implementing a POA-based ideological and political teaching model in the public speaking course, thereby contributing new insights and practical experiences to the field.

3. Teaching Reform Design

3.1 Course Overview and Teaching Objectives

The course is a compulsory practical English course offered to undergraduates. It lasts one semester, spanning 16 weeks, with a primary focus on training students' impromptu speaking and public presentation skills in English. The course aims to help students develop the ability to organize thoughts quickly, express ideas coherently, and engage effectively with an audience.

The course objectives are divided into three main dimensions:

Language Objective: To enhance students' ability to organize language spontaneously, enabling them to express their ideas accurately and fluently.

Cognitive Objective: To develop students' critical thinking, logical reasoning, and argument construction skills.

Ideological and Political Objective: To guide students to focus on national development, social issues, and cultural heritage during their speeches, thereby strengthening their sense of responsibility and mission.

3.2 Teaching Process Design Based on the POA

Following the POA framework, the teaching process is divided into three stages^[5]:

3.2.1 Motivating stage

Teachers present students with real-life communicative scenarios or controversial topics related to social values, cultural issues, or national development to stimulate interest and communicative needs. For example, topics like "The Role of Youth in China's Future" or "Environmental Protection and Social Responsibility" encourage students to form personal views.

3.2.2 Enabling stage

In this stage, teachers provide materials to help students acquire necessary vocabulary, sentence structures, and rhetorical devices. Activities include language drills, discussion groups, sample speech analyses, and brainstorming sessions. Teachers also guide students to explore ideological perspectives embedded in the topics, ensuring the integration of thought and language.

3.2.3 Assessing stage

Assessment Phase: A multidimensional evaluation system is adopted, covering aspects such as language performance (accuracy and fluency), structural logic (clarity and coherence), and value expression (clarity of stance and sincerity of emotion). Three evaluation methods are implemented-self-assessment, peer assessment, and teacher assessment-to create a closed-loop feedback mechanism.

3.3 Strategies for Integrating Ideological and Political Education

To effectively integrate ideological and political education, the following strategies are adopted:

3.3.1 Topic selection

Speech topics are carefully designed to align with ideological themes such as patriotism, social harmony, cultural confidence, and ethical responsibility.

3.3.2. Value-oriented task design

Tasks prompt students to express personal attitudes and social concerns, encouraging deeper reflection on moral and civic issues.

3.3.3. Multimodal materials

Incorporating videos, speeches by public figures, news reports, and cultural texts to provide rich ideological input.

3.3.4 Teacher guidance

Teachers act as facilitators who help students link language expression with ideological understanding, fostering critical discussions.

3.3.5 Assessment integration:

Evaluations include ideological content as a key criterion, emphasizing the importance of thoughtfulness alongside linguistic competence.

4. Teaching Implementation Process

4.1 Teaching Activities Arrangement

The 16-week semester is divided into four phases, each containing focused activities to progressively develop students' impromptu speaking and ideological awareness. Each class consists of five stages: task introduction, group brainstorming, oral presentation, teacher-student feedback, and reflection^[6].

Weeks 1-4: Introduction and Foundation Building. Students engage in ice-breaking activities and practice basic impromptu speech skills. Teachers introduce ideological themes and related vocabulary. Group discussions and short presentations set the stage for deeper engagement.

Weeks 5-8: Skill Enhancement and Ideological Integration. Students tackle more complex speech topics involving social and cultural issues. They analyze exemplary speeches with ideological content and practice language structures that emphasize argumentation and persuasion.

Weeks 9-12: Independent Speech Preparation and Practice. Students prepare and deliver speeches on topics related to national development, social responsibility, and personal values. Teachers provide feedback on both language and ideological depth.

Weeks 13-16: Final Presentation and Reflection. Students perform final impromptu speeches, followed by peer evaluation and self-reflection sessions to consolidate learning outcomes and ideological growth.

4.2 Typical Teaching Case Analysis

Case 1: Speech Topic –"Youth and the Chinese Dream." One student prepared a speech emphasizing the collective aspirations of young people towards national rejuvenation. The speech demonstrated fluent language use and rich ideological content, expressing pride and responsibility. The classroom discussion that followed deepened students' understanding of patriotism and personal commitment.

Case 2: Speech Topic-"Telling China's Story." This task required students to choose a traditional Chinese festival and introduce it to a foreign audience, emphasizing the cultural significance and modern relevance behind the celebration. The students' speeches not only reflected linguistic accuracy but also showcased

a deep understanding of Chinese culture and a strong sense of national identity.

4.3 Student Performance and Feedback

Observation and feedback indicate increased student engagement and improved ability to express complex ideas in English. Many students reported that integrating ideological topics made speeches more meaningful and motivated them to prepare more seriously.

5. Teaching Reform Effectiveness Evaluation

5.1 Research Methods

The study used mixed methods, including pre- and post-course surveys measuring language confidence and ideological awareness, classroom observations, student and teacher interviews, and speech text analysis^[7].

Pre- and Post-Course Surveys: Likert-scale questionnaires were administered at the beginning and end of the course, focusing on dimensions such as students' confidence in English expression, acceptance of ideological and political content, and overall classroom satisfaction.

Classroom Observation: Four representative speaking sessions were recorded and observed to document student performance and interaction patterns.

Interviews: Interviews were conducted with a randomly selected sample of 12 students and 2 instructors to gather subjective feedback on course design and learning experiences.

Speech Text Analysis: Students' speech manuscripts were collected and analyzed for linguistic quality (accuracy and coherence) as well as ideological depth (value orientation and cultural insight).

5.2 Data Analysis

Survey results showed significant improvement in students' confidence and ideological acceptance. Text analysis revealed enhanced speech organization and deeper value expression. Interviews highlighted positive attitudes towards the integrated teaching model.

5.3 Teaching Effectiveness Discussion

The POA-based ideological teaching model effectively increased students' oral English proficiency and ideological consciousness. It created a more interactive, value-oriented classroom atmosphere, promoting

comprehensive development.

5.3.1 Enhanced students' language production skills

The integration of impromptu speaking practice with task-oriented design has simultaneously improved students' language organization and logical expression abilities.

5.3.2 Strengthened awareness of value expression

The inclusion of ideological and political topics has stimulated students' attention to social realities and national development, encouraging them to reflect on and articulate their personal stances.

5.3.3 Fostered a new dynamic of teacher-student interaction

Teachers have placed greater emphasis on educational values in their instruction, while students have become more willing to express authentic opinions, contributing to a positive shift in classroom culture.

6. Problems and Reflection

Challenges include the need for ongoing teacher training to better integrate ideology, addressing varied student language and ideological levels, and refining evaluation methods to be more multidimensional and student-inclusive.

6.1 Continuous Improvement of Teachers' Educational Competence

Curriculum-based ideological and political education places higher demands on teachers, who must possess both strong language teaching skills and the ability to guide students in value formation. In practice, some teachers remain cautious when addressing political topics, concerned that expressing too much might lead to controversy. A key challenge moving forward is supporting teachers in integrating value guidance naturally without straying from the core language teaching objectives.

6.2 Persistent Disparities in Students' Language and Expression

Due to varying levels of English proficiency and differing capacities for ideological understanding, some students exhibit mismatches in their task performance—for instance, having thoughtful content but poor language expression, or fluent language with superficial ideas. This highlights the need for more differentiated instructional design, where teachers provide various tasks and enriched materials tailored to diverse student

needs.

6.3 Need for a More Refined Assessment Mechanism

The current three-dimensional evaluation system still relies heavily on teacher-driven scoring, with limited student involvement. This may reduce students' motivation for self-reflection and continuous improvement. In the future, more diverse and dynamic assessment methods should be introduced-such as speech portfolios, learning journals, and self-reflection statements-to encourage students to shift from mere task performers to active reflective learners.

7. Conclusion and Suggestions

7.1 Conclusion

This study demonstrates that integrating POA with ideological education in public speaking course significantly enhances students' language production abilities, stimulates their awareness of value expression, and promotes the internalization of ideological and political content. The integration of POA with the principles of ideological and political education offers a practical and replicable approach to English teaching reform. Through this reform, students not only learn to express their ideas with confidence and fluency but also demonstrate intellectual depth and a sense of cultural responsibility in their speeches. Meanwhile, teachers are gradually transitioning from the role of language trainers to value-oriented educators.

7.2 Suggestions

To further enhance the effectiveness of ideological and political education in English teaching, several practical suggestions can be considered. First, teacher training should be strengthened to integrate both language instruction and value-oriented pedagogy. Second, establishing shared resource platforms can facilitate access to high-quality teaching

materials that align with ideological goals. Third, assessment systems should be improved by incorporating self-evaluation, peer review, and teacher assessment to foster more comprehensive and reflective feedback. Fourth, interdisciplinary collaboration between language and political science courses should be promoted to enrich content and perspectives. Finally, differentiated instruction should be supported to address the diverse linguistic and cognitive needs of students, ensuring more inclusive and effective learning outcomes.

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