

Research on Civic and Political Evaluation System of Comprehensive English Course Based on Output-Oriented Approach



Qian Zhao^{*,1}

¹*Xi'an Eurasia University, China*

Abstracts: With the continuous evolution of the teaching mode, the Output-Oriented Approach (POA) gradually occupies an important position in comprehensive English courses, especially in the integration of Civic and Political Education. The Product-Oriented Approach emphasizes the importance of learning outcomes, and through designing practical learning tasks, it promotes students' language skills while enhancing their Civic and Political qualities. Starting from the significance of the application of the output-oriented method, this paper discusses the application measures of this pedagogy in comprehensive English courses, emphasizing how to enhance students' in-depth understanding of scientific, technological, political, economic, and cultural knowledge through diversified evaluations, and to cultivate their sense of pride and responsibility in a global perspective. The practice has proved that this teaching method not only improves students' practical language useability but also effectively integrates the core values of Civic and Political Education, providing a solid foundation for students' comprehensive development.

Keywords: output-oriented method; comprehensive English; curriculum Civics and Politics; evaluation system

Introduction

In the contemporary era of rapid globalization, English teaching is no longer only concerned with the cultivation of language skills but also needs to integrate the education of national culture and values. The output-oriented method provides a framework for this, and through specific output tasks, students can effectively combine language learning with Civic and Political Education, which emphasizes the focus on students' actual outputs and promotes students' overall development through various forms of evaluation. In Integrated English courses, teachers can design tasks related to current social hotspots and scientific and technological developments, so that students can improve their understanding and analytical skills of Chinese and global social issues while learning the language. In addition, the method

emphasizes the immediacy and relevance of feedback, which can guide students more precisely to their specific needs in the learning process, thus effectively achieving the teaching purpose.

1. The significance of the establishment of the Civic and Political Evaluation System for Integrated English Courses based on the Output Oriented Approach

1.1 Promote the enhancement of students' language application ability and humanistic literacy

The output-oriented method attaches importance to students' language output, i.e. the ability to use language for communication and expression. Through the establishment of this evaluation system, students will use English in real or simulated communication scenarios, thus deepening their understanding and application of language structures

Corresponding Author: Qian Zhao

Xi'an Eurasia University, China

Email: 498467021@qq.com

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(Wang, 2023). Moreover, the continuous attempts and error corrections in practice will help students master a more fluent and natural way of language expression and significantly improve their language application ability. The establishment of the Civic and Political Evaluation System of Integrated English Course requires teachers to not only evaluate students' language skills but also pay attention to their cultural understanding and humanistic care. Through the introduction of content from different cultural backgrounds, students can learn and discuss a variety of social, historical, and cultural topics, and such learning and discussion help students form a more comprehensive worldview, understand and respect the values and differences of different cultures, thus enhancing their intercultural communication skills.

1.2 Cultivate students' intercultural critical thinking skills and cultural self-confidence

With the help of the output-oriented method, English teachers will provide students with authentic language-using situations and rich language materials, so that students can come into contact with and understand the views and lifestyles of different cultures. In this process, students not only receive information but also critically analyze and evaluate it. By comparing and contrasting the values and behavioral patterns of different cultures, students can develop the ability to think independently and analyze critically, which is very important for them to understand global multiculturalism (Shao, 2023). In addition, while learning and discussing foreign cultures, the output-oriented approach also emphasizes the understanding and expression of local cultures. For example, by interspersing the discussion of elements and values of Chinese culture in English learning, students can understand their cultural background more deeply, build up their cultural self-confidence, form a deep understanding and respect for their own culture, as well as express and defend their local cultures comfortably in cross-cultural communication.

1.3 Contributing to the global recognition and promotion of Chinese culture

In courses based on the output-oriented approach, teachers consciously incorporate elements of Chinese culture into their teaching, including not

only traditional cultural knowledge, such as history, art, and philosophy but also the development, social change, and international influence of modern China. Through this approach, students not only learn English but also express and share Chinese culture through English, which helps to enhance global understanding and interest in Chinese culture. Through the output-oriented approach, students are learning the language and at the same time learning how to effectively communicate and present their culture in a multicultural environment. For example, they learn how to explain Chinese cultural characteristics and values in English to an audience with a non-Chinese speaking background, an ability that is crucial to the promotion of Chinese culture. In today's globalized world, the influence of culture is increasingly recognized as an important part of a country's soft power. Through the process of education and learning, China's young generation can become cultural ambassadors and demonstrate the unique charm and modern face of Chinese culture through various international platforms, thus enhancing the global influence of Chinese culture.

2. Mode of Establishing the Civic and Political Evaluation System of Integrated English Course Based on Output-Oriented Approach

2.1 Diagnostic evaluation

The main purpose of the diagnostic evaluation is to provide pre-information for teaching and to help teachers understand the initial state of students on the topics they are about to learn. This kind of evaluation can reveal students' knowledge reserves, interest levels, relevant experiences, and possible misunderstandings or confusions about a particular topic, enabling teachers to adjust teaching strategies and contents according to students' actual situation and better meet students' learning needs (Wang, 2023). Diagnostic evaluation can take various forms, such as questionnaires, thematic discussions, polls, or specific language tests. For example, posting in the topic discussion area of the Learning Pass asking students to collect relevant information can not only stimulate students' interest and participation in learning, but also through the content of students' postings and interactions, the teacher is also able to make a preliminary assessment of the student's

linguistic expression ability, information gathering ability and critical thinking ability. The whole process of evaluation emphasizes the attention paid to the output of students' language and Civics level in the output-oriented method so that students can give real-time feedback and adjustments in the learning process, and ultimately achieve better learning results.

2.2 Process Evaluation

Process evaluation is a kind of continuous evaluation carried out during the whole process of teaching activities, which aims to monitor and record student's learning progress in real-time, and to understand and feedback on students' mastery of new knowledge promptly. Utilizing online platforms such as Learning Link, teachers release various forms of learning tasks, such as questionnaires, topic discussions, group task polls, etc., which automatically record students' participation and completion and provide teachers with data support. By posting discussion topics, teachers encourage students to think and discuss, and students' speeches can demonstrate their dispersal of thought, language expression ability, and understanding of the topic, such discussions usually account for a certain percentage of the course's regular grade, prompting students to actively participate. In the classroom, teachers group students and assign them specific language application tasks (such as situational dialogues, speeches, role-playing games, etc.) to assess students' language application ability.

2.3 Summative Assessment

Summative assessment plays the role of summarizing and finally assessing the overall learning outcomes of students in the comprehensive English course based on the output-oriented method and is usually conducted at the final stage of the course, aiming at comprehensively assessing the students' language skills, mastery of the course content, and the effectiveness of the course's Civic and Political education by combining the usual grades and the final test. Teachers should incorporate elements of course ideology and politics into the design of topics, for example, through discussion questions, writing questions, and other forms, so that students can express their views and understandings of certain social and cultural themes, and include

them in the grading criteria the evaluation of students' expression of social responsibility, cultural consciousness and humanistic concern, to ensure the consistency and transparency of the evaluation criteria, and to make sure that all students understand the criteria and purpose of the evaluation (She, 2022).

3. The Path of Establishing a Civic and Political Evaluation System for Comprehensive English Courses Based on the Output-Oriented Approach-Taking “China's Scientific and Technological Development” as an Example

3.1 Driving stage

Teachers first set the teaching objectives. The language objective is to improve students' oral expression ability, especially fluency and accuracy in public speaking and communicative dialogues. The ideological goal is to enhance students' national pride through the theme of science and technology, to understand the role of science and technology in modern society, and to think about China's position and contribution to the global development of science and technology. The teacher then introduces the background scenario to students through the Learning Link platform: during the International Cultural Festival held on campus, the school radio station organizes a talk show, inviting Chinese students and foreign students to participate together, and each student needs to be prepared to introduce China's scientific and technological achievements on the show. The teacher asks the students to look up and research China's major achievements in science and technology innovation in recent years. The students form groups of three to four members, with each group playing the roles of the host of the program, the Chinese students, and the foreign students. Students used the Internet and library resources to collect information about China's latest progress in science and technology fields such as artificial intelligence, quantum computing, and space engineering, while the teacher provided some resource links and recommended reading materials to help students collect information more effectively.

Within the groups, students chose to play the roles of facilitator, Chinese student, or foreign student according to their interests and abilities. The

facilitator was responsible for designing interview questions and guiding the discussion; the Chinese students prepared the introduction of scientific and technological achievements; and the foreign students prepared some inquiries and perspectives to increase the interactivity and sense of reality. In the classroom, the teacher allows each group to conduct a mock interview and practice the interview scenario, with other students and the teacher participating as the audience. The interview should include an introduction to China's scientific and technological achievements, a discussion of the significance of these achievements, and questions and feedback from the foreign students. The teacher assesses the students based on their use of language, content accuracy, interactive skills, and creative thinking, and the students can also provide peer evaluations to add dimension to the interaction and feedback. This specific design of activities in the driving phase, not only promotes students' improvement in English language skills, but also deepens their knowledge and pride in China's scientific and technological progress through scientific and technological topics, while improving their expression and critical thinking skills in international communication, and such a design of teaching activities not only conforms to the teaching principles of the output-oriented method, but also effectively realizes the goals of Civic Education (Qi & Xue, 2022).

3.2 Enabling stage

In the framework of the output-oriented approach (POA), the facilitation stage is the key learning and preparation stage, which aims to fully prepare for the final language output task. In the facilitation phase of an integrated English course on the theme of "technological development", teachers and students work together to ensure that students are equipped with the linguistic tools and knowledge they need to complete the language output (Jin, 2021).

First, pre-course preparation. Teachers provide a detailed list of self-study materials, including vocabulary lists, reading materials, audio and video materials, practice questions, PPTs, and e-learning resources, which are customized for the language output tasks that the students are about to face, and post detailed language output tasks on the Learning

Access platform, such as introducing China's scientific and technological achievements. Students need to make use of the materials provided by the teacher and conduct an independent study before class, and this stage of self-study is extremely crucial for students to understand the required specialized knowledge and language expressions.

Second, in-class activities. The teacher explains the key vocabulary phrases, and the teacher assesses students' independent learning through quizzes to test their mastery of key vocabulary, phrases, sentence patterns, and grammar. Language points that students have not mastered enough are explained in detail to ensure that students can use this language knowledge correctly and effectively in the upcoming language output. Students are required to complete two major tasks.

Task 1: Students introduce the Four Great Inventions and other scientific and technological achievements of ancient China in English. Teachers can design relevant questions and provide modeling through micro-teaching videos to help students with their oral training. For example, "How has high-speed rail transformed transportation within China?", "How does electronic payment in China differ from traditional banking systems?" The content of the videos should briefly introduce the development of science and technology in China and how these inventions have changed the world, e.g., introduce the historical background and the process of invention of each invention, and discuss the long-term impact of these inventions on China and the whole world, including cultural, economic, and technological contributions. When discussing complex topics such as the Four New Chinese Inventions, students may encounter a variety of difficulties in language expression, including vocabulary limitations, grammatical errors, and unclear organization of information. Teachers should provide lists of relevant vocabulary and explanations of terms to help students use them accurately in discussions. Alternatively, they can provide grammar exercises before the lesson, especially special exercises on grammar points where students often make mistakes, and also teach students how to use introductory words, transitional sentences, and

concluding sentences to organize their thoughts and language.

Task 2: Students conduct a role-playing, simulated interview program, playing the roles of host, guest, and listener. In this task, students use English to introduce China's leading technological achievements in recent years, such as the New Four Great Inventions (high-speed railroad, electronic payment, bicycle sharing, and e-commerce). Students collect information on the development and popularization of each technology, how the technology works and its characteristics, how these technologies have changed daily life and business activities, and the contribution and impact of these technologies on global technological development. A possible dialog is as follows:

Host: "Welcome to today's episode of 'Tech Innovations.' We're delighted to have with us experts to discuss China's remarkable achievements in We're delighted to have with us experts to discuss China's remarkable achievements in technology. Let's start with you, Ms. Zhang. Can you tell us about the development of high-speed rail in China?"

Chinese Guest (Ms. Zhang): "Certainly. China's high-speed rail network has expanded rapidly over the last decade. China's high-speed rail network has expanded rapidly over the last decade. As of now, it covers more than 37,000 kilometers, making it the largest in the world. The trains can reach speeds up to 350 km/h, significantly reducing travel time between major cities."

3.3 Evaluation phase

In the Output Oriented Approach (OOA), the evaluation stage is a key part of the process to ensure that students can effectively learn and internalize what they have learned and apply it in different contexts through just-in-time and delayed evaluations. Just-in-time assessment occurs when students complete a specific learning task or output exercise with immediate feedback from the teacher, and this type of assessment usually involves direct interaction between the teacher and the students, with the teacher providing guidance, correcting errors, and offering encouragement based on the student's performance. Delayed assessment involves students reorganizing and producing outputs again after the lesson based on the teacher's feedback and guidance

on their previous learning outcomes, and delayed assessment allows students more time to reflect and deepen their understanding so that they can better master language structures and usage (Wu, 2020). Output results are divided into two categories, Review-oriented Output, which aims to strengthen students' understanding and memory of the language knowledge they have already learned, and to consolidate their knowledge through repetitive practice, where students are required to rewrite or restate a certain topic or content to deepen their mastery of a particular linguistic form or vocabulary. Transfer-oriented Output (TO) is designed to extend the scope of language application and enhance students' ability to apply what they have learned to new situations. Students need to apply what they have learned to new projects or different types of tasks, such as expanding from written assignments to oral presentations, or applying what they have learned in the classroom to real-life scenarios. The teacher's role in the extended assessment process is crucial, not only in giving detailed feedback after the initial output but also in assessing the students after they have submitted the results of the re-produced output to ensure that they have made effective improvements based on the feedback. In addition, teachers should encourage students to engage in self-reflection and identify their growth and challenges in the learning process.

Review output task: Introduce China's achievements in the political, educational, economic, and cultural fields. Students first select two areas of interest (e.g., politics and culture) and then conduct in-depth research to identify China's major achievements and innovations in these areas. Then they organize the information they have collected, prepare a detailed speech in English emphasizing the historical significance of these achievements and their impact on the world, and present their research findings in an oral report to their classmates and teacher.

Migratory output task: Teachers offer the option of a migratory output task to students who can learn, making it clear that this is a plus, detailing the requirements of the task, the desired outcome of the output, and the specific details of the plus. Students who choose to participate can be asked to conduct

more in-depth research or create a new project, such as designing an English speech on China's scientific and technological innovations or using the language skills they have learned in a different cultural context, and then submit the results on the Learning Commons platform when they are finished. Teachers review the submitted migratory output tasks and add marks based on innovation, practicality, and accuracy of language use, providing personalized feedback to help students understand their strengths and areas for improvement. For students who actively participate in the migratory output tasks, teachers praise them in class to increase students engagement and motivation. For example, through the Learning Access platform, teachers publicly recognize outstanding output work to motivate other students (Ou, 2020).

Summary

To summarize, the comprehensive English course Civics evaluation system based on the output-oriented method can enrich students' Civics quality while improving their language ability. By setting specific language output tasks that are closely related to real life, students deepen their understanding of socialist core values in actual language use. At the same time, through the timely and delayed evaluation mechanism, teachers can effectively track and guide students' progress, adjust teaching strategies in time, and ensure the best match between teaching content and students' needs. It can be said that this teaching method not only improves students' practical language application ability but also cultivates students' sense of responsibility and pride as global citizens, showing the actual value and potential of the output-oriented method in the current English teaching field.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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