

# Research on the Teaching Methods of World Literature Course from the POA Perspective

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Due to the vagueness of the teaching characteristics in the world literature and in some other English courses, the features of the literary courses itself that can be used effectively are also easier to be ignored. As a result, the teaching model is solidified and rigid. This paper, based on the standpoint of the POA theory, demonstrates the effective ways in teaching the world literature courses. While using some literature works, the awareness of ideology should be emphasized. It is essential to design and implement appropriate tasks for the students at different stages, and put forward practical curriculum plans for the new international situation.

*Keywords:* Production-oriented approach, teaching method, world literature courses

## Introduction

With the prevailing of globalization, the course of world literature (or British and American literature, foreign literature etc.) is a compulsory course for English majors or a optional course for non-English majors. Literature, as the art of human thoughts, is located at the upper level of social architecture. It is an important form of expression of social culture with strong influence of ideology and aesthetic characteristics. An outstanding literary work is like a symbol of a nation. Therefore literature is one of the most effective and convenient channels to get a glimpse of a nation. The literary text is generally close to the political, historical, and humanistic environment of the society. Therefore, literary text has a deep ideological imprint as well as an aesthetic function.

How to take good use of the literary texts ingeniously and reasonably in the teaching procedure of world literature is truly worthy of considering. In the teaching process, not only the language skills and aesthetic ability should be focused, but also some ideologies that are not suitable for our country should be aware of and removed. And we should also effectively resist the invasion of the western values. The paper tries to provide some practical ways in teaching the world literature in order to keep the literature teaching as an effective tool in cultivating the culture confidence in college.

## I. The Production-Oriented Approach in China

The vision of a community with a shared future for mankind put forward by our country in the new century has made the proposition of understanding the cultural background and ideas of other countries and being wary of

heterogeneous ideologies more prominent. Since the reform and opening up, the intensity of foreign language teaching in our country has been continuously increasing. This is a necessary means to understand the other countries in the world. The courses offered by colleges and universities include not only foreign language learning courses, but also some literary and aesthetic courses to assist quality improvement of the college students as supplement courses for humanity development. In the decades since the implementation of foreign language teaching in my country, the teaching system and settings have been continuously reformed and improved. Chinese scholars have also conducted a lot of researches on the problems in foreign language teaching from various angles. They pointed that the serious situation of college students disregard of Chinese culture and lack of the cultural self-confidence is partly due to the erosion of Western ideology. (Cao, 2018; Luo, 2018; Qian, 2018). In response to these phenomena, college teachers have put forward their own solutions from different angles and different focuses in combination with teaching practice. For example, at the theoretical level, the localization of English teaching is emphasized. It is suggested that Chinese educators should pay more attention to constructing teaching theories with local characteristics while drawing on Western theories, and also emphasizing Chinese local cultural traditions in English teaching content, so that students can be the common nourishment of excellent culture. They also pointed that the researches of localization in English teaching should be paid more attention to, so as to actively promote the process of localization of English teaching in China, and ultimately establish a non-western literature teaching model rooted in Chinese culture and value systems. (Shi & Zhang, 2015; Yan, 2002, etc.)

In response to the theoretical needs in English teaching, Wen proposed the “POA (Production-Oriented Approach)”, which is combined of three theories, Krashen’s “input hypothesis”, Swain’s “output hypothesis” and Long’s “interaction hypothesis”. Based on the starting point of “output-driven hypothesis”, it is emphasized that foreign language teaching should pay attention to output skills such as speaking, writing, and translation (Wen, 2008, 2013, 2015, 2017, 2018). While the theory was put forward, many teachers in China applied the theory to teaching practice (Zhang & Shi, 2018; Zhou, 2019). When designing cultural content in teaching, the teachers introduce the traditional Chinese “tea culture” as the task of output by translating text paragraphs of tea culture, so that students can strengthen their cultural self-confidence in language output procedure. Wu Miqin (2018) used the POA theory to explore the urban module teaching in the teaching materials, and designed different output tasks for students, combined with the evaluation adopted the teacher-student cooperative evaluation method, which achieved good results. The POA theory was redefined as the “output-driven-input-enabling hypothesis” theory in 2014, which aims to highlight the effective output design. “Teachers must be the essential factor in the first step to provide targeted input for students and a planned output should be push forward step-by-step, so as to facilitate the completion of the whole task” (Wen, 2017). It shouldn’t be underestimated that POA is a successful attempt by Chinese scholars to “Create linguistic theories in China” while the popular teaching theories including “Task-Oriented Teaching Method” and “Situation-Oriented Teaching Method” by western countries dominate the teaching practice in China.

## **II. The Cultural Confidence Cultivated From The Literary Course Construction**

Cultural confidence is “the full affirmation of one country or a nation’s own cultural value and firm belief in its own cultural vitality”(Yun, 2010).

How to cultivate the cultural confidence from English learning is always a worthy study. The situation in China needs POA as the theoretical control, aiming at the uniqueness of the world literature curriculum, reforming the process from teaching design, teaching process implementation, and providing the feedback and evaluation of learning results, perfecting the theoretical model, and paying attention to how to use it in English teaching. The development of further research on the effectiveness of de-Western-centrism and strengthening our national consciousness is trying to explore a more practical teaching model of foreign language and literature that can be used for reference.

World literature exists as an integration of English language art and Western humanistic spirit in the curriculum design of colleges and universities. Its literary aesthetic function has a greater literature students and is indispensable for cultivating students' humanistic spirit. For non-professional college students, world literature is one of the courses for humanistic literacy development. The purpose of this course is not only to train language skills, but also to train and appreciate classic literature in world literature. Strengthen literary aesthetic ability. In the traditional teaching of world literature, the literary texts that teachers and students pay more attention to are mostly limited to literature that have been regarded as classics, and most of them are famous literature in Britain and the United States. In the teaching process, most of the practice methods are "literature", analyzing literature images, discussing writing techniques, focusing more on "input" and ignoring "output", and some teachers will even consider the purpose of literature courses and language teaching courses. The purpose is confused, as if the literary text only plays the role of language materials, and then the whole class is devoted to literature, syntax, and analysis of long and difficult sentences. This result undoubtedly confuses the difference between literature courses and language courses, thus wasting the unique combination of aesthetic and practical functions of literature courses.

In addition, one of the very important but often overlooked functions of the world literature course is the cultivation of people's speculativeness. How to analyze its potential ideology and social influence through literary texts, attach importance to the cultivation of students' speculativeness, and enable them to learn.

### **III. The Awareness of Ideology in Literature Works**

Eagleton believes that literature is both a kind of production and an ideology. The most intuitive form of literary production is a kind of material production, which processes language into text, which exists in a variety of material forms and can also be manufactured into commodities. However, because language materials are loaded with certain ideological content, literary texts are also producing ideology while producing discourse, and text consumption is also accompanied by the shaping of text ideology on the recipient.

The tasks designed by teachers from the perspective of POA for guiding students to explore things objectively and impartially is never overestimated. Based on the output-oriented method, three-dimensional curriculum design in the world literature courses can be carried out to guide students to analyze effective literary texts, consciously remove or weaken the ideology in the text, so that the world literature courses can play an important role in cultivating students' moral quality. When the courses are designed, some specific steps are as follows:

### **3.1 Course Design**

When choosing literary text, the prejudice of English literature in the world should be abandoned. English literature not only refers to the literature from developed countries, but also includes those literatures written in English by the writers from the third world countries. The world literature is a colorful space with different ideology. The awareness of those ideologies from teachers to students must be formed. Therefore, when selecting teaching materials, both East and the West, as well as the literature from the developed and developing countries, should be taken into consideration.

#### **3.1.1 Tasks- Oriented Input**

Before each teaching steps in the classroom starts, the output task of each chapters should be designed according to the POA.

Students are required to read the literature texts selected for discussion before class and freely combined into different groups to search some useful background of information of literature works together, and then pre-analyze the production process of the texts, their influencing factor, including political, cultural, and historical connotations reflected in the text.

#### **3.1.2 Tasks- Oriented Output**

Students are encouraged to involve in the output production process. They will rewrite the pointed chapters with other group members from as many angles as possible, for example from the different point of view, to rewrite the literature works from the perspective of other characters in the story. If the original novel is written in the third person, students are encouraged to rewrite it in the first person, and vice versa. Or they may change the cultural background of the entire story from one country to another. The situation in the novels will be definitely changed since the background environment changed. And they can also continue the end of the story's writing. The tasks can be put together or divided into different parts.

### **3.2 Cultivation for Creative Thinking**

Students will share the stories written by the group in the class, and discuss the different editions created by other groups. They will surely be shocked by the huge difference from original literature works and their own productions. The influence factors behind will be discussed. And from the procedure the ideology hidden in the literature works will be revealed.

## **Conclusion**

In the era of globalization, the stricks that national culture may suffer is not only from external shocks, but also from internal self-deprecation and self-abandonment (Yun, 2010). Design different task sections according to POA, so that the whole teaching process has a large amount of effective input and task-oriented output. Guide students to learn to analyze opinions. This can help students stay vigilant when reading. When they understand that the literature works they read expresses their opinions, they should understand that opinions are subjective narratives, and should not be accepted without thinking independently, which will prevent the young students from being controlled by the ideology behind. And this kind of thinking process is closely related to the teacher's guidance and summary through the collective discussion in the classroom. Under the guidance of suitable methods, students who have the ability to think can develop the qualities of being clear while listening, not extreme, and not blindly following. They can face learning, life, society and various speech and challenges with a

healthier and more positive attitude; Passing around is more suitable for our current development of energy, which is of great benefit to ourselves and the students around us.

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