

A Study on Teaching Model of Multi-dimensional Integration of Ideological and Political Education into English Major Courses --- “English Viewing, Listening and Speaking” Course Perspective

Yanan Hou*

Dalian Jiaotong University, School of Foreign Languages, Dalian, China

Abstract: Under the educational background of “Ideological and Political Theories Teaching in All Courses” in colleges and universities across the country, how to effectively realize the multi-dimensional integration of ideological and political education into English major courses has become an important topic for foreign language teachers to think and explore. In this paper, based on the core course of English major, “English Viewing, Listening and Speaking”, the goal of ideological and political education is clarified, the teaching content is reconstructed, the teaching design is optimized, the assessment and evaluation are innovated, so a teaching model that integrates the multi-dimensional ideological and political education into all aspects of the course teaching is constructed. While learning professional knowledge and improving language ability, students should enhance their cultural confidence and national feelings, expand their international vision, shoulder their social responsibility of “Share China stories and spread China voice by good communications”. This study will help the ideological and political education model of all-round education and provide reference for the construction and improvement of the ideological and political theories teaching in English major courses.

1. Research background of integrating ideological and political education into English major courses

As early as 2014, at the 23rd National Conference on Party Construction in Colleges and Universities, Xi Jinping stressed that “to run a socialist university with Chinese characteristics well, we should adhere to the principle of cultivating moral talents to integrate the cultivation and practice of core socialist values into the whole process of education”. At the National College Ideological and Political Conference in December 2016, Xi Jinping pointed out that “The classroom teaching must be made good use of as the main channel and teachers in all other courses should carry out their duties, so that all courses and ideological and political theory courses can go together and form a synergy. [1] On May 28, 2020, the Ministry of Education issued the “Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities” to comprehensively deploy the ideological and political construction of curriculum in colleges and universities. [2] As an ideological and political education model that helps to educate people in an all-round way, “Ideological and Political Theories Teaching in All Courses” has been widely promoted and practiced across the country. In 2020, the “Teaching Guide for Undergraduate English Majors in General Colleges and Universities” was released, pointing out that the ideological and political

connotation and moral education function in English major courses should be explored and the compound foreign language talents with national feelings, international vision, communication ability and humanistic quality should be developed. Therefore, it is very necessary to integrate ideological and political education into the teaching of English majors. “English Viewing, Listening and Speaking” is a basic course for English majors. It combines English language knowledge with listening and speaking skills and it is a quality education course to cultivate students’ cultural heritage and humanistic quality. Therefore, it is very necessary to effectively integrate ideological and political education into the whole teaching process of this course. How to reasonably and effectively integrate the ideological and political elements into “English Viewing, Listening and Speaking” classroom implicitly? In addition to the ideological and political awareness of teachers themselves, we also need to carry out scientific teaching model design and organically integrate ideological education into knowledge teaching in practice, which has become the issue in-depth study in this paper.

*Corresponding author: hynynh@163.com. Fund project: This paper is the phased research result of “Research on the Multi-dimensional Integration and Collaborative Teaching Reform Model in English Major Course” in the 2022 Special Project for Undergraduate Teaching Reform Research Project of Dalian Jiaotong University.

2. Current situation of ideological and political teaching in “English Viewing, Listening and Speaking” course

The English major courses are responsible for the fundamental task of cultivating moral talents. However, the current situation of ideological and political education in “English Viewing, Listening and Speaking” course has great limitations. The specific performance is as follows:

First, lacking the evaluation system of moral education, the university pays too much attention to students’ professional knowledge testing data, for example, passing rate, enrollment rate, employment rate, and takes them as the only standard for the construction and development of all the majors, ignoring the importance of moral education evaluation. Second, teachers themselves have insufficient understanding of the reform of integrating ideological and political education into the classroom, ignoring the importance of ideological and political education in the curriculum design reform, lacking strong initiative of the reform. Third, the content of the textbooks currently used by English majors is mostly based on the background of British and American cultural knowledge, less on Chinese cultural elements. How to find and supplement the teaching materials with ideological connotation such as the comparison of Chinese and British traditional culture, cultural identification and criticism, has become a top priority.

As a basic compulsory course for junior students of English majors, “English Viewing, Listening and Speaking” course has the advantage of vividly spreading western culture while cultivating students’ comprehensive ability of listening, speaking, reading, writing and translating. In the background of “Great Ideological and Political Education”, “English Viewing, Listening and Speaking” course must be integrated with ideological and political education in a multi-dimensional way to enable students to understand relevant historical and cultural background knowledge, enhance their cross-cultural communication awareness, achieve the coordinated improvement of listening ability and oral expression, language skills and humanistic quality, ideological and political quality and foreign language professional quality, enabling students to have national awareness, Chinese spirit, global vision and critical thinking. We can cultivate compound foreign language talents with national feelings, international vision, communication skills and humanistic qualities.

3. Implementation path of multi-dimensional integration of ideological and political education

3.1. Clear ideological and political objectives

“English Viewing, Listening and Speaking” course focuses on the overall development of people, rather than just the accumulation of knowledge. Therefore, on

the basis of training for language and thinking, we should strengthen value shaping and personality cultivation, so as to form a whole education development process from mastering language, through acquiring knowledge, developing thinking, shaping value, and finally reaching the perfection of personality. First of all, we must clarify the ideological and political objectives, knowledge objectives and skill objectives in the course, and make them concrete, integrate them with the teaching content, reflect the ideological and political elements in the knowledge and ability system and integrate the value shaping, knowledge teaching into ability training. Therefore, it is necessary to revise the syllabus, clarify the teaching objectives of ideological and political education and reconstruct the teaching content. The selection and production of teaching content, the selection of ideological and political elements and knowledge points should be designed under the “Great Ideological and Political Education” background and comprehensive education. In the classroom, the teacher is the guide, leading students to establish correct world outlook, values and outlook on life, so that students will not lose in the multilingual and ideological and cultural collision. The ideological and political education carried out in multiple dimensions is based on cultivating students’ professional quality, innovative spirit and practical ability to form a good situation with distinctive characteristics of ideological and political coordination, so the goal of cultivating moral talents will be achieved.

3.2. Reconstructed teaching content

For the implementation of “Ideological and Political Theories Teaching in All Courses”, the textbook itself should be guided by values in knowledge teaching and ability training, which can help students shape correct outlook on life, world and values. [3] However, language learning is updated from time to time. Even good textbooks will have problems of lagging in content or insufficient depth and breadth of educational elements. Therefore, the teaching content of the course should not be limited to the teaching materials, but should be supplemented and updated in time, and the audio-visual resources containing ideological and political education elements should be found for editing to attract students. It presents the full picture of the values involved in the ideological and political theme in an all-round way, so that the education is close to the real social environment. We will cultivate students’ global vision, humanistic feelings and multicultural inclusiveness, make students fully understand the development achievements of contemporary China, improve their ability to share China stories by good communications and enhance their awareness of serving their motherland.

3.3. Reformed teaching model

To integrate ideological and political education into “English Viewing, Listening and Speaking” course, we must reform the teaching model. Combining

international advanced experience with excellent traditional Chinese culture, combining rich content design with innovative teaching methods, a multi-dimensional integration teaching model of “textbook+supplement,in-class+off-class,online+offline” is formed. In terms of offline ideological and political education, students are allowed to broadcast current affairs news, reflect core socialist values, train listening comprehension, strengthen pronunciation awareness, pay attention to international and domestic events and improve their discrimination of Chinese and Western social systems and cultural value systems. This new model can not only improve listening and speaking ability, broaden the scope of knowledge, but also cultivate students’ international vision and national feelings and establish a positive outlook on life, world outlook and values. In the teaching process, the principle of teacher as the leading and student as the main body is emphasized. Teachers use the online platform to innovate teaching design, to guide students to use a variety of online resources to carry out out-of-class autonomous learning, to complete pre-class tasks and autonomous learning task by “WE Learn” software, to complete after-class tasks by “Superstar” software and conduct audio-visual and oral tests through “Rain Classroom” software. Teachers use the “Rain Classroom” to conduct questionnaire survey (Fig. 1), grasp the learning situation and ideological situation in real time and achieve formative evaluation, optimize the ideological and political teaching effect to adjust the teaching plan in time. The three dimensions of ideological and political personality, language ability and audio-visual and oral skills can be comprehensively evaluated. The degree of achievement of each student and the average degree of achievement of the grade can be calculated and a line chart in chronological order can be made (Fig. 2). It can be seen that the degree of ideological and political personality of students has been significantly improved and the audio-visual and oral skills have been greatly improved, but the improvement of language ability is relatively slow because it requires long-term efforts. The comprehensive use of various teaching methods and the creation of a modern classroom model help the multi-dimensional integration of ideological and political education into “English Viewing, Listening and Speaking” course successfully.

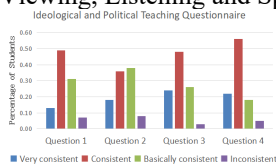


Fig. 1. Ideological and political questionnaire feedback.

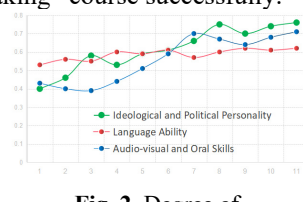


Fig. 2. Degree of achievement.

3.3.1 Pre-class stage

In pre-class stage, the teacher assigns unit preview tasks online to clarify the teaching objectives. Students are required to search all kinds of information related to the subject in groups and make a good knowledge reserve.

The teacher selects audio-visual materials for ideological and political education that are highly consistent with the unit theme for students to preview and ask questions for students to think to lay the foundation for learning in class. Teachers take full advantage of the Internet platform to select ideological and political topics that are rich in educational significance, time-sensitive and cutting-edge color, deeply explore the connection between ideological and political resources and classroom teaching, stimulate learning interest and explore thinking and save some classroom lead-in time. If relevant ideological and political elements are not found, students may prepare speeches related to the theme or tell China stories in English, including biographies, fables, etc. with PPT for display. They are required to conform to the standard of English expression and fluent language. Students will conduct self-evaluation first and then find a partner to correct their pronunciation and ask questions, which will be summarized by the teacher. In English language learning the connotation of traditional Chinese culture and the promotion of ideas should be taken into account. The collision and exchange of Chinese and western cultures can highlight the core socialist values and enhance students’ culture confidence.

3.3.2 In-class stage

In in-class stage, ideological and political education is integrated in various forms. The course is led in with the materials assigned before class. After the completion of the teaching objectives of audio-visual skills, the theme is sublimated by the integrated ideological and political elements collected online. A variety of classroom activities are carried out according to the theme, such as group cooperation activities, debate contests, topic statements, etc. to guide students to actively participate in topic discussions and build group awareness. Teachers should enlighten and guide students so that students can establish positive correct values. English interpretation or explanation for Chinese videos containing ideological and political elements is a novel way of activity, which can integrate cultural confidence and patriotism into language ability teaching. As the main force of the new era, students have their own unique views on current events. The teacher monitors the whole activity process and encourages students to try to apply new language points to English communication. At the same time the teacher actively guides some radical ideas so that students’ English expression and ideological development are in the right direction. Teachers should timely adjust the teaching progress and methods according to students’ characteristics and actual abilities to help students complete various tasks.

3.3.3 After-class stage

In after-class stage, the online teaching resources are used to innovate ideological and political education ways. So online and offline ideological and political education can be realized and the learning results in class can be

consolidated and tested. The expanded learning content of ideological and political education is integrated with the practice of language points to consolidate, transform and reconstruct the teaching material resources and ideological and political elements. Successful learning depends not only on teaching but also on learners' independent practice or collaborative exploration. With the help of teachers' reasonable guidance, ideological and political education will be integrated into the audio-visual and oral exercises after class, so that students can experience the core of ideological and political education in the exploration and repeated practice. Teachers can recommend high-quality English learning apps to students, or set up WeChat groups, QQ class groups, etc., making full use of network resources and modern means, select videos and audio containing ideological and political elements and send them to the online platform to encourage students to exchange ideas and experiences with each other. Teachers can give summary to achieve ideological guidance for students.

In short, we should give play to the role of the classroom as main channel, strengthen cultural education and practical education and deepen the connotation of ideological and political education. We should make pre-class teaching, in-class teaching and after-class teaching complement each other to jointly help the organic integration of "English Viewing, Listening and Speaking" course and ideological and political education.

3.4. Optimized assessment and evaluation methods

Ideological and political education in English majors is a kind of implicit moral education, which is different from ideological and political courses with explicit educational characteristics. [4] Therefore, a reasonable evaluation system is an important means to test the integration of ideological and political education. The traditional assessment and evaluation method of "English Viewing, Listening and Speaking" courses mainly examines whether students' English audiovisual and oral skills have been improved. After the introduction to multi-dimensional ideological and political education, the evaluation indicators and forms of assessment must be optimized. A diversified evaluation system should be established to conduct multi-dimensional assessment of students' learning achievements, and the assessment should be shifted from a single assessment of audiovisual and oral skills to multi-dimensional assessment of students' "Three Outlooks" and team cooperation. The method of combining process evaluation and final evaluation is adopted for assessment. The process evaluation is to re-examine the students' classroom participation, team spirit, thinking ability and the presentation of ideological and political elements, which is mainly reflected in the practical projects, group discussions, online learning, learning notes, homework and test completion of ideological and political education at ordinary times. It can comprehensively evaluate the students' ideological and political learning effect. At the same time, students'

self-evaluation, teacher-student evaluation and partner evaluation are added to promote teaching by evaluation. The final evaluation is carried out in the form of an exam on the rain classroom platform mainly to assess students' listening level and ability. The process evaluation is combined with the final evaluation to establish a learning mode centered on students' independent learning, to promote the cultivation of students' thinking ability and innovation ability, and to achieve the goal of cultivating compound talents. Focusing on the cultivation of their professional ability, this multi-dimensional assessment and evaluation method can improve their comprehensive quality. The teaching evaluation should be dynamically adjusted according to the learning effect of students so that ideological and political education can be better integrated into English major courses.

4. Conclusion

Ideological and political education is the primary task that must be implemented in the English major courses. The ideological and political education goal of the course should run through the course teaching. [5] Taking "English Viewing, Listening and Speaking" course as an example, we should innovate the teaching model in the practice of ideological and political education, clarify the objectives of ideological and political education, reconstruct the teaching content, innovate the teaching methods and make reasonable assessment. We should integrate the multi-dimensional ideological and political education into the whole process of teaching so that students can truly feel their own growth and change. We should continue to optimize and improve the teaching effect to achieve the goal of ideological and political education in the course. However, there are still shortcomings in the ideological and political teaching of this course, such as insufficient communication with other courses in the collaborative education. With the continuous deepening of the ideological and political research of the course, the ideological and political construction of the "English Viewing, Listening and Speaking" course will be gradually improved. We hope that the practical experience in this course can provide reference for the ideological and political education in English major.

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