

Study on system construction of integrating moral education into college English teaching

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Abstract. College English, as a general education curriculum with huge amounts of audiences, is the main field to put moral education into practice. This paper, aiming to provide theoretical framework and practice guidance, focuses mainly on system construction of integrating moral education into college English. The paper, firstly illustrates the chronological development of moral education in China, followed by the literature review at home and abroad. Lastly, a hypothesis of top-level design from a macroscopic perspective and a teaching model from a microcosmic perspective are proposed, which form an integration with open access to adjusting according to practical situations of different universities, leading to diversification and specialization of the system of moral education in the “New Art” Era.

1 Introduction

The concept of “moral education of Chinese characteristics” was initially proposed in 2014. In 2016, it was strengthened that all the courses should go hand-in-hand with the political ones so as to better coordinate with each other and put political and ideological education in colleges. In 2019, it was proposed that moral education should go through all higher education all the time[1].

College English is a core course in higher education, and it should be “an elementary course to cultivate students[2]”. With a large number of audiences as the students, *College English* plays a vital role in higher education. Besides, *College English* mainly introduces western cultures, thus it is of great significance to integrate moral education and foster virtue through education[3].

2 Literature review

2.1 Domestic researches on moral education

Domestic researches on moral education mainly covers the following aspects: (1) methodologies for practice and construction of moral education[1, 6-11] (2) analysis of

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requirements for moral education elements[12] (3)teaching materials of moral education[13-14] (4)construction of the curriculum system[15] (5) telling China’s stories in foreign languages[16-18] (6) teachers’ teaching ability for ideological & political theories teaching[19-20] (7) connotation of moral education[2, 21-22]. All in all, moral education in college English has been heated discussed in recent years from a vast perspective with a qualitative method. However, there still lacks a systematic research on course construction and development of the teaching materials.

2.2 Foreign researches on moral education

Domestic translation of “moral education” mainly includes: (1) moral education[2] (2)morality cultivation[7] (3) ideological and political education[8,19][23-24] (4) political and virtuous awareness[21][22] (5) value education. While in foreign studies, “moral education” mainly refers to “moral education” “character education” “virtue education”. And “moral education” is almost equivalent to “character education”[25].

Researches on moral education starts in an early time with different methods, such as empirical study, theoretical study, and comparative study. Pamela Bolotin Joseph and sara Efron[25]studied seven worlds of moral education: character education, cultural heritage, caring community, peach education, social action, just community, ethical inquiry. In their thesis, analysis of moral element in Book of Virtues was also presented, which said that moral elements mainly refers to: self-discipline, compassion, responsibility, friendship, work, courage, perseverance, honesty, loyalty and faith[25]. Jan W. Steutel[26] clarified core norms in moral education from the perspective of virtue approach: (1) traits of character as aims of moral education (2) traits of character are the only aims of moral education (3) moral education founded in an ethics of virtue. Jaap Schuitema et al.[27] gave a comprehensive literature review to moral education from 1995 to 2003. Nel Noddings[28] from Stanford University analyzed moral education in the global world with care theory. Marvin W. Berkowitz, Fritz Oser[29] wondered if moral education was part of philosophical psychology in the postconventional level of moral education. Le Page et al.[30] compared teachers’ views on morality and moral education in Turkey and the United States. In short, with vast research perspectives and methodologies, foreign studies on moral education could provide theoretical guidance, patterns, norm clarification and system construction for domestic researches.

3 Measurements for system construction of integrating moral education into college English teaching

3.1 Top-level design from a macroscopic perspective

It is a complicated task to construct objective, comprehensive and scientific moral education system. “To better put moral education into practice, it is urgent to give top-level designs[4]”. This research offers some measurements from both macro- and micro-perspective. The former covers re-design of the teaching objectives, updating of the teaching philosophy, design of the teaching systems, revision of the teaching materials, optimizing teaching staff, guidance for teaching practice, and design for teaching assessments (see Fig. 1).

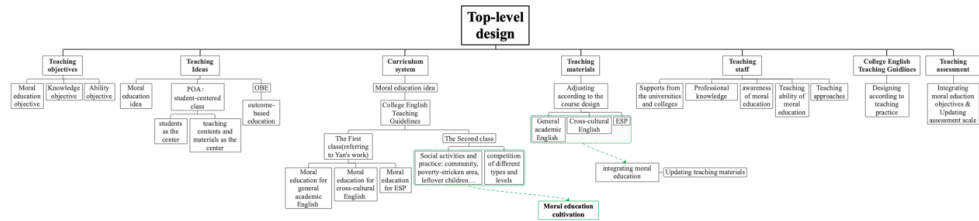


Fig. 1. Macroscopic perspective: top-level design of moral-education.

It is a primary and radical question to answer what to cultivate, how to cultivate and for whom should universities cultivate. Cultivating students is the essential task for higher education and implementing moral education in college English is an important way to complete this task. The aims of college English include both knowledge transmission and virtue cultivation: patriotism, responsibility, critical thinking, spirit of utter devotion, etc. With the guidance of moral education, the primary task for college English teaching is to update teaching objectives, including the moral education objective, knowledge objective, and ability objective, which conclusively forms a three-dimensional system and help to implement moral education in college English teaching by the staff, for the students and through all the time.

Setting up the teaching objectives and moral education teaching ideas, moral education systems for college English should be constructed. Universities and colleges are the main field to implement moral education to cultivate students. Teaching ideas such as POA (product-oriented approach), OBE (outcome-based education) and moral education teaching ideas can coordinate in teaching practice, thus helping to improve students' professional ability and cultivate their virtues.

Yan Wenqing[31] classified the first class into three categories: general academic English, cross-cultural English, and ESP (see Fig. 1) to meet the demand of students in different learning levels. College English Teaching Guidelines provided guidance for college English teaching, which gives theoretical supports for constructing diversified yet specialized college English curriculum systems[15]; the second class includes social practice and competitions. Pamela Bolotin Joseph and Sara Efron pointed out that teachers should encourage students "to generate ideas, negotiate subject matter, and find learning resources outside of the school setting[25]." "The caring community emphasizes the ethic of care — nurturing, closeness, emotional attachment, and respectful, mutually supportive relationships[25]" . As for the second class, more social practice should be encouraged. Students could join in the communities to visit the old, do the laundry or go to the remote poverty places to help the leftover children, etc. besides, students should also be encouraged to participate in English competitions so as to test and improve themselves.

"Teaching materials are important carriers of teaching contents, foundation of teaching practice and guarantee of realizing teaching objectives[3]" . To integrate moral education in college English teaching, updating the teaching materials is another action that should be taken. Moral education materials and elements should be included in the novel teaching materials with cultural connotative meanings.

Teaching ability of the teachers will help put moral education into practice as well as improve teaching efficiency of moral education[19] and to set up moral education platform in universities is the foundation, through which teachers could transmit knowledge to students while improving professional abilities, cultivating moral education awareness, perfecting teaching skills and enriching current teaching modes.

"Objective assessments from teachers and peers are indispensable in foreign language teaching[2]." The outcome of moral education in college English teaching need systematic,

objective and comprehensive assessments from a multi-dimension. With the guidance of teaching objectives, an assessment scale suitable for college English needs proposing to give process assessment and summative assessment. Moreover, students' assessments, peer assessments, and self-assessments form a tri-dimensional assessment system.

3.2 Teaching model from a microcosmic perspective

Teaching practice from the microcosmic perspective includes three phrases: pre-class, in class and after class (see Fig. 2).

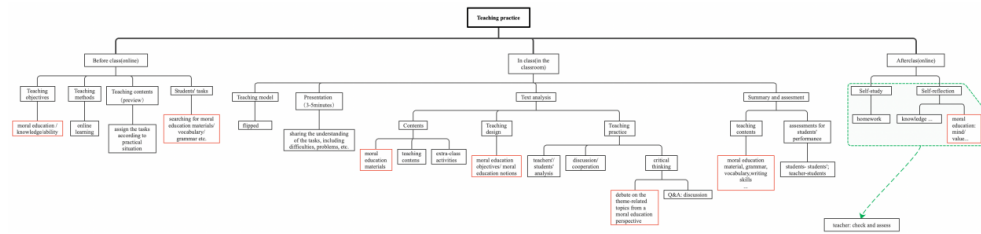


Fig. 2. Microcosmic perspective: teaching practice.

Before the class, online tasks are assigned according to moral teaching objectives, including (1) knowledge tasks: words, long and difficult sentences, paragraph dividing, summary, rhetorical devices etc., through previewing, students have a rough understanding of the teaching contents; (2) moral education tasks: searching for moral education elements. These tasks help students get familiar with the teaching materials and laying the foundation for the following discussion, critical debating in class.

In class, with flipped class, students need to do a presentation (3-5minutes/person) on the understanding of the pre-class tasks, such as the key and difficult points of the teaching materials. Teachers will give comments on the presentation and explain the key and difficult points in class. Text analysis with moral education objectives, discussion and critical thinking are included in the teaching process, and assessments from peers and teachers will help to have a comprehensive and objective process evaluation on the teaching effects.

In the after-class period, students will mainly have a self-disciplinary study to complete both the online and offline assignments. They need to give a comprehensive reflection on their studies: previewing achievements, feeling in the class, impacts of moral education on cultivating them, knowledge achievements, abilities improvements and self-assessments, etc. As for the teachers, they need to assess students performance and reflect the whole teaching process so that they can perfect the teaching contents and teaching methods.

System construction of integrating moral education in college English from both top-level design and teaching practice provide theoretical and practical references for teachers since this system combines universities, teachers and students, thus forming a circle to implement moral education in the whole teaching process.

4 Conclusion

Cultivating students is the radical task of higher education. “What to cultivate, how to cultivate and for whom should universities cultivate” in fact, have a direct influence on students' virtues and professional abilities. With the coordination of the courses in universities and colleges, it won't be a long time before cultivating students with patriotism, social responsibilities, senses of national pride. College English, with plenty

students as the audiences, is the “main field” to implement moral education. Meanwhile, to deepen the implementation of moral education in higher education, it is time to construct systemic and scientific curriculum system, combining top-level design from the macro-perspective and teaching practice from the micro-perspective, and involving teachers and students into moral education.

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