An Action Research on Integration of Ideological and Political Education with College English Teaching*

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Abstract—Humanity of the English course equips the English classroom with a competitive edge in integrating ideological and political education with college English teaching. This study aims at constructing a teaching mode of integrating ideological and political education with college English teaching in order to promote the development of students' English skills and ideological and political quality. Two rounds of action research were carried out on the comprehensive English course with a cohort of first-year non-English majors. Through an iterative process of teaching planning, implementing, and constant assessment and reflection, the researcher has proposed a "production-oriented" language and ideological and political integration teaching mode. The model proves to be helpful in improving students' language skills and ideological and political quality.

Keywords: ideological and political education, college English teaching, action research, "production-oriented" teaching mode

I. INTRODUCTION

In December 2016, the national college ideological and political work conference was held in Beijing. General secretary Jinping Xi delivered an important speech in the conference. He stressed that "the ideological and political work of colleges and universities affects the fundamental problem of what kind of people colleges and universities educate and how to educate people and for whom they educate. Morality education should be taken as the core part, run the ideological and political work through the whole process of education and teaching, realize a well-round education from all aspects in order to create a brand new situation of higher education development in China. " General secretary Jinping Xi also pointed out: "Make good use of classroom teaching, this main channel, ideological and political theory courses should be strengthened in the process of improvement, enhance the affinity and focus of ideological and political education, and meet the needs and expectations of students' growth and development. All other courses should guard its own field and plant it with good sense of responsibility, so that all the other courses can go

together with ideological and political theory courses in a harmonious way ". In other words, the school is an important base for the country to cultivate talents, and all classes have the function of educating people. Not only the ideological and political courses should be improved and strengthened, but other classes should fully explore the ideological and political educational elements contained in the courses in order to have synergistic effects with the ideological and political professional courses, which finally realizes the goal of "Ideological and Political Theories teaching in All Courses".

The speech of General Secretary Xi pointed out the direction for the next teaching reform of colleges and universities in China, as well as pointed out the direction for College English teaching reform. The reform of College English teaching started in 2003, in the next ten years, the main content of the reform is to pay attention to improving the ability of listening and oral English, establish the computer-based teaching mode and classroom, advocate the combination of formative assessment and summative assessment, and develop students' initiatives in learning ability. (Shouren Wang, 2013) Facing the new situation, new requirements and new challenges in the new era, experts and scholars of the field are still exploring how to carry out college English teaching reform, how to position teaching objectives and how to define the content of course. Baocheng Han (2012) pointed out the ability of comprehensive English application is not the entire English teaching, but has other important goals; the goal setting of College English teaching should be "based on the method", and should be restructured from the nature and function of the language, the mission of the University and the nation's development, so as to improve the course setting, adjust the teaching content, and achieve the overall development of students. Shouren Wang (2013) pointed out it's necessary to adhere to the scientific concept of College English teaching reform and realize that college English course has both instrumental and humanistic natures. College English, as a public course of liberal arts, its humanity should be reflected in the fact that the teaching content can transmit positive energies imperceptibly and improve the healthy and all-round development of human beings. The opinions of experts coincide with the general secretary Xi Jinping's speech. How can college English teaching adjust the teaching content, imperceptibly transmit the socialist core values, achieve the goal of education,

promote the all-round development of students, and meet the spiritual needs of students' growth? The author tries to explore a practical and effective way to integrate the objectives of Ideological and political education into College English teaching through designing, implementing, and testing targeted teaching objectives and tasks, in order to improve students' language ability and the culture of ideological and political simultaneously.

II. LITERATURE REVIEW

In recent two years, the research on integrating the Ideological and political education into College English teaching has been widely concerned by experts and scholars in the industry, but the research results have come out really few. The writer uses "College English" and "Ideological and political" as keywords to search on cnki.net, and makes quantitative and visual analysis on the search results. The results show that there are 47 literatures in total, and 3 articles were published in year 2010, 2011 and 2012, and the rest was published after year 2017. Most of these documents are based on theoretical discussion. For example, Ping Li, Yuliang Wang, Meiyu Wu and Xiaohong Wang (2018) discussed the feasibility of expanding "College English Courses" to "Ideological and Political Theories teaching in All Courses"; an Xiumei (2018) analyzed the function of "Ideological and Political Theories teaching in All Courses" in college English. Yifan Huang (2018) thought about the College English Teaching under the system of "Ideological and Political Theories teaching in All Courses", analyzed the essential characteristics of college English courses, and proposed the optimization of college English courses and the cultivation of teachers. He Fang and Ning Du (2018) discussed the effective way of integrating Ideological and political education into urban and applicable college English teaching. It's necessary to well design the top-level of the syllabus, develop and integrate teaching materials and lectures into the concept of ideological and political education, and creatively design the selected teaching contents. All of these studies only remain at the theoretical level without any concrete examples to show the mode of deeply integrating Ideological and political education into College English teaching, so they are not feasible. Mi Wang (2018) discussed the internal relationship between College English smart education and ideological and political education, analyzed the current problems of penetration of ideological and political education in College English smart classroom, and proposed the countermeasures for ideological and political penetration in College English classroom with comprehensive English as an example. Although examples are taken to illustrate the principles of integrating ideological and political education into teaching objectives and teaching contents, these examples are coming from different units and are presented in pieces. It failed to systematically illustrate how to draw objectives, set tasks and implement tasks and evaluate the effects of one unit, in order to achieve the deep integration of ideological and political education into College English teaching. Wenwen Xie (2018) designed a teaching plan of ideological and political education of College English course and proposed implementation

methods. Although the teaching plan shows the teaching design of two volumes of College English teaching materials in one teaching unit, the design plan is very general. For example, it neither covered which specific teaching objectives teachers should set in each unit and which specific tasks should be arranged and implemented, nor paying attention to the teaching effects. Although these studies involved the operational level, but due to the fact it was being too general, the feasibility of the operation was still not strong enough. The above research provides the basis for the research and practice of the integration of college English teaching into ideological and political education. However, under the framework of college English teaching content, how to realize the integration of College Students' ideological and political education and College English teaching, and how to construct an operational teaching mode is very insufficient.

III. RESEARCH QUESTIONS AND DESIGN

The research question of this paper is: how to integrate the ideological and political education of college students with college English teaching, and how to construct an operational teaching mode? Based on the above research questions, first of all, the connotation of Ideological and political education should be made clearly to college students. In the Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students (2004) (hereinafter referred to as the Opinions) issued by the Central Committee of the Communist and the State Council, the tasks of the ideological and political education of college students are described as follows: take the education of ideal and belief as the core, and carry out in-depth education to establish a correct view of the world, life and values. Focusing on patriotism education, carry out in-depth education to promote and cultivate the national spirits. Based on the basic moral standards, carry out in-depth morality education of civilians. With the overall development of college students as the goal, quality education should be carried out thoroughly. It can be considered that the Opinions points out the basic connotation of ideological and political education of college students is "ideal and belief", "patriotism", "basic moral standards" and "well-round development of college students". Based on the above research questions and the definition of ideological and political education, an action research has been carried out. The setting of the silent ideological and political education situation is mainly based on the text of teaching materials, audio-visual materials and expansion materials. The text of teaching materials, audio-visual materials and expanding materials are used as a starting point to promote the acquisition of English language knowledge and skills of college students, and gradually cultivate the spirit of ideals and beliefs, patriotism, and moral standards of college students, so as to realize the well-round development of college students. The purpose of this study is to take English knowledge and skills as an orientation integrating the ideological and political education into traditional college English teaching, so that they can master English knowledge and skills while cultivating morality and spirit of a nation.

The teaching link embodies a closed-loop practice of preview, introduction, learning, summary, evaluation, reflection, vocabulary and grammar. At the end of preview, introduction and learning, students fill in an open questionnaire to understand their learning experiences, acquisitions and difficulties. Each teaching section adopts the production and input initiatives and evaluation-oriented teaching process. (Qiufang Wen, 2017) the action research lasted for two rounds. The first round of action research started from 5th to 9th of November, 2018, lasting for one week and six hours in total. The collected data included the unit's teaching plans, teacher's teaching plans, teacher's reflection blogs (code: TP1, TN1, TR1); a set of student questionnaire with a total of 27 (code: S1Q1-S1Q27), and student's classroom reflections (27 copies, coding from S1R1-S1R27). The second round of action research is based on the revised teaching plan of the first round of action research started from December 3rd to 7th, 2018, with 6 class hours in total and lasted for one week. The collected data included the teaching plan of the unit, the teacher's teaching plan, the teacher's reflection blogs (code: TP2, TN2, TR2), a set of student questionnaire with a total of 26 (code: S4Q1-S4Q26), and the student's classroom reflection (26 copies, coding from S2R1-S2R26). Due to it was during the exploration stage, teachers need to invest a lot of time and energy to carry out the experiment of new teaching methods without corresponding teaching materials. Moreover it has been very challenging from the goal design, task arrangement, and selection of input materials to after-teaching data collection. Therefore, different classes are chosen in the same semester for such teaching practice and research.

IV. ACTION RESEARCH

A. *The first round of action research*

1) Teaching plan and action research

A unit of comprehensive English course is selected for teaching design. The content of the textbook comes from the first volume of the comprehensive course for English Majors of colleges and universities of the new century. The title is "How to Be true to Yourself". The teaching object is the first-year students of tourism management college with medium and advanced English level, and the class has 27 students in total. This text tells people about the importance of being honest and three principles of how to be an honest person. Starting from the belief of the author's grandparents, the text points out the missing honesty and its importance in today's society, then illustrates three principles of how to be an honest person with examples. Based on the content and theme of the text, it's hoped that by integrating the teaching objectives design of ideological and political education, students can not only learn and use language knowledge and skills, but also strengthen their ideals and beliefs, and clearly establish the significance of socialist values. The teaching content of the whole unit is divided into five teaching sections. Almost every teaching section consists of four steps: teaching goal setting, task arrangement (production driven),

task implementation (input driven) and teacher-student collaborative assessment (assessment is learning) (see "Table I"). Among them, three teaching objectives are integrated into ideological and political Education (marked with *). Students receive ideological and political education imperceptibly by completing the teaching tasks of each section, so as to realize the integration of Ideological and political education with college English teaching.

TABLE I. INSTRUCTION OF TEACHING SECTIONS AND TEACHING PROCESS OF ACTION RESEARCH (MARKED WITH * IS THE TEACHING OBJECTIVES INTEGRATED WITH IDEOLOGICAL AND POLITICAL EDUCATION)

Teaching Section	Teaching Process	Specifications	Time
Preview	Set objective 1*	Understand the theme of the article and integrate the education of ideals and beliefs	30 mins
	Task arrangement (production driven)	Write reflection: What is the author's grandparents' belief in this article? Talk about your understanding of "the people have faith, the nation has hope, the country has power"	
	Task implementation (input driven)	Read the content of the textbook before class and further read The Power of Belief. Report and discuss in groups in class	
	Teacher-student collaborative assessment (assessment is learning)	Teachers' comments and comments among students	
Input	Set objective 2*	Stimulate students' positive learning emotion and strong learning motivation, and integrate values education	30 mins
	Task arrangement (Production driven)	Discuss the meaning of sincerity and honesty in groups	
	Task implementation (Input driven)	In class, watch the clip of "The Devil Wears Prada" and the micro film "The Old Fashion Way", and discuss in groups	
	Teacher-student collaborative assessment (assessment is learning)	Free speech in groups with teacher's comments	
Study	Set objective 3	Understand the general meaning of the text and structure	30 mins
	Task arrangement (Production driven)	Orally state the meaning of the text and structure	
	Task implementation (Input driven)	Read the text quickly in class, and ask questions to guide students to summarize the general idea and analyze the structure	
	Teacher-student collaborative assessment (assessment is learning)	Teacher's immediate comment on students' summary	
	Set objective 4*	Language and culture learning and values education	90 mins
	Task arrangement (Production driven)	Analyze the case: find out the three principles and examples of being an honest and trustworthy person, and interpret its value	
	Task implementation (Input driven)	Read the textbook before class, interact with teachers and students in class, discuss in groups and speak in turns	
	Teacher-student collaborative assessment (assessment is learning)	Immediate teacher's comments and group comments	
Unit summary, review and reflection	Set objective 5	Review teaching objectives and summarize teaching contents	45 mins
	Task arrangement (Production driven)	Write unit summary and reflection diaries	
	Task implementation（Input driven）	Guide students to sort out unit teaching objectives and contents	
	Teacher-student collaborative assessment (assessment is learning)	Teachers review the unit summary and reflection diaries, and students share the reflection diaries with each other	
Exercise	Set objective	Evaluate the grammatical phenomenon of key words in the text mastered by students	45 mins
	Task arrangement (Production driven)	Do vocabulary and grammar exercises after class	
	Task implementation (Input driven)	Teacher checks the students' practice and explains the key points and difficulties	

Teaching objective 4 is the main content of classroom teaching. The operation mode of this part is: group discussion and interaction between teachers and students. Students' discussion comes first, and then comes long teachers' guided and structural questions, starting from the first principle of how to be an honest and sincere person to the principle example analysis, and then further analyze the second and third principles with their examples step by step. In the process of understanding texts, difficult sentences, vocabulary and discussion over language learning integration into values, ideological and political education objectives and language objectives are carried out synchronously and are enhanced mutually.

2) Teaching observation and reflection

a) Achievements

In this teaching experiment, designing production-oriented learning tasks based on texts and integrating the usage and understanding of text and language into the objective of ideological and political education, have successfully achieved the integration of language teaching objectives with ideological and political education objectives. Students are able to acquire the recognition of vocabulary in completion of the teaching tasks objective process. Through group discussion and interaction between teachers and students, students can get a deep understanding of the article and receive ideological and political education imperceptibly. (TR1) For example, in teaching objective 4, when discussing the third principle of "sincere and frank presentation of oneself", the teacher starts from the example of a Doctor's suicide due to being lost in himself, and guides the students to discuss the root of "Hollow Disease" which refer to people who follow a reliable path, go to school, take an undergraduate entrance exam, look for a job, fall in love, get married, have kids, and make money to support family. It seems that life is constantly progressing, but they are still confused and don't know why they work hard, neither know what they live for. Through discussion, it has been clarified that the root of "hollow disease" is due to the lack of core values. They do things not according to their own evaluation

criteria, but rely on the evaluation from the outside world. For example, considering what type of university is good, what kind of work is good, what lifestyle is good, and what kind of marriage is good which they all depend on the evaluation from the external world, and then take them as their life goals. Besides theses, there is no other direction of their own to work on. Just because of this, such a life may not be bad but so much brighter in other's eyes. However in their own hearts, they often feel exhausted and depressed even if they have already achieved many "accomplishment", but still they rarely experience the true joy of life. After that, the teacher further guides the students to discuss how to find themselves, and makes it clear that only through inner exploration and setting up socialist values as the evaluation standard, can they know how to put the requirements and expectations of their own from the outside world into a safe place, and eventually find the true self. At the same time, in the process of value interpretation, teachers and students discussed the meaning and context of the word *facade* in detail; urged students to repeatedly use the vocabulary in the text (such as core values, external factors, inner values). In the "production-oriented" tasks, students not only got the training of language knowledge and skills, but also increased the understanding of language and its cultural connotation, and received the ideological and political education imperceptibly. As shown in the quotation from a student's reflection diary (already translated into Chinese): "I feel the correct values are particularly important which the source of happiness is." (S1R2) "I always thought that beauty is a very important wealth for a person, but now the outside appearance is no longer as important to me as before (S1R6)".

b) Deficiencies

In this round of action research, through classroom observation, student questionnaire and teachers and students' reflection diary, it's been found there is a problem in the process of classroom task arrangement and task implementation in the section of preview and introduction: this teaching design has both "input" and "production", but the content of input learning hasn't been used in the following production tasks, so the input learning and production use are still in separated status, which is students "learning without use" or "not knowing how to use after learning". For example, in the preview phase, the task is to write the experience: what are the author's grandparents' belief and the understanding of "the people have faith, the nation has hope, and the country has power". Task implementation: read the text before class and further read *The Power of Belief*, report and discuss in groups in class. The input materials tend to be difficult, thus students have difficulties to understand and use them for production, so students "don't know how to use them after learning" (S1Q3, S1Q5, SQ10, etc.). Another example is the introduction section. The task arrangement is to discuss the meaning of sincerity and honesty in groups in class. The task implementation is to watch the clip of "The Devil Wears Prada" in class and the micro film "The Old Fashion Way". Although the subjects of the input materials and production tasks are co-related, the content of the corpus is not consistent with what the production tasks need (the micro film is in Chinese). The next round of action research needs to correctly deal with the "input" and "production" in language teaching, which is the key to improve the effect of production-oriented teaching.

B. Second round of action research

1) Teaching plan and action research

In the second round of action research, there is no change in teaching sections and process, but through consciously selecting topics (ideals, beliefs, values), balancing the consistency between input corpus and production tasks (watch the whole movie "The Devil Wears Prada", and discuss the reason why Andy chose to leave), elaborately arranging teaching tasks (such as continuous writing, abbreviation, rewriting, etc.) to make the input in accordance with the production, in order to achieve the "integration of learning and use" and make the production-oriented teaching method play an effective role. Chuming Wang (2012) put forward "the method of writing after reading". The usual way of writing after reading is to intercept a missing ending material from the foreign language reading materials and let the learners write the whole missing content after reading. Continuous writing after reading is based on the principle of "learning with use" (Chuming Wang, 2009). It combines language understanding with production closely and has a good synergistic effect. Rewriting and abbreviation have similar advantages and are also adopted ("Table II"). The difference between "Table I" and "Table II" is marked in bold.

TABLE II.   INSTRUCTION OF TEACHING SECTIONS AND TEACHING PROCESS OF ACTION RESEARCH UNIT (MARKED WITH * AS THE TEACHING OBJECTIVES OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION)

Teaching section	Teaching Process	Specifications	Time
Preview	Set objective 1*	Understand the theme of the text and integrate the education of ideals and beliefs	30 mins
	Task arrangement (production driven)	Answer the question, abbreviation: what is the author's grandparents' belief in this article	
	Task implementation (input driven)	Read the text and The Power of Belief before class, discuss the problems in groups and comment on each other's abbreviations in class	
	Teacher-student collaborative assessment (assessment is learning)	Comments from teachers and students	
Input	Set objective 2*	Stimulate students' positive learning emotion and strong learning motivation, and integrate value education	30 mins
	Task arrangement (Production driven)	Analyze the reason why Andy chose to leave and continuously write her life after she left	
	Task implementation (Input driven)	Watch the entire movie "The Devil Wears Prada" after class, (delete the micro movie "The Old Fashion Way"), discuss in groups and share the writings in class	
	Teacher-student collaborative assessment (assessment is learning)	Speech in groups and teacher's comments	
Study	Set objective 3	Understand the general idea and structure of the article	30 mins
	Task arrangement (Production driven)	Orally state the general idea and structure of the article	
	Task implementation (Input driven)	Quickly read the text, teacher's questions to guide students to summarize the text and analyze the structure	
	Teacher-student collaborative assessment (assessment is learning)	Teacher's immediate comments on student's summary	
	Set objective 4*	Language and culture learning and value education	90 mins
	Task arrangement (Production driven)	Case analysis: find out the three principles and examples of being an honest and trustworthy person, and analyze the values	
	Task implementation (Input driven)	Read the text of the textbook before class, interact with teachers and students in class, discuss in groups and speak in turns	
	Teacher-student collaborative assessment (assessment is learning)	Teacher's immediate comments and comments in groups	
Unit summary, review and reflection	Set objective 5	Review teaching objectives and summarize teaching contents	45 mins
	Task arrangement (Production driven)	Write unit summary and reflection diary	
	Task implementation (Input driven)	Guide students to sort out unit teaching objectives and contents	
	Teacher-student collaborative assessment (assessment is learning)	Teachers review the unit summary and reflection diary, and students share the reflection diary with each other	
Exercise	Set objective	Evaluate the grammatical phenomenon of key words in the text	45 mins
	Task arrangement (Production driven)	Do vocabulary and grammar exercises after class	
	Task implementation (Input driven)	The teacher checks the students' practice and explains the key points and difficulties	

2) Teaching observation and reflection

This round of action research has successfully achieved the integration of language teaching objectives and ideological and political education objectives in the three main sections of preview, introduction and learning. Through the design of production-oriented learning tasks, text understanding, language understanding and use, are perfectly integrated with the objective of ideological and political education. The production-oriented teaching method has truly brought the actual effect. Students are able to use while they are learning, which has truly achieved the "integration of learning and using"(TR2). The results of students' open questionnaire have also confirmed this point ("Table III").

TABLE III.   STUDENT'S QUESTIONNAIRE

	The Content of Assessment	Approved (%)
Teaching Assessment	Focus on teaching and task-based learning	98%
	Learn to use, have a sense of achievement	94%
	Gained a lot in thought	93%
	The teaching method doesn't matter. The key lies in the students themselves	5%

V.   DISCUSSION AND ENLIGHTENMENT

Through two rounds of action research, it's been found that combination of ideological and political education in foreign language classroom with College English teaching can be realized through integrating production-oriented

ideological and political education into College English teaching such teaching model. The model consists of five closed loops of "preview, introduction, learning, summary, reflection, and language and grammar practice" and four steps of "objective setting, task arrangement, task implementation, task assessment and reflection". Relying on the textbooks of teaching materials, discovering of ideological and political education elements and blending them with specific teaching objectives reflects the innovation of course objectives, tasks and assessment. In terms of objective setting, integrating objectives of ideological and political education with language is the starting point and teaching baton. Many college English teachers consider ideological and political education as their teaching objectives. However, the action research shows that based on the relatively complete teaching sections, together with the elements of ideological and political education found in the text of teaching materials, and selectively carrying out the production-oriented language teaching, can fully realize the deep integration of ideological and political education with College English teaching. In the production-oriented teaching process, students can improve their sensitivity to the target language itself and its context, and actively use it in the language production which has solved the problems of "emphasizing learning but neglecting using" and "emphasizing using but neglecting learning" in English teaching, in order to achieve "integrating learning with using" and "use to promote learning", "use to help learning", "learn to use" and "succeed in learning" (Qiufang Wen, 2017). In the design of teaching tasks, the objective of tasks is closely arranged based on the text content of teaching materials to explore the elements of ideological and political education, and fully considers the cognition and experience of students to increase the feasibility of tasks. The elements of ideological and political education in the task should be combined with the text content and language training. The exploration of the elements of ideological and political education is based on the relevant text content and language learning. Vise versa, the penetration of ideological and political education has also improved the understanding of the course, the learning and use of the language. Task arrangement (production driven) and task implementation (input driven) should be carried out in accordance, and the approaches of task implementation can be abbreviation, rewriting, continuous writing, etc. The difficulty of the task depends on the learning situation. Task assessment and reflection are the guarantees of classroom teaching result. Assessment and reflection are closely related and constantly improve the next step of teaching throughout the teaching process. For example, the real-time interactive assessment, observation and recording of student's performance, student assignments, and evaluations among students will cultivate teachers and students to reflect on the integrated classroom process and classroom result, so as to improve the next step of teaching.

VI. CONCLUSION

The integration of ideological and political education into college English teaching, on one hand, can add vitality into the traditional college English classroom full of crisis, and realize the humanistic objective of foreign language teaching; on the other hand, college English teaching provides the context of cognition and thinking for college students' ideological and political education, and its attribute makes it an effective position for the implementation of ideological and political education. However, the integration of ideological and political education into college English teaching is still in the exploratory stage. Through action research, this paper constructs a more feasible mode of integrating Ideological and political education into college English teaching, improves college students' ideological and political cultivation while improving their ability of using English, and provides a base for further exploration and improvement of college English teaching research and practice which is integrated into ideological and political education.

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