



Design and Analysis of Ideological and Political Lessons in College English Courses—Taking “Experiencing English Basic Goals, Fourth Edition, Volume 2” as an Example

Wenyi Xia¹(✉) and Lingfei Yang²

¹ College of Marxism, Kashi University, Kashi 844000, Xinjiang, China
1131350500@qq.com

² Xinjiang Chinese National Diversity and Unity Pattern History and Culture Research Base, Kashi University, Kashi 844000, Xinjiang, China

Abstract. From the perspective of curriculum ideology and politics, all disciplines of higher education shoulder the mission of strengthening the concept of “three comprehensive education” and realizing the fundamental task of “strengthening moral education and cultivating people”. As the most basic public course in colleges and universities, the implementation of ideological and political education in college English has a crucial impact on the overall effect of ideological and political education in colleges and universities. Starting from the analysis of the ideological and political requirements of the curriculum in the new era, this paper interprets the necessity of the current college English reform, combined with specific teaching materials, from the analysis of the overall ideological and political elements, to the setting of local curriculum goals, the refinement of teaching design, and finally based on the analysis of operational design ideas, provides a certain reference for the ideological and political construction of college English courses.

Keywords: Curriculum ideology and politics · College English · Instructional design

Project: The Social Science Fund project of Xinjiang Uygur Autonomous Region in 2020 “Research on Strengthening the Popularization of The Universal National Language and Maintaining the Security of Xinjiang Ideology” (20BKS038); 2021 Ideological and Political Work Innovation research project in Colleges and universities of Autonomous Region: Research on The Construction of Ideological and Political Cooperation Education Mechanism of English Courses in Colleges and Universities of Xinjiang in the New Era and New Era (XJGXSZ2021B16); The ideological and Political Course Practical Teaching Reform In Xinjiang Colleges and Universities Based on ideological and Political Base (21KCSZY-003) in the course of Ideological and Political Research of Kashi University in 2021.

© The Author(s) 2023

A. Volodin and I. Roumbal (Eds.): ICECIDT 2022, ASEHR 677, pp. 313–322, 2023.

https://doi.org/10.2991/978-2-494069-02-2_35

1 Introduction: The Requirements of Ideology and Politics in Courses Against the Background of the New Era

Higher education in the new era shoulders the important historical mission of “strengthening moral education and cultivating people”. Starting from the primary educational question of “who to train”, the concept of “ideology and politics in courses” proposes that all courses should shoulder the mission of ideological and political education for students, cultivating students’ core value literacy, and realizing value leadership [1]. At present, the construction of socialism with Chinese characteristics in the new era Xinjiang faces many new challenges in terms of economic development, national unity and civilization progress. There is a must to grow into qualified socialist builders and successors in thought and action, and shoulder the historical mission. Therefore, it is imperative to enhance the effectiveness of the ideology and politics in courses in Xinjiang’s colleges and universities in the new era.

2 The Necessity of College English Reform from the Perspective of Ideology and Politics in Courses

University is a critical period for the formation of students’ world outlook, outlook on life and values. The main channel for students to receive higher education is to accept various professional courses. College English, as a branch of the humanities, is a compulsory general education course with a wide coverage and a long time span, with strong ideological attributes. The goal of its subject education is not only to cultivate students’ comprehensive English application ability, so that they can communicate effectively in English in future study, work and social interaction, but also to enhance students’ autonomous learning ability and comprehensive cultural literacy, so as to adapt to the need for development and international exchange of China’s society [2]. In the study of college English, a single language training can enable students to master proficient language skills, but their overall development is often neglected, making it difficult for students to have the qualities and abilities that meet the needs of social development. Foreign language teachers also only undertake the task of general language skill trainers, and cannot be regarded as educators engaged in higher education [3].

Therefore, how to let students understand the world culture correctly and objectively and spread Chinese culture while learning English has become the main task of the ideological and political construction of college English courses. It is necessary to treat foreign cultures with the dialectical thinking of “take the essence and remove the dross”, so as to strengthen the four self-confidences in “knowing yourself and knowing the enemy”. In order to study the ideology and politics of college English courses well and tell Chinese stories well, it is a must to make “teaching” and “educating” be in line with each other. On the basis of imparting language knowledge and cultivating language skills, it is also a necessity to give full play to the educational function of the course and achieve the goal of course ideology and politics.

3 Research on the Ideological and Political Practice of the Course “Experiencing English Basic Goals, Fourth Edition, Volume 2”

Previous studies have mainly elaborated on the current situation, existing problems and macro-level solutions of ideology and politics in courses integrating into college English, and there are few presentations on how to integrate and design detailed curriculum examples. Here, the authors choose “Experiencing English Basic Goals, Fourth Edition, Volume 2” as an example, start with the analysis of the overall textbook (Table 1), analyze the unit, and finally present specific lesson examples to illustrate the practical

Table 1. Analysis of elements of ideological and political teaching in each unit

Unit Topic	Article Title	Ideological and Political Teaching Elements
Unit1 Famous Universities	The University of Oxford A Once-in-a-Lifetime Journey	General Secretary Xi’s view of youth: responsibility, shouldering, struggle; firm ideals and beliefs; cherishing the youth
Unit 2 Jobs & Careers	A.How to Have Fun at Work B.Dream Jobs: College Students Make Their Picks	Young people should study diligently, cultivate morality, self-improvement, and innovation; love their jobs, be dedicated to their work, and strive for perfection; guide students to adapt to social needs and actively practice
Unit 3 Advertising	The Development of Advertising The Uses and Abuses of Advertisements	Cultivating students’ critical thinking; distinguishing between facts and opinions, and guiding students to think and judge rationally
Unit 4 Chinese Culture	A. A Brief History of Beijing Opera B.Chinese Calligraphy	Encouraging students to actively inherit national culture and promote cultural exchanges; strengthening cultural self-confidence and promoting Chinese culture
Unit 5 Ways to Success	My Advice to Students: Education Counts Christopher Reeve — A Real Superman	Strong education makes a country strong; talents are formed by learning, and the unity of knowledge and action; General Secretary Xi’s view on youth: young people should temper their will more
Unit 6 Sports & Health	Never Give Up Finding a Balance	Civilizing the spirit, savaging the physique; setback education; all-round development of morality, intelligence, physique and beauty
Unit 7 Family Ties	Things I Learned from Dad When She Died, Part of Me would Die, Too	The foundation of the world lies in the country, the foundation of the country is in the home, and the foundation of the family is in the body; the spread of traditional Chinese virtues such as filial piety, diligence and thrift and housekeeping
Unit 8 Computers and Security	How to Protect Your Smartphone from Identity Theft A Hacker Story	Establishing a correct view of network security; expanding knowledge about hazards such as campus loans and online loans for college students

application of the integration of ideology and politics in courses into college English teaching [4].

This textbook is divided into 8 units with rich topics covering all aspects of contemporary daily life, such as technology, family, success, business, sports, etc. The comprehensive training and cross-cultural communication project training of each module of listening, speaking, reading, writing and translation in each unit is suitable for helping students improve their comprehensive English application ability and cross-cultural communication ability.

3.1 Lesson Design

Based on the teaching materials, this part systematically analyzes the ideological and political elements that can be integrated into the text contents of each unit, and sorts out the ideological and political education objectives in the teaching objectives, showing how to integrate ideological and political elements in the teaching process of unit 5 (Table 2).

3.2 Lesson Analysis

3.2.1 Excavation and Accumulation of Ideological and Political Teaching Elements

In the mining of ideological and political elements in college English courses, it is a must to first base ourselves on the teaching materials. The text of each unit can be summarized into one or more topics, and each topic can be mined with several topic keywords, such as Unit 5 Ways to Success, Article A can be mined with topic keywords: “Education Counts”, “Learn how to learn”, “Take action and test your ability”; Article B can dig out the subject keywords: “Superman”, “Fighting in despair”, “Never give up”; the association around key words can correspond to General Secretary Xi Jinping’s message to the youth of the new era [5], such as: “The strong education is the strong country; the talent is formed by learning, knowledge and action are integrated; young people should temper their will more” and so on (Table 3).

In addition to themes and vocabulary in the text, the generated resources in the classroom can be expanded and excavated with practical ideological and political materials. So what are the sources of the ideological and political elements of the curriculum? Students can mainly learn from the online Learning Power, Youth Great Learning, e-book library, China Daily and various bilingual authoritative websites; there are audio and video books offline, and they can choose materials such as important documents of the party and the government, current political news and facts, and speeches by leaders of important commemorative activities. The team of teachers should cultivate their sensitivity to ideological and political elements, collect and accumulate them on a daily basis, and gradually establish an ideological and political resource library for teachers to explore and learn from each other together.

3.2.2 Design and Analysis of Teaching Objectives

Professor Cui Yunkuo pointed out: “The teaching goal is the soul of teaching, it dominates the whole process of teaching, and defines the direction of teaching and learning.”

Table 2. Teaching objectives of Unit 5 Ways to Success

Unit Overall Goal		Through comprehensive activities of listening, speaking, reading, writing and translation, students can experience the profound meaning of the theme of achievements	
Unit sub-goal	Core knowledge and skills	Language competence	Vocabulary, phrases, sentences, discourses; listening and reading serve for the ultimate oral and written expression
		Learning ability	Lexical chunks, different organizational forms of article paragraphs; using word chunks in oral and written expressions and being able to identify how the author organizes article paragraphs during reading
		Critical thinking ability	Understanding the different organizational forms of describing characters or events; being able to analyze the organizational forms of text in a clear and coherent manner, and master the ability to plan the layout of the text when outputting oral and written
		Cultural competence	Learning about frustration education that is indispensable in growing up; explaining the enlightenment of Christopher Reeve and Zhang Guimei's deeds to young people
		Innovation ability	Putting forward different understandings and elaborations of "success" and "superman"; being able to use accurate language to express the educational significance of setbacks and turmoil to individuals, society and the country in combination with the current world epidemic
		Teamwork ability	Understanding the focus of peer evaluation; being able to appropriately provide their own evaluation of peer output
		Emotions, attitudes, values	Talents come from learning, and young people should exercise more willpower and emphasize the unity of knowledge and action
Teaching sessions	First class	Listening and speaking practice in class, skimming and intensive reading practice Passage A; master new vocabulary and sentence pattern after class, and complete exercises 4-7	
	Second class	Learn and practice translation skills based on Passage A in class, and collaboratively discuss oral output; post-class writing exercise 10	
	Third class	Reading practice Passage B in class, based on the output of writing practice 14-16; after class, the presentation video and ppt are submitted through the Learning Pass platform	

The teaching goal of college English courses should be based on “the combination of knowledge teaching and value guidance”, neither can knowledge teaching and value guidance be separated like “sandwiches” and “two skins”, nor can English courses be taught as ideological and political class. Therefore, in the target design, it is necessary to start from the key abilities of foreign language subjects, namely language ability, learning ability, critical thinking ability, innovation ability, cultural ability and cooperation ability, and have a definite purpose when integrating ideological and political elements, in order to achieve the combination of explicit and implicit, moisturizing and silently educating people [6].

Table 3. Third class teaching design of Unit 5

Teaching links	Teaching steps	Teaching activities		Teaching interaction Method	Design intent analysis
		Teacher activities	Student activities		
Before reading	Introduction	Ask students to think about the question “What keywords do you think Superman can be described with?” and watch the 1-minute Christopher Reeve encyclopedia video	Watch Christopher Reeve’s short introduction video with questions	SSS	Create a situation, introduce a theme
Reading	Task one	Let students skim the text and complete the five questions in Exercise 12	Quickly read the full text and understand the main idea of the article, complete the multiple choice questions	T-S	Through independent learning and cooperative learning, students practice skimming, detailed reading and generalized reading skills to complete reading tasks
	Task two	Let students read the passage and work in groups to complete Exercise 11	Read the article carefully by themselves, discuss five open-ended questions in groups, and report back to group representatives	S-S	

(continued)

Table 3. (continued)

Teaching links	Teaching steps	Teaching activities		Teaching interaction Method	Design intent analysis
		Teacher activities	Student activities		
After reading	Output task one	Present the introduction to the “Achievement Greeting Cards” in this unit to the students, and present the Chinese and English versions of the reply letter from General Secretary Xi Jinping to the graduates of the Karamay Campus of China University of Petroleum (Beijing) on July 7, 2020)	Students experience the writing style of achievement greeting cards	T-S	Through brainstorming and learning by example, students practice writing using the available expressions provided by the teacher as scaffolds
Teaching links	Teaching steps	Teaching activities		Teaching interaction Method	Design intent analysis
		Teacher activities	Student activities		
	Output task two	Ask students to brainstorm who they would most like to write their achievement card to. The horizontal dimension can be individuals, groups or even countries or the world; the vertical dimension can be from ancient times to the present, from macro to micro. Useful expressions are presented on the multimedia for students’ reference	After brainstorming, students write short achievement cards based on their writing outline	S-S	

(continued)

Table 3. (continued)

Teaching links	Teaching steps	Teaching activities		Teaching interaction Method	Design intent analysis
		Teacher activities	Student activities		
After-class homework	Second classroom task	Play a 3-minute introduction and award video of “Moving China’s 2020 Person of the Year Zhang Guimei”, and let students submit a biographical video and ppt of Zhang Guimei, a member of the Communist Party of China, through the Learning Pass in the form of a group	Collect and organize materials, translate and typeset, learn and make ppt and video recording introducing characters	SSS	Through group cooperation and online assignments, output the description of the biography Christopher Reeve learned in this lesson

Combination of listening, speaking, reading, writing and translation exercises: Each unit of “Experiencing English” sets tasks of listening, speaking, reading, writing and partial translation around the theme of the unit. Teachers can also replace effective and specific skill training activities according to specific needs. As shown in Table 3, in the writing activity, the content of the example achievement greeting card in the teaching material is too simple and limited. The authors here combine the characteristics of college students in Xinjiang and expand it according to local conditions to present the bilingual version of the reply letter from General Secretary Xi Jinping to the graduates of China University of Petroleum (Beijing) Karamay Campus. In the letter, the General Secretary raised ardent hope for the 118 graduates who will go to work at the grassroots level in Xinjiang. While reading, students will also feel the state’s care and support for Xinjiang’s youth. When creating their own achievement greeting cards, they can also naturally think from the perspectives of individuals, societies, countries and even the world, which makes their writing practice more intensive. In the homework, since there is no translation exercise in this unit, and the themes and articles are about the understanding of success and the biographies of successful people, the authors set up a group to display the video assignments of Mr. Zhang Guimei. First, there are enough translation exercises in collecting and arranging texts; second, the layout of biographical descriptions is also the focus of this unit, so that students can practice in time; third, it echoes the American “Superman” in the textbook, and there are many Chinese backbones like Zhang Guimei in China. In the process of completing the practical activities, the students can achieve cross-cultural communication and contact, and at the same time,

they can subtly understand the spirit of the model of the times, strengthen their ideals and beliefs, and greatly enhance their national pride.

3.2.3 Online and Offline Mixed Practice

In the information age, online and offline mixed teaching, flipped classroom and other models have brought many conveniences to teaching, especially after the online education stage during the special period of the COVID-19 pandemic in 2020, teachers and students' proficiency and dependence on online platforms degree has been greatly improved. In Table 3, the after-school homework is set as the group submits the recorded video and the produced ppt through the learning platform, which not only realizes the supplement to the in-class learning, but also gives full play to the students' initiative and spirit of cooperation. The use of the network platform to achieve immersive learning, so that the final ideological and political achievements of the college English course in this unit can be traced, which achieves the result that students learn from each other and make progress after class, and at the same time solves teachers' concerns about the impact of ideological and political integration teaching on class hours.

4 Conclusion

At present, colleges and universities across the country are exploring and carrying out a comprehensive construction project of ideology and politics in courses. For Xinjiang colleges and universities, how to promote the implementation and construction of ideology and politics in courses in a targeted and effective manner is a problem that needs to be deeply explored by various colleges and universities, disciplines and professional curriculum teams. Of course, how to organically integrate ideological and political education into college English courses more effectively also requires teachers to continue to study, actively improve their ideological and political awareness and ability to carry out ideological and political education, fulfill the duties of higher education workers of "strengthening moral education and cultivating people" and "teaching and educating people", and strive to cultivate socialist builders and successors who have the courage to take responsibility, have both political integrity and talent, and are qualified in both thought and action.

Authors' Contributions. Lingfei Yang wrote the manuscript, contributed to revising and editing the paper. Wenyi Xia is responsible for the experimental design.

References

1. Gao, Deyi, and Zong Aidong. 2017. From Ideological and Political Courses to Course Ideological and Political Courses: Constructing the Curriculum System of Ideological and Political Education in Colleges and Universities from a Strategic Height. *China Higher Education* 1 (in Chinese).
2. Department of Higher Education, Ministry of Education. 2007. (1) (in Chinese).
3. Wen, Qiufang. 2002. Important Principles for Compiling Textbook for English Major. *Foreign Language World* (1): 17–21 (in Chinese).
4. Kong, Qingyan, Xiaoxiang Li, and Guodong Jia. 2018. College Experience English Comprehensive Course. In *Basic Objectives*, vol. 2, 4th ed. (3) (in Chinese).

5. Xi, Jinping. 2020. Reply to graduates of Karamay Campus, China University of Petroleum (Beijing), Official account of CNRCN, 2020-07-08 (in Chinese).
6. Wen, Qiufang. 2018. Cultivating Key Competencies Through University Foreign Language Courses in the New Era: Reflections and Suggestions. *Foreign Language Education in China* 1(1): 3–11 (in Chinese).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

