The Design of College English Teaching on Moral Education with China English

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ABSTRACT

Under the background of moral education, how to integrate moral education and knowledge teaching skillfully in a college English course but not separately and deliberately? And how to teach effectively and to change a passive involvement situation in college English classes? In order to solve these problems, this study designs college English course with China English according to each unit topic so as to cultivate as well as to teach. Adopting a comparison method, this paper designs college English teaching from the following aspects: reconstructs teaching contents with China English, adopts a BOPPPS teaching model to improve teaching method and reforms teaching evaluations with value assessment. Then it draws the conclusions that China English expressions can be used as breakthrough points to combine moral education with knowledge teaching and the BOPPPS teaching model, which focuses on students' participation in classes, could improve effective teaching and should be promoted aggressively.

Keywords: China English, Moral Education, BOPPPS Teaching Model.

1.   INTRODUCTION

China English, but not Chinglish is first presented by a lexicographer, Mr. Ge Chuangui. According to him when we communicate or write in English, we should use China English to express the unique things in China [1]. Professor Wang (1991) defines China English as the standard English, with Chinese characteristics in lexical, syntax, grammar, discourse level, which is generated in China specific socio-cultural context. This variety is constantly being standardized and gained the recognitions of the world English language families, which is the reflection and embodiment of Chinese cultural confidence[2].

After the theory of China English has been put forward, scholars at home and abroad have carried out researches for nearly forty years, which have mainly focused on both pragmatics and English teaching. For pragmatics part, for example, Xue and An (2018) studies China English in terms of language characteristics and demonstrates the confidence of Chinese culture in the process of localization expressions in the article "China English variation and cultural confidence from the perspective of world Englishes"[3]. Research on English teaching perspective, such as: Liu (2017) presents the position and role of China English in English teaching from the perspective of cross-cultural communication and cultural consciousness in the paper "How to improve the understanding of "China English" in English teaching"[4]. Sheng (2019) also emphasizes that we should cultivate students' cultural awareness and confidences and improve students' cross-cultural communication abilities in college English teaching through the introduction of China English, so as to solve the phenomenon of Chinese cultural aphasia in her paper "China English: the solution to Chinese cultural aphasia"[5].

China English has also been widely researched abroad, which mainly focuses on the following three aspects: language and cultural characteristics, social function and development history. First aspect, language and cultural characteristics of China English, for example, Li (2019) studies the r-tone characteristics of China English[6]. The social function of China English aspect, such as: Chang (2017) researches the ideological properties of China English and its influence on interpretation and translation[7]. Eavens (2011) compares with China English and chinglish[8]. The development history of China English aspect, such as: Bolton (2002) discusses the development process of English in China in details and insightful from the perspectives of social linguistics and historical development, which reasonably reveals the historical connections between pidgin

English and Hong Kong English and summarizes the development situation of English in mainland[9].

To sum up, speaking China English is essential to convey the voice of China and introduce China's national conditions and excellent Chinese traditional culture to the world. The most effective way to promote China English is college English teaching. As important supplements to higher education, applied colleges, after years of development, have made great progresses, but few scholars discuss how to integrate and promote China English in the English teaching practice of applied colleges. Therefore, based on the practice of applied colleges, this study discusses the cultivating function of the college English course from the perspective of China English.

2. TEACHING DESIGN

For a long time, college English course is confronted with two major difficulties: first, the teaching effect is not ideal. The reasons lie in three aspects: students' aspect, teaching material aspect and class teaching aspect. For students' aspect, being applied college students, they have 10 years or so of English learning foundation for a certain of vocabulary, whereas they lack output abilities, especially the translation ability of China specific rules and regulations. For teaching material aspect, most of these teaching materials are Occiden-oriented, which are far away from students' daily life. For class teaching aspect, teacher-led teaching strategy has dulled students' activeness for ages. Thus, how to mobilize students' learning enthusiasm and interests in English learning and how to teach effectively have become imminent tasks for college English teaching. Second, the cultivating function of college English course hasn't been fulfilled. The ultimate objective of teaching is to cultivate, while as a subject of humanity, college English course is both instrumental and humanistic, which has specific and natural advantages in the organic unity of teaching and cultivating. But the reality is not that ideal. Over the years, college English course has focused on listening, speaking, reading, writing, and translation skills, underlined too much on the instrumental characteristics and thus ignored the humanistic characteristics, namely the cultivating function.

How to give full play to the educational characteristics of the college English course, and how to peer with the ideological and political courses to educate collaboratively, have always been problems troubling the college English teaching.
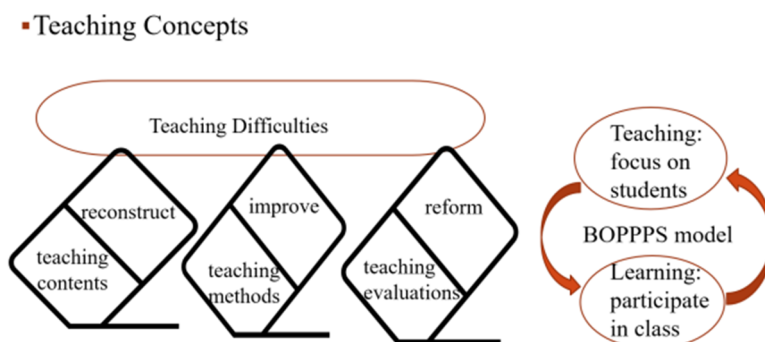
2.1. Teaching Concepts

Figure 1. Teaching concepts.

Facing these difficulties, this paper will redesign classroom teaching from the following three aspects: reconstruct teaching contents, improve teaching methods, and reform teaching evaluations. While trying to change the traditional teacher-oriented classroom teaching method, this paper will conduct the BOPPPS teaching model to be students-oriented so as to encourage students participate in classes actively.

2.2. Teaching Design

In accordance with the teaching concepts, this paper will reconstruct teaching contents with China English expressions according to unit topic theme to do moral education. Teaching contents should base on textbook, but not be confined by it. In teaching practice, we conclude that teaching contents should combine textbook with the current affairs and China English expressions to convey the Chinese culture so as to learn the living, popular language with Chinese characteristics.

The BOPPPS teaching model can change the traditional teaching approach of whole lecturing by teacher into the teaching method of focusing on students' participation in classes.

The previous teaching evaluations focus on the formative evaluation, despise the process evaluation, and ignore the value evaluation of students in the learning process. Therefore, this paper will highlight process evaluation up to 60% and adopt value evaluation to assess whether students have set up the correct values in the learning process.

2.2.1. Analysing Students' Situation

The undergraduates in applied colleges are optimistic and positive with active mind and they are always energetic. They have a certain vocabulary foundation but are scared of language output and their abilities to use vocabulary accurately and properly, especially the expressions of Chinese characteristic language are generally low. As a new generation after 00s, they are the original residents in Internet, who are keen on new technology and new things. According to this situation, modern information technology should be assisted to carry out class activities and learning evaluations. Meanwhile, net words, high frequency topic vocabulary should be accumulated as China English expressions and be taught to students for moral education.

2.2.2. Teaching Objectives Design

Closely related to the course contents, we combine knowledge learning, skills training and moral education together, and integrate the "salt" of cultivating into the "water" of the three goals, so as to achieve the effect of moistening things silently. Specifically, knowledge learning objectives are input knowledge related to unit topics, skills training objectives are output abilities such as listening, speaking, reading, writing and translating skills while moral education objectives are cultivating elements such as Chinese dream, core socialist values and cultural confidences, etc. related to unit topics.

2.2.3. Teaching Model

Adhering to our teaching concepts and methodology, we adopt a BOPPPS model to carry out teaching design for each unit. BOPPPS model includes five steps, Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary. Bridge in can mobilize the class atmosphere at the beginning of the lecture. Objective can make students get informed of their learning outcomes. Pre-assessment wakes up the students' existing knowledge. With the participatory learning as the main part, it can stimulate students actively participate in classes. Post-assessment can consolidate what they have learnt, and summary part can check whether teaching objectives have been fulfilled or not.

2.2.4. Teaching Methods

Task-based teaching methodology is conducted in the whole participatory learning process, while a group cooperative learning method is adopted to fulfil tasks, such as, group discussing, group cooperation to finish mind map, group evaluations and sharing group key words together.

2.3.   Teaching Process Chart

This study will give an example of teaching design, focusing on China English on the basis of unit 5 water problems of New Progressive College English Integrated Course book 1. This textbook is unit theme-oriented, and each unit has a theme topic. Each unit is suggested for being conducted into 8 period classes. Generally speaking, opener part and text reading part will be conducted 4 period classes and integrated skills training should take up another 4 period classes. For integrated skills training tasks mainly focus on students completing their after-class exercises, thus this paper will give teaching process chart for opener and text learning part with the BOPPPS teaching model.

Table 1: Teaching process chart.

Teaching process.	Teaching contents (opener part).	Teacher's activities.	Students' activities.
Bridge in. 7 m	If water is unaffordable.	Play a video and organize a role play.	Watch this video and do role plays.
Objectives. 1m	Knowledge: water problem. Skill: speak out how to conserve water. Moral education: enhance the ecological value of harmonious coexistence between man and nature.	Inform the objectives	Learn the objectives
Pre-assessment. 2m	Human activities related to water.	Release this task on the micro-teaching assistant platform.	Finish task on the micro-teaching assistant platform.
Participatory	1. Figures about water on earth.	Conduct tasks according to	1. Do matching exercises.

learning. 60m	2. World water problems. 3. How to conserve water. 4. China's water situation. 5. President Xi's statements about water.	teaching contents. 1. Match with facts and figures about water. 2. Listen to a passage and give some questions. 3. Group discussion. 4. Reading comprehension. 5. Read aloud and issue knowledge contest on the micro-teaching assistant platform.	2. Listen to a passage and answer questions. 3. Discuss with group members and present opinions. 4. Read a passage and do exercises. 5. Read aloud after the teacher and then compete in knowledge contest.
Post-assessment. 15m	Mind map to summarize the causes of water problems and how to conserve water.	Give the framework of the mind map and ask students to finish them.	Finish mind map to review the main knowledge of this part.
Summary. 5m	The whole contents, especially the China English expressions about water.	Ask students to do a checklist to check objectives.	Do a checklist to make a summary.
Teaching process.	Teaching contents (text part).	Teacher's activities.	Students' activities.
Bridge in. 5 m	Reviewing China English expressions learnt in opener part.	Issue a matching task about China English to review.	Match English expressions with China sayings.
Objectives. 1m	Knowledge: water solutions. Skill: translate difficult sentences. Moral education: improve patriotism.	Inform the objectives.	Learn the objectives.
Pre-assessment. 2m	Reviewing the water problems in the world and China's water situation.	Ask students to write down key words on the micro-teaching assistant platform.	Finish tasks on the micro-teaching assistant platform.
Participatory learning. 67m	1.Text organization. 2. Reading comprehension. 3. Understanding difficult sentences. 4. Search for China's water conservancy projects. 5. New words learning.	Conduct tasks according to text contents. 1. Group discussion about text organization. 2. Reading comprehension exercises. (Select students randomly on the micro-teaching assistant platform.) 3. Translation. 4. Using smart phones to search for information and share on the micro-teaching assistant platform. 5. Making stories with at least 3 new words and speak out.	1. Read the whole text and discuss with group members about text organization. 2. Read the text again and answer questions. 3. Translate difficult sentences into Chinese. 4. Search for information and share it on the micro-teaching assistant platform. 5. Make stories with new words volunteered.
Post-	Write down key words to assess	Ask students to write down	Write down key words they

assessment. 10m	knowledge of the text.	key words they have learnt and share with group members.	have learnt on a piece of paper and pass down one by one to share them.
Summary. 5m	Summary of the main contents and assignments.	Summarize according to three objectives and give an assignment about China's water conservancy projects.	Ask and answer questions within the group and finish assignments after class.

It has been shown from the above teaching process chart that teaching contents are reconstructed with China English according to the unit topic to make students gotten familiar with the things happening in society and then to do moral education finally.

2.4. Teaching Evaluations

Teaching contents reconstruction and teaching methods improvement will result in the reformation of teaching evaluations.
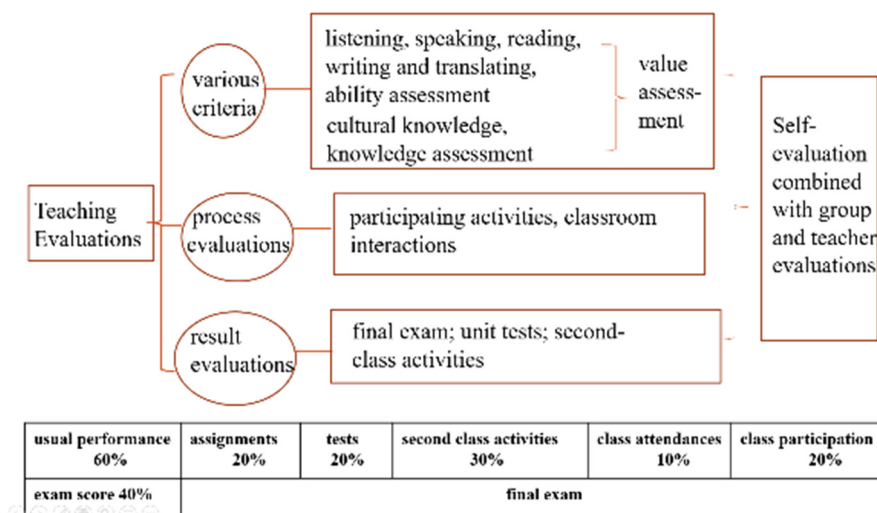
Figure 2: Teaching evaluations.

This figure illustrates that multiple evaluation methods are adopted to combine self-evaluation with group mutual evaluation, process evaluation and formative evaluation. In addition to single ability assessment, culture knowledge assessment and value assessment are used to evaluate students from various aspects. Second-class activities are used to assess their value concepts, which are conducted twice in each semester to evaluate whether they have set up the correct values in learning. Furthermore, second-class activities can also test practical abilities. For example, after we have learned water problems unit, students can be asked to publicize water conservation in their dormitory building around campus.

Studying Objectives	YES	NO
I have learned the urgency of water problems.		
I have learned the ways of conserving water		
I have learned expressions related with water.		
I have accumulated expressions of China English.		
I have gotten the awareness of conserving water		
I have realized the importance of harmony between man and nature.		

Figure 3: Checklist.

The checklist summarizes the objectives of the class from knowledge, skill and moral education aspects, which is clear for students to do a self-evaluation. In the micro-teaching assistant discussion area, the classroom activities form process evaluations in the teaching process, and the knowledge contests conduct the formative evaluations at the end of the class.

The final evaluation score is consisted of two parts: usual performances, which takes up 60% and exam score, which takes up 40%. There are five parts in usual performances, assignments, unit tests, class participations, class attendances and second-class activities. Of these 5 parts, the former three, namely assignments, unit tests, and class participations take up 20% separately. Class attendances only take up 10%, while second class activities take up the largest ratio,

30%. Students' usual performances multiplied by 60% add to exam score multiplied by 40% equal to final evaluation score.

2.5. Students' Feedback

Compared with the previous traditional teaching methods, students take part in classes more actively and frequently.
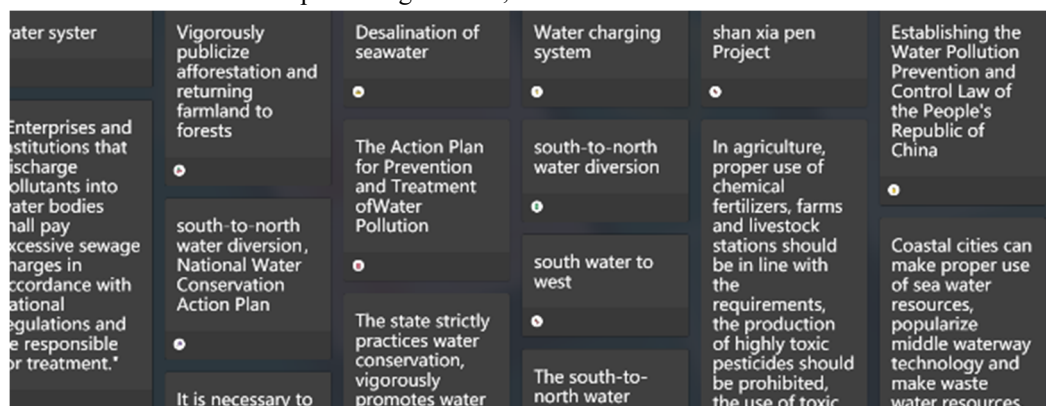
Figure 4: Students' take part in class information on the micro-teaching assistant platform.

The above figure shows that students participate in discussion positively, nearly all students concentrate in class under BOPPPS model. Trough the observation of classroom teaching, it also finds out that students think, discuss and answer questions actively to finish all kinds of tasks. Compared with the previous situation, which they listen to the lecturing passively, students have

learned more, and they are energetic after having English classes, while they were sleepy and tired before.

3.   RESULTS & DISCUSSION

After conducting the class teaching practice, some findings have been found.

Table 2: Research results.

Research results.	Traditional class teaching.	This paper's class teaching.
Teaching contents.	Focus on textbook only.	Focus on China English related to unit topic.
Teaching methods.	Teacher-oriented; two periods of lecturing.	BOPPPPS teaching model; Task-based method and group cooperative learning method.
Evaluation methods.	Despise process evaluation; simple evaluation method.	Various evaluation criteria; combine different evaluation methods together.
Teaching effects.	Low teaching effects. Students lack interests. Teaching only or cultivating deliberately.	Effective teaching. Students participate in class actively. Teaching and cultivating together skillfully.

Several findings have been illustrated according to the above table:

First, it works very well to reconduct the teaching contents with China English in each unit according to unit topic. Thus, teaching and cultivating could combine together skillfully.

Second, the BOPPPS teaching model could encourage students participate in classes actively, then to improve the teaching effect.

Third, value evaluation is conducted during the whole learning process and various evaluation criteria are adopted to evaluate exactly.

4.   CONCLUSIONS

Targeted at students' participations in classes, the BOPPPS teaching model could help students deeply participate in the classroom, which can improve students' learning effects and increase interactions between teachers and students. It is suitable for the effective

teaching of college English course and should be promoted aggressively. The mode of integrating the China English expressions into the teaching contents and promoting the participatory learning process with task-based methods can be vigorously promoted in a college English course, so as to realize the overall and effective teaching and improve the cultivating function of the college English course.

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