



# Research on the Construction of General English Course from the Perspective of “Curriculum Ideology and Politics”

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**Abstract.** College English courses are an important component of higher education, and exploring the ideological and political practice and research of General English course is conducive to better playing the ideological and political role of this course. This article analyzes the goals and innovative points of ideological and political construction in the General English course based on the learning situation. It explores the path of ideological and political construction in the General English course from three aspects: the excavation and integration of ideological and political elements, the infiltration and influence of ideological and political education, and the feedback and evaluation of ideological and political effects.

**Keywords:** General English course · Curriculum Ideology and Politics · Cultivating morality and talents · English teaching

## 1 Introduction

College English course is a public basic course that is mandatory for most non-English major students during their undergraduate education stage [1], and has become one of the courses with the widest audience and longest duration in universities. Given higher missions and requirements in the context of the new era, the importance of ideological and political education in its curriculum is self-evident. The course orientation of the ‘Guidelines for College English Teaching’ (2020 Edition): College English teaching should actively integrate into the ideological and political teaching system of the school curriculum, so that it can play an important role in implementing the fundamental task of cultivating morality and talents in higher education institutions [2]. The value of “ideological and political education in college English curriculum” in expanding the functions of college English curriculum in knowledge, ideology and skills, and cultivating talents required for the construction of socialism with Chinese characteristics in the new era, plays a crucial role. College foreign language teachers should focus on exploring the ideological and political elements in teaching materials according to the requirements of Guidelines for College English Teaching and the characteristics of teaching objects, and organically integrate them into teaching activities. They should infiltrate the entire

process of teaching in a silent and nourishing way, and effectively promote the internalization of value, achieving the unity of value shaping, knowledge transmission, and ability cultivation, and promoting the healthy development of students [3]. The General English course has the characteristics of a long cycle and a wide range of teaching objects, which plays a very important role in the task of cultivating morality and talents in universities.

## 2 Analysis of Learning Situation

The General English course is a compulsory course for first-year students in our university. Students take the English-graded exam at the beginning of their enrollment and implement graded teaching based on their English proficiency, which is divided into three levels: development, improvement, and basic. According to the grading scores, a unified grading line is established, which is divided into development level, improvement level, and basic level (approximately 15% are classified as development level, 70% as improvement level, and 15% as basic level). Students will study the comprehensive course of General English for a total of 60 class hours. General English teaching focuses on English language knowledge and application skills, learning strategies, and cross-cultural communication, guided by foreign language teaching theories, and integrates various teaching modes and methods. The teaching goal is to cultivate students' comprehensive English application ability, so that they can effectively communicate oral and written information in English in future work and social interactions, while enhancing their self-learning ability and improving their comprehensive cultural literacy to meet the needs of China's economic development and international communication.

Curriculum ideological and political education, as an educational and teaching concept, combines professional knowledge impartation with ideological and political education in non ideological and political courses, and runs through the main line of ideological value guidance in the curriculum. It plays the educational role of the curriculum, establishes a mechanism for various courses to act in the same direction, and jointly promotes the realization of the goal of moral education [4]. Therefore, when designing General English course, it is necessary to fully consider cultivating students' cultural literacy and imparting international cultural knowledge. Utilize language carriers as much as possible to enable students to understand knowledge such as science and technology, Chinese and Western social culture, and guide them to learn Western culture with a critical eye. At the same time, make students fully aware of the profound and long-standing traditional Chinese culture, so that they can enhance their cultural confidence, and further promote Chinese culture on the basis of inheriting the excellent traditional Chinese culture.

The General English course is not only a basic language knowledge course, but also a quality education course that broadens knowledge and understands world culture. It aims to cultivate students' patriotism, strengthen the four confidences, achieve two safeguards, and guide them to apply Marxist worldview and methodology to view things. It is of great significance to fully tap into the value and resources of ideological and political education contained in the textbook "*Over to You*", integrate ideological and political education into the learning of English knowledge for college students. Enhance the affinity of ideological and political education and the correct value orientation of college

English courses, and cultivate students' patriotism, as well as their correct outlook on life, world and values.

### **3 Objectives and Innovation of Curriculum Ideological and Political Construction**

In the congratulatory letter for the 100th anniversary of the founding of HIT, it praised the creation of a large number of national treasures and the cultivation of a large number of outstanding talents. The General English course is an important component of undergraduate teaching. Its construction adheres to the spirit of congratulatory letter, with the goal of cultivating outstanding talents, continuously meeting the university's needs for international talent cultivation and students' self-development, and serving the needs of high-level characteristic campus talent cultivation and professional development of world-class universities.

#### **3.1 Putting Moral Education First in Cultivating People**

The value of 'ideological and political education in college English curriculum' in implementing the fundamental task of cultivating morality and talents plays a crucial role. The General English course adheres to the principle of cultivating morality and putting moral education first, implementing the principles of graded classification and individualized teaching. It integrates socialist core values and excellent traditional Chinese culture, and cultivates humanistic spirit and critical thinking ability, enabling students to use English appropriately and effectively and meeting the needs of the country, society and personal development.

The course deeply explores moral education elements and integrates them with foreign language teaching content. According to the theme of the curriculum unit, the teaching design of "one lesson, one education" is carried out in depth, making 'ideological and political education' truly a part of the "educational" responsibility of each teacher. Through subtle influence, the educational mission of the General English course is completed, and practical actions are taken to fulfill the fundamental tasks of teachers' "preaching, imparting knowledge, dispelling doubts," realizing the transmission of value.

#### **3.2 Explicit and Implicit Unity of Ideological and Political Infiltration**

The design of ideological and political education is guided by the educational philosophy of "cross-cultural thinking and education" and "learning by using" in the comprehensive course of "*Over to You*". Based on interdisciplinary knowledge design, it deeply explores the ideological and political content, discards different values under the English system, advocates mutual learning of human cultures, transmits socialist core values and excellent traditional Chinese culture, and returns to the essence of curriculum education. Teachers create a unique learning experience for students' personality development and value cultivation in language learning, so that they can experience the infiltration of

ideological and political teaching objectives, and' achieve the unity of explicit foreign language learning and implicit ideological and political education.

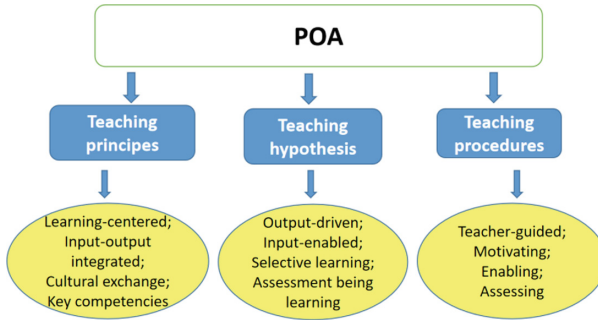
Teachers take the lead in carefully preparing unit output tasks and designing exercises such as translation and writing, guiding students to acquire knowledge, discover value, and improve their abilities. Then, through experiential teaching and other deep flipped classroom forms, students are further internalized, and effective evaluation of educational and teaching effects is achieved through a combination of formative evaluation and summative evaluation.

### **3.3 Intelligent Teaching Both Online and Offline**

Focusing on the core moral education goals in the curriculum, teachers make full use of multiple online teaching platforms such as FLTRP Unipus, Rain Classroom, WeLearn, FIF, iTest, etc., and combine physical classrooms with online platforms. Relying on the abundant learning resources and convenient teaching tools such as the Unipus smart teaching cloud platform, teachers will reorganize and supplement the content of paper textbooks to build a student-centered experiential language learning ecosystem by integrating pre-class preparation, classroom learning, and post-class review to assist in the implementation of ideological and political wisdom teaching in the curriculum.

## **4 Teaching Methods and Design of “Curriculum Ideological and Political Education”**

The General English course is constructed based on the educational concepts of POA (Fig. 1). A blended teaching design model is constructed according to the three main processes of “motivating-enabling-assessing”, and teaching activities are carried out on this basis [5]. This course follows the principle of “integrating learning and application, effectively producing”, emphasizing that teachers should first consider students' learning outcomes when designing teaching tasks, advocating that language teaching activities and applications are inseparable, and ensuring that all students can do things in English. The design closely connects the inputs and outputs in each sub-goal, effectively shortening the gap between learning and using, and avoiding the “disconnection” between learning and using. Based on the POA teaching assumption, a teaching process consisting of several cyclic chains of “motivating-enabling-assessing” is designed. In unit teaching, the large output goals are first designed, and then decomposed into several sub output goals. Each sub output goal has the same logical relationship and is relatively independent of each other. It can be completed through a complete cycle or through internal micro loops. By optimizing, integrating, and utilizing teaching resources, traditional classroom teaching and online teaching are deeply integrated. This not only leverages the leading role of teachers in driving, facilitating and evaluating the process, but also fully leverages the initiative, enthusiasm and creativity of students as the main body of the learning process, thereby achieving better teaching efficiency and effectiveness.



**Fig. 1.** Teaching concept of POA

#### 4.1 The Excavation and Integration of Ideological and Political Elements

While exploring relevant ideological and political elements in the General English course, it can fully leverage its humanistic attributes, consciously selecting and implanting ideological and political elements such as world excellent culture, Chinese civilization, socialist core values, and scientific truth in the collection of teaching content, achieving cooperation in excavation and implantation [6]. Teachers carry out the teaching design of “one lesson, one education”, clarify the internal fit between ideological and political content and language learning content, and achieve the “genetic” integration of the two modules in a seamless and organic way, so that the subject content and ideological and political content complement each other. Based on the existing textbooks, analyze the ideological and political content of the courses covered by each unit’s theme, and then supplement the corresponding ideological and political elements of the course based on the analysis (Fig. 2). Considering how to organically integrate value leadership, knowledge education, and ability development in the setting of teaching objectives is crucial.

#### 4.2 The Infiltration and Influence of Ideological and Political Education

The design of ideological and political education in foreign language courses should grasp the essence of the course, integrate it into the entire process of teaching objectives, content, organization and feedback, highlight systematic design and ensure the achievement of ideological and political education goals [7]. Teachers should focus on strengthening students’ ideals and beliefs, taking love for the Party, patriotism, socialism, the people, and the collective as the main line, and combine with the actual teaching, implementing ideological and political education from four aspects: political identity, patriotism, cultural literacy, and moral cultivation. The ideological and political content is organically integrated into various links such as practice design and teaching resources. Pay attention to the design of textbook activities or tasks, create opportunities for students to comprehend during the process of completing activities or tasks, truly internalize the knowledge learned, and ultimately form their own insights.

The classroom adopts project-based and experiential teaching to plot English learning, create real communication scenarios, and internalize knowledge and abilities

Unit Theme	Ideological and political integration points	Output task
<b>Unit 1 (Dis)connecting in the digital age (Book 2)</b>	<ol style="list-style-type: none"> <li>1. The ability to interpret emoticons and discern;</li> <li>2. Cross-cultural critical thinking ability and innovation ability;</li> <li>3. Practice the core socialist values;</li> <li>4. Cultivate lifestyle habits that are conducive to physical and mental health.</li> </ol>	<ol style="list-style-type: none"> <li>1) English speech: Making a presentation about your new emoji</li> <li>2) English Writing: Cyberbully</li> </ol>
<b>Unit 2 Work hard, work smart (Book 2)</b>	<ol style="list-style-type: none"> <li>1. Innovation and entrepreneurship awareness and entrepreneurial spirit;</li> <li>2. The spirit of scientific inquiry;</li> <li>3. Dialectical thinking ability;</li> <li>4. Establish a life philosophy of achieving self-worth through struggle;</li> <li>5. Prepare for the challenges and opportunities brought by artificial intelligence.</li> </ol>	<ol style="list-style-type: none"> <li>1) English speech: Creating a business plan</li> <li>2) English Writing: Write a reply letter expressing your views on becoming a freelancer</li> </ol>
<b>Unit 3 Secrets of advertising (Book 2)</b>	<ol style="list-style-type: none"> <li>1. Awareness of language and cultural understanding;</li> <li>2. Cultivate students' critical thinking ability to choose advertising strategies based on different products;</li> <li>3. Enhance the ability to disseminate Chinese culture;</li> <li>4. Promote the traditional virtues of diligence and thrift of the Chinese nation;</li> <li>5. Double carbon goals, establish the correct concept of resource conservation and on-demand consumption, and practice a sustainable lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>1) English Speech: Creating an ad</li> <li>2) English Writing: Describe an advertisement for a foreign brand and explain why it is attractive</li> </ol>
<b>Unit 4 Impressions matter (Book 2)</b>	<ol style="list-style-type: none"> <li>1. Cultivate cultural confidence and national pride, enhance patriotic awareness and patriotism;</li> <li>2. Cultivate cross-cultural thinking and communication skills;</li> <li>3. Master the scientific methodology of problem-solving;</li> <li>4. Cultivate empathy, identify with cultural exchanges and mutual learning, and establish a correct world outlook and outlook on life;</li> </ol>	<ol style="list-style-type: none"> <li>1) English video: Selecting content for your video, producing it or performing it as a slideshow</li> <li>2) English Writing: Analyzing Stereotypes about China or Chinese People</li> </ol>
<b>Unit 5 Harmony in diversity (Book 2)</b>	<ol style="list-style-type: none"> <li>1. The ability to articulate key concepts or terminology;</li> <li>2. Cross-cultural critical thinking ability;</li> <li>3. National pride and cultural confidence;</li> <li>4. Cultural identity and self-confidence;</li> <li>5. Cultivate an inclusive worldview.</li> </ol>	<ol style="list-style-type: none"> <li>1) English Speech: Giving a presentation of your ICH proposal</li> <li>2) English Writing: Describe cultural projects that can represent China or your hometown</li> </ol>
<b>Unit 6 Bringing light to others (Book 2)</b>	<ol style="list-style-type: none"> <li>1. Lei Feng Spirit and Volunteer Service Awareness;</li> <li>2. Communicative skills;</li> <li>3. Cross-cultural thinking and empathy;</li> <li>4. Correct worldview and values;</li> </ol>	<ol style="list-style-type: none"> <li>1) Design poster: Designing a poster for your volunteer program</li> <li>2) English Writing: Write a letter recommending a volunteer project</li> </ol>

Fig. 2. Integration points of unit ideological and political education

through effective and interesting learning experiences. Through experiential, task-based and mixed learning modes, the students will be promoted to change from “passive learning” to “active learning + deep learning”, effectively improve their language ability, and implement the fundamental task of moral cultivation. From reading comprehension input to language expression output, they are interconnected, providing students with a dynamic framework for internalizing language knowledge and expanding their skills.

### 4.3 Feedback and Evaluation of Ideological and Political Effects

The evaluation of ideological and political education in courses should be integrated into the evaluation of language knowledge and skills, adhering to the principle of combining explicit and implicit evaluation. Among them, the evaluation of language knowledge and skills is mainly explicit, while the evaluation of ideological and political goals is mainly implicit. In the design of unit output tasks and exercises such as translation and writing, the content of comparing Chinese and foreign languages and cultures is added to enhance students’ comprehensive cultural literacy, as well as their ability to interpret and disseminate Chinese culture. Fully demonstrate students’ language and communication abilities through dimensions such as teaching display activities, cultural exchange activities, competitions, and other second classroom activities can interpret the effectiveness of ideological and political education, and reflect students’ subjective role. Teachers introduce a review mechanism in students’ pre-class knowledge preview, classroom participation process, and learning achievement display, organically combining traditional summative evaluation methods with formative evaluation methods.

## 5 Conclusion

As a basic course with a wide audience, General English course plays an important role in implementing the fundamental task of cultivating morality and talents. It fully integrates the ideological and political tacit knowledge and explicit knowledge, integrates the principles of doing things, the requirements of socialist core values, the ideals and responsibilities of realizing national rejuvenation into English teaching, and forms a synergistic effect with the ideological and political theory course. The course helps students enhance their innovative spirit, patriotism, and ability to integrate Chinese and Western cultures, and enhance their humanistic quality, scientific spirit, and national security awareness. Through learning, students learn to tell Chinese stories well in English and learn Western culture with a critical eye. Exploring the ideological and political construction and practice of general English course plays a crucial role in implementing the fundamental task of cultivating morality and talents, expanding the functions of college English courses in knowledge, ideology and skills, and ultimately cultivating talents required for the construction of socialism with Chinese characteristics in the new era.

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