



The Development and Construction of College English Digital Textbooks from the Perspective of “Great Ideological and Political Course”

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Abstract. With the advancement of education informatization and curriculum ideology and politics, the development and construction of teaching materials, as the key elements of college English teaching, is facing new challenges and opportunities. By analyzing the current situation of the research and construction of college English textbooks, it is found that the existing teaching materials cannot meet the development and demand of the new era. Based on the advantages and characteristics of the digital textbooks, this paper puts forward six feasible strategies from the two aspects of content selection and content presentation in order to provide practical approaches for the ideological and political construction of college English courses.

Keywords: College English, Great Ideological and Political Course, Digital Textbooks, Development and Construction

1 Introduction

College English is a compulsory general education course for non-English majors in China. As a language and cultural education course, college English not only aims to impart English knowledge and cultivate language skills, but also needs to help students broaden their international horizons, understand Chinese and western cultures and values, and tell the world the story of China in English [1]. Textbooks are the main material for teachers to carry out teaching, as well as an important source for students to acquire knowledge. English textbooks are also an important medium to showcase the beauty of China to the world. Nowadays, with the development of computer technology and the popularity of personal digital terminal devices, digital textbooks have become an important tool for teachers to carry out teaching. Under this background, an important challenge has to be considered: how to take the advantages of digital intelligent internet to organize the teaching materials that carry knowledge, attitudes and values so that they can match the demand of today's digital media development.

2 Current Situation and Problems of Development and Construction of College English Textbooks

2.1 The Exploration of Ideological and Political Elements is Not Enough in College English Textbooks

College English textbook compilers only regard ideological and political education as a task rather than a real educational philosophy, mainly focus on language skills and simply compile English teaching materials with some basic concepts of patriotism and collectivism, lacking in-depth explanations and discussions of socialism culture and ideological concepts, and diversified ideological enlightenment. As a result, the integration of ideological and political elements with the English textbooks only stays on the slogan and surface, which limits the depth and breadth of ideological and political education in the college English course [2].

2.2 Language Skills Training and Ideological and Political Education are not Integrated Together

In college English teaching, language skills training and ideological and political education are in an independent and detached state, lacking effective integration and interaction, due to the lack of corresponding training and experience among teachers, who attach great importance to the cultivation of language skills, but pay little attention to students' ideological and moral education. What's more, most of the college teachers only focuses on theoretical preaching and knowledge indoctrination, and lacks specific practice and language practice support. Because of above reasons, the state of this separation phenomenon will affect the effect of ideological and political education in college English course, and students can not be comprehensively improved in both language ability and ideological quality [3].

2.3 The way to Integrate Ideological and Political Elements into the Teaching Material is not Proper

Explicit way of forcefully implanting and directly instilling ideological and political concepts can make learners get bored, and the most common is to list the historical events or cultural product in chronological order, like an encyclopedia without personal perspective, it is difficult to generate students' emotional resonance and a sense of inclusion, so teachers' teaching and students' learning experience is not good [4]. On the contrary, ideological and political education hidden in language learning may be more effective, as understanding various different ideas and viewpoints through exercises and tasks is actually easier to understand and accept [5].

In summary, the development and construction of college English textbooks cannot keep up with the demand of the new era. In the new era, college English teaching emphasize both instrumentality and humanity. The cultivation of language abilities are coordinated with value shaping, requiring teaching content and forms to be more cultural, interactive, situational, and engaging.

3 Some Strategies for Development and Construction of College English Digital Textbooks

Professor Li Lin defined digital textbooks as “based on the course teaching content, it is presented using multimedia technology, integrates various learning interactions, learning tools and other elements according to the needs of teaching activities”[6]. From this perspective, it can be seen that the construction of digital textbooks is an activity that aims to improve learners’ learning efficiency and involves the compilation of materials that carry and reflect knowledge, attitudes, and values in digital textbooks, which make a high demand of the selection of learning content and the presentation of the learning content. Next, some strategies for development and construction of College English digital textbooks are given below from the two aspects of the content selection and content presentation.

3.1 Strategies for Content Selection of College English Digital Textbooks

Firstly, innovate the compilation concept with a focus on integrating ideological and political education with professional education. College English is a common required course in Chinese colleges and universities, covering multiple majors. Therefore, the content selection of digital college English textbooks should follow the principle of the mutual promotion of ideological and political education and professional education in accordance with the feature that College English is both humanistic and instrumental. From the perspective of humanism, the content selection should not only focus on language skill training, but also include a rich variety of cultural knowledge, such as news reports, Chinese culture, cross-cultural communication, literary works, etc., so that to deepen students’ understanding of ideological and political concepts, and cultivate their cultural awareness and ability to tell China’s stories well and spread China’s voices in English. Regarding the configuration of modules in each unit, certain ideological and political elements can be selected according to different majors relying on the digital platform supporting the textbooks. For example, textbook compilers can set up special ideological and political sections under each unit theme. Each special section, in combination with the characteristics of each major, selects language materials that can highlight important concepts such as socialism with Chinese characteristics, the Chinese Dream, and the community with a shared future for mankind, and provides English interpretations of these concepts, guiding students to discuss in connection with their own majors. In addition, textbook compilers can also inspire students to think further by setting critical questions, explore the cultural connotations in the language materials, and conduct cross-cultural comparisons, thereby improving students’ cross-cultural communication skills.

Secondly, select and configuring world culture with a focus on highlighting Chinese cultural elements. When compiling textbooks, in addition to considering the accuracy and difficulty of language, it is also necessary to ensure that the texts contain moral education that conveys positive energy, guiding college students to deeply understand

the ideological essence and contemporary value of the concepts of benevolence, making the people the central focus of development, integrity, justice, harmony in traditional Chinese culture [7]. To be more specific, the compilation of textbooks should center around the unit themes. In each module, a large number of Chinese elements are integrated through pictures, audio-visual materials, texts, exercises, unit project etc., reflecting China's mainstream ideology, upholding the values of the Chinese nation, highlighting Chinese characteristics, and strengthening cultural confidence. By introducing fine traditional Chinese culture, spreading Chinese culture, and carrying out ideological and political education such as gratitude, the spirit of craftsmanship, and the entrepreneurial spirit, students' confidence in Chinese culture can be enhanced. And by incorporating contemporary Chinese role models and current hot topics, the textbooks can foster students' national pride and sense of mission.

Thirdly, carefully design exercises and tasks with a focus on implicit education. The selection of all texts, topic discussions, exercises and tasks are closely related to ideological and political education, which organically integrates value shaping into language learning. Through the construction of a reasonable framework and the systematic arrangement of texts, ideological and political education is ensured to run through the whole course teaching and play its role imperceptibly. For example, when designing exercises and tasks, be sure that the words, sentences or paragraphs in the text have ideological and political connotations or involve Chinese culture, integrating the specific understanding and practice of ideological and political connotations into language activities, guiding students to internalize morality in learning activities. In the learning reflection part, the discussion topic and unit project should carefully be designed based on the unit theme, guiding students to think and summarize the ideological and political elements. In the knowledge expansion part, learning materials comparing Chinese and Western cultures can be presented to guide students to read critically, helping them understand cultural differences and similarities, and improve their critical thinking ability.

3.2 Strategies for Content Presentation of College English Digital Textbooks

Ideological and political materials should not only consider students' acceptance, but also pay attention to the diversity and interest of learning. Therefore, when compiling textbooks, modern information technology should be integrated with some advanced teaching methods to present the learning content in an exciting and effective way, so that a new learning experience that can be heard, seen, practiced, interacted, expanded, and tracked can be provided for students. Next are some strategies for content presentation.

Firstly, pay much attention to the design of learning interface of digital textbooks. When using digital teaching materials, students first come into contact with the user interface, not the learning content itself, which affects students' recognition of digital textbooks to a certain extent. Therefore, the first thing the textbook writer need to pay attention to is the setting of the content index. Textbook writers can set a navigation map of learning resources in the digital textbook, add the navigation menu on the top

of the screen, and set the content navigation directory on the right side of the screen, which can help students become familiar with the context structure of the textbook. And the animation, video and other forms can be used to improve the presentation of the navigation map to ensure a good learning experience for students. Besides the design of content index, textbook compilers should also take the function of human-computer interaction into consideration according to students' different English proficiency levels, so that they can choose learning content according to their own level, highlighting the personalized learning of digital textbooks.

Secondly, make full use of the advantages of multimedia. The biggest difference between digital textbooks and traditional textbooks is the use of multimedia, including text, images, audio and video. Unlike the printed text of traditional textbooks, the text of digital textbooks is a kind of screen text. A large number of studies have found that the reading speed of screen text is slower than that of paper text, screen reading is more likely to make people feel visual fatigue. Therefore, in the process of compiling digital textbooks, textbook writers should pay attention to controlling the length of articles, avoiding presenting a large amount of words on one page. Instead, textbook writers should make full use of the advantages of multimedia such as images, audio and video to help students learn to effectively convey knowledge and information. For example, based on the advantages of multimedia networks and social platforms, textbook writers can use time-lapse animations such as seed germination, organizational charts, and tree diagrams to show political identity and family-country concepts; use narrative audio to teach and explain theoretical knowledge, and appropriately add non-narrative audio to arouse the interest and enhance the sense of learning; cultivate students' cross-cultural communication ability as well as the ability to tell the stories of China in English.

Thirdly, optimize the interactive function of digital textbooks. The multimedia presentation of digital teaching materials can not only meet the needs of knowledge dissemination, but also provide a good channel for interactive learning and emotional connection for ideological and political education. For the interactive presentation of learning content, textbook writers should pay attention to two aspects. On the one hand, an intelligent adaptive feedback mechanism should be built for interactive learning experience. In the intelligent era, for the interactive design of digital textbooks, textbook writers should focus on the interactive dialogue between students and digital textbooks, collect the click-through rate of ideological and political education modules by students of different majors, try to figure out what students really need and what the feedback of students on the improvement of digital textbooks, making sure that the digital textbooks are in line with students' cognitive level and language proficiency level. On the other hand, textbook writers should focus on how to stimulate students' learning initiative, cultivate students' digital literacy, and provide students with opportunities to use diversified learning strategies according to specific subject needs, such as design of intelligent question and answer, intelligent tutoring, and try to achieve students self-monitoring, self feedback and real-time feedback of autonomous learning [8].

4 Conclusion

Education informatization is a new requirement and challenge for college English in the new era. The quality of textbooks is directly related to the teaching quality and educational effect of college English. Therefore, it is necessary to accelerate the development and construction of textbooks. Developers should have a deep understanding of the connotation of moral education and have a high degree of cultural awareness. Relying on information technology and rich media, the developers should continue to reform and innovate, develop and build digital textbooks that highlight Chinese characteristics and integrate knowledge imparting, ability cultivation and value shaping, promote the teaching effects, and bring a new experience to teaching and learning.

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