



Research on college english teaching under the ideological and political system

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Abstract

College English education is an important part of China's higher education and plays an irreplaceable and important role in talent training. The college English course is not only a basic language course, but also a quality education course for students to broaden their horizons, cultivate their sentiments, and understand Chinese and foreign cultures, with both instrumental and humanistic attributes. It is an important ideological and political function of college English courses to enable college students to gain cultural self-confidence through the study of college English. This paper expounds the characteristics of college English courses and the realization path of "course ideology and politics" in the process of college English teaching, and points out that college English teaching and ideological and political theory courses can go in the same direction and form a synergistic effect.

Keywords: Curriculum ideology and politics, college english teaching, cultural self-confidence

Introduction

General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities, "China's higher education shoulders the important task of cultivating builders and successors of the socialist cause with all-round moral, intellectual, physical, and aesthetic development, and must adhere to the correct political orientation. The foundation of colleges and universities lies in cultivating people with virtue. It is necessary to persist in taking the cultivation of morality and cultivating people as the central link, so that ideological and political work runs through the entire process of education and teaching, and all kinds of courses should go in the same direction with ideological and political theory courses to form a synergistic effect (Li, 2009) ^[1]."

In February 2017, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities in the New Situation. It is proposed that colleges and universities should take the cultivation of morality as the fundamental task, form an all-round education mechanism for all staff and the whole process, and guide the ideological value throughout the whole process and all links of education and teaching (Duan & Gao, 2021) ^[2].

On May 28, 2020, the Ministry of Education issued the "Guiding Outline for the Ideological and Political Construction of the Curriculum of Colleges and Universities", pointing out that comprehensively promoting the ideological and political construction of the curriculum is to guide the teaching of values in knowledge transfer and ability training, and help students shape a correct world view, outlook on life, and values, which is the proper meaning of talent training, and it is also a necessary content. It is necessary to firmly grasp the "main force" of the teaching team, the "main battlefield" of curriculum construction, and the "main channel" of classroom teaching, so that all colleges and universities, all teachers, and all courses should assume the responsibility of educating people, guard a good section of the canal, and plant a good field of responsibility, so that all kinds of courses and

ideological and political courses can lead to the passage, unify explicit and implicit education, form a synergistic effect, and build a large pattern of all-round education for all employees (Cheng & Li, 2019) ^[3].

As a compulsory public basic course for non-English majors in undergraduate education, college English courses are generally offered for two years, which is one of the courses offered by colleges and universities for the longest time and the widest audience. Language is the carrier of culture and thought, so it is of great significance for college English to carry out the construction of "curriculum ideology and politics".

Material and Methods

The necessity and feasibility of the implementation of "course ideology and politics" in college English

As a general education course in colleges and universities, college English courses are an important part of humanities education in colleges and universities, which has the characteristics of many class hours, long cycles and wide coverage, and is of great significance for promoting the coordinated development of college students' knowledge, ability and comprehensive quality. Integrating ideological and political education into the teaching content of college English, and then integrating it into the lives of young students in an implicit way, can not only enrich the connotation of the English course itself, but also give fresh vitality to the traditional ideological and political education (Johnson, 2018) ^[4].

The textbooks of the university English course cover a variety of topics, including economics, culture, science and technology, history, social life, etc., focusing on the cultural traditions and customs of various countries (Dong, 2016) ^[5]. In the process of college English teaching, teachers should guide students correctly, pay attention to the mutual complementarity and collision of views, cultivate students to look at the relationship between individuals, society and the world from multiple perspectives, enhance students' cultural understanding and perception, and then gain cultural self-confidence, which is the inherent requirement of college English "course ideology and politics".

The university English course is not only a basic language course, but also a quality education course to broaden knowledge and understand Chinese and foreign cultures, which has both instrumental and humanistic attributes (Li & Fu, 2020) [6]. Through the study of university English, students should not only improve their English listening, speaking, reading, writing and translation skills, but also enhance their understanding of different cultures, their awareness of the similarities and differences between Chinese and foreign cultures, and cultivate their cross-cultural communication skills. The core of humanism is people-oriented, promoting human value, and paying attention to the cultivation and all-round development of people's comprehensive quality. The core values of socialism should be organically integrated into the content of university English teaching. Therefore, it is necessary to fully explore the rich humanistic connotation of college English courses and realize the organic unity of instrumental and humanistic nature (Aizawa & Rose, 2019) [7].

In the final analysis, the "ideological and political curriculum" of college English is to answer the fundamental question, "what kind of people to cultivate, how to train people, and for whom to train people". College English teachers should arm their minds with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the party's innovative theory, adhere to the political bottom line, resolutely support the party's leadership, improve their political position, and give full play to the teaching ability of

"curriculum ideology and politics" within the scope of the *Ten Guidelines for the Professional Conduct of College Teachers in the New Era*.

The construction of "ideological and political courses" in college English should closely focus on strengthening students' ideals and beliefs, with love for the party, the country, socialism, the people, and the collective as the main line, and optimize the supply of ideological and political content in the curriculum around political identity, family and country feelings, cultural literacy, constitutional and legal awareness, and moral cultivation, and practice the education and teaching concept of "value shaping, ability training, and knowledge impartation", effectively improve students' political quality and moral cultivation, and guide students to understand the world, the country, the party, and the people. Strengthen self-confidence in the path of socialism with Chinese characteristics, theoretical self-confidence, institutional self-confidence, and cultural self-confidence (Zhao, 2023) [8].

Analyzing teaching processes

The theme of the text

Generally, the first thing students focus on is the topic of the text when studying a text. Therefore, in the design of curriculum content, teachers can adopt a "theme-based" design, and organize students to carry out in-depth reading, writing, discussion and other activities around the theme in the form of one lesson and one theme (Table 1).

Table 1: The related ideological and political elements to the theme of 1-4 units

Unit	Theme	Ideological and political elements
1	never give up	essential qualities for young people: set goals and never give up; General Secretary Xi Jinping's concept of youth: responsibility and responsibility, struggle and youth
2	overcome fear	divide the problem into two: fear is a "double-edged sword", the demeanor of a great country in the epidemic period: people-oriented, a community with a shared future for mankind
3	the growth story about Audrey Hepburn	connect with the connotation and significance of the Chinese Dream to stimulate students' feelings for their family and country and their mission
4	the purpose of traveling	multicultural contrast

Taking the texts of the first four units of the *New Vision College English 3 (3rd Edition) Reading and Writing Course* as an example, the theme of the first unit of the text is "Never Give Up", and the teacher guided the students to conduct in-depth discussions based on General Secretary Xi Jinping's concept of youth and his five hopes for young people. The theme of Unit 2 is Overcoming Fear. In class discussions and writing sessions, students always avoid the fears when talking about this topic. At that time teachers focus on cultivating students' dialectical thinking ability, guiding them to analyze problems and judge things into two, so as to avoid falling into the trap of absolutism and one-sidedness. Through the teacher's inspiration, students found that fear can also have a positive effect under certain conditions, and fear can not only help us avoid possible risks, but also bring us a "sense of awe", so that we can consciously build a strong line of defense, keep the bottom line, and do not cross the red line. In the third unit, the teacher led the students to appreciate the "beauty secret" of a famous movie star Audrey Hepburn to cultivate the students' aesthetic literacy. Audrey Hepburn brings us not only a visual beauty experience, but also a spiritual inspiration. In this learning process, students realized that "beauty" is not only the external goal of human growth and progress, but also the external expression of human internal

attributes. By introducing Chinese and foreign classic literary works, teachers guide students to discover the beauty of life, the beauty of morality, and the realm of beauty from a new perspective, so as to nourish students' souls and cultivate their cultural self-confidence. The fourth unit is about travel, in which teachers lead students to think critically from the perspective of multicultural contrast, so that students can realize cultural diversity, appreciate the unique charm of Chinese culture while respecting cultural diversity, and only by keeping integrity and innovation can they achieve steady and far-reaching results.

Through in-depth excavation and speculative discussion of the theme of the text, the college English course can strengthen students' ideals and beliefs, cultivate patriotic feelings, strengthen moral cultivation, increase knowledge and insight, cultivate the spirit of struggle, and improve students' comprehensive quality.

Vocabulary acquisition

Students rely most on example sentences in vocabulary learning, and teachers provide students with example sentences in the dictionary for students to master the use of words or phrases. At the same time, there will be some key words in each lesson that appear in the English version of the official national documents, and the teacher will extract

these sentences and put them into the example sentences to increase the thickness of vocabulary learning, so as to achieve the effect of ideological and political education to empower vocabulary learning. For example, when explaining the word “adverse”, the teacher cites an example from the 2019 government work report:

Setbacks in economic globalization, challenges to multilateralism, shocks in the international financial market, and especially the China-US economic and trade frictions, had an adverse effect on the production and business operations of some companies as well as on market expectations.

For another example, when explaining the word “esteem”, the teacher quoted a sentence from Xi Jinping on Governing the Country (Volume 1):

We should inspire the people to esteem virtue, perform good deeds and emulate virtuous people. Moreover, we should encourage the whole of society to cultivate morality by practicing virtue and to exert a positive influence through ethical behavior. In this way, we will marshal strong spiritual and ethical support for realizing the Chinese Dream of national renewal.

Examples like this not only integrate the key vocabulary that appears in the text, but also enable students to understand how to use English to express the major policies of the party and the state, and achieve the effect of infiltrating ideological and political elements.

Text comprehension

In the process of comprehension the texts, teachers should strengthen the education of excellent traditional Chinese culture, vigorously promote the national spirit with patriotism as the core and the spirit of the times with reform and innovation as the core, educate and guide students to deeply understand the essence of the ideas and values of the times in the excellent traditional Chinese culture, which emphasize benevolence, respect for the people, abide by integrity, respect justice, uphold harmony and seek great harmony, and educate and guide students to inherit the Chinese culture, which is full of Chinese dreams, Chinese feelings, and Chinese flavor.

Language is the carrier of thought and culture, and the particularity of college English lies in the fact that it is not only a language output, but also a cultural output, so how to interpret and distinguish Western culture and exert positive guidance is an important part of the course ideology and politics. College English texts involve many aspects such as economics, history, geography, etc., and contain Western culture, concepts, thinking, customs, etc., from which teachers can find the right entry point to carry out speculative interpretation through cross-cultural comparison, improve students’ cultural understanding and discernment, understand and accept the uniqueness, difference and diversity of Chinese and foreign cultures, and truly practice the philosophical idea of “harmony and difference, beauty and beauty”. Meanwhile, it cultivates students’ cultural consciousness, and guides them to establish a correct world outlook, outlook on life, and values, cultivates a sound personality and noble morality, strengthens their identification with their own culture, and strengthens their cultural self-confidence.

Taking Unit 1 of the *New Vision College English 3 (3rd Edition)* Reading and Writing as an example, the texts tell the inspirational stories of Albert Einstein, Addison,

Lincoln, and Churchill who bravely faced setbacks and never gave up. In the process of interpreting the chapter, the teacher will show the students a clip of the movie *Wu Wen Xidong*. The students expressed their true feelings in the discussion session after watching it. Some students talked about seeing the students of Southwest Associated University studying hard and seriously under difficult conditions, and their thirst for knowledge deeply touched him. Some felt that the teachers and students of Southwest Associated University were burdened with the ambition of rejuvenating the country at a time when the nation was in danger, and they were united in their efforts to run the school. Some students talked about the gentlemanly style of teachers and students who overcame hardships and “sat quietly and listened to the rain”. In the process of comprehending the texts, teachers cultivate students’ cultural consciousness and guide students to establish a correct world outlook, outlook on life, and values silently.

After-class practical homework

The “ideological and political curriculum” of college English teaching should not only be reflected in classroom teaching, but also integrated into students’ self-directed learning after class, and integrate the elements of “ideology and politics” into all dimensions of students’ learning.

Teachers can give students listening assignments and ask them to listen to China Radio International (CRI) after class. CRI is a radio channel that combines Chinese and Western affairs, from Chinese current affairs news columns to many columns related to Chinese culture. Teacher asked the students to listen to the current affairs news and Chinese culture columns, integrate and sort out the listening texts, and then further discuss and share the relevant topics in the class in small groups. In this process, teachers can not only guide students to establish a correct outlook on life and values while learning English well, but also improve students’ ability to “tell Chinese stories and spread Chinese voices well”. When cultivating students’ reading ability, college English teachers can let students read “China Daily” and “People’s Daily” after class.

By reading English newspapers about China, students can keep track of the development of the country in various fields, learn the strategies of national leaders, improve their vocabulary and reading comprehension skills, and enhance their patriotism and national pride.

The after-class translation exercises of *New Vision University English (3rd Edition)* include two parts: English to Chinese and Chinese to English, covering Chinese and Western traditional culture and the development of contemporary society. For example, in the translation practice in Unit 2 of Volume 3, the content of the English translation from English to Chinese is “American Dream”, and the theme of the Chinese translation from Chinese to English is “Chinese Dream”. Before these two translation exercises, the teacher guides students to expand and compare the background information knowledge of the Chinese Dream and the American Dream. Then the teacher analyzes the similarities and differences between their expressions, language and connotations, so as to guide the students to gain inspiration while acquiring language. While improving the practical ability of translation, it enhances the sense of national pride, enables students to strengthen their self-confidence in the path of socialism with Chinese characteristics, theoretical self-confidence, institutional self-

confidence and cultural self-confidence, and silently spreads the core socialist values to the hearts of students.

Under such guidance, teachers can integrate the elements of “ideology and politics” into all dimensions of students’ learning, and students can form a self-learning atmosphere under the class, summarizing and thinking independently.

Accumulation of “ideological and political” elements in college English

During lesson preparations, English teachers should extensively accumulate the ideological and political elements of college English courses, use various channels to search for information, classify and sort them out, and select ideological and political elements to integrate them in combination with various teaching links of the texts. The selected ideological and political materials should have four characteristics: typical, pertinent, timely and innovative. The main sources of the elements of “ideological and political education in the curriculum” of college English may include: 1. Documents and books published by the central authorities, as well as related resources, such as *Xi Jinping on Governing the Country (English version)*, the report of the 19th National Congress of the Communist Party of China (in Chinese and English), and the government work report. To guide the students to study the documents and books, they can firstly start by interpreting the English expressions of words with Chinese characteristics, and then analyze the different English expressions in them, until they grasp their rich connotations, from easy to difficult, and carry out in-depth education on current affairs and politics for contemporary college students. By introducing students to the documentary “China: Time of Xi”, students will be helped to understand China’s development achievements in the eyes of the world, understand the profound changes that China in the new era has taken place under the leadership of the Party Central Committee with Comrade Xi Jinping as the core and the far-reaching impact on the whole world from multiple perspectives, systematically understand the profound connotation of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and the construction and strengthening of China’s foreign discourse system. In this way, the students’ national pride and cultural self-confidence will be enhanced.

2. The relevant resources of excellent traditional Chinese cultural classics mainly include ancient Chinese poems and songs, historical legends, and masterpieces by famous artists. For example, the foreign-language documentary “China Story” is recommended to students. For example: *The Story of China 2016*, *Chinese New Year 2016*, and *Du Fu: China’s Greatest Poet*. The subtle and silent integration of China’s cultural treasures into university English teaching through English not only improves students’ interest in learning English, but also enables students to be immersed in excellent traditional Chinese culture, thereby strengthening students’ cultural self-confidence.

3. English text and video materials from various online knowledge platforms and mainstream media, such as “Learning to Power the Country”, “China Daily”, “People’s Daily”, etc. By combining the current hot spots and students’ interests, the corpus is carefully screened, and the content of the textbook is displayed to students in a more intuitive and three-dimensional form such as text, pictures, music, videos, etc., so that the teaching content is richer, the teaching methods are more diversified, the students’

language ability and cross-cultural communication ability are effectively improved, and the students’ patriotic feelings and national pride are stimulated.

Conclusion

As a college English lecturer, one must not only have solid professional ability, but also have noble personality. We must be able to stand by virtue, learn by virtue, and teach by virtue, so as to better serve as a guide for students’ growth. It is hoped that in the future, we can make good use of the “main channel” of classroom teaching, fully explore the rich humanistic connotation of college English courses, integrate the rich ideological and political elements into all aspects of teaching activities, and organically integrate the core values of socialism into the teaching content of college English, so as to truly “guard a good channel” and “plant a good field of responsibility”. Make college English courses and ideological and political theory courses go in the same direction to form a synergistic effect.

Acknowledgement

This study was supported by the following research fund programs

1. Hezhou University 2023 Research Programs (2023SZZC02): Study on Ideological and Political Teaching Paths of College English Courses in Local University: A Case Study of Hezhou University.
2. Hezhou University Undergraduate Teaching Reform Programs (hzxyzcg202303): Research and Practice of Integrating Ideological and Political Education into College English Course in Local Universities.
3. Hezhou University Curriculum Civics Construction Programs (hzxykcsz202317): College English I.

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