

# Innovative Practice of Infusing Ideological and Political Education into College English Teaching

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**Abstract:** This paper explores innovative pathways for infusing ideological and political education into college English teaching. Drawing on New Horizon College English, a widely-used textbook in China, this study presents a detailed case study that demonstrates how ideological and political education can be effectively integrated into the language learning process. The paper first discusses the importance of ideological and political education in college English, and then a specific teaching case is presented to illustrate how ideological and political education can be effectively implemented in practice. Finally, the paper concludes with reflections on the teaching outcomes and the role of teachers in infusing ideological and political education into college English teaching.

**Keywords:** Ideological and Political Education; College English Teaching; Case Study; Role of Teachers

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## Introduction

In recent years, there has been a growing emphasis on integrating ideological and political education into various courses, including college English, in order to foster students' sense of social responsibility, national identity, and core socialist values. College English, as a compulsory course for non-English majors in Chinese universities, plays a more crucial role than cultivating students' linguistic competence and cross-cultural communication skills. This course is highly effective and desirable in strengthening students' moral education fostering their virtues for it embodies rich moral education contents. This paper aims to contribute to this effort by examining innovative pathways for integrating ideological and political education into college English teaching.

## The Importance of Ideological and Political Education in College English

Ideological and political education is essential for fostering students' all-round development, as it helps shape their worldviews, values, and moral character. In the context of college English teaching, ideological and political education can enhance students' understanding of Chinese culture and society, promote their cultural confidence, and help them cultivate a sense of patriotism. Furthermore, it can help students develop critical thinking skills and a global perspective, enabling them to become responsible and informed global citizens.

## An Overview of New Horizon College English (Third Edition)

New Horizon College English (Third Edition) is a widely-used textbook in China that aims to improve students' English proficiency and cultivate their cross-cultural communication skills. The textbook consists of multiple volumes, each covering different aspects of language learning, such as reading, writing, listening, and speaking. In addition to linguistic content, the textbook also incorporates a range of topics related to ideology and politics, providing a rich resource for integrating ideological and political education into college English teaching.

## A Case Study of Integrating Ideological and Political Education into College English Teaching

### 1. Teaching Context

This case study is based on a college English class using New Horizon College English (Third Edition). The class consists of approximately 40 students, all of whom are non-English majors. The teaching objective is to improve students' English proficiency while integrating ideological and political education into the language learning process.

### 2. Teaching Content

The specific teaching unit selected for this case study is "Heroes of Our Time" from New Horizon College English book 1 (Third Edition). This unit focuses on the stories of contemporary heroes and their contributions to society. Through this unit, students are expected to

learn about the qualities of heroism, such as courage, selflessness, and dedication, and to reflect on their own values and aspirations.

### 3. Teaching Methodology

To integrate ideological and political education into the teaching process, the following methodologies were employed:

**Textual Analysis:** Students were asked to read the texts related to contemporary heroes and analyze the qualities and actions that made these individuals heroes.

**Group Discussion:** Students were divided into small groups to discuss their understanding of heroism and how it relates to their own lives and values.

**Case Studies:** Relevant case studies were presented to illustrate the impact of contemporary heroes on society and to encourage students to think critically about the role of heroes in modern society.

**Reflective Writing:** Students were asked to write a reflective essay on the topic of heroism, in which they discussed their own understanding of heroism and how it has been shaped by the texts and discussions in class.

### 4. Detailed teaching case

#### 4.1 Objectives

To enhance students' understanding of the concept of heroism in diverse cultural contexts.

To cultivate students' critical thinking skills and cross-cultural communication abilities.

To instill a sense of national pride and cultural confidence in students through the exploration of Chinese heroes.

To encourage students to emulate heroic qualities and contribute positively to society.

#### 4.2 Materials

Textbook: New Horizon College English, book 1, unit 4 "Heroes of Our Time"

Supplementary materials: Videos, articles, and case studies related to Chinese heroes

Online discussion platform (U Campus )

#### 4.3 Detailed Teaching Procedure

##### 4.3.1 Lead-in (10 minutes)

**Activity:** Begin the class with a short video clip from the documentary "Heroes of Our Time," which highlights the stories of contemporary Chinese heroes.

**Discussion:** After watching the video, ask students to share their initial thoughts on what makes a hero. Guide the discussion to include both personal and societal perspectives.

##### 4.3.2 Text Analysis (20 minutes)

**Reading:** Assign students to read Text A "Heroes Among Us" from the unit.

**Group Discussion:** Divide students into groups and ask them to identify the common qualities and characteristics of the heroes described in the text. Encourage them to discuss how these qualities reflect Chinese values and societal expectations.

##### 4.3.3 Cross-cultural Comparison (20 minutes)

**Activity:** Present students with videos about heroes from different cultures (e.g., Western superheroes, Indian national heroes).

**Discussion:** Guide students to compare and contrast the heroes from different cultures. Discuss the cultural and societal factors that influence the perception and portrayal of heroes.

##### 4.3.4 Case Study Analysis (20 minutes)

**Case Study:** Select a contemporary Chinese hero (e.g., Yuan Longping, a scientist known for his contributions to hybrid rice) and provide students with a detailed case study.

**Group Work:** Assign students to analyze the case study and discuss how the hero's actions and qualities align with Chinese values and

societal expectations.

Presentation: Each group presents their findings to the class, highlighting the hero's contributions and the lessons that can be learned from their story.

#### 4.3.5 Ideological and Political Education Integration (20 minutes)

Activity: Lead a discussion on the importance of heroism in contemporary Chinese society. Ask students to reflect on how they can emulate heroic qualities in their daily lives.

Interactive Session: Use U Campus platform to facilitate a broader conversation. Encourage students to share their personal heroes and explain why they admire them.

Teacher's Guidance: Summarize the discussion and emphasize the significance of cultivating a sense of national pride and cultural confidence. Encourage students to actively contribute to society and strive to become heroes in their own right.

#### 4.3.6 Assignment (for homework)

Task: Ask students to write an essay on the topic "My Understanding of Heroism in Contemporary Chinese Society." They should reflect on the heroes they have learned about in class and discuss how they can embody heroic qualities in their own lives.

Requirements: The essay should be at least 300 words and should include specific examples and personal reflections.

## 5. Teaching Outcomes

The implementation of this teaching case resulted in several positive outcomes:

Basically, it enhanced students' linguistic competence. Students improved their reading, writing, and speaking skills through the analysis and discussion of the texts.

Moreover, it also cultivated Critical Thinking Skills of the students. Through group discussions and case studies, students developed the ability to think critically about the topic of heroism and its relevance to their own lives and values.

Most importantly, it deepened students' understanding of Ideology and Politics. Students gained a deeper understanding of the qualities and actions that make someone a hero, as well as the role of heroes in modern society. And furthermore, it helped the students foster cultural confidence and patriotism. By focusing on the stories of contemporary Chinese heroes, the teaching case helped to cultivate students' cultural confidence and patriotism.

## 6. Reflections on the teaching case

6.1 It is feasible and highly effective for the teachers to integrate IPE into college English teaching. This case study demonstrates that ideological and political education can be effectively integrated into college English teaching through the use of relevant teaching materials and innovative methodologies. By focusing on topics related to ideology and politics, such as heroism, and employing a range of teaching methodologies, including textual analysis, group discussion, case studies, and reflective writing, college English teachers can help students develop not only linguistic competence but also a deeper understanding of Chinese culture and society, as well as a sense of social responsibility and patriotism.

6.2 The role of teachers in Ideological and Political Education (IPE) integrated into college English courses is pivotal. They are not merely imparters of knowledge but also guides and molders of values.

Firstly, as the main implementers of IPE, teachers need to delve deeply into the ideological and political elements embedded in the textbooks and effectively integrate them into English language teaching. Taking the unit "Heroes of Our Time" as an example, teachers can guide students to reflect on the beliefs and pursuits of heroes, such as those who have fought against epidemics or modern-day "Lei Fengs," thereby fostering correct life values and idol concepts. In this process, teachers not only transmit linguistic knowledge but also subtly incorporate ideological and political education.

Secondly, teachers play a guiding role in IPE. Through carefully designed teaching activities, such as group discussions, role-playing, and video watching, they stimulate students' interest in learning and guide them to actively explore the deeper meanings behind the ideological and political elements. For instance, teachers can organize students to watch documentaries about heroes fighting against epidemics and

prompt them to reflect on the touching qualities and patriotic sentiments behind their actions, thereby cultivating a sense of social responsibility and mission.

Furthermore, teachers also serve as evaluators in IPE. They need to assess students' understanding and internalization of ideological and political elements through reasonable evaluation methods, such as classroom performance, assignment completion, and group discussion outcomes. At the same time, teachers should encourage students to engage in self-reflection and evaluation, helping them recognize their deficiencies in value shaping and guiding them to improve and enhance themselves.

In summary, the role of teachers in IPE integrated into college English courses is diverse and crucial. They are not only knowledge imparters but also guides and molders of values. By deeply exploring the ideological and political elements in textbooks, designing engaging teaching activities, and conducting reasonable evaluations, teachers can effectively integrate IPE into English language teaching, thereby cultivating compound talents with noble moral character and excellent English proficiency.

## Conclusion

In conclusion, the integration of ideological and political education (IPE) into college English courses represents a pivotal step towards cultivating comprehensively developed talents in the contemporary educational landscape.

The integration of IPE into college English courses was achieved through a combination of explicit instruction and implicit learning. Teachers played a crucial role in guiding students to explore the deeper meanings behind the texts, facilitating discussions that promoted cultural exchange and mutual understanding. At the same time, students were empowered to take ownership of their learning, engaging in self-reflection and peer-to-peer interactions that reinforced the IPE messages.

Furthermore, the findings of this study have important implications for the broader field of education. They suggest that college English courses can serve as a powerful platform for promoting IPE, provided that teachers are equipped with the necessary knowledge, skills, and resources to implement such an approach effectively. Institutions of higher education should prioritize the training and development of teachers in this area, ensuring that they are well-versed in both language teaching methodologies and the principles of IPE.

In sum, the integration of IPE into college English courses is not only feasible but also highly desirable. It enables students to develop a deeper understanding of themselves and the world around them, fostering a sense of national pride, cultural confidence, and social responsibility. As we continue to navigate the complexities of globalization and cultural diversity, it is imperative that we cultivate a generation of talents who are not only proficient in language but also grounded in the values and virtues that define our shared humanity.

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