



# A Research on Ideological and Political Teaching Design of the Course of Advanced English Based on Blended Teaching Mode

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## Abstract

This study aims to explore how to effectively integrate ideological and political education into the teaching of Advanced English Courses. To encourage students to think critically and embrace socialist core values while learning English, the researcher meticulously designed ideological and political themes for the unit under discussion. These themes include “the immutability of life and the impermanence of life”, “How to evaluate the life of a pig?”, “What kind of life is worthy of respect (the coexistence relationship between man and nature)?”, “How to evaluate war and the cost of war?”, “the similarities and differences between man and pig”, “human community with a shared future”, “the inheritance of life and civilization”, etc. in accordance with the characteristics of the Course of Advanced English based on the blended teaching mode integrating online autonomous learning and offline classroom interaction. The ideological and political elements are deeply integrated with the English teaching content. The online platform provides the students with a wealth of ideological and political resources and preview materials, while the offline class promotes students’ in-depth thinking and expression through discussion and case analysis. The research results show that the teaching design not only improves the students’ English level but also significantly enhances their ideological and political accomplishment and social responsibility, which provides strong support for cultivating high-quality talents with international vision and patriotism.

## Keywords

Blended teaching mode; Course of Advance English (CAE); ideological and political education (IPE); ideological and political activities (IPA); teaching design

## Introduction

With the deepening of educational reform, Chinese universities have generally attached great importance to ideological and political education (IPE) in English teaching, recognizing its importance in cultivating students’ comprehensive qualities and correct values. Although the research on IPE in foreign language teaching is still in its early stages, there has been a certain number of research results, which mainly focus on practices, teacher capabilities, and textbook selection. Cui Yongguang and Han Chunxia (2019) conducted a thorough analysis of the necessity and urgency of implementing IPE in English majors and discussed in detail the specific pathways and methods for implementing course ideological and political education, including the selection of teaching content, the improvement of teaching methods, and the

improvement of the evaluation system. Li Zhiying (2020) explored IPE in translation courses at universities using the perspective of emotional learning theory and proposed ideological and political teaching strategies based on emotional factors. Mu Zhigang (2021), for example, explored the necessity and feasibility of implementing IPE in foreign language reading courses and proposed specific pathways for doing so through basic features such as philosophical enlightenment, enrichment of Western culture, and a large amount of extracurricular reading. Wen Qiufang (2021), for example, used the “bilingual education in English and French plus major” international governance talent cultivation model as an example to build and implement an “integrated” IPE system, providing new ideas and models for IPE in foreign language teaching.

However, there are still some challenges in current research and practice. These include teachers’ limited understanding of curriculum ideology and politics, the reliance on a singular teaching content and method, as well as an imperfect evaluation system. These factors hinder the full realization of curriculum ideology and politics. Currently, the development of English majors should consider both the long-term progress of the country and society, as well as present circumstances. The goal is not only to equip students with proficient language skills but also to cultivate their profound humanistic literacy, critical thinking abilities, and innovation capabilities. Therefore, this study focuses on the Course of Advanced English (CAE) as an example that addresses both language acquisition and education objectives. It aims to target students' weak areas comprehensively by enhancing their overall language proficiency while also improving their cross-cultural communication skills and critical thinking abilities in order to broaden their international perspective.

## 1. The Concept and Thought of Integrating the Ideological and Political Elements of Curriculum in Blended Teaching Mode

The teaching design of this unit is based on the Production-Oriented Approach (POA) proposed by Professor Wen Qiufang, a renowned expert in foreign language education in China. Wen Qiufang’s POA aligns with the characteristics of Chinese foreign language learners and emphasizes effective learning outcomes. It measures teaching achievements through students’ learning outputs, advocates for integrating learning with application and culture with Taoism, and enhances the efficiency of foreign language teaching as well as students’ key abilities through a process that involves driving, producing, and evaluating.

Under this concept, students are the center, and teachers are the intermediary, adopting a blended teaching mode to teach CAE, that is, through online learning to achieve knowledge-driven and emotion driven; The design of offline teaching content is targeted to cultivate students’ advanced language ability, such as the cultivation of summary, analysis and discussion, knowledge expansion and critical thinking ability. At the same time, language and education are organically combined to realize curriculum ideology and politics. The evaluation of the effect of ideological and political teaching highlights Pluralism, which combines knowledge, skills, and education to achieve content diversification; Diversifying forms through assignments, tests, and group activities; The subjects are diversified through the evaluation of teachers and students, students, and teachers. Through questionnaires, scales, platform process learning reports, and other forms of feedback to students. The specific teaching mode of this course is shown in the following figure:

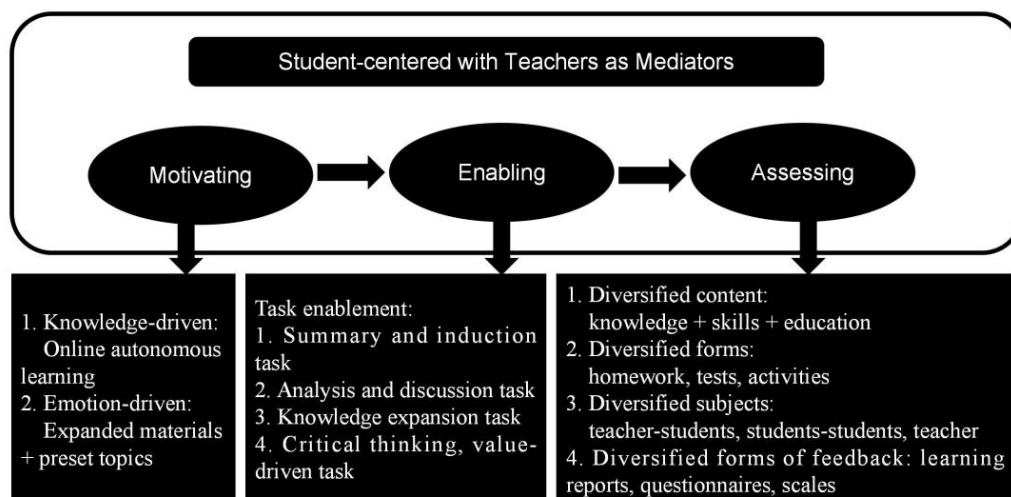


Figure 1. The Teaching Mode of CAE.

## 2. A Sample of Curriculum Ideological and Political Lesson Design

The following will take the Recommended Reading 2 *The Death of a Pig*, Volume 6 of the Third edition of *Contemporary College English* as an example to set the overall goal of IPE of the unit. The lesson design integrated with IPE is presented from the four aspects of the main content of the unit, student activities in the ideological and political links, the ideological and political goals of the course, and the evaluation method of ideological and political activities (IPA) in the three stages of blending teaching mode.

### 2.1 Goal of IPE

Goal 1: Guide students to deeply understand the meaning and value of life, face the sudden changes in life such as disease and death, and dare to meet the great changes in the world.

Goal 2: To develop students' global vision and sense of community with a shared future for mankind, and to recognize and participate in the construction of China's international role on the world stage.

Goal 3: Improve students' ecological moral quality and cultural inheritance awareness, deepen sustainable development education, and enhance global competence.

Through the setting and implementation of the above three objectives, the ideological and political activities of this unit can help students form a correct world outlook, and outlook on life and values, improve their ecological moral quality and cultural inheritance awareness, and lay a solid foundation for their all-round development.

### 2.2 Stage 1 Preview and Preliminary Reading (Online Learning, 2 credit hours; Offline Teaching 2 hours)

#### 2.2.1 Contents of Learning for the Stage

Online learning content: (1) Browse the introduction PPT of author Elvin Brooks White and answer questions; (2) Watch the video clips of the movie *Charlotte's Web* and complete the task list; (3) The text guide paragraph translation exercises; (4) The outline filling exercise; (5) Read the original English version of *Charlotte's Web* and watch the full movie of the same name.

Offline teaching content: (1) Online learning effect assessment; (2) Online learning task evaluation, feedback, and question answering; (3) Overall text analysis: stylistic features, themes, and frameworks; (4) Assign next-class online learning task.

#### 2.2.2 Ideological and Political Activities (IPA) of the Stage

- (1) Brainstorm and word cloud: combined with independent learning content 1, 2, 5 list the subject words and feelings after learning background knowledge.
- (2) Display and comment on translation homework: deepen students' exploration of the theme of the text and interpretation of the author's attitude through self-learning content 3-4.
- (3) Question session: a. Ask the students questions based on the film task list and the text frame diagram, "How does the author present 'the invariance' and sudden change of the day?" b. Based on the first reading of the text, combined with the translated paragraph and the title of the text, ask the students, "Why did the author go to a lot of trouble to record the death of a pig?"

#### 2.2.3 Objectives for IPA of the Stage

- (1) Arouse students' attention to the problem of "the impermanence of life and the impermanence of life", and the emotion drives students to explore the reasons behind the author's writing.
- (2) Through the chapter, the text guide, the first reading of the full text, and the consideration of the questions, the students initially realize that disease and death are unavoidable topics for both an unconcerned and "resistant to consultation" pig and "great" human beings.

#### 2.2.4 Evaluation Methods of IPA of the Stage

- (1) Word cloud screen display: Students and teachers pay immediate attention to the breadth and depth of each group's listed vocabulary, and evaluate the best word cloud.
- (2) Teacher evaluation + student evaluation: (total score of 30 = teacher 15 + student 15) (The criteria for grading translation are shown in Table 1).

**Table 1. The Criteria for Grading Translation.**

Evaluation Dimension and Score Weight (Referred to the TEM-8 Translation Evaluation Criteria)		
Faithfulness of the Translation	Word choice	20%
	Referential and contextual equivalence	20%
	Collocation equivalence	20%
Language Appropriateness	Can make proper translation transfer without changing the original meaning.	20%
	The translated sentence can conform to the information structure and weight characteristics of the source sentence.	20%

## 2.3 The Second Stage of Deep Reading and Discussion (Online Learning, 2 credit hours; Offline Teaching 2 hours)

### 2.3.1 Contents of Learning for the Stage

Online learning: (1) Individual learning tasks: learning about Drama, Tragedy, Black Humor, and Ecological Morality through AI questions; Read “Things to Know: The Ten Worst Plagues in Human History”, The Tragedy of Drama, “The World After Coronavirus” by the author of *A Brief History of Mankind* (Chinese and English); Watch the instructional video.

Offline teaching: Analysis of text details based on individual or group study tasks, improving students’ understanding of difficult words, use of common rhetoric, and ability to select key text information, summary, and conclusion. (2) Group study task: Make groups according to the topic, and complete the discussion on related topics by combining the understanding and appreciation of key paragraphs. Sub-topics include: a. The Tragedy of the Pig b. The process of treating the pig c. The overlap of the fog-covered village and the war scene d. The symbol of the death of the pig e. *For whom the Bell tolls* f. The meaning of death for a healthy life.

### 2.3.2 IPA of the Stage

- (1) Crossword: words related to drama, tragedy, disease, countermeasures, etc.
- (2) Topic Discussion a: How do you evaluate the quote, “In improving his lot, man has also increased his vulnerability to disease. We should be aware of the limits of our own power and should remember that the more we triumph, the more we push infectious diseases to the edge of human experience, and the more we clear the way for catastrophic infectious diseases. We can never escape the limitations of the ecosystem. Whether we like it or not, we are all in the food chain, eating and being eaten. —William Hardy McNeill
- (3) Students’ Keynote Speech a: English keynote speech on the topic of Black Humor Student Keynote Speech b: English keynote speech on Ecological Ethics.
- (4) The topics of grouped tasks match the points of ideological and political topics one by one: a. How to evaluate the life of pigs? b. What kind of life is worthy of respect (the coexistence between man and nature)? c. How to evaluate war and its costs? d. Similarities and differences between humans and pigs e. Community of Human Destiny f. Inheritance of life and civilization.

### 2.3.3 Objectives for IPA of the Stage

The following ideological and political goals are completed through online and offline tasks. (1) Master relevant vocabulary to prepare for the discussion of ideological and political topics. (2) Guide students to pay attention to the relationship between man and nature from the perspective of health and disease. (3) Keynote speech 1: Guide students to appreciate the characteristics of Black Humor in this article: a. the interweaving of absurdity and reality b. the coexistence of humor and pain c. the use of irony and criticism, thus guiding students to realize that the author reflects his attitude towards the topic of illness, death, and life through the technique and tone of Black Humor. Keynote Speech 2: Guide students to enhance their awareness of ecological ethics, integrate the concept of sustainable development into the learning process, guide students to pay attention to environmental protection, resource conservation, and social equity, and cultivate students’ thinking and ability to sustainable development. (4) The topics of the group tasks match the ideological and political goals one by one: a. Through the analysis of the pig’s life, students realize that life is short and precious and that every living body has its own meaning of existence. Even when life seems unchanging, the impermanence of life quietly goes on. This impermanence exists not only in the lives of pigs but also in the lives of humans. b. Emphasis on the importance of respect for life, whether human or animal, every life should be treated equally and respected. Guide students to think about how to live in harmony with nature and understand the practical significance of protecting the environment and caring for animals. C. Through the analysis of war and its costs, students will realize the great damage of war to human

society and the natural environment, and guide students to cherish peace and pursue cooperation. War is not only a huge consumption of human resources, but also a huge loss of civilization and culture. d. By exploring the similarities and differences between humans and pigs, students are guided to think about the relationship between humans, animals, and nature, so as to cultivate students' ecological moral concepts. At the same time, makes students realize that human beings, as higher animals, have the responsibility and obligation to protect nature and care for animals. e. The introduction of the concept of a community with a shared future for mankind enables students to realize that in today's globalized world, countries are increasingly connected, and the behavior of any one country may affect other countries. Therefore, we should uphold the concept of win-win cooperation and jointly tackle global challenges. f. Emphasize the importance of the inheritance of life and civilization. Life is not only the continuation of biology but also the inheritance of culture and spirit. By guiding students to learn the history of mankind's struggle against natural disasters and man-made disasters, students will realize that they are the relay of civilization inheritance, and have the responsibility to pass on excellent cultural traditions and values, and that mankind should build a harmonious ecology and share the blue sky with our children.

**2.3.4 Evaluation Methods of IPA of the Stage**

- (1) Students' self-assessment to test vocabulary accuracy through reference answers in crossword games.
- (2) Evaluation criteria for the effect of thematic discussion (see Table 2).

**Table 2. Evaluation Criteria for the Effect of Thematic Discussion**

Dimension	Criteria
Content Quality	The discussion is in-depth, the views clear, and the information accurate.
Degree of Participation	Members actively participated and spoke with great frequency and depth.
Goal Achievement	The discussion results meet the preset goals and reach a consensus.
Innovative Thinking	Develop new ideas and demonstrate innovative thinking and imagination.
Feedback Application	Effectively transform the discussion results into improvement measures.

- (3) Keynote speech evaluation: Total score of 100 = teacher 50 + student 50

**Table 3. The Criteria for Keynote Speech**

Evaluation Dimension	Weight
Content Design	40%
Language Expression	15%
Thematic Relevance and Extension	15%
Multimedia Skills	15%
Classroom Interaction	15%

Teacher's point 1: Death is the inspiration source and theme of art creation; The difference, integration, and respect of Eastern and Western cultures;

Teacher's point 2: Ecological Morality is the ethical basis of Ecological Civilization; Embodies the new realm of human moral progress; Learn to love nature and love life.

- (4) Evaluation Criteria for Group Study Tasks

**Table 4. The Criteria for Evaluating Group Study Tasks**

Evaluation Subject	Evaluation Criteria	Weight
Teacher Evaluation	Sufficient Data Collection	20%
Group Self-assessment	Active member Participation	20%
	Clear presentation of Results	10%
Inter-group Evaluation	Effectively Communicate Learning Content	20%
	Clear Ideas and Deep Thinking	30%

## 2.4 Summary and Reflection of the Third Stage (Online Learning, 2 class hours; Offline Teaching 2 hours)

### 2.4.1 Contents of Learning for the Stage

Online learning content: (1) Online word test and question answering (2) English song “Counting Stars” (3) Text statement understanding (supplementary) Online question answering (4) Keynote speech videos +PPT upload (5) Reciting videos Upload (6) English video Transcript Exercises (Voluntary).

Offline teaching content: (1) Individual/group presentation of task results (2) Discussion of ideological and political topics + summary and sublimation (3) Rhetorical induction and uploading (4) Writing tasks related to the theme of this unit (integration of ideological and political views) (5) Assignment of online task related to the next unit.

### 2.4.2 IPA of the Stage

(1) Learning an English song “Counting Stars” (2) Topic Discussion b: How do you understand the saying, “Nature is a kind mother and a cruel butcher.”—Hugo (3) Topic Discussion c: In the face of the great changes in the world unseen in a century, as the future of China, how should I realize the value of life? (4) Writing: Based on the background song theme discussion video of “If There is a Tomorrow”, write an argumentative essay on the topic of “If There is a Tomorrow”.

### 2.4.3 Objectives for IPA of the Stage

(1) Through the profound lyrics and infectious melodies of the song, it inspires students to maintain a positive attitude in the face of life’s challenges and keep moving forward, no matter what life throws at us. (2) Guide students how to dare to face challenges in this complicated world, contribute to the great rejuvenation of the Chinese nation, and demonstrate the value of life. (3) Deepen and strengthen students’ respect for nature and life in the human world in the process of expressing their views.

### 2.4.4 Evaluation Methods of IPA of the Stage

- (1) Students will evaluate each other by submitting English song learning and singing audio online. Students will evaluate the Inspirational Singing Ambassador from three aspects: rhythm, English voice appearance and singing performance.
- (2) Evaluation criteria for the effect of thematic discussion (same as Table 2). Teachers’ point: Changes in the world political map; The vigorous force of the scientific and technological revolution; The rise of China; A community with a shared future for mankind.
- (3) Teacher evaluation: Reference to the TEM-8 composition scoring standard from the content, organization, grammar, and appropriateness of the four aspects of evaluation.

## 3. Reflection on Teaching Design

### 3.1 Innovation Points of Ideological and Political Teaching Design

The ideological and political links of the course are organically integrated with the teaching content of the unit, and the implementation of the ideological and political links of the course is promoted through various media resources and various forms of activities, and the achievement of the teaching objectives of the ideological and political links is assessed through multiple evaluation methods.

### 3.2 Improvement Direction

- a) It is necessary to further study the gradual deepening and spiraling logical sequence of ideological and political teaching links in the curriculum, so as to better conform to the cognitive laws of foreign language majors.
- b) Due to the integration of ideological and political links with unit learning links, the evaluation methods and means do not fully highlight the measurement of the degree of practical achievement of ideological and political goals, and more appropriate evaluation methods, means and metrics need to be further studied to effectively detect the progress effect of students’ ideological level.
- c) It is necessary to further develop and supplement ideological and political teaching resources to edify students’ ideological consciousness from multiple levels and perspectives.

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