

Exploring Ideological and Innovative Education for Integrated Course of New College English (Second Edition)

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ABSTRACT

The series of textbooks of the Integrated Course of New College English (Second Edition) was conceived at the end of the last century. The first edition was published at the beginning of the new century and the second in 2010. Due to the long period of time, the selection of materials in the textbook is not well integrated with the localized Chinese culture and is missing content closely related to traditional Chinese culture and Civic Education, etc. The paper puts forward constructive suggestions on how to use the Integrated Course in an innovative way. Firstly, from the perspective of moral education, it is suggested that the moral education elements in the textbook be sorted out and matched with socialist core values and that the ideological and political education of the curriculum is achieved through explicit interpretation of the unit themes and implicit infiltration into language ontology teaching. Secondly, through teaching for learning and learning for research, students are encouraged to participate in innovative and entrepreneurial projects for university students, realizing the extension of university English classroom teaching to extra-curricular research, deepening the content of the teaching materials, and thus cultivating students' innovative thinking and entrepreneurial abilities.

1. Introduction

The series of textbooks of the Integrated Course of New College English (Second Edition) was conceived at the end of the last century. The first edition was published at the beginning of the new century and the second in 2010. This series is a national planning textbook of the Tenth Five-Year Plan as well as the Eleventh Five-Year Plan for General Higher Education and won the first prize of Excellent Textbooks of Shanghai in 2003. The Integrated Course of New College English (Second Edition) follows the principle of "advocating students' independent learning while giving full play to the teacher's leading role; strengthening listening and speaking while taking full account of the cultivation of students' reading, writing, and translating skills; selecting typical samples of linguistic styles or genres of contemporary English as teaching materials; giving full consideration to the cultivation of students' cultural qualities and the teaching of international cultural knowledge". (Xiaozhen, 2010: II-III). As this textbook was written earlier, the selection of materials is not well integrated with the localized Chinese culture and is seriously lacking in content closely related to traditional Chinese culture and Civic Education. How to use the old textbook well with the times and realize the integration of Civic Education in the curriculum is a question that every teacher using this textbook needs to seriously consider. Xi Jinping (2018) emphasized at the National Education Conference that "moral education should be integrated into all aspects of ideological and moral education, cultural and intellectual education, and social and practical education, and throughout all areas of basic, vocational and higher education; the subject system, teaching system, teaching material system and management system should be designed around this goal, teachers should teach around this goal, and students should learn around this goal." How

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to innovatively use the Integrated Course of New College English (Second Edition) (hereinafter referred to as the Integrated Course) to implement moral and innovative education is the main issue to be analyzed in this paper.

2. The Integrated Course and the Morality Education

In 2020, the Ministry of Education issued *the Guidance Outline for the Construction of Morality Cultivation in Course Instruction in Higher Education* (hereinafter referred to as *the Outline*), which clearly requires the promotion of the construction of Morality Cultivation in Course Instruction as “a strategic measure to implement the fundamental task of establishing moral education”. As a basic course, college English has very good conditions for implementation. Firstly, the humanistic nature of the English course provides the premise for moral education; secondly, the instrumental nature of English provides a hotbed for the implementation of innovative education. Despite the fact that *the Integrated Course* was written earlier and lacked obvious materials such as Chinese culture, it can be implemented by combing the existing moral education elements in *the Integrated Course* and creatively combining them with core socialist values.

First, Civic Education is explicitly implemented from the perspective of socialist core values based on the theme of each unit of *the Integrated Course*. This is also a common approach adopted by numerous scholars (Shouren, 2021; Qiong&Guowen, 2021; Zhengguang et al., 2021; Biyu, 2020). For example, Yang Jing (2020) analyses the implementation method of integrating Civic Education in some texts in *the Integrated Course*. Kun&Biyu (2021) systematically mapped the elements of moral education in *the Integrated Course* (Books 2-4) from a three-in-one model of integrating ideological and political education in college English from knowledge transfer, competence development, and value leadership (see Figure 1), and matched the themes perfectly with socialist core values (see Table 2).

Figure 1: A map of the teaching model of integrating ideological and political education in College English

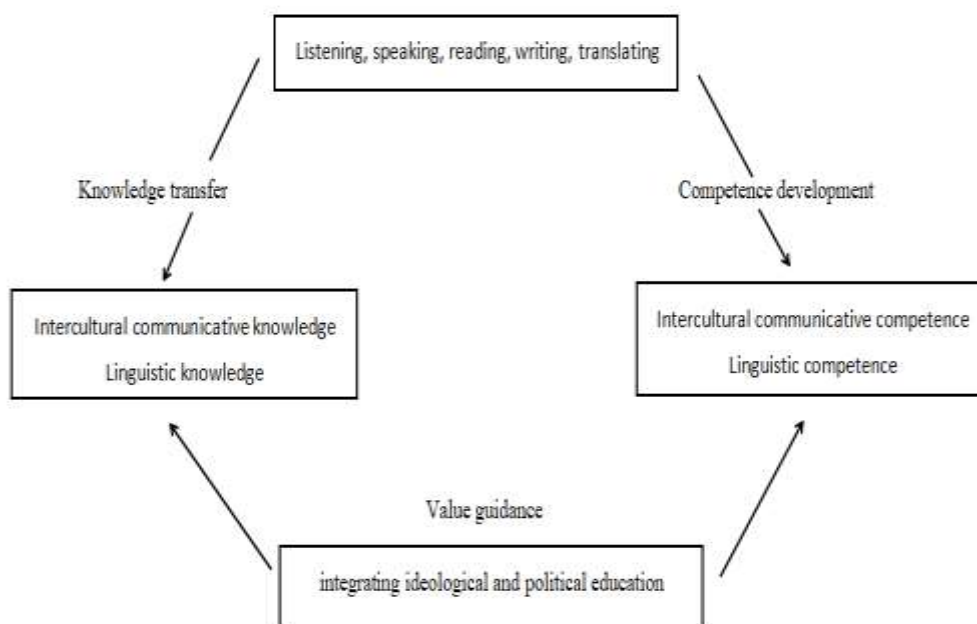


Table 2: Matching map of unit themes with core socialist values

Unit theme keywords	Number of texts	Text	Content of the text	Content of integrating ideological and political Education
Education	2	B2 U1	Educational Philosophy	Educational equity; dedication; values
		B2 U2	Values	

Study	1	B2 U7	English Language Learning	Cultural Confidence and Feelings to family and homelands
Science and Technology Innovation	4	B2 U4	Virtual Worlds	Innovation; Ethics; Scientific Spirit
		B3 U4	Imagination and creativity	
		B3 U8	Cloning technology	
		B4 U2	Smart Cars	
Entrepreneurship	2	B3 U7	Earning a living	Entrepreneurship; Dedication
		B4 U3	Finding a job	
Love	4	B2 U3	Family Traditions	Socialist core values
		B3 U5	Gratitude	
		B3 U6	Friendship	
		B4 U5	Friendship	
War and campaign	4	B3 U2	Human rights campaign	Rule of Law; Peace
		B3 U3	Security	
		B4 U1	Icy defender	
		B4 U7	Terrorist attacks	
Struggle	2	B2 U4	Self-improvement	Self-improvement; autonomy and self-reliance
		B3 U6	Women---Half the Sky	
Harmony	3	B2 U8	Environmental Protection	Community of Human Destiny
		B3 U4	Globalization	
		B4 U8	Tourism	
View of life	2	B3 U1	Country Life	New Socialist Countryside
		B4 U6	Rhythm of life	

As the themes of *the Integrated Course* are selected from major themes in contemporary Western life, language learning is integrated into the process of understanding, thinking about, and exploring real-life issues (Xiaozhen, 2010: III). This choice of material is rich in moral education elements, and global topics such as "love", "dedication" and "ecology" are easy to relate to and resonate with the core socialist values of China today. They are in harmony with the core socialist values of China today. Therefore, the implementation of integrated ideological education based on teaching materials can have an unexpected effect on teaching and learning by bringing them up to date with new content.

Take, for example, the text *A Life Full of Riches* (Unit 2, Book 2). The text theme is value, and it tells when "I" rang a bell to raise money for the Salvation Army for the first time, a child asked, "Are you poor?" This led to a rethinking of material and spiritual pursuits. This theme can be used as a basis for our education on "dedication".

Silent Spring is a popular science paper written by American science writer Rachel Carson about the harmful effects of pesticides on the human environment. For this theme, we have incorporated into the classroom Xi Jinping's speech on eco-environmental protection, such as "green hills and blue waters are golden mountains and silver hills", to proceed with the "environmental protection" education in the classroom.

The text *Mr. Doherty Builds His Dream Life* (Unit 1, Book 3) tells the true story of the author's transition from urban to rural life and is steeped in the author's yearning, longing, and satisfaction for rural life in America, reflecting the author's strong feeling to family and homelands. In accordance with the theme of this lesson, we have chosen "The New Socialist Countryside" as an extended topic to guide students to gain a deeper understanding of the new socialist countryside.

In the text *Writing Three Thank-you Letters* (Unit 5, Book 3), the author recalls three mentors who helped him on his journey: his father, his teacher, and his grandmother, and writes three letters to express his gratitude. For this theme, we asked students to write thank-you letters to the most beautiful people walking in the teeth of danger, thanking our angels in white for helping Wuhan, and thanking our angels in white for contributing China's experience and solutions in fighting the epidemic to countries in need.

Secondly, apart from relying on the theme of the unit and explicitly integrating political and ideological education, we also subtly infiltrate the education when teaching language. In the listening exercise, we select current political news materials to enable students to learn about national current affairs news while receiving listening training, so as to subconsciously enhance students' political literacy and cultivate their firm political awareness and stance. The oral training is based on the textbook's core socialist values, the community of human destiny, and the ethics of science and technology. For example, when discussing the topic of "love", students are guided to appreciate the idea of "a community of shared future for humanity", which means that "the epidemic is merciless, but there is love on earth", in the context of the current global concern about the novel coronavirus epidemic, and to educate students on core socialist values. The reading materials are usually rich in elements of ideological and political education. Take *The Icy Defender* (Unit 1, Book 4), for example, which tells the story of Russia and the former Soviet Union who relied on the cold climate to defeat invaders and defend their country. For this theme, we introduce the content of political and ideological education from the point of "War and Peace" to guide students to correctly understand the cruelty and bloodshed of war, advocate world peace, and oppose the war.

Vocabulary teaching can also be brought up to date. The text *A Search of Doves Man* (Unit 4, Book 4) is about globalization and the phrase "going out" appears in the text. When explaining this phrase, we explored the more authentic expression for "going out" in the context of current news and the mutual appreciation of civilizations: go global, and expanded the expression for "going in" to go global. In Chinese culture "To go global" is to face the world, not only out, but also glocalization, so that more people can understand China.

Writing is also a good way to carry out political and ideological education, especially the writing of reviews after reading. We asked students to write about their feelings after reading "Cinderella" again, and they talked freely: "When I was a child, I read 'Cinderella', and I hated the stepmother the most, and I read about the unfortunate encounter and lucky love of the charming Cinderella. When I read Cinderella again as an adult, I had a new way of thinking about human nature. From the way the stepmother treats her own daughter, she is not 'bad', just not good enough." "Cinderella's success exemplifies the importance of friends on one's road to success."

Translation can also be integrated into ideological and political education. For example, when explaining the English version of "the War of Resistance against Japan", we chose two versions, one from Wikipedia---the Second Sino-Japanese War, and the other from the Central Compilation Bureau---the War of Resistance against Japanese Aggression. The first version uses the word "the second", which easily stimulates the reader to recall the First Sino-Japanese War, the Sino-Japanese War of 1894, but this war was the Japanese invasion of China and Korea in the late 19th century. The War of Resistance against Japan was the greatest war of defense in the history of the Chinese nation, a just war of the Chinese people against Japanese imperialist aggression. The War of

Resistance Against Japanese Aggression, on the other hand, is an objective representation of the historical reality of the War of Resistance against Japan. Through the comparison of the two versions, students are unconsciously educated in an ideological and political manner.

Establishing moral education is the basic policy of college English teaching. To train successors for the country's socialist construction, ideological education is a prerequisite, and principal learning must have a correct worldview, outlook on life, and values.

3. The Integrated Course and Innovative and Entrepreneurial Education

The humanistic nature of college English provides rich moral education materials for the implementation of Civic Education, while the instrumental nature of its subject provides educational soil for conducting innovative and entrepreneurial education (Biyu, 2016; Biyu, 2020; Guohui, 2020; Jinying et al. 2016; Chuangen, 2015). The relationship between *the Integrated Course* and innovative entrepreneurship education is reflected in the content of the material utilized by teachers in the classroom and how it contributes to students' English learning process after the class.

Firstly, innovative and entrepreneurial education is achieved by creating opportunities for innovative training in the classroom through specialized and creative integration education. Many of the selections in *the Integrated Course* are texts with scientific and technical content that are aligned with students' professional orientation. Based on the content of these texts, teachers can invite students from relevant majors to express their professional views on relevant topics and have class discussions in the form of writing or speaking after reading, based on the content of these texts. For example, *Was Einstein an Alien* in Book 3, Unit 4 is about Einstein's family, life, and work. A range of physical knowledge appears in the text: Special Relativity, Field Theory, Space-time Theory, etc. In the lecture, we invited physics or engineering students to share their knowledge of these subjects and encouraged them to express it in the simplest and most understandable terms. This not only stimulates the speakers' background knowledge of the subject but also engages their interest in learning. At the same time, the students' critical thinking skills in English were more than honed through their writing and oral presentation. The students who share thus also reap the full satisfaction of learning the subject in class, and the envious looks from their peers directly stimulate their interest and motivation to learn English. Another example, in *Silent Spring* (Unit 8, Book 2) we invited students from the School of Pharmacy and the Department of Chemistry to give a basic literacy lesson on the field of pesticides and to discuss the topic of 'environmental protection around the world' in small groups in order to develop students' awareness of environmental protection.

Secondly, through the mode of teaching for research and research for learning, after-school innovative and entrepreneurial practice activities are conducted to cultivate students' innovative thinking and entrepreneurial abilities. *The Integrated Course* aims to guide students in listening, speaking, reading, writing, and translating multifaceted language drills based on an in-depth study of the text from the perspectives of words, sentences, and chapters, with an emphasis on developing students' English language skills and comprehensive application skills. Classroom lectures are an important channel for language input learning, but output learning is not enough just to rely on classroom learning alone. Therefore, every year we encourage students to turn what they hear and think in the classroom into the project and encourage students in the class (non-English majors) to actively apply for the Student Innovation and Entrepreneurship Project. Through participation, they learn to think and explore, cultivate the ability to identify problems and solve them and train their ability to search the literature and use English. In the past five years, we have supervised 10 projects, including one at the national level, three at the Shanghai level, and six at the university level, all of which were selected from *the Integrated Course*. When reflecting on the rewards of their research, the students said:

The biggest problem that the project team is currently facing is how to further analyze and write a thesis on the aesthetic structure of the subject from a more diverse perspective. The next step in the project will be to look at how we can better translate the different language approaches and strategies in the face of the differences in language systems. In addition, in writing the thesis, the project members generally found that we were not able to control the length of the manuscript and the categorization of the content in the manuscript due to the constraints of our academic level, and it will be our main focus and direction for the next project to find out how to better address the difficulties of native Chinese students in learning English.

In order to address the problems identified above, we will, firstly, further refine and establish the future direction of the project and regularly communicate with our project supervisor to discuss solutions and countermeasures to the problems. Secondly, in terms of thesis writing skills, we will take a more academic perspective and look more closely at the relevant literature and journals, such as those published in core journals, to identify our own shortcomings in thesis writing skills through contrastive and comparative learning, and then continue to polish and revise them to promote the project on the one hand, and to improve our own skills and qualities on a deeper level.

After this interim assessment, the project team will shift the focus of the project from literature research, questionnaire analysis, and research study to thesis writing and summary of results. We will continue to work with our supervisors to carry out regular

academic workshops to rectify and improve on the problems we have faced in the previous projects. At the same time, we will also further expand our survey targets and subject target groups, and through big data collection and analysis, we will gain a more comprehensive and concrete understanding of current university students' perceptions of the cultivation of self-exporting abilities when faced with aesthetic differences between English and Chinese structures, and further improve the current data and write a special paper on the data survey and analysis report based on the results of the practical survey. At the same time, the project will be further adjusted in the light of the problems identified in the preliminary and mid-term surveys and the comments and suggestions of the relevant professional reviewers, so that three to five papers can be published by the end of this year.

Students are also encouraged to collect their research results into an essay as they participate in the research of the University Innovation and Entrepreneurship Project. In the essay writing process, students are trained to think and gain new insights into the use of English and understanding of English, and so far, the project students have published 10 essays and won 10 awards of various kinds. The innovative use of *the Integrated Course* has yielded new rewards for both university English teaching and talent development.

4. Conclusion

What kind of people to train, how to train them, and for whom to train them are the fundamental questions of education; the effectiveness of moral education is the fundamental criterion for testing all the work of universities; creativity and entrepreneurship is the guarantee of national rejuvenation and the rise of the country. The creative use of *the Integrated Course* systematically sorts out the moral education elements in the teaching materials and makes full use of classroom teaching to integrate the cultivation and practice of socialist values into the teaching of English at university, not only to train students' English usage and cross-cultural communicative skills but also to cultivate students' feelings to family and homelands and fully present the beliefs and concepts of road confidence, theory confidence, system confidence, and cultural confidence. At the same time, according to the textual characteristics of *the Integrated Course*, the English teaching is cleverly combined with students' subject specialization, from the perspective of specialized and creative integration, broadening students' horizons, enhancing their innovative and entrepreneurial abilities, and strengthening their satisfaction and interest in learning English. Teaching for learning, learning for research, promoting students' application of learning, and contributing positively to the cultivation of students' innovation, entrepreneurial thinking, and creative abilities, ensure that students have a brand new harvest both inside and outside the classroom.

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Conflicts of Interest: The authors declare no conflict of interest.

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