

Exploration and Research on Multilingual Learning Enlightenment for Primary School Students from the Perspective of Ideological and Political Education

-- A Case Study of Public Teaching Activities by AYBS Volunteers

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Abstract. This paper takes the teaching practice of the AYBS public teaching group in six primary schools in the city Zibo as an example to explore and study the enlightenment of multilingual learning for primary school students from the perspective of curriculum ideology and politics (CIP). Guided by the Ministry of Education's key directives on CIP construction, the study investigates practical approaches, specific methods, and the positive significance of integrating ideological and political education into multilingual learning classes for primary school students. It also conducts an in-depth analysis of the current state of multilingual education for primary school students and the author's own teaching practices, summarizing the research findings and presenting the challenges and reflections encountered. The goal is to provide insights and inspiration for multilingual education for primary school students from the perspective of curriculum ideology and politics.

Keywords: Curriculum Ideology and Politics; Primary School Students; Multilingual; Learning Enlightenment; Practice; Study.

1. Introduction

This study focuses on the concept of Curriculum Ideology and Politics (CIP) in fostering education and targets foreign language education in primary education. Using Zibo city in the central Shandong province as the site of practice, it takes the specific teaching practices of the “Ai Yu Bus” (AYBS) public welfare teaching team in six primary schools as a case study. The research analyzes the feasibility and operability of initiating multilingual learning for primary school students from the CIP perspective, as well as the practicability of leveraging higher education resources for multilingual teaching. The goal is to explore a new integrated model for ideological and political education across universities, middle schools, and primary schools, promoting Chinese culture and amplifying the voice of China through multilingual education.

2. Research Background and Significance of Multilingual Learning Enlightenment for Primary School Students from the Perspective of CIP

2.1 Research Background

The construction of Curriculum Ideology and Politics (CIP) is a vital component in developing a talent cultivation system with Chinese characteristics in the humanities. The National Education Conference held in September 2024 emphasized the need to “persistently use president’s Thought on Socialism with Chinese Characteristics for a New Era to shape values and educate people, and implement the moral education project for the new era” and to “continuously strengthen and improve ideological and political education in schools in the new era”[1]. Similarly, major educational conferences such as the 2018 National Education Conference and the National Conference on Ideological and Political Work in Universities repeatedly stressed the importance of advancing CIP construction in school education. This involves integrating CIP concepts into all subjects to fully implement the fundamental task of fostering virtue and morality[2]. From the perspective of language learning, the current stage of comprehensive deepening of reforms, the flourishing development of

the Belt and Road Initiative, and the acceleration of high-level opening-up policies have led to a growing demand for foreign language talents, particularly multilingual and interdisciplinary professionals. Taking Qingdao, the author's location, as an example, this northern, developed coastal city serves as a crucial platform for international exchanges and is at the forefront of multilingual education nationwide. Among the city's 516 primary and secondary schools, dozens, including Baiyunshan School, Qingdao No.2 Middle School, and Qingdao No.9 Middle School, offer courses in less commonly taught languages, which are incorporated into their curriculum management systems. Multilingual education not only focuses on cultivating students' foreign language skills and interests but also enables them to view the world from their classrooms and dream of the future. However, compared to developed cities, less developed areas offer significantly fewer opportunities for multilingual education, if any at all. In Shandong Province, apart from a few primary schools in cities like Qingdao and Jinan, most inland regions lack such courses, depriving primary school students of exposure to languages other than English. Moreover, multilingual education from a CIP perspective is virtually nonexistent in these areas. This study, grounded in the CIP perspective, explores the pathways and methods for initiating multilingual learning enlightenment among primary school students. It aims to contribute to the implementation and promotion of CIP in foreign language education in the context of the new era.

2.2 Research Significance

The 2022 edition of the Compulsory Education English Curriculum Standards emphasizes that English courses possess both humanistic and instrumental qualities [3], which also applies to other language courses. From the perspective of curriculum ideology and politics (CIP), multilingual teaching involves more than imparting knowledge, developing language skills, and fostering critical thinking. More importantly, it aims to cultivate students' moral character, promote their holistic development, and shape a correct worldview, values, and outlook on life. The implementation of CIP is therefore a fundamental approach to delivering comprehensive and effective ideological and political education to primary school students. It integrates ideological and political knowledge into various disciplines and educational stages[3], subtly (like "silent rain") imparting values while enhancing students' cultural literacy. This study aligns multilingual courses with primary school moral and civic education classes to generate a synergistic effect, advancing the holistic educational goal of fostering virtue and morality. Its significance lies in the following aspects.

2.2.1 Expanding the Scope of Research on CIP

CIP serves as the most effective pathway for providing ideological and political education across all educational levels and is a strategic initiative for achieving the nation's fundamental goal of fostering virtue and morality[3]. Currently, research on CIP is predominantly concentrated at the higher education level, with relatively limited studies addressing CIP in primary education[2]. Based on thorough teaching practice, this study enriches the theoretical research on CIP in foreign language education, providing theoretical support and practical guidance for multilingual learning enlightenment among primary school students from a CIP perspective.

2.2.2 Providing Methodological Support for CIP in Foreign Language Education

This study leverages the advantages of university resources to explore a new integrated model for CIP in foreign language education across universities, middle schools, and primary schools. It innovates both online and offline teaching methods, proposing targeted approaches and conducting practical exploration. By incorporating CIP into foreign language curricula from multiple angles, the research seeks to expand the depth and breadth of CIP implementation.

2.2.3 Realizing the Tangible Implementation of Multilingual Teaching from the CIP Perspective

The study integrates elements such as traditional Chinese culture and red (revolutionary) education into the teaching process, refining them into clear, visual, and concrete knowledge points. Interactive

and situational teaching methods are employed to make learning engaging and enjoyable, thereby stimulating students' enthusiasm and initiative. This approach enhances student participation and knowledge retention while seamlessly embedding ideological and political education into the learning process.

2.2.4 Promoting Chinese Culture through Multilingual Education

Based on the concept of “A Chinese Heart × Foreign Languages”, with CIP serving as a powerful safeguard for fostering the “Chinese heart” [4], the study aligns with the principle of “Chinese people learning foreign languages, and learning foreign languages for China”. It innovates teaching strategies to integrate ideological and political education into language learning classrooms. While initiating multilingual learning, fostering interest, and broadening students' horizons, the study uses multiple languages to highlight Chinese elements, narrate China's stories effectively, and promote Chinese culture globally.

3. Practical Pathways for Multilingual Learning Enlightenment from the CIP Perspective

This study leverages the disciplinary strengths of Qingdao University in ideological and political education (teacher training) and in top-tier programs such as Japanese, Korean, German, French, and English. It focuses on providing multilingual learning enlightenment and teaching practices for first to fifth-grade students in six primary schools in Zibo. By combining online and offline approaches, the study integrates CIP into primary school foreign language education, bringing innovative content such as Chinese traditional culture and core values, presented through multiple languages, into the classroom through diverse channels and perspectives. The specific practical methods are as follows.

3.1 Conducting Preliminary Research

To ensure the feasibility of this study, the research team conducted a statistical investigation into the current state of multilingual education for primary school students in developed regions such as Qingdao, Beijing, Shanghai, and Shenzhen. Based on the findings, a feasible implementation plan was formulated. In the investigation of the six target primary schools, the team employed diverse methods such as questionnaires, group discussions, and one-on-one interviews to assess the current state and needs of foreign language education. The research focused on language preferences, learning schedules, and teaching methods, and designed the *AYBS Multilingual Learning Enlightenment and Study Questionnaire*. A total of 560 questionnaires were distributed and collected, and the results were meticulously analyzed. According to the feedback, 389 respondents considered learning foreign languages to be very important. Among them, 516 students had never been exposed to a second foreign language, while 420 expressed a desire to learn one. French and German were the most popular choices, with 327 and 296 students, respectively, indicating interest in these languages. Based on this feedback, the research team identified the target languages and content for instruction, providing robust theoretical and data-based support for the project's implementation.

3.2 Offline Practical Teaching

The team utilized opportunities provided by social practice initiatives such as the “Going to the Countryside” program during summer vacations and the “Returning to Hometowns” program during winter breaks. Practical teaching sessions were conducted in six primary schools in Zibo, including Bucun Village Hope Primary School, Fanyang Primary School in Wenchang Lake District, Wenchang Xinyuan Primary School, Mengshan Primary School in Wenchanghu District, Xihe Town Central Primary School in Zichuan District, and the Fifth Primary School in Zibo High-Tech Zone. These sessions were carried out in the summers of 2023 and 2024, as well as the winter of 2024, engaging over 300 primary school students in total. In classroom instruction, the team focused on innovating teaching methods, employing engaging formats such as animated videos, children's songs,

and role-playing to make lessons more lively and enjoyable. These interactive and entertaining approaches were met with enthusiastic participation and active collaboration from the students, who demonstrated strong interest in learning. The teaching sessions achieved notable success in terms of effectiveness.

3.3 Online Practical Teaching

Considering stability and ease of use, the team selected the DingTalk conferencing platform for online instruction. Through DingTalk live streaming, 30 online teaching sessions were conducted, with 12 DingTalk groups established to support six schools. Approximately 340 primary school students participated, learning German, French, Korean, and English. During online sessions, the team tailored English lessons by grade level to match students' learning progress and organized interest-based classes for other languages. The team's professional teaching, meticulous preparation, and responsible attitude received widespread recognition and praise from school teachers, parents, and students alike.

4. Teaching Methods for Multilingual Learning Enlightenment from the CIP Perspective

During the practical teaching sessions in the six schools, the team developed teaching plans and PowerPoint presentations based on the findings of the questionnaire survey. A total of 30 courseware materials were created, emphasizing both knowledge and engagement, for German, French, Korean, and English lessons. Before each class, team members conducted multiple trial lessons to ensure optimal teaching outcomes. In classroom instruction, the team distilled key elements from the CIP perspective, such as core values, traditional culture, and a sense of patriotism, transforming them into clear, vivid, and tangible knowledge points. These were seamlessly integrated into multilingual lessons. Through this approach, students not only experienced the beauty of cultural diversity but also internalized Chinese culture and ideological education, presented and learned in multiple languages. This method effectively combined cultural enrichment with moral and ideological growth.

4.1 In the German Class

A cultural learning theme was designed in the German class, where students were introduced to rare and representative animals from different countries. The team highlighted China's gift to the Berlin Zoo—the giant pandas “Meng Meng”, “Jiao Qing”, and their offspring “Meng Yuan” and “Meng Xiang”. The diplomatic significance of this gift was explained, emphasizing that it symbolizes peace and friendship, and serves as an important diplomatic strategy for strengthening friendly exchanges between nations and enhancing a country's soft power in the new era.

4.2 In the French Class

In the French class, the team focused on the upcoming Paris Olympic Games, teaching the French expressions for China's strength in sports such as table tennis and diving. Through interactive questioning, example sharing, and storytelling, the team conveyed the inspiring stories of Olympic champions. Students learned about the Chinese athletes' spirit of striving for excellence and fulfilling their mission. This approach aimed to foster a sense of patriotism and the resilient, hardworking qualities in students.

4.3 In the Korean Class

In the Korean class, the team introduced the integration and collision of Chinese and Korean etiquette cultures. Using storytelling and situational methods, the team shared the story of Kong Rong giving up pears. Through group collaboration and role-playing, students reenacted the story, vividly illustrating the core Chinese virtues of “benevolence, filial piety, humility, and good manners”. This

activity encouraged students to abide by social norms and taught them the importance of respect and humility.

4.4 In the English Class

In the English class, the team not only explored the ideological and political elements embedded in the existing English textbooks but also selected familiar Chinese poems and proverbs to explain their English expressions. For example, the team discussed “A friend in need is a friend indeed” and “Many drops make a shower, and many grains make a tower”, linking these Chinese classics to their English counterparts. Students appreciated the beauty of the poems and experienced the profound cultural depth and unique charm of Chinese poetry.

From these teaching practices, it is evident that the ideological and political elements embedded in different languages vary. The knowledge points derived from different cultural backgrounds and refined according to the characteristics of the curriculum, thinking methods, and values, when presented in an appropriate way, yield good results. Furthermore, it is clear that for primary school students, teaching languages other than English requires designing curriculum content that integrates ideological and political education. These languages can flexibly and subtly incorporate elements of cultural background, customs, and etiquette, finding more natural connections that allow ideological education to be subtly embedded in the learning experience.

5. Issues in Primary School Multilingual Education from the Perspective of CIP

During the one and a half years of practical teaching and research, the team conducted in-depth communication and exchanges with teachers, parents, and students at six grassroots primary schools through meetings, individual talks, and surveys. Through this process, several issues in primary school foreign language education were identified.

5.1 At the School Level

From the perspective of individual schools, some schools, especially those in rural areas, are still unclear about multilingual education within the framework of curriculum ideological and political education, and their educational concepts are not yet advanced. For instance, when discussing with English teachers, it was found that their training primarily focused on teaching English language skills. Due to a lack of systematic guidance, they did not have concrete methods to integrate ideological and political education into English lessons. Teachers were unsure about when or how to incorporate ideological content into their teaching, and they lacked sufficient pedagogical strategies in this regard. However, after receiving lessons from the team, the teachers and students generally felt that the course was innovative, engaging, and aligned with advanced educational philosophies. They gained a more tangible and intuitive understanding of multilingual teaching from the perspective of ideological and political education, offering positive feedback. Despite this, influenced by the pressure of exam-oriented education, the team believes that the deep and widespread promotion of multilingual education from the perspective of curriculum ideological and political education will require a long process.

5.2 At the Parent Level

Parental attitudes toward multilingual learning initiatives are uneven, largely because languages other than English are not part of standard exam curricula. Some parents view multilingual education as essential for broadening students’ international horizons and promoting their holistic development. These parents actively guide their children’s learning, which, as evidenced in class, correlates with better classroom performance and greater learning enthusiasm among these students - likely influenced by their parents’ encouragement. Conversely, some parents regard additional language courses as unnecessary since they are not exam subjects. Even when these courses incorporate

elements of traditional Chinese culture and moral education, such parents show limited interest and motivation to support their children's participation. In some cases, this attitude extends even to English, with a small number of parents placing insufficient importance on the subject. Further compounded by online discussions advocating for "reducing the emphasis on English education", some parents believe that primary education should prioritize mathematics and Chinese, with foreign languages deemed less critical.

5.3 At the Student Level

Students' classroom performance exhibited a clear polarization. Most students displayed active participation, willingly answering questions, engaging in activities, and showing strong interest in learning. However, a small minority of students struggled with attention and engagement, demonstrating low enthusiasm and expressiveness. In terms of learning ability, the majority of students demonstrated strong comprehension skills. They were able to accurately follow pronunciation, actively respond to questions, and quickly grasp the content taught in class. Additionally, a small group of students showcased exceptional performance, displaying creativity and initiative beyond the scope of the lessons. Overall, student performance exceeded expectations, which is a source of encouragement and affirmation for the teaching efforts.

5.4 Learning Conditions

Some schools, particularly those in less developed areas, face limitations in access to multilingual learning resources. In these regions, there are often no extracurricular training institutions or interest-based classes for additional language learning. Consequently, even students with a genuine interest in multilingual education struggle to find opportunities or channels to pursue such studies.

6. Recommendations for Multilingual Learning for Primary School Students from the Perspective of CIP

Based on the identified challenges and observations during the practice and research process, the following recommendations are proposed.

6.1 Innovate an Integrated Foreign Language Ideological and Political Education Model Across Universities, Secondary, and Primary Schools

Leverage high-quality academic resources from universities to create a mentorship framework where university students guide primary school students. This approach uses multilingual education as a bridge to collectively advance an integrated ideological and political education model. By incorporating initiatives such as holiday social practice, volunteer services, and online teaching platforms (like mobile apps), this model facilitates both in-person and online instruction. The multidimensional approach ensures the seamless introduction of foreign language courses with ideological and political elements into primary education, filling the gap in multilingual learning from a curriculum ideological and political perspective.

6.2 Strengthen Professional Development for Primary School Foreign Language Teachers

From the perspective of CIP, and taking the widely implemented English subject in primary schools as an example, schools should actively establish training systems for foreign language teachers. This includes organizing interdisciplinary programs such as ideological and political education salons or specialized training sessions that involve both foreign language and moral education teachers. These initiatives aim to enhance foreign language teachers' understanding and awareness of ideological and political education concepts, fostering their enthusiasm and initiative to integrate these elements into their teaching. By improving teachers' ability to incorporate curriculum-based ideological and political content [2], they can assume the role of moral guides in students' development, thereby promoting students' holistic growth.

6.3 Strengthen Guidance on Multilingual Learning Enlightenment from the Perspective of CIP

Parents and teachers can encourage children to learn languages beyond English. At the school level, schools can draw on the experiences of institutions with established multilingual education programs. For example, in Qingdao, schools like Qingdao No. 2 High School, Qingdao No. 9 High School, and Baiyunshan School offer successful models. Schools may consider offering language courses based on their needs and incorporating them into their curriculum management systems. At the parental level, children can be encouraged to participate in language immersion camps or short-term courses during school holidays. Through engaging activities and learning in a relaxed and enjoyable environment, children can not only acquire language skills but also absorb humanistic and moral values.

6.4 Fully Stimulate Students' Interest in Learning

Parents can provide children with resources related to the target language, such as books, movies, music, and games. Simple methods like organizing a “family language immersion day” can encourage parents and children to learn and participate together, enhancing children’s enthusiasm for language learning. Schools can take advantage of after-school programs or specialized tutoring classes to incorporate ideological and political elements aligned with the characteristics of different languages. Through activities like skits, animated films, and other engaging methods, students can learn in an entertaining and interactive way, fostering their curiosity and motivation for language study.

7. Conclusion

This study, from the perspective of curriculum-based ideological and political education, has innovatively conducted teaching practices for introducing multilingual learning to primary school students. It has explored practical paths, developed teaching methods integrating ideological and political elements into various language courses, analyzed existing issues, and provided constructive suggestions and reflections. These efforts have clarified the feasibility and operability of implementing multilingual education for primary school students under the framework of curriculum-based ideological and political education, offering valuable references and inspiration for foreign language teaching in primary education.

However, as the author is still at the undergraduate level, the research on integrating ideological and political education into primary school foreign language teaching may lack depth^[5], with theoretical discussions and practical summaries possibly being insufficiently comprehensive. Constructive criticism and guidance from experts, teachers, and peers are earnestly welcomed to help further develop and refine research in this field.

Acknowledgments

In the process of completing this thesis, I am grateful for the support from the 2023 Shandong Province College Students’ Innovation and Entrepreneurship Training Program “AYBS - Exploration and Practice of Multilingual Public Welfare Education for Primary School Students in Poverty-stricken Areas” (S202311065078).

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