

A Study on the Teaching Practice of Advanced English Ideological and Political Education Based on ADDIE Model

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Abstract: Taking lesson 7 The Ones Who Walk Away from Omelas (Excerpts) in the textbook Advanced English 2 as a case study and adopting ADDIE model, the present paper presents a detailed illustration on how to implement ideological and political education by referring to the five teaching stages under ADDIE model. Through the exploration of incorporating ideological and political education into Advanced English instruction, the author hopes to shift the course focus from pure language skill training to values building and to enhance students' moral quality and critical thinking ability so that they can shoulder the responsibility of spreading Chinese culture to the whole world.

Keywords: ADDIE model; Advanced English course; Curriculum ideological and political education.

1. Introduction

Ideological and political education can be traced back to 2016 when General Secretary Xi Jinping pointed out that other courses and ideological and political theory courses should go together, forming a synergistic effect. In 2017, the Ministry of Education officially put forward the educational idea of ideological and political construction of curriculum. "New Era Higher Education 40 Rules" released in 2018 clearly stipulates that ideological and political education runs through the whole process of high-level undergraduate education. According to "Quality 20 Rules" released in 2019, ideological and political construction of curriculum is a key step to carry out the fundamental task of strengthening moral education and cultivating people. At the National Education Congress, General Secretary Xi Jinping further emphasized that strengthening moral education and cultivating people should be reflected in every stage of ideological and moral education, education in general knowledge and social practice. (Wu Fei, 2021) Besides, Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities issued in June 2020 clearly set out that ideological and political construction of curriculum aims to combine value shaping with knowledge imparting and ability cultivation, further promoting the effects of moral education and cultivating people in colleges and universities. In this paper, by referring to the five teaching steps of the ADDIE model, the author tries to explore effective ways to carry out teaching practice of Advanced English ideological and political education.

2. The Feasibility and Necessity to Carry out Ideological and Political Education for Advanced English Course

At the author's university, Advanced English is a compulsory course opened for junior and senior English majors and the textbooks for this course are Advanced English Book 1 & 2 (the 3rd edition) published by Foreign Language Teaching and Research Press (FLTRP) with Zhang

Hanxi being the chief editor. The texts in the textbooks are mainly about British and American culture with some common values of humankind including peace, development, justice, integrity, democracy and freedom being promoted. With the above common values of humankind being carefully extracted from the texts, we can better achieve the ideological and political goal of "shaping values, imparting knowledge and training ability."

However, there are also some disadvantages about the textbooks. The unbalanced input of western cultural values would easily lead to western culture worship and neglect of Chinese culture among Chinese learners. Thus, it is of great necessity for teachers to properly supplement fine traditional Chinese cultural knowledge in their curriculum idea, course objective, course content and course design. By doing this and on the basis of a full understanding of common values of humankind, learners could have a better understanding and recognition of their cultural values with their cultural confidence and their sense of national pride being greatly improved. (Zou Qiyang, 2022)

3. Teaching Design Under ADDIE MODEL

According to ADDIE model, teaching activity design involves five stages: analysis, design, development, implementation and evaluation. The specific content for each stage is as follows:

At the first stage, analysis should be made on students' learning situation and teaching content. After the analysis has been completed, a clear image is developed of the 'shortages' to be bridged between existing knowledge and desired results.

In the design stage, the so-called blueprint is created. The necessary specifications that need to be determined are: goals, themes and content for ideological and political education and the way to integrate ideological and political elements into professional teaching. The above aspects are developed into a design plan.

The development stage involves two aspects: developing learning environment and developing teaching materials. At this stage, the design is realized and the entire educational process is tested in order to ensure no further development

will be needed later.

In the implementation stage, the final product is presented to the learner. Evaluation is an aspect that comes back during all five of the processes. Implementation and evaluation stage involve pre-class preparation, in-class internalization, after-class expansion and sublimation as well as evaluation and making adjustment.

The five stages that cover the entire process need to be carefully considered to design a lesson or teaching plan that appeals to students. The core activities analysis, design, development and implementation follow each other in the first four stages of the ADDIE model. After the educational goals have been defined, a blueprint is drawn up. During the third stage, development, it is determined which didactical methods suit the subject matter best. During the penultimate stage, the design plan is implemented in practice. Continuous monitoring and evaluation need to take place in order to transfer knowledge and skills to the learner as effectively and efficiently as possible. Evaluation is a continuous activity that comes back at every sub-stage to be able to adjust when necessary.

4. Teaching Practice of Advanced English Ideological and Political Education Based on ADDIE Model

Taking lesson 7 *The Ones Who Walk Away from Omelas* (Excerpts) in the textbook *Advanced English Book 2* (the 3rd edition) as an example, the author explores how to carry out ideological and political education by referring to the five stages of analysis, design, development, implementation and evaluation under ADDIE Model.

4.1. Teaching Analysis

(1) Students analysis

Advanced English is a compulsory course for junior and senior English majors. More than 80% of the course learners passed TEM4 in their second college years, which means they have a relatively solid language foundation. Classroom instruction shows that students have a good mastery of basic language points related to the texts but they lack of both critical thinking ability and cultural confidence, thus most students are unable to spread Chinese culture in English.

(2) Teaching content analysis

The text *Omelas* can be divided into three parts: part one is about *Omelas* citizens celebrating Summer Festival. By portraying *Omelas* as a Utopian city, the author presents her own view of happiness. Part two reveals the secret of *Omelas*' happiness: the happiness of the city is based on the suffering of a child imprisoned in a cellar. Part three introduces *Omelas* citizens' two different responses towards the child's suffering: most citizens choose to stay in the city and accept the terms of happiness while a small number of citizens choose to leave the city as they can't accept the terms. (Zhang Hanxi, etc. 2017)

4.2. Teaching Design

Lesson 7 *The Ones Who Walk Away from Omelas* (Excerpts) is a political allegory and the author sets the goal of ideological and political education as "promoting the spirit of selfless devotion as well as harmonious society". Based on this goal, two major themes are proposed: voluntary service promotes self-value and the original aspiration and the mission of Chinese Communists is to seek happiness for the

Chinese people. Centering on the above two themes, students attend hot discussions on what is happiness and should the happiness of the majority be based on the sacrifice of a few in a society. Various activities are organized to help integrate ideological and political elements including expanding cultural background knowledge, collecting famous quotes, film appreciation, reading extracts from government papers, classroom discussion and group presentation.

4.3. Teaching Development

Centering on the above goals and themes, multiple teaching materials are collected by teachers, including texts and videos exploring the nature of happiness and happy society, videos on touching deeds of hero models, excerpts taking from *On Xi Jinping: The Governance of China*. All these teaching resources are recommended to students to deepen their understanding of the themes.

4.4. Teaching Implementation

Teaching implementation for lesson 7 can be further divided into three steps pre-class preparation, in-class internalization and after-class expansion and sublimation. The specific teaching process is displayed as follows:

(1) Pre-class preparation

Before classroom instruction, teachers upload background knowledge and detailed language points through Yunban platform to help students do pre-view of lesson 7. At the same time, the following tasks for ideological and political education are assigned: in terms of language, students are required to collect famous quotes on happiness, watch films centering on happiness, read excerpts from *On Xi Jinping: The Governance of China* so that they can discuss their understanding of the nature of happiness and happy society. In terms of emotion and recognition, the sharing of moving deeds of heroic models and appreciation of documentary series centering on "remaining true to our original aspiration and keeping our mission firmly in mind" would make students deeply realize the significance of the sacrifice made by a smaller group for the benefits of the majority. In terms of social practice, students are required to perform various forms of voluntary service to obtain a sense of happiness.

(2) In-class teaching internalization

Step 1: Lead-in

In the text, *Omelas* is portrayed as an utopia whose happiness is hard to express in words. Please share your understanding of the nature of happiness and the utopian society in your mind.

Step 2: Text analysis

The whole text can be divided into three parts:

In the first part, the author gives a vivid description of the happy city *Omelas* and then presents her view on happiness: Happiness is based on a just discrimination of what is necessary, what is neither necessary nor destructive, and what is destructive. Students are encouraged to share their own understanding of the nature of happiness based on the resources they previously collected so that they can establish proper world view, life view and values.

In the second part, the author reveals the secret of the happiness in *Omelas* and then proposes a thought-provoking question: should the happiness of the majority be based on the suffering or even sacrifice of a few. Students are encouraged to express their viewpoints on this issue based on their own life experience.

In the third part, the author describes two different attitudes

towards the terms of happiness in Omelas: most people accept the terms and choose to live happily in Omelas while a small number of citizens can't bear the suffering and sacrifice on the part of the child so they choose to leave. Students are encouraged to find out solutions to the paradox in Omelas. (Zhang Hanxi, 2017)

Step 3: Solving problems in real life

In many cases, in order to guarantee the benefits or happiness of the majority, a small number of people need to make great sacrifices. For example, after COVID-19 pandemic broke out, doctors and nurses risk their own lives to save patients; during the war times, soldiers risk their own lives to drive away invaders; when natural disasters occur, volunteers risk their own lives to save the property and lives of the disaster-stricken people, etc. Thus, for every society, it is of great necessity for a small number of people to make sacrifices to safeguard the happiness of the majority. Then how to solve the paradox in Omelas? The solution lies in the hands of every citizen. The spirit of selfless devotion should be promoted and practiced by every citizen. Only in this way can we obtain a sense of happiness as our self-value become realized through devotion and only in this way can our society achieve harmonious development.

Step 4: Combining theoretical knowledge with practice

English majors should apply what they learn into social practice. For example, they can serve as volunteers in various international conferences or competitions to promote cross-cultural communication; they can also participate in community voluntary services to care about weak groups. Through voluntary services, they can realize self-value and reap a true sense of happiness.

(3) After-class expansion and sublimation

After classroom instruction, students not only need to finish language-related exercises to consolidate their language skills but also conduct social practice to deepen ideological and political education. Students are required to participate in various forms of voluntary services to realize self-value and share their reflections after the service. Through social practice, ideological and political education goes beyond theoretical instruction and students' critical thinking ability as well the ability to analyze and solve problems can be further promoted.

4.5. Making adjustments based on evaluation and feedback

The evaluation includes students' self-evaluation and mutual evaluation among which the former aims at self-recognition while the latter focuses on knowing others. Diversified evaluation can not only provide an objective picture of students' learning situation but also help students

establish correct world view, life view and values. (Zou Qiyang, etc. 2022)

5. Conclusion

With the rapid development of the society, the talents required in the present society are not just healthy and highly professional ones but high-quality ones who have independent mind, responsibility and sound personality. (Lv Lihong, 2022) Einstein once said, a qualified graduate should achieve balanced development in every aspect rather than one who only specializes in one area. Taking lesson 7 as an example and referring to the five teaching stages in ADDIE model, the author explores the concrete teaching procedure on how to carry out ideological and political education and to transfer the teaching focus from pure language skill training to value shaping. By doing explorations in this area, students' humanistic spirit and critical thinking ability can be improved so that they can shoulder the responsibility to spread Chinese culture to the world.

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