

An Exploration on the Application of “234” Teaching Model in Advanced English Course Teaching under the Background of Curriculum Ideology and Politics

Chengyao Jian *

English Department, Zhejiang Yuexiu University, China

* Corresponding author Email: 554093112@qq.com

Abstract: Based on the 12 units selected for classroom instruction, the author first introduces the ideological and political goals for each unit from five dimensions, and then presents the process of how to apply “234” Model of ideological and political education for humanities into Advanced English instruction, including how to integrate elements for ideological and political education in actual instruction and the measures taken in the author’s school to guarantee teaching effects. Under the background of comprehensively promoting ideological and political construction of curriculum, to carry out the implementation of the “234” Model of ideological and political education into Advanced English course can help achieve the trinity of value shaping, ability cultivation and knowledge imparting in foreign language education.

Keywords: Advanced English Course; Curriculum Ideological and Political Education; The “234” Model.

1. The Feasibility and Necessity of Implementing Ideological and Political Education in Advanced English Course

According to the Guidelines for Ideological and Political Construction of Higher Education Curriculum (hereafter abbreviated as the Guidelines), the goals of ideological and political education for courses related to literature, history and philosophy are stipulated as follows: to help students master Marxist worldview and methodology in course learning; to help students have a profound understanding of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era from those perspectives such as the past and the present, theory and practice, etc.; to guide students to have a deep understanding of socialist core values in their professional study so that students can take an active role in spreading Chinese fine traditional culture, revolutionary culture as well as socialist advanced culture. Advanced English is a core course for third-year and fourth-year English major students featured with long study hours and wide-range content, thus it can serve as a good platform for carrying out ideological and political education. This course aims to consolidate students’ language foundation and strengthen their cultural cultivation, literature cultivation, humanity accomplishment and critical thinking through studying literary masters’ famous essays covering various themes and genres. It can be seen that the teaching goal of Advanced English course correspond with the requirements of the Guidelines that value shaping should be achieved in the process of knowledge imparting and skill training so as to help students foster proper world view, life view and values.

However, restricted by traditional teaching concept, teaching material content and teaching model, the ideological and political education for Advanced English course face some challenges: teachers’ poor awareness of carrying out ideological and political education and a general lack of teaching practice in carrying out ideological and political

education. The textbooks adopted for Advanced English course in the author’s school are Advanced English (Book 1 & 2). The major disadvantage for the above-mentioned textbooks is that the content is dominated by language and culture knowledge related to English-speaking countries with almost no Chinese culture knowledge being involved, which can easily lead to Chinese language and culture aphasia among learners. Thus, to carry out ideological and political education for Advanced English course is not only feasible but also necessary.

2. “234” Teaching Model in Carrying out Ideological and Political Education for Humanities

Complying with the basic requirements that ideological and political education should be in collaboration with moral education, this study refers to “234” teaching model in carrying out ideological and political education for humanities under the concept of holistic education (the Integration of Moral, Intellectual, Physical, Aesthetic and Labor Education) proposed by Wang Dongxia and Ben Peiyun (2022). Specifically speaking, the “234” teaching model involves two engines: moral education and intellectual education; three types of instruction: theoretical instruction, practical teaching and online instruction; four guarantees: optimizing the teaching staff, upgrading the allocation of course resources, increasing supporting hardware facilities and expanding policy or system support. From a macro perspective, teachers should develop multiple teaching activities including task-based, project-based, inquiry-based, creation-based, etc. and develop multiple teaching channels including theoretical instruction, practical teaching and online instruction with a proper guarantee system being established so as to expand the depth and width of moral education, and guarantee education effects.

From a micro-perspective, individual teachers need to take initiative to enhance the awareness of ideological and political education and teaching ability through attending academic

lectures, or receiving relevant training; from a mid-scope perspective, the department should optimize the teaching staff and establish a proper curriculum system on the one hand, on the other hand, teaching team should emphasize teamwork with each team member in charge of a certain module or category according to his/her specialty to extract elements for ideological and political education; from a macro-perspective, the school should provide overall guarantee for accomplishing the task of strengthening moral education and cultivating people and efforts can be made from the following aspects: providing hardware facilities support including computers, online course platforms, practical and training fields, library, etc.; setting up systems to regulate the cooperation among different departments. [2]

3. Application of “234” Teaching Model in Ideological and Political Education for Advanced English Course

Zou Qiyang (2022) believes that the goals of ideological and political education for Advanced English course are mainly reflected in the following three aspects: knowledge goals of consolidating high-level English knowledge, establishing subject system and accumulating high-level knowledge in comparing English and Chinese culture; ability goals of developing higher-ordered thinking, expression as well as communication abilities; goals of personality shaping, political identification as well as high confidence in Chinese culture based on a general mastery of both English language system and language skills.[5] Those goals highly correspond with the connotation of “234” teaching model, thus it is worth exploring the application of “234” Teaching Model in the ideological and political education for Advanced English course.

3.1. Expanding Education Depth through the Combination of Intellectual Education and Moral Education

In order to achieve the goal of knowledge imparting, skill cultivation and value delivery, elements for ideological and political education are often drawn from a wide range of themes including language, literature, society, culture, etc. Advanced English (Book 1&2) contains altogether 30 units among which 12 units have been selected for classroom instruction. Our teaching team made a comprehensive analysis of ideological and political elements from five dimensions: physical and mental health, moral quality, cultural quality, professional accomplishment and ideals and principles.

In the actual instruction, diverse teaching methods including culture contrast, culture association, critical thinking training, theme sublimation, etc. are employed to increase Chinese culture input and cultivate critical thinking ability. Finally, students could set up proper life views, values and worldview, learn about world from the perspective of China, and make use of English to spread Chinese stories and Chinese culture to the world.

In terms of physical and mental health, the goals for ideological and political education are reflected at three levels: at the individual level, the goal is to cultivate optimistic life attitude in the face of natural disasters, wars and various types of difficulties and to form proper views on love and marriage; at the social level, the goal is to cultivate a sense of sacrifice

spirit and to resist money-worship; at the international level, the goal is to resist war and colonialism and to get rid of race discrimination.

In terms of moral quality, the goals for ideological and political education are reflected also at three levels: at the individual level, the goal is to cultivate the spirit of being fearless and being cooperative when confronting natural disasters, wars and various types of daily difficulties; at the state level, the goal is to cultivate a distinct sense of good and evil, to establish a sense of social responsibility and resist money worship; at the international level, the goal is to show respect for human right and uphold international fairness and justice.

In terms of cultural quality, the goals for ideological and political education are reflected as follows: diverse teaching methods including culture contrast, culture association, critical thinking training, theme sublimation, etc. are employed to increase Chinese culture input and cultivate critical thinking ability so as to help students set up proper life views, values and worldview. For example, Lesson 8 The Future of the English focuses on the Englishness and the negative effects of commercial culture on Englishness. Base on the theme, students can not only be guided to learn about Chineseness: Benevolence, Righteousness, Courtesy, Wisdom and Loyalty but also to reflect on the impact of strong commercial culture on the Chineseness.

In terms of professional accomplishment, the goals for ideological and political education are reflected at three levels: at the individual level, the goal is to cultivate those qualities such as honesty and integrity, being law-abiding, dedicated spirit and sticking to one's career ideals; at the social level, the goal is to establish a sense of occupational equality and employment equality in society; at the international level, the goal is to cultivate a sense of international justice and mission of the age when confronting international issues.

In terms of ideals and principles, the goals for ideological and political education are also reflected at three levels: at the individual level, the goal is to have strong faith in life and lofty love views; at the state level, the goal is to stand firm in our love for the Party and the country and stand firm in the pursuit of the common ideal of Socialism with Chinese characteristics and of the lofty ideal of communism; at the international level, the goal is to uphold international peace and justice and oppose colonialism and fascism.

3.2. Expanding the Width of Moral Education Through the Integration of Ideological and Political Education into Theoretical Instruction, Practical Teaching and Online Instruction

To achieve the goal of ideological and political education for Advanced English course, traditional theoretical instruction should be combined with practical teaching and online instruction to expand the width the moral education.

Traditional theoretical instruction mainly focuses on language points explanation, answering questions, group activities and accomplishments exhibition, aiming to consolidate high-level English language knowledge, deepen high-ordered thinking and promote expression and communication abilities. In fact, traditional classroom can be extended with the help of a series of online platforms including QQ, WeChat, Dingtalk, cloud class, etc. The specific procedure for online teaching is as follows: teachers

assign pre-study task and upload learning materials including strange word list with definitions, cultural background knowledge, lecture materials, etc. to assist students in their preview; after class, students are required to finish tasks on the platform to consolidate what they learned and online platform becomes an important channel for students to seek academic help or conduct further communication with teachers after class. Finally, practical teaching requires students to apply theoretical knowledge into daily life situations. Teachers assign various tasks such as making a propaganda drawing, group PPT display, writing or translation task to promote the absorption of ideological and political elements. The following part displays how to integrate elements for ideological and political education into the content of each unit.

Lesson 1 Face to Face with Hurricane Camille (Advanced English, Book 1) focuses on the Koshak's fighting against Hurricane Camille with the theme of life prevailing over everything.[3] Based on the theme, the author required students to introduce Chinese people's fighting against Covid-19 in the form of texts, pictures and videos, which highlighted our party and government always regarding the safety of people's life as the top priority. After class, students are required to carefully study "putting the people first" and people-oriented governance philosophy proposed by president Xi Jinping. At the same time, students are also encouraged to draw Coronavirus posters.

Lesson 3 Blackmail (Excerpt) (Advanced English, Book 1) is about a hit-and-run happened to a Duke and a Duchess who planned to buy off a detective to get away with legal penalty.[3] Individually speaking, the story enlightens us to bravely admit our wrongdoing and shoulder responsibility; at the social level, the legal system must be perfected to prevent bribery and corruption.

Lesson 6 Mark Twain- Mirror of America (Excerpt) (Advanced English, Book 1) narrates the life story of Mark Twain, especially the hardships in his life. What impresses the readers most is probably Mark Twain's bravery spirit in the face of a series of setbacks: living at a time when American society was experiencing rapid transition, Mark Twain in his early years was forced to change jobs frequently and drifted all over the country but he never gave up; in his late years, he encountered fatal blows: his children and wife left him one by one, his investment failed. However, Mark Twain didn't succumb to life but to work even harder to pay off his debt.[3] As can be seen, Mark Twain's life story inspires us to face setbacks bravely.

Lesson 14 Speech on Hitler's Invasion of the U.S.S.R. (Advanced English, Book 1) , Lesson 2 Marrakech and Lesson 5 The Sad Young Men (Advanced English, Book 2) center on international situation before WWII, the suffering in the Marrakech of the colonial country Morocco, and the disillusioned veterans and intellectuals living in American society after WWII.[3][4] As can be seen, all the three texts are about war and explore evil results of war on a war generation or even the whole country. In the classroom instruction, students are guided to discuss the nature of war, the mission of young men as well as the mission of Chinese youth nowadays. Students introduced the mission of Chinese youths living at different historic periods through PPT. They were also encouraged to recite the chapter "To realize the Chinese dream of great Chinese nation rejuvenation" taken from the book The Governance of China.

In Lesson 1 Pub Talk and the King's English (Advanced

English, Book 2), the elements for ideological and political education can be integrated in the form of culture comparison. Students are required to collect as much information as possible on Chinese tea-house and then make a comparative study between English pubs and Chinese tea-house. In this way, students not only get a deeper understanding of Chinese tea culture but also learn to spread Chinese tea culture in English.

Lesson 7 The Ones Who Walk Away from Omelas (Advanced English, Book 2) explores the issue "whether the happiness of the majority should be based on the suffering of a few".[4] Based on the theme, students are guided to discuss the necessity and significance of the sacrifice of a few with specific examples as well as the nature of happiness. Most students explored happiness from two levels: at the individual level, according to Maslow's hierarchy of needs, happiness comes from the satisfaction of personal needs among which, one must know which are necessary, which are neither necessary nor destructive and which are destructive; at the social level, students present happy and ideal societies in their mind which mainly model on present Chinese society. These discussions greatly promoted students' national pride and confidence in Chinese cultural system. After class, students are required to appreciate classic film The Pursuit of Happiness and write a reflection based on the film.

Lesson 8 The Future of the English (Advanced English, Book 2) focuses on how strong commercial culture erodes on the Englishness.[4] Nowadays, Chinese people and Chinese nation face the same problem encountered by the English in the last century and we can draw some lessons from the experience of English people. Students are thus guided to think about the connotation of Chineseness and most students regarded five virtues: Benevolence, Righteousness, Courtesy, Wisdom and Loyalty proposed by Lao Zi as the core qualities of Chinese people. After class, teachers supplemented some learning materials introducing Chinese philosophical thoughts and translation exercises to further train students' ability to spread Chinese culture in English.

Lesson 9 The Loons (Advanced English, book 2) is about the fate of loons whose habitat was invaded and eventually occupied by human beings. Taking the loons as symbols, the story aims to reveal the marginalization of Canadian aboriginals in the mainstream Canadian society. Lesson 10 The Discovery of What It Means to Be an American (Advanced English, book 2) reveals American black writers' existence predicament in American society. As can be seen, these two texts are concerned with racial discrimination.[4] In the classroom discussion, students discussed discrimination and prejudices in present Chinese society and the vulnerable groups. Most students introduced the suffering or discrimination suffered by the elders, disables, women and children based on their observation. They also proposed constructive measures to deal with social prejudice and discrimination.

3.3. Guaranteeing Education Effects through Establishing Proper Guarantee Systems

The teaching team of Advanced English course ensures education effects through establishing proper guarantee systems: at the micro-level, efforts are taken to optimize teaching team; at the mid-scopic level, efforts are taken to upgrade the allocation of curriculum sources; at the macro-level, efforts are taken to add supporting hardware facilities as well as provide policy support.

In terms of optimizing teaching staff construction, the instructors of Advanced English course at the author's school contains three associate professors and two lecturers who all have master's degrees and involve two young teachers, two middle-age teachers and one elder teacher. Instructors actively take part in academic lectures and workshops on teaching experience sharing to enhance their awareness of ideological and political education. Then each instructor was responsible for exploring elements of ideological and political education from the language points or cultural background information in certain units. In terms of curriculum resource construction, instructors distributed rich course resources including texts, videos, website links through QQ, Dingtalk, cloud class, etc. The course resources mainly cover word lists with definitions, cultural background information, lecture materials, materials introducing Chinese fine traditions, etc. With rich curriculum resources being distributed through both online and offline channels, the depth and width of moral education has been greatly expanded. In terms of supporting hardware facilities, a series of practice venues opened for students and teachers including smart classrooms in English department, micro-course recording and broadcasting room, simultaneous interpretation language laboratory as well as online and offline school library resources. In terms of policy support, the author's school issued a series of documents encouraging teachers to apply for research projects on ideological and political education and submit excellent teaching cases.

4. Conclusion

"234" teaching model in carrying out ideological and political education for humanities exhibits three major advantages: expanding the depth of moral education through the combination of moral education and intellectual education; expanding the width of moral education by making full use of three types of instruction: theoretical instruction, practical

teaching and online instruction; establishing proper guarantee systems. The goal of Advanced English course is to achieve the combination of value shaping, knowledge imparting and skill training. Thus, it is of great significance to apply "234" teaching model into the actual teaching of Advanced English course to improve teaching effects. Based on the 12 units of Advanced English course, the author illustrated how to set goals for ideological and political education, how to integrate elements for ideological and political education in actual instruction for each unit and the measures taken in the author's school to guarantee teaching effects. In the future teaching practice, more explorations should be conducted on the effects of "234" teaching model to improve education effects.

References

- [1] Notice of the Ministry of Education on the Issue of Guidelines for Ideological and Political Construction of Higher Education Curriculum [EB/OL]. (2020-06-06) http://www.gov.cn/zhengce/zhengceku/2020-06/06/content_5517606.htm.
- [2] Wang Dongxia, Ben Peiyun. An Innovative Study of Applying "234" Teaching Model into the Ideological and Political Education for Advanced English Under the Concept of Holistic Education [J]. *Journal of Qiqihar University (Philosophy and Social Science Edition)*, 2022(04): 165-168.
- [3] Zhang Hanxi, Wang Lili. *Advanced English (Book 1) (the 3rd edition)* [M]. Beijing: Foreign Language Teaching and Research Press, 2017.
- [4] Zhang Hanxi, Wang Lili. *Advanced English (Book 2) (the 3rd edition)* [M]. Beijing: Foreign Language Teaching and Research Press, 2017.
- [5] Zou Qiyun. Limitations of Advanced English Textbooks Under the Background of Curriculum Ideology and Politics and the Solutions [J]. *Journal of Taiyuan Urban Vocational College*, 2022 (8): 117-119.