

A Research on the Effectiveness of Integrating Ideological and Political Education into College English Courses

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Abstract

The present paper is a survey on the effectiveness of integrating ideological and political education into college English courses. Through the analysis of the questionnaire data and interview, the research gets the conclusion that there is a high degree and effectiveness of integration of ideological and political education into college English courses, which leads to the high degree of students' satisfaction with the integration program.

Keywords

Ideological and political education; college English courses; effectiveness.

1. Introduction

Theoretically, any other college course other than the ideological and political theory course can be and should be media for achieving students' ideological and political education. Actually, "every course in college enjoys the opportunity and shoulders the responsibility of moral education. We are supposed to explore resources of moral education in various other courses, and enhance moral education in the process of imparting professional knowledge." Out of all the non-ideological and political courses, College English course stands out for its humanity nature.

Many English teachers have realized the importance of integrating ideological and political education into college English courses. But there are so many obstacles along the way of achieving this integration goal. Some college students show little or no interest in the so-called "politics". Indulged in their own businesses---study, they are not concerned about the national and international affairs happening in this world. Besides, while learning the "politics" and "policy" contents, many students have trouble comprehending the specialized vocabulary and terminology. So will it be effective to cultivate students' morality and political awareness when integrating ideological and political education into college English courses? The following is a survey conducted to find the answer to this question.

2. Body

2.1. Research Goal

- (1) To prove that ideological and political education and college English courses are a perfect match
- (2) To prove that students are satisfied with and benefit both academically and mentally from the combination of ideological and political education and college English courses

2.2. Research Target

The paper selects 150 non-English majors in a single province-level university. 150 questionnaires were distributed and 148 recycled, with 2 questionnaires invalid. Out of the 150 students, 17 of them were interviewed in the survey. Diagram 1 is the basic information about the 150 students.

Diagram 1

Item	Sex		Major		Grade		Political status	
	Male	Female	Science	Humanity	Third year	First year	Party member	Non-party member
Number	114	36	121	29	74	76	4	146

2.3. Research Result

The survey adopts a combination of the questionnaire method and the individual interview. 5 questions are designed in the questionnaire. Refer to diagram 2

Questions	A	B	C
1. Are you disgusted with the direct preaching in your ideological and political theory classes? A Not disgusted B Disgusted C Very disgusted	35 23.65%	91 61.49%	22 14.86%
2. Are you interested in integrating ideological and political education into your English classes? A Not interested B Interested C Very interested	25 16.89%	61 41.22%	62 41.89%
3. Can you improve your English by talking about ideological and political contents in English? A No improvement B Some improvement C Great improvement	14 9.46%	33 22.30%	101 68.24%
4. Can you improve your ideological and political vision and quality by talking about ideological and political contents in English? A No improvement B Some improvement C Great improvement	9 6.08%	24 16.22%	115 77.70%
5. Are you satisfied with the integration program? A Not satisfied B Satisfied C Very satisfied	2 1.35%	46 31.08%	100 67.57%

Diagram 2

Note: “A” “B” and “C” refer to the number and percentage of students choosing A, B or C.

Based on the above data and the interview, we can get that the majority of students show little interest in the direct preaching in their ideological and political courses. However, they show their keen interests in receiving ideological and political education through college English courses. The number of students who choose “Very interested” is 62, accounting for 41.89%. 68.24% of the surveyed students think that they have improved their English by talking about ideological and political contents in English, and 77.7% believe that they have improved their ideological and political vision and quality by talking about ideological and political contents in English. Out of the 17 students interviewed, 12 claim that they paid little attention to the national and international affairs and policies before participating in the program. But after the program, their enthusiasm about “politics” surges. 10 out of the 17 interviewed now pay attention to official accounts like “China Daily”, “China Daily Bilingual News” etc. 8 interviewers admit that they used to have a shallow understanding of Chinese culture, but they have new discoveries and deeper understanding of Chinese culture after they study it in English. By and large, the majority of the surveyed students are satisfied with the integration program, with 46 choosing “Satisfied” and 100 choosing “Very satisfied”, accounting for 31.08% and 67.57% respectively.

2.4. Research Practice and Advice

Through language acquisition, we can integrate current affairs, especially the hot issues since the 18th and 19th National Congress of the CPC into college English courses so that we can

achieve the dual purpose of promoting political concern through language acquisition and language acquisition through political concern. Hot word guess game, political term test, hot word test and so on are all very good means of integration. Teachers in their spare time can also conduct various language activities centering on ideological and political content through modern communication media such as WeChat group or micro blog. Take teacher W for example, she interacted with her students at the end of her listening and speaking class by playing the hot word guess game. She intended to enable the students to understand the connotations and English equivalents of "Five Development Concepts". To clarify one of the five terms "sharing", after the guessing game, teacher W gave specific examples like shared bicycles, shared cars, shared space etc., and explained in detail the causes and significance of the emerging of a sharing economy. Through these language activities, students got insights into the sharing concept, and their English proficiency was enhanced along the way.

3. Conclusion

The data and interview indicate the high degree and effectiveness of integration of ideological and political education into college English courses, which leads to the high degree of students' satisfaction with the integration program. The integration of ideological and political education into college English courses is a perfect combination of intellectual education and moral education, professional knowledge and fun. Through the integration program, students' morality is improved and political awareness strengthened. Besides, students are satisfied with and interested in such a program, resulting in their great improvement of their English language abilities.

References

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