



# INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

( Peer-reviewed, Refereed, Indexed & Open Access Journal )

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 6.865 (SJIF 2023)

## Investigation and Study on the Effectiveness of Ideological and Political Education in the "Advanced English" Course

**Tang Enping**

The School of Foreign Studies,  
Zhaoqing University, Guangdong, China

DOI No. **03.2021-11278686** DOI Link :: <https://doi-ds.org/doi/10.2023-96556925/IRJHIS2312013>

### **Abstract:**

*This study aims to investigate the effectiveness of ideological and political education in foreign language courses within higher education. Using the "Advanced English" course as a case study, this study analyzes the impact of teaching design in ideological and political, teachers' competence in political and virtuous awareness, and the formative evaluation system on students' learning experiences and course satisfaction through questionnaires and classroom observations. The results indicate that student-centered teaching design based on X-argument significantly enhances classroom engagement and satisfaction by incorporating curriculum content that aligns with students' interests and career development. Teachers' emotional attitudes and competence in political and virtuous awareness significantly impact overall student satisfaction, particularly in conveying appropriate life, world, and value perspectives. The formative evaluation system, combining classroom observations and student feedback for comprehensive assessment, proved to be an effective evaluation method. These findings underscore the importance of ideological and political education in foreign language courses in achieving the goal of 'moral education and fostering talent', highlighting the necessity for professional teaching to proceed with ideological and political education. The study provides valuable insights and suggestions for improving foreign language teaching and ideological and political education.*

**Keywords:** Foreign Language Teaching; Curriculum-Based Ideological and Political Education; X-argument; Competence in Curriculum-Based Political and Virtuous Awareness; Formative Assessment

### **1. Introduction:**

The "Guiding Outline for the Ideological and Political Construction of Curriculum in Higher Educational Institutions" emphasizes "the comprehensive advancement of the ideological and political construction of the curriculum. Teachers play a key role in this process. They are urged to enhance their awareness of moral education, find the right angle for moral education, and improve their ability to educate students (Ministry of Education of the People's Republic of China, 2020). On

May 2, 2018, General Secretary Xi Jinping, during a discussion with teachers and students at Peking University, stated: "The effectiveness of moral education should be the fundamental criterion for evaluating all aspects of a school's work" (Xi Jinping, 2018). Against the backdrop of educational reform, ideological and political education in higher education, especially its integration and implementation in foreign language courses, has become a significant topic (Li Bo, 2018). Foreign language courses are not only a means of imparting language skills but also an important platform for cultural exchange and value education. With the deepening of globalization, foreign language teaching has transformed from mere language instruction to an integrated educational model encompassing ideological and political elements, aimed at developing students' global perspectives and sense of social responsibility (Liu Ruihua, 2020). Therefore, exploring effective methods and the effectiveness of ideological and political education in foreign language courses is crucial for achieving the fundamental task of 'moral education and fostering talent' (Zhao Lihong, 2023).

Current research on curriculum-based ideological and political education in foreign language courses is abundant. However, challenges remain in practice, such as a tendency towards superficial and simplistic teaching philosophies, narrow and broad teaching content, rigid and unilateral teaching methods, and one-sided and one-dimensional teaching effectiveness evaluations (Meng Zimin & Li Li, 2022). There is a lack of effective evaluation of the effectiveness of curriculum-based ideological and political education (Huang Rong, 2022, p. 120). Based on these challenges, exploring new paths for reforming curriculum-based ideological and political education in foreign language courses to enhance its effectiveness has become the subject of this study.

Tang Enping (2022) proposed innovations in constructing ideological and political education within English courses, encompassing four dimensions: teaching philosophy, teaching content, teaching methods, and teaching evaluation. This study serves as a continuation of the four-dimension proposal. The research focused on the core course "Advanced English" for undergraduate English majors, exploring the impact of teaching design, formative evaluation, and teachers' competence in political and virtuous awareness on the effectiveness of ideological and political education in the course. Considering the multidimensionality and complexity of ideological and political education, the study employed questionnaires and classroom observations to evaluate teaching effectiveness comprehensively. Through this approach, the study aimed to provide empirical foundations for ideological and political education in foreign language courses, optimizing teaching strategies, and enhancing the effectiveness of ideological and political education in these courses.

## **2. Theoretical Foundation:**

In designing ideological and political education for the curriculum, this study explored relevant theories in pedagogy and foreign language teaching. The core concepts of pedagogy, particularly Dewey's theory of "experiential education" (Starnes, 1999), provided a solid theoretical

foundation for this research. Dewey's theory emphasizes that education should be based on students' experiences, guiding them to develop deep understanding and insights. This notion emphasizes student-centered teaching methods and highlights the significance of students' experiences in the learning process, which provides theoretical support and guidance for designing student-centered curricular activities in the ideological and political education of foreign language courses.

In the field of foreign language teaching, Professor Wang Chuming first proposed the concept of "X-argument" in his renowned paper "Learning by Extension" in 2016 (Wang Chuming, 2016, p. 784). The X-argument suggests that through completion, extension, and creation (CEC), language learning achieves high efficiency. This perspective offers a novel approach to understanding the language learning process and its underlying mechanisms, as well as enhancing efficiency (Wang Chuming, 2017, p. 547). Over time, the "X-argument" has achieved theoretical integration with language teaching and gained recognition from an increasing number of scholars both domestically and internationally, being widely applied in teaching practice (Zhang Sumin, 2021, p. 8).

Further studies have shown that "continuation" activities like continuation writing, speaking, and translation can effectively facilitate learners' acquisition of target language constructions and cognitive pattern shifts (Michell M & Cappellini M, 2019; Wang C & Wang M, 2015; Zhang S & Zhang L J, 2021). These activities play a significant role in language testing, cultivating academic abilities, and constructing curriculum-based ideological and political education models (Zhang Sumin, 2021, p. 8). These findings further validate the X-argument's practicality and effectiveness in foreign language education, offering new directions and perspectives for future foreign language teaching and research.

### **3. Research Design:**

In the design of this study, a comprehensive methodological approach was adopted to ensure an in-depth evaluation of the effectiveness of ideological and political education in the "Advanced English" course. This methodology combined quantitative and qualitative research methods to explore and interpret the implementation effects and impacts of ideological and political education in foreign language courses from various dimensions. Specifically, the study included questionnaires and classroom observations as its two main components, collecting data through these methods to gain a deeper understanding of students' attitudes and reactions to the curriculum's ideological and political activities design, teachers' competence in political and virtuous awareness, and the formative evaluation system.

#### **3.1 Research Subjects:**

The primary subjects of this study were third-year English education major students at Zhaoqing College, consisting of 43 students (39 females and 4 males, average age 21). This sample group is representative as it includes an entire class of students in this major, reflecting the general

gender ratio and age distribution in higher education English education programs. These students had completed foundational English courses such as "Integrated English I, II, III, and IV" and were receiving professional training in the "Advanced English" course, providing a stable and mature learning group for the study.

Most of the subjects had passed the TEM4 English proficiency test, approximately 33 students, indicating a certain level of English proficiency and language skills. "Advanced English," as a compulsory course for their major with 4 class hours per week, offers advanced learning based on previous courses. This course significantly impacts students' future careers, especially in teaching, making it an ideal scenario for evaluating the effectiveness of ideological and political education.

Selecting this group as research subjects was due to their crucial stage in professional learning, with unique significance for the reception and response to ideological and political education. Having passed foundational English courses, they could better understand and evaluate the ideological and political elements integrated into the "Advanced English" course. Therefore, the characteristics and background of this group made them ideal subjects for assessing and analyzing the effectiveness of ideological and political education in the "Advanced English" course.

### **3.2 Research Methods:**

The study primarily utilizes questionnaires and classroom observations as methods. The questionnaire aims to collect students' feedback on the "Advanced English" course and its ideological and political education aspects. The questionnaire design includes single-choice questions to assess students' views on course content, teaching methods, teacher performance, and overall course satisfaction. Classroom observations aim to evaluate the execution of teaching activities and student participation from a practical perspective, providing more comprehensive data support.

The questionnaire was conducted at the end of the semester, ensuring that students could evaluate based on their entire semester's experience. The questionnaire content was reviewed by experts with doctoral degrees to ensure the validity and relevance of the questions. For classroom observations, researchers or teachers regularly recorded students' classroom participation throughout the semester, including their performance in class discussions, group activities, and individual presentations. Additionally, students' reactions to specific teaching content and activities and their acceptance of ideological and political elements were recorded.

### **3.3 Research Steps:**

Considering the multidimensionality and complexity of ideological and political education, this study particularly emphasized the necessity of a mixed-methods research approach, combining quantitative and qualitative research to capture and understand the effects of teaching strategies more comprehensively. The following research steps were established:

**(1) Establishment of Research Questions:** The first step of the study was to clarify the research questions. The main focus was on effectively integrating ideological and political education into foreign language courses to achieve a natural combination of teaching content and ideological and political education, and how to establish a suitable evaluation system to measure the effectiveness of curriculum-based ideological and political education. These questions arose from the challenges and need to improve current ideological and political education within foreign language courses. The first question has always been a critical focus of curriculum-based ideological and political reform. The second question is still exploratory, with no consensus among researchers; subsequently, the research team designed survey questionnaires and classroom observation templates. The questionnaires included questions on the design of curriculum-based ideological and political activities, teachers' competence in political and virtuous awareness, and the formative evaluation system. The classroom observation template focused on students' participation, reactions to ideological and political elements, and classroom atmosphere. The design of these tools aimed to comprehensively capture students' feelings and evaluations of the "Advanced English" course.

**(2) Data Collection and Processing:** The data collection phase was conducted at the end of the semester. The questionnaire was distributed to students via the online platform (Xue Xi Tong APP), ensuring all participants could complete it in a stress-free environment. Classroom observations were conducted by teaching staff at different times to ensure comprehensive records of various teaching activities and student performances. The collected data was organized to ensure its accuracy and reliability. Questionnaire data were entered into statistical software (EXCEL and SPSS) for quantitative analysis, while classroom observation records were compiled into detailed text descriptions. The purpose of this phase was to lay a solid foundation for subsequent data analysis.

**(3) Data Analysis:** During the data analysis phase, the research team used descriptive statistics and correlation analysis methods. Descriptive statistics summarized the overall reactions and views of the students, while correlation analysis explored the relationships between different variables, such as the relationship between teachers' teaching methods and student satisfaction.

**(4) Writing of Research Report:** Finally, the research team wrote a research report based on the collected and analyzed data. The report detailed the findings and conclusions of the study and included suggestions for current teaching practices and guidance for future research. The report aims to provide feasible suggestions for improving ideological and political education in the "Advanced English" course and to offer references for researchers in related fields.

#### **4. Results Analysis:**

A significant finding in exploring the effectiveness of ideological and political education in foreign language courses was that student-centered philosophies and X-argument-based teaching designs play a decisive role in enhancing course effectiveness and student satisfaction. Student-

centered teaching design emphasizes the transition of the teacher's role from knowledge transmitter to learning facilitator and gives more importance to student's active learning and participation. This shift means that teaching activities must be closely designed around students' needs, interests, and career development goals to ensure the effectiveness and specificity of ideological and political education. As demonstrated in this study, through X-argument-based teaching design, classroom activities such as "extension after learning" for the text "Cultivating a Hobby", related to students' interests and career development, significantly improved students' classroom participation and overall course satisfaction. This not only deepened students' understanding of the course content but also promoted the formation of their values and personal development. Therefore, this section will detail the application of teaching design guided by the X-argument in ideological and political education in foreign language courses and its positive effects.

#### 4.1 Student-Centered Teaching Design Based on X-argument:

The ideological and political education in the "Advanced English" course consistently adhered to the principle of being student-centered. Specifically, it was designed from three dimensions. Firstly, curriculum-based ideological and political activities were designed based on the X-argument. Ideological and political content was extracted and extended from the textbook. For instance, in Unit 8, "Cultivating a Hobby," the teacher asked students to answer questions about their interests and hobbies on the Chaoxing Xue Xi Tong platform. Then, 10 representative students were selected to film videos showcasing their activities, integrating them with the textbook content, and sharing what they gained from their hobbies. As stated in Question 6 of the questionnaire, all students found such activities meaningful and helpful in profoundly understanding the text. The atmosphere in the class was vivacious. When students showed their talents in playing the guitar, doing fitness activities, yoga and calligraphy, shuttlecock kicking, etc, they won admiration and praise from their classmates. The smiles on their faces and the sparkle in their eyes clearly showed their enjoyment of the classroom activities. These moments and effects are difficult to quantify and can only be captured by the teacher by observing classroom activities.

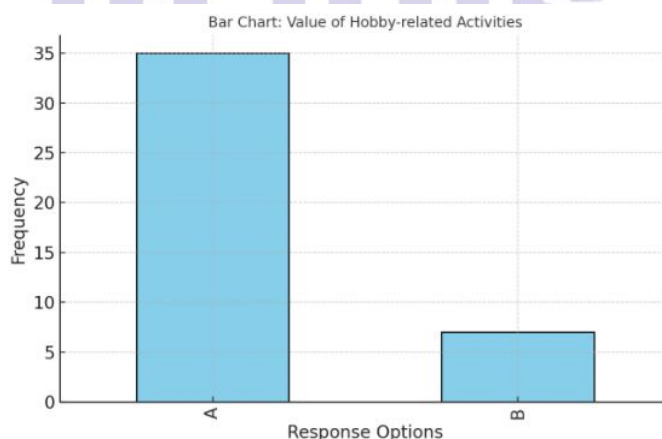


Figure 4-1 Hobby-related Activities

Figure 4-1 shows the value of students' hobby-related activities (Question 6), with an average score of 3.83 (out of a maximum of 4 points, where A represents 4 points, B represents 3 points, C represents 2 points, D represents 1 point), indicating that these activities are very popular among students. This demonstrates that adhering to a student-centered principle and integrating students' interests and hobbies into the curriculum can effectively enhance student participation and satisfaction.

Secondly, various situations of the subjects were taken into consideration in teaching design of ideological and political education in the "Advanced English" course. For example, students' learning situations were the primary focus of the curriculum-based ideological and political education. Some students had not passed the TEM4 English proficiency test, while others were preparing for the TEM8. This would be taken into consideration when the teacher decided what kind of teaching material to be used in class. Recognized as a first-class undergraduate course in Guangdong province, the "Advanced English" course has developed resources like micro-course groups and online boutique courses, which are available on the Chaoxing Xue Xi Tong platform. These resources are suitable for students looking to improve their knowledge and skills in English. For students who had not passed TEM4, the teacher shared preparatory materials for the prerequisite course "Integrated English II," covering a wide range. The teacher showed their care for students by providing materials at different levels. Hence, in Question 3 of the questionnaire, students rated it highly, with 86% saying that the teacher cared greatly about them and provided sufficient help.

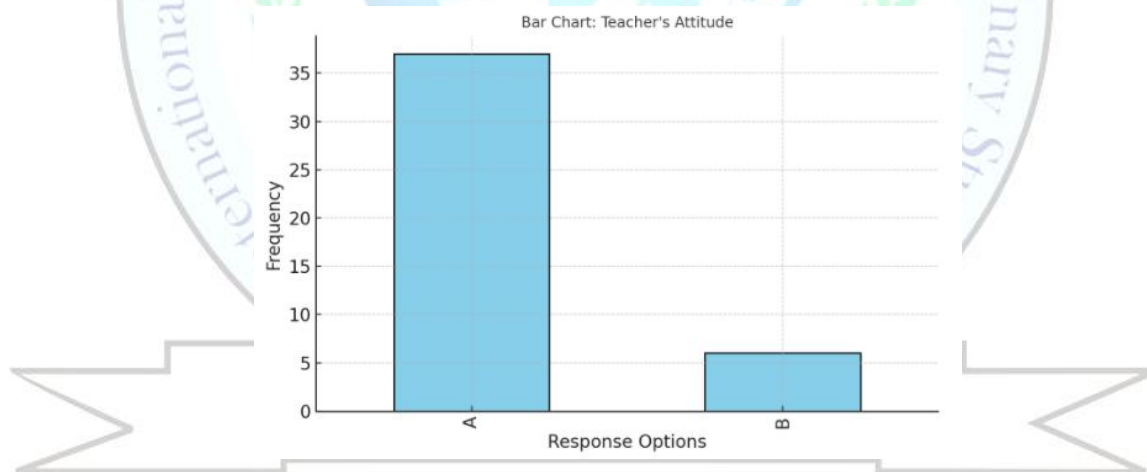


Figure 4-2 Teacher's Attitude

Figure 4-2 shows the teacher's emotional attitude towards students (Question 3), with an average score of 3.86 (out of a maximum of 4 points), nearly a perfect score, indicating that students generally felt the teacher's attitude was very friendly and supportive, which is likely to have a positive impact on students' motivation and classroom participation.

Finally, the teaching design of ideological and political education should be extended to students' professional development. Students majoring in English education will become English teachers after graduation, so course extension should be relevant to teaching. In this study, the

teacher invited six students who had participated in the Guangdong Provincial Primary School English Teaching Competition to share their experiences in class. This activity was not directly related to the textbook content, but the teacher considered it in relation to the students' career development prospects and current preparation for teaching competitions, adding this classroom activity. The purpose of Question 7 in the questionnaire was to investigate students' views on this activity, showing that 86% of students found it very meaningful. Additionally, the teacher designed a news-sharing activity not directly related to the textbook but related to the TEM8 English proficiency test that fourth-year students would take, requiring third-year English majors to accumulate knowledge to meet the examination requirements continuously. Question 8 of the questionnaire was about this, with 69.8% of students saying this activity was very helpful in broadening their horizons, 27.9% saying it was quite helpful, and 2.3% saying it was not helpful. This question had the lowest satisfaction rate among all the questions, indicating that if curriculum-based ideological and political expansion activities are closely related to students' immediate needs or career development, they can achieve higher satisfaction and give students a greater sense of gain.

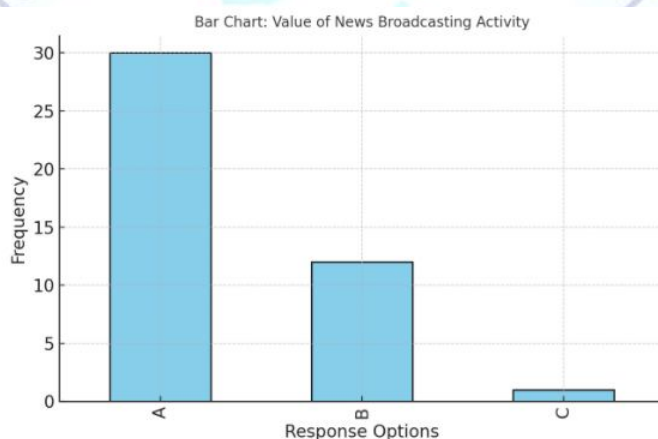


Figure 4-3 Profession-related Activities

Figure 4-3 shows the students' evaluation of the news broadcasting activity (Question 8), with an average score of 3.67 (out of a maximum of 4 points), still high but slightly lower than other activities. This might indicate that students' perceptions of the news broadcasting activity differed slightly from other activities.

#### 4.2 Manifestation of Teachers' Competence in Political and Virtuous Awareness:

Apart from educating students through classroom activities, foreign language course-based ideological and political education can also be achieved by demonstrating teachers' competence in political and virtuous awareness, exemplifying the influence of being a role model. The education of students should be carried out implicitly, that is, without making students feel that they are being educated. One effective way is for teachers to manifest their competence in political and virtuous awareness. For example, the teacher's psychological state, attitude towards students, life perspective, worldview, and values should naturally emerge and be displayed during the teaching process.



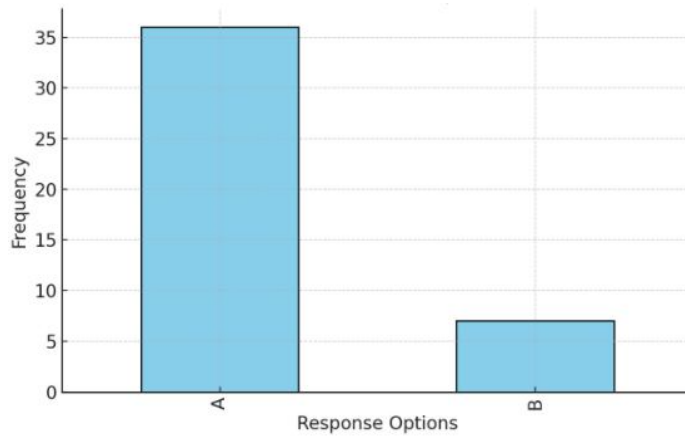


Figure 4-4 Teacher's Mental Outlook

Figure 4-4 shows the students' evaluation of the teacher's psychological state (Question 2), with an average score of 3.84 (out of a maximum of 4 points), indicating that students generally perceived the teacher's psychological state very positive. This high score emphasizes the positive impact of the teacher's positive mental state on students.

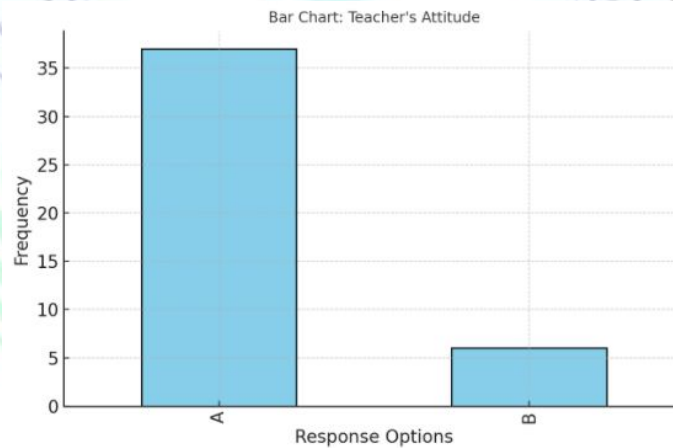


Figure 4-5 Teacher's Attitude

Figure 4-5 shows the teacher's emotional attitude towards students (Question 3), with an average score of 3.86 (out of a maximum of 4 points), nearly a perfect score, indicating that students widely felt the teacher's attitude was very friendly and supportive, which is likely to have a positive impact on students' learning motivation and classroom participation.

Questions 2 and 3 in the questionnaire evaluated the teacher's competence in political and virtuous awareness. In accordance with various classroom activities, the teacher displayed a positive psychological state and attitude in every class, always teaching with a smile and an upbeat attitude. By conveying correct life, world, and value perspectives, such as when discussing "What Life Means to Me" in Unit 11, the teacher guided students to focus on the essence of capitalism's exploitation and the money-oriented nature. In Unit 12, "I Have a Dream," the teacher linked the lesson to current events, reviewing the 2020 incident of a white police officer in the United States killing a black man, George Floyd, and then extending to the discrimination and even unprovoked attacks against Asians in the U.S. after the COVID-19 pandemic, showing that all races should be respected. Furthermore,

when learning about students having a heavy workload in other subjects at certain periods, the teacher would adjust accordingly, reducing the homework for the "Advanced English" course or allowing students to submit it later. The teacher was always attentive to students' situations, fully demonstrating their care for students, hence the high scores for these two questions. High scores indirectly indicated that the teacher's manifest competence in political and virtuous awareness allowed students to perceive the teacher's emotions, attitudes, and values, showing some effectiveness in curriculum-based ideological and political education.

### **4.3 Construction of the Formative Evaluation System:**

While the research on ideological and political education in foreign language courses has been widely discussed in academia, studies on its teaching methods and evaluation systems remain insufficient (Xie Zhengyan & Yan Yuting, 2022). Frontline educators believe that formative evaluation should be emphasized for curriculum-based ideological and political education. Teaching activities and curriculum implementation should proceed in tandem, with ideological and political education being established within the teaching activities, diversified in form, including oral reports, video presentations, group discussions, written expressions, etc. Utilizing Xue Xi Tong for assistance, the entire process records students' various learning trajectories, constructing a formative evaluation system for foreign language course-based ideological and political education.

Firstly, evaluation should be based on specific units. Questions 5 and 6 in the questionnaire, based on specific units, investigated students' satisfaction. Since each unit integrates different ideological and political points, not every unit is suitable for integrating such points, thus necessitating specificity. Secondly, descriptive terms should be used to describe students' changes, emotions, and inner feelings, which cannot be evaluated quantitatively. For example, the question stems in the survey were designed using descriptive language rather than scoring scales. Thirdly, students and teachers should be evaluated, constructing the evaluation system from multiple dimensions. For instance, through classroom observation, the teacher noted students' improvements and changes after a semester of learning; meanwhile, teachers' competence in political and virtuous awareness was investigated by students through the questionnaire. The evaluation system for curriculum-based ideological and political education is still being constructed in academia, with many issues requiring joint exploration by educators.

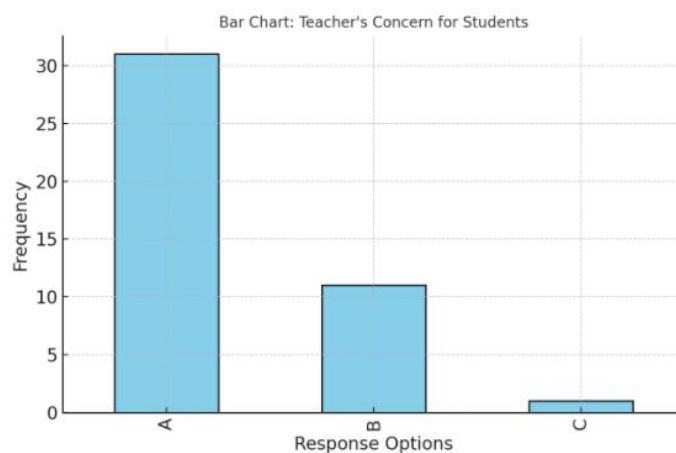


Figure 4-6 Teacher's Concern for Students

Figure 4-6 shows the teacher's concern for students (Question 5), with an average score of 3.7 (out of a maximum of 4 points), reflecting that students generally felt the teacher's care for them. The teacher's concern is seen as a crucial factor in establishing a conducive learning environment.

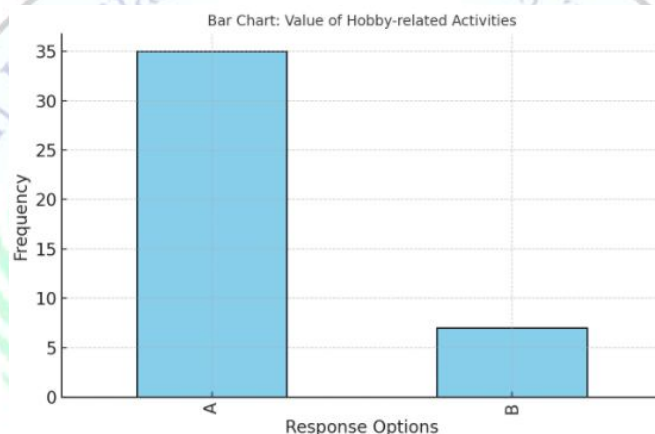


Figure 4-7 Profession-related Activities

Figure 4-7 shows the value of profession-related activities (Question 6), with an average score of 3.83 (out of a maximum of 4 points), indicating that such activities were very popular among students, which indicates that integrating students' interests and hobbies into the course can effectively enhance their participation and satisfaction.

#### 4.4 Descriptive Analysis of Other Questions:

In assessing the overall satisfaction with the "Advanced English" course (Question 1), students gave an average score of 3.7 (out of a maximum of 4 points), reflecting a high level of satisfaction with the course. This result indicates that the course met high-quality standards regarding content design, teaching methods, and teacher performance. This finding confirms the course's effectiveness and its popularity among the students.

Regarding the value of sharing hobbies (Question 4), students gave an average score of 3.65, indicating that most students found such activities significantly valuable. These activities increased classroom interactivity and fun and facilitated student communication and understanding. This result emphasizes the importance of integrating student interaction and showcasing their talents in

classroom design and the potential impact of this method on enhancing the learning experience.

In evaluating profession-related activities (Question 7), students gave an average score of 3.86, similar to the evaluation of hobby-related activities, demonstrating that incorporating career planning and development-related content into the course design positively impacted students. This result highlights the importance of aligning course content with students' future career development and the effectiveness of this approach in increasing student participation and course satisfaction.

In evaluating classroom participation (Question 9), students gave an average score of 3.77, indicating that most students found the classroom participation grading system reasonable, fair, and transparent. This grading mechanism likely played a significant role in enhancing students' classroom participation and overall satisfaction. This result indicates the importance of a fair and transparent grading standard in motivating active student participation and overall course perception.

Students' feedback suggested that the teacher's attitude and emotional expression significantly influenced student satisfaction. Particularly, the teacher's emotional expression and attitude played a crucial role in student satisfaction. This finding emphasizes the importance of teacher's personal qualities in course teaching, especially in fostering student engagement and enhancing the learning experience.

These analysis results provide valuable insights for further optimizing teaching strategies and course content. The teacher's attitude and emotional expression, course design, and grading mechanism are key factors affecting student satisfaction. Additionally, while generally popular, certain specific classroom activities may have different effects and perceptions among students compared to other activities. These findings have important implications for improving course design and teaching methods.

#### **4.5 Correlation Analysis:**

This study found a significant positive correlation between the teacher's emotional expression and attitude (Question 3) and overall student satisfaction (Question 1), with a correlation coefficient of 0.87. This result indicates that the teacher's emotional expression and attitude in the classroom significantly impact overall student satisfaction. Moreover, a close relationship exists between the teacher's positive mental outlook and student satisfaction (correlation coefficient of 0.85), emphasizing the importance of the teacher's competence in political and virtuous awareness in the teaching process.

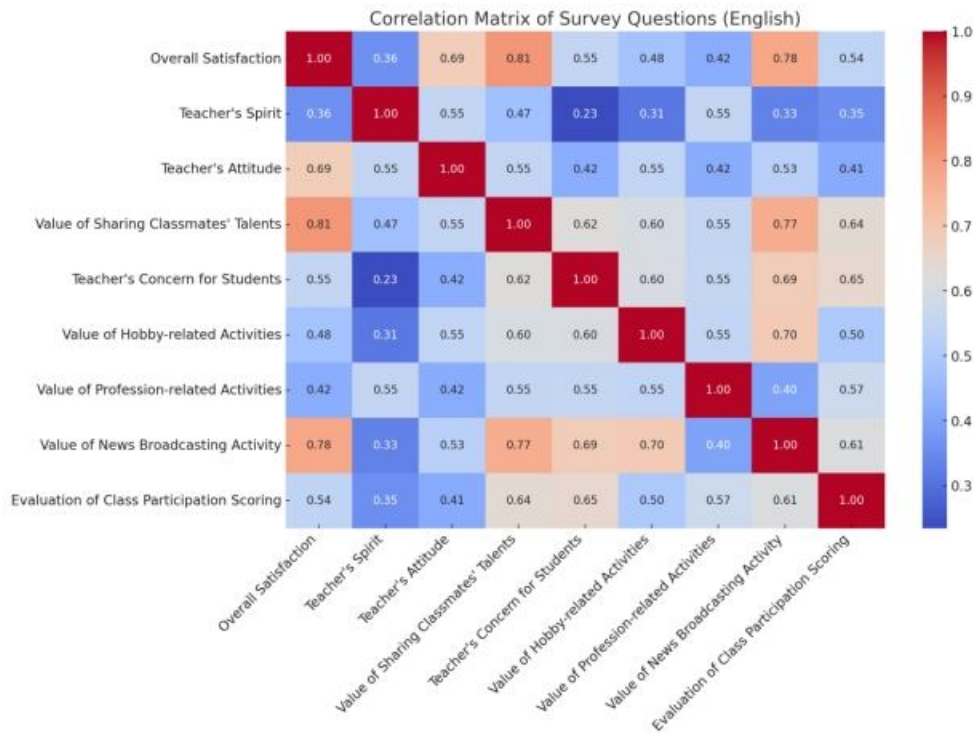


Figure 4-8 Correlation Analysis

The study found that the design of specific activities in the course (Question 4), such as sharing classmates' talents and profession-related activities, positively correlates with student satisfaction (Question 1), with correlation coefficients of 0.76 and 0.75, respectively, which indicates that integrating students' personal interests and career goals into the course design effectively enhances student participation and satisfaction. This finding validates the significance of student-centered curriculum-based ideological and political activity design in enhancing teaching effectiveness.

The evaluation of classroom participation scores (Question 9) showed a strong correlation with overall student satisfaction (Question 1), with a correlation coefficient of 0.83, underscoring the importance of a fair and transparent grading mechanism in enhancing student satisfaction. A reasonable formative evaluation system motivates students to participate more actively in classroom activities and enhances their overall satisfaction with ideological and political education in the course.

The study also found that the evaluation of the news broadcasting activity (Question 8) had a lower correlation with other survey questions, which might indicate that this activity was less closely related to the current situation of the subjects, as they were third-year students and the TEM8 exam takes place in the second semester of the fourth year, so the students did not have an immediate need for it. Compared to other aspects of the course, this activity may impact student perception differently.

Furthermore, there was a positive correlation between the design of profession-related

activities in the course (Question 7) and the teacher's attitude and emotional expression (Question 3), suggesting that the teacher's competence significantly influences the design of curriculum-based ideological and political activities in political and virtuous awareness. This finding indicates that teachers need to consider students' needs, such as career development, when designing and implementing curriculum-based ideological and political content.

The teacher's emotional expression and attitude, course design, and grading mechanism have been proven to be key factors influencing student satisfaction. Additionally, specific course activities may have a unique impact on student perception. These findings provide important guidance for future course design and teaching methods, emphasizing the need for teachers to consider the coordination of ideological and political content and professional course content in the teaching process.

### **5. Discussion:**

The questionnaire analysis and classroom observation results of this study indicate that in foreign language courses, professional teaching and ideological and political education should proceed in the same direction (Hou Xiaojing, 2023). Ideological and political education should not be regarded as an additional part independent of professional teaching, but should be closely integrated with professional content to form an integral curriculum framework. This integration strengthens students' understanding of ideological and political content and cultivates their social responsibility and moral values while enhancing professional skills. To achieve an organic integration of professional teaching and ideological and political education, teachers need to possess good competence in political and virtuous awareness and design curriculum-based ideological and political education activities closely related to the course content and students' learning situations based on the X-argument.

Moreover, evaluating the effectiveness of ideological and political education in courses requires a formative evaluation system, to significantly enhance students' English learning outcomes, classroom participation, and sense of achievement (Zhao Wenjie, 2023). Through continuous and diversified assessments, students receive more feedback and guidance during their learning process, effectively fostering their learning progress (Wan Jiangbo, 2013). The formative evaluation system emphasizes the importance of the learning process, not just the outcome.

However, the formative evaluation system for ideological and political education in foreign language courses is still exploratory. Current evaluation methods need further refinement to more comprehensively reflect students' learning status and the effectiveness of ideological and political education. Future research should focus on how evaluation results can be more effectively communicated to students and how students' performance in ideological and political education can be more systematically incorporated into the overall teaching evaluation. The study also points out

that to achieve the educational goal of "comprehensive education" (educating all students in all processes and all aspects), there are still many challenges in curriculum-based ideological and political education. For example, how to effectively integrate and share students' performance in ideological and political courses with other teachers and establish more effective collaboration and communication mechanisms among different disciplines are important directions for future research.

## **6. Limitations of the Study:**

This study spanned one semester, which is relatively short in ideological and political education. Given that the goal of "moral education and fostering talent" is inherently a long-term and continuous process, one semester may not fully reveal the effectiveness of ideological and political education. Therefore, the conclusions drawn from this study may be limited in credibility and may not fully reflect the long-term impact of ideological and political education on students.

The academic community is still exploring and refining the evaluation system for ideological and political education in foreign language courses. While providing a means of data collection, the questionnaire used in this study still lacks scientific rigor and authority in its design and question setting. This may affect the accuracy and comprehensiveness of the survey results, limiting the potential to derive in-depth insights from the data. During the implementation of the questionnaire, it was found that students had certain misconceptions about the concept of "curriculum-based ideological and political education," often confusing it with traditional ideological and political theory courses. This cognitive difference might have led to biases in students' responses to related questions, affecting the accuracy of the survey results, particularly in Question 1 of the questionnaire, where students were directly asked about their overall satisfaction with the course, without specifying the ideological and political education part, which might have led to confusion in students' understanding and responses.

The study found that students might have different satisfaction responses to the course's professional teaching content and ideological and political education content. Students' satisfaction with professional teaching content might not be as high as with the ideological and political education part, leading to biases in the overall satisfaction evaluation. This phenomenon points out the need for more explicit differentiation and targeted evaluation of professional teaching and ideological and political education content in the design of questionnaires to more accurately reflect students' true feelings about various aspects of the course.

## **7. Conclusion:**

Taking the "Advanced English" course as an example, this study delves into several key aspects of ideological and political education in foreign language courses. Through empirical research, it is confirmed the significant role of teachers' competence in political and virtuous awareness, X-argument-based teaching design, and the formative evaluation system in enhancing the

effectiveness of ideological and political education in foreign language courses. These findings underscore the important role of teachers in stimulating students' interest, participation, and identification with the course, while highlighting the criticality of student-centered teaching methods and diversified evaluation systems in promoting comprehensive student development. Based on these results, the study recommends that educational institutions pay attention to the professional development of teachers, particularly in enhancing their competence in political and virtuous awareness, and encourage the use of X-argument-based teaching activities and diversified evaluation systems.

Educational policymakers should consider supporting and promoting these teaching methods and evaluation systems to foster students' comprehensive development and value formation. Furthermore, future research should explore how to more effectively integrate professional teaching and ideological and political education and innovate and improve the evaluation system. In the context of diversified and internationalized education, optimizing the ideological and political education system in foreign language courses to achieve better educational outcomes will be an important research area. This includes studying the implementation and effectiveness of curriculum-based ideological and political education in different types of higher education institutions and exploring curriculum-based ideological and political strategies in online and blended learning environments. This study provides valuable insights and suggestions for improving ideological and political education in foreign language courses and guides educators and policymakers. Additionally, it opens new perspectives for future research, emphasizing the importance of continuously optimizing teaching strategies and evaluation systems in a changing educational environment. Through these efforts, the educational goal of "moral education and fostering talent" can be achieved, and students will be cultivated with a sense of social responsibility and global perspective in the era of globalization.

#### **FUNDING:**

This research is a phase result of the educational research project "Study on the Promotive Effect of X-argument in Advanced English Course" (ZQJYY2023214) funded by Zhaoqing Education Development Research Institute.

#### **References:**

1. Hou Xiaojing. (2023). On How English Teaching Design Can Go in the Same Direction as Ideology and Politics. *Journal of Hubei Open Vocational College*, 36(3), 96-98.
2. Huang Rong. (2022). Research on the Construction Strategy of Ideological and Political Education Evaluation System for College English Courses: A Case Study of Longdong University. *Journal of Longdong University*, 33(4), 118-122.
3. Li Bo. (2018). Exploration and Practice of Curriculum-based Ideological and Political



- Education in College English Teaching. *Curriculum Education Research*, 19.
4. Liu Ruihua. (2020). Intercultural Communication Competence Development in Higher Vocational English Teaching. *Journal of Jiamusi College of Education*, 36(10), 175-176,179.
  5. Meng Zimin & Li Li. (2022). Some Problems and Improvement Paths in the Practice of Curriculum-based Ideological and Political Education. *Chinese Journal of University Teaching*(3), 51-57.
  6. Michell M & Cappellini M. (2019). Alignment During Synchronous Video Versus Written Chat L2 Interactions: A Methodological Exploration. *Annual Review of Applied Linguistics*(39), 189-216.
  7. Ministry of Education of the People's Republic of China. (2020). *Guiding Outline for the Ideological and Political Construction of Curriculum in Colleges and Universities*. [http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603\\_462437.html](http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html)
  8. Starnes, B. A. (1999). The Foxfire Approach to Teaching and Learning: John Dewey, Experiential Learning, and the Core Practices. *Clearinghouse on Rural Education and Small Schools*.
  9. Tang Enping. (2022). Innovation in "Four Dimensions": Construction of Curriculum with Ideological and Political Education in English Courses in Zhaoqing University. *Journal of Recent Research in Interdisciplinary Sciences (IJRRIS)*, 9(4), 34-38.
  10. Wan Jiangbo. (2013). Application of "Assessment for Enhancing Learning" in English Speech Classes. *Foreign Language Education in China*(2), 12.
  11. Wang C & Wang M. (2015). Effect of Alignment on L2 Written Production. *Applied Linguistics Applied Linguistics*, 36(5), 503-526.
  12. Wang Chuming. (2016). Learning by Extention. *Modern Foreign Languages* ,39(6), 784-793.
  13. Wang Chuming. (2017). From Write-To-Learn to Learn-By-CEC. *Foreign Language Teaching and Research*, 49(4), 547-556.
  14. Xi Jinping. (2018). *Speech at the Symposium between Teachers and Students of Peking University*. [http://www.xinhuanet.com/2018-05/03/c\\_1122774230.htm](http://www.xinhuanet.com/2018-05/03/c_1122774230.htm)
  15. Xie Zhengyan & Yan Yuting. (2022). Visual Analysis of Ideological and Political Research in Foreign Language Curriculum. *Foreign Language Studies*, 39(4), 53-58.
  16. Zhang S & Zhang L J. (2021). Effects of X-argument Based Iterative Continuation Task on an EFL Learner's Linguistic and Affective Development: Evidence From Errors,Self-Initiated Error Corrections,and Foreign Language Learning Attitude. *System*, 98. <https://doi.org/https://doi.org/10.1016/j.system.2021.102481>
  17. Zhang Sumin. (2021). Research on X-argument: Theoretical Construction and Empirical Exploration. *Foreign Language Circle*(06), 8-14.

18. Zhao Lihong. (2023). Exploration of Ideological and Political Practice in College Foreign Language Courses. *Journal of Hulunbuir University*, 31(2), 107-111.

19. Zhao Wenjie. (2023). The Significance and Application Strategies of Formative Assessment in College English Teaching Practice. *English Language Teacher*, 23(11), 75-78.

### Appendix 1:

1. Your overall satisfaction with this course is \_\_\_\_\_.

- A. Very satisfied
- B. Somewhat satisfied
- C. Neutral
- D. Somewhat dissatisfied
- E. Very dissatisfied

2. How do you evaluate the teacher's psychological state shown in the classroom?

- A. Very positive, optimistic, and appropriate
- B. Relatively positive, optimistic, and appropriate
- C. Sometimes positive and optimistic
- D. Occasionally shows negative emotions

3. How do you evaluate the teacher's attitude towards students?

- A. Very friendly towards students, very understanding of their circumstances, and provides sufficient support and help
- B. Quite friendly towards students, somewhat understanding of their circumstances, and provides a fair amount of support and help
- C. Average in terms of attitude towards students, has some understanding of their circumstances, provides some support and help
- D. Not very friendly towards students, lacks understanding of their circumstances, does not provide support and help

4. How do you evaluate the teacher's discussion on group presentations with students in advance?

- A. Very meaningful, with significant guidance
- B. Quite meaningful, with considerable guidance
- C. Somewhat meaningful, with average guidance
- D. Not meaningful or helpful at all

5. Your evaluation of the homework design in Unit 4 "Preparing for College", which involves writing advice for freshmen based on your own over two years of college experience, is:
- A. Very meaningful, tightly integrates the text with reality, can help those in need
  - B. Fairly meaningful, combines the text with reality to some extent, can help those in need
  - C. Somewhat meaningful, connects the text with reality a bit, might help those in need
  - D. Meaningless, cannot help those in need
6. Your opinion on the activity in Unit 8 "Cultivating a Hobby", where the teacher invited several students to share their hobbies and showcase them through videos, is:
- A. Very meaningful, deeply integrates the text with reality, helps to understand the main points of the text more deeply
  - B. Quite meaningful, integrates the text with reality to some extent, helps to understand the main points of the text better
  - C. Somewhat meaningful, the text has some connection with reality, slightly aids in understanding the main points of the text
  - D. Meaningless
7. Your view on the activity where the teacher and students shared their experiences of watching an English teaching competition is:
- A. Very meaningful, highly practical, greatly helpful in enhancing professional skills
  - B. Quite meaningful, somewhat practical, somewhat helpful in enhancing professional skills
  - C. Slightly meaningful, a little practical, a little helpful in enhancing professional skills
  - D. Meaningless
8. Your evaluation of the news reporting activity is:
- A. Very meaningful, greatly helps in broadening horizons
  - B. Quite meaningful, helps significantly in broadening horizons
  - C. Somewhat meaningful, slightly helps in broadening horizons
  - D. Meaningless
9. Your evaluation of the classroom participation score setting in Xue Xi Tong is:
- A. Very reasonable, fair, and transparent, greatly enhances learning enthusiasm
  - B. Relatively reasonable, fair, and transparent, enhances learning enthusiasm to some extent
  - C. Somewhat reasonable, fair, and transparent, slightly enhances learning enthusiasm
  - D. Not reasonable, does not enhance learning enthusiasm

Appendix 2:

