

Original Paper

The Implementation Approach of Ideological and Political Education in College English Based on the Production-oriented Approach

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Abstract

Based on the "Production-oriented Approach", this paper takes the textbook "New Horizon College English (Third Edition) Viewing, Listening & Speaking" as the carrier of ideological and political teaching of the course, aiming to investigate how to explore the ideological and political elements of the college English course, and how to combine the college English course with the ideological and political elements to realize the integration of the knowledge system and the value system. Methodologically, this paper conducted questionnaire surveys with 55 non-English majors in an international studies university and carried out a semester-long teaching experiment. The findings reveal that the students have a high degree of acceptance of ideological and political teaching based on the theory of "Production-oriented Approach" (POA) in college English courses. The implementation approach explored in this study is to integrate the "ideological and political education through courses" into college English teaching from the aspects of motivating, enabling, assessing, and ultimately integrating the value shaping, knowledge transfer, and ability cultivation, which not only provides more possible implementation approaches to improve college English teaching quality, but also offers more possibilities for the improvement of college English teaching. This study is expected to provide more useful inspirations and references for ideological and political education in college English courses.

Keywords

ideological and political education, college English, Production-oriented Approach, implementation approach

1. Introduction

The Ministry of Education of the People's Republic of China formally issued Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities in 2020, requiring colleges and universities to play a nurturing role and comprehensively promote the construction of ideological and political education. As a new term emerging in recent years, "ideological and political education" is a kind of guidance on teaching ideology. It follows the teaching principles of the unity of knowledge and action, the connection between inside and outside the classroom, and the combination of teaching by word and example, which is essentially the same as "propagating the doctrine, imparting professional knowledge and resolving doubts" and "establishing morality and educating people" (Wen, 2021). Specifically, "ideological and political education" mainly focuses on specialized courses, and the main line of value leadership is carried through knowledge transmission and ability cultivation (Fang, 2021). College English, as one of the compulsory courses for general education in colleges and universities, is an important position to carry out the education of ideology and politics (Chen, 2019), and should also be integrated into the teaching system of ideological and political education, so that it can play an important role in the implementation of the fundamental task of establishing morality and educating people in colleges and universities (Liu & Lin, 2021). In addition, the College English Teaching Guidelines (2020 edition) clearly stipulates the specific requirements and explanations related to ideological and political education in terms of teaching content selection and teacher development (He, 2020). At present, although the importance of ideological and political education in college English courses has received extensive attention from scholars (Yue & Zhuang, 2022), there is still a lack of effective practical explorations of ideological and political education in college English courses (Liu & Yue, 2020; Yang, 2021). Therefore, it is necessary to study the implementation approach of ideological and political education in college English courses.

The "Production-oriented Approach" widely advocated by scholars and educators is becoming an indispensable part of improving the effectiveness of college English teaching in China. The theoretical predecessors of POA are the "output-driven hypothesis" (Wen, 2013) and the "output-driven, input-enabled hypothesis" (Wen, 2014). The POA theoretical system consists of three parts, namely, teaching concept, teaching assumption, and teaching process, which can provide scientific theoretical guidance and practical basis for the research on building the teaching system of English in college. Thus, this study aims to carry out ideological and political education in college English courses based on POA.

2. Literature Review

2.1 Concepts, Connotations, and Principles of Ideological and Political Education

Cai (2021) explored the connotation of ideological and political education by taking college English courses as an example. Huang and Xiao (2021) took the problem-oriented approach as a research pathway and put forward six elements in the construction process of foreign language ideological and political education, which answered the question of “what is ideological and political education” in an in-depth way. In addition, Zhang and Wang (2021) focused on the concept, principle, and implementation of teaching task design, and explored the principle of teaching task design based on value shaping in foreign language courses.

2.2 Teaching Materials Construction

Sun (2020) defined the teaching objectives of foreign language skills courses in colleges and explained the basic principles and methods of writing foreign language teaching materials focusing on moral education through courses. On this basis, Xu (2021) discussed the construction of the moral education of teaching materials for English courses in colleges. And Xiao and Huang (2021) elaborated on how the preparation of teaching materials reflected the pluralistic syllabus they adopt, while pointing out how teachers can adapt the teaching materials according to the actual situation.

2.3 Theoretical Framework

Under the guidance of optimization theory, Chen (2019) explored the effective teaching mode of moral education through courses from the whole process of Babanski’s teaching. Yue and Liu (2020) believed that blended teaching had a high degree of compatibility with moral education through courses at the macro level of nurturing philosophy, nurturing goals, nurturing environment, and nurturing paths while emphasizing the important role of learning community in moral education through courses. Liu (2022), on the other hand, based on the concept of in-depth teaching, explored the specific approaches of combining the English course with ideological and political education, and realized the integration of the knowledge system and value system. In addition, Qin et al. (2023) put forward a theoretical framework for carrying out the effectiveness of moral education through courses in college English courses and its influencing factors based on the activity theory framework from the socio-cultural theory.

2.4 Curriculum Practice

Some scholars have carried out the practice of foreign language courses for ideological and political education. For example, Liu and Lin (2021) took the Business English course as an example and constructed the implementation approach of courses for ideological and political education guided by teacher-led, student-led, and content-based programs to promote the concrete practice of the theoretical framework of courses for ideological and political education. Si (2021) took the teaching of the course “Fundamentals of English-Chinese Translation” as an example and discussed how to implement ideological and political education in the curriculum of translation teaching. Wen (2021) argued that the implementation of ideological and political education in linguistics courses and the incorporation of

ideological and political elements in teaching design could realize the fundamental task of cultivating morality and educating people. In addition, Zhang and Gu (2022) designed and validated a four-pronged innovative model of “pedagogy + language + culture + technology” for English language teaching as an example. Some scholars have also implemented ideological and political education in college English courses. For example, Shen (2019) explored an effective way of integrating ideological and political education into the College English course. Wang (2019), on the other hand, researched the approach to integrating ideological and political education in college English courses based on a ubiquitous learning environment.

To summarize, with the efforts and exploration of many scholars, the current research on English ideological and political education has taken shape and achieved certain research results. Currently, scholars mainly focus on the theoretical connotation, textbook design, principles, and methods of ideological and political education. Although some of the research involves the discussion of the approach to ideological and political education or the design of micro-teaching that combines theory and practice, the empirical research and implementation of ideological and political education in the college English courses is still scarce, and the existing research is lack of in-depth investigation. In particular, there is a dearth of research about the elements mining and implementation approach for the ideological and political education in college English courses based on the POA, which also motivates the present study.

Given this, this paper applies the POA to guide the integration of ideological and political education into college English teaching, and takes the classroom of “New Horizon College English (Third Edition) Viewing, Listening & Speaking” as an example, to explore the specific implementation approach to ideological and political education in college English courses from three aspects of motivating, enabling and assessing, studying its feasibility, reasonableness and science.

3. Research Design

3.1 Research Question

- (1) How to explore the ideological and political elements in college English courses?
- (2) How to build an implementation approach for the integration of ideological and political elements into college English courses?
- (3) To what extent does ideological and political education in college English courses have an effective impact on students’ knowledge acquisition, ability cultivation and value shaping?

3.2 Research Participants

The participants of this study are 55 non-English majors, who are freshmen from an international studies university in Xi’an. The study carried out a semester-long experiment in which the textbook “New Horizon College English (Third Edition) Viewing, Listening & Speaking” was used as the carrier of moral education through courses. Compared with other specialized textbooks, the teaching material

is compiled with ideological and political elements, and it is a suitable carrier for moral education through courses with the role of refining implicit ideological and political education.

3.3 Research Method

In this study, to gain information regarding the nurturing effect of the implementation approach, a questionnaire was distributed to the learners at the end of the study. The questionnaire has good reliability of Cronbach's $\alpha = 0.718$ and a 5-point Likert scale with 5 levels from "completely disagree" to "completely agree". By using SPSS 26.0, the descriptive analysis was conducted with 52 valid returned questionnaires, and the mean values were used to describe the items. (The questionnaire consisted of 15 questions focusing on the feedback survey on knowledge goals (content facilitation, language form and discourse structure), competence goals and value goals.)

4. The Implementation Approach of Ideological and Political Education through College English Courses

4.1 Connotation of POA

The Production-oriented Approach (POA) is a teaching theory proposed by Wen and her team in line with China's national situations and with an international perspective, which consists of three parts: 1) teaching concept; 2) teaching hypotheses; 3) teaching process mediated by teachers. The teaching concept is the guideline of the other two parts. The teaching assumption is the theoretical support of the teaching process, and the teaching process is the realization of specific teaching. The POA advocates student-centered learning, emphasizes that teaching must achieve teaching goals and facilitate effective learning, implements the "learning-using integrated principle", and forms the "output-driven, input-enabled hypothesis". The whole teaching process of POA begins with output, allowing students to recognize the limitations of their cognition and knowledge, thus stimulating their internal motivation to learn. The POA ends with output, after several rounds of motivating, enabling, and assessing. Students output what they have learned in large quantities, to improve the teaching effect (Wen, 2015).

4.2 The Theoretical Framework of Mining Ideological and Political Elements in College English Teaching Materials

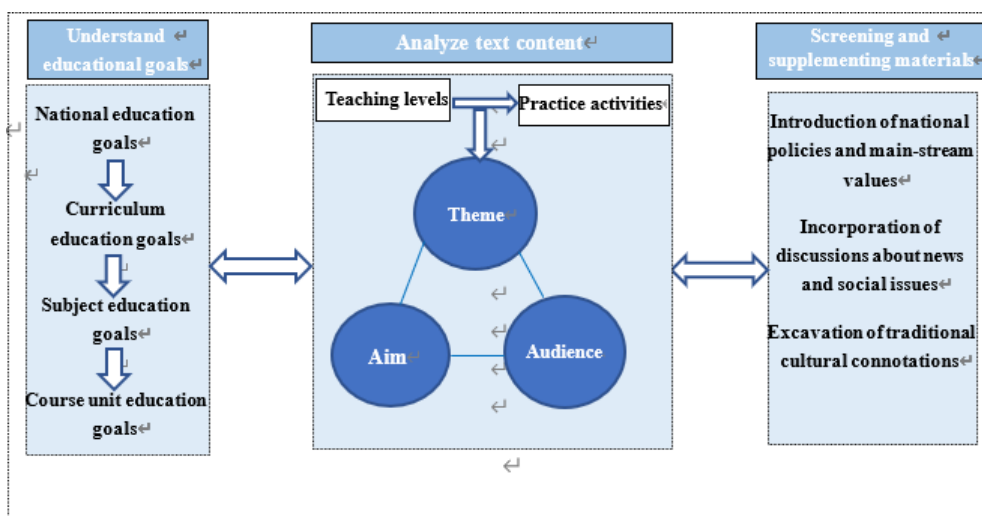


Figure 1. Steps for Mining Ideological and Political Elements in College English Teaching Content (adapted from Wen, 2018)

Figure 1 demonstrates three sequential tasks for mining ideological and political elements in college English courses: understanding education goals, analyzing text content and updating the material.

4.3 The Implementation Approach of Ideological and Political Education in College English Courses-A Case Study

Many scholars have offered their opinions and suggestions on how to carry out the construction of ideological and political education in college English courses (e.g., Cai, 2021; Huang & Xiao, 2021; Xiang, 2022; Zhan, 2022; Qin et al., 2023). For example, Huang and Xiao (2021) point out that the hot issues of the approach of ideological and political education in college English courses are still “what” and “how”. However, the focus is gradually moving and tilting to “how to do it”, because ideological and political education in college English courses is essential “an educational teaching concept”. Therefore, the questions of the implementation approach of ideological and political education in college English courses are “what to teach” and “how to teach it”.

This study takes the textbook “New Horizon College English (Third Edition) Viewing, Listening & Speaking” as the analysis material, and puts forward suggestions on the implementation approach of ideological and political education in college English courses in terms of clarifying the teaching objectives, designing the teaching contents and tasks, and utilizing the resources in the second classroom. Unlike previous studies, this paper intends to dig out the ideological and political elements in the contents of the college English textbook, and use teaching cases for interpretation. The study aims to explore a new approach to ideological and political education in college English courses via the POA, which is conducive to the realization of the integration of the knowledge teaching, ability cultivation, and value shaping in English teaching (the specific implementation approach is shown in Figure 2).

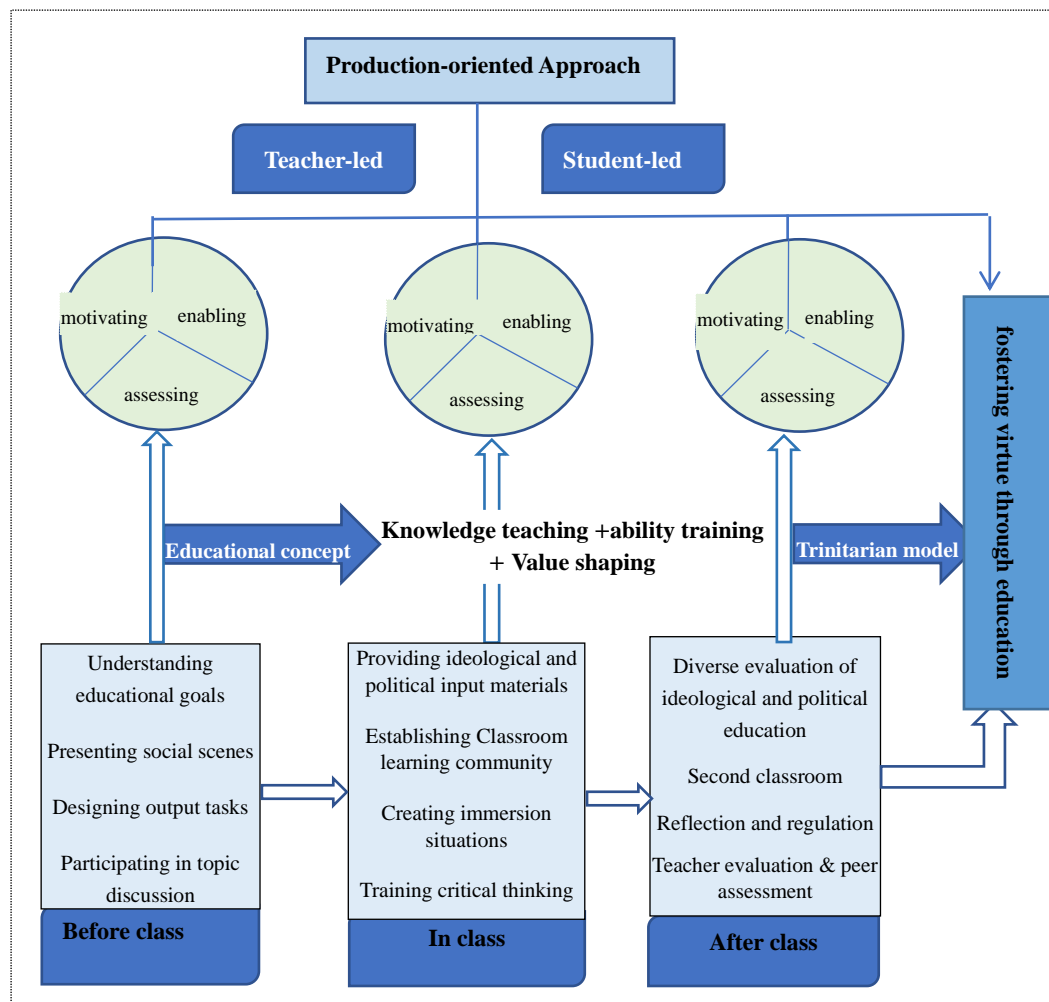


Figure 2. Ideological and Political Implementation Approach of College English Courses via the Production-oriented Approach

4.3.1 Clarifying Teaching Objectives

The relationship between curriculum and ideological and political education is like the relationship between soup and salt. Making a good soup (the knowledge system of the curriculum) is the foundation, while adding good salt (the value system of the curriculum /ideological and political education) is the key. What can the hair (ideological and political elements) adhere to if the skin (curriculum) gone. Moral education is the soul of intellectual education, while intellectual education is the foundation of moral education (Gong, 2021). Therefore, the objectives of classroom teaching should adhere to the unity of explicit and implicit objectives, and the principles of mutual coherence and mutual promotion of knowledge and skills transfer and value leadership. The case study takes unit 5 in book I as an example. The title of this unit is “Relax and Explore”. The explicit objectives of this unit require students to be able to talk about different types of vacations and interesting places, such as “sightseeing”, “relaxing holidays”, “adventure holidays” and so on, showing the attitude of loving life and the great mountains and rivers of the motherland, and making students focus on the happiness of

the spiritual level. At the same time, when determining the objectives of the course, in addition to setting the knowledge and ability objectives of the course, it is also necessary to refine and clarify the “ideological and political objectives” of the course, and organically combine them with the knowledge and ability objectives. In addition, the course is the expansion and deepening of the knowledge of the course, and it is a hidden goal of classroom teaching, which emphasizes the “silent” and “subtle”. Finally, the ideological and political elements of the module are “Inheriting Chinese culture”, “Loving the Chinese nation”, “Telling Chinese stories in English”, and “Respecting foreign cultures” among the traditional virtues of the Chinese nation. “Respect for foreign cultures” and so on. Accordingly, the implicit objectives are set as follows: first, on the spiritual level, to make students realize the superiority and importance of traditional Chinese values, to promote cultural identity, and to maintain a positive attitude towards life as a whole; and second, on the action level, to encourage students to pass on the traditional Chinese virtues and carry forward the Chinese spirit. Overall, through the above, students can be guided to relax, explore the world, and have a wonderful and happy life.

4.3.2 Designing Teaching Contents and Tasks

The key to making foreign language courses achieve the effect of thinking and educating people depends on the teaching design of foreign language teachers. This study takes the tutorial as an example to illustrate how to design teaching contents and tasks. Foreign language teachers can integrate ideological and political education into teaching activities such as role-playing, group discussion, impromptu speech, etc., and then guide students’ behaviors, thoughts, and literacy. For example, in unit 5 “Relax and Explore”, materials that match the moral education elements of the unit and resonate with the students are explored and used as supplementary materials of the textbook. The themes of this unit are “talking about different types of vacations, interesting places and learning to order in a restaurant”, and the moral objectives of the teaching are to familiarize students with some interesting places and help them learn how to introduce specific things to others after learning this unit. Based on the above-set moral objectives, the teaching contents and tasks are designed as follows.

Teachers will carefully choose input materials that serve the output tasks, use language materials that are high in ideology and promote positive energy to cultivate students’ sentiments and help establish a correct ideological value system. First of all, students are asked to share their after-thoughts based on the classic video “Amazing places to visit in China” that they watched before the course, and to express their own opinions about interesting places in China introduced in the video. The purpose is to make students understand and think about the interesting places in China more vividly through the video resources. The learning tasks are as follows: (1) You are going to watch a video clip: “Amazing places to visit in China”. If you are asked to choose one from the places mentioned in the video as your travel destination, which one will you choose and why? (2) Could you please share one of your unforgettable holidays/ travel experiences with us? (What to do/when to go/how long/type/place/people/weather/food/culture etc.) (3) What are your preferences when choosing a place to go for your holiday? (Big city or small town/travel alone or with friends etc.) The topics of these output

tasks are conducive to students' establishment of a correct outlook on world, life and values, which also contributes to the realization of the goal of humanism. Secondly, students can learn how different individuals spend their vacations by doing listening exercises on "vacation" and thinking about two questions: (1) What is your vacation? (2) What is your preference when choosing a place to go on vacation? These two questions are designed based on two considerations: one is to improve students' critical thinking ability; the other is to guide students to establish a correct view of happiness and values, to achieve the educational purpose of building up moral character. The learning tasks are designed as follows: Do listening exercises about the holiday. Consider the following questions with your group members: (1) Work in pairs and take turns to talk about your last holiday. (2) What are your preferences when choosing a place to go for your holiday? Then, in the part of speaking for communication, the teacher skillfully designs the group of teaching activities.

4.3.3 Innovative Teaching Methods: the POA Leading to Value Leadership

This course adopts the POA method. According to the teaching process of the POA, the module consists of "motivating-enabling-assessing" phases. Unlike traditional teaching methods, the POA puts the "motivating" of outputs at the beginning of the course. Specifically, the "motivating" consists of four segments: 1) the teacher's understanding of the parenting goals; 2) the teacher's presentation of communicative scenarios; 3) the teacher's design of output tasks; and 4) the students' participation in the discussion of the topic. In the motivating part, the teacher presents communicative scenarios and assigns tasks with "potential communicative value" to make students aware of their linguistic deficits (Izumi, 2002), thus stimulating potential motivation for language development (Hanaoka, 2007). Given the current popularity of smart devices, the output "motivating" segment can be in the form of a video or micro-lesson for students to learn before class, and the teacher only needs to check the student's understanding of the video, the teaching objectives, and the output task in class.

In the enabling session, classroom teaching is teacher-led and student-centered, and a series of language and competence facilitation activities are carried out closely around students' learning. Teachers provide appropriate input materials for the output tasks and guide students to selective learning to facilitate the output tasks. Through the output attempts, students gradually realize their lack of competence to achieve the effect of facilitating learning. For example, students can analyze the important and difficult points of the text in small groups to cultivate their awareness of goals.

The assessing session is an immediate or delayed evaluation of students' output tasks, i.e., learning effects, inside and outside the classroom, which is a powerful guarantee for promoting the development of teachers and students and improving the quality of teaching. The POA advocates the formation of a file bag of all output tasks completed by the students and their evaluations, which not only allows the students to experience the progress made in a semester, but also serves as the basis for the students' formative assessment in the semester. The evaluation phase tests the effectiveness of motivating and enabling output-based activities such as questionnaire design interviews, and remedial teaching to address typical problems in the outputs. Throughout the process, the teacher carries out timely

evaluation and positive encouragement by carrying out in-class debates on topics, role-playing, critical thinking training, etc. By evaluating the effective combination of students' activities and teaching, the teacher can truly tailor the teaching to the student's needs and personalize the teaching to optimize teaching results.

It should be noted that, because courses for ideological and political education are manifested in the principle of unity of progressivity and integration, teachers need to pay attention to gradual progress in the whole teaching process. Teachers do not carry out external compulsory indoctrination through homogenized propaganda or hard sermons, but rather, precisely measures, through a series of activities such as the design of communicative scenarios, to guide the students to independently think about the nurturing elements related to this unit, internalized in the heart, externalized in the behavior, to achieve the implicit transformation of the students. Through a series of activities such as the design of communicative scenes, students are guided to think about the elements of human development related to this unit, internalize them in their minds and externalize them in their actions to achieve the effect of subtle human development.

4.4 Exploring the Effectiveness of Ideological and Political Teaching

To test the nurturing effect of the course, this study added a special nurturing section to the post-course questionnaire at the end of the course. The questionnaire was designed with 15 questions. Among them, about 87% of the students had an understanding of the significance of ideological and political education, believed that the course helped to shape values, recognized the nurturing role of the unit tasks, and favored nurturing practices in teaching, which indicated that most of the students did not have any aversion to the course's ideological and political education. However, there are also more than 10% of students who have a slightly lower recognition of the natural integration of the curriculum into the five major ideological and political modules, and are skeptical and negative about whether language teaching content and activities are conducive to the enhancement and practice of correct values. In response to this finding, future parenting practices can incorporate more ideological and political elements, such as Chinese culture and Chinese red history to help students enhance their ideology and become qualified socialist builders and successors.

Table 1. Questionnaire Survey of the Ideological and Political Implementation Approach of College English Courses under the Perspective of the Production-oriented Approach

Title	Completely disagree (%)	Disagree (%)	Uncertainty (%)	Agree (%)	fully agree (%)
Watching video 1 on the smart platform before class I can stimulate my interest in learning and guide me to pay attention to or preview the teaching content of this unit.	1.85	16.67	1.85	50.00	29.63
When I watched the video 1, I felt a sense of pride and identity in Chinese culture and nation.	1.85	9.26	1.85	40.74	46.30

The important historical events mentioned in Video 1 further raise my patriotism.	0.00	9.26	3.70	35.19	51.85
Video 1 can arouse my sense of responsibility and mission to “tell Chinese stories well in English”.	0.00	12.96	3.70	42.59	40.74
Learning the English expression method in video 1 helps to improve my language expression ability to introduce China’s tourist cities in English.	1.85	3.70	7.41	50.00	37.04
The output task of “introducing China’s tourist city or resort” in the video 1 question can not only exercise my language output ability, but also further enhance my feelings of home and country.	0.00	3.70	3.70	57.41	35.19
Video 2 helps me to master the basic expression methods and skills of “ordering”, which helps to improve my cross-cultural communication skills.	1.85	7.41	0.00	51.85	38.89
Video 2 makes me understand the differences between different cultures and discourse methods, learn to respect other national cultures and discourse habits, and help to improve my cross-cultural awareness.	0.00	3.70	3.70	51.85	40.74
Using a multi-modal (audio and video) corpus in teaching can stimulate my willingness to pay attention to Chinese culture and improve my ability to tell Chinese stories well.	1.85	11.11	5.56	46.30	35.19
Through the combination of listening and speaking, teachers can help to improve my future English communication ability in the context of “travel” and “ordering”	0.00	7.41	0.00	35.19	57.41
Through the content and activities of language teaching, educational elements can be integrated into the guidance of values.	1.85	11.11	3.7	40.74	42.59
It is acceptable and reasonable for teachers to adjust the original content of the textbook or supplement the extracurricular video.	0.00	3.70	11.11	48.15	37.04
Teachers build diversified language output platforms for students, such as personal presentations, role-playing, and group discussions, which help students enhance and practice correct values in practice.	0.00	9.26	3.70	40.74	46.30
Tasks such as pair activities and group presentations can help to cultivate my team spirit.	5.56	1.85	1.85	55.56	35.19
The “group discussion” output task can improve my critical thinking ability.	1.85	7.41	7.41	35.19	48.15
In teaching, the arrangement of pre-class language output tasks and test evaluation through the intelligent platform of Rain Classroom and Questionnaire Star help improve the efficiency of teaching evaluation.	3.70	11.11	7.41	37.04	40.74

5. Conclusion

Based on the theory of POA with Chinese local characteristics, this study designed a teaching approach applicable to the ideological and political education in college English courses, presented its teaching objectives, teaching contents and teaching methods, matched the teaching contents with the integration points of the moral education through courses, and benchmarked against educating people, and finally evaluated the teaching effects of the college English courses based on this approach. The English course was evaluated in terms of its teaching effect. The results of the study show that the implementation approach of ideological and political education in college foreign language courses proposed in this paper is generally acknowledged by students, stimulates students' internal motivation to learn, improves the effect of students' learning of English, and enhances students' cross-cultural awareness, national sentiment, and values. Therefore, the implementation approach of college English courses that incorporates ideological and political education has a certain degree of effectiveness and provides a certain paradigm for the ways and means of incorporating ideological and political education in college English courses.

However, this study still has certain shortcomings. The questionnaire survey is based on the subjective feelings and evaluation of the participants, which has certain limitations. In addition, the cultivation of students' abilities and the improvement of their language level is a long process, and this study has been conducted for only one semester, which leads to the fact that the teaching activities of each part cannot be carried out in a more detailed way, and the evaluation system of courses for ideological and political teaching still needs to be improved. In future research, the teaching practice can carry out a formative assessment of students' task completion, set up a control group to carry out quasi-experimental research on the effect of competence enhancement, and also design a more detailed evaluation effect scale of courses for ideological and political education. At the same time, for the implementation of courses for ideological and political teaching, Universities need to strongly support teachers to participate in teaching-related training to improve teachers' ideological and political teaching abilities. It is also possible to dig deeper into the motivating, enabling, and assessing of each teaching link, to better highlight the integration of the POA and ideological and political education in college English courses, and to provide more useful reference value for the improvement of the teaching level of college English.

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