

Original Paper

Research on “Three Entries” Ideological and Political Curriculum Integration: A Case Study of English Writing Course

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Abstract

This study carried out a one-semester comparative teaching experiment of curriculum ideological-political education for second-year English teacher majors in ZW University of China. Guided by the Production-Oriented Approach (POA), the experiment integrated socialist core values into the whole-process blended teaching of English Writing. The experimental group adopted an integrated online-offline teaching design embedded with curriculum ideological-political elements, while the control group received conventional writing instruction without special ideological-political interventions. Multiple data sources including unified final examination papers, standardized questionnaires and semi-structured individual & group interviews were adopted. Three core dimensions, namely learning motivation, value cognition improvement, and overall writing academic performance, were measured for effect evaluation. The experimental results demonstrated that the experimental group achieved statistically significant improvements across all three dimensions. Students' comprehension of Chinese discourse, cross-cultural critical-thinking competence, and mission awareness to tell Chinese stories in English were notably enhanced. In contrast, no statistically significant changes were observed among the control group regarding learning initiative, value cognition or writing achievements. This experiment verifies that well-integrated ideological-political education in English writing courses can effectively stimulate students' intrinsic learning drive, improve professional academic output and shape sound ideals, beliefs and value stances. It provides replicable practical cases and empirical evidence for curriculum ideological-political reform for foreign-language majors in higher education.

Keywords

English Writing, curriculum ideological-political education, socialist core values

1. Introduction

1.1 *The Significance of Ideological Political Education in English Writing Course*

Ideals, beliefs and value orientations exert profound influences on college students' learning motivation, thinking quality, professional competence development and future career trajectories. Foreign language majors with firm ideals and solid cultural confidence tend to demonstrate stronger initiative in foreign language learning, produce higher quality linguistic output, and consciously undertake the mission of cross cultural communication.

Nevertheless, multiple domestic investigations targeting Chinese English majors reveal the prevalent phenomenon of “absence of value oriented education” within English writing classrooms (Hu, 2022; Liu & Zhang, 2021). Many mainstream English writing textbooks are dominated by western texts, with insufficient input of China themed materials. A considerable number of students regard English writing merely as a skill training tool for examination purposes. They lack spontaneous awareness of expressing Chinese positions and spreading Chinese voices in English. Confronted with complex Sino western media discourses, some students are deficient in critical discernment (Wang, 2021; Liu & Yue, 2020). They tend to passively accept ideological presuppositions embedded in western texts rather than making independent rational judgments. As previous research indicates, many post 00 college students enjoy materially affluent living conditions yet suffer from ambiguous learning objectives, insufficient intrinsic motivation and diluted ideals and beliefs, a dilemma also observable in skill oriented foreign language courses (Sun, 2020; Wang, 2023; Wen, 2015).

Against the backdrop of New Liberal-Arts-driven curriculum ideological-political construction, the “Three Entries” teaching reform refers to integrating socialist core-values education into textbooks, classroom instruction and students' minds, which serves as a crucial prerequisite for cultivating qualified successors to socialist modernization. Encompassing national-level goals (prosperity, democracy, civilization, harmony), social-level norms (freedom, equality, justice, the rule of law), and individual-level virtues (patriotism, dedication, integrity, friendliness), these values should be organically embedded into English-writing courses. This reform effectively addresses the prevalent “two-skins” problem in skill-oriented foreign-language teaching (Yang & Wang, 2022). It enables English-writing instruction to combine linguistic-skill training with value guidance, so as to cultivate foreign-language talents with solid language proficiency and firm cultural-value awareness.

Thus, beyond imparting professional knowledge of vocabulary, syntax and text organization, teachers should undertake value guidance responsibilities: cultivating students' patriotism, home country feelings and cross cultural critical thinking capacities, and fostering their sense of mission for the times (Zhang, L., 2023; Zhang, Y., 2021). For the English Writing course, a three dimensional educational objective system of acquiring knowledge (knowing), reasoning (critical thinking), and fostering virtue (value shaping) has been established. Acquiring knowledge consolidates professional competence in text composition. Reasoning cultivates logical capabilities for cross cultural text interpretation, enabling students to rationally distinguish Sino western discourse disparities and identify ideological biases behind

texts. Fostering virtue shapes foreign language talents capable of telling Chinese stories in English with profound patriotic sentiments.

To fulfill these three dimensional objectives, the research team reconstructed curriculum modules and constructed four ideological political sub modules: Depicting Chinese Customs, Telling Chinese Stories, Interpreting Chinese Vision, and Expressing Chinese Viewpoints. A self-built ideological political reading resource library was developed. Drawing on the Production Oriented Approach (POA), a complete teaching chain of “Motivating Enabling Assessing” was constructed for blended teaching reform (Wen, 2018; Wen, 2021). This comparative teaching experiment collects both quantitative and qualitative evidence to test the practical educational effects of this reform model, so as to furnish empirical foundations for similar curriculum innovations.

1.2 Overview of English Writing Course

English Writing is a core compulsory course for second-year English majors, with 2 credits and 32 class hours (16 theoretical hours and 16 practical hours). Its prerequisite course is *English Grammar and Sentence Writing*, and its follow-up course is *Research Methods and Academic Writing*. Teaching content covers descriptive writing, narrative writing, expository writing, argumentative writing, summary writing and book-report composition. The primary textbooks are *A Course in English Writing (2nd Edition)* edited by Zou Shen and *College Writing Skills with Readings (9th Edition)* compiled by John Langan.

Three-dimensional teaching objectives for the ideological-political-integrated English Writing course are specified as follows. For the **knowledge objective**, students are expected to systematically master generic composing norms and practical operational skills of major English-writing genres; beyond simple memorization of basic rules, they should be capable of summarizing core stylistic features of descriptive, narrative, expository and argumentative texts and recognizing and analyzing diverse rhetorical devices in sample writings, so as to establish a solid linguistic foundation for meaning-driven text production. For the **ability objective**, students shall develop the competence to independently produce well-structured short essays of approximately 200 words in time-constrained examination-oriented scenarios, together with multi-faceted critical-thinking capacities including cross-cultural text interpretation, inter-text comparative analysis, logical induction and rational deduction that underpin well-reasoned written arguments concerning cross-cultural themes. For the **ideological-political objective**, oriented toward international-communication-oriented talent cultivation, students ought to cultivate solid cultural confidence, rationally identify and interpret narrative discrepancies embedded in Chinese and western media discourses, and gradually develop a subjective sense of mission and responsibility to disseminate authentic Chinese voices and present real-world China to global audiences via English written output.

2. Experimental Design

2.1 Experimental Research Questions

1. What kind of changes does the blended “English writing” curriculum that incorporates socialist

core values bring to students' ideals and beliefs?

2. Can this teaching model of this course improve students' performance in terms of three dimensions: learning motivation, value cognition improvement, and overall writing performance?

3. How acceptable are students to this blended teaching model embedded with ideological political education?

In order to avoid bias caused by single examination scores or isolated questionnaire items, mixed method measurements are deployed for the three core dimensions, integrating objective examination assessment, standardized questionnaire scales and semi structured qualitative interviews. Each dimension contains sub indicators, with clear instrument sources, item composition, scoring rules, reliability evidence and data interpretation logic illustrated in Table 1 below:

Table 1. Overview of Measurement Instruments for Three Core Dimensions

Measured Dimension	Research Instrument	Sub-dimensions	Number of Items	Scaling	Cronbach's α
Learning Motivation	Adapted <i>College Students' Foreign-Language Learning Motivation Scale</i> (Gao, 2003)	1. Intrinsic interest motivation	12	5-point Likert	0.73
		2. Instrumental extrinsic motivation			
		3. Task engagement			
Value Cognition Improvement	Self-developed <i>Questionnaire on Writing-oriented Value Cognition for English Majors</i> (adapted from Shen, 2018; Liu, 2018)	1. Cultural-confidence awareness	14	5-point Likert	0.76
		2. Cross-cultural critical-thinking awareness			
		3. Mission awareness of telling Chinese stories			
Overall Writing Academic Performance	Unified course final examination rubric	1. Linguistic accuracy 2. Text structure 3. Thematic-depth & value-orientation	-	100-point holistic rubric	Inter-rater reliability=0.81
Supplementary Qualitative Data	Semi-structured interview outline	Learning experience, burden, criticism & suggestions	-	Open-ended transcript	-

Note. The overall Cronbach's α coefficient for the combined questionnaire is 0.84. Inter rater reliability of writing examination rubric was calculated from double blind rating results.

2.1.1 Measurement for Dimension One: Learning Motivation

Instrument: Adapted *College Students' Foreign-Language Learning Motivation Scale* (Gao, 2003). Twelve items closely relevant to English-writing scenarios were extracted from the original scale. Sub-dimensions are as follows:

1. Intrinsic interest motivation (5 items): measures students' spontaneous interest and inner drive for English writing tasks.
2. Instrumental extrinsic motivation (4 items): measures students' motivation merely for examinations, credits or future job-hunting.
3. Task engagement (3 items): measures behavioral input such as pre-class reading, draft revision and active participation in class discussion. **Scoring:** 5-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). Higher aggregate scores represent higher-level learning motivation and task engagement. **Reliability:** Cronbach's α coefficient for this adapted sub-scale = 0.73 (>0.70 , acceptable reliability). **Administration:** Pre-test in Week 1 (before intervention); Post-test in Week 16 (upon experiment completion). Independent-sample t-test compares aggregate and sub-dimension mean scores between groups. The proportion of participants scoring above 4.0 ("high-motivation group") is calculated for descriptive statistical comparison.

2.1.2 Measurement for Dimension Two: Value Cognition Improvement

Instrument: Self-developed *Questionnaire on Writing-oriented Value Cognition for English Majors*. The scale draws reference from existing questionnaires on college students' ideals and beliefs (Yang, 2021), and is revised and optimized to fit foreign-language disciplinary characteristics, containing 14 items in total. Sub-dimensions are as follows:

1. Cultural-confidence awareness (5 items): students' identification with Chinese culture when conducting English writing.
2. Cross-cultural critical-thinking awareness (5 items): capacity to identify ideological biases behind cross-cultural texts and media narratives.
3. Mission awareness of telling Chinese stories (4 items): recognition of English writing as a carrier for cross-cultural communication of Chinese ideas. **Scoring:** 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Higher mean scores stand for higher-level value cognition. **Reliability:** Cronbach's α coefficient for this scale = 0.76. The overall Cronbach's α of the whole questionnaire battery combining motivation and value-cognition scales reach 0.84. Content-validity evaluation was completed by three foreign-language education experts. **Administration:** Pre-test and post-test synchronized with the motivation scale. Mean scores of aggregate scale and each sub-dimension are computed for inter-group comparison; the proportion of participants with scores higher than 4.0 is reported. Qualitative interview materials serve as supplementary interpretation for quantitative statistical outcomes.

2.1.3 Measurement for Dimension Three: Overall Writing Academic Performance

Instrument: Unified final-examination paper for English Writing course. The examination adopts multi-dimensional rubric scoring rather than holistic single-score grading (as shown in Table 2).

Table 2. Final Examination Writing Rubric Dimension Distribution

Scoring Dimension	Full Points	Evaluation Focus
Linguistic Accuracy	35	Vocabulary appropriateness, grammatical correctness, collocation accuracy
Text Structure	35	Logical organization, paragraph cohesion, reasonable argument arrangement
Thematic-depth & Value-Orientation	30	Reflection depth on China-related themes, argument rationality, correctness of value stance in compositions
Total	100	-

Scoring procedure: Double-blind independent rating by two experienced writing instructors. When the score gap between two raters exceeds 5 points, a third senior instructor will conduct re-evaluation to guarantee inter-rater reliability. **Data analysis:** Compare total writing scores as well as mean scores of the three sub-dimensions between experimental group and control group via independent-sample t-test. Significant improvement in the thematic-depth sub-dimension provides evidence that value-cognition growth is reflected in students' written output, rather than mere superficial improvement of grammar and sentence patterns.

2.1.4 Supplementary Qualitative Measurement

Semi-structured interview outline covers changes in writing interest, gains and burdens brought by China-themed reading materials, perceptions of TSCA peer assessment, strengths and drawbacks of the reformed teaching model, and concrete suggestions for optimization. Approximately 30% participants from each group (9 students for experimental group; 9 for control group) receive individual or group interviews. Interview recordings are fully transcribed. Qualitative data triangulate questionnaire and examination data, capturing subjective experiences, complaints and critical opinions which cannot be fully reflected by closed-ended scale items.

2.2 Experimental Scheme

In ZW University of China, 60 sophomores from two classes of English-teacher major were selected as participants. Independent-sample t-test on their writing scores of the previous semester demonstrated no statistically significant pre-experimental achievement differences between the two classes. One class of 30 students was randomly assigned as the **experimental group**, while the other class of 30 students formed the **control group**. The experimental group received POA-oriented blended teaching with systematic socialist-core-values integration throughout the English-writing curriculum. However, the control group adopted conventional teaching procedures. They used identical textbooks, finished equivalent amounts of writing assignments and took the same final examination. No special curriculum ideological-political design or supplementary ideological-political reading-resource tasks were delivered to the control group.

2.3 Experiment Cycle and Class Hours

The experiment spanned one complete semester, covering 16 teaching weeks. English Writing had 2 class hours per week, amounting to 32 class hours in total. The proportion of online-offline teaching was approximately 30% online to 70% offline. The general experimental scheme is captured in Table 3.

Table 3. Experiment Implementation Profile

Item	Specification
Experiment participants	60 Grade-2 English-teacher majors; EG = 30; CG = 30
Experiment duration	1 semester /16 teaching weeks
Total course hours	32 class hours (2 hours per week)
Online-offline ratio	Online 30%; Offline 70%
Intervention for Experimental Group	POA blended teaching + self-built ideological-political reading resource library + TSCA assessment
Intervention for Control Group	Conventional teaching, identical textbooks & examinations, no ideological-political supplementary tasks
Data collection timeline	Pre-test: Week 1; Post-test & final exam: Week 16; Interviews: Week 17-18

2.4 Integrated Ideological-Political Teaching Materials

Considering the shortage of indigenous Chinese-themed content in original textbooks, the research team built a curriculum ideological-political resource library with four modules:

1. *Depicting Chinese Customs*: English reading excerpts concerning Chinese natural scenery and folk customs for descriptive-writing tasks.
2. *Telling Chinese Stories*: texts of exemplary figures and red revolutionary stories for narrative-writing training.
3. *Interpreting Chinese Vision*: reading passages on the Belt and Road Initiative, the Chinese Dream, as well as Chinese-western media reports on hot social events for expository-writing practice.
4. *Expressing Chinese Viewpoints*: materials on human-nature relations, science-and-ethics and social-real-world topics for argumentative-writing assignments.

Excerpts adapted to the English proficiency of second-year undergraduates were delivered through the Chaoxing Learning Platform as pre-class preview input, compensating for the deficiency of textbook contents and supplying linguistic and ideological materials for students' writing output.

2.5 Experimental Integration Methods

Two full-time teachers from the research group delivered the instruction for the experimental group. Under the POA framework of "Motivating-Enabling-Assessing", ideological-political elements were organically embedded into pre-class, in-class and post-class sessions.

1. **Pre-class: Motivating phase:** Teachers assigned reading tasks selected from the self-built ideological-political resource library on Chaoxing Learning Platform. Students completed online reading, collected topic-related background information and produced preliminary notes or draft sketches. Pre-class learning performance was incorporated into formative assessment. Students achieved multi-faceted input of language, background knowledge and values via pre-class reading-based learning.
2. **In-class: Enabling phase:** Teachers organized group discussions, mind-map construction and sample-text analysis. Taking contrast-and-compare expository writing as a typical case, students compared news reports of identical events from Chinese and western media. Teachers guided students to dig into cultural and ideological roots behind narrative discrepancies, master signal words and text modes for contrast-and-compare essays. Group presentations and classroom discussions counted towards regular course grades, realizing reading-writing resonance and fostering students' speculative capacity.
3. **Post-class: Assessing phase:** Students revised their first drafts. **Teacher-Student Collaborative Assessment (TSCA)** under POA framework was implemented, consisting of self-assessment, peer assessment and comprehensive teacher feedback. Teachers gave feedback concerning both linguistic errors and value orientation & speculative depth reflected in compositions. Final versions were submitted to the learning platform.

3. Experimental Results and Analysis

After the 16-week teaching intervention, data from final examinations, pre-post questionnaires and interview transcripts were collected and processed. Independent-sample t-tests were adopted for inter-group quantitative comparison (Experimental Group N = 30; Control Group N = 30).

3.1 Data Interpretation for Learning Motivation Dimension

Data for the learning-motivation dimension were obtained from pre-test and post-test questionnaires. The measurement tool was the **adapted College Students' Foreign-Language Learning Motivation Scale** revised from Gao (2003). The original scale focused on general EFL learning motivation. In this research, 12 items closely related to English-writing scenarios were screened and adapted, removing items irrelevant to writing practice. Three sub-dimensions were retained: intrinsic interest motivation (5 items), instrumental extrinsic motivation (4 items), and task engagement (3 items). The questionnaire adopted a 5-point Likert scoring format (1 = strongly disagree, 5 = strongly agree). Higher mean scores represented higher motivation level. The Cronbach's α coefficient of this adapted scale reached 0.73, showing acceptable internal consistency reliability. Questionnaire surveys were conducted in Week 1 (pre-test before intervention) and Week 16 (post-test upon completion of the experiment). Independent-sample t-tests were used to compare sub-dimension mean scores between the experimental group and the control group. Descriptive statistics also calculated the proportion of participants whose average score was higher than 4.0, which was defined as the high-motivation group.

Table 4. Pre-test and Post-test Comparison for Learning-motivation Dimension (N=30 for each group)

Sub-dimension	Time point	Experimental Group Mean	Control Group Mean	P-value	Proportion of high-motivation participants (score > 4.0)
Intrinsic interest motivation	Pre-test	2.81	2.78	0.702	33.33% (10/30)
	Post-test	4.12	2.84	0.003	76.67% (23/30)
Instrumental extrinsic motivation	Pre-test	3.80	3.77	0.665	-
	Post-test	3.14	3.71	0.001	-
Task engagement	Pre-test	2.76	2.72	0.744	-
	Post-test	4.03	2.80	0.003	-

Note. higher value indicates higher motivation level; $P < 0.05$ means statistically significant difference.

As indicated in Table 4, at the pre-test, there was no statistically significant difference between the two groups in intrinsic interest motivation, instrumental extrinsic motivation and task engagement (all $P > 0.05$). Before the experiment, only roughly one-third of the students showed high intrinsic motivation for English writing. Most students' writing behaviors were driven by assignment requirements and examination pressure rather than spontaneous interest.

After one-semester teaching intervention, the experimental group achieved significantly higher mean scores in intrinsic interest motivation and task engagement ($P = 0.003$). The proportion of students belonging to the high-intrinsic-motivation group rose from 33.33% to 76.67%. Meanwhile, the score of instrumental extrinsic motivation decreased significantly, which indicated that students' motivation shifted from examination-driven extrinsic orientation toward interest-driven intrinsic orientation. By contrast, all sub-dimension indicators of the control group only had trivial fluctuations without statistical significance. It demonstrated that China-themed authentic writing tasks and supporting reading input effectively aroused students' inner learning drive, instead of merely pushing students to finish assignments for course credits.

3.1.2 Data Interpretation for Value-cognition-improvement Dimension

Data of the value-cognition dimension came from pre-test and post-test questionnaire surveys. The measuring instrument was the **self-developed Questionnaire on Writing-oriented Value Cognition for English Majors**. Drawing reference from existing questionnaires on college students' ideals and beliefs (Shen, 2018; Liu, 2018), the research team revised and adjusted items to fit English-writing disciplinary contexts. The scale contained 14 items, covering three sub-dimensions: cultural-confidence awareness (5 items), cross-cultural critical-thinking awareness (5 items), and mission awareness of telling Chinese

stories (4 items). This scale adopted 5-point Likert scoring (1 = strongly disagree, 5 = strongly agree). Higher average scores represented higher-level value cognition. The Cronbach's α coefficient of this scale was 0.76. Questionnaire administration time was consistent with the motivation scale. Independent-sample t-tests were used to compare mean scores of each sub-dimension between groups. The proportion of participants with average scores above 4.0 was counted as the indicator for positive value cognition.

Table 5. Pre-test and Post-test Comparison for Value-cognition Dimension (N=30 for each group)

Sub-dimension	Time point	Experimental Group Mean	Control Group Mean	P-value	Proportion of participants with positive value cognition (score > 4.0)
Cultural-confidence awareness	Pre-test	2.85	2.82	0.781	30.00% (9/30)
	Post-test	4.07	2.91	0.000	73.33% (22/30)
Cross-cultural critical-thinking awareness	Pre-test	2.79	2.81	0.830	-
	Post-test	4.01	2.86	0.000	-
Mission awareness of telling Chinese stories	Pre-test	2.74	2.77	0.753	-
	Post-test	4.10	2.88	0.000	80.00% (24/30)

Note. higher value means higher level of value cognition; $P < 0.05$ means statistically significant difference.

Pre-test results in Table 5 showed that both groups obtained medium-low average scores on all three sub-dimensions. Most students could not fully recognize the cross-cultural communication value of English writing, and lacked the awareness to identify ideological bias in foreign texts. No significant baseline gap existed between the experimental group and the control group (all $P > 0.05$).

In post-test, every sub-dimension mean score of the experimental group increased substantially with statistical significance. 73.33% of the experimental-group participants showed positive value cognition on China-themed writing, and 80.00% of students recognized that English writing could serve as a carrier for cross-cultural communication of Chinese ideas. Combined with the thematic-depth score in final examinations, it can be verified that the improvement of value cognition was not limited to questionnaire responses but manifested in students' written output. The control group's value-cognition indicators only had trivial changes without statistical significance.

3.1.3 Data Interpretation for Overall-writing-performance Dimension

Data for overall writing academic performance originated from the unified final-examination paper of the English Writing course. Instead of simple holistic marking, the research team adopted a multi-dimensional analytic scoring rubric. The rubric divided total 100 points into three sub-dimensions: linguistic accuracy (35 points), text structure (35 points), and thematic-depth & value-orientation (30 points). The thematic-depth sub-dimension was specially designed to evaluate students' reflection depth on Chinese-related topics, argument rationality and value stance in compositions. Two experienced writing teachers implemented double-blind independent rating without knowing group information of students. If the score gap between two raters exceeded 5 points, a third senior instructor would re-evaluate the composition. The inter-rater reliability of the rubric reached 0.81. The pre-experimental writing performance adopted the final examination score of the previous semester. Independent-sample t-tests compared total scores and sub-dimension scores between experimental group and control group.

Table 6. Pre-test and Post-test Comparison for Overall Writing-performance Dimension (N=30 for each group; full score = 100)

Scoring Sub-dimension	Time point	Experimental Group Mean Score	Control Group Mean Score	P-value
Total writing score	Pre-test	72.10	71.80	0.721
	Post-test	83.20	74.00	0.000
Linguistic accuracy (35 pts)	Pre-test	25.30	25.10	0.763
	Post-test	28.70	24.10	0.001
Text structure (35 pts)	Pre-test	24.70	24.50	0.795
	Post-test	27.40	24.60	0.002
Thematic-depth & value-orientation (30 pts)	Pre-test	22.10	22.20	0.847
	Post-test	27.10	25.30	0.004

Note. $P < 0.05$ indicates statistically significant inter-group difference.

As illustrated in Table 6, pre-test total scores and all sub-dimension scores demonstrated that the academic level of the two groups was equivalent before intervention. After one-semester teaching experiment, the average total writing score of the experimental group rose from 72.10 to 83.20. Statistically significant advantages were found in all three sub-dimensions. The significant improvement of thematic-depth & value-orientation sub-dimension served as key evidence that students' progress was not confined to superficial grammar and sentence patterns. Their thinking depth and value stance in compositions were also substantially promoted. The total score of the control group only increased slightly from 71.80 to 74.00, and there was no prominent improvement in the thematic-depth sub-dimension.

3.2 Qualitative Results: Interview Excerpts

Quantitative questionnaire and examination results reveal statistically-significant group differences across learning motivation, value cognition and writing-performance dimensions, yet numerical data cannot fully capture learners' subjective learning experiences, inner mental changes, perceived practical obstacles and nuanced attitudes towards the new blended curriculum-ideological-political model. To complement quantitative findings, semi-structured individual and small-group interviews were conducted at Week 17-18 after all teaching activities and post-test measurements were finished. A total of 18 students took part in the interviews, including nine participants randomly sampled from the experimental group and nine from the control group. Each interview lasted approximately 8-10 minutes, was audio-recorded, and then transcribed verbatim for thematic analysis.

The research team adopted open thematic coding to process transcribed texts. Attention was paid to four major thematic categories: perceived changes in writing learning experience, subjective gains brought by China-themed reading and writing tasks, practical burdens and complaints about teaching arrangements, as well as learners' attitudes toward in-class discussions and TSCA peer-assessment activities. Representative original excerpts under each theme are presented below. It should be noted that these interview materials serve as preliminary descriptive evidence for observed quantitative differences. In-depth causal inference, cross-validation with statistical data and systematic discussion of pedagogical implications will be reserved for Section 4 Discussion.

3.2.1 Reflections and Positive Perceived Gains from Experimental-group Students

Most interviewed students from the experimental group reported noticeable shifts in their understanding of English writing. Many participants no longer regarded writing merely as an examination-oriented skill drill. The China-related reading resources and real-world comparative tasks provided authentic content input, which helped them break the bottleneck of "having nothing to write". In addition, group-based classroom discussion guided them to rethink media narratives behind public events, generating new perspectives on cross-cultural communication. Selected student quotations reflecting such positive perceptions are shown below.

EG-S1: *"I used to think English writing was nothing more than memorizing templates and vocabulary for final-exam grades. After reading those China-themed materials and completing media-comparison assignments, I realize writing is a tool for voicing opinions. When I write about Chinese traditional culture or social realities in English, I feel like I am able to show authentic China to foreign readers."*

EG-S4: *"Pre-class reading resources provide numerous authentic English expressions for Chinese-related topics. Previously I frequently got stuck when describing Chinese phenomena in English. Now reading input supplies abundant materials for my compositions. Group mind-map discussions and peer reviews also help me identify logical loopholes in my drafts."*

EG-S7: *"Assignments comparing Chinese and western media reports on identical events impressed me a lot. The same event gets narrated from totally different angles. I learned not to accept foreign news*

reports uncritically. Instead, I should distinguish underlying stances and form my own objective and rational judgments in writing.”

While these positive self-reports correspond to the upward trends observed in questionnaire motivation and value-cognition scores, it is worth noting that individual subjective self-reports may contain subjective bias from social desirability. Therefore, these interview statements cannot stand alone as conclusive proof of educational effectiveness and must be interpreted together with objective quantitative indicators.

3.2.2 Neutral Reflections, Practical Challenges and Critical Feedback from Experimental-group Students

Interviews also uncovered various practical frictions when implementing the blended ideological-political teaching design. Not all feedback was fully positive. Several experimental-group participants raised concrete concerns concerning reading workload, text difficulty, in-class time allocation and peer-assessment quality. These viewpoints reflect real-world constraints that teachers may encounter in actual classroom practice, which quantitative scales are not designed to capture. Representative excerpts are listed below.

EG-S2: *“Overall this model works well, yet sometimes pre-class reading assignments are excessively heavy. I have heavy academic burdens from other courses. Extra weekly English reading tasks occupy my time for other subjects. I hope teachers can select and condense reading excerpts instead of assigning all available materials.”*

EG-S5: *“Some ideological-political reading texts are linguistically demanding, filled with specialized proper nouns. It takes me plenty of time to look up new words. Students with relatively weak English proficiency suffer heavy reading burdens.”*

EG-S8: *“I worry that value-oriented classroom discussions may squeeze time for writing-skill instruction. In one or two sessions, speculative discussions took up quite a lot of class time, leaving less time for grammar correction and sentence-pattern explanation. We need better balance between skill training and value-guided discussion.”*

EG-S10: *“The quality of peer assessment varies greatly. Some classmates give casual scores without spotting genuine weaknesses in compositions. Peer review can never replace teachers’ professional feedback; instructor evaluation must remain dominant.”*

These critical comments indicate that the reformed teaching model brings certain implementation costs. Even students who generally approve of the teaching framework still expect adjustments in material selection, difficulty grading and classroom-time arrangement. These practical problems are documented here as descriptive empirical phenomena; systematic analysis of how these obstacles influence overall teaching effects will be addressed in the Discussion chapter.

3.2.3 Learning Experience Descriptions from Control-Group Students

Interviews with control-group participants offer a useful contrast reference. Without supplementary China-themed reading input and value-oriented task-design, control-group students remained situated within the conventional skill-centered writing classroom. Their narratives repeatedly touched upon

limited topic resources, lack of ideas for composition and avoidance of China-related writing themes. No deliberate value-guidance activities were arranged in their writing instruction. Representative excerpts are as follows.

CG-S2: *“In class we mainly practice sentence patterns, templates and grammar correction. Most writing tasks are western-oriented topics. We seldom write articles about China. I still treat writing merely as an examination-oriented skill subject.”*

CG-S5: *“I often run out of ideas when receiving writing prompts. Class rarely explores ideological connotations behind texts; we mostly fix grammatical mistakes in sentences.”*

CG-S8: *“If the writing theme touches upon Chinese culture, I cannot find appropriate English expressions, so I tend to avoid such topics in my practice. We barely get access to China-related English reading resources.”*

The self-descriptions of control-group students align with the stable, non-significant changes seen in their questionnaire and examination-score data. They reported fewer opportunities to engage with Chinese-themed writing materials and cross-cultural comparative tasks. Nevertheless, it should also be pointed out that interview samples of the control group only represent partial individual perceptions and cannot be generalized to every student within this group.

Taken together, the interview corpus supplies rich contextual information behind the statistical results. Experimental-group interviewees displayed diverse responses ranging from strong recognition to practical criticism, while control-group participants mostly described traditional skill-focused learning routines. Qualitative data corroborate the general tendency shown by quantitative results, meanwhile exposing implementation-level difficulties in curriculum-ideological-political practice. This section only presents descriptive summaries and raw interview evidence. Further interpretation about causal mechanisms, teaching implications and research limitations will be elaborated in Section 4 Discussion

4. Discussions

Combining statistical outcomes from questionnaires, examination rubric scores and transcribed interview materials, this section conducts in-depth analysis concerning educational effects, strengths uncovered by qualitative data, practical dilemmas reflected in student feedback, theoretical implications and experimental limitations.

First of all, quantitative evidence proves that embedding socialist core values into blended English-writing teaching generates positive effects on learning motivation, value cognition and writing academic performance simultaneously. After the one-semester intervention, 76.67% of experimental-group students achieved high-level intrinsic learning motivation, and 73.33% built up mission awareness of telling Chinese stories through English writing. Their average writing score rose by 11.1 points, with statistically significant improvement in linguistic accuracy, text-structure organization as well as thematic-depth sub-dimensions. These findings are consistent with Yang & Wang’s (2022) experimental outcomes on Comprehensive-English curriculum ideological-political

integration, which reported enhanced learning motivation and better academic performance after value-oriented intervention for English majors. The present study further extends this conclusion to skill-oriented writing courses. It verifies that curriculum ideological-political education is not exclusive to theoretical ideological-political lectures. Skill-focused foreign-language courses can also realize mutual promotion between value-shaping and linguistic-competence cultivation rather than treating them as contradictory goals.

Interview excerpts reveal the underlying functional mechanism: China-themed reading input resolves students' common difficulty of "having nothing to write about". Real-world social-issue-driven assignments enhance task authenticity. Writing is no longer artificial exam-oriented drill; students perceive its practical cross-cultural-communication significance, which boosts intrinsic motivation. Improved motivation further encourages students to devote more energy to pre-class reading and repeated draft revision, and finally brings comprehensive progress in language, text organization and thematic thinking.

Secondly, qualitative interview data discloses merits and inherent drawbacks of the "reading-writing resonance + POA motivating-enabling-assessing + TSCA multi-dimensional evaluation" blended teaching design. More than 80% of experimental-group participants accepted the overall framework, and over 76% recognized the value of peer-assessment activities. Multiple students mentioned that the self-built reading-resource library supplied linguistic materials and thinking perspectives for composition output; group collaboration and mind-map construction facilitated speculative-thinking development.

Nevertheless, interviews exposed realistic problems which cannot be captured by closed-ended questionnaire scales. Four major challenges emerged from student feedback: excessive total reading workload, mismatch between text difficulty and sophomores' real-world English proficiency, imbalanced time allocation between speculative discussion and linguistic-skill lecturing, and unstable quality of student-led peer assessment. These remind educators that curriculum ideological-political reform does not mean simply piling up supplementary reading materials. Material selection and workload control should fully take students' overall academic load into consideration. Texts ought to be graded for learners at different proficiency levels. In classroom implementation, instructors need to maintain proper balance: value-oriented discussion should not completely replace systematic skill instruction. Under the TSCA framework, peer assessment functions only as supplementary means; teachers' authoritative evaluation and feedback must occupy the leading position.

Thirdly, the fine-grained multi-instrument measurement design for Research Question 2 improves the rigor of this experiment. Drawing reference from Yang & Wang (2022), whose research mainly adopted final-examination holistic scores and self-compiled general-purpose questionnaires, this study adopts triangulated measurements: writing performance is decomposed into three independent rubric dimensions, among which the specially-designed thematic-depth sub-dimension captures value-related manifestations in written output. Learning-motivation and value-cognition are further broken down into multi-faceted sub-scales instead of being measured by oversimplified single items. Pre-post

questionnaire comparisons, objective rubric-graded examination results and qualitative interview evidence mutually cross-validate each other. It avoids the risk of drawing over-simplified conclusions merely according to final-exam score fluctuations. The prominent improvement of the thematic-depth sub-score confirms that students' progress is not limited to grammar and sentence patterns; their ideological perspectives and speculative thinking in compositions are genuinely elevated.

Fourthly, we must objectively interpret the limitations of this experiment. The sample size is relatively small (60 participants in total), and the intervention lasts merely one semester. Ideals, beliefs, cultural confidence and cross-cultural critical-thinking belong to long-term developmental traits. Short-term one-semester intervention can only capture short-term observable changes. Longitudinal tracking is required in future follow-up research. In addition, the favorable intervention effect in this experiment is premised on complete resource-library construction and well-polished instructional design by the research team. Direct mechanical replication without material screening and class-time adjustment will give rise to the practical burdens reported in student interviews. Similar to the Comprehensive-English-course experiment (Yang & Wang, 2022), foreign-language curriculum ideological-political integration should avoid mechanical material stacking. Text screening, difficulty grading and balance between value guidance and professional-skill training are essential to prevent the "two-skins" phenomenon in practice.

Pedagogical implications can be drawn accordingly. Conventional English-writing classrooms easily fall into the trap of "prioritizing linguistic techniques while neglecting thinking cultivation". Students practice templates repeatedly without substantial thinking anchors. This experiment proves that guided by POA theory, with indigenous China-themed resource libraries as support, taking authentic Chinese-relevant real-world issues as writing-task carriers, instructors can accomplish the three-dimensional objectives of knowledge acquisition, reasoning competence cultivation and virtue fostering. During implementation, teachers should dynamically adjust reading quantity and difficulty according to continuous student feedback, optimize in-class time allocation, refine multi-dimensional evaluation mechanisms and guarantee satisfying learning experiences for students of diverse proficiency levels.

5. Conclusion

After one-semester blended-teaching experiment integrating socialist core values into English Writing, the experimental group achieved significant improvements in three dimensions: learning motivation, value cognition and overall writing academic performance. More than 73%-76% of experimental-group students obtained enhanced intrinsic writing motivation and built up mission awareness of telling Chinese stories via cross-cultural English communication. Their final-exam scores on linguistic accuracy, text structure and thematic-depth sub-dimensions were all statistically superior to those of the control group. Participants receiving traditional conventional teaching demonstrated no significant statistical changes across all observed indicators. It is verified that appropriately-designed ideological-political integration

within skill-oriented English-writing courses can realize mutual promotion between linguistic-competence advancement and value-belief shaping, rather than setting the two goals against each other. This result echoes empirical findings from curriculum ideological-political experiments conducted in Comprehensive English courses, further confirming the feasibility and practical educational benefits of curriculum ideological-political practice for foreign-language skill-based courses.

The POA-guided blended-teaching model featuring reading-writing resonance, self-built ideological-political resource library and TSCA multi-party assessment obtains acceptance from over 83% of experimental-group students. Nevertheless, qualitative interview feedback reveals areas requiring optimization: the quantity and difficulty of ideological-political reading materials need to adapt to students' academic workload and real-world language proficiency; classroom sessions should strike a proper balance between speculative-thinking discussion and linguistic-skill instruction; peer assessment needs sufficient teacher guidance and authoritative backup and cannot fully substitute teacher evaluation. Limitations of this study should be acknowledged: restricted sample scale and short-term one-semester intervention only enable observation of short-term effects. Future research may expand participant pools, carry out long-term longitudinal tracking, develop graded reading resources for learners with varied English levels, and continuously refine curriculum ideological-political instructional designs.

This experiment delivers empirical cases for curriculum ideological-political reform of foreign-language skill-oriented courses in Chinese higher education. For English Writing and other foreign-language courses, educators should attach importance to exploring indigenous Chinese-themed teaching resources, implement blended instructional design grounded in mature foreign-language-teaching theories, and achieve the trinity of knowledge imparting, competence cultivation and value shaping.

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