

Original Paper

Ideological and Political Path Innovation and Application Practice in the English Writing Courses

QIMIN XIAO*

School of English Studies, Zhejiang International Studies University, Hangzhou, China

* Corresponding author, E-mail: billyxqm@163.com

Received: September 18, 2026 Accepted: October 02, 2026 Online Published: October 20, 2026

doi:10.22158/wjeh.v8n4p1

URL: <http://dx.doi.org/10.22158/wjeh.v8n4p1>

Abstract

Against the background of New Liberal Arts construction, curriculum-based ideological-political education has become a core requirement for talent cultivation within Chinese higher foreign-language education. English Writing, as a core skill-oriented course for English-major undergraduates, bears dual missions of language-skill training and value shaping. Traditional English-writing instruction is frequently trapped in instrumental-oriented teaching logic, prioritizing linguistic techniques while neglecting the cultivation of students' Chinese-narrative competence, cross-cultural critical awareness and patriotic consciousness. Based on practical teaching experience of ZW University, this paper sorts out prevailing pain-points in conventional English-writing classrooms, elaborates innovative concepts, implementation pathways and typical teaching cases for integrating ideological-political education to facilitate Chinese-narrative writing. A one-semester comparative teaching experiment was conducted among 60 second-year English-teacher majors. Adopting a generalized curriculum ideological-political effectiveness scale, this study measured students' patriotic consciousness, international-communication awareness, value cognition and writing self-efficacy. Semi-structured interviews further explored students' recognition of this innovative teaching model and influencing factors for implementation. The findings indicate that the blended instructional design with embedded ideological-political elements can significantly enhance participants' patriotic awareness, cross-cultural communication willingness, value cognition and writing self-efficacy. Most experimental-group students held positive attitudes toward this reformed curriculum, yet several practical restricting factors including reading-material difficulty and academic workload should not be ignored. This research provides actionable pathways and empirical evidence for advancing curriculum ideological-political construction within skill-focused foreign-language courses.

Keywords

English Writing, curriculum ideological political education, Chinese narrative writing, self-efficacy

1. Introduction*1.1 Necessity and Current Situation of Ideological-Political Education in Chinese Higher Education*

Fostering virtue through education stands as the fundamental task for contemporary Chinese higher education. Under the New Liberal Arts initiative, universities are expected to realize the organic integration of professional knowledge instruction and value guidance rather than separating ideological-political work from disciplinary teaching (Chen, 2017; Cheng & Zhang, 2011). Instead of being confined to specialized ideological-political lectures, value-shaping tasks should permeate every specialized course. Foreign-language majors, as important reserve talents for international cultural exchange, are required to possess solid linguistic competence as well as firm cultural confidence and mission awareness for telling Chinese stories globally.

Nevertheless, practical implementation still faces multiple realistic challenges. A considerable number of foreign-language courses remain dominated by knowledge-transmission objectives (Dai, 2022). Teachers focus on language-skill drilling while insufficiently excavate ideological-political resources embedded within disciplinary content. There exists the “two-skins” phenomenon: professional teaching and value education operate independently without effective integration. Students may master abundant foreign-language knowledge yet lack clear understanding of Chinese discourse, or hold inadequate awareness of their own responsibilities for international cultural communication. Consequently, exploring discipline-compatible ideological-political implementation pathways has become an urgent research topic for higher foreign-language education (Wang, 2023; Yang & Wang, 2022).

1.2 The Role and Practical Pain Points of Ideological Political Education within English Writing Teaching

English Writing is a compulsory core major-foundation course for second-year English-major undergraduates. It connects basic sentence-level training and advanced academic-writing practice, undertaking critical functions for cultivating students' text-construction ability, logical reasoning and cross-cultural expression competence. Beyond polishing vocabulary, grammar and text structures, this course ought to guide students to express Chinese realities, traditional culture and Chinese viewpoints in authentic English, which constitutes the intrinsic ideological-political value of English-writing instruction (Zou, 2013; Zhang, 2021).

According to questionnaire data from 120 undergraduates and literature review of nearly 100 domestic English-writing teaching studies, current English-writing classrooms exhibit three prominent pain-points summarized in Table 1.

Table 1. Pain Points of English Writing Teaching

Pain-point Category	Specific Manifestations	Negative Consequences
Shallow-level classroom teaching with low student participation	Teacher-centered lecture of writing skills; task-driven assignment pattern; few interactive links	Students passively receive knowledge; low subjective initiative in writing practice
Fragmented writing process with insufficient input-output links	Inadequate pre-task reading input; lack of whole-process tutoring; limited timely feedback; under-utilized intelligent evaluation tools	Writing output appears empty in content; students cannot obtain sufficient iterative revision guidance
Detached writing products with deficiency of Chinese-narrative themes	Over-reliance on foreign-themed textbooks; insufficient training for Chinese-related topics; neglect of critical-thinking cultivation	“Symptom of speculative absence”; students avoid describing Chinese realities in English writing; weak cross-cultural-discernment capacity

First of all, teaching tends to be shallow with low-level student engagement. Traditional classrooms follow the fixed routine: teachers impart writing rules, assign homework, and collect finished compositions. Students passively accept knowledge, lacking internal driving force for creation. Secondly, the whole writing procedure is fragmented. Students receive limited thematic reading input before composing. Teachers can hardly provide high-frequency individualized feedback for every learner within limited class hours. Intelligent marking platforms are not fully adopted to assist iterative revision, which restricts improvement of writing quality. Thirdly, writing assignments are disconnected from real-world Chinese contexts. Existing textbooks are dominated by western-culture-oriented passages. Students repeatedly practice imitation of templates but rarely receive systematic training on Chinese-narrative writing. Many learners suffer from “speculative absence”: their compositions lack rational argumentation, clear logic and profound value reflections (Zhang, 2021; Yang & Wang, 2022). Against such a background, English-writing courses need innovative ideological-political pathways. It is necessary to reconstruct teaching content, optimize mixed-mode instructional procedures and reform assessment mechanisms, so as to realize the trinity of knowledge acquisition, ability cultivation and value shaping, and foster foreign-language talents capable of spreading Chinese voices internationally.

2. Practices of Instructional Innovation for Integrating Ideological-Political Education to Promote Chinese- Narrative Writing in English Writing Course

2.1 Innovative Philosophy and Curriculum Objectives

Rooted in the holistic talent-cultivation logic of foreign-language-oriented curriculum ideological-political construction, this curriculum innovation advances an integrated three-dimensional educational philosophy of knowledge acquisition (knowing), reasoning (critical thinking), and virtue fostering (value shaping), locally conceptualized as *Zhizhi*, *Mingli*, *Lide*. Moving beyond isolated, skill-centered drilling of writing mechanics, the philosophy frames *Zhizhi*-oriented knowledge acquisition as the foundational layer of instructional practice, where learners consolidate systematic core knowledge of chapter-based English writing by internalizing stylistic conventions governing descriptive, narrative, expository and argumentative genres, alongside fundamental operative skills for paragraph development and argument construction. Building upon such disciplinary knowledge reserves, *Mingli*-centered reasoning prioritizes the cultivation of cross-cultural critical competence, pushing learners to unpack implicit ideological stances embedded within heterogeneous cross-cultural texts, discern substantive divergences between Chinese and western discursive frameworks, and internalize objective, rational evaluative criteria for interpreting global public discourses. Grounded in the foregoing knowledge accumulation and critical reasoning capacity, *Lide*-driven virtue-fostering works toward intrinsic value-shaping outcomes, nurturing students' patriotic awareness and cultural-confidence, empowering them to competently accomplish authentic Chinese-narrative writing assignments, and gradually fostering their enduring sense of mission for undertaking international cultural-communication responsibilities through English-language written production. Correspondingly, curriculum objectives are divided into knowledge objectives, ability objectives and quality objectives (Table 2).

Table 2. Three-Dimensional Curriculum Objectives of the Ideological Political Integrated English Writing Course

Objective Layer	Concrete Requirements
Knowledge Objectives	Master structural features of four major genres (descriptive, narrative, expository, argumentative writing); grasp topic-sentence development, argument-supporting techniques and stylistic expression norms.
Ability Objectives	Complete coherent English compositions of different genres; conduct comparative analysis of cross-cultural texts; collect materials and finish Chinese-narrative-oriented writing tasks.

Objective Layer	Concrete Requirements
Quality Objectives	Enhance patriotic consciousness and cultural confidence; establish awareness of telling Chinese stories in English; develop objective cross-cultural critical-thinking quality.

Centering on the above mentioned objectives, the teaching practice adopts the practical logic: starting from curriculum learning situations, analyzing realistic causes, putting forward responding concepts, designing realization paths and optimizing teaching content and assessment mechanisms. The overall implementation logic is “promote reading writing integration; boost learning through competitions; advance Chinese narrative construction via ideological political oriented critical thinking”.

2.2 Innovative Philosophy and Curriculum Objectives

This section elaborates practical measures mainly from three dimensions: reconstructing teaching content for Chinese-narrative-oriented chapter-based writing, optimizing student-centered interactive-writing teaching modes, and embedding ideological-political elements into localized writing practice.

2.2.1 Reconstruct Teaching Content: Taking Chinese-narrative Chapter-based Writing as the Main Thread

Aiming at the deficiency of Chinese-themed materials in original textbooks, the research group reorganized curriculum knowledge nodes, topic systems and reading-input resources.

First, reconstruct knowledge nodes and highlight chapter-oriented writing. The curriculum reorganizes scattered micro-knowledge points around four genres: descriptive writing, narrative writing, expository writing and argumentative writing. Abstract writing rules are embodied within complete text-composition tasks, providing carriers for students to output Chinese-narrative content.

Second, reconstruct chapter-writing topics and manifest Chinese-narrative characteristics. Four thematic modules are matched for four genres respectively, as displayed in Table 3.

Table 3. Four Thematic Modules for Chinese-narrative Chapter-based Writing

Genre	Module Name	Representative Writing Topics
Descriptive writing	Depicting Chinese Customs	Chinese natural landscapes, cultural heritage sites, folk traditions
Narrative writing	Telling Chinese Stories	Personal growth intertwined with national development, exemplary-figure stories

Genre	Module Name	Representative Writing Topics
Expository writing	Interpreting Chinese Vision	The Belt and Road Initiative, Chinese-style modernization, Chinese- image-related media analysis
Argumentative writing	Expressing Chinese Viewpoints	Human-nature relationships, ethics of technology, social-cultural hot-issue discussions

Third, reconstruct teaching-input resources and emphasize reading-to-writing facilitation. The teaching team built a self-developed ideological-political reading-resource library containing more than 300 discourse excerpts. Pre-class reading tasks are assigned through online learning platforms. Following the procedure “online reading input — offline group discussion — individual writing output”, reading input supplies linguistic expressions and ideological perspectives for subsequent writing output and realizes reading-writing resonance.

2.2.2 Innovate Teaching Modes: Interactive-writing Design Oriented Toward Student Development

Guided by Production-Oriented Approach (POA), blended online-offline teaching is implemented following “Motivating-Enabling-Assessing” (Wen, 2018; Wen, 2021). In the motivating phase, Chinese-narrative output tasks are released as driving goals. In the enabling phase, teachers provide scaffolding support including language, structure and thematic perspective. In the assessing phase, multi-party evaluation is organized.

Meanwhile, two supplementary pathways are adopted: “promote learning through competitions” and “critical-thinking-oriented whole-process writing guidance”. For “promote learning through competitions”, classroom teaching and national English-writing contests are organically connected. Pre-contest training, simulation practice and post-contest reflection are incorporated into regular teaching activities to strengthen practical output. For critical-thinking cultivation, the whole writing chain including pre-writing reading, draft composing, peer-group debate and revised final-version polishing is designed according to Bloom’s taxonomy of thinking abilities, guiding students to form independent rational judgment when constructing Chinese-narrative texts.

2.2.3 Embed Ideological-political Elements: Localized Writing with the Mission of Telling Chinese Stories

Ideological-political infiltration does not mean the mechanical addition of isolated preaching content to regular lessons, but requires the organic integration of value-oriented education into every practical teaching link throughout the whole teaching cycle.

Firstly, ideological-political elements should be deeply infiltrated into core curriculum content. Teachers need to revise the course syllabus correspondingly, and match clear ideological-political cultivation targets for each knowledge node in writing teaching. This practical arrangement helps realize effective correspondence among textbook materials, expanded ideological-political

supplementary resources and concrete writing-task requirements, so that value guidance can be naturally connected with knowledge teaching.

Secondly, continuous efforts should be made to expand and optimize ideological-political teaching resources. The self-built reading resource library needs regular updates of high-quality Chinese-themed reading materials adapted to students' current language proficiency. Apart from teachers' sorting work, students are also encouraged to take part in resource collection and sorting activities, which helps deepen their multi-dimensional understanding of Chinese-themed topics in the process of organizing and processing first-hand materials.

Thirdly, ideological-political educational goals shall be implemented through situated Chinese-narrative writing practice. Teachers can construct interconnected classroom-plus-online writing communities to enrich practice scenarios. Students carry out co-reading, joint appreciation and mutual evaluation for Chinese-narrative compositions during in-class activities; off-class, they share drafts, exchange diverse ideas and complete iterative revisions on online learning platforms. In this way, value-shaping effects can be achieved imperceptibly within authentic task-based writing practice, instead of relying on rigid indoctrination.

2.2.4 Reform Assessment Mechanism: Formative Evaluation Oriented Toward Finished Writing Products

Breaking the limitation of "one-final-exam-decides-grades", multi-dimensional formative evaluation is carried out, combining teacher-student collaborative assessment (TSCA), whole-process portfolio evaluation and intelligent-platform-assisted marking. The assessment system consists of 50 % formative assessment and 50 % summative assessment. Formative assessment includes online learning performance, group-discussion participation, peer-evaluation performance and usual composition quality; summative assessment contains online quizzes and final-examination scores. Writing portfolios are required for students to record the whole revision track of Chinese-narrative works. Intelligent marking platforms provide instant feedback for linguistic errors while teachers focus on evaluating thematic depth and value orientation of compositions.

2.3 Typical Instructional Case: Expository Writing—Comparative Analysis of Sino-western Media Narratives on Chinese-style Modernization

The ideological-political transformation of English-writing instruction cannot rely on sporadic classroom speeches or scattered supplementary reading materials. Instead, it demands systematic instructional redesign covering curriculum objectives, teaching-resource construction, in-class-and-after-class activity arrangement, and assessment mechanisms, so as to embed Chinese-narrative-oriented value cultivation into regular teaching workflows. A set of operable implementation measures has been formed around curriculum-content revision, resource expansion and practice-oriented writing activities. To offer concrete, observable evidence of how these theoretical designs translate into real-world classroom practice, this chapter presents a typical one-week instructional case focusing on comparison-and-contrast expository writing. This sample unit illustrates

how multi-dimensional innovation measures are jointly deployed within a complete teaching cycle spanning pre-class preparation, in-class implementation and post-class follow-up.

Course Title: Expository Writing: Mastering the Comparison-and-contrast Pattern for Cross-cultural Media-narrative Analysis

Target learners: Second-year English-teacher majors (experimental-group class)

Class hours: 2 periods (90 minutes total)

Teaching materials: *A Course in English Writing (2nd Edition)*; self-built ideological-political reading resource library (sub-module: Interpreting Chinese Vision), which provides well-selected news excerpts and representative discourse samples designed for cross-cultural comparative writing assignments.

Teaching objectives

1. Knowledge objective: Master two organizational patterns for comparison-and-contrast expository essays (point-by-point and subject-by-subject); grasp signal words for comparison-and-contrast writing.
2. Ability objective: Compare and analyze news discourses from Chinese and western media concerning Chinese-style modernization; complete a 220-word comparative expository composition.
3. Ideological-political objective: Recognize narrative biases existing in partial western media reports; enhance cultural confidence; understand the significance of objectively constructing Chinese-narrative in English expository writing.

Pre-class tasks (finished on Chaoxing Learning Platform, 40-50 minutes)

1. Students read 4 selected news excerpts from the resource library: 2 excerpts from Chinese official English-language media and 2 excerpts from mainstream western media concerning Chinese-style modernization.
2. Students fill in online worksheets to record similarities and differences of narrative angles, keyword choices and argument focuses of different media texts.
3. Students finish a 100-word rough draft of comparative analysis as pre-class output.

In-class teaching procedures (90 minutes total)

1. Warm-up and task review (10 min): Teachers introduce the topic background of Chinese-style modernization. Representative pre-class worksheets and rough-draft excerpts are displayed for class comments.
2. Knowledge-enabling session (20 min): Interpret two structural patterns for comparison-and-contrast expository writing; analyze sample paragraphs; guide students to draw mind-maps for text frameworks in groups.
3. Ideological-political-oriented speculative discussion (30 min): Centering on reading materials, groups discuss: (1) What differences exist in media descriptions of identical events? (2) What cultural and positional factors lead to such narrative gaps? Teachers give guidance to help students distinguish objective reports from biased narratives, avoid one-sided thinking, and establish a rational perspective

for constructing Chinese- narrative texts. Each group sends representatives to share group viewpoints.

4. Writing-task deployment & in-class fragment drafting (20 min): Students outline their formal expository essays. Teachers provide on-site tutoring for typical difficulties.
5. Summary and after-class assignment (10 min): Summarize writing-structure key-points and cross-cultural-analysis insights. The formal assignment: finish a 220-word comparison-and-contrast expository essay regarding media narratives of Chinese-style modernization.

After-class task

1. Students submit formal compositions to the learning platform.
2. Implement TSCA multi-party evaluation: student self-assessment, peer assessment according to evaluation rubrics, and comprehensive feedback from teachers. Teachers pay attention to both linguistic accuracy and the rationality of students' value standpoints in their texts.
3. Excellent Chinese-narrative-oriented compositions are selected and displayed in the online-course community.

Teaching aids: Chaoxing Learning Platform, multimedia courseware, self-built ideological-political reading-resource library, TSCA evaluation rubric.

3. Teaching- Experiment Design

3.1 Research Questions of the Experiment

1. What changes have taken place in students' dimensions including patriotic consciousness, international-communication awareness, value cognition and writing self-efficacy after receiving the ideological-political-integrated Chinese-narrative-oriented English-writing teaching intervention?
2. To what extent can the generalized curriculum ideological-political education effectiveness scale measure the above-mentioned dimensions, and what are the specific performances of participants on each sub-dimension?
3. What is experimental-group students' recognition level toward this ideological-political-integrated curriculum model? What major internal and external factors exert influences on the actual implementation effect of this educational model?

3.2 Participants

In ZW University of China, 60 students from two classes of second-year English-teacher majors were selected as participants. Independent-sample t-test based on writing scores of the previous semester indicated no statistically-significant academic-performance differences between the two classes. One class with 30 students was randomly assigned as the **experimental group**, and the other class with 30 students served as the **control group**.

Participants assigned to the experimental group received the innovative blended teaching mode elaborated in Chapter 2, in which curriculum ideological-political elements were systematically integrated and Chinese-narrative writing served as the core instructional thread. By contrast, participants in the control group were exposed to conventional English-writing pedagogy. While both

groups utilized the same official textbooks, finished writing assignments of comparable workload and participated in identical unified course examinations, the control-group instruction contained no specially tailored ideological-political instructional designs centering on Chinese-narrative themes, nor were learners provided with the supplementary supporting reading-resource tasks delivered to their experimental-group counterparts.

The experiment lasted for one complete semester (16 teaching weeks), with 2 class hours per week and 32 total class hours. Pre-test measurement was conducted in Week 1 before intervention; post-test measurement was finished in Week 16 after all teaching activities concluded. Semi-structured interviews were arranged in Week 17-18.

3.3 Measuring Instruments

This experiment adopts the generalized curriculum ideological-political education effectiveness scale, revised to fit English-writing-course scenarios, supplemented by writing-self-efficacy sub-scale items and semi-structured interview outlines. Table 4 presents basic information of measuring instruments.

Table 4. Overview of Experimental Measuring Instruments

Measurement Tool	Measured Dimensions	Sub-dimensions	Number of Items	Reliability Index
Revised generalized curriculum ideological-political effectiveness scale	Patriotic consciousness	Identity with Chinese culture; national-pride awareness	6	Cronbach's $\alpha=0.74$
	International-communication awareness	Willingness for Chinese-narrative output; cross-cultural-dissemination mission sense	5	Cronbach's $\alpha=0.72$
	Value cognition	Cross-cultural critical-thinking; recognition of Chinese-narrative writing value	6	Cronbach's $\alpha=0.75$
Writing-self-efficacy sub-scale	Writing self-efficacy	Confidence in completing Chinese-themed	5	Cronbach's $\alpha=0.71$

Measurement Tool	Measured Dimensions	Sub- dimensions	Number of Items	Reliability Index
Semi- structured interview outline	Model-recognition and influencing factors	writing; confidence in general English- writing tasks Acceptance degree; perceived advantages; practical restricting factors; optimization suggestions	—	Qualitative transcript

All questionnaire items adopt 5-point Likert scoring (1 = strongly disagree; 5 = strongly agree). Higher mean scores represent higher-level corresponding traits. The overall Cronbach's α coefficient of the whole questionnaire battery reaches 0.83. Three foreign-language-education experts examined content validity.

Semi-structured interviews mainly cover the following contents: students' overall evaluation of the ideological-political-integrated teaching model; perceived positive gains; obstacles met in learning (including reading-material difficulty, task-workload, time allocation); factors that promote or hinder teaching-model implementation; concrete suggestions for curriculum optimization. Approximately 30 % of participants in each group were sampled for individual or small-group interviews, with recordings transcribed verbatim for thematic coding analysis.

4. Experimental Results and Analysis

4.1 Quantitative Questionnaire Results

Pre-test results demonstrated that there were no significant inter-group differences across all four major dimensions (all $p > 0.05$), which verified that the baseline level of the experimental group and control group was equivalent before the teaching intervention. After one-semester intervention, obvious gaps emerged between two groups. Table 5 displays pre-test and post-test mean scores and statistical comparison results for each core dimension.

Table 5. Pre-test and Post-test Comparison of Core Questionnaire Dimensions (N=30 for each group, 5-point Likert scale)

Dimension	Test stage	Experimental Group Mean	Control Group Mean	<i>p</i> -value
Patriotic consciousness	Pre-test	2.91	2.88	0.793
	Post-test	4.06	2.94	0.000
International-communication awareness	Pre-test	2.83	2.81	0.861
	Post-test	3.97	2.86	0.000
Value cognition	Pre-test	2.87	2.84	0.817
	Post-test	4.01	2.90	0.000
Writing self-efficacy	Pre-test	2.76	2.79	0.748
	Post-test	3.88	2.82	0.000

Note. $p < 0.05$ indicates statistically significant difference. Higher mean value represents higher level of corresponding trait.

For the experimental group, paired-sample t-test showed that each dimension produced prominent post-test improvement ($p=0.000$). The most remarkable growth occurred in patriotic consciousness (from 2.91 to 4.06), followed by value cognition and international-communication awareness. Writing self-efficacy also obtained substantial enhancement, which indicated that students became more confident when completing Chinese-narrative-related English-writing assignments.

In contrast, the control group only witnessed trivial score fluctuations across all dimensions, without statistical significance. Without systematic Chinese-narrative-oriented ideological-political intervention, students' patriotic consciousness, international-communication awareness, value cognition and writing self-efficacy could not realize spontaneous improvement merely through conventional skill-oriented writing training.

Further analysis of sub-dimension data showed that within patriotic-consciousness dimension, "identity with Chinese culture" obtained larger score growth than "national-pride awareness". In the international-communication-awareness dimension, students' growth on "willingness for Chinese-narrative output" was more obvious than "cross-cultural-dissemination mission sense". It suggested that students firstly formed subjective willingness for Chinese-themed writing; the

deeper-level mission awareness of cross-cultural communication required longer-term cultivation. In the value-cognition dimension, “cross-cultural critical-thinking” achieved notable progress, proving that reading comparative materials and speculative classroom discussions effectively helped students identify ideological bias in cross-cultural texts. For writing self-efficacy, participants’ confidence in Chinese-themed writing improved more greatly than their confidence in general writing tasks. This finding illustrated that the reformed teaching model exerted targeted effects on Chinese-narrative-relevant writing self-efficacy.

The revised generalized curriculum ideological-political education effectiveness scale exhibited satisfactory reliability in this experiment. Each sub-dimension could effectively distinguish pre-intervention and post-intervention changes of the experimental group, which proved that this scale was applicable for measuring ideological-political education effects within English-writing course context.

4.2 Qualitative Interview Outcomes

Quantitative data reflected overall statistical differences between groups, while semi-structured interviews further uncovered students’ subjective evaluation of the blended ideological-political teaching model and multiple influencing factors in real-classroom implementation. Nine students from each group took part in interviews. Interviewee coding: EG-S = experimental-group student; CG-S = control-group student. Open thematic coding yielded three main themes: students’ overall recognition of the model, perceived positive gains, and restricting factors affecting implementation.

4.2.1 Positive Recognition and Perceived Gains from Experimental-group Interviewees

Most experimental-group participants held positive attitudes toward this teaching model. They reported gains in value perception as well as writing confidence. Representative excerpts are as follows:

EG-S3: *“Before this course, I regarded English writing only as a tool for passing examinations. After completing a series of Chinese-narrative writing tasks, I gradually realize I can introduce Chinese culture and Chinese viewpoints to foreign readers through my compositions. This gives me a special sense of achievement when writing.”*

EG-S6: *“Reading paired Chinese-western media materials made me understand that reports about identical events can be very different. Now I will not readily accept all foreign-language articles; I will consciously think about what standpoints lie behind the text.”*

EG-S11: *“I was afraid of writing compositions about Chinese-themed topics in English before because I had no idea about proper expressions. After using the resource library and finishing relevant writing practices, my confidence in this kind of assignment has grown obviously.”*

These interview narratives are consistent with questionnaire data. Students’ patriotic consciousness, cross-cultural critical awareness and writing self-efficacy were enhanced in authentic reading-and-writing practice. Nevertheless, it should be noted that subjective statements may be affected by social-desirability bias; interview results must be interpreted together with objective questionnaire data.

4.2.2 Practical Restricting Factors Reflected by Experimental- group Students

Interviews also exposed many realistic obstacles that cannot be captured by closed-ended questionnaires. Even students who generally approved of the reform raised critical feedback.

EG-S2: *“The pre-class reading tasks from the ideological-political resource library are sometimes too heavy. We have heavy learning tasks from other courses. If there are too many extra reading excerpts every week, my available study time will be stretched very tight.”*

EG-S5: *“Some reading texts contain lots of specialized expressions concerning national policies. For students with relatively weak English foundation, understanding these passages costs plenty of time.”*

EG-S9: *“Sometimes in-class speculative discussions take up quite a lot of time. Although those discussions are inspiring, we hope teachers can guarantee sufficient time to explain linguistic knowledge and revise typical writing mistakes.”*

Three major restricting factors were summarized from these comments: excessive reading workload, mismatch between text difficulty and learners’ language proficiency, and time-allocation tension between value-oriented speculative discussion and linguistic-skill instruction. These constitute key external factors influencing the actual effect of this ideological-political teaching model.

4.2.3 Reflections from Control- group Interviewees

Control-group students’ narratives provided a contrasting reference.

CG-S1: *“Our writing class mainly practices grammar, sentence patterns and article templates. Writing topics seldom involve Chinese culture or Chinese social reality. When I encounter Chinese-related writing prompts in exercises, I often feel I cannot find appropriate English expressions.”*

CG-S7: *“We rarely discuss the viewpoints behind articles in class. Most of our class time is spent on correcting grammatical errors in our drafts. I have not thought much about what messages my writing should convey.”*

Without targeted Chinese-narrative-oriented teaching design, control-group students lacked corresponding input and practice opportunities. Their learning focus still stayed on linguistic forms, and they seldom reflected on the value dimension of writing activities. Their subjective descriptions matched the non-significant changes reflected in questionnaire statistics.

On the whole, most experimental-group students recognized the value of this ideological-political-integrated teaching model. Their subjective learning gains corresponded to quantitative improvements on patriotic consciousness, international-communication awareness, value cognition and writing self-efficacy. Meanwhile, interviews revealed prominent practical constraints: reading workload, material difficulty and classroom-time allocation will directly influence implementation quality of the reform. The above-mentioned restricting factors belong to external situational variables. Even if the teaching philosophy and framework are reasonable, poor handling of these practical details will weaken educational effectiveness.

5. Discussions

5.1 Major Research Findings Interpreted

First of all, the one-semester comparative experiment verified that the blended teaching model integrating ideological-political education for Chinese-narrative writing can significantly improve students' patriotic consciousness, international-communication awareness, value cognition and writing self-efficacy. The experimental group achieved statistically-significant growth on all four core dimensions, while the control group adopting conventional skill-oriented teaching had no obvious changes. This outcome demonstrates that value-shaping cannot be automatically realized merely through language-skill training. Specialized instructional design including Chinese-themed reading input, comparative speculative discussion and Chinese-narrative writing output is indispensable. Value cultivation and writing-ability improvement are mutually promotable rather than mutually exclusive. When writing tasks are anchored at real-world Chinese themes, students obtain clearer writing purposes, which further boosts their subjective initiative and self-efficacy.

Secondly, the revised generalized curriculum ideological-political education effectiveness scale possesses good reliability and validity in the English-writing course context. It can effectively capture changes of students' patriotic consciousness, international-communication awareness and value cognition. However, according to sub-dimension data, the growth of "cross-cultural-dissemination mission sense" lags behind other indicators. This suggests that the formation of deep-seated mission awareness for international communication is a long-term developmental process. Short-term one-semester intervention can bring about improvement of individual willingness and critical-thinking competence, yet deeper-level identity and mission require longer-term iterative cultivation.

Thirdly, qualitative interview data expose multiple key factors affecting the implementation effect of this educational model. Internal factors include students' own English proficiency, learning load and individual acceptance degree toward Chinese-narrative-oriented tasks. External factors contain reading-material difficulty and quantity, rational allocation of classroom teaching time, teachers' comprehensive design capacity for ideological-political links. Among these factors, reading workload and text difficulty are the most frequently-mentioned practical problems from student feedback. Simply adding large quantities of ideological-political reading materials will produce learning burden and counteract teaching effects. Curriculum ideological-political reform is not equivalent to material accumulation. Instead, graded material screening, task-volume control and balance between skill instruction and value-oriented discussion are essential prerequisites for successful implementation.

5.2 Pedagogical Implications

Several pedagogical implications can be drawn from this research for skill-oriented foreign-language courses to carry out curriculum ideological-political education.

To begin with, skill-oriented courses such as English-writing should break the purely instrumental teaching orientation. It is feasible to take Chinese-narrative writing as the main thread to reconstruct teaching content. Teachers can build categorized ideological-political resource libraries matching

different genres, and set up layered reading tasks for students of different proficiency levels, so as to avoid excessive learning pressure.

Next, under the POA theoretical framework, teachers should properly handle the time relationship between linguistic-skill instruction and ideological-political speculative discussion. Value-guided discussion cannot replace the teaching of writing techniques; meanwhile skill-drilling should not completely crowd out space for value reflection. In lesson planning, clear time allocation should be arranged for both parts.

Moreover, multi-dimensional formative assessment mechanisms combining TSCA, writing portfolio and intelligent marking platforms should be popularized. Evaluation should pay equal attention to linguistic quality and the thematic-value depth of Chinese-narrative compositions, so that value-shaping objectives can be truly reflected in assessment links rather than staying only at the level of classroom lectures.

Finally, teachers' curriculum ideological-political design capacity needs to be enhanced. Implementing this reform requires teachers to complete resource sorting, task design and balance of multiple teaching objectives. Corresponding teaching training and teaching-research activities should be organized to support front-line teachers.

5.3 Research Limitations and Prospects

This research has several obvious limitations. First, the sample size is relatively small, only 60 sophomores from one university. The conclusion should be generalized cautiously. Future research can expand sample scope to include students from different types of universities and different majors. Second, the experimental intervention lasts merely one semester. We can only observe short-term changes of participants. Indicators such as international-communication mission awareness belong to long-term quality development. Longitudinal tracking research over multiple semesters is needed to observe long-term sustainable effects of this teaching model. Third, this study mainly adopts questionnaire and interview methods. Follow-up research can further conduct text analysis on students' real compositions, and quantitatively code the patriotic-cultural-narrative elements in written output, to realize multi-source triangulation combining subjective perception and objective text evidence.

For future curriculum practice, graded ideological-political reading resource libraries can be further optimized. Differentiated task design can be developed for learners at high, medium and low-proficiency levels. In addition, the connection between classroom Chinese-narrative writing and off-campus practical activities such as writing competitions can be further strengthened, to realize deeper integration of in-class teaching and out-of-class practice.

6. Conclusion

This paper sorts out three major teaching pain-points of traditional English-writing classrooms: shallow-level teaching with low student participation, fragmented writing process with insufficient input-output links, and deficiency of Chinese-narrative themes in writing products. Centering on the

three-dimensional philosophy of *Zhizhi, Mingli, Lide*, the study constructs an innovative teaching pathway for integrating ideological-political education to promote Chinese-narrative writing, reconstructs teaching content, optimizes blended POA-oriented interactive teaching modes, embeds multi-form ideological-political infiltration links, and reforms formative assessment mechanisms. A typical expository-writing teaching case is demonstrated to illustrate concrete implementation procedures.

A one-semester comparative teaching experiment with 60 second-year English-teacher-major students shows that the blended teaching model can significantly improve students' patriotic consciousness, international-communication awareness, value cognition and writing self-efficacy. Most experimental-group students hold positive recognition for this curriculum model. At the same time, interview data reveal that reading-material workload, text difficulty and classroom-time allocation constitute important restricting factors for practical implementation. Curriculum ideological-political reform for skill-oriented foreign-language courses should avoid simple accumulation of thematic materials. It is necessary to carry out graded resource construction, balance skill-training and value-oriented discussion, and optimize multi-dimensional formative evaluation.

This research provides operable pathways and empirical evidence for curriculum ideological-political construction of English-writing and similar skill-oriented foreign-language courses. Under the background of New Liberal Arts, foreign-language educators should further explore diversified paths to realize the organic unity of knowledge imparting, competence cultivation and value shaping, and foster high-quality foreign-language talents with firm cultural confidence who are capable of telling Chinese-stories in international communication.

References

- Chen, Y. (2017). Efforts to improve the scientific level of ideological and political education for college students. *Education Modernization*, (47), 32-39.
- Cheng, Y., & Zhang, L. (2011). The compilation and validity analysis of college students' English learning attitude questionnaire. *Journal of Tianjin Foreign Studies University*, (3), 41-48.
- Dai, M. (2022). The growth and success of young college students and their ideals in life. *Moral Education in China*, (16), 44-49.
- Wen, Q. F. (2018). The production-oriented approach to teaching university students English in China. *Language Teaching*, 51(4), 526-540.
- Wen, Q. F. (2021). Connotation and implementation framework of curriculum-based ideological-political education for college foreign-language courses. *Foreign Languages in China*, 18(2), 47-55.
- Wang, L. (2023). Construction of curriculum ideological-political evaluation index system for foreign-language majors. *Journal of Hubei University of Economics (Humanities and Social Sciences)*, 20(04), 142-145.

- Yang, T. (2022). Investigation and Research on Cultural Confidence Factors in College English Textbooks. *Journal of Hubei Open Vocational College*, (12), 181-185.
- Yang, F., & Wang, X. Y. (2022). Blended “Three Entries” ideological-political curriculum-integration experiment: A case study of Comprehensive English Course. *Journal of Education, Teaching and Social Studies*, 4(4), 100-115.
- Yang, H. (2021). Exploratory research on curriculum-based ideological-political practice in Chinese university foreign-language education: Taking “telling China in foreign languages” by college students as an example. *Foreign Language World*, (2), 10-17.
- Zhang, L. (2023). Design and evaluation of blended academic-English-writing teaching incorporating ideological-political education. *Contemporary Foreign Languages Studies*, (6), 54-65.
- Zou, S. (2013). *A Course in English Writing* (2nd Edition). Shanghai Foreign Language Education Press.
- Zhang, Y. (2021). Chinese-narrative teaching design for English-writing courses under New Liberal Arts background. *Foreign Language World*, (03), 78-85.