

Ideological and Political Teaching Mode of College English "Telling China Story Well"

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Abstract: This article initially examines the evolution of ideological and political education (IPE) within the context of college English, highlighting its prevalent challenges and underscoring the crucial need for its seamless integration into English pedagogy. Subsequently, it elucidates methods for effectively narrating Chinese stories in college English classrooms through a multifaceted approach encompassing literary works, multimedia tools, and discussions on current affairs and politics. This holistic approach aims to achieve a harmonious blend of language instruction and IPE. Concurrently, the paper establishes a comprehensive teaching evaluation framework to assess the impact of this narrative-based approach in college English IPE, affirming its efficacy and practicality. The study concludes that effectively telling Chinese stories holds significant relevance and utility in enhancing college English IPE. To further optimize teaching outcomes, the article concludes with recommendations for actively tapping into China's rich narrative resources, fostering innovative teaching practices, bolstering students' IPE literacy, and refining teaching evaluation systems. These suggestions serve as valuable guidelines for propelling the innovation and advancement of college English IPE.

1. Introduction

As globalization intensifies, cultural exchanges across borders are happening more regularly [1]. China, with its rich heritage and vibrant culture, is emerging as a key player on the global stage [2]. It's crucial, then, to nurture English-proficient individuals who possess a global perspective and the skills to communicate across cultures to better introduce China and its traditions to the world [3]. Within the realm of tertiary education, college English is not just a language course but also a significant platform for International Political Economy (IPE) instruction [4]. Consequently, this research aims to investigate the integration of effectively communicating China's story into college English classes for ideological and political education, with the objective of bolstering students' pride in their national heritage, improving their capacity for cross-cultural interaction, and thereby supporting international collaboration and exchange.

The central focus of this study is to design and implement a new model for college English ideological and political education, centered around the theme of effectively sharing China's narrative. The research queries addressed are: (1) How can we define and categorize "China's Story" to align with the needs of college English ideological and political education? (2) What are the historical and contemporary origins and imperatives of telling China's story well? (3) How is the task of effectively sharing China's narrative reflected within college English ideological and political education, and what benefits does it yield?

2. The connotation and value of "Telling China Story Well"

2.1. "Telling China Story Well" historical origin and requirements of the times

"China Story" refers to stories and narratives that reflect China's history, culture, social development and people's life. In college English ideological and political teaching, "China story" can be broadly understood as various materials and topics that can show the spirit of China, the value of China and the strength of China [5]. These stories can be both historical traditions and real

life. According to the different contents and forms, "China Story" can be divided into historical and cultural categories, social development categories, people's life categories and so on.

Although the concept of "Telling China Story Well" has only been widely mentioned in recent years, its historical origin can be traced back to ancient cultural communication and exchange activities [6]. Since ancient times, the Chinese nation has paid attention to inheriting culture and carrying forward spirit by telling stories. With the development of the times, "Telling China Story Well" has been given new requirements of the times. Under the background of globalization, it should not only show China's historical culture and traditional values, but also convey the development concept, progress achievements and international contributions of contemporary China to the world.

2.2. "Telling China Story Well" reflects the value of ideological and political teaching in college English

Integrating "Telling China Story Well" into college English ideological and political teaching holds immense significance, as outlined below:

(1) It fosters students' self-assurance and a sense of pride towards their national culture. Through learning and narrating China's narratives, students gain a deeper comprehension of the country's history, cultural heritage, and national essence.

(2) It enhances students' cross-cultural communication skills. By exploring the disparities between Chinese and foreign cultures and values, students acquire a more objective and holistic understanding of the global perspective.

(3) It catalyzes innovation and progress in college English ideological and political pedagogy. By incorporating fresh educational content and techniques, students' interest and eagerness to learn are kindled, leading to elevated teaching outcomes and quality.

3. Analysis of the current situation of college English ideological and political teaching

Despite achieving certain outcomes, college English ideological and political teaching still encounters significant challenges [7]. Specifically, some educators lack a profound comprehension of IPE and struggle to integrate it effectively into their English instruction. Additionally, the selection and organization of educational content often lack coherence and focus, hindering students' engagement and ideological-political resonance. Furthermore, instructional methods tend to be uniform and outdated, lacking the innovation and practicality necessary to cater to students' diverse learning preferences. Lastly, the teaching evaluation system remains inadequate, lacking a rigorous and scientific assessment framework for gauging the effectiveness of ideological and political instruction.

4. The integration strategy of "Telling China Story Well" and college English ideological and political teaching

4.1. Selection and design of teaching content

To realize the effective integration of "Telling China Story Well" and college English ideological and political teaching, we should first start with the selection and design of teaching content [8]. On the one hand, a number of representative China stories can be selected as teaching contents, such as historical allusions, biographies of celebrities, social hotspots, etc. These stories can not only show the historical culture and national spirit of China, but also arouse students' thinking and resonance; On the other hand, we should pay attention to the timeliness and pertinence of the teaching content, and integrate the latest China development achievements and international contributions into the teaching in time, so that students can have a more comprehensive understanding of the image of contemporary China.

4.2. Innovation and practice of instructional methods

In instructional methods, we should break the traditional indoctrination teaching mode and pay

attention to students' subjective status and participation. Various instructional methods, such as scenario simulation, role-playing and group discussion, can be used to guide students to actively participate in classroom activities and to feel and understand the deep meaning behind China's story through personal practice. In addition, with the help of multimedia and network resources, vivid and real teaching situations can be created to enhance students' learning interest and experience.

4.3. Construction and improvement of teaching assessment system

To scientifically assess the impact of "Telling China Story Well" in college English ideological and political instruction, establishing a robust teaching evaluation framework is crucial [9]. This framework should comprehensively measure students' knowledge retention, growth in ideological and political acumen, and cross-cultural communication skills. By blending formative and summative assessments, while emphasizing process management and timely feedback adjustments, we can achieve a more holistic evaluation. Additionally, enhancing the training and evaluation of teachers' pedagogical abilities and ideological-political literacy is pivotal to guaranteeing improvements in teaching quality and effectiveness.

5. "Telling China Story Well "in college English ideological and political teaching practice case

Case 1: Through the literary work "Telling China Story Well".

In the college English course of a university, the teacher chose the fragment from *A Dream of Red Mansions* as the teaching content. Through the interpretation of this classic, the teacher guided the students to deeply understand the traditional culture, social customs and humanistic spirit of China. In class, students not only learned the language expressions in literary works, but also discussed the social phenomena and characters reflected in the works, thus deepening their understanding of China's stories. In addition, teachers also encourage students to further feel the charm of China culture by reading the original works and writing their reflections, thus improving their cultural and ideological and political literacy.

Case 2: Using multimedia to show the story of China.

In another college English class, teachers make full use of multimedia means, such as video, audio and pictures, to show students colorful stories about China. For example, by showing documentaries such as "Great Country Craftsman", students can understand the great progress and achievements of contemporary China in science, technology, culture and society. By showing pictures and videos of China's traditional art forms, such as calligraphy, painting and music, we can guide students to feel the unique charm of China culture. This intuitive and vivid instructional method not only stimulates students' interest in learning, but also enhances their sense of identity and pride in China culture.

Case 3: Tell the story of China in combination with current affairs and politics.

Another university combines current affairs politics with college English teaching, and tells the great events and achievements in politics, economy and diplomacy in contemporary China, so as to guide students to understand the era connotation of China's story. For example, in the classroom, teachers organize students to hold thematic discussions on the "Belt and Road Initiative" to guide students to understand China's role and contribution on the international stage; At the same time, teachers also guide students to analyze China's position and attitude in international affairs with specific news cases, thus cultivating students' international vision and critical thinking ability.

Through the above three practical cases, we can see that "Telling China Story Well" has a wide application prospect and practical effect in college English ideological and political teaching. These cases not only enrich the teaching contents and methods, but also improve students' ideological and political literacy and cultural literacy.

6. Effect assessment of "Telling China Story Well" in college English ideological and political teaching

In order to comprehensively evaluate the effect of "Telling China Story Well" in college English ideological and political teaching, this study adopts various assessment methods and indicators. First of all, collect students' feedback on teaching content, instructional methods and teaching effects through questionnaires and interviews; Secondly, the students' progress in mastering knowledge, improving ideological and political literacy and cross-cultural communication ability is tested by means of tests. Finally, a comprehensive assessment is made based on teachers' teaching logs and classroom observation records. The assessment indicators mainly include students' participation, satisfaction, knowledge mastery, ideological and political literacy improvement and teachers' teaching effect.

In practice, this article collected a lot of data, including questionnaire survey results, interview records, test scores, etc., as shown in tables 1~3.

Table 1 Survey results of student participation and satisfaction

Survey items	Frequency	Percentage	Survey items	Frequency	Percentage
Students' interest in "Telling China Story Well"	-	-	Students' satisfaction with instructional methods	-	-
Very high	85	70.8%	Very satisfied	78	65%
High	25	20.8%	Satisfied	30	25%
Common	8	6.7%	Common	10	8.3%
Low	2	1.7%	Dissatisfied	2	1.7%
Very low	0	0%	Very dissatisfied	0	0%

Table 2 Students' knowledge mastery and ideological and political literacy improve test scores

Test item	Average score	Top score	Lowest score	Pass rate
China cultural knowledge test	85	100	60	95%
Test of improving ideological and political literacy	88	100	70	98%

Table 3 Self-assessment results of teachers' teaching effect

Assessment project	Assessment grade	Number of people	Percentage
Selection and design of teaching content	Excellent	10	83.3%
	Good	2	16.7%
	Common	0	0%
Innovation and practice of instructional methods	Excellent	8	66.7%
	Good	3	25%
	Common	1	8.3%

Upon analyzing the tabular data, this article reveals that "Telling China Story Well" has yielded notable outcomes in college English ideological and political education. Students' engagement and contentment are consistently high, indicating a strong affinity and appreciation for this educational approach and its substance. Notably, students have exhibited significant progress in knowledge acquisition and the enhancement of their ideological and political literacy, particularly in their comprehension and appreciation of Chinese culture. Concurrently, teachers have also witnessed substantial improvements in their teaching efficacy, demonstrating fresh breakthroughs and experimentation in curricular design, as well as innovative and pragmatic teaching techniques.

Drawing from these evaluation outcomes, it is evident that "Telling China Story Well" holds

substantial practical relevance and value in college English ideological and political instruction. This approach not only enriches educational content and pedagogy but also elevates students' ideological, political, and cultural literacy. Furthermore, it fosters the seamless integration of college English education with IPE, facilitating their mutual enhancement and collective advancement. Simultaneously, this endeavor offers fresh perspectives and trajectories for future reforms and innovations in college English teaching, serving as a valuable reference and worthy of widespread adoption.

7. Conclusions

This study thoroughly examines the implementation of "Telling China Story Well" in college English ideological and political education, arriving at notable conclusions. Primarily, this approach effectively facilitates the amalgamation of college English instruction with IPE, bolstering students' ideological, political, and cultural proficiency. By harnessing literary works, multimedia tools, and current political affairs, the narrative of China's story ignites students' academic curiosity and elevates teaching outcomes. Practical instances illustrate the vast potential and tangible impact of "Telling China Story Well" in this educational realm.

The uniqueness of this article lies in its integration of "Telling China Story Well" within college English ideological and political education, introducing an innovative pedagogical perspective and methodology. Moreover, this research substantiates the efficacy and viability of this teaching approach through concrete case studies, offering fresh perspectives and guidance for future reforms and advancements in college English education. Additionally, this study contributes significantly by providing a valuable reference for the seamless blending of college English instruction with IPE.

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