

Production-oriented Integration and Practice of Ideological and Political Education in Advanced English

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Abstract: Since the establishment of the People's Republic of China, ideological and political education in the country has undergone significant evolution. This article focuses on a breakthrough in expanding its coverage and deepening its participation known as course-based ideological and political education. This comprehensive educational concept integrates various courses with ideological and political theories toward common goals, forming a synergistic effect. It takes "cultivating morality and nurturing talents" as the fundamental task of education.^[1] This article examines the feasibility, development, and strategies of its production-oriented implementation with typical case designing, and the impact of course-based ideological and political education in China, highlighting its importance in shaping the ideological and political consciousness of students to foster their comprehensive development. Additionally, it identifies corresponding improvements needed to enhance its efficiency and effectiveness.

1. Introduction

In today's information-driven society, with its myriad challenges and unpredictable international environment, traditional teaching methods and content no longer meet the requirements for talent training. Addressing fundamental educational questions like "What kind of individuals to cultivate, how to cultivate them, and for whom?" necessitates adjustments across various disciplines. In this context, the concept of curriculum-based ideological and political education has become essential.

Supported by policies emphasizing the integration of political and ideological content into education, including English teaching, China's education system is well-suited to incorporate political thought into subjects like English. Given English's global significance in economic, political, technological, and cultural spheres, it plays a crucial role in international communication and cooperation. As such, aligning English education with ideological and political education addresses key questions related to cultivating individuals with national and global perspectives.^[2]

Moreover, English courses, combining practical and humanistic elements, offer opportunities for students to explore diverse cultures and broaden their international horizons. However, they also serve as a frontline for ideological security, where learners are susceptible to ideological influences. Therefore, reinforcing ideological and political education within English programs is vital. This includes guiding students to develop the right worldviews, deepen their understanding of Chinese culture, politics, and ideology, and cultivate cross-cultural communicators with international perspectives and Chinese values.^[3]

Concerning Chinese university students, this article contributes to examining the role and impact of course-based ideological and political education. In addition, particular focus is placed on how the teachers should conduct the education concept effectively before, in, and after class. The research employs mixed-methods research, including content analysis of relevant official documents, case analysis, and questionnaire. Content analysis of relevant official documents explains the feasibility of integrating ideological, and political education into English reading.

Typical case design inspires combining political and ideological education with English reading. Analysis of the questionnaire finds that production-oriented implementation of this education concept did reveal relatively positive effects on students' understanding of Chinese culture, politics and ideology, but also reveals some other problems.

2. Development of course-based political and ideological education in China

The Chinese government employs a long-standing compulsory curriculum to promote ideological, and political education from primary schools to universities with different focuses in each phase. Course-based political and ideological education is a development of ideological, and political education in recent years, which is more prominent in universities and now is expanding its scope to other phases of education. Since 2004, the central government of China has successively issued documents aimed at further strengthening and improving ideological and political education among university students with Shanghai being chosen as a pilot area for the reform of ideological and political education. Subsequently, in November 2012, during the 18th National Congress of the Communist Party of China, the concept of "Nurturing Morality and Fostering Talent" was first proposed. In response, Shanghai introduced a series of "China-themed" courses, such as *China's Statecraft* in 2014.^[4] These were piloted in selected universities to explore the integration of ideological and political education into professional courses, aiming to promote course-based ideological and political education across all universities.

In December 2016, the National Conference on Ideological and Political Work in Higher Education Institutions, followed by the on-site promotion meeting for course-based ideological and political education convened by the Ministry of Education in March 2017, further advanced the development of China's higher education, emphasizing the synergy between various courses and ideological and political theory courses.^[5]

In 2018, the Central Committee of the Communist Party of China and the State Council issued the "*Opinions on Comprehensively Deepening the Reform of the Construction of the Teacher Team in the New Era*," explicitly requiring improving teachers' ideological and political qualities and professional ethics. It emphasized the integration of socialist core values throughout the entire process of teaching and education, highlighting the cultivation of comprehensive professional ethics among all teachers, and promoting them to become disseminators of advanced thoughts and culture, firm supporters of the Party's governance, and guides for students' healthy growth.^[6]

In June 2020, the Ministry of Education issued the "*Guidelines for the Construction of Curriculum-based Ideological and Political Education in Higher Education*," (hereafter called The Guidelines) which outlined the overall objectives and key contents of course-based ideological and political education. It stressed the role of the teaching staff as the "main force," course construction as the "main battlefield," and classroom teaching as the "main channel," aiming to ensure that all universities, teachers, and courses fulfill their responsibilities in nurturing students. This initiative aims to ensure that all courses align with ideological and political theory courses, integrate explicit and implicit education, form a synergistic effect, and construct a comprehensive pattern of nurturing students throughout the entire process.^[1:2]

As a result, research on "course-based ideological and political education" in higher education has flourished, with various universities establishing centers for curriculum-based ideological and political education research and launching model courses. Typical cases of curriculum-based ideological and political education design have been compiled, contributing to the mature development of ideological and political education initiatives.

3. Theoretical Framework

According to The Guidelines, courses of literature, history, and philosophy courses involve understanding political ideologies, internalizing the core socialist values, and exploring the fine traditional Chinese culture, revolutionary culture, and advanced socialist culture to further civic engagement within educational settings to foster informed citizenship and social responsibility.^[1:2]

Concerning the relation between political and ideological courses and course-based political and ideological education, Wang(2024) concluded that political and ideological education is the core of course-based political and ideological education. In comparison to general ideological and political education, which conducts routine education and special actions through main channels and main platforms, the ideological and political elements involved in course-based ideological and political education are more extensive, the educational targets are more concentrated, and the conditions for implementing the mission of cultivating virtue and nurturing talents are more demanding. Moreover, there are more precise requirements for cross-disciplinary integration and interaction, a greater variety of alternative methods, a more open space for innovation, and a more challenging system construction.^[7]

Given the content's highly professional, intricate, and inclusive nature, integrating political and ideological themes into English courses strongly necessitates the incorporation of real-world scenarios or contexts. This approach fosters students' initiative and active engagement, as well as encourages collaboration and interaction among peers.

Professor Wen's Production-Oriented Approach is rooted in constructivist, socio-cultural, and critical pedagogical theories, which emphasize active participation, experiential learning, and critical inquiry, which makes it well-suited for integrating political and ideological contents. The approach comprises three stages: motivating, enabling, and assessing. In the motivating stage, the teacher engages students by describing relevant communicative scenarios, encouraging them to participate in productive activities, and explaining the learning objectives clearly. Transitioning to the enabling stage, the teacher segments the material and pairs it with mini-production activities to minimize the delay between input processing and output production. Throughout this process, ongoing diagnostic assessment tracks students' learning progress, while achievement assessment evaluates mastery of learning objectives.^[8]

4. Assessment of Student Engagement and Outcomes

The main aim of this writing is to evaluate the effectiveness of implementing a course-based political and ideological education concept on university students' political and ideological development. The study focuses on identifying key indicators to evaluate the effectiveness of a production-oriented approach in implementing course-based political and ideological education. The indicators are in line with the three stages of the production-oriented approach, with the frequency of activities used in the course to check if the students are exposed to sufficient communicative scenarios, if the students find those activities efficient, and if ongoing assessment and achievement assessment are utilized to evaluate students' performance. However, given the absence of a universally accepted method for assessing this type of education, the study proposes four variables for exploration, rated on a 5-point Likert scale. These variables include the frequency of activities involved in delivering the concept, students' perceptions of learning outcomes, assessment methods, and suggestions for improvement. While SPSS is utilized to assess the reliability and validity of the questionnaire, the reliability and validity analysis do not extend to the variables concerning assessment methods and improvement suggestions due to the insufficient items under them and the inappropriate question types of those items.^[9]

4.1. Reliability and Validity of the Questions

As is showed in table 1, as for evaluating the reliability and validity of the Frequency of activities involved in delivering the concept, the Cronbach's Alpha coefficient for this variable is 0.938, which indicates high internal consistency reliability. This suggests that the items measuring the frequency of activities involved in delivering the concept are highly correlated with each other. The factor loadings for the items range from 0.802 to 0.904, which are all above the commonly accepted threshold of 0.40. This indicates that the items are significantly associated with the underlying factor, further supporting the validity of the questionnaire. Overall, the high Cronbach's Alpha coefficient and factor loadings suggest that the questionnaire items related to the frequency of activities involved in delivering the concept are reliable and valid measures of this construct.

As for evaluating the reliability and validity of students' perceptions of learning outcomes, Cronbach's Alpha coefficient for this variable is 0.974, which indicates extremely high internal consistency reliability. This suggests that the items measuring students' perceptions of learning outcomes are highly correlated with each other. The factor loadings for the items range from 0.896 to 0.937, all of which exceed the threshold of 0.40. This indicates strong associations between the items and the underlying factor, supporting the validity of the questionnaire. Overall, the exceptionally high Cronbach's Alpha coefficient and factor loadings suggest that the questionnaire items related to students' perceptions of learning outcomes are highly reliable and valid measures of this construct.

In summary, both variables demonstrate excellent reliability and validity. These findings indicate that the questionnaire items effectively capture the intended constructs and can be considered reliable and valid instruments for assessing the frequency of activities involved in delivering the concept and students' perceptions of learning outcomes.

Table 1 Reliability and validity of the questions.

Variables	Items	Range	CITC	Factor loading	Cronbach α	KMO value
Frequency of activities involved in delivering the concept	7	3-9	0.732	0.802	0.938	0.904
			0.726	0.794		
			0.810	0.866		
			0.812	0.868		
			0.833	0.881		
			0.865	0.904		
			0.825	0.875		
Students' perceptions of learning outcomes	8	10-17	0.864	0.896	0.974	0.927
			0.916	0.937		
			0.903	0.927		
			0.913	0.933		
			0.905	0.928		
			0.891	0.918		
			0.880	0.909		
			0.890	0.917		

The study was conducted at Leshan Normal University. Students in the third year who are from English major were invited to participate in the questionnaire and 109 questionnaires were collected: 88.07% were completed by females and 11.93% by males. The following sections present general findings from the questionnaire, and further analysis with possible explanations follows.

4.2. Major Findings

Table 2 illustrates the frequency with which political and ideological content is integrated into the Advanced English Course. As the table shows, classroom discussions and Q&A sessions are reported to be often utilized by a majority of respondents (64.22%), with a notable portion indicating consistent usage (26.61%). Similarly, assigning online/offline assignments and providing relevant resources are frequently employed, with over half of the respondents indicating often (52.29% and 50.46%, respectively) and consistent (30.28% and 33.94%, respectively) usage. Comparing Chinese and Western culture and thinking is also frequently conducted, with a considerable proportion of respondents indicating often (54.13%) and consistent (39.45%) implementation. Lecturing, sharing typical cases, and encouraging students to make classroom presentations are also reported to be utilized, although with varying degrees of frequency and consistency, with percentages showing often (51.38%, 51.38%, and 57.8%, respectively) and consistent (35.78%, 29.36%, and 28.44%, respectively).

Overall, the table offers valuable insight into the frequency and consistency of activities implemented within the course, underscoring their significance in effectively delivering the intended concept. However, the data also reveal several potential issues that warrant attention.

Table 2 Frequency of activities involved in delivering the concept.

Items	Never	Rarely	Sometimes	Often	Always
3 setting up classroom discussions and questions and answers	0%	1.83%	7.34%	64.22%	26.61%
4 Assigning online/offline assignments	0%	2.75%	14.68%	52.29%	30.28%
5 Providing relevant resources	0%	2.75%	12.84%	50.46%	33.94%
6 Comparing Chinese and Western culture and thinking	0%	0.92%	5.5%	54.13%	39.45%
7 Lecturing	0%	5.5%	7.34%	51.38%	35.78%
8 Sharing typical cases	0%	4.59%	14.68%	51.38%	29.36%
9 Encouraging students to make classroom presentations	0%	3.67%	10.09%	57.8%	28.44%

While some activities, such as classroom discussions and Q&A sessions, assignments, and providing resources, show high frequencies and consistent usage, others like sharing typical cases and encouraging classroom presentations demonstrate lower consistency. This inconsistency may lead to variations in the learning experience among students and may affect the effectiveness of the course delivery.

The high reliance on certain activities, such as assigning assignments and providing resources, may indicate a need for diversification in teaching strategies. Introducing a broader range of activities, such as group projects, case studies, and experiential learning opportunities, could cater to diverse learning preferences and enhance the overall learning experience.

While comparing Chinese and Western culture and thinking is conducted frequently, there may be opportunities to further enhance the depth and breadth of this activity. Providing diverse perspectives and incorporating experiential learning opportunities could enrich students' cultural understanding and promote cross-cultural competence.

The high frequency of lecturing, reported by 51.38% of respondents as often and 35.78% as consistent, suggests a potential over-reliance on traditional teaching methods. Lecturing may limit student engagement and active participation, hindering the effectiveness of the learning process. Encouraging a more diverse range of teaching strategies could enhance student engagement and learning outcomes.

Moreover, the low frequency of activities such as sharing typical cases and encouraging classroom presentations suggests a potential lack of emphasis on interactive and participatory learning approaches. These activities are essential for fostering critical thinking, communication skills, and collaborative learning, which are vital for students' holistic development.

Table 3 presents the perceived learning outcomes of students resulting from the integration of political and ideological content into the Advanced English course. The data reveals overwhelmingly positive perceptions among respondents across various dimensions. For instance, a significant majority agree or strongly agree that the course contributes to improving moral and humanistic qualities (93.58%), enhancing national identity and social responsibility (91.74%), and strengthening patriotism and socialist morality (90.83%). Additionally, high agreement levels are observed in understanding the socialist system and strengthening political beliefs (93.58%), thinking critically about problems (93.58%), and forming stronger judgments of mass media reports and public opinion (94.49%). Moreover, students perceive the course positively in terms of understanding Chinese culture and enhancing cultural confidence (94.49%) and having a better understanding of the international situation (93.58%). These findings underscore the effectiveness of the course in achieving its intended objectives and highlight its significant impact on students' moral, ideological, and political development.

Table 3 Students' received learning outcomes.

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10 Improving the moral quality of students, and enhancing the humanistic quality	0%	1.83%	4.59%	55.05%	38.53%
11 Enhancing national identity and social responsibility	0%	0.92%	7.34%	52.29%	39.45%
12 Strengthening patriotism and socialist morality	0%	1.83%	7.34%	47.71%	43.12%
13 Understanding the socialist system and strengthening political belief	0%	0.92%	5.5%	50.46%	43.12%
14 Thinking critically about problems	0%	0.92%	5.5%	50.46%	43.12%
15 Forming stronger judgment of mass media reports and public opinion	0%	0.92%	4.59%	53.21%	41.28%
16 Understanding Chinese culture and enhancing cultural confidence	0%	0.92%	4.59%	49.54%	44.95%
17 Having a better understanding of the international situation	0%	0.92%	5.5%	51.38%	42.2%

Across all items, there is a predominant agreement (Agree and Strongly Agree) among respondents, indicating that students generally perceive positive learning outcomes from the course. For instance, over 90% of respondents agree or strongly agree that the course contributes to improving moral and humanistic qualities, enhancing national identity and social responsibility, and strengthening patriotism and socialist morality.

Table 4 Students' improvement suggestions.

Items	Percentages
To improve teachers' professional ability and knowledge of ideological and political education	25.69%
To extend the teaching content and form	62.39%
To stimulate student enthusiasm and enhance participation	55.05%
To improve teaching material	35.78%
To optimize the teaching design	54.13%
To add extracurricular activities or social projects	45.87%
Others	6.42%

The agreement levels remain consistent across various learning outcomes, suggesting that the course effectively addresses a broad spectrum of objectives. This consistency indicates that students perceive positive impacts across different dimensions, including moral development, cultural understanding, critical thinking, and political awareness.

The data also reveals that students acknowledge the course's contribution to enhancing cultural confidence and understanding of the international situation. This indicates that the course effectively fosters cross-cultural competence and global awareness among students, aligning with broader educational goals.

While overall agreement is high, a small percentage of respondents indicate disagreement or neutrality on certain items. For example, around 5-6% of respondents express disagreement or neutrality regarding understanding the socialist system and strengthening political beliefs, as well as thinking critically about problems. These suggest potential areas for improvement or further clarification in course content or delivery methods.

Table 4 shows the improvement suggestions from students. The majority of students (62.39%) express a desire to extend the teaching content and form. This suggests that students may feel that the current curriculum or instructional methods are limited in scope or depth. Addressing this feedback could involve diversifying course materials, incorporating additional topics or perspectives, or adopting innovative teaching methodologies to enhance engagement and learning outcomes. This could be foreseen with too much reliance on typical activities used in class to conduct political and ideological education in Table 2 and fractions of disagreement or neutrality in understanding the socialist system, enhancing national identity and social responsibility, and strengthening patriotism and socialist morality in Table 3.

Table 5 Assessment methods.

Items	Percentages
Peer assessment	81.65%
Project	84.4%
Report	84.4%
Question and answer	75.23%
Closed book Exams	45.87%

Table 5 provides insight into the assessment methods used within the course, with a predominant focus on peer assessment, projects, and reports. The data reveal a high percentage (81.65%) of peer assessment being employed within the course, which suggests an emphasis on collaborative learning, promotion of peer interaction and feedback, and the development of critical evaluation skills among students. In addition, a significant proportion (84.4%) of respondents indicate the use of projects as an assessment method. Project-based assessment allows students to demonstrate their understanding of course material through practical application and creative expression. It encourages independent thinking, problem-solving, and the integration of knowledge across different domains. Similarly, reports are utilized extensively (84.4%) as an assessment method within the course. Reports provide students with an opportunity to conduct in-depth research, analyze findings, and communicate their insights effectively. This assessment method encourages written communication skills, critical thinking, and the synthesis of information.

4.3. Problems Laid in the Current Teaching

By identifying and analyzing these indicators, the study sheds light on the effectiveness of the production-oriented implementation approach in promoting students' political awareness, cultural consciousness, and ideological understanding. However, it does reveal some objective and subjective problems while integrating political and ideological content into the Advanced English course under a production-oriented approach: 1. The significant proportion of lecturing deviates from the communicative nature of the approach during the enabling stage. This reliance on traditional teaching methods may hinder students' active engagement and participation in the learning process; 2. The political and ideological content is not closely integrated with the teaching material, potentially leading to disjointed or fragmented learning experiences for students. Without seamless integration, students may struggle to perceive the relevance or significance of the political and ideological concepts presented; 3. The lack of diverse teaching methods may fail to effectively motivate students and cater to their individual learning preferences and needs. A more varied approach incorporating interactive and experiential learning activities could enhance student engagement and foster deeper understanding; 4. The political and ideological content is perceived as monotonous and complicated by students, potentially impacting their interest and comprehension. Simplifying and contextualizing the content, as well as providing diverse perspectives and real-world examples, could enhance students' understanding and engagement.

5. Suggested Strategies under Production-oriented Approach and Case Studies

In response to the identified problems, this section proposes several corresponding strategies to address the challenges faced in integrating political and ideological content into the Advanced English course under the production-oriented approach. These strategies aim to promote active student engagement, foster critical thinking, and enhance the effectiveness of ideological and political education within the course. And some teaching designs based on three topics are also presented under the approach.

5.1. Suggested Strategies

5.1.1. Addressing deviation from communicative nature

The communicative scenario is the very fundamental part of the production-oriented approach. Begin each case study with captivating communicative scenarios designed to captivate students'

interest and motivation. The fact is it could be time-consuming and strenuous to prepare targeted communicative tasks for different teaching materials. Problems and challenges might confront the application of communicative tasks if they are beyond students' ability due to their complicated nature.

So first, it is necessary to enhance cooperation between students and teachers, and teachers and teachers when assigning those tasks. Second, it is crucial to activate students' prior knowledge in terms of Chinese politics, ideology, and culture before any profound discussion. Third, communicative scenarios should immerse students in real-world contexts or situations that compel them to utilize their language proficiency, critical thinking skills, and cultural understanding in practical and meaningful ways.

5.1.2. Enhancing integration with teaching material

When political and ideological content is closely integrated with the English reading material, it becomes more relevant and engaging for students. They can see the connections between the two subjects and understand how political and ideological concepts apply to the themes and topics explored in literature.

An interdisciplinary approach can help promote holistic learning and provide students with opportunities to examine texts through multiple lenses, considering the political, social, and cultural contexts in which they were written and interpreted.

Contextualization is the fact or process of considering something in its context. It is to say when selecting material, the context for political and ideological concepts should be closely related to the historical, social, and cultural contexts of the English reading material. Examples, analogies, and comparisons can be used to help students understand how these concepts apply in different contexts.

Utilizing textual analysis could be another strategy to deal with it. In the process of close reading and analysis of the reading material, teachers can encourage students to consider how political and ideological perspectives shape the themes, characters, and messages of the texts they are studying.

5.1.3. Diversifying teaching methods

Diversifying teaching methods involves incorporating a variety of instructional techniques and approaches to cater to different learning preferences and needs.

Flipped classrooms are quite popular in Chinese education. To change the traditional classroom model by assigning readings or lectures as homework and using class time for discussions, activities, and application exercises, a flipped classroom serves as an antidote. But it always goes to the other fault when implementing. Unless teachers don't shrink from their responsibilities of guiding students instead of letting students drift away, a flipped classroom might be a good way to promote student-centered learning and allow for more in-depth exploration of topics during class given the nature of political and ideological content.

Other teaching methods, such as multimedia presentations, peer teaching, case studies, and role-playing will also help create a more dynamic and inclusive learning environment that meets the needs of diverse learners and enhances student engagement, motivation, and learning outcomes.

5.1.4. Simplifying and contextualizing content

Simplifying and contextualizing content involves presenting information in a clear, accessible manner and relating it to real-world contexts and experiences.

It has high requirements from teachers in terms of their ability of interpreting terms and at the same time it is less likely possible to non-professionals to avoid jargon, technical language, or unnecessary complexity when presenting information. So using plain language and straightforward explanations that are accessible to all students, regardless of their background knowledge or academic level becomes a challenge teachers need to solve now.

In addition, teachers need to identify the key concepts or ideas that students need to understand and break them down into smaller, more manageable parts, each coupled with mini-production activities to facilitate comprehension and application to ensure that each segment offers students ample input material and direction to complete the production tasks, reducing the gap between

receiving information and applying it. Also, these parts should be presented sequentially, building upon previous knowledge to scaffold learning.

5.2. Case Study

The textbook, curated by the Department of Foreign Languages at Leshan Normal University for use in the advanced English course, is primarily edited by Zhang Hanxi. It comprises a diverse selection of articles covering various genres and topics, including literary interpretation, travelogue, speeches, and cultural commentary. This comprehensive range of articles aims to provide students with a multifaceted understanding of English language and culture, fostering critical thinking, language proficiency, and cultural awareness. Students are exposed to a rich array of texts that stimulate intellectual curiosity and promote holistic learning experiences in the advanced English class through the careful arrangement of the materials. The ideological and political elements contained in the specific chapters of the English reading course are fragmented, so when, where and how to integrate political and ideological contents into those materials becomes a pressing question and requires team wisdom among both teachers and students. Take *Marrakesh*, *The Sad Young Man*, and *Loving and Hating New York*.

Marrakesh is a travelogue. At the motivating stage, first, through some communicative scenarios, the teacher relates the political and ideological values and moral principles embedded in Chinese society to those found in Marrakesh, such as the continual exploration of the right path to break the chain of colonialism, the persistence in fighting for independence and safeguarding sovereignty and the might of a solid army and the hard-won peace and stability and develop empathy for countries which are still under neocolonialism. This comparison encourages students to reflect on the similarities and differences between history and cultures. Second, students are tasked with researching and comparing the history and the moral and ethical values prevalent in both Chinese and Moroccan societies. Third, the teacher explains the learning objectives, emphasizing the importance of remembering history, empathy, and global citizenship in today's interconnected world. At enabling stage, alongside the researching, students examine historical materials to understand the phases of Chinese people's war of resistance against Japanese aggression and philosophical texts to understand the moral and ethical foundations of Chinese society. For production, students create multimedia presentations or essays that compare and contrast the history, moral values, and ethical principles in Chinese and Moroccan societies, highlighting their similarities, differences, and implications for building a better future. At the assessment stage, in the process, the ongoing diagnostic assessment will be taken to monitor students' research progress and provide feedback on their comparative analysis. To wrap up the teaching and learning, achievement assessment to evaluate students' ability to critically analyze and synthesize information on the daunting impact of colonialism.

The Sad Young Man discusses the themes of alienation, identity crisis, and societal pressures. At the motivating stage, first, the teacher explores the role of political and ideological education in shaping individual identity and societal values in China, discussing how literature reflects and challenges prevailing ideologies. Second, students analyze *The Sad Young Man* through the lens of Chinese political and ideological education, considering how societal pressures and political ideologies influence the characters' identities and actions. Third, the teacher explains the learning objectives, emphasizing the importance of critical thinking, cultural awareness, and political and ideological literacy in critical historical moments. At the enabling stage, students study Chinese literary works that explore themes of alienation, identity, and societal change under different political contexts, such as the Cultural Revolution or the economic reform era. Students create alternative endings or reinterpretations of *The Sad Young Man* under the historical and social context of China to show their understanding of Chinese political and ideological dynamics. At the assessment stage, in the process, the teacher assesses students' analysis of *The Sad Young Man* and related Chinese literary works through class discussions and written reflections. To wrap up the teaching and learning, students present their alternative endings or reinterpretations, demonstrating

their understanding of Chinese political and ideological influences on literature and society, as well as their ability to critically engage with complex themes and issues.

Loving and Hating New York is a literary commentary reflecting on the love-hate relationship with New York City, exploring the complexities of urban life, diversity, and cultural identity. At the motivating stage, first, the teacher examines the portrayal of urban identity and cultural diversity in Chinese literature and media, discussing how Chinese authors and filmmakers depict cities such as Shanghai or Beijing. Second, students explore representations of urban identity and cultural diversity in Chinese literature and media, comparing them with Western perspectives on cities such as New York. Third, teachers explain the expected learning outcomes, underscoring the respect for cultural diversity, and preservation of ancient communities, traditional cultures, and values whilst modernizing a region. At the enabling stage, using the production-oriented approach, students are tasked with creating multimedia presentations or digital artworks that depict their own experiences of urban life in China. Ongoing assessments, such as observation, question, answer, and discussion are used to check students' performance in the process. It is also through this creative expression, students not only showcase their language and artistic skills but also engage in cross-cultural dialogue, challenging stereotypes, and fostering cultural exchange.

6. Conclusion

Regarding the students in the sample university in Leshan, this article has examined the effectiveness of course-based ideological and political education among university students in promoting their political, ideological, and cultural awareness under the production-oriented approach.

This study underscores the critical role of curriculum-based ideological and political education within English teaching in China. By integrating political and ideological content into English courses, educators can effectively address key questions related to talent cultivation and ideological security in today's dynamic global landscape. The research findings highlight the feasibility and potential benefits of this integration, including enhanced understanding of Chinese culture, politics, and ideology among students.

However, the study also identifies several challenges and areas for improvement. While the production-oriented implementation approach shows promise, there are concerns about the reliance on traditional teaching methods, the need for closer integration with teaching material, and the necessity for more diverse and engaging teaching strategies. Additionally, the findings point to the importance of addressing student feedback and suggestions for improvement, such as enhancing teachers' professional abilities and optimizing course design.

Moving forward, educators and policymakers need to continue exploring innovative approaches to curriculum-based ideological and political education within English programs. This includes adopting more student-centered and interactive teaching methods, fostering greater collaboration between language and ideological instructors, and providing ongoing professional development opportunities for teachers. By addressing these challenges and embracing best practices, we can ensure that course-based ideological and political education plays a vital role in cultivating informed, culturally aware, and ideologically sound individuals capable of navigating the complexities of the modern world.

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