

# A Study on the “Four-dimensional Integration” Teaching Mode of Ideological and Political Education in College English Courses

Chunxia Fu

Yangtze University College of Arts and Sciences, Jingzhou, Hubei, China

**Abstract:** *With the in-depth promotion of ideological and political education in colleges and universities, integrating ideological and political elements into professional and public courses has become an important task to cultivate high-quality talents with both moral integrity and academic competence. College English, as a compulsory public course in colleges and universities, bears the dual responsibilities of language teaching and cultural inheritance, and serves as an important carrier for the implementation of ideological and political education. Against this background, this paper focuses on exploring the construction and practical implementation of the “four-dimensional integration” teaching mode of ideological and political education in College English courses. This teaching mode is constructed based on four core dimensions, namely educational awareness, educational elements, educational methods, and educational platforms. In the research process, a combination of research methods including interviews, questionnaire surveys, and empirical teaching was adopted. Finally, the research concludes that the “four-dimensional integration” teaching mode of ideological and political education is both feasible and effective when applied in College English courses. It provides a practical reference for the in-depth integration of ideological and political education and College English teaching, and also lays a foundation for the subsequent optimization and improvement of related teaching modes.*

**Keywords:** The “Four-dimensional Integration” Teaching Mode, Ideological and Political Education, College English.

## 1. Introduction

In May 2020, the Ministry of Education in China issued the “Guidelines for Ideological and Political Construction of Curriculum in Higher Education Institutions”. The document clearly defined the objectives, requirements and key contents of the ideological and political education in curriculum construction. The guidelines emphasized the importance of establishing a scientific and rational teaching system for ideological and political education in curricula, and proposed that the ideological and political education should be deeply integrated into public basic courses.

Furthermore, the College English Teaching Guide (2020 Edition) explicitly states that college English teaching should be actively integrated into ideological and political education in the university’s curriculum system, so that it can play a significant role in fulfilling the fundamental task of fostering virtue through education in institutions of higher education. It also proposes that fostering virtue through education should be taken as its fundamental task in the curriculum design with improving the curriculum quality as the focus, and organically integrates the concepts and contents of ideological and political education into the curriculum.

In response to the policy guidance of relevant documents and the practical demand for deepening the reform of College English teaching, College English, as a compulsory public course in colleges and universities, undertakes the dual missions of language competence cultivation and cultural inheritance, and thus serves as a crucial carrier for the effective implementation of ideological and political education.

## 2. Literature Review

At present, scholars have explored the research on the

ideological and political education in college English curriculum from a variety of aspects. These aspects can be divided mainly from two aspects of theoretical connotation and practical path.

From the macro-theoretical perspective, many researches are about the meaning of the moral education in foreign language teaching in colleges and universities and the framework of integrating moral education into foreign language teaching. According to Wen Qiufang (2021), the connotation of ideological and political education in foreign language courses can be interpreted as taking foreign language teachers as the leading force, organically integrating the concept of cultivating morality and fostering talents into all aspects of foreign language teaching through teaching content, classroom management, evaluation systems, and teachers’ words and deeds, with the aim of actively contributing to shaping students’ correct worldviews, outlooks on life, and values. Huang Guowen and Xiao Qiong (2021) put forward the six issues involved in the ideological-political construction of foreign language courses, which are the six elements in the whole construction process: (1) Why, (2) What, (3) Who, (4) When, (5) Where, and (6) How. There are inseparable links between these elements. What’s more, He Lianzhen (2022) studied the principles and practices of integrating moral education into college foreign language education, and she also discussed an effective approach to facilitating the integration from three key aspects of teachers, courses and the classroom.

From the micro-practical perspective, many researches are from the various aspect such as the ideological and political teaching competence of college English teachers, teaching evaluation, the construction of a concrete teaching system and the exploration of teaching practice. Hu Pingping and Liu Wenjing (2022) investigated the status quo of college English teachers’ teaching competence in curriculum-based political

and virtuous awareness. Wang Xiaohui and Liu Xiaofeng (2023) explored foreign language teachers' competency to curriculum-based ideological and political education from five dimensions, which were "work motivation", "individual qualities", "excavating ability", "integrating ability" and "mutual growth" by using evidence-based mathematical thinking, grounded theory method and structural equation modeling. Zhou Limin and Qi Zhanyong (2023) proposed a theoretical evaluation model covering nine dimensions of ideological and political education in foreign language courses. Liu Junling and Jia Fan (2025) studied the ideological and political teaching system construction of College English "Five-Chain Integration" curriculum from five aspects: design chain, content chain, mode chain, management chain and evaluation chain.

### 3. The "Four-dimensional Integration" Teaching Mode of Ideological and Political Education in College English Courses

This study takes the "four-dimensional integration" teaching mode of ideological and political education in College English courses as the research object. It proceeds from four dimensions: educational awareness, educational elements, educational methods, and educational platforms. Centered on education, these four dimensions serve the ideological and political education and fulfill the fundamental mission of "fostering virtue through education".

#### 3.1 Educational Awareness

College English teachers in higher education institutions are not only the primary implementers of English teaching but also the main body directly responsible for the implementation of ideological and political education in English courses. Their competency in this area directly influences the effectiveness of its implementation. Therefore, these teachers must start with themselves, continuously strengthening their educational awareness and persistently enhancing their overall qualifications. Therefore, English teachers in colleges and universities must first start from themselves, continuously learn and enhance their awareness of education, and keep improving their own literacy.

The enhancement of College English teachers' educational awareness is mainly carried out from two aspects: On the one hand, College English teachers should consciously enhance the theoretical learning, strengthen communication with teachers of ideological and political courses, take the initiative to learn and understand the core essence of Marxism, understand the true meaning of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and deeply embed and organically integrate their theoretical literacy into professional literacy, so as to internalize them into the real awareness of constructing ideological and political education in English courses. On the other hand, they should continuously improve their professional language literacy, deeply understand the ideological and cultural elements behind Chinese and Western languages, and integrate ideological and political education into language teaching. They need to enhance their ability to accurately judge students' ideological dynamics, and guide students to correctly view the similarities, differences, controversies and

even conflicts between Chinese and Western ideologies and cultures. This will be helpful to better realize the combination of "explicit" language education and "implicit" ideological and political education, and give full play to the instrumental and humanistic nature of language.

#### 3.2 Educational Elements

To improve the ideological and political ability of the curriculum, College English teachers need to enrich the educational elements of the ideological and political education of the English courses. Textbooks, as the main carriers of these educational elements, play a crucial role. This study explores the ideological and political elements in College English textbooks through two approaches which are in-depth internal exploration and external extension, focusing on three dimensions: knowledge, ability, and values.

On the one hand, teachers can carry out the in-depth exploration of College English textbooks. They can explore the ideological and political elements directly from the teaching materials and make the secondary development to establish ideological and political corpus resources.

On the other hand, the integration of ideological and political elements also requires external extension. Teachers should actively gather materials on current social issues that have aroused widespread attention, ensuring that the content of English courses remains connected to global development and aligned with contemporary political topics, thus enhancing the timeliness and ideological depth of English teaching. Additionally, external extension can be achieved by making use of English materials related to national policies, For example, ideological and political elements can be selected from authoritative official media such as China Daily, Xuexi Qiangguo and People's Daily Online. This helps students learn and understand the core concepts and expressions which are put forward in the process of development and reform in contemporary China, and strengthens their political identity and their sense of mission to contribute to the prosperity of the country.

#### 3.3 Educational Methods

In the new era, College English teachers should innovate the methods of integrating ideological and political education into English courses, continuously explore and improve effective approaches. By employing methods such as situational teaching method, immersive teaching method, and role model demonstration, they can stimulate students' desire to explore the teaching content, enhance their engagement, and continuously strengthen the effectiveness of curriculum-based ideological and political education.

For example, teachers can proactively design teaching scenarios integrated with ideological and political education in class, such as setting up virtual situations of cross-cultural communication. By applying role-playing in English contexts, students can actively use English thinking modes to express Chinese concepts in different social roles, and cultivate patriotism and a strong sense of subjectivity in a cross-cultural contexts.

We can also make use of role models as examples by incorporating concrete interpretations of relevant educational examples and models into the teaching process, introducing vivid images along with authentic and specific cases, to promote a three-dimensional, visualized and concrete presentation of ideological and political content in English courses. Additionally, through forms such as class discussions and group presentations, students can be guided to independently study role model cases, so that they can fully experience heroic spirit and patriotic sentiments. This will further stimulate their spiritual motivation to learn from role models, foster a positive atmosphere of striving to be pioneers, and subtly guide them to become narrators, imitators and inheritors of heroic deeds.

### 3.4 Educational Platforms

In the new era, students are growing up amid the rapid development of Internet technology and the transformation of daily lifestyles. Therefore, the educational platforms for ideological and political education in English courses must keep pace with the times and should not be confined to traditional classrooms.

On the one hand, integrate the resources of online and offline platforms. Take the initiative to expand a wide variety of teaching materials, media and channels beyond traditional textbooks, and utilize official and authoritative online platforms as sources and supplements for students' learning materials. Meanwhile, make good use of high-quality online resources such as MOOCs and U Campus, as well as platforms like Weizhujiao and Xuexitong, to explore a blended online-and-offline teaching model and interactive teaching tools. This approach integrates online and offline learning methods, enabling the online educational platform to add value to ideological and political education.

On the other hand, leverage the synergistic effects of "on-campus+off-campus" resources and "in-class+out-of-class" activities. We should make optimal use of on-campus resources, establish sound cooperative relationships with professional teachers of ideological and political education from the School of Marxism, strengthen experience sharing and resource co-utilization, and actively attend ideological and political classes or lectures to acquire relevant teaching experience and methods. In addition, it is also necessary to strengthen communication and collaboration with teachers from other universities and explore the use of their resources. For example, we can enhance interactions with faculty from other universities to learn excellent resources, methods, and approaches for ideological and political education. Furthermore, we can explore the "in-class+out-of-class" model. For certain ideological and political themes, students can be encouraged to step out of the campus and integrate into society to conduct relevant off-campus research and practical activities on specific ideological and political themes.

## 4. Research Design

### 4.1 Research Question

Question 1: How to construct and implement the "four-dimensional integration" teaching mode of ideological

and political education in College English courses?

Question 2: Is the "four-dimensional integration" teaching mode of ideological and political education feasible and effective in College English courses?

### 4.2 Participants

Participants of this study were the non-English majors from 4 classes in Yangtze University College of Arts and Sciences. Their majors cover a variety of fields, including law, primary education, Chinese language and literature, and mechanical engineering.

### 4.3 Research Method

In this research, interviews, questionnaire surveys and empirical teaching approaches are employed as the main research methods.

### 4.4 Research Procedure

The research was carried out from the first year of the college students. The teaching materials were mainly based on two textbooks which were *New Horizon College English Reading and Writing 1 & 2* (4th Edition). The "four-dimensional integration" teaching mode was constructed and implemented in the research procedure.

Firstly, the teachers made great efforts to improve the educational awareness and made use of every opportunity such as participating in training program for the professional development of higher education teachers, exchanging with professional teachers of ideological and political education from the School of Marxism and English teachers from other universities. What's more, the teachers also continuously improved the professional language literacy, obtained the profound understanding of the ideological and cultural elements behind Chinese and Western languages.

Secondly, educational elements were mainly explored and sorted out from the textbook. On the one hand, the teachers explored the ideological and political elements directly from the passages of each unit and integrated them in the teaching process. On the other hand, the teachers also extended the ideological and political elements. For the new edition of *New Horizon College English Reading and Writing 1 & 2* (4th Edition), there is one passage added in Section C in the textbook, which introduces the stories of China closely related to the theme of each unit. After learning the passages in the textbook of each unit, there would be one task assigned to the students, which was "telling China's stories well in English". The students were divided into different groups. They worked together to complete the task and present their work in the class. During the empirical teaching of this activity, four approaches were mainly applied: oral presentation, role play, interview and survey report. These approaches were applied to make them suitable for the content of the story to a large extent. At the end of the empirical study, the interview and questionnaire survey were conducted to assess the feasibility and effectiveness of the research.

As for the educational methods, immersive teaching method

and role model demonstration were mainly applied in the empirical study. Sometimes, teachers designed teaching scenarios and then integrated with ideological and political education in class. For example, the texts in Unit 4 Book 2 tells the stories of patriots, who chose to come back to China and did pioneering work in many fields in China and helped China greatly narrow its gap with developed countries. The teachers used many ways to conduct the immersive teaching, such as watching the English clips from the documentary about those patriots, conducting role-play activity to vividly display their spirits and English speeches on college students' mission to help students internalize their spirits. What's more, role model demonstration was also an important approach conducted in the activity of "telling China's stories well in English". The stories of China covers a variety of fields, some of which are famous role models. By telling their stories, the students can learn from them and be inspired by them.

Finally, there are several educational platforms to carry on the ideological and political education. On the one hand, the students were required to learn high-quality online resources from the online platforms such as China Daily, Xuexi Qiangguo and People's Daily Online, MOOCs and U Campus. On the other hand, the important teaching materials on the ideological and political education, good work of Chinese stories shared by the student groups are posted on the platforms like Weizhujiao and Xuexitong for students to learn after class. This approach has integrated online and offline learning methods and ensured the feasible educational platforms for ideological and political education.

#### 4.5 Results and Discussion

During the research period, interview with the students about their feelings and gains from empirical teaching and the activities of "telling China's stories well" was conducted randomly. The students interviewed said that they had gained a lot. Not only did they learn some valuable spirits from the people mentioned in the story, but they also learned a lot in the whole process, such as the language proficiency, teamwork spirit, patience, tolerance, confidence and so on.

At the end of one-year empirical teaching, the questionnaire was sent out to evaluate the effectiveness of this activity and the empirical teaching. One survey was on students' overall evaluation of the ideological and political teaching and educational outcomes in College English courses. Among the 224 respondents, 58.48% (131 respondents) rated it as "excellent", stating that the curriculum-based ideological and political education has greatly improved their ideological awareness and values, and also enhanced their motivation for English learning; 36.61% (82 respondents) rated it as "good", noting that it exerted a certain positive influence on their ideological concepts and promoted their English learning to a certain extent. This demonstrates the overwhelmingly positive feedback on the integration of ideological and political education into College English courses, with a combined 95.09% of students recognizing its positive value in both value guidance and language learning promotion. Only a very small minority of students hold neutral or negative attitudes, and no students report negative impacts on their English learning, which fully verifies the overall effectiveness and wide acceptance of the current College English

curriculum-based ideological and political teaching practice.

Also, from the aspect of detailed influence, 85.27% (191 students) reported that integrating ideological and political elements into the course enhanced their cultural confidence, 75.89% (170 students) felt it strengthened their patriotism, 73.21% (164 students) noted an improvement in their professional literacy, 66.07% (148 students) experienced increased enthusiasm for their major, and 65.63% (147 students) perceived a positive impact on their social morality, collectively demonstrating that ideological and political integration in College English courses exerts comprehensive and positive influences on students' ideological and moral development across multiple dimensions.

Among the 224 valid respondents, an overwhelming 91.08% of respondents expressed their willingness to practice the values and moral norms learned in the course in daily life, fully reflecting the high recognition and strong willingness to practice of the values conveyed by the curriculum ideological and political education, highlighting the remarkable positive effect of ideological and political education in College English curriculum.

As for the activities of "Telling China's Stories Well in English", The data demonstrates an overwhelmingly positive reception: 50.45% of respondents reported "very significant gains", 41.96% indicated "substantial gains", while only 7.59% rated the gains as "average", and none reported no gains whatsoever. In total, over 92% of students acknowledged the tangible benefits of the activities, which fully verifies the remarkable effectiveness and high acceptance of this initiative. These activities not only effectively enhance students' English expression skills but also serve as a powerful carrier for ideological and political education in College English, helping students strengthen cultural confidence, tell Chinese stories well to the world, and realize the organic integration of language learning and value guidance.

The above results suggests that the "four-dimensional integration" empirical teaching mode of ideological and political education in College English courses is feasible and effective. It lays a solid foundation for the continuous optimization and promotion of similar teaching activities in the future.

#### 5. Conclusion

This study introduces the "four-dimensional integration" teaching mode of ideological and political education in College English courses, which includes educational awareness, educational elements, educational methods, and educational platforms. It explores ideological and political elements in teaching materials, and sorts out the construction and specific implementation paths of the "four-dimensional integration" teaching mode. The results suggests that it is feasible and effective to apply the "four-dimensional integration" teaching mode of ideological and political education in College English courses, and there are many effective approaches for carrying out the series of activities.

However, there are some limitations in this study. More methods needed to be used for measuring the effectiveness of

the empirical study and more effective approaches needed to be explored and applied to enrich the “four-dimensional integration” teaching mode in the future.

### Acknowledgement

This paper is supported by the Project: Yangtze University College of Arts and Sciences Teaching Reform and Research Project 2024: An Innovative Study on the “Four-dimensional Integration” Teaching Mode of Ideological and Political Education in College English Courses (No.: WL202413).

### References

- [1] Wen Qiufang. A Framework of Integrating Moral Education into College Foreign Language Teaching[J]. *Foreign Languages in China*, 2021, 18(02): 47-52.
- [2] Huang Guowen, Xiao Qiong. Six Elements in the Ideological-Political Construction[J]. *Foreign Languages in China*, 2021, 18(02): 1+10-16.
- [3] He Lianzhen. Principles and Practices of Integrating Moral Education into College Foreign Language Teaching[J]. *Foreign Languages in China*, 2022, 19(04): 1+12-14.
- [4] Hu Pingping, Liu Wenjing. An Investigation into the Status Quo of College English Teachers' Teaching Competence in Curriculum-Based Political and Virtuous Awareness [J]. *Technology Enhanced Foreign Language Education*, 2022, (05): 11-17+106.
- [5] Wang Xiaohui, Liu Xiaofeng. College Foreign Language Teachers' Competency to Curriculum-Based Ideological and Political Education: Construction of a Multidimensional Model and Measurement [J]. *Foreign Languages Research*, 2023, 40 (02): 55-61+73+112.
- [6] Zhou Limin, Qi Zhanyong. Developing an Evaluation Scale of Ideological and Political Education in College Foreign Language Courses [J]. *Foreign Language World*, 2023, (03): 71-77.
- [7] Liu Junling, Jia Fan. On the Ideological and Political Teaching System Construction of College English “Five-Chain Integration” Curriculum [J]. *Foreign Languages and Literature*, 2025, 41 (02): 163-174.