



# A Study on the Effects of College English Curriculum Politics Based on Writing after Reading

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**Abstract:** *The primary objective of this treatise is to harness the relevant theoretical and practical research results of writing after reading, melding them with the practical needs and existing challenges of ideological and political practice teaching in our university's English curriculum, to study the ideological and political effects of college English courses based on writing after reading. This pursuit aims to improve the effectiveness of ideological and political practice teaching in college English courses.*

**Key Terminology:** *writing after reading; college English; curriculum politics*

## Foreword

Curriculum politics refers to the comprehensive educational concept that constructs a whole-staff, whole-process, and whole-course education pattern, putting various courses and ideological and political theory courses in the same direction to form a synergistic effect, with "the cultivation of moral character as the foundation of education" designated as the fundamental mission of education. The fundamental mission of ideological and political education in the curriculum is to cultivate moral character, primarily integrating ideological and political education elements, including theoretical knowledge, values and spiritual pursuits of ideological and political education into various courses. In a subtle yet profound manner, it imposes influence upon students' thoughts and behaviors, with the primary aims of facilitating harmony between the integration of diverse courses and the ideological and political theory lessons, thereby achieving collaborative educational cultivation.

Since the founding of New China in 1949, the evolution of ideological and political education has gone through several stages, including preliminary explorations, setbacks, tortuous development, and scientific innovation. Through summarizing the experience of ideological and political education throughout its history, it can be found that China's ideological and political education has achieved a transformation from theoretical reception of static theory to dynamic practical application, The historical transformation from "instrumental" services to "subjectivity" development in terms of purpose, and from political movements as the main approach to classroom education<sup>[9]</sup>.

## 1. The characteristics of the ideological and political education in the curriculum

### (1) Universality and Individuality

For centuries, Chinese education has been advocating teaching students according to their aptitude, and the same is true for ideological and political education in the curriculum. On the one hand, the growth experience and environment of each student will be different. Although in China, all students receive ideological and political education from elementary school, everyone will have different feelings, experiences and acceptance levels of the same ideological and political education content. A monotonous teaching will only make students gradually numb and lose interest, thereby greatly diminishing the efficacy of the course's ideological and political influence. On the other hand, as college English faces students from different majors, if ideological and political education is not closely integrated with the student's professional background, it will make students feel that the course of ideological and political education is not closely related to themselves and cannot be combined with their actual situation, thereby giving rise to the phenomenon of learning one thing and doing another. For instance, the ideological and political education for medical students should be combined with the professional ethics and conduct of medical workers during the epidemic. Simply discussing the essence of dedication would not evoke a resonant sentiment of thoughts among the students. As a result, the ideological and political education in the curriculum cannot have a significant effect on improving students' professional ethics and conduct, which is why many students possess formidable specialized skills yet lack commensurate moral qualities. This also provides a reason for students to gradually Corruption has set the stage.

## **(2) Dynamicity and Contemporaneity**

The background, form and theme of ideological and political education are not static, for each era has its own unique theme and background of ideological and political education. For instance, during the Anti-Japanese War, the anti-Japanese patriotism is emphasized, while in the era of reform and opening up, liberation of thought and reform and innovation were advocated, and during the pandemic, emphasis was placed on national unity and active dedication. Ideological and political education has adhered to and developed in various historical periods of the Party, refined and discarded the superfluous, constantly innovating and developing, gradually forming a scientific system passed down from generation to generation. Especially With the advent of China's new era, the comprehensive promotion of deepening is now at a pivotal stage. At this stage, as people's thoughts and lifestyles change, ideological and political education shall confront a more convoluted reality, which poses greater challenges and demands for the progression of ideological and political education<sup>[9]</sup>, which also means that as the main path and form of ideological and political education in universities, the curriculum-based ideology and politics also need to keep up with the times and continuously reform and innovate. As General Secretary Xi Jinping said at the National Conference on Ideological and Political Work in Colleges and Universities: "To do a good job in ideological and political work in colleges and universities, we should adapt to the situation, advance according to the times, and innovate according to the situation ... Make good use of classroom teaching as the main channel<sup>[10]</sup>."

## **3) Bidirectionality**

The mutual reflection of ideological and political education lies primarily in three aspects: first, the unity of teacher's domination and student's initiative; second, the unity of explicit education and implicit education; and third, the unity of ideological and political education and professional teaching. Only by achieving these three unifications can the educational effects of the ideological and political education in the curriculum.

## **2. The survey on the ideological and political acceptance of university English courses among students**

In order to fully understand the shortcomings of ideological and political education in current college English, the author conducted a questionnaire survey at the institution, centered on "the acceptability of students' engagement in course-oriented ideological and political education." This questionnaire adopts a sampling survey method, and the survey subjects include a total of 250 freshmen, sophomores and juniors in the School of Foreign Languages, Panzihua University, of which 42% are freshmen, 58% are sophomores and juniors, with a relatively uniform age distribution. Secondly, among the gender of the personnel, there are more female students, accounting for 89.6%, and the proportion of male students is 10.4%. The survey content mainly includes ideological and political teaching methods, ideological and political teaching content and students' suggestions on ideological and political teaching methods. The results of the survey are as follows:

### **(1) Students believe that it is necessary to bring ideological and political content into the classroom.**

82.8% of the students believed that ideological and political education is necessary and that students' moral cultivation and moral cultivation should be further strengthened. 12.8% of students believe that ideological and political education is dispensable, and it makes little difference whether it is involved or not. 4.4% of students insist that it is important to learn their own subjects well, and that ideological and political education in college English is unnecessary This data reflects that most of the students have a clear understanding of the importance and necessity of ideological and political courses in college English, which fully illustrates the significance of promoting ideological and political courses in college English.

| <b>Question 8: Do you think it is necessary to incorporate ideological and political content into the classroom? 【Multiple Choice Question】</b> |          |            |
|---|----------|------------|
| Option  | Subtotal | Proportion |
| It is necessary to strengthen moral education for students  | 207      | 82.8%      |
| Generally, no significant disparity exists in significance whether the issue involves consideration or not.                                     | 32       | 12.8%      |
| No need, just teach your subjects well  | 11       | 4.4%       |
| The number of valid participants in this question   | 250      |            |

**(2) How do students usually understand ideology and politics?**

72% of the students learned about ideological and political content through ideological and political teachers' teaching in class, accounting for the vast majority. Only 10.4% of students learned about relevant ideological and political content through professional courses, and 8.8% learned about it through college-related publicity and other methods. Ideological and political education shows that the influence of ideological and political education in college English courses on students is still relatively weak.

| <b>Question 9: What are the common ways to understand ideological and political education?</b><br>【Multiple Choice Question】 |          |            |
|--|----------|------------|
| Option   | Subtotal | Proportion |
| Teachers impart in ideological and political courses   | 180      | 72%        |
| By attending professional courses, one gains insights into these themes.   | 26       | 10.4%      |
| College related ideological and political propaganda   | 22       | 8.8%       |
| other  | 22       | 8.8%       |
| The number of valid participants in this question  | 250      |            |

**(3) Frequency of ideological and political content in college English courses**

The vast majority of students believe that teachers mention ideological and political content frequently in class and teachers will often mention it, accounting for 55.2%. 38% of students think that teachers will mention it in every class, accounting for 38%. However, 6.8% of students believe that teachers rarely mention ideological and political content in a semester, indicating that there are still a few college English teachers who are not doing enough in terms of integrating ideological and political education into the curriculum.

| <b>Question 7: Is the frequency of ideological and political content appearing in the classroom high?</b><br>【Multiple Choice Question】 |          |            |
|---|----------|------------|
| Option  | Subtotal | Proportion |
| Many, almost every lesson contains.   | 95       | 38%        |
| Usually, teachers frequently refer to   | 138      | 55.2%      |
| Rarely does the teacher utter a mere handful of times throughout the span of an academic term.  | 17       | 6.8%       |
| The number of valid participants in this question   | 250      |            |

| <b>Question 6: What are the main aspects of ideological and political education that the teacher is involved in?</b><br>【Multiple Choice Question】 |          |            |
|--|----------|------------|
| Option   | Subtotal | Proportion |
| National defense security  | 15       | 6%         |
| National system  | 50       | 20%        |
| International situation  | 111      | 44.4%      |
| History lessons  | 74       | 6.8%       |
| The number of valid participants in this question  | 250      |            |

**(4) For the main body leading the integration of daily ideological and political elements into the classroom form**

39.6% of students believe that the college leaders and counselors will provide explanations and guidance from time to time, while 42.8% of students will be led by professional course teachers or broadcast news. Finally, 17.6% of the students believed that class cadres, who led by post class and online promotion.

| <b>Question 10: Which subjects lead the integration of daily ideological and political elements into the curriculum format?</b><br>【Multiple Choice Question】 |          |            |
|---|----------|------------|
| Option  | Subtotal | Proportion |
| College leaders and counselors hold irregular meetings to explain   | 99       | 39.6%      |
| Professional course teachers, broadcasting news, etc  | 107      | 42.8%      |
| Classroom cadre, engage in online promotion after class.  | 44       | 17.6%      |

|   |     |
|---|-----|
| The number of valid participants in this question | 250 |
|---|-----|

**(5) The main focus of ideological and political education in college English courses**

More than half of the people believe that ideological and political education mainly focuses on introducing current affairs content through courses and cultivating students' patriotism, accounting for 59.2%; In addition, 24% of students believe that ideological and political education focuses more on guiding students to improve their thinking ability through discussions on relevant issues. However, 16.8% believe that ideological and political education focuses more on guiding students towards their future direction, cultivating their psychological and professional qualities. This indicates that some teachers do not have a comprehensive grasp of the content of ideological and political education in the curriculum.

**Question 11: What aspects do ideological and political education in regular courses mainly focus on? [Multiple Choice Question]**

| Option   | Subtotal | Proportion |
|--|----------|------------|
| Introducing current affairs content through courses to cultivate students' patriotism  | 148      | 59.2%      |
| Through discussions on relevant issues, guide students to improve their thinking abilities                                     | 60       | 24%        |
| Emphasize education and guidance on the future direction of students, cultivate their psychological and professional qualities | 42       | 16.8%      |
| The number of valid participants in this question  | 250      |            |

**(6) The current introduction methods of ideological and political education in colleges.**

59.6% of students believe that relevant content is mainly introduced through in-class teachers and professors. 25.2% of students believe that it is mainly through arranging lectures or discussions to guide students to think and learn. 12% of students believe that it is through the use of online videos and other online methods. Teaching methods guide learning; in addition, the remaining 3.2% of students believe that university ideological and political education is introduced through other methods.

**Question 12: What is the current method of introducing ideological and political education in universities? [Multiple Choice Question]**

| Option  | Subtotal | Proportion |
|---|----------|------------|
| In class teachers teach relevant content                                    | 149      | 59.6%      |
| Guide students to think and learn through arranging speeches or discussions | 63       | 25.2%      |
| Using online teaching methods such as online videos to guide learning       | 30       | 12%        |
| other   | 8        | 3.2%       |
| The number of valid participants in this question                           | 250      |            |

**3、 Questions reflected in the questionnaire survey**

The relevant data from this questionnaire survey not only indicates that current college students have sufficient understanding of the necessity of ideological and political education in courses, but also indicates that there are still many problems in ideological and political education in current college English courses, which are mainly reflected in the following aspects:

**(1) Insufficient synergy between explicit education and implicit education**

At present, ideological and political education in colleges is still dominated by traditional classroom education, and the influence of extracurricular ideological and political education is very weak. This kind of the ideological and political education in the curriculum method attaches great importance to the explicit education in the centralized education stage, but ignores the implicit education in the extracurricular self-study stage. This will not only cause teachers and students' understanding of the ideological and political education in the curriculum to be limited to classroom lectures, but also make teachers and students separate ideological and political education from actual teaching and life practice, making it impossible to achieve unity of knowledge and action. This is why colleges and universities are currently vigorously promoting the ideological and political education in the curriculum, but the results are always unsatisfactory when reflected in teachers' ethics and students' learning life.

**(2)The ideological and political curriculum are not sufficiently aligned with the ideological and political education in the curriculum**

The purpose of the ideological and political education in the curriculum is to guide various courses and ideological and political theory courses to go in the same direction and achieve collaborative education. At present, ideological and political education in the curriculum is mainly based on the traditional classroom centralized indoctrination method led by ideological and political courses. Some college English teachers not only lack accurate grasp of the content of ideological and political education in the curriculum, but also do not introduce ideological and political education in the curriculum frequently enough, resulting in severe spatial limitations of ideological and political education in the curriculum, which cannot effectively achieve the goal of collaborative education throughout the curriculum.

**(3)Insufficient integration of teacher guidance and student initiative**

Most college English teachers mainly introduce ideological and political education into their courses through traditional teaching methods, and the utilization rate of new media such as the internet and videos is extremely low. This approach leads to two main problems: on the one hand, teachers' teaching thinking will gradually become rigid, unable to be released from traditional knowledge teaching, unable to engage in effective thinking collisions and teaching interactions with students, and turning ideological and political education into rigid knowledge point indoctrination, this greatly weakens the guidance of teachers in the process of ideological and political education in the curriculum. On the other hand, this teaching method is not based on the actual needs and actual situation of the students, nor can it take into account the individual circumstances of the students. The entire student group is in a passive receiving mode during the teaching process, does not fully participate in the teaching process, and cannot awaken students' enthusiasm. Subjective awareness and the implementation of students' subjective status make it impossible to achieve a deep combination between teacher guidance and students' active participation.

**4、 The role of Writing after Reading in the practical teaching of the ideological and political education in the curriculum in college English courses**

Writing after Reading is a method of writing practice combined with reading comprehension, which closely combines language input and output, organically combines language imitation and creative use, and effectively combines language learning and application. It is a good way to improve the efficiency of foreign language learning (Wang Chuming, 2012). The main theoretical basis for Writing after Reading is the synergistic effect. Atkinson et al (2007) introduced the concept of synergy into the field of second language acquisition, believing that synergy not only occurs between people, but also between people and surrounding materials and environments, and emphasized that synergy can promote language learning and is an important factor in language acquisition. (Yu Ke, 2019). Applying Writing after Reading to the practical teaching of ideological and political education in college English courses can effectively solve the following problems:

**(1) Strengthen the synergy between explicit education and implicit education in ideological and political education in college English courses to meet the effective combination of dynamics and times.**

The teaching mode of Writing after Reading can effectively utilize various ideological and political education materials closely related to current events and teaching unit themes, break through the old knowledge system of ideological and political education in college English courses, keep teaching pace with the times, enable students to connect ideological and political content with modern practical life, and break through time and space limitations, allowing students to practice anytime and anywhere using fragmented time. This can effectively solve the embarrassing situation where ideological and political education in current college English courses is limited to classroom teaching and the knowledge system is outdated, detached from students' actual lives, and unable to evoke empathy among students. It can truly achieve the unity of explicit education and implicit education in college English course ideological and political education, and achieve the effective combination of the dynamics and contemporaneity of the ideological and political education in the curriculum.

**(2)Strengthen the synergy between ideological and political curriculum and the ideological and political education in the curriculum**

The combination of Writing after Reading with practical teaching of ideological and political education in college English courses can ensure that the ideological and political elements involved in college English are effectively integrated into the teaching process, allowing students to naturally receive the ideological and political education contained in it while improving their professional skills, thus getting rid of the long-standing situation of ineffective integration between teaching of professional skills in college English and ideological and political education in courses, and truly achieving the goal of making ideological and political education in college English courses go hand in hand with ideological and political education, and achieve the

goal of collaborative education.

**(3) Strengthen the combination of teachers' guidance and students' initiative, and meet the effective combination of universality and individuality**

On the one hand, Writing after Reading can closely follow the characteristics and specific requirements of the times, and provide various forms of Writing after Reading content, allowing students to feel the connotation of traditional ideological and political education through interaction with different continuation articles, and at the same time experience the ideological and political themes of the current era, so as to not only realize the integration of diversified ideological and political education themes, but also realize the in-depth thinking and integration of ideological and political education with the times through the creation of their own content. On the other hand, Writing after Reading emphasize the close combination of input and output, and teachers can adopt various forms such as "reading + writing", "reading + translation", "listening + writing" and "listening + translation", etc according to the actual situation of students, adopt personalized strategies, and give targeted guidance according to students' different feedback, which largely satisfies the effective combination of universality and individuality of the ideological and political education in the curriculum.

Furthermore, it can not only fully integrate modern multimedia technology into the ideological and political education in the curriculum, but also give full play to the guidance of teachers, awaken students' active consciousness, and allow learners to effectively output while receiving input information. It not only allows students to internalize the input information of ideological and political education, but also effectively improves students' dialectical thinking.

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