



# Integrating Ideological-Political Education into Academic Foreign Language Teaching: Notion, Principles and Framework

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## ABSTRACT

Ideological-Political Education has become the hottest issue in the theory and practice of curriculum teaching among Chinese colleges and universities. This article focuses on integrating Ideological-Political Education (IPE) into Academic Foreign Language Teaching (AFLT). After exploring the essence of IPE and the position of AFLT, the notion of integrating IPE into AFLT turns out to be integrating IPE elements into the transferring of academic foreign language knowledge (AFLK) and the training of academic foreign language ability (AFLA), so as to achieve the two-way improvements in both Moral Education (ME) and Subject Education (SE). The general principle of integrating IPE into AFLT is implicit integration which can be mainly realized through four specific principles, that is, integrated design, hidden objectives, natural process and implicit mode. With these principles, the framework of integrating IPE into AFLT is discussed from six closely-linked aspects, including accurate teaching objectives, relevant teaching content, gradual teaching design, multiple teaching method, comprehensive teaching evaluation and effective course management. The purpose of this article is to provide guidance for academic foreign language teachers to practice integrating IPE into AFLT.

**Keywords:** Ideological-Political Education; Academic Foreign Language Teaching; notion; principles; framework

## 1. INTRODUCTION

Ideological-Political Education (IPE) has been attached great importance in higher education across China in recent years. Since the Ministry of Education of People's Republic of China issued the *Guidelines for the Ideological-Political Development in the Curriculum of Colleges and Universities* in 2020, there is an increasing trend of integrating IPE into all the higher education curriculum, including general courses, specialized courses and practical courses. As one of the most important general courses in higher education, college foreign language course is put forward new requirements for curriculum development and teacher's teaching in colleges and universities (Liu and Man 2020). There is an increasing need for research-based understanding of integrating IPE into Foreign Language Teaching (FLT) and its implementation.

In a systematic review of integrating IPE into FLT literature, Wang and Wei (2021) pointed out that much of the existing research focused on the theoretical illustration of IPE in this new era. Some researchers regarded IPE as a kind of educational concept (Xiao and Wen 2020; Luo 2021; Gao and Dong 2017; Ming 2017), while some other researchers treated IPE as a kind of teaching method (He 2017; Xu 2020; Liu 2018; He 2019). However, there has been a consensus that the target of IPA is moral cultivation. In fact, great importance has been put into the word "moral". Cai (2021) summed up the connotation and elements of moral cultivation and believed that IPE means to educate people with morality. Wang (2021) innovatively applied the thought of "Mingming Virtue" in "University" to understand the meaning of "virtue (morality)" and held that it should contain three levels — "great virtue", "public virtue" and "private virtue". In addition, Liu et al. (2020) explained the traditional and contemporary connotation of moral cultivation entailing excellent Chinese culture, excellent world culture, and core socialist values, so as to explore the convergence of IPE and moral cultivation in foreign language curriculum. Studies for the notion of integrating IPE

into FLT have been carried out in both macroscopic perspective (Hu 2021) and microscopic perspective (Wen 2021). The former interpreted the connotation of integrating IPE into FLT from the perspectives of macroscopic educational policies, curriculum theories and foreign language disciplines; the latter put forward that integrating IPE into FLT is to take foreign language teachers as the leading role, integrate the concept of moral cultivation into all aspects of foreign language teaching, and strive to play a positive role in shaping students' outlook on world, life and values.

One issue in integrating IPE into FLT which has also received much attention is that of how-to integrating IPE into FLT. Zhang and Na (2020) put forward the closed-loop path to integrate IPE into FLT from top-level design to mining material to refinement process to innovation evaluation and back to top-level design". Another macroscopic study proposed by Cui (2019) discussed the paths and methods of the construction of ideological and political resource base, the model curriculum, the teaching guidelines and the professional teachers, aiming to build a relatively complete integrating IPE into FLT system that can cover all foreign language courses and embed IPE into foreign language teaching. From the perspective of classroom teaching, a descriptive framework including four horizontal dimensions (content, management, evaluation, and teachers' deed) and three vertical dimensions (IPE scope, main tasks and key strategies) was provided (Wen 2021) and the implementation path (refining, integrating, processing and bridging) of integrating IPE into FLT was proposed (Cheng 2020). A brief survey of recent studies of integrating IPE into FLT has focused on teaching mode, teaching content, teaching method(strategy), teaching design, and teacher's role, such as immersive experience (Yang 2021), regular phonetic training (Cheng 2020), high-quality interactive activities (Xu 2021), diversified tasks (Li and Zheng 2021), benign teaching ecology (Jiang and Wen 2020), etc.

Admittedly, these studies have focused on different types of courses, in which College English have nearly taken the half of IPE study, leaving some space for Foreign Literature (Yu and Ying 2021; Wang et al 2021; Wang 2020), Business English (Xiong and Song 2023; Huang 2023), Russian (Wang 2021), Japanese (Cui 2019), and so on. However, there is a need for IPE studies in Academic Foreign Language Teaching (AFLT), as AFLT has caught little attention. In fact, AFLT is a kind of language teaching for academic purposes, which is an inseparable part in FLT for all colleges and universities. This study aims to address this gap by focusing on the theoretical and practical exploration of integrating IPE into AFLT. In this regard, the study is guided by the following research questions:

What is the notion of integrating IPE into AFLT?

What is the principle of integrating IPE into AFLT?

What is the framework of integrating IPE into AFLT?

## 2. NOTION OF INTEGRATING IPE INTO AFLT

### 2.1 IPE and AFLT

Ideological-Political Education (IPE) is a concept proposed by the Ministry of Education aiming at the moral cultivation of students in the institutions of higher education. As to the scope of application, IPE is carried out in non-ideological-political courses, that is, all the general courses, specialized courses and practical courses. The *Guidelines for the Ideological-Political Development in the Curriculum of Colleges and Universities* (2020)<sup>1</sup> pointed out that value shaping must be organically integrated into knowledge imparting and ability training so as to help students shape a proper outlook towards world, life and values. In other words, these three targets entailing value shaping, knowledge transfer and ability cultivation should be combined together into one to promote rounded development of students. The content of IPE consists of five aspects. First, the thought on Socialism with Chinese Characteristics for a new era should be put into textbook, into classroom, the most important into the heart. Second, core socialist values should be cultivated and put into practice. Specifically speaking, core socialist values refer to prosperity, democracy, civility, harmony, freedom, equality, justice, the rule of law, patriotism, dedication, integrity, and friendship. Third, the excellent Chinese traditional culture education should be strengthened. Chinese traditional culture is the fundamental achievements of Chinese civilization and the totality of moral inheritance, various cultural thoughts and spiritual concepts in the history of the nation, including three mainstream cultures—Confucianism, Buddhism and Taoism. Fourth, constitutional education and legal education should be carried out in depth. Constitutional education and legal education are to raises citizens' awareness and respect for the Constitution and laws, to enhance social members' legal consciousness through the popularization of constitutional knowledge and the rules of law. Fifth, professional ethics education should be stressed and the professional ideal education should be deepened in the modern time. Professional ethics and professional ideal are crucial for both personal progress and social development. These five aspects of IPE can be treated as the source of IPE elements.

Here comes the Academic Foreign Language Teaching (AFLT).

Language Course is undoubtedly one of the most widely offered and highly valued general courses in colleges and universities. Foreign language teaching emphasizes the role of language in social communication and the close relationship between language and culture, with the aim of cultivating students' ability to use foreign language in practical communication. Wang (2013) analyzed the *Common European Framework of Reference for Languages* (CEFR) and emphasizes that learning foreign languages is to enable people to "better understand the way of life, forms of thinking and cultural traditions of people in other countries, promote mutual understanding and tolerance, respect for their own national identity and cultural diversity". College Foreign Language Teaching should help students "understand global civilization, different ways of thinking and living habits".

Generally speaking, college foreign language teaching can be divided into FLT for general purposes and FLT for special purposes. FLT for general purposes is to enable students to master basic language knowledge such as grammar and vocabulary, and to cultivate the ability of foreign languages use in general situations such as daily life, travel, and business communication.

FLT for special purposes, as the name suggests, aims to develop students' foreign language communication skills in specialized academic and vocational fields. Obviously, FLT for special purposes entails AFLT and VFLT (Vocational Foreign Language Teaching).

The goal of AFLT is to cultivate students' ability of using foreign languages for academic research and communication in specific subject areas (such as science, technology, engineering, mathematics, humanities and social sciences, etc.) including reading home and abroad literature, publishing research results, and conducting in-depth academic exchanges with international counterparts so as to better integrate into the international academic community.

It should be emphasized that AFLT usually requires the integration of language skills with knowledge in specific subject areas, because academic communication often involves specialized terminology, domain-specific content, domain-specific research methods, etc. Therefore, in terms of teaching content, AFLT pays more attention to vocabulary, terminology, writing style, etc. in specific subject areas, including the learning of professional terms, the reading of subject-related literature, the training of simulated academic speeches in international academic conferences and the training of academic writing skills, such as reviews, research reports, articles, and so on.

## 2.2 Integrating IPE into AFLT

Through the previous elaboration of Ideological-Political Education (IPE) and Academic Foreign Language Teaching (AFLT), the notion of integrating IPE into AFLT can be concluded as integrating IPE elements into the transferring of academic foreign language knowledge (AFLK) and the training of academic foreign language ability (AFLA) so as to achieve the two-way improvements in both Moral Education (ME) and Subject Education (SE). It can be illustrated as in the following Figure 1.

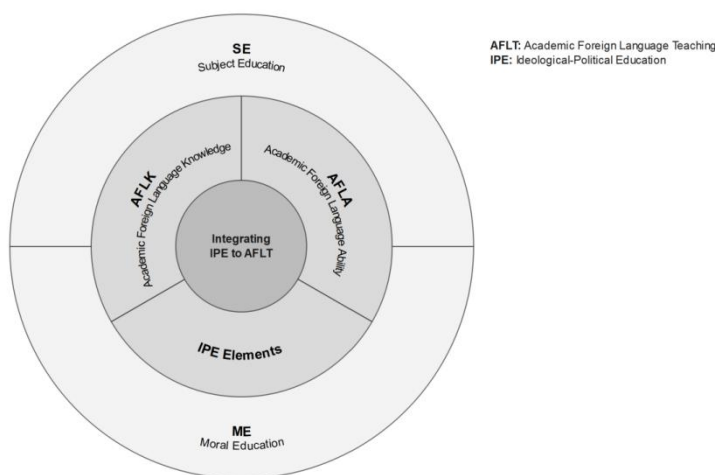


Figure 1: The Notion of Integrating IPE into AFLT

IPE elements, academic foreign language knowledge and academic foreign language ability must be fused together in integrating IPE into AFLT. In a figurative way of saying, just as in a cooking procedure, academic foreign language knowledge and academic foreign language ability are cooked together like the meat and the vegetable respectively into a nutritious dish with IPE elements playing the role of seasoning to make a splendid favor.

As mentioned before, IPE cannot separate from IPE elements including thought on Socialism with Chinese Characteristics for a new era, Chinese Dream, Party history, reform-opening up history, Chinese traditional culture, world civilization, cross-culture comparison concept, comparison of constitutional law, legal cases, professional spirit, professional norms, dedication and so on. Knowledge and ability are bound together since the former is the basis of the latter and the latter is the object of the former. AFLK and AFLA entail basic academic language (phonetics/ professional vocabulary/ professional collocations/ common syntax of academic discourse) and interactions in academic settings (oral and written communication in classes, conferences, study groups, seminars, etc.) (Januin and Stephen 2015; Atai and Nazari 2011).

ME and SE form a more complete educational purpose. It not only puts forward the requirements to academic pragmatic ability such as able to keep the attention of the other party with appropriate sentences so as to win time for oneself to think, but also attaches importance to comprehensive academic quality including academic confidence, academic feelings, academic learning strategies, critical thinking ability, following academic research ethics, understanding the way knowledge is constructed in the discipline, teamwork, relevant world knowledge, spiritual state, etc. (Wang 2019)

## 3. PRINCIPLES OF INTEGRATING IPE INTO AFLT

Different from the explicit education in Ideological-Political course, implicit education is paid great attention to in integrating IPE into AFLT. In other words, silent IPE is carried out to students in the unconscious psychological state, otherwise, it is likely to get half the result with twice the effort, or even to be counterproductive. Therefore, the general principle of integrating IPE into AFLT is implicit integration without notice, which can be mainly realized through the following four specific

principles.

Principle 1: the design of integrating IPE into AFLT emphasizes integration

These two misunderstanding towards IPE should be avoid. First, integrating IPE into AFLT does mean to impose ME on AFLT in an arbitrary, fragmented and forcible way. Second, integrating IPE into AFLT does mean to add content of ME into AFLT independently as a separate ideological-political course with little connection to AFLT. Actually, integrating IPE into AFLT emphasizes integration means to organically integrate ME elements into all aspects of AFLT naturally to reach internal connection and integrated development. Therefore, integrating IPE into AFLT requires academic foreign language teachers to consciously make use of the rich connotation and resources contained in AFLT, and consciously carry out systematic and integrated design of “moral education” and “subject education”. In course design, the overall consciousness should be reflected, three-dimensional thinking should be paid attention to, and systematic planning should be formed. IPE elements are deeply integrated into knowledge content, language forms, teaching objectives, teaching methods, teaching processes, and ability development, so as to achieve the integrated development of AFLK, AFLA, positive emotion, positive attitude, correct values, healthy personality and so on.

Principle 2: the objective of integrating IPE into AFLT emphasizes hiddenness

The implicit principle of integrating IPE into AFLT especially emphasizes hidden objective in integrating IPE into AFLT. Teaching objective is the core issue that must be clarified before implementation of any kind of education, so AFLT teachers should deeply explore the IPE resources from the teaching content, clarify ME goals and integrate these goals into AFLK goals and AFLA goals through deliberate design as well as to be hidden in the teaching process. Giving full play to the influence, infiltration, edification and recognition of the silent ME in the unconscious psychological state, the AFLK goals and AFLA goals can be achieved with quality goals and value goals at the same time.

Principle 3: the process of integrating IPE into AFLT highlights naturalness

The implicit principle of integrating IPE into AFLT highlights naturalness in the implementation process. Besides careful design in integrating IPE into AFLT, teachers should take into account the “naturalness”, that is, they must remove the intervention traces of “man-made design” and return to the natural state during the implementation process. So, natural integration, natural presentation, natural development, natural infiltration and infiltration without shape, sound and trace of IPE need deliberate design by teachers, so as to achieve cultivation of students’ outlook on world, life and value in the cognitive development process of students’ AFLK acquisition and AFLA improvement. It is necessary for teachers to make flexible designs according to teaching objectives, teaching content, teaching theme and teaching objects. There is no definite method but natural cultivation.

Principle 4: the mode of integrating IPE into AFLT highlights the implication

Implication means something indirectly stated. FLT is do with foreign languages, and language is born with the inseparable relations to society, thinking and behaviors. Therefore, AFLT has the gene of language to transmit IPE content without explicit words. Under the premise of “no psychological defense line” and “no psychological aversion”, students can naturally accept the influence of the thoughts expressed, the behaviors described and the situations constructed in the language. Therefore, the mode teachers carry out integrating IPE into AFLT must be suggestive, otherwise it may destroy their innate advantages, cause students’ psychological aversion, and affect the education effect. In a word, the implicit principle of integrating IPE into AFLT also highlights implication in the mode of integrating IPE into AFLT.

#### 4. FRAMEWORK OF INTEGRATING IPE INTO AFLT

The notion and the principle of integrating IPE into AFLT have been clarified in the previous sections, the focus of this section is on how to implement it. The teachers play a leading role in integrating IPE into AFLT, so the framework depends a lot on teachers’ performance. This framework consists of six aspects in the process of integrating IPE into AFLT. They are teaching objectives, teaching content, teaching design, teaching methods, teaching evaluation and course management, corresponding to six basic requirements of accuracy, relevance, gradualness, multiformity, comprehensiveness and effectiveness respectively. These six aspects are interlinked and influence each other to form a good system in integrating IPE into AFLT. Accurate teaching objectives and effective course management are more general aspects. The framework of integrating IPE into AFLT is shown in the following figure 2.



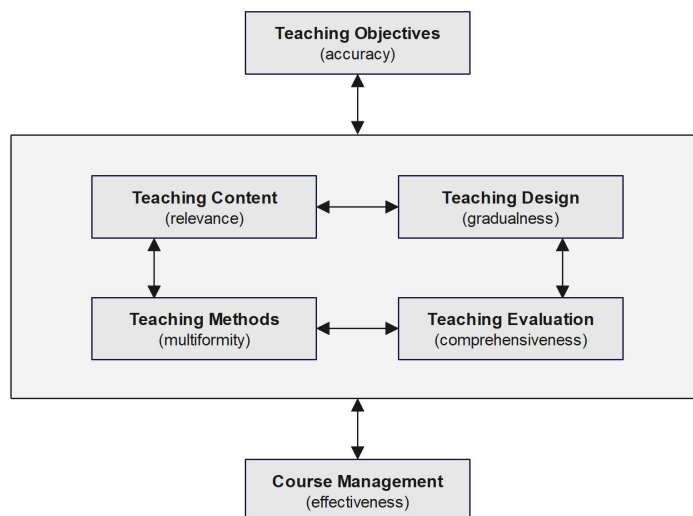


Figure 2: The Framework of Integrating IPE into AFLT

#### 4.1 Teaching Objectives of Integrating IPE into AFLT

The accuracy of the objectives of integrating IPE into AFLT should be reflected in three levels. The first level is specific ME objectives of the university, the college and the academy. The second level is the ME objectives of the academic foreign language course. And the third level is the concrete ME objectives of each unit, and even each class or each activity. These three levels are not in a progressive sequence, but the first level contains the second level and the second level contains the third level. This means that the design of the third level must conform to the upper second level, and the second level must consist with the upper first level.

The accurate first level ME objectives means that ME objectives are in line with the characteristics of the school or the characteristics of the prominent majors. For example, ME objectives of universities of political science and law focus on political science and law; ME objectives of agricultural universities put emphasis on agriculture; ME objectives of medical college emphasize on medical science; ME objectives of institute of science and technology focus on science and technology, etc.

The accurate second level ME objectives are that the academic foreign language course should set the objectives of the organic combination of specific subject content, foreign language teaching and IPE together, so as to the cultivation of a high-quality talent with a “family-country” identity, foreign language ability and academic foreign language quality. The “family-country” identity is prominent in patriotism, the foreign language ability emphasizes the foreign language itself and the academic foreign language quality focuses on the professional aspect of the subject.

The accurate third level ME objectives refer to refining of the second level ME objectives. In other words, “family-country” identity, foreign language ability and academic foreign language quality should be transformed into IPE elements and these IPE elements are integrated into AFLT. IPE elements can be international vision, cultural confidence, community awareness, academic norms, academic integrity, academic culture, thinking ability, scientific spirit, etc. These are also the elements of academic ability (Wang 2019). With the clear third level ME objectives, teachers can conduct activities, doing exercise in every piece of class when integrating IPE into AFLT without just focusing on words, sentences and texts in the teaching materials and losing directions.

#### 4.2 Teaching Content of Integrating IPE into AFLT

On the basis of all-round understanding on teaching objectives of integrating IPE into AFLT, teachers also should have an in-depth analysis on the relevance of academic foreign language teaching content when integrating IPE into AFLT. The AFLT content can be roughly divided into two categories, academic foreign language textbooks and teacher-selected materials. No matter the teaching materials provided by the textbook or the materials selected by the teachers themselves, they are the main source of integrating IPE into AFLT. Besides AFL core knowledge and AFL core skills, IPE elements are explored from these teaching materials.

There are two points towards the relevance of teaching content of integrating IPE into AFLT. First, IPE elements must come from the teaching content itself, not come from the teacher’s intention. Take “Philosophy and Thoughts” from the academic English textbook as an example. There are two texts comparing the philosophical ideas of Socrates and Confucius. They were both great philosophers, but they focused on very different things. Socrates was deeply concerned about the problems of the objective world, while Confucius paid great attention to how to achieve happiness and harmony in people’s lives through social reform. In short, Socrates spared no effort to explore the nature of things in the objective world, while Confucius pursued the perfection of human nature, the perfection of family and the harmony of society in his life. Teachers can explore the IPE elements from various angles. In the case of Socrates, teachers can ask students to discuss Socrates’ scientific spirit of inquiring into the material world. This scientific spirit is the premise of cultivating innovative thinking and the basis of inspiring students’ emotional character that

they are not afraid of setbacks and indomitable. In the case of Confucius, teachers can allow students to discuss Confucius' family feelings of "self-cultivation, family harmony, governance, and peace." This kind of home-country feeling is not only the value orientation, but also the emotional embodiment of the heart of love. Relevant IPE elements from the teaching material can be scientific spirit, self-cultivation, happiness, values, family harmony, governance, peace and so on. Whereas, professional ethics education or legal education seems irrelevant here.

Second, teaching content should be consistent with the specialty characteristics of the subject. In other words, appropriate IPE elements should be brought out from the perspective of professional knowledge so as to meet the objectives of integrating IPE into AFLT. For instance, humanities and social science majors can give preference to the world outlook and methodology of dialectical materialism and historical materialism, excellent Chinese traditional culture, legal education and constitutional education; science and engineering majors can carry forward the glorious tradition of serving the country with science, the scientific spirit of pursuing truth, the academic quality of daring to innovate, being rigorous and realistic, integrating personal ideals into the great cause of national development and understanding important issues in the development of human civilization such as science and technology ethics and life ethics; the medical majors can take priority to the spirit of respecting life, saving the dying, healing the wounded, being willing to contribute and centering on the strategy of healthy country.

Due to the limited teaching content of every unit, the IPE elements that can be brought out from each teaching unit are also limited, which can only cover some parts of IPE elements. Teachers should make proper choices, highlight key points, and work hard in depth. (Wang and Bin 2019)

### 4.3 Teaching Design of Integrating IPE into AFLT

Teaching is a series of events that affect learners in a way that promotes learning, while instructional design is a systematic process of planning an instructional system. Teaching design of integrating IPE into AFLT includes two levels, the overall teaching design level and the specific design level of each unit, and even each class or each activity. The overall teaching design level includes the guidance of values, the main IPE elements, certain teaching methods, proper teaching models, teaching steps, evaluation mechanisms, time arrangements, team arrangements, etc. While, the specific design level of each unit is more specific and targeted towards IPE elements, academic foreign language knowledge and academic foreign language ability. In this part, the specific design level of each unit is discussed.

Two mistakes should be avoided in the specific design level of each unit. The first mistake is that IPE elements are arranged independently from academic foreign language knowledge (AFLK) and academic foreign language ability (AFLA), and the teaching is arranged successively according to time. This kind of structured design seems very clear, but in fact, it deviates from the systematic nature of integrating IPE into AFLT. Furthermore, it turns implicit integration of IPE elements into explicit propaganda of IPE elements, which violates the principle of integrating IPE into AFLT. The second one is displayed in the way that AFLK and AFLA have been diluted or even ignored in order to highlight IPE elements. In another word, the subject teaching content and IPE teaching content are reversed, which become the ideological-political course taught in English. This goes against the original intention of integrating IPE into AFLT, and reflects the misunderstanding of the connotation of integrating IPE into AFLT.

Take the teaching design of "Making a Difference" from the academic English textbook as an example. The unit revolves around the story of an amateur firefighter who volunteered to participate in the fire service. Although he only rescued a tiny thing for the master from fire field, he was given sincere gratitude by the master. It reveals the noble sentiment of starting from small things and helping others with efforts. This material has distinctive language features, including a series of English expressions that help others and enhance personality. Learners can learn how to tell a story vividly by learning a series of words describing language, action and emotional details. In language learning, the "friendly" quality advocated by core values is naturally incorporated. However, some teachers lack the systematic design of language content and do not design any training tasks for the cultivation of the above language knowledge and language ability. Instead, they omit the textbook materials and begin to discuss the similarities and differences between Chinese and American volunteer cultures, requiring students to enhance their cultural self-confidence. Then, extending to many supplementary materials from the Internet, including some Chinese videos and pictures. By playing videos and displaying pictures, he gives comparison of the great differences between China and the United States in fighting the novel coronavirus pneumonia epidemic. These contents are in no wrong way, but there is no transferring of AFLK and training of AFLA in the whole process. In the end, it replaces subject teaching with IPE content, which completely lose the subject education, falling into the typical misunderstanding of integrating IPE into AFLT design.

The gradualness of teaching design of integrating IPE into AFLT is reflected in the dynamic scaffolding that teachers build for learners through the design of a series of activity tasks. According to social and cultural theory (Vygotsky 1978), the design of learning steps should follow the principle of Zone of Proximal Development (ZPD), considering the distance between learners' current level and potential level of development (learning goal). Based on learners' current state and learning task objectives, the design of learning activities and learning steps are detailed (Smagorinsky 2018). Language learning task is a holistic activity that focuses on the meaning of language, achieves real communicative results by coping with language challenges, and promotes language learning. In the process of integrating IPE into AFLT, the support provided by teachers can be divided into two levels, namely, language learning support and IPE teaching support. IPE support is embodied in the process of focusing on language meaning and achieving communicative goals. The dynamic nature of scaffolds requires that the difficulty of tasks at different stages should be improved step by step, and teachers need to provide different types and gradients of scaffolds according to learners' current learning task objectives.

Take the text "Dancing Beijing" as an example for the gradualness of teaching design. The main content of "Dancing Beijing" is to introduce the connotation of the emblem of the Beijing Olympic Games. AFLK and AFLA in this unit is to introduce the expression of the inner meaning of cultural symbols and the abilities of using these expressions to interpret and spread Chinese

culture. IPE elements in this material can be excellent Chinese traditional culture. Then the gradual nature of teaching design is reflected in a series of progressive learning tasks, including: (1) getting the general idea and analyzing the structure of the article; (2) learning new words and summarizing the words that express the intrinsic meaning of things in the text; (3) making sentences to introduce the intrinsic meaning of the elements in the Beijing Olympic Games; (4) writing a paragraph to introduce the meaning of the emblem of the Beijing Olympic Games; (5) role-playing, introducing the emblem to foreign visitors on behalf of Olympic volunteers; (6) recording speech videos on objects (such as seals) to introduce the Chinese culture containing in that objects after class.

It can be concluded in the way that from reading comprehension input to language expression output, from vocabulary, sentences, paragraphs to real text communication tasks, a series of activities and tasks are interlinked, building a dynamic support for students to internalize language knowledge and apply language skills. The ability to explain Chinese culture is integrated into the whole process of language learning, so that IPE support, AFLK support and AFLA support can be organically coordinated into each other to help achieve the teaching objectives.

So dynamic scaffolding builds a development channel between learners' current ability and potential development level, and gradual teaching organization effectively helps learners internalize IPE elements into AFLK and AFLA from teaching content step by step. Under the guidance of teachers, the latest development area is constantly pushed forward.

In the process of integrating IPE into AFLT design, teachers should avoid simply extracting the IPE elements by themselves and directly inculcating them to students as personal English speeches. It is an ignorance to the design of the learning process and the construction of dynamic scaffolding, because students can only passively receive these IPE elements not positive accept them. This not only violates the principle of integration, but also is violate the principle of implicitness.

#### 4.4 Teaching Methods of integrating IPE into AFLT

In the Internet era, information technology and intelligent technology provide a new teaching method, a new learning method and unprecedented rich resources for foreign language teaching (He 2020: 17). Therefore, academic foreign language teaching has entered the era of Blended Teaching (BT) or Blended Learning (BL), which means combining the advantages of traditional learning methods with those of digital or networked learning. Teachers should play a leading role in guiding, inspiring and monitoring the teaching process. At the same time, we should fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process. Integrating IPE into AFLT definitely cannot be separated from BT or BL.

Multiformity of teaching method of integrating IPE into AFLT is that multiple teaching methods are adopted in the different period of teaching process and sometimes more than one teaching methods are applied at a time. Here comes the detailed explanation. The blended teaching model of integrating IPE into AFLT mainly adopts the Skill-Based Approach (SBA), Content-Based Approach (CBA), Project-Based Approach (PBA), Collaborative Learning Based Approach (CLBA), Immersion Approach (IA) and so on.

Before class, teachers can adopt SBA. The SBA divides general AFLT into different skill teaching, including listening, speaking, reading, writing and other skills, covering the basic professional foreign language skills of various disciplines, so that students can master and consolidate various skills through item-by-item exercises on line. Meanwhile, IPE elements can be integrated into item-by-item exercises by carefully design.

During face-to-face classroom teaching, the CBA and PBA can be adopted together. The CBA takes real foreign language texts in the academic field as input materials, guides students to carry out oral communication and writing practice in specific academic contexts, which effectively improves students' knowledge application ability and academic accomplishment. Specific teaching method can also be problem-oriented, heuristic, discussion-oriented and inquisition-oriented, in order to realize in-depth communication and interaction between teachers and students, as well as to create an ideal language learning environment to be conducive for students' internalization of knowledge and construction of meaning. Group discussions, debates or mock speeches at international conferences are also popular class activities that can integrate IPE elements through deliberate design without notice the appropriate unit topic teaching, teachers can also adopt the PBA (Wang et al. 2015; Zhu et al. 2021; Cai 2019), which is highly recommended by academic foreign language teaching practitioners, to guide students to search literature, find real topics worthy of research, complete the project in group cooperation, form a written research report, report the research process and results in PPT or poster form in class. It is students themselves that explore and solve problems through group cooperation, practice academic foreign language ability and cultivated academic literacy. In other words, the majority of class time is left to students for interactive activities, including group discussions, debates, group project presentations, etc. Teachers carry out appropriate activities according to different thematic units, which not only give students the opportunity to practice and use various academic foreign skills, but also cultivate their academic qualities such as literature searching, critical thinking and teamwork.

Just as the CBA using real foreign language texts in the academic field with, the PBA can take real academic projects or real challenging academic problems in the University Student Innovation Program. To finish the projects or solve the problems, students conduct continuous inquiry, investigations and research, explore evidences, work in teams to revise and improve the project for deeper learning, reflect on inadequacies and show results. This teaching method is connected with real world scenarios, and encourages students to persevere in challenges, learn to make decisions and express opinions in the project, and at the same time to overcome obstacles encountered in the process of the project, seek strategies to solve problems, and obtain real experience. By doing so, the accumulation of explicit subject expertise and the implicit education elements are organically integrated.

As the name implies, IA is to make students have an immersive experience in the process of learning. The PBA with real academic projects or real academic problems is also can be treated as a type of IA. Immersive experience apparently is a great

way of integrating IPE into AFLT with IPE elements, AFLK and AFA mixed together. Take “The Cup-in-hand Walk” from academic reading book for example. In the introduction part, students first try how to keep the liquid in the cup from spilling out in a walking competition. This activity allows students to do the cup-in-hand walk by themselves, getting a direct understanding towards the theme of the text. It also provides an opportunity for students to observe life, find problems and find ways to solve problems. So, part of the objective of implicit IPE integration is achieved. In the process of text teaching, the teacher can guide the students to find the key words of each paragraph and distinguish the experimental method part from the experimental result part, which belongs to the teaching of AFLK. The experimental methods mentioned in the text is to install an LED sensor on the mouth of the cup. When the liquid touches the mouth of the cup, the sensor will light up. And the whole process of cup-in-hand walk is be recorded through video at each frame. This is where a group discussion can be designed to ask students to draw the specific installation location of sensors. This activity allows students to think, to practice and to discuss with group members, which is the cultivation of academic ability. In a word, the immersive experience of students with appropriate activities design and materials analysis meets the objectives of integrating IPE elements into knowledge imparting and ability training in a silent way.

After class, teachers mainly adopt CLBA. In the online forum, students can upload and share their learning results such as composition, mind map, group PPT or poster to exchange their learning experience, which gives full play to their initiative, enthusiasm and creativity through mutual learning. In fact, collaborative learning runs through the entire teaching process, whether before, during or after class, online or offline, which is inseparable from collaboration and interaction among students.

#### **4.5 Teaching Evaluation of Integrating IPE into AFLT**

Evaluation is an indispensable part of foreign language teaching. In fact, teaching evaluation of integrating IPE into AFLT faces unique challenges, because moral cultivation and value shaping is a continuous and cumulative process, and the final effect needs long-term evaluation. However, from the perspective of curriculum theory, evaluation is an important link to test the achievement of teaching objectives, so a complete teaching process needs timely evaluation feedback.

The comprehensiveness of teaching evaluation of integrating IPE into AFLT means that its evaluation should be integrated into the evaluation of AFLK and AFLA. The teaching evaluation of integrating IPE into AFLT should not only focus the evaluation form, but also pay attention to the evaluation content. So, the following explanation goes to evaluation form of integrating IPE into AFLT and evaluation content of integrating IPE into AFLT.

Evaluation form entails several aspects, including evaluation process, evaluation subject, data collection, technical support. From the dimension of the evaluation process, teachers can use the combination of formative evaluation and terminal evaluation and pay attention to the students’ daily effort and progress level. From the perspective of evaluation subject, teachers can adopt multiple evaluation subjects, that is, teacher evaluation, peer evaluation and self-evaluation, so as to cultivate students’ ability of self-evaluation and evaluation of others. From the perspective of data collection, we can combine quantitative evaluation and qualitative evaluation together to reflect students’ academic foreign language level and moral level scientifically. From the perspective of technical support, we can use information technology, intelligent correction technology, etc. to carry out timely evaluation feedback.

The above is only the evaluation form. Because the form serves the content, the evaluation content is in a key position. The comprehensive teaching evaluation of integrating IPE into AFLT should design the evaluation content scientifically and realize the purpose of integrating the evaluation of IPE elements teaching into the evaluation of AFLK and AFLA. For example, for teachers’ oral evaluation of students’ speech video assignments about Chinese objects, the evaluation is incomprehensive when the evaluation index only includes the pronunciation, the intonation, gestures, eye interactions and other general speech evaluation criteria. The comprehensive teaching evaluation of integrating IPE into AFLT needs to add relevant indicators of the ability to interpret Chinese cultural connotations, such as the accuracy of the words and sentences and the coherence of the discourse when expressing cultural connotations of Chinese culture in terms of language; the richness of the interpretation of the connotation of cultural symbols; the representativeness of the selection of object, etc. In this way, the evaluation content can be closely aligned with the teaching objectives of integrating IPE into AFLT, and play the role of evaluation in promoting learning.

#### **4.6 Course Management of Integrating IPE into AFLT**

The effective management of academic foreign language course is inseparably interconnected with the implementation of integrating IPE into AFLT. Class is usually the basic unit of course management, which is not only the soft environment for moral education, but also the spiritual home of students’ life. The role it plays cannot be seen, touched and measured, but it has great energy and lasting effect (Jiang and Wen 2020). So effectivity of course management of integrating IPE into AFLT focuses on the institutional aspect, the humanistic aspect and the physical aspect of class environment.

The institutional aspect of class environment involves many contents, including attendance, asking for leave, homework submitting, late arriving and early leaving, seating arrangements, cheating in exams, academic integrity and other systems related to teaching activities.

The humanistic aspect refers to the atmosphere of the class, the relationship between teacher and students and among class members, including whether the class style of a class is positive, whether everyone cares about the class, whether everyone helps each other, whether everyone loves class, loves school and loves country.

The physical aspect refers to the physical conditions of the classroom, including arrangement of tables and chairs, the cleanliness of the blackboard and the distribution of student, which can reflect the students’ mental situation.

To achieve effective course management of integrating IPE into AFLT covering the upper three aspects, teachers need to establish regulations. Regulations are rules and requirements discussed with students. Students are encouraged to disagree and



teacher can make appropriate adjustments. Once determined, there is no room for “bargaining” when it comes to implementation of these regulations. As long as the teacher insists on governance, it will form a good teaching environment. It is important to note that the work must be grabbed from scratch. The strict implementation of regulations will raise students’ sense of rules, sense of responsibilities and sense of belonging. Besides, praise and criticizes is also a good way to hold relationship between teachers and students.

## 5. CONCLUSION

Integrating IPE into AFLT meets the requirement for the cultivation of high-quality talents with family-country identity, language ability and academic quality in the new era. By exploring the essence of IPE and the position of AFLT, this article sorts out the notion of integrating IPE into AFLT to be integrating the IPE elements into the transferring of AFLK and the training of AFLA so as to achieve the two-way improvements in both ME and SE. The general principle of integrating IPE into AFLT is implicit integration which can be mainly realized through four specific principles, that is integrated design, hidden objectives, natural process and implicit mode. With these principles, the framework of integrating IPE into AFLT is discussed from six closely-linked aspects, including accurate teaching objectives, relevant teaching content, gradual teaching design, multiple teaching method, comprehensive teaching evaluation and effective course management. It is hoped that it can bring some inspirations for first-line teachers to integrate IPE into AFLT. Beside the notion, the principle and the framework of integrating IPE into AFLT, some other issues such as the teachers’ development, textbook construction and teaching team in integrating IPE into AFLT require further research and practice.

## NOTES

<sup>1</sup> The Guidelines for the Ideological-Political Development in the Curriculum of Colleges and Universities. (2020, May 28).[https://www.gov.cn/zhengce/zhengceku/2020-06/06/content\\_5517606.htm?eqid=bc931ac200040d0b000000036461a10f](https://www.gov.cn/zhengce/zhengceku/2020-06/06/content_5517606.htm?eqid=bc931ac200040d0b000000036461a10f). Accessed January 24, 2024.

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