

# Practical Exploration of Moral Education Teaching in Advanced English I\* Based on Super Star Learning Platform in the Context of “Three Entries” Campaign

Wenwen Zheng, Anna Wang

School of Foreign Languages, Qingdao Binhai University, Qingdao 266555, Shandong, China

## Abstract

Based on the nurturing model of “one integration, two coordinations and three connections” for English majors, this paper explores the integration path between the English version of Xi Jinping on the Governance of the Country and the Advanced English I\* course, and incorporates Understanding Contemporary China—A Reading and Writing Course into the professional curriculum teaching, exploring the path of “dual teaching materials” and “dual classrooms”. Hence, the “five intos”, i.e., the content of “Understanding” incorporated into the curriculum standard, into the teaching design, and into the online course, into the students’ assessment, and into the peer evaluation is adopted. Based on this, it summarizes how to integrate it into the classroom to achieve the integration of ideology and moral education, how to connect the online and offline dual classroom, how to connect the comparison of Chinese and Western languages and cultures to realize the coordination and symbiosis of the contents of the dual textbooks, and how to connect the contents of the dual textbooks to the students’ professional competitions, certificates, and job quality.

## Keywords

Three entries; moral education; five intos; integration path; cultivate people.

## 1. Introduction

When presiding over the study, General Secretary Xi Jinping had stressed that the question of what kind of people to train is the primary issue of education. At present, the Chinese people are struggling to achieve the Chinese dream of the great rejuvenation of the Chinese nation, and need to draw wisdom from history and learn from the strengths of civilizations of all countries. Foreign language colleges and universities are the towns of foreign language professional training and language and culture research, where various cultural trends coexist and various educational concepts collide in the process of talent cultivation[1], and higher requirements are needed for moral guidance and value shaping.

In order to promote the multi-language version of Xi Jinping on Governance to enter into “Colleges and Universities, Textbooks and Classrooms” (hereinafter referred to as the “three entries”), the “Understanding Contemporary China” series of textbooks (hereinafter referred to as the “Understanding”) has been fully utilized since the fall semester of 2022 in Qingdao Binhai University. The multilingual version has been integrated into the core courses of listening, reading, writing and translating, which is an important path to implement the fundamental task of educating people with moral integrity and exploring the effective implementation of curriculum-based moral education. Tian Hongfen (2021) believes that in order to reflect the significance of life indoctrination and value leadership, curriculum moral education must be integrated with the teaching content and links of a specific subject[2].

## 2. Current Status and Literature Review of Moral Education in Foreign Language Courses

The research on curriculum moral education is relatively blank in western countries. However, ideological, moral, political elements are an important soft power of a country. Its moral education, ideological education, political education is indispensable in any country. Although they have not launched the discussion of curriculum moral education, their studies or comparative studies show that western countries pay more attention to integrating the content of ideological and moral education into the learning curriculum. For example, the concept of integrated education put forward by the United States to cultivate the comprehensive development of human body and mind, and the concept of “holistic education” in Japan are all practical explorations of the reform of learning education in Western countries (2020, Ran Tingting).

At present, there are relatively few domestic studies on foreign language courses in the context of the “three entries” work, and English is the foreign language major with the largest coverage, and there are fewer studies at present, and systematically in the foreign language courses, there are more studies on general foreign language courses, and most of them are focused on the guiding concepts and guidelines, and the whole is more general, and the studies of professional English courses are aimed at a specific course. The moral education research on a specific course is relatively small. Lv Jian, Yuan Sweet (2021), and Wang Xiaoxia (2022) analyzed the significance of the “three entries” work on strengthening ideological and political education in colleges and universities, running socialist institutions, and cultivating socialist builders and successors<sup>[4]</sup>; Feng Qian, Huang Fang (2022), Wang Shasha, Su Zhenyang (2022), and Hu Yeshuang, Xu Manlin (2022), Wang Tian, Tong Yaxing (2021), etc. mainly take a course of each language as an example, discussing from the introduction of the “three entries” in the Japanese translation appreciation course, the teaching design and practice of the English lexicography course, the Russian version of the translation appreciation course based on the teaching concept of the output-oriented method, and the practice of the teaching reform of the Spanish major, etc., to the classroom teaching design path<sup>[5]</sup>. At the same time, Mr. Hu Kaibao (2022), Dean of Corpus Research Institute of Shanghai International Studies University (SISU), made a presentation entitled “Xi Jinping on the Governance of the Country: A Comprehensive Platform for Multilingual Database in Foreign Language Teaching and Research”. He introduced the construction concept of the platform, the composition of the corpus, and demonstrated the use of the corpus platform in the teaching of subjects such as translation, reading, writing and listening. In addition, Prof. Hu Kaibao analyzed how to apply the platform to teachers’ teaching and research and how to improve students’ political and technical literacy through the use of the platform. Li Yingying, Vice President of Tianjin Foreign Studies University, paid special attention to the cultivation of international communication talents in the new era, pointing out that the pilot universities of the “three entries” have explored the following approaches: cultivating students in “morality + talent”, “theory + practice”, “foreign language + Chinese language”, “online class + offline class”, and “teaching + scientific research”, which have provided a good basis for the subsequent development of “three entries” cultivation mode in the foreign language colleges and universities. This model provides a necessary reference for the comprehensive spread of the “three entries” work in foreign language colleges and universities.

The integration mode between English majors and the multilingual version of Xi Jinping on the Governance of the Country has not been discussed in the existing research, and the specific ideas of the “three entries” work have not been sorted out, and there is even a gap in the research on the integration of the Advanced English I\* course with it. Advanced English I\* (4 hours per week, 4 credits) is a core course for English and translation majors, and its teaching

content comes from the original materials of English, and the cultural values of foreign language education often permeate behind the language, so foreign language teaching cannot be simply “brought” or “transplanted” from abroad, but requires an ideological filtering process, and it is necessary to screen the language ideology and cultural value orientation<sup>[4]</sup>. The series of textbooks for foreign language and literature majors systematically integrates Xi Jinping’s thought on socialism with Chinese characteristics in the new era into the core courses of listening, reading, writing and translating, which can fully help students understand the discourse system with Chinese characteristics, interpret Chinese practices with Chinese theories, improve their ability to tell a good story about China to the international community, and contribute to China’s participation in global governance, the promotion of mutual understanding of civilizations, and the building of a community of human destiny. Carrying out the research on the moral education of university courses in the context of the “three entries” of the multilingual version of Xi Jinping on Ruling the Country and exploring how to integrate the version into the teaching of professional English courses is an important initiative to deepen the reform of foreign language education in the new era, build an independent knowledge system and teaching material system for foreign language education, comprehensively carry out the construction of a new liberal arts in foreign language disciplines, and realize the function of moral education of the professional courses of foreign language. It is an important initiative for the implementation of foreign language professional program.

However, the work of the “three entries” is not only a matter of exploring the integration of the moral education of the curriculum and foreign language majors based on Xi Jinping’s Socialist Theory with Chinese Characteristics, but also a matter of coordinating and integrating the textbooks with the textbooks, the textbooks with the classrooms, the textbooks with the teachers and students, and the classrooms with the classrooms. In this process, it is necessary to actively solve the problem of “who to teach, what to teach and how to teach” in the teaching system. Therefore, in order to explore the path of “three entries” of foreign language teaching, it is urgent to find the answers to the symbiosis and coexistence between the specialized foreign language courses, “dual textbooks” and “dual classrooms”.

### **3. Significance for the Introduction of Moral Education in Foreign Language Courses**

With the continuous development of China’s education, curriculum moral education has become an important part of college education. Carrying out moral education in foreign language courses can not only improve students’ foreign language proficiency, but also effectively enhance students’ ideological understanding and cultivate talents with international vision and socialist core values.

#### **3.1. Improving Students’ Cultural Self-confidence**

Integrating curriculum moral education in foreign language courses helps to improve students’ cultural self-confidence. Through learning foreign languages, students can better understand the cultures, histories and customs around the world and broaden their international horizons. At the same time, teachers can consciously introduce China’s excellent traditional culture, revolutionary culture and advanced socialist culture in the course of teaching, so that students can gain a deeper understanding of China’s excellent culture and enhance their national pride and cultural self-confidence while learning foreign languages. Specifically, teachers can use a variety of teaching methods to incorporate elements of values and moral points in foreign language courses. For example, teachers can introduce Chinese culture and historical background so that students can better understand their own identity; teachers can cite cases of successful Chinese enterprises or individuals to make students understand China’s

development achievements and contributions in the context of globalization, thus enhancing students' cultural self-confidence and national pride.

### **3.2. Cultivating Students' Socialist Core Values**

Carrying out moral education in foreign language courses helps to cultivate students' socialist core values. Teachers can guide students to establish a correct worldview, outlook on life and values by combining the content of the course in the teaching process. For example, when explaining foreign language literary works, teachers can analyze the moral concepts, values and life pursuits embodied in the works, so that students can deeply understand the connotation of socialist core values while learning foreign languages; teachers can emphasize Chinese socialist core values, such as wealth, strength, democracy, civilization and harmony, so that students can understand the importance of these values and integrate them into their daily lives;

### **3.3. Enhancing Students' National Consciousness and Sense of Social Responsibility**

Carrying out moral education in foreign language courses helps to enhance students' national consciousness and sense of social responsibility. Teachers can combine the content of the course to introduce students to the status and role of China in international affairs, so that students can understand the development history and achievements of China. At the same time, teachers can also guide students to pay attention to global issues, such as environmental protection, sustainable development and so on, so that students can enhance national consciousness and social responsibility in the process of learning foreign languages. Learning foreign languages can help college students better understand the responsibilities and duties of global citizenship and cultivate their sense of global citizenship. This sense of global citizenship will help them better contribute to global peace and development and enhance their sense of social responsibility.

### **3.4. Improving Students' Intercultural Communication Skills**

Carrying out moral education in foreign language courses can help improve students' intercultural communication skills. Teachers can guide students to understand the cultural differences of different countries in the process of teaching and cultivate students' cross-cultural communication awareness<sup>[3]</sup>. Through learning foreign languages, students can better understand the cultural background of different parts of the world, improve their cross-cultural communication skills, and contribute to China's international communication and cooperation. Integrating moral education in foreign language teaching can help students learn to respect and understand the differences between different cultures, learn to use appropriate language and behavior in international communication. And also, the moral elements in education emphasizes the cultivation of talents with humanistic qualities, and the integration of such contents as excellent traditional Chinese culture in foreign language teaching can enhance students' humanistic qualities and cultivate their aesthetic taste, moral concepts and humanistic spirit.

### **3.5. Promoting the Overall Development of Students**

Carrying out moral education in foreign language courses helps to promote the overall development of students. Through learning foreign languages, students can not only improve their language ability, but also broaden their knowledge and improve their comprehensive quality. At the same time, the integration of moral education enables students to continuously strengthen their moral cultivation and enhance their ideology in the process of learning foreign languages, so as to realize the all-round development of morality, intelligence, physicality, aesthetics, cultivate students' language ability, cultural awareness, way of thinking, values and self-knowledge, which helps to improve their comprehensive quality and promote

comprehensive development. In the context of the new era, strengthening the construction of moral education in foreign language courses is of great significance for cultivating socialist builders and successors with global competitiveness.

#### **4. Main Issues to be Addressed in the Reform of Moral Education in Advanced English I\***

It is the ideological banner of the Party that provides a guide to action for realizing the great rejuvenation of the Chinese nation under the conditions of the new era, and it is the fundamental guideline for the political and social life of the country. Its third volume contains a total of 92 articles<sup>[5]</sup> of various types of instructions, speeches, reports, speeches, talks, congratulatory letters, and directives by General Secretary Xi Jinping between October 2017 and mid-January 2020, which are divided into 19 topics according to their content areas. It records the great practice of the Party Central Committee with Comrade Xi Jinping as the core since the 19th National Congress, uniting and leading the whole Party, the whole army, and the people of all ethnic groups to promote the Party and the country to make new and significant progress in all undertakings, and fully embodies the Party's wisdom program to promote the construction of a community of human destiny, and it is a classic and authoritative work reflecting Xi Jinping's thought on socialism with Chinese characteristics in the new era in a comprehensive and systematic way, and its contents have been prepared and presented in books and teaching materials such as Understanding Contemporary China—A Reading and Writing Course, English Speech Course, and Translation Course, respectively. Therefore, in order to promote the multilingual version of Xi Jinping on the Governance of the Country, we should focus on curriculum construction, select the contents of the "Understanding" series of teaching materials, integrate all kinds of educating resources, and actively explore how to realize the integration of value shaping, knowledge transmission and ability cultivation in curriculum construction. We are actively exploring a talent cultivation model that integrates value shaping, knowledge imparting and ability cultivation in curriculum construction, fighting the "active battle" of soul-casting and nurturing, and realizing the transformation from discipline teaching to discipline nurturing.

In the context of the "three entries" work, taking Advanced English I\* as an example, the course started in the fall semester of 2022, and at the same time selected the textbook of Zhang Hanxi's version of "Advanced English I (4th edition)" and the "Understanding" book as the "dual textbooks", and relying on the previously created Super Star online course, continue to create "online + offline" "dual classrooms". In the moral section of the course, "online + offline" classrooms are also adopted as the hybrid teaching mode. Based on how the English version of Xi Jinping on the Governance of the Country is introduced into the classroom, how the "dual teaching materials" can be used in a reasonable and coordinated way, and how the "dual classrooms" can distribute and present the content to realize seamless connection is the huge task. How to realize the effect of "1+1>2" in establishing morality and cultivating people, focusing on the central task of realizing the teaching objectives of the course and the objectives of cultivating people through ideology and politics, and practicing the teaching and learning method of promoting the "three entries" and the use of "dual textbooks and dual classrooms" in teaching. The teaching and learning mode of "three entries" and "double textbook, double classroom" is used in teaching, and through the whole process of designing and implementing the program, we evaluate the students' gains and improvements in the three aspects of ideology, professionalism, and competence, summarize the experience of the reform of the course's ideological and political teaching, and sort out the coordinated and integrated mechanism for the two textbooks.



The basic textbook of Advanced English I\* is edited by Zhang Hanxi, and the main content is 12 original English articles, while each text of the discourse has its own theme, and the analysis of its thematic connotation itself contains relatively rich elements of the values, which has sufficient space and possibilities for moral education. And on this basis, the introduction of the content of the textbook of Understanding can enrich students' understanding of the national position, policies and specific practices in various fields, deeply feel the oriental wisdom practiced by the Party Central Committee since the 19th National Congress, enhance the love of Chinese expression, and strengthen China's cultural self-confidence. The collision of the two textbooks is bound to produce certain sparks. Specifically, there are three main problems with the integration of the English version of "Understanding" into the teaching of Advanced English I\*, as follows:

#### **4.1. Integration of the Content of the Ideological Elements in the Context of Dual Textbooks and Dual Classrooms**

The teaching unit of Advanced English I\* is counted in chapters, with 12 articles in the book, each with a different theme and more varied sub-themes, with more points of diffusion of values and nurturing, and there is no shortage of topics that can be embedded in the discussion and analysis. While the content of "Understanding" is laid out in 10 different topics, the original natural classroom, adding these contents can not be too hard and far-fetched. If the text itself is too far away from the content of the text, the teaching appears to be fragmented, and it will only become an empty framework for each line of work, without systematic and connectivity. Therefore, how to incorporate the content of another book of "Understanding" in the classroom of a once single textbook, integrating value shaping, knowledge imparting, and ability cultivation, and achieving the echo and systematization of the contents of values, is the primary consideration for the real enhancement of the educational effect.

Then, before the teaching design, is it possible to find a suitable entry point for the theme of the Advanced English I\* text in the English version of "Understanding", and match the chapters of the original classroom by adjusting the order of the unit's content to realize the strengthening effect of "1+1>2", and to bring into play a greater nurturing value beyond the text? By clarifying this issue, we can help students to read the classics and understand their thoughts through the comparison of Chinese and Western languages, cultures and values, so that Xi Jinping's theoretical thinking on socialism with Chinese characteristics in the new period can be internalized in the heart and externalized in the words, so that they can firmly grasp the "four self-confidences", and further enhance their "four identities" towards the leadership of CPC and socialism with Chinese characteristics.

#### **4.2. Coordinated Symbiosis of Integrated Learning in the Context of Dual Textbooks and Dual Classrooms**

Advanced English I\* is a core course for senior English and translation majors, but with a capacity of 64 credit hours in one semester, the degree of text learning is limited, since that the chapters are long, and there are many new words in the passages, which enhance the difficulty of understanding. Besides, whether the teaching objectives of the double pressure can be achieved is the problem that must be faced. In this case, it is necessary to reshape the course objectives, and do a good job of organic matching of teaching content. In order to promote the "three entries" work, in the face of the reality of two textbooks in the classroom, how to synergize and promote each other's state, through the effective matching and coordination of the organization needs to be considered to reduce the classroom burden and to achieve the enhancement of energy and efficiency. Solving this problem will help clarify the important and difficult points in the two textbooks, what kind of moral and values-directed content and teaching elements are embedded in them, help implement the teaching concept of integrating and contrasting foreign language content and Chinese language, help students continuously

improve their foreign language ability in the process of using foreign language for knowledge exploration as well as expression in Chinese discourse, and continuously deepen their understanding and learning of Xi Jinping Thought on Socialism with Chinese Characteristics for the New Period in the process of carrying out the linguistic activities of listening, reading, writing and interpreting. Socialist Thought in the New Period of China, maximize the effectiveness of foreign language learning and the value of cross-cultural communication, and promote students to both improve their quality and enhance their value judgments in their professional course of study.

#### **4.3. Competence Orientation and Value Enhancement in the Context of Dual Textbooks and Dual Classrooms**

The teaching of Advanced English I\* text of Zhang Hanxi edition focuses on consolidating students' multiple abilities such as discourse appreciation, comprehensive analysis and critical ability, language application ability, cross-cultural ability, research ability, cooperation ability, independent learning ability, etc., and enhancing the comprehensive professional literacy, whereas the discourse content of "Understanding" is more macroscopic, mostly focusing on the political standpoints, key ideas, spiritual transmission, and oriental wisdom, which is in itself a good element of political thinking<sup>[7]</sup>. If we can realize the articulation of the "dual textbooks" in terms of the elements of ideology and politics, and realize the relevance and unity of the thematic values, we will certainly be able to realize the goal of "1+1>2" of ideological and political education. By solving this problem, we will be able to implement the concept of cross-cultural discursive foreign language teaching more smoothly, and with the help of various teaching forms such as inspirational, discussion, experiential, project-based, online and offline hybrid teaching, we can better help students analyze Chinese practices and explore the ideological connotation of Chinese theories from a cross-cultural point of view, enhance the cross-cultural awareness of the comparison between Chinese and Western languages, and encourage students to deliver the good voice of China in English.

### **5. Exploration and Practice of the Integrated Model of Moral and Knowledge Education**

Under the background of new liberal arts, the English major should fully demonstrate the value of language in the process of international cultural exchange and dissemination. Combined with the core qualities of discipline-specialized construction, efforts should be made to cultivate four dimensions of competence: language ability, thinking quality, cultural awareness and learning ability<sup>[6]</sup>. In order to realize these competencies, curriculum politics should be carried out throughout the whole process of teaching and learning, so as to realize all-member, all-process, and all-round training of human beings<sup>[9]</sup>...Explore the integration path between the textbook of Understanding and the basic textbook of Advanced English I\* course, based on the talent cultivation model of "one integration, two coordinations and three connections" for English majors: "one integration" (value-oriented level) of moral education, namely, the Understanding Contemporary Chinese book integrated with Advanced English I\* course, to explore how to realize the integration of ideology and politics, to avoid the clichéd problem of each side; two coordinations of learning (knowledge acquisition level) focus on how to enhance knowledge through integrating "online + offline" blended classroom, integrating "Chinese and Western" language and culture practice and discursive activities; the "three connections" is competence Oriented (skill enhancement level): How to match professional certification, professional competitions and job requirements through curriculum teaching, and how to diversify, targetize and concretize practical activities.)<sup>[10]</sup> Combined with the main theme of the talent cultivation model, we have clarified the path of the "moral education" oriented curriculum and political education reform for foreign language majors in colleges and universities, and put

forward the specific reform ideas of “five intos”, In the recent two semester’s teaching reform work, we have tried to add the content of Understanding in the English professional training program, curriculum standard, teaching design, online learning, student assessment, peer evaluation and so on. The specific implementation is described as follows:

### **5.1. Into the Curriculum Standards**

The “dual textbook” and “dual classroom” teaching is adopted, from the six major aspects of course introduction, course objectives, course content and basic requirements, course assessment and grading methods, course quality evaluation and continuous improvement, and teaching suggestions<sup>[8]</sup> (teaching methods, teaching conditions, and recommended teaching materials, reference books and websites), clearly added the learning of “Understanding” and other content of how to buttress the students’ professional certification, competitions and job competence, and through what kind of content design, to enhance the students’ ideological quality at the same time, to enhance students’ professional ability and vocational literacy, to help professional teaching to realize the nurturing transformation. Most of all, clarify teaching objectives to ensure that students are able to understand and master the content of the curriculum, while focusing on the development of values, ethics and ideology, thus can help achieve the final goals.

### **5.2. Into the Instructional Design**

To integrate the content of the English version of “Understanding” into the course moral education, based on the concept of “community of human destiny” put forward by Xi Jinping, the teaching group sort out the general objectives of moral education in English professional courses, and determine three basic major themes: character cultivation, national sentiment, international vision, and then combine the characteristics of the Advanced English I\* course to construct values elements that are relatively independent, case base of mutual unity. Interpreting the moral education of professional courses as cultivating students’ “concept + behavior”, and combining this guiding idea which is easier to implement, we constantly extract and integrate the moral and Political elements into each teaching process, so as to realize the whole process of moral education, and let students improve their professionalism and cultivate their national sentiment and personal qualities without any sound, so that they can improve their professionalism and cultivate their national sentiment and personal qualities in a silent manner.

### **5.3. Into the Online Learning**

During the reform, “online and offline” dual-classroom blended teaching are implemented. With students as the main body and teachers as the main body, online through micro-video, audio, charts and other ways to let students see the knowledge more intuitively, especially the difficult knowledge, through the dissemination of online media, so that students can more actively and conveniently participate in the learning of new knowledge, but also more conducive to the students to digest and absorb the important and difficult points in the knowledge points. The learning resources are placed on the premise of the original resources, adding part of the content of Understanding in a systematic and condensed manner, and setting up some tasteful and discursive activities by intercepting the passages related to the theme of the text, so as to guide the students to subconsciously obtain some refinement and enhancement of their thoughts through the process of contacting the content and exploring the learning process.

### **5.4. Into the Course Examination**

Advanced English I\* continues to implement the combination of formative and summative assessment, and to connect the basic knowledge of the course with the relevant assessment points of professional examinations, competitions and tests for further studies; it strengthens



the process assessment, and has a rigorous process assessment scheme, with a clear weighting of each assessment link, in which the examination of book reports on understanding the contents of Contemporary China is added, and the Chinese-to-English part of the final examination questions incorporates the understanding of the dissemination and expression of the contents of contemporary China. The Chinese-to-English part of the final examination questions incorporates the dissemination and expression of understanding contemporary Chinese content. In this way, we can test the learning effect of students in the process of learning in terms of thought leadership and professional ability enhancement.

### **5.5. Into the Peer Evaluation**

After the teaching, peer teachers evaluated the achievement of teaching objectives through listening to and evaluating lessons. Peer evaluation is a mutual evaluation and guidance between teachers, and their teaching environment and teaching objects have strong commonality, so it is easier to achieve “daily” evaluation and “targeted” evaluation, and the evaluation results have a high degree of credibility, validity and reference value, and the teaching team has added the nurturing elements of the content of “Understanding” to the criteria for mutual evaluation this semester. The teaching team has added the nurturing elements of the content of “Understanding” to the criteria for mutual evaluation this semester, the connection and matching between the assessment and the course content, the acceptance, participation and learning effect of students, etc., so as to analyse the feasibility of the teaching objectives and mode of teaching through the corresponding indicators.

## **6. Analysis of the effectiveness of moral education reform**

The English version of the book “Understanding” is integrated into the Advanced English I\* course, and in the pilot teaching work of the recent two semesters, the use of the “dual textbook” has realized the organic integration of moral education and talent cultivation, professional education and ideological education, which helps to present the values and concepts of Chinese and Western thoughts silently and quietly in the appreciation and analysis of the discourses, and to cultivate and construct students’ correct consciousness and way of thinking. It also helps students to develop a correct sense of consciousness and way of thinking, increase their sense of identification with Chinese culture and oriental wisdom, help cultivate English majors to be more interested in actively participating in telling China’s stories and spreading China’s voice, and sort out the sense of responsibility of contemporary young people, so that they can have a more homeland feeling while improving their personal qualities, which is also conducive to the cultivation of a group of translators and international communication talents.

### **6.1. More Prominent Professionalism**

In the process of learning English and studying English grammar and language phenomena for a long time, English majors have neglected the enhancement of and attention to Chinese expressions, so that the original authentic Chinese language “loses its voice” when translating from English to Chinese, and to a large extent, they are bound by English language habits, which produces the related negative migration effects. Therefore, the content of “Understanding” is introduced in appropriate discourse units, and through studying the English text and comparing it with the original expression of Chinese characteristics, the students can regain their knowledge of the style and charm of Chinese interpretation, such as the use of the sentence pattern of “parallelism”, and the use of “four-character Chinese expressions”, so that they can regain their knowledge of the Chinese language. Student A pointed out that “while improving my English-Chinese translation skills, I also learned a lot of political terminology and Chinese expressions with Chinese characteristics, which deepened my understanding of the state of the nation, the party and the people.”

## 6.2. More Focused Value Discourse

Advanced English I\* materials are uploaded on Super Star Platform. The setting is based on the content of the chapters and sections of the set a lot of online discursive discussions and post-lesson analysis of the activities. Students actively participate in the expression of their own views, communicate with each other to explore and improve each other. One of the “word cloud” derived from the students’ views reflecting a more positive value judgements and attitudes of thought. For example, Lesson 1 is about how the main character’s family successfully survived Hurricane Camille in the United States through their perseverance and wisdom, and how all sectors of society expressed their assistance and concern through their own ways after the disaster, reflecting the relatively strong idea of “no mercy in a great disaster” and highlighting the subjective ability of human beings. Based on this, through the discussion of this topic, students will be guided to think about the discourse system under the situation of China’s earthquake relief, to understand our disaster relief mechanism, and to deepen their understanding of the state of the nation and the people’s situation. They can trigger more thinking toward their life.

## 6.3. More Externalized Performance of Words and Actions

“Concept + Behavior” orientation is penetrated in the classroom after teaching, through the example of words and example. It is obviously felt that the students’ learning attitude, sense of responsibility and awareness of learning has been enhanced, and their daily behavior shows more respect for teachers and polite behavior, their homework norms and format are more in line with expectations, and in the case of collective activities, such as the daily nucleic acid, unified assembly, students will be more teamwork-oriented and gain more collective consciousness, more concerned about the overall situation; in the face of difficult problems, they learn to think differently and show more goodwill, such as campus donations, blood donation, and so on, more and more students realize that the fate of people before the connectivity of human beings, and appreciate the importance of the idea of the community of human destiny. More and more students are aware of the connection between the destiny of people and the community of human destiny, and appreciate the essence of the idea of the community of human destiny.

## 6.4. More Pertinent Self-evaluation

In the survey on the effect of “dual teaching materials” and “dual classroom”, it is found that a large proportion of students chose the option of “chapter literacy, critical awareness, cross-cultural awareness, higher order thinking, perspective on problems, etc.”, which is in line with the goal of the values element in the course board study, and to a certain extent, also reflects the achievement of the teaching effect. By summing up their own growth over the semester, students are able to fully understand their own changes, which in itself is a kind of growth and metamorphosis in terms of value. In the notes of the “Other” section, we can see that some students directly mentioned the learning of Chinese characteristic discourse, learning Chinese characteristic four-character expressions and the use of strong prose sentences, official text presentation, more intuitive content practice, etc.

## 7. Conclusion

Promoting the multilingual version of Xi Jinping on the Governance of the Country “into colleges and universities, into teaching materials, and into the classroom” is a great initiative put forward by the Party that can directly promote the goal of education, which is of great significance for cultivating an adequate team of international communication talents in the new era, and it is a fundamental move for foreign language colleges and universities to carry out moral education and to cultivate first-rate foreign language talents<sup>[10]</sup>. The work of “three

entries” is the soul project of deepening the reform of foreign language education in China at this stage, and it is an important path for the implementation of the reform of the teaching of moral education. Based on the talent cultivation model of “one integration, two coordinations, three connections” for English majors, the content of the textbook “Understanding” is integrated into the English major curriculum, and through the reform idea of “five intos”, integration and innovation have been realized in terms of the teaching content and the content of the ideology and politics. However, the initial reform pilot also found a lot of urgent problems need to be solved, such as the systematic organization of the content of the “dual textbooks”, the adaptability of the activity design, whether students can understand the spirit of the moral and political elements of the various links in the line and so on, so it can be seen that the path of the curriculum to educate people still needs to be continuously improved and perfected. The work of “three entries” is an inevitable choice to build a foreign discourse system with Chinese characteristics, cultivate a team of international communication talents, and serve the exchanges and integration between China and foreign countries, and it is a far-reaching initiative that requires foreign language colleges and universities and majors to continue to move forward. As China is getting closer to the center of the world stage, telling a good Chinese story, spreading Chinese voices to the world, and presenting a real, three-dimensional and comprehensive China are both important tasks for strengthening China’s international communication capacity building, and important focuses of foreign language education in colleges and universities. Colleges and universities should take the opportunity of “three entries” teaching to arm young people with the essence of the ideas contained in Xi Jinping on Governance, cultivate a large number of new-age foreign language talents with the power of political comprehension, international communication, and cultural exchanges, and transform the advantages of foreign language talents into the advantages of foreign discourse and communication in “Telling China’s Story”. We will transform the advantages of foreign language talents into the advantages of “telling the Chinese story” in foreign discourse and communication, and gather the strength of young people to enhance the persuasive power of Chinese discourse, the appealing power of Chinese culture, and the affinity of China’s image.

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Author: Zheng Wenwen (1988.10-) female, Jinan, Shandong Province, CPC member, master's degree, associate professor, specialize in English teaching and translation ;

Wang Anna (1981.01-) female, Weifang, Shandong Province, CPC member, master's degree, associate professor, specialize in English teaching and research.