An Empirical Study on the Construction of Online Resources of Ideology and Politics in College English Classes Based on Blended-teaching

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Abstract

Under the new normal, blended-teaching provides an efficient channel for improving the effect of foreign language teaching. However, blended-teaching also requires the high quality of online teaching resources. Therefore, taking online resources of curriculum thought and politics in English teaching as an example, this paper adopts the method of empirical research to explain the feasible path of the construction of blended-teaching resources from four aspects: the accuracy of resource analysis, the systematicness of resource screening, the integration of resource organization and the affinity of resource presentation.

Keywords

Foreign Language Teaching; Blended-teaching; Online Resources of Ideology and Politics.

1. Introduction

Curriculum ideological and political education is to achieve the fundamental goal of education in a hidden way [1-2]. As a language course, College English itself carries culture and has a large number of students. There are unique advantages for ideological and political education in this course [3-5]. Therefore, we should excavate the cultural connotation in the curriculum and shape the students' spirit and value in language teaching. In addition, due to the special teaching content, most of the teaching materials used in College English involve western ideology and culture. Students are easy to understand the west too much and lack of understanding of China's own ideology and culture [6-8]. Therefore, it is urgent to supplement and enrich the ideological and political content, cultivate students' good character, and establish students' correct outlook on life, values and world outlook.

Therefore, many scholars have made theoretical analysis on the ideological and political content of foreign language curriculum, including the connotation, principles, system and the integration of language curriculum and ideological and political content, but there is a lack of specific research on the implementation effect of Ideological and political content of foreign language curriculum. Taking the construction and implementation of Ideological and political resources of online courses as an example, this paper studies the screening, organization and presentation effect of Ideological and political content of foreign language courses, so as to provide teaching cases for reference for ideological and political teaching.

2. Research Design

The study uses the method of empirical analysis to analyze the online teaching resources of 32 Teachers in the teaching and research office of college English in a university in Liaoning. The teachers of the University use The New Comprehensive Course of College Advanced English published by Shanghai Foreign Language Education Press, edited by Li Yinhua. The data comes

from the teaching materials used by teachers, online video, audio, pictures and text teaching materials released by the learning platform, students' interactive feedback and online teaching questionnaire. The analysis includes three aspects. The selection of Ideological and political elements in teaching materials, the organization and presentation of Online Ideological and political resources, and students' online learning feedback.

3. Data Analysis

3.1. Ideological and Political Elements Selection

Teachers' selection of Ideological and political elements is based on teaching materials. According to Byram's classification of culture [9], the textbook has 4 volumes, 6 units in each volume, 3 texts in each unit, and a total of 72 articles. After coding at the first, second and third levels, it is found that the distribution of Ideological and political elements in the textbook has certain limitations. The textbook lacks relevant contents of Chinese traditional culture and revolutionary culture, and pays more attention to modern culture, but many modern cultural themes are universal, Basically, I have people, so I can't highlight the characteristics of Chinese culture. For example, the compilation of topics such as environmental protection, employment crisis, scientific and technological progress, high-tech harm, friendship and love involves only three Chinese and Western comparisons, focusing on family life and language differences.

Table 1. Analysis of Ideological and political elements in College English textbook

Primary coding	Secondary coding	Tertiary coding
Chinese traditional culture(0)	null	null
Chinese revolutionary culture(1)	Military war(1)	Anti-war rescue(1)
Chinese modern culture(34)	Famous people(6)	Chinese dream(2) Chinese politicians(2) Celebrity(2)
	Country development(9)	City development(3) Technology development(6)
	Education revolution(1)	Collogue education(1)
	Varieties in life (18)	Consumption(1)Employment (2) Vocation(2)Love and friendship(4) Environment protection(6) Smartphone using(2)Adult(1)
Western culture(34)	Famous people(6)	Leaders(3)Celebrity(3)
	Society development(2)	American dream(2)
	Education revolution(2)	Collogue education(2)
	Varieties in life(25)	War(2)Vocation(3) Environment protection (4) High-technology(4) Consumption(2)Employment(2) Love and friendship(4) Smartphone using(2)Adult (2)
Comparison between China and the West (3)	Varieties in life(3)	Family life(2) Language differences(1)

3.2. Ideological and Political Material Organization

On the basis of the ideological and political theme of the teaching materials, teachers excavate the ideological and political materials, organize and arrange them, form learning materials, publish them on the learning platform, regularly require students to learn, and check students' learning in the form of classroom discussion and homework. Statistics show that teachers have released 75 universal cultural materials, 25 Chinese cultural materials and 10 Chinese and Western comparative materials. Select the ideological and political materials with a click through rate of more than 50% on the learning link platform, give examples and analyze them. It is found that teachers release too much universal culture, but students' attention is low, forming a huge contrast between the two; There are few contents of Chinese culture and the comparison between China and the west, and these limited contents are basically watched and studied by students.

Table 2. Organization of Online Ideological and Political Materials of College English

Types	Contents	Forms
Universal culture(25)	University plan(5)	Video, words
	Employment trend(3)	video
	Reasonable consumption(3)	Video, words
	Travel plan(5)	Video, words
	Using smart phone(3)	Video, words
	Advantages and disadvantages of artificial intelligence(4)	Video, picture
Chinese culture(17)	History of water control in China(2)	video
	Chinese traditional morality(2)	video
	Stories of present Xi(2)	Video, picture, words
	Chinese stories of love(3)	Video, words
	Chinese stories of friendship(3)	Video, words
	Chinese scientists(5)	Video, words
	World leading Chinese technology(4)	Video, words
Comparison between China and the West(8)	Chinese dream and American dream(2)	Video, words
	Education in China and America(4)	Video, words
	Chinese Family and American family(2)	Video, picture, words

3.3. Ideological and Political Presentation Effect

Teachers conducted a questionnaire survey on students' use of learning resources twice during the period and at the end of the term. The survey includes what supplementary materials students welcome, how students like to present the materials, and what topics and contents they want to add. The results of students' feedback show that students want to supplement Chinese history, ideology and culture, and can understand the English expression of these contents; I hope to supplement the content of the comparison between China and the west, which can provide a useful reference for me to look at different cultures; Students prefer presentation methods that allow them to use their brains, mouth and hands to participate in them. For example, setting discussion, debate, thinking questions and small papers after the materials can leave students learning space.

4. Conclusion

Teachers' teaching is based on teaching materials and is also limited by teaching materials. The content of the textbook pays more attention to the universal modern culture. Therefore, the selection of Ideological and political themes lacks the relevant content of Chinese traditional culture and revolutionary culture. Although teachers supplement relevant ideological and political materials by means of online resources, there is a phenomenon of emphasizing modernity and neglecting tradition in resource allocation, and the content of comparison between Chinese and Western cultures loved by students is very limited. Moreover, teachers pay more attention to presenting online resources in the form of videos, pictures and words, while students pay more attention to how to carry out activities in and out of class after the presentation of resources[10-12]. Based on the above research and practice, this paper puts forward some suggestions on the ideological and political teaching of online courses.

First, based on teaching materials, we should also develop teaching materials. Pay attention to students' needs, and select ideological and political resources to meet students' needs through online platform by means of internal mining, external supplement and comparative expansion.

Second, pay attention to Chinese traditional culture and cultural comparison. Although English teaching should restore the original western content, it can also introduce a Chinese perspective, give students sufficient Chinese cultural content, inspire students' speculative thinking, and promote students to obtain true knowledge in cultural comparison.

Third, leave space for students to learn. Students have a strong thirst for knowledge. Online resources that are beneficial to mobilizing and giving full play to students' enthusiasm are produced and presented in a way that students can participate in, which can enable students to learn by doing and improve learning efficiency.

Acknowledgments

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