



Practical Exploration of the Integration of Ideological and Political Education with College English Teaching: A Case Study of *New Horizon College English: Viewing, Listening & Speaking Textbook 1*

Lanlan Wei¹, Lijun Yu²

¹Department of College English, Zhejiang Yuexiu University, Shaoxing, China

²Business and Tourism Department, Shaoxing Finance and Tourism Vocational School, Shaoxing, China

Email: 20122016@zyufl.edu.cn

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Abstract

With the ongoing reform of educational evaluation in China, Ideological and Political Education (IPE) has been assuming a pivotal position in university curricula. Recognizing the dual objectives of college English courses—to enhance both English language proficiency and intercultural communication skills—this paper advocates the strategic integration of IPE elements into college English teaching. Through this approach, educators can subtly shape students’ “three outlooks”: outlook on life, world, and value. At present, there are many related studies on the theory and practice of ideological and political education in curriculum, but how to naturally integrate IPE in curriculum teaching has always been a difficult problem. Furthermore, compared with reading and writing courses, there are relatively few studies on listening and speaking courses. Taking *New Horizon College English: Viewing, Listening & Speaking Textbook 1* as a case study, this paper discusses the significance of Ideological and Political Education in college English listening and speaking courses and presents the practical exploration of integrating ideological and political education within these courses. The study aims to offer some invaluable insights for educators to integrate IPE into their language teaching practices and promote the all-round development of university students.

Subject Areas

Linguistics

Keywords

Ideological and Political Education, College English Teaching, Integration

1. Introduction

Since the official release of the “Guiding Outline for the Construction of Ideological and Political Education in College Courses” by the Ministry of Education in 2020, college English education has been entrusted with a new mission: to deepen ideological and political education (IPE) while imparting linguistic and cultural knowledge, thereby achieving the dual goals of knowledge transmission and value guidance. This requirement stems not only from the inherent “instrumental” and “humanistic” dual attributes of college English courses but also from a profound understanding of the challenges faced by contemporary college students in shaping their values. In practice, we have observed that while some progress has been made in integrating IPE into college English courses, there are still numerous issues that need to be addressed, such as the disconnection between IPE content and professional teaching, the lack of synergy between IPE goals and teaching objectives, and the monotony of teaching methods. These issues directly impact the overall effectiveness of IPE integration and urge us to continuously explore more effective teaching models. Particularly in college English listening and speaking teaching, which serves as a crucial avenue for enhancing students’ language proficiency and cross-cultural communication skills, the potential for IPE integration is immense. However, current research and practice in this area remain insufficient, failing to fully leverage the unique advantages of this segment. Consequently, this study, taking *New Horizon College English: Viewing, Listening & Speaking Coursebook 1* published by Foreign Language Teaching and Research Press as a case, delves into how to seamlessly integrate IPE into English listening and speaking teaching, enabling it to complement language skills training and jointly contribute to students’ holistic development. In this endeavor, we fully recognize the significance of shaping college students’ values and the challenges they face. With the rapid development of society and constant changes in the environment, college students’ values have become increasingly diverse and complex. As the cradle of talent cultivation, universities must shoulder the responsibility of guiding students to establish correct worldviews, outlooks on life, and values. College English courses, with their unique disciplinary characteristics and broad influence, have emerged as an essential platform for achieving this goal. Therefore, we propose that in college English listening and speaking instruction, teachers should flexibly utilize textbook resources and ingeniously design teaching activities to organically integrate IPE into language practice. Through vivid audio-visual materials, authentic dialogue scenarios, and thought-provoking discussions, students can not only master language skills but also appreciate the charm of culture, perceive social re-

sponsibilities, and understand their personal missions. In this way, IPE ceases to be mere dry preaching and instead becomes a mentor on students' growth journey, guiding them towards a brighter future.

2. The Background of Ideological and Political Education

During the National Conference on Ideological and Political Work in Colleges and Universities held in 2016, President Xi Jinping underscored the paramount importance of morality education as the central pillar, advocating for the seamless integration of ideological and political work throughout the educational journey [1]. This approach aims to foster a holistic and comprehensive educational environment, ultimately driving the advancement of China's higher education landscape. As the COVID-19 pandemic abruptly emerged in China at the dawn of 2020, diverse global responses to the crisis became evident. In the midst of the digital age, a torrent of information, accompanied by the stark contrasts in worldviews, ideologies, and political systems, confronted China's youth head-on. Subsequently, in May 2020, Guangming Daily featured a comprehensive report titled "The Impact of the COVID-19 Pandemic on the Values of Contemporary Youth," authored by Professor Lian Si and his esteemed research team from the University of International Business and Economics. Focusing on the "post-90s" and "post-00s" generations who actively participated in frontline and local COVID-19 prevention efforts, the team conducted a nationwide electronic survey to delve into the transformation of youth values amidst the pandemic. This exhaustive investigation examined the youth's perspectives across six interconnected dimensions: their relationship with nature, others, society, government, ethnicity, and the world. These dimensions, like concentric circles, encompass a wide spectrum of values, ranging from environmental consciousness to moral ethics, societal responsibilities, political awareness, national pride, and global perspectives. Through this lens, the report offers a profound insight into how the COVID-19 pandemic has reshaped the values of contemporary youth [2].

The survey reveals that after the pandemic, contemporary young people have come to appreciate the significance of harmonious coexistence between humanity and nature, further solidifying their commitment to nature conservation. Their understanding of socialist core values has transcended mere lip service, with a genuine grasp of its essence. They have also enhanced their sense of social responsibility, gaining a profound understanding of the relationship between the individual and the collective. Their trust and identification with China's political system are at an all-time high, and their sense of identity as members of the Chinese nation has surged unprecedentedly. When confronted with intricate international situations, they demonstrate a clear-headed awareness and express their views rationally.

During their university years, college students undergo a transformative phase where their beliefs, perspectives on life, and values are being shaped and reinforced. Their direct exposure to the pandemic has offered them a unique glimpse

into the profound differences between China and Western nations, encompassing societal structures, economic practices, lifestyles, ethical standards, and philosophical ideologies. This experiential learning has proven to be a profound educational experience, fostering their ideological growth. Consequently, the pandemic has become a pivotal juncture, presenting an opportunity to seamlessly integrate ideological and political education into college English courses, thereby enriching the academic curriculum.

3. Significance of Ideological and Political Education in College English Listening and Speaking Courses

The integration of IPE into college English listening and speaking teaching represents a profound shift that resonates deeply within students' personal growth and educational journey, vividly reflecting and embodying the educational philosophy of the new era. As a "gateway" course that exposes students to the vast expanse of the world, the infusion of IPE within the listening and speaking curriculum holds immense significance, necessitating a nuanced understanding of its various dimensions.

3.1. Holistically Nurturing Students' Comprehensive Qualities

IPE, rooted in the fertile soil of ideology and morality, serves as a nourishing force that permeates every aspect of students' intellectual and emotional development. Its seamless integration into English listening and speaking instruction fosters a unique environment where students can simultaneously develop linguistic proficiency and a robust moral compass. This process cultivates in students a correct worldview, outlook on life, and values, enabling them to navigate the complexities of the world with clarity and conviction. It reinforces cultural self-confidence, nurtures national pride, and instills a spiritual resilience that serves as a steadfast pillar in their life's journey. Moreover, IPE encourages students to transcend conventional boundaries, fostering a mindset of rational thinking and critical analysis. In the English listening and speaking classroom, teachers guide students to delve beneath the surface of linguistic materials, exploring the cultural nuances and value systems that underlie them. This approach sharpens students' critical thinking abilities, ignites their creative spark, and inspires them to engage in independent thought, bold questioning, and courageous innovation. Amidst the dynamic interplay of diverse cultures, students emerge as proactive learners, well-equipped to become future leaders and pillars of society.

3.2. Strengthening Cross-Cultural Communication Skills

In the interconnected global landscape of the 21st century, cross-cultural communication skills have emerged as paramount competencies, defining the success of individuals navigating international arenas. By strategically integrating traditional Chinese cultural elements into college English listening and speaking

curricula, we embark on a transformative journey that transcends linguistic instruction. This approach not only deepens students' cultural literacy and fosters a profound sense of identity with their own heritage but also ignites within them a passion and confidence to propagate Chinese culture globally. This cultural awakening equips students with the capacity to engage in international exchanges with nuance and finesse, transforming them into capable ambassadors who can articulate China's voice and narrate its stories with authenticity and depth. The intersection of IPE within these courses constitutes a pivotal aspect of this transformative process. IPE not only instills in students a heightened awareness of international dynamics and the complexities of global interactions but also nurtures a global mindset that transcends national borders. This cultivation of a panoramic perspective enables students to scrutinize global issues from a vantage point that acknowledges and respects cultural diversity. As they delve into English listening and speaking practices, they are encouraged to adopt an open and receptive attitude, actively listening to voices from across the world while simultaneously embracing and understanding the diverse cultures and values that underpin these narratives. Furthermore, IPE's integration in English listening and speaking courses cultivates a sense of responsibility and agency among students. As they engage with diverse perspectives and grapple with pressing global issues, they develop a heightened sense of their role as global citizens, motivated to contribute positively to societal progress and international harmony. This transformational process equips students with the tools and mindset necessary to bridge cultural divides, promote mutual understanding, and work towards a more equitable and inclusive world.

3.3. Driving English Teaching Reform and Innovating Teaching Modes

The infusion of IPE into English listening and speaking instruction breathes fresh vitality into the classroom while simultaneously posing new challenges that necessitate a proactive and innovative approach. To harness this synergy effectively, educators are continually delving into the realm of pedagogical innovation, seeking out novel methodologies and models that amplify the impact of IPE on student learning. The advent of modern educational concepts, such as project-based learning and flipped classrooms, has revolutionized the landscape of English listening and speaking classes. These innovative modes foster an environment where students are actively engaged, intellectually stimulated, and empowered to develop not just their linguistic competencies but also their teamwork, communication, and problem-solving skills. In essence, they transform the classroom into a dynamic hub of learning where students collaborate, critically analyze, and creatively express themselves. Moreover, the integration of IPE compels teachers to embark on a continuous journey of self-improvement and content renewal. Recognizing the importance of timeliness and relevance, educators actively incorporate current affairs, cultural phenomena, and other thought-provoking topics into their listening materials. This not only piques

students' interest and curiosity but also fosters a deeper understanding of the world around them, thereby enhancing their language proficiency and nurturing a sense of social responsibility and mission. To fully realize the significance of this integration, it is imperative to undertake a thorough examination of its implications. This involves a nuanced understanding of how IPE shapes the learning experience, not merely as an add-on but as a fundamental pillar that underpins the entire pedagogical framework. By doing so, we can ensure that the innovative teaching modes employed not only enhance students' linguistic abilities but also cultivate their moral character, critical thinking, and global citizenship. Ultimately, this holistic approach to education will empower the next generation to navigate the complexities of the 21st century with confidence, compassion, and a profound sense of purpose.

3.4. Deepening the Fundamental Task of Cultivating Morality and Fostering Talents for the New Era

At the heart of educational endeavors lies the fundamental task of cultivating morality and fostering talent, particularly in the context of the new era, where the demands on talent are increasingly diverse and complex. To address this imperative, integrating IPE into college English listening and speaking courses emerges as a strategic and vital response. This integration necessitates a nuanced approach that meticulously weaves moral and intellectual education together. It involves more than a superficial overlay; rather, it requires a profound examination of how IPE can enrich the learning experience, fostering in students not just linguistic proficiency but also a profound sense of moral purpose and responsibility. Through this intricate process, we aspire to nurture composite talents who possess not only solid language skills but also noble moral sentiments. These individuals, imbued with a strong sense of patriotism and armed with an international perspective, will be poised to shoulder the historical mission of realizing the great rejuvenation of the Chinese nation. Their contributions, spanning diverse fields, will undoubtedly contribute to the prosperity and strength of their country. To achieve this, the steadfast commitment and transmission of IPE in college English listening and speaking teaching is paramount. It necessitates a thorough examination of the implications of this integration, ensuring that it not only reinforces linguistic competencies but also nurtures critical thinking, social responsibility, and a deep understanding of national and global issues.

In summary, college English listening and speaking courses not only refine students' linguistic abilities but also cultivate their skills as multifaceted and practical language professionals. Furthermore, these courses recognize the pivotal role of ideological and political education in expanding students' international horizons and enhancing their cognitive capacities. By fostering a deep understanding of the political, economic, social, and cultural dynamics between China and foreign countries through comparative analysis, these courses strive to elevate students' critical thinking, political acumen, and ideological resilience, thereby safeguarding the ideological terrain, as highlighted by the Ministry of

Education's directives in 2020.

4. The Practical Exploration of the Integration of IPE with College English Listening and Speaking Teaching

4.1. Exploring Ideological and Political Elements of College English Textbooks

Textbooks play a crucial role in fulfilling the fundamental goal of educating students with virtue and promoting their all-round development. Rich ideological and political themes are subtly woven into college English textbooks. Teachers, as the guides and designers of the learning process, function like skilled explorers, uncovering these themes and incorporating them into the English classes. By identifying opportunities to integrate ideological and political education into their teaching, teachers can create lesson plans and practices that not only assist students in acquiring language skills through learning, thinking, and practice, but also nurture positive values, beliefs, and ethical standards. This approach fosters both linguistic proficiency and moral growth among students.

Taking *New Horizon College English: Viewing, Listening & Speaking* (3th edition) *Textbook 1* as an example, the author discovers the ideological and political elements embodied in the unit themes and establishes the unit moral educational goals, as presented in **Table 1**.

Table 1. Unit themes and ideological and political elements in the textbook.

Unit	Titles	Themes	Ideological and political elements
1	Trace of the past	Nostalgia	1. gratitude education 2. patriotic feelings for hometown and country
2	A break for fun	Leisure	1. positive attitude towards life 2. healthy lifestyle
3	Life moments	View of life	1. Chinese traditional culture 2. dialectical outlook on life
4	Getting from A to B	Transportation	1. the spirit of China's railway 2. patriotism and national pride
5	Relax and explore	Travel	1. the meaning of travelling 2. patriotism education
6	Wit and fit	Health	1. healthy lifestyle 2. Chinese traditional culture
7	Weird, wild and wonderful	Nature	1. environmental awareness 2. harmonious coexistence between man and wildlife
8	Money matters	Views on money	1. a correct view of money and spending 2. financial security awareness

At the beginning of each lesson, teachers meticulously articulate the objectives of ideological and political education pertinent to the unit, with a multifaceted purpose that transcends mere knowledge dissemination and skill acquisition.

These objectives encompass fostering students' proficiency in applying English competencies, while concurrently embarking on a holistic journey of humanistic edification. This pedagogical endeavor is geared towards nurturing in students a steadfast moral compass and a discerning value system, enabling them to delve deeply and broadly into the intricate nuances that distinguish Chinese and Western cultures and their underlying value systems.

4.2. Practical Exploration of Incorporating Ideological and Political Education (IPE) into College English Listening and Speaking Teaching

During the implementation of "ideological and political education integrated into curriculum" within the context of college English instruction, educators are encouraged to diligently engage in studying the essence and theoretical underpinnings of this approach. They should endeavor to broaden their intellectual horizons by leveraging diverse resources, maintaining a keen eye on cultural phenomena, pertinent news items, and current affairs. Moreover, it is crucial for instructors to identify and leverage topics of paramount interest and concern to students as entry points, thereby subtly and strategically influencing their perspectives and values. General Secretary Xi Jinping pointed out that ideological and political work is fundamentally work on people. It must center on students, take care of students, and serve students, constantly improving their ideological level, political consciousness, moral quality, and cultural literacy, so that students can become talents with both ability and integrity, and develop in an all-round way [1]. Taking *New Horizon College English Viewing, Listening & Speaking textbook 1* as an example, this paper explores how to better integrate ideological and political elements into the teaching process, provoking students' reflections on issues such as personal growth and social hotspots from different angles, and helping them establish correct values during their university years.

The theme of the first unit is "nostalgia". Before the class, the teacher released a self-made micro-lecture video on "nostalgia", enabling students to understand why people get "homesick", what triggers nostalgia, what benefits nostalgia can bring, and what drawbacks excessive nostalgia might lead to. As the target audience are freshmen who have just entered university, many students sharing their "homesickness" upon first entering the university campus. After the sharing section, the teacher shifted students' attention from their "families" to their "hometown" and sparked their thinking with questions: Do you know your hometown? Do you love your hometown? By sharing stories about their hometowns, students not only improved their English expression and communication skills but also established a profound emotional connection with their hometowns and the country. This connection made them cherish their cultural roots more and strengthened their love and loyalty to their hometowns and the country. Meanwhile, by reflecting on the past and sensing the present, students cultivated a sense of responsibility and commitment, realizing that personal growth is closely tied to the destiny of their hometowns and the country. Such a

teaching case holds immeasurable value for cultivating students' comprehensive qualities and national spirit, guiding them on their life's journey and inspiring them to contribute to the prosperity and strength of their hometowns and the country.

The theme of the second unit is "Leisure". To commence, the teacher presents an exhilarating travel documentary or a collection of images, showcasing diverse leisure travel styles and scenic wonders from around the world, swiftly capturing students' attention. Accompanied by soothing background music, a relaxed and enjoyable atmosphere is created. Additionally, the teacher may play a brief travel-related video clip before class to promptly immerse students in the topic. Following this, a series of straightforward questions, such as "Where is your favorite travel destination?" and "What significance do you believe leisure travel holds for individuals and society?" are posed to initiate students' reflection and discussion. During the in-depth discussion and cross-cultural exchange session, students are divided into small groups, each focusing on a topic related to leisure travel. Topics might encompass "A comparison of leisure activities across different countries" or "The impact of travel on personal growth". As the discussion progresses, the teacher circulates among the groups, ensuring thoroughness and comprehensiveness. Each group selects a representative to share their findings and perspectives with the entire class. During these presentations, other students are encouraged to ask questions and offer additional insights, fostering an interactive and communicative environment. Meanwhile, the teacher provides commentary and supplements students' viewpoints, guiding them towards deeper thinking and understanding. Building upon the sharing and discussions, the teacher steers students' thoughts towards examining leisure travel habits and differences across different cultural backgrounds. Through comparing and analyzing leisure styles and travel habits among various nations, students gain enhanced cross-cultural understanding and respect. Furthermore, students are prompted to contemplate how to disseminate and promote the fine traditional Chinese culture during their travels.

The fourth unit focuses on the theme of "Transportation". At the beginning of the class, the teacher plays a video titled "The Evolution of China's Transportation", which showcases China's transformation from a "bicycle kingdom" in the 1970s to the world's leading "high-speed rail powerhouse". This video profoundly reveals the pivotal role of technological innovation in propelling national ascendancy. The shift from "Made in China" to "Created in China" represents not merely a leap in technology but also an enhancement of the country's overall strength and international standing. Students are guided to understand that only through continuous innovation can one remain invincible amidst fierce international competition. They are encouraged to foster an innovative mindset, boldly explore uncharted territories, and dare to challenge conventional wisdom. By sharing the stories of dedication from high-speed rail researchers, students' enthusiasm for innovation is ignited, nurturing them to become the vital force driving future technological advancements. During the China Talk segment of

this unit's digital curriculum on the Unipus platform, there is an audio interview with high-speed rail maintenance personnel that showcases their meticulous and refined work ethic. Students are enlightened that both scientific research and routine maintenance necessitate a profound sense of responsibility and professionalism. This craftsmanship embodies not just individual character but also serves as a crucial pillar underpinning the country's prosperity. The importance of every professional role is emphasized, prompting students to develop a righteous outlook on careers, clarify their social responsibilities and missions, and inspire them to integrate their personal aspirations into the broader narrative of national and ethnic development, contributing to the realization of the Chinese Dream of national rejuvenation. Furthermore, by showcasing China's high-speed rail as a global leader, students' national pride and self-confidence are ignited. They come to recognize that China's achievements are hard-earned fruits of the collective efforts of all Chinese people. Simultaneously, students are guided to view international competition and cooperation with rationality, fostering an open and inclusive international perspective.

The theme of the fifth unit is "Travel". Beyond encouraging students to share their personal reasons for traveling, ranging from simple, everyday motivations to deeper underlying factors, the objective is to guide them towards understanding the notion that "Life is like a journey; it's not about the destination, but the scenery along the way and the mood while appreciating it". During the in-depth discussion session, students are directed to watch the TED Talk titled "For More Tolerance, We Need More Tourism" by Aziz Abu Sarah, a Palestinian activist whose career has been dedicated to breaking down emotional barriers between Arabs and Jews. Abu Sarah presents an unconventional approach to peacebuilding—through tourism. He founded a travel company that facilitates multicultural travel in the Middle East, attempting to demonstrate how simple interactions between people from different cultures can help eradicate hatred. Through Abu Sarah's personal experiences shared in the talk, students come to understand that "travel fosters patience and teaches the virtue of tolerance". The video presentation reveals that different ethnicities and nations, when confronted with their own civilizations, inevitably hold distinct perspectives, leading to misunderstandings and conflicts. It emphasizes the importance of acknowledging and respecting each other's cultures, seeking common ground while embracing differences. As President Xi Jinping noted in his 2014 speech at UNESCO headquarters, "every civilization carries the spiritual gene of a nation and a people, requiring both continuity and protection from generation to generation, as well as advancement with the times and courage for innovation" [3].

The eighth unit revolves around the theme of "views on money". To kick off the class, an image or short video showcasing various world currencies is presented, swiftly piquing students' interest in the topic of money. A brief discussion ensues on the significance of money in our daily lives and how it impacts our existence and choices. Students are queried about their personal perspectives and experiences with money, encouraged to share anecdotes, fostering a relaxed

and open atmosphere in the classroom. In the group discussion session, students are divided into groups to deliberate on the significance of money for individuals and society, exchanging their insights and experiences. The teacher provides discussion prompts, such as “Do you believe money is the key to happiness?” or “How do you perceive the relationship between money and success?” Students are motivated to actively participate, articulating their viewpoints and ideas. The teacher circulates to guide and ensure the discussions proceed orderly. By examining the double-edged sword effect of money, students become cognizant of its complexity and multifaceted nature. They begin to recognize that money serves as both a cornerstone of life and a source of numerous societal issues. This holistic understanding aids in shaping a more rational and objective money mindset, guarding against the pitfall of blindly pursuing wealth. Through case studies and the sharing of authentic stories, students gain profound insights into the social value and role of money. They commence contemplating how to utilize money wisely to contribute positively to society. This reflection not only fosters a sense of social responsibility but also sparks their awareness of philanthropy, prompting them to pay closer attention to societal issues and vulnerable groups. Moreover, the teacher emphasizes cultivating students’ financial literacy and competence. Activities like discussing financial principles and devising personal financial plans empower students to manage their finances, averting excessive spending and debt crises. This skill set not only bolsters personal development but also lays a solid foundation for their future careers and social lives. Lastly, students are guided to ponder the integrity and ethical dimensions in monetary transactions, discussing ways to uphold honesty and avert fraudulent practices. They explore avenues to contribute to society through money, including donations and volunteer work, thereby nurturing their sense of social responsibility.

5. Recommendations

5.1. For Teachers

To enhance their college English courses, teachers should embark on a comprehensive approach. Firstly, they ought to delve deeply into the intricacies of Chinese Culture and National Policies, engaging with seminal works such as “China Keywords”, the “Bilingual Edition of Chinese Culture”, and “An Introduction to Chinese Culture (English Version)”. This rigorous study will arm them with a profound understanding, enabling them to meticulously curate pertinent IPE content tailored to their course objectives. Secondly, teachers should harness the power of authoritative media resources. They should stay current by regularly consulting reputable outlets like China Daily Online, Xinhua Net, and People’s Daily Online, which offer authentic and high-quality bilingual content. Specifically, China Daily Online’s sections on English Learning, English Tips, and Word of the Day offer invaluable resources that can be seamlessly integrated into classroom instruction. Thirdly, teachers should maximize the potential of

online resources. Platforms like Xuexi Qiangguo, Foreign Language Teaching and Research Press's Higher English Information, and China Daily's Bilingual News provide a treasure trove of English learning materials. Xuexi Qiangguo, in particular, stands out as a vital source for studying national policies and accessing diverse podcast resources, enriching students' learning experiences beyond the classroom walls. Lastly, teachers should strive to diversify supplementary teaching resources. Recognizing that learning extends beyond textbooks, they should offer a smorgasbord of after-class materials, including news broadcasts, documentaries, expert interviews, animations, and talk shows sourced from platforms like WeChat official accounts and video-sharing websites. This diverse range of resources will not only pique students' curiosity but also broaden their horizons, fostering a more holistic understanding of English language and culture within the context of China's vibrant society.

5.2. For Educational Institutions and Administrators

To further enhance the integration of IPE content into college English listening and speaking courses, institutions must prioritize teacher training and development. This involves offering comprehensive programs, such as workshops, seminars, and online courses, tailored specifically to equip teachers with the skills and knowledge necessary to seamlessly integrate IPE into their curriculum. Additionally, institutions should guarantee teachers' access to authoritative and timely media outlets and online resources, including subscriptions to reputable platforms, ensuring that their teaching materials remain current and relevant. To foster a collaborative environment, institutions should actively promote the sharing of successful IPE-infused teaching strategies, materials, and resources among teachers, thereby nurturing a vibrant community of practice where educators can learn from and support each other.

6. Conclusion

College English listening and speaking teaching offers greater flexibility in terms of language output and cultural guidance, and teachers should prioritize students' emotional and cultural identification during the language learning process. As President Xi Jinping pointed out, "for a set of values to truly function, they must be integrated into social life, allowing the people to perceive and comprehend them through practice. We must pay attention to closely linking what we advocate with people's daily lives, and strive to be meticulous, down-to-earth, and practical in our efforts" [4]. Therefore, while emphasizing the theory of socialist core values, it is crucial to patiently guide students and integrate ideological and political education into their daily lives, practical experiences, and personal growth, helping them foster correct worldviews, outlooks on life, and values.

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Conflicts of Interest

The authors declare no conflicts of interest.

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