

An Exploration of the Integration Pathways of Ideological and Political Elements into College English Teaching

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Abstract: *The Goal of Organic Integration of Language and Values in College English Teaching is Unclear. Based on the ontology of curriculum, this paper believes that value elements are implicitly contained in discourse and will investigate the inhibiting effect of students' cognitive schemas on the assimilation of values and how the hierarchy of curriculum goals affects the degree of value integration. Therefore, this paper puts forward an organisational framework of themes and pedagogical translations to address value negotiation in classroom interaction and the generative support of productive tasks for expressive competence. The three main ideas of this paper are to increase public awareness of indigenous culture through cultural comparison, promote ethical evaluation based on discourse analysis, and create multi-modal situation simulations. Based on the above research results, in order to achieve the goal of value integration, one should organically integrate values into the teaching of language and thus promote the all-round development of students' values and language skills by expanding and enriching their cognitive functions.*

Keywords: *College English Teaching; Ideological and Political Content; Paths of Value Integration; Discourse Analysis; Cognitive Schemas*

Introduction

The values in the college English course materials are presented in words, sentences and other types of information. The problem of how to use the values in the curriculum during the teaching of language skills has become one of the main research topics in language education. The traditional teaching model often adds the dimension of values to the system of language knowledge; thus, value information is frequently omitted, or there is a break in continuous language teaching due to indoctrination. It cannot help us learn a language, and we are also unable to learn about the world this way spontaneously. In terms of the internal logic of language teaching, one should study how value elements and linguistic factors are transformed to guide the design of curricula and determine the actual effect of teaching. Based on the research results of discourse analysis, cognitive schema theory and task-based language teaching are used to construct an analytical framework with three progressive levels: ontological composition, pathway organisational principles and strategy system, in order to provide a theoretical foundation and an operational plan for the systematic treatment of the value dimension in college English teaching.

1. Ontological Composition and Pedagogical Adaptation of Ideological and Political Elements in College English Courses

1.1 The Implicit Existence Form of the Value Dimension in Language Teaching Content

Generally speaking, the value dimension of the language teaching content is not presented directly but is rather expressed in the micro-structure of discourse. Derogatory or appreciative colouration of lexical choices, patterns in the thematic progression of syntactic organisation, analogies and metaphors in rhetorical devices can all be used to show a particular attitude or disposition indirectly. Organisation of causal chains for events in narrative texts shows a judgement on the rationality of behaviour; definition of concepts in expository texts reveals the knowledge norms followed by the definer; criteria for selecting evidence in argumentative texts show the default value priorities of the arguer. The above implicit forms show that the value information is not presented in isolation but is also part of the

semiotic system through phonetics, vocabulary and syntax. Tools for discourse analysis should be employed to obtain this information in the form of language.

There is a special requirement for teaching the dimension of implicit value. Learners should be able to recognize the value presuppositions in discourse practice and not passively accept value statements; thus, the design of language tasks should be changed from "stating what values exist" to "how to discover values". Another advantage of using implicit forms is that they do not seem to advocate for any particular values; thus, the sense of values is the result of language interpretation. For example, by comparing the wording of headlines for the same event in news reports from different cultures, learners can independently notice that there are different values according to changes in vocabulary. Language teachers can have students focus on the evaluation criteria that are not explicitly mentioned but are actually present in the text, thereby fostering their sense of values in the learning of language skills without interrupting the progress of language teaching.

1.2 Learners' Cognitive Schemas and the Acceptance Conditions for Ideological and Political Elements

The learners' old cognitive schemas are filters for the value components at the level of consciousness. The value system that a person has formed in their native cultural environment leads to two basic modes of response to the value information in English discourse: assimilation and accommodation. If the input element is in line with the old scheme, the acceptance process will be relatively smooth, new information can be added and saved promptly, etc. If there is a conflict, then there will be cognitive dissonance or selective attention, and learners will modify the input information to be in line with what they have learned and expected. As a result of this psychological process, different constructions of values will arise in the same teaching materials among different groups of students, and even the same talk may be interpreted with opposing value orientations^[1].

In planning how to teach, we should consider the current state of the students' minds. An advanced organizer can trigger or switch to another plan to offer a concept for organised absorption of value information. For example, before presenting the discussion on the conflict between individualism and collectivism, one can lead a talk on situations of group decision-making to keep relevant schemes in mind. The presentation gradient of the value elements should be in line with the gradual development of schemas and not too far from cognition. Organise low-risk simulations of value-conflict situations, such as role-swapping discourse-rewriting tasks, and gradually have learners reconstruct their original schemas in meaning negotiation to increase their tolerance for unfamiliar value stances. At the bottom of the acceptance conditions is a change in the cognitive structure of learners; it is no longer merely assimilation of external information.

1.3 The Constraining Mechanism of Curriculum Goal Hierarchies on the Depth of Ideological and Political Integration

Generally speaking, the goals of the college English curriculum are organised in a hierarchy, covering knowledge acquisition, skill application, strategy construction, higher-order thinking ability, and so on. The various hierarchies have different degrees of inclusion for the elements of value. At the basic skill level (e.g., vocabulary recognition, sentence pattern drills), the Value information has not been deeply processed cognitively and is still at the level of shallow pairing or mechanical repetition. Learners can only notice that a certain word has an emotional connotation, but they do not know when to use it. At the level of discourse comprehension and production, values are also affected by context and can evoke emotions and judgments in learners. At present, the goal of value cognition is still to learn about the contents, and it has not been separated.

The first two general goals are intercultural pragmatic competence and critical language awareness, and together they will form the basis for deep value integration. When the curriculum requires students to judge, compare or creatively organise discourses, the dimension of values is no longer an external basis but the object of study; they need to be metacognitive about how their own value systems affect the results of learning. The first path for the constraining mechanism is an isomorphic design of value goals and language goal hierarchies, so that each level of language ability training has a corresponding value-processing task: at the memorisation level is value identification, at the application level is value classification, at the analysis level is value comparison, and at the evaluation level is value judgment. Forced integration that does not meet the goal hierarchy will result in cognitive overload, fail to achieve the goal of natural assimilation of values, and may make learners feel defensive^[2].

2. Pathway Organizational Principle of Ideological and Political Integration in College English Teaching

2.1 Theme Selection of Discourses and Pedagogical Translation of Value Issues

The selection of discourse topics should be in line with the educational goals of language teaching and the values that need to be promoted. Suitable themes should have the following two characteristics: they need to be rich in vocabulary and complex in syntax to meet the demands of language input, and they should also contain value dimensions that can be used for teaching, such as the linguistic expression of fairness in different allocation plans or the weight given to individual rights versus group interests in stories. The problem of selection is how to find discourses that have a systematic correspondence between value issues and linguistic forms so that learners can naturally experience the value dimension in linguistic analysis and do not need to extract it separately after learning the content.

Pedagogical translation is the technical process of changing abstract value problems in discourse into practical teaching tasks. This translation does not reduce the difficulty of the value problem but rather rearranges how it is presented to fit the time and cognitive resource limitations of classroom language learning. The first two general ways of translation are contextualisation and concretisation of problems. Contextualisation is to place the problem of values in a particular context and then present these abstract values in an understandable way through roles, scenes, plots, etc. Concretisation is the transformation of values into linguistic problems; for example, learners may be asked to compare the different attitudes shown by various words in a revision task. Operationalisation is to connect an abstract concept with observable behaviour in language; for example, one can count and classify how much learners like something in their speech. The three levels of translation can help present the values to the students in an appropriate way during their learning of language^[3].

2.2 Value Negotiation and Meaning Co-creation in Classroom Interaction Structure

The Structure of classroom interaction can spread values and reach the deep level of students' cognition; it cannot be achieved by reading alone. In the dual structure of teacher-student interaction and student-student interaction, the spread of value information is no longer one-way; rather, it has become the subject of discussion, questioning and revision. The purpose of the interaction structure is to create "cognitive conflict points" and have learners produce all sorts of value interpretations for the same discourse based on their different background schemas. The above conflicts will result in negotiation behaviour and cause a change in people's initial attitudes. The Quality of Value Negotiation is determined by the Design of the Interaction Structure. A very organised Q&A mode will limit the expression of all kinds of values, and free discussion and group discussion can reveal all sides of the problem.

The result of meaning co-creation is value negotiation; that is to say, it is the way all parties work together to build an understanding through talk. Repeat and confirm the other person's opinion; identify and note any areas of disagreement; put forward a preliminary compromise proposal; finally, reach an agreement through discussion. The language teacher should be an interaction mediator and not a value arbiter; thus, the teacher's duty is to give all sides an equal opportunity to speak and help students focus on the linguistic quality of the arguments rather than whether those arguments are right or wrong. As a result of meaning co-construction, cognitive schemas for all kinds of values are expanded, and learners can be taught how to reasonably derive different positions of values from discourse; thus, classroom interaction can serve as a training ground for value sensitivity^[4].

2.3 Generative Support for Language Production Tasks and Competence in Value Expression

Language production tasks give learners a way to express their inner world in speech. Value expression competence is not usually an independent skill in general language production; rather, it is an all-encompassing quality that naturally emerges during the completion of certain types of production tasks. The production tasks of the above function should have the following three attributes: open-endedness, argument-dependence and form diversity. Stance openness is the assumption that learners have not yet grasped the values in the task, so all kinds of stances can be displayed in this task. Given the dependency of arguments, the position of the learner should be supported by textual evidence, and thus, the expression of values is restricted to the scope of linguistic evidence. All kinds of good materials can take many forms and be presented in various ways, such as telling stories to show people's emotions, organising reasons for persuasion, or selecting words for application in writing.

The purpose of adding generative support is that people need some kind of cognitive help in their work. When learners produce discourses that contain value judgments, their thinking is an elaborate system; they need to recall the emotional connotations of words, regulate the intensity of attitude in sentence construction, ensure logical consistency between the text and its values, and thus establish an automatic connection between value systems and language knowledge. Gradient Design of Production Tasks: At the beginning of the process, organised tasks, such as gap-filling and imitation writing, are used to reduce the cognitive load on the students; in the middle stage, semi-open tasks, including opinion comparison and paragraph continuation, are added; and finally, at the advanced stage, fully open tasks, such as argumentative essay writing and preparation for debate speeches, are used to systematically cultivate the students' ability to express values through imitation and creation and improve the quality of learning.

3. A Strategy System and Operational Modality for Ideological and Political Integration in College English Teaching

3.1 The Awakening of Indigenous Value Orientation from a Cultural Comparative Perspective

A method of cultural comparison can help students form their own values, and the main idea is to take students' native culture as a reference for learning English. Therefore, we will no longer focus solely on teaching the culture of the target language; instead, we will study how cross-cultural differences affect learners' values. The basic operating units of comparison are not all-encompassing descriptions of culture, but rather particular cultural elements that can be expressed in linguistic forms, such as the concept of politeness in greeting styles, the idea of efficiency in time expressions, and the sense of boundaries in spatial descriptions. Through the combination of these micro-cultural elements, learners can learn that various language systems are employed to achieve the same social purposes, and thus they are not the sole means of presenting one's own culture^[5].

The awakening of the indigenous value system is not to promote the acceptance of some values, but rather to enable learners to be aware of their own cultural presuppositions through comparison. The above awakening mechanism can be regarded as a process of "backgrounding"; that is to say, it is to raise the value presuppositions that are taken for granted in the daily use of language from an automatic cognitive state to an explicit one open to scrutiny. A "back-translation" exercise can be organised in class; that is to say, students need to express their values in their own language, translate them into English, and then translate the English back into their native language to see how much the meaning has changed due to cultural differences in the two translations. The above tasks can help students experience the cultural values of the language and deepen their understanding of the native value system through comparison. The end goal of enlightenment is not to determine whether the values being judged are good or bad, but rather to have the ability to accept all kinds of values and to know the origin of one's own views.

3.2 Cultivating the Ability of Ethical Judgment in the Discourse Analysis Framework

A good way to study ethical judgment is a framework of discourse analysis, and thus what was once intuition can now be taught and learned through language analysis. Ethical judgement is the capacity to recognise and evaluate the basis of obligation, attribution of responsibility and behaviour in language. Another kind of study for language is transitivity; that is to say, we can identify who is doing something in a text and what role that person has. Modality is the degree of certainty or obligation in a statement, and thus it shows the speaker's attitude towards the truth of the statement or other choices in speech. Finally, there is appraisal; that is to say, the distribution pattern of attitude resources, such as expressions of emotion, criteria for judgment and standards for appreciation. The above tools can help organise the ethical elements in the discourse so that students can learn about them and no longer be vague feelings.

The development of the ability to make ethical judgments is in the form of description, then interpretation, and finally evaluation. Based on the tools of discourse analysis, one can find ethically significant linguistic features at the level of description in a discourse, such as whether the passive voice is used to hide the subject of an action or whether modal verbs are frequently employed to express necessity. At the level of interpretation, learners need to connect these linguistic features with the communicative purpose of the text and deduce why the writer chose one expression over another. At the level of evaluation, learners should consider the circumstances and then make reasonable

judgments about the ethical attitude expressed in the speech, supporting these judgments with linguistic evidence. Training at all three levels can be done repeatedly with the same discourse. As students learn to use analytical tools better, they will be able to form moral judgments on their own. The goal of the above ability is to have students actively build the knowledge of language rather than passively receive it.

3.3 Classroom Simulation of Value Conflict Situations with Multimodal Corpora

Multimodal corpora have a large number of materials and many different forms of expression for classroom simulations of value conflicts. Multimodal materials are more comprehensive than single written texts; they contain many kinds of signs, such as pictures, sounds, motion and spatial organisation, all of which can help us understand the context of value conflict. For example, the arrangement of pictures, colours, background music and changes in voice-overs are all used in advertisements to present ideas about life. All the ways can support each other, or they may be in conflict; this is also a type of value conflict. Multimodal corpora have been added to expand the range of simulation for value conflict situations, and non-verbal value information that is difficult to describe in plain text can now be obtained and used in teaching.

The goal of a classroom simulation is to reduce the weight of the conflict now or in the near future and keep it within the range of class management. The Design of the simulation should be based on the idea of "structured improvisation", and although there will be a basic framework for the conflict and role parameters, learners should still have some freedom in choosing language. The three main ways are Situation Reconstruction, Perspective Shift and Consequence Deduction. Situation reconstruction should recreate the language-interaction process of the conflict scene based on multimodal information, and one needs to be aware of the different linguistic expressions of various emotions. Perspective-shifting is a learner's capacity to produce language according to the linguistic system of one side in a conflict, and to learn how different positions in the same situation lead to various applications of language. Deduction of consequences requires learners to anticipate the probable outcomes of various choices in language and thus learn how linguistic behaviour is associated with values. The aim of the simulation activity is not to get everyone to agree, but rather to have students experience the linguistic effect of value judgments in a low-pressure situation and develop a sense of responsibility for their choice of words.

Conclusion

According to the internal logic of language teaching, this paper will systematically explore how to incorporate the dimension of values in college English classes. Based on the above studies, it has been found that there is an implicit form of the existence of value elements and a restraining effect on the hierarchy of curriculum goals, as well as filtering and reconstruction functions for learners' cognitive schemas in value acceptance. Based on the above, this paper puts forward an organisational principle centred on the selection of discourse themes, negotiation of classroom interaction and language production tasks, and explains the transformation chain of value information from input to internalisation and then to externalisation. The higher the inclusion in the proposed strategy system of the awakening of indigenous value stances from a cultural comparative perspective, the better the cultivation of ethical judgment in the framework of discourse analysis and the more practical technical solutions for classroom teaching that will be provided. The following research directions will be studied in the future: Development of automatic screening mechanisms for multimodal corpora in digital environments; investigation of individual differences in the depth of value processing among learners at different levels of language proficiency and corresponding teaching strategies; design of long-term tracking studies to assess the lasting effects of value integration paths; and construction of a classroom value negotiation quality monitoring system based on discourse analysis and learning analytics technology.

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