

## A“LideShuren” Paradigm Research of English Blending Teaching

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**Abstract: The key to educating people lies in morality. The key to the success of implementation of English blending teaching is to improve the educational efficiency of college English courses based on accurate thinking. In view of the above problems, this paper deals with “LideShuren” paradigm of English blending teaching and the path of realizing it with the carrier of college public English courses, in order to effectively promote the advantage role of IT in cultivating the soul and build a new paradigm and new ecology of strengthening moral education by three-dimensional English courses, so that English education presents “Chinese characteristics, Chinese style, Chinese style”.**

**Key Words: English; Blending Teaching; Strengthen Moral Education and Cultivate People**

The report of the Party’s 20th National Congress emphasized that the key to educating people lies in morality, which pointed out the direction for the development of education in the new era. In recent years, the Department of Ideological and Political Affairs of the Ministry of Education has clearly put forward the concept of “focusing on promoting accurate ideological and political education and innovating the ways and methods of ideological and political education”, and the concept of “targeted ideological and political education” has become a new model for the implementation of ideological and political education in colleges and universities. Targeted ideological and political education means using IT to accurately grasp and identify the ideological characteristics and internal needs of educational objects, supply and push ideological and political education content precisely, precisely select ideological and political education path, means and methods, accurately assess the effect of ideological and political education. This is the

consensus reached by the “High-end Academic Forum on Targeted Ideological and Political Education in Colleges and Universities in the New Era” on targeted ideological and political education, which has been widely concerned and recognized by the academic community. As a new educational concept, “targeted ideological and political education” takes ideology and politics as the core factor, and highlights the educational orientation in the curriculum teaching goal, that is, “cultivate spirit, forge soul, inspire wisdom, and nurture the heart”. College English is a general education course with the widest audience and the longest class time. The targeted ideological and political education of college English courses under the blending teaching environment is a subject that needs to be studied seriously. With the development of network, blended learning will gradually become the new normal of ideological and political education. IT and ideological and political education have not formed a good education force, and the interaction between teachers and students is more at the level of knowledge and information. Specifically speaking, firstly, the course education goal is lack of positioning, only to complete the goal of knowledge and ability instead of emotion, attitude, values and other goals, and the content of education is lack of mining. Secondly, the integration and innovation of teaching environment and teaching mode are insufficient. Information-based teaching is mainly based on the mode of normal IT assisting and supplementing conventional teaching, and the way of educating people is relatively limited in that emotional experience and practical recognition are seldom used. Thirdly, in the blending teaching environment, the teaching awareness and ability of teachers are uneven, learning ability of ideological and political elements by students in online teaching resources and information processing ability are insufficient, thus teachers and students have not yet formed a learning community. Fourthly,

the current blending teaching and ideological and political education lack scientific evaluation orientation. Teachers lack the motivation to integrate the two and students have low self-efficacy.

Therefore, the key to the success of implementation of ideological and political education in blending teaching environment is to improve the educational efficiency of ideological and political education of college English courses based on accurate thinking. How to actively adapt to the change of students' learning methods in the era of "Internet + education", understand the dynamics of students' thoughts, target in place, and achieve the good effect of wetting things silently and transforming the rain into spring breeze? How to innovate the way of ideological and political education in the curriculum, build a "teacher-student learning community" and "three-dimensional and multidimensional education space" under the blending teaching environment, and present the synergistic effect of technology, resources, and interconnection between teachers and students? How to integrate information-based teaching ability evaluation and ideological and political education ability evaluation into the curriculum evaluation system scientifically and effectively, help teachers improve their education awareness and ability, and conduct personalized evaluation and feedback on students' learning situation in a timely manner? All these problems need to be further researched.

## 1. Literature Review

Taking "ideological and political education in College English courses" as the search term and "topic" as the search term, the author conducted an advanced search on the Chinese academic journals online publishing Database from 2020 to March 2024, and obtained a total of 3616 relevant papers. The research is mainly reflected in the following aspects:

### 1.1. Publishing Period of Papers Concerning Ideological and Political Education in College English Courses

In the past three years, college English course papers have been increasing year by year, and the most published papers (1,060 papers) have been published in 2022, accounting for 27.78% of the total. In 2021, there have been 1043

papers, accounting for 27.33% of the total number of published papers. According to the overall development trend, 2023 is a relatively mature stage for the development of ideological and political education in college English courses.

### 1.2. Thematic Classification of Papers Concerning Ideological and Political Education in College English Courses

According to the results automatically generated by CNKI, the research content involves 10 aspects from the text of college English course papers, among which the basic research of college English course itself is the most concerned, namely, college English course, college English teaching, college English teaching, and blending learning. There are papers with a total of 2,574 articles, accounting for 46.59% of the total number of articles published. The second most is ideological and political education, ideological and political teaching, ideological and political construction, implementation path, teaching design. There are papers with a total of 2,951 papers, accounting for 53.41% of the total number of articles published.

### 1.3. Main Research Content of Ideological and Political Education in English Courses

In order to understand the theme of ideological and political education in English courses, the keyword co-occurrence map was drawn by Citespace software. It intuitively shows the main research contents, research hotspots and research frontiers of ideological and political education in English courses. The implementation of the ideological and political education system involves many fields of teaching reform, and the research emphasis of scholars in different fields is quite different. Through the summary and interpretation of the keyword co-occurrence graph (seen from Figure 3 below), the research content related to English ideological and political education can be roughly classified into four categories: theoretical interpretation of "LideShuren"; sources of elements and mining methods; implementation path; the evaluation research. The last three kinds are all about ideological and political education in English courses. From the theme point of view, there are both theoretical analysis and teaching practice, which basically covers different dimensions of

curriculum construction of ideological and political education.

As suggested above, the research of ideological and political education in college English courses has shown a trend of continuous growth in the past three years, but there are still some deficiencies in the current research. To sum up, the main manifestations are: (1)The research method is not scientific enough, only quantitative research method (it specifically refers to questionnaire survey) is used. The teaching effect of “ideological and political education” is mainly reflected in students’ thoughts. The formation and change of them are recessive and difficult to quantify, and simple quantitative research methods are difficult to accurately detect the trajectory of change, thus qualitative research methods should be combined. (2)The research content related to English ideological and political education can be roughly classified into four categories: theoretical interpretation of “LideShuren”; sources of elements and mining methods; implementation path; the evaluation research. The last three kinds are all about ideological and political education in English courses. These are mostly speculative discussions and lack of empirical research. (3)There are few thematic studies, especially those on the teaching effect of “ideological and political education” in college English courses. Teaching effect is the key to determine whether the teaching goal of “ideological and political education” is achieved. There are many and complicated factors involved, and it is difficult to get reliable results through superficial research, so systematic and in-depth research is needed. Therefore, this study is mainly based on the targeted ideological and political education of college English courses in a blending teaching environment, in order to further realize that ideological and political education can enhance the efficiency of teaching, cultivate students’ independent learning ability, improve the teaching effect, and build a new “LideShuren” paradigm and a new ecology of targeted ideological and political education of three-dimensional English courses.

## 2. Research Design

In order to verify the benefits of the targeted ideological and political education model of college English courses in the blending

teaching environment, this study a two-year teaching practice conducted in college English courses in a university in Gansu province, aiming to explore the following two questions: Firstly, the differences between the blending teaching model based on targeted ideological and political education in college English courses and the traditional teaching model in terms of learning input and learning effect; Secondly, students satisfaction level with the targeted ideological and political education in college English courses under the blending teaching environment. The study design is as follows:

### 2.1. Research Participants

The junior non-English major students who are in grade 2024 in four undergraduate classes take part in this research. Two of the classes are experimental classes with a total of 64 students. The other two classes are control classes with a total of 63 students. Both the experimental class and the control class are engineering students, with similar ratio of male to female students, similar age, and similar CET4 passing rate. The sample differences caused by major, gender, mental age and English level are small. The four classes are taught by the same teacher. The experimental class adopts blending teaching mode, and the ideological and political education run through the whole teaching process. The control class is mainly based on traditional multi-media teaching methods, and does not incorporate other ideological and political elements.

### 2.2. Research Tools or Methods

The research was conducted from the perspective of students and teachers respectively. The research tools mainly include examination, questionnaire survey, in-depth interview, reflection summary, classroom observation, evaluation, etc. First of all, in combination with the process assessment and the result assessment, the homework tasks and test (such as role play, reporting and presentation, applied writing, translation, case questions, etc.) with both English application ability and ideological and political assessment are designed to test students’ ability to use professional English knowledge to deeply analyze workplace and practical problems, and help teachers grasp students’ understanding and acceptance of the ideological and political

elements of the course. To determine the influence of the blending teaching mode of targeted ideological and political education on the English learning attitude and learning effectiveness of engineering students. Secondly, in the process of teaching experiment, the supervisor conducted long-term follow-up evaluation by auditing, observing and recording students' participation in oral presentations, classroom discussions and task completion. Students are encouraged to write course reflections, learning thoughts and behavior resumes, and required to collect relevant materials and evidence to explain their positive changes in thoughts, emotions and conduct. Thirdly, in order to better evaluate the completion degree of goals of ideological and political education and pay attention to the integration of knowledge and action, students are required to find cooperation units according to their majors, complete at least two extra-curricular learning tasks with their English knowledge (such as translation tasks, English official document writing, English web page production, foreign guests reception, etc.), and collect the evaluation of the

implementation of the cooperation units. Fourthly, after the end of the course, questionnaires were sent to students, covering three dimensions: satisfaction with the teaching mode, achievement of teaching goals and participation in teaching activities. Satisfaction scores were scored in the form of 5-level Likert scale for the above three aspects, and the column "Opinions and suggestions" was set. On this basis, some students were randomly selected to conduct in-depth interviews through forums.

### 2.3. Experimental Design

The college English course in the author's university is divided into four semesters, namely College English I-IV, with 64 hours per semester. In the teaching process, the author explored the "three-two-three" teaching mode, in which three refers to the three stages of "before class, during class and after class", and two refers to the blending teaching mode of "online + offline", and finally reached the teaching goal of "knowledge transfer + ability improvement + value guidance", as shown in Table 1.

**Table 1. Targeted Ideological and Political Education in College English Courses (Online + Offline)**

Stage	Activity	Description
Pre-class (Online)	Analyze Text	Analyze text themes and identify ideological and political elements.
	Select Materials	Select ideological and political materials for classroom discussion.
	Appreciate Language & Culture	Appreciate textual language, analyze writing techniques, compare Chinese and Western cultures.
	Diagnose Learning Situation & Assign Tasks	Diagnose student learning situation, share guiding cases, and assign presentation tasks.
In-class (Offline)	Knowledge Transmission	Review key vocabulary and appreciate writing techniques.
	Ability Enhancement	Conduct classroom presentations, peer evaluations, and teacher evaluations.
	Value Guidance	Study ideological and political materials, discuss critical topics, convey emotional values.
Post-class (Online + Offline)	Assign Homework & Surveys	Assign homework exercises and conduct online surveys for student feedback.
	Reflection & Revision	Write reflection logs on teaching experiences and revise teaching designs accordingly.

The carrier of enriching ideological and political education is an effective means to achieve precision. The vivid and effective methods in the curriculum, the teacher's personality and character charm are the carriers of education. The combination of online and offline teaching can provide more abundant

teaching resources and appropriate learning methods, so that students are willing and have more energy to devote to teaching activities. Ideological and political education run through the three stages (before class, during class and after class). The value connotation of regularity, timeliness and pertinence is firmly grasped,

which starts from the accurate pulse of students' needs, accurate supply of teaching content, accurate selection of teaching methods, accurate assessment of teaching effectiveness, and through the organic combination of information technology and teaching method innovation, thus maximizing the synergistic effect between explicit education and implicit education, rigid education and flexible education and optimizing the synergistic method.

### 3. Results and Discussion

#### 3.1 Process of Empirical Test

In order to verify the benefits of the targeted ideological and political education model of college English courses in the blending teaching environment, this study a two-year teaching practice conducted in college English courses in a university in Gansu province, aiming to explore the following two questions: Firstly, the differences between the blending teaching model based on targeted ideological and political education in college English courses and the traditional teaching model in terms of learning input and learning effect; Secondly, students satisfaction level with the targeted ideological and political education in college English courses under the blending teaching environment.

The junior non-English major students who are in grade 2024 in four undergraduate classes take part in this research. Two of the classes are experimental classes with a total of 64 students. The other two classes are control classes with a total of 63 students. Both the experimental class and the control class are engineering students, with similar ratio of male to female students, similar age, and similar CET4 passing rate. The sample differences caused by major, gender, mental age and English level are small. The four classes are taught by the same teacher. The experimental class adopts blending teaching mode, and the ideological and political education run through the whole teaching process. The control class is mainly based on traditional multi-media teaching methods, and does not incorporate other ideological and political elements. The research was conducted from the perspective of students and teachers respectively. The research tools mainly include examination, questionnaire survey, in-depth interview, reflection summary,

classroom observation and cooperative unit evaluation. First of all, in combination with the process assessment and the result assessment, the homework tasks and test (such as role play, reporting and presentation, applied writing, translation, case questions, etc.) with both English application ability and ideological and political assessment are designed to test students' ability to use professional English knowledge to deeply analyze workplace and practical problems, and help teachers grasp students' understanding and acceptance of the ideological and political elements of the course. To determine the influence of the blending teaching mode of targeted ideological and political education on the English learning attitude and learning effectiveness of engineering students. Secondly, in the process of teaching experiment, the supervisor conducted long-term follow-up evaluation by auditing, observing and recording students' participation in oral presentations, classroom discussions and task completion. Students are encouraged to write course reflections, learning thoughts and behavior resumes, and required to collect relevant materials and evidence to explain their positive changes in thoughts, emotions and conduct. Thirdly, in order to better evaluate the completion degree of goals of ideological and political education and pay attention to the integration of knowledge and action, students are required to find cooperation units according to their majors, complete at least two extra-curricular learning tasks with their English knowledge (such as translation tasks, English official document writing, English web page production, foreign guests reception, etc.), and collect the evaluation of the implementation of the cooperation units. Fourthly, after the end of the course, questionnaires were sent to students, covering three dimensions: satisfaction with the teaching mode, achievement of teaching goals and participation in teaching activities. Satisfaction scores were scored in the form of 5-level Likert scale for the above three aspects, and the column "Opinions and suggestions" was set. On this basis, some students were randomly selected to conduct in-depth interviews through forums.

#### 3.2 Analysis of Implementation Effect

##### (1) Analysis of learning effect

The analysis of learning effect mainly includes

completion of the daily homework tasks, reports and presentations, practical activities and other links as well as the final exam. The daily homework tasks, reports and presentations are evaluated by the teachers and students respectively, and practical activities are evaluated by the cooperative units. The evaluation weight of teachers, students and cooperative units is 30%, 10% and 20% respectively, and the weight of final examination is 40%. The final evaluation result of learning effect is obtained by comprehensive statistics. The Analysis method of final

**Table 2: Mean Score Comparison of Experimental and Control Classes on Selected Topics Integrating Workplace English and Ideological & Political Elements**

Class	Teaching Mode	N	Mean	Std.Deviation	Standard Error of Mean	T-value	P-value
Experimental Class	M1	64	38.5412	5.59130	1.42557	2.541	0.006
Control Class	M2	63	33.4253	8.17247	2.54350		

The results show that the excellent and good rate of the experimental class is 8.5% higher than that of the control class, and the failure rate is 4.8% lower, indicating that the students' score based on targeted ideological and political education under the blending teaching environment is more evenly distributed than that of the traditional teaching mode, and the phenomenon of two-level differentiation is improved, and the students' learning enthusiasm and effectiveness are improved. In terms of the scores of some test questions containing ideological and political elements, the assessment has changed from emphasizing declarative knowledge to emphasizing functional knowledge. The average score of this part of the experimental class was 5.12 points higher than that of the control class, and the P-value of the independent sample T-test was less than 0.05, which shows there is a significant difference in level. It demonstrates that students in the experimental class have improved their ability to analyze workplace and practical problems in English through ideological and political education. The organic integration of ideological and political education and the application ability of workplace English has strengthened students' critical thinking ability and social responsibility to a certain extent, and also helped to make up for the lag of the content of the textbook.

Performance analysis of daily tasks, interactive discussion, presentation and reporting: according to the process assessment scores, combined with the descriptive feedback

examination results is as follows. The results of the final paper from the experimental class and the control class were compared and analyzed, and the scores of some test questions (50 points in total) that combined the application ability of workplace English and ideological and political education were imported into the data analysis system 22.0 for mean analysis and independent sample T-test. The blending teaching model based on targeted ideological and political education and the traditional teaching model are labeled as M1,M2 respectively.

evaluation of teachers, students and supervisors, the blending teaching mode of workplace English based on targeted ideological and political education has played a positive role in the improvement of students' workplace English language knowledge and application ability, learning strategy and cross-cultural communication ability. Compared with students in the control class, students in the experimental class have mastered more abundant workplace knowledge and English terms, and their actual expression and communication skills have been improved more significantly in activities such as telephone calls, presentations, company or product introductions, business emails and reports under simulated workplace situations. This also reflects that online push, discussion and self-test can help students clarify teaching objectives, find knowledge blind spots, solve doubts and activate their thinking. At the same time, they are effectively connected with offline classes, providing strong support for the construction, internalization and consolidation of students' knowledge. The group cooperation research can enhance the self-confidence of students, view the problem in a multi-dimensional and critical way, and actively apply knowledge to solve the problem. The ideological and political elements, such as "cultural confidence, patriotic feelings, responsibility, professional ideal, professional spirit, professional ethics", which are implicitly integrated into the teaching, are also well reflected and displayed in the learning tasks.

For example, students can imagine the future and clearly plan their career path in the process of designing a job identity and Chinese-English business card used for five years after graduation. Mock job interviews allow you to consider career aspirations such as training and development opportunities in addition to salary and benefits. When students collect information about Chinese companies or products, they evoke a strong sense of national pride. Students' peer evaluation also contains a wealth of value goals, praising other students' report content as "tolerance, putting forward different opinions", "speculative, and asking further questions according to their own doubts", "eager to learn", which effectively promotes the development of students, higher-order thinking ability such as "analysis, synthesis and evaluation". However, some students pointed out that the formative assessment process is inevitably subjective, and online interactive discussion sometimes lacks timely and appropriate guidance, which is prone to free and disorderly phenomenon. Therefore, how to improve the evaluation method of teachers and students, enhance the evaluation ability, and help students find and improve the shortcomings still need to be further studied.

Performance analysis of practical activities:

**Table 3. Process Assessment Scores: Tripartite Evaluation of Experimental vs Control Classes**

Evaluation Party	Class	N	Min	Max	Mean	Std.Deviation DeviationDeviation	T-value	P-value
Teachers (30%)	Experimental Class	64	20.00	28.50	24.6529	1.83267	2.052	0.013
	Control Class	63	18.00	27.00	20.2758	2.34250		
Students (10%)	Experimental Class	64	7.00	9.80	7.5414	0.64212	2.672	0.029
	Control Class	63	5.50	9.50	6.4325	0.95210		
Enterprises (20%)	Experimental Class	64	13.00	19.00	15.4375	1.16232	2.654	0.015
	Control Class	63	10.00	18.00	13.6578	2.10213		

(2) Analysis of learning engagement and behavior

After a round of teaching experiments, the author conducted an open questionnaire survey on students' participation and satisfaction based on targeted ideological and political education under the blending teaching mode. A total of 64 questionnaires were issued and 64 were returned, all of which were valid questionnaires. According to the questionnaire survey and interview data, 92.2% of the students in the experimental class participated in online and offline interaction and presentation, while 77.8% of the students in the control class

starting from the work requirements, the cooperative units evaluate the performance and quality of the delivery of work tasks, emphasizing the value transformation of the application ability. 88.2% of the partners had a high degree of recognition on the professional ethics and ability of the students in the experimental class, and believed that they were basically competent for the work tasks related to their majors, such as product promotion, English document writing, translation, business reception, work communication, etc. In addition, after the training of blending teaching mode, the students in the experimental class are more familiar with Internet application ability and information processing ability than those in the control class, and their communication and cooperation ability are also stronger. For example, Enterprise A said that student B in the experimental class actively promoted corporate culture in the section of corporate profile, showed confidence in state-owned brands in the section of product promotion when making English web pages, paid attention to integrity and tried to avoid legal, moral and ethical problems when translating advertisements into English. It reflects the subtle influence of targeted ideological and political education on students' attitude and conscious behavior.

participated in them. The experimental class spent about the same amount of time per week on online learning (about 150 minutes on average) as the offline class (180 minutes), while the control class spent about 90 minutes per week on extracurricular learning. This shows that students put more time and energy into independent learning and cooperative inquiry learning based on targeted ideological and political education under the blending teaching mode. In terms of online learning behavior, 93.7% of students can complete online learning tasks within the designated time, 78.1% of students watch micro-lessons and

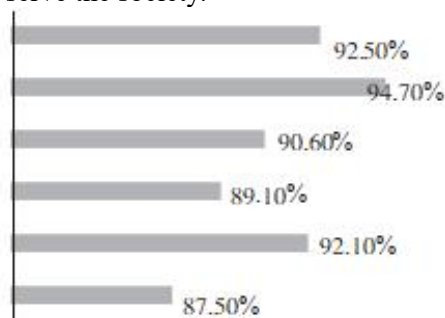
videos repeatedly, 54.6% of students participate in online interactive discussions for many times, and the time spent on online homework tasks and tests is gradually shortened, indicating that students' learning willingness and ability are constantly enhanced. More solid knowledge and skills. Compared with online interaction, students participate in offline interaction more actively, and they are more inclined to obtain enough language and knowledge input and output it through the maximum practical work tasks in class. Therefore, teachers need to carefully design online interactive links in the early stage, make full use of the "ubiquity" of online teaching platform, help students establish online interaction habits, and effectively link up with offline interactive teaching. Compared with traditional multimedia teaching mode, multi-dimensional blending teaching mode plays an active role in improving learning input and enhancing interaction. Under this mode, students actively participate in discussion, experience and reflect, learn and practice, and cultivate excellent ideological moral quality, good psychological quality and professional quality in line with the needs of the industry.

### (3) Satisfaction analysis

In terms of satisfaction, according to the evaluation criteria above satisfaction (select 4=satisfied, 5=very satisfied), the main data of the questionnaire was converted into hundreds of scores and summarized as shown in Figure 2. In terms of the overall evaluation of the teaching effect, most students in the experimental class expressed their approval of the teaching mode except for 2 students who thought that the blending teaching mode based on targeted ideological and political education caused more pressure and difficulty in learning. Reasonable teaching objectives are set and high degree are achieved. The online and offline teaching is properly connected, the ideological and political education is carried out simultaneously, the teaching content is specific and clear, the proportion is reasonable, the ideological and political resources are rich, thus the organic integration into the teaching content and the teaching activities are diverse, the participation is high, the feedback is timely and effective.

The overall satisfaction of students is high, mainly due to the satisfaction and sense of gain brought by the course learning experience,

which better realizes the synchronous improvement of knowledge, ability and values. Many students said that they have gained a lot from learning, not only mastering the "hard skills"(the ability to deal with daily affairs in the foreign workplace, the writing of practical English in the workplace social communication, the workplace foreign etiquette, etc.), but also learning a lot of "soft skills"(the knowledge of cross-cultural communication, professional emotional attitude, etc.), which can be applied to study and work in the future. Students' feedback in questionnaires, reflections and interviews: the teaching objectives of workplace English courses cover multiple dimensions of cognition, ability and quality, and can accurately connect with learning situation diagnosis, teaching content and practical activities. Tasks in Course design serve as the carrier, covering language, etiquette, culture and other aspects, and online and offline teaching are interlinked, which helps to continuously obtain a sense of learning satisfaction and achieve the teaching objectives of deep learning. Teachers are good at exploring and refining the professional value and ideological and political elements of professional English. Morality and skills are in parallel. Through flexible and ingenious teaching methods and evaluation methods, teachers can make the course subtle and intangible, let students deeply understand the moral connotation behind the course content, and organically combine the functions of foreign language education to "LideShuren" and serve the society.



**Figure 1. Satisfaction of Workplace English Blending Teaching Effect based on Accurate Ideological and Political Education**

## 4. Conclusion

To sum up, this paper takes character stories, typical application examples, social hot topics and specific case events in the history of



discipline development as the carrier, integrates blending teaching concept into ideological and political education, builds a multi-dimensional blending teaching model based on targeted ideological and political education in college English courses, to promote the coordinated development of the educational concept (college English, subject majors, ideological and political education). An empirical test has been carried out in the teaching practice of English courses. From the perspectives of teachers, students and others, this paper analyzes the learning effect, learning input and satisfaction by combining qualitative research and quantitative research. It is found that this model can effectively improve the teaching effectiveness based on ideological and political education, guide students to feel in action and experience, transform knowledge learning into value belief, and help students achieve multi-dimensional and warm deep learning goals. At the same time, IT and ideological and political education form a joint force to educate people, make the teaching mode more amiable, attractive and appealing, and provide a new idea ideological and political education.

This paper embodies a lot of wisdom and energy of teachers and administrators, but the teaching experiment period is short, and more in-depth research can be carried out from the following dimensions. For example: (1) Dig deep into the ideological and political education resources contained in various foreign language courses and teaching methods, and build a comprehensive coverage of resources system with rich types in ideological and political education, progressive levels and mutual support to meet the value needs of college students at different levels and angles. (2) Establish a feedback channel with wider coverage. While effectively giving full play to the subjective initiative of evaluation subjects such as teachers and students, expand the guiding and regulating role of external environment such as employers and the public, so as to make curriculum evaluation more objective.

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