

# Research on Innovation of Ideological and Political Education Teaching Model in the Advanced French Course Based on Information Technology

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**Abstract:** The Advanced French course is a core subject for the major of French, and ideological and political education is an important component of its teaching. By restructuring the teaching content according to the educational modules of ideological and political education, we can provide a more comprehensive and systematic educational experience. Empowered by information technology, this approach broadens the dimensions of ideological and political education in the Advanced French course. Meanwhile, the learning outcomes from the “first classroom” can be transformed into the results of the “second classroom” through social platforms such as WeChat public accounts, micro-video competitions, and innovation projects, achieving the effect of spreading Chinese culture and telling Chinese stories. By using diverse evaluation criteria, we continuously improve teaching and learning activities and innovate the teaching model of ideological and political education.

**Keywords:** Information technology; Advanced French; Ideological and political education

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## 1. Introduction

The General Secretary pointed out at the National Conference on Ideological and Political Work in Higher Education that “we should utilize new media and new technologies to invigorate our work and push for a high degree of integration between the traditional advantages of ideological and political work and information technology.” He specifically highlighted the new approach of combining information technology with ideological and political education in courses, indicating the direction for the development and reform of ideological and political education in the new era <sup>[1]</sup>.

The ideological and political education integrated into the curriculum, centered around the fundamental task of fostering virtue and character, has become an indispensable component of foreign language instruction.

Empowered by information technology, this requires continuous innovation in teaching models. Advanced French I is a core course for the major of French, offered in the fifth semester, comprising a total of 96 class hours and worth six credits, making it the most significant course in advanced-level instruction. As students' language proficiency improves, the depth and breadth of their learning also expand, with increasing requirements for practical language skills and capabilities. Solely relying on classroom instruction is no longer sufficient to meet students' thirst for knowledge. Therefore, it is worthwhile to conduct in-depth research on leveraging information technology to innovate the ideological and political education model in the Advanced French course.

## **2. Current situation and existing issues in teaching ideological and political education in the Advanced French course**

According to the specific requirements of our university's French Talent Training Program (2022 edition), the Advanced French I course is a mandatory core professional course offered to third-year undergraduate students majoring in French in the fifth semester. The textbook for this course is "French 4," which employs the French language teaching method organized by thematic units. The teaching content integrates language, literature, translation, and cultural knowledge, promoting the comprehensive application and overall development of listening, speaking, reading, writing, and translation skills through language communication tasks. The language knowledge component includes specialized training in vocabulary, syntax, and discourse while emphasizing systemic integration. The teaching of literature and cultural knowledge highlights the humanitarian characteristics of the discipline, using classic themes to reflect the history and culture of French-speaking countries and addressing contemporary hot topics to showcase the civilization and progress of modern society. The course uses a flipped classroom teaching model to cultivate students' abilities to investigate, analyze, and solve problems. Additionally, the instructional content incorporates the contemporary context and popular issues, integrating ideological and political education throughout the teaching process to enhance students' cultural confidence, national pride, and patriotism.

The Advanced French I course has explicitly set the enhancement of cultural confidence, national pride, and patriotism as essential qualitative goals for ideological and political education, which is reflected in the course evaluation process. However, based on the current teaching situation, there are three major issues.

### **2.1. Lack of systematic integration of ideological and political content in the curriculum and insufficient training in French output based on Chinese culture**

Traditional teaching has neglected the cultivation of intercultural competence in authentic communication contexts, focusing predominantly on introducing French culture while lacking training in French output rooted in Chinese culture. Additionally, it is necessary to reorganize the course content and sequence based on the "educational" module of ideological and political education, to more systematically and comprehensively integrate teaching content and ideological elements.

### **2.2. Insufficient use of information technology**

The teaching of ideological and political education in the course relies heavily on teacher lectures or guiding students in oral responses or written translations, leading to passive acceptance by students and a lack of participation and sense of achievement in ideological and political education.

### **2.3. Lack of a diverse and dynamic evaluation mechanism for ideological and political education**

Currently, the evaluation mechanism is relatively unilateral, focusing mainly on whether students have achieved knowledge and skill objectives, while lacking assessments of qualitative goals. There is an inadequate reflection of ideological and political education in the course evaluation process.

## **3. Innovative paths for ideological and political education in the Advanced French I course**

### **3.1. Path optimization + “three infiltrations” reading materials: Cultivating cultural confidence and enhancing cross-cultural competence**

We integrate and optimize the content of the textbook materials, incorporating ideological and political education while adding perspectives from Chinese culture. Through a “Chinese-French Culture” corpus, the textbook and the reading materials from “Xi Jinping’s Discussions on Governing the Country” will seamlessly embed communicative culture, cross-cultural, and multicultural aspects throughout the teaching process. Activities such as reading logs, situational performances, and thematic presentations will be employed to cultivate students’ flexibility and strategic response to cultural differences between China and France as well as between East and West, thereby enhancing cultural confidence.

Based on the primary construction content of ideological and political education, and in conjunction with the themes of the texts in the “Advanced French” textbook, we will reorganize and integrate the readings through five major ideological and political education modules: patriotic education, social responsibility education, scientific and cultural education, moral and ethical education, and legal education. This will clarify the integration paths of ideological and political education for each text and cleverly intertwine these themes with the readings.

### **3.2. Technological empowerment + model innovation: Connecting “dual classrooms” to enhance higher-order thinking**

Taking the lesson “My Child, My Idol” from Advanced French I as an example, we will specifically elaborate on the application of the ideological and political education teaching model in the course. The theme of ideological and political education for this lesson is “Family Theme” (Figure 1) <sup>[2]</sup>.

### **3.3. Course evaluation + expanded evaluation: Constructing a dual classroom evaluation system to increase the level of challenge**

#### **3.3.1. Course evaluation**

The Advanced French I course employs a combination of formative evaluation (50%) and summative evaluation (50%), covering various cognitive levels ranging from lower-order to higher-order thinking, including remembering, understanding, analyzing, applying, and creating. This evaluation assesses the achievement of knowledge goals, skill goals, and quality goals, with the effectiveness of ideological and political education reflected in the attainment of quality goals.

The pre-class online learning situation is assessed from two dimensions: watching teaching videos and participating in quizzes (10%). The in-class learning situation is divided into classroom participation, group cooperation, and learning outcomes: classroom participation (25%), which is scored based on the student’s enthusiasm and accuracy in offline discussions and speeches, as well as the number and accuracy of online

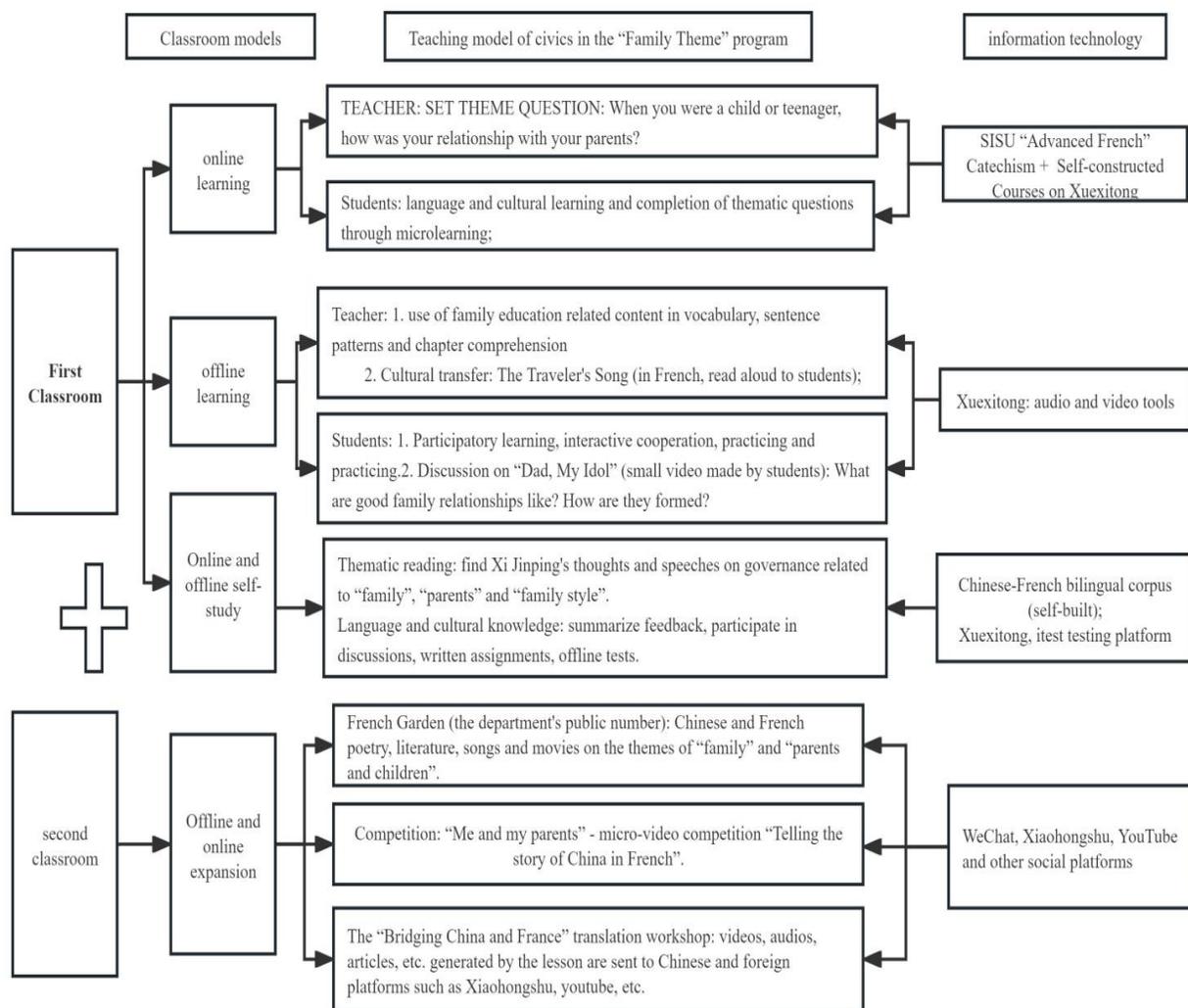


Figure 1. Dual classroom model

participation in voting, questionnaires, quizzes, selection, and discussions; group cooperation (10%) is scored based on the enthusiasm and role played in group cooperation and the final presentation of the group task; learning outcomes (10%) is scored based on classroom tests, in-class exercises, or thematic presentations. The post-class learning situation is divided into learning effectiveness, communication, and extended credits: learning effectiveness (40%) is scored based on the completion and correctness of homework, the humanities reflected, and the midterm test scores; communication (5%) is scored based on the number of times participating in online thematic discussions and the number of post-class communications and discussions with teachers; it is worth mentioning the extended credits, which are an extension of the classroom teaching part, encouraging students to participate in extracurricular activities, transforming classroom teaching results into extracurricular achievements, such as the production of audio-visual or hand-copied reports related to the course, participation in subject competitions, or writing of major innovation projects. Students can voluntarily participate according to their time, expertise, and learning experience, with the additional extended credit set at 5% [3].

### 3.3.2. Expanded evaluation

Students participating in the extended assignments for this course will have their work published on the Learning Platform. Each assignment will be evaluated through three scoring forms: self-assessment (40%), peer evaluation among students (40%), and teacher assessment (20%). Students who score excellently will have their work published on the French Department's WeChat public account or the "Sino-French Bridge Translation Studio" account under the Innovation and Entrepreneurship project. Those who excel in micro-video production may be recommended to participate in the annual "Telling Chinese Stories in French" micro-video competition, which will also allow them to earn credits for extracurricular activities<sup>[4]</sup>.

"Course evaluation + expanded evaluation" effectively connects the "first classroom" based on Advanced French I with the "second classroom," extending the ideological and political education from the teaching content to the content of students' transferable output, satisfying students' "sense of gain."

## 4. Conclusion

The Advanced French I course utilizes information technology to broaden the dimensions of ideological and political education in its teaching. By leveraging high-quality online course resources, the Learning Platform, databases, and iTest, the course integrates ideological and political content modules throughout both online and offline teaching and learning processes. Concurrently, information technology enhances student engagement and sense of achievement. The learning outcomes from the "first classroom" are transformed into transfer results in the "second classroom" through social platforms such as WeChat public accounts, micro-video competitions, and the "Sino-French Bridge Translation Studio" under the Innovation and Entrepreneurship project. This approach effectively promotes the dissemination of Chinese culture and storytelling. By employing diverse evaluation standards, the course continually improves teaching and learning activities.

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## Disclosure statement

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