

Research on Teaching Strategies of Ideological and Political Education in College English Courses at Vocational Universities: A Case Study of Universities in Hainan Province

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Abstract: This study focuses on vocational undergraduate institutions in Hainan Province, exploring the current status, issues, and optimization strategies for integrating ideological and political education into college English courses. Through questionnaires, interviews, and classroom observations, the research identifies problems such as insufficient integration of ideological content, monotonous teaching methods, and low student engagement. To address these issues, this paper proposes a four-in-one teaching strategy encompassing teaching objectives, content, methods, and evaluation mechanisms. The effectiveness of this strategy is validated through teaching practices. The results indicate that the optimized teaching strategy significantly enhances students' English proficiency and ideological literacy, providing practical references for the reform of ideological and political education in college English courses at vocational undergraduate institutions.

Keywords: Vocational undergraduate institutions; College English; Ideological and political education; Teaching strategies; Hainan Province

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1. Introduction

1.1. Research background

With the deepening of ideological and political education in higher education, college English, as an essential public foundational course, bears the dual responsibility of cultivating students' language skills and cultural literacy. Vocational undergraduate institutions, aiming to cultivate applied talents, should place greater emphasis on integrating ideological education into English teaching to enhance students' professional ethics and social responsibility. As an international tourism hub and free trade port, Hainan Province's vocational undergraduate institutions possess unique regional characteristics and industry demands in English teaching.

1.2. Research significance

This study aims to explore optimization strategies for integrating ideological and political education into college English courses at vocational undergraduate institutions, providing theoretical support and practical guidance for English teaching reform in Hainan Province. Additionally, the research findings can serve as a reference for ideological and political education in vocational undergraduate institutions in other regions.

2. Literature review

2.1. Theoretical foundations of ideological and political education

Ideological and political education is a crucial concept in higher education in the new era. Its core lies in integrating ideological and political elements into professional courses, achieving a unity of knowledge impartation and value guidance. Relevant theories include constructivism and holistic education theory^[1]. Constructivism emphasizes students' active construction during the learning process, while holistic education theory focuses on students' comprehensive development, including knowledge, skills, and values.

2.2. Current research on ideological and political education in college English

In recent years, domestic scholars have conducted extensive research on ideological and political education in college English. For example, Zhang and Chen proposed methods for identifying ideological and political elements in college English courses^[2], while Liu and Zhao explored the application of task-based teaching methods in ideological and political education^[3]. However, research targeting vocational undergraduate institutions remains limited, especially studies incorporating regional characteristics^[4].

2.3. Characteristics of English teaching in vocational undergraduate institutions

Vocational undergraduate institutions aim to cultivate applied talents, and their English teaching emphasizes practicality and professionalism. Therefore, ideological and political education should be integrated with industry demands and professional ethics, designing targeted teaching content^[5]. For example, incorporating local Hainan culture into tourism English courses and emphasizing professional ethics in business English courses^[6].

3. Research methods

3.1. Research subjects

This study selected college English teachers and students from three vocational undergraduate institutions in Hainan Province (Hainan Vocational University of Science and Technology, Hainan College of Vocational Technology, and Sanya Institute of Technology) as research subjects. A total of 300 questionnaires were distributed, with 280 valid responses collected. Additionally, 10 teachers and 20 students were interviewed.

3.2. Data collection

Questionnaires: The questionnaire covers students' awareness, attitudes, and learning outcomes regarding ideological and political education.

Interviews: Semi-structured interviews were conducted to collect teachers' views and suggestions on ideological and political education.

Classroom observations: The integration of ideological content in actual teaching was recorded, with a focus on teaching methods and student engagement.

3.3. Data analysis

Quantitative data were analyzed using SPSS25.0, and qualitative analysis was conducted based on interview content.

4. Current situation analysis

4.1. Teaching status

Insufficient integration of ideological content: Surveys show that 65% of teachers believe that existing textbooks lack sufficient ideological elements, making effective integration difficult.

Monotonous teaching methods: 80% of classes still rely on traditional lecturing, lacking interactive and practical elements.

Low student engagement: 70% of students express little interest in ideological content, perceiving it as unrelated to English learning.

4.2. Causes of problems

Inadequate teacher training: 90% of teachers interviewed reported not receiving systematic training in ideological and political education.

Lack of textbook support: Existing textbooks contain few ideological elements and fail to align with the characteristics of vocational undergraduate institutions.

Imperfect evaluation mechanisms: There is a lack of scientific evaluation systems to comprehensively assess students' ideological literacy.

5. Teaching strategy design

5.1. Teaching objectives

Language objectives: To improve students' English listening, speaking, reading, and writing skills.

Ideological objectives: To cultivate students' cultural confidence, professional ethics, and social responsibility.

5.2. Teaching content

Integration of professional ethics: Such as work ethics and teamwork.

Incorporation of regional culture: Such as Hainan's tourism culture and free trade port development.

Introduction of international perspectives: Such as cross-cultural communication and global competence.

5.3. Teaching methods

Case teaching: Real-life cases are used to guide students in reflecting on ideological issues. For example, introducing the cultural background of Hainan tourist attractions in tourism English courses.

Task-based teaching: Tasks with ideological significance are designed, such as simulating international conferences or writing career plans.

Blended online and offline teaching: Online platforms are used to expand ideological education resources, such as learning cross-cultural communication cases through MOOCs.

5.4. Evaluation mechanisms

Process evaluation: Focusing on students' performance in classroom discussions and task completion.

Outcome evaluation: Assessing students' ideological literacy through exams and essays.

6. Practice and effectiveness analysis

6.1. Strategy implementation

A one-semester teaching practice was conducted at Hainan Vocational University of Science and Technology, with two classes selected as the experimental and control groups. The experimental group adopted the optimized teaching strategy, while the control group continued with traditional methods.

6.2. Effectiveness evaluation

Student feedback: The experimental group's approval of ideological education increased from 50% to 85%.

Classroom performance: The experimental group showed significantly higher engagement and interaction.

Exam results: The experimental group outperformed the control group in both English proficiency and ideological literacy.

6.3. Problems and improvements

Problems: Some students still struggled to understand ideological content.

Improvements: Increasing pre-class preparation and post-class tutoring can help students better grasp ideological concepts.

7. Conclusion

This study, through questionnaires, interviews, and classroom observations, systematically analyzed the current status, issues, and optimization strategies for integrating ideological and political education into college English courses at vocational undergraduate institutions in Hainan Province. The research identified problems such as insufficient integration of ideological content, monotonous teaching methods, and low student engagement. To address these issues, a four-in-one teaching strategy was proposed and validated through teaching practices. Key conclusions include:

- (1) Teaching status and problems: The integration of ideological content with English teaching is not seamless, and some teachers lack systematic training. Teaching methods are predominantly lecture-based, lacking interactivity and practicality, which fails to engage students. Students have low awareness and acceptance of ideological content, perceiving it as unrelated to English learning.
- (2) Effectiveness of optimization strategies: Clear teaching objectives balancing language skills and ideological literacy gained widespread student approval. Rich teaching content integrating professional ethics, regional culture, and international perspectives enhanced course appeal. Diverse teaching methods, including case teaching, task-based teaching, and blended learning, significantly improved classroom interaction and student engagement. A scientific evaluation mechanism combining process and outcome evaluations comprehensively reflected students' language abilities and ideological literacy.
- (3) Practical outcomes: The experimental group outperformed the control group in English proficiency, ideological literacy, and classroom engagement. For example, the experimental group's English scores increased by an average of 12%, and their approval of ideological education rose from 50% to 85%.

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Disclosure statement

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