

On the Ideological-Political Teaching Design of Comprehensive English from the Perspective of Cultivating Critical Thinking: A Case Study of the Text “A Dill Pickle”

Yimei Zhang*

College of Foreign Languages, Huizhou University, Huizhou 516007, China

*Corresponding author: Yimei Zhang, 2771387493@qq.com

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: The ideological-political construction of foreign language courses requires full exploration of vigorous and valuable elements and scientific teaching design to integrate knowledge transfer, ability cultivation, and value shaping. With a case study of the selected text “A Dill Pickle” from the textbook “Contemporary College English,” this paper explores how to cultivate critical thinking through ideological and political teaching design in the Comprehensive English course. A three-stage model of text deconstruction, cognitive conflict, and language output is constructed to guide students to foster critical thinking and intellectual depth. This study is hoped to provide insights for the theoretical-political construction of foreign language courses based on teaching practice.

Keywords: Curriculum-based ideological and political education; Critical thinking; Teaching design

Online publication: December 12, 2025

1. Introduction

In June 2020, the Ministry of Education of the People’s Republic of China issued the “Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum.” It has clearly pointed out that it is necessary to integrate value shaping, knowledge transfer and ability cultivation^[1]. As a strategic measure to implement the fundamental task of cultivating morality and cultivating people, this top-level design provides fundamental principles for the reform of foreign language education in universities in China. Foreign language, the core carrier of cross-cultural communication, serves as a significant medium for college students to know and understand the world, as well as the basis for telling the Chinese story well. Therefore, the ideological-political construction of foreign language courses is not only important for college students to develop language ability and competence, but also supports the construction of ideological security and national cultural subjectivity. It is necessary to sort out the teaching content of professional courses, consider the characteristics, thinking methods,

and value concepts of different courses, which aims to explore the ideological and political elements of the courses and integrate them into the teaching design and practice.

Comprehensive English is a mandatory course for freshmen and sophomores majoring in English. This course focuses on the study of the English language, practical application skills, and the development of cross-cultural communication skills. According to the “National Standard for Teaching Quality of Foreign Languages and Literature,” this course systematically pursues the dual goals of language proficiency and humanistic literacy. However, there is a phenomenon of “superficial value guidance” in the present teaching practice, and it is urgent to explore in-depth paths for the mutual integration of the linguistic symbol system and the ideological and political discourse system.

Texts selected in the series of textbooks “Contemporary College English” are classic literary masterpieces, which aim to cultivate students’ analytical and critical thinking abilities while providing comprehensive and systematic training in English listening, speaking, reading and writing to cultivate a comprehensive set of English skills. Taking the text “A Dill Pickle” in Unit 3, Book 3 as an example, this paper aims to illustrate the ideological-political teaching design of this course from the perspective of cultivating critical thinking. The author has constructed a three-stage model of text deconstruction, cognitive conflict, and language output to guide students to deconstruct the implicit power relations in the text, such as gender identity, which enables students to achieve critical cognition in language learning activities and realize the unity of instrumental rationality and value rationality in English courses. This paper explores the principles and methods of integrating ideological-political elements in selected classic texts, and figures out the mechanism for the collaborative realization of developing critical thinking and ideological-political education. With classroom teaching practice, it is hoped to take on theoretical and practical significance for the ideological and political education in foreign language courses.

2. Literature review

Since the National Conference on Ideological and Political Work in Colleges and Universities in December 2016, curriculum-based ideological and political education has become an important direction for higher education reform^[1]. In recent years, it has gradually become involved in subject teaching, and experts and scholars have conducted a series of discussions on the theoretical and practical issues of ideological and political construction in foreign language courses^[2]. Sun Youzhong explained the basic principles and methods of designing foreign language textbooks in colleges and universities from the perspective of curriculum-based ideological and political education^[3]. Wen Qiufang interpreted the connotation of ideological and political education in foreign language courses. “With teachers of foreign language departments as the main force, great efforts are mainly spared to the following five aspects: teaching content, classroom management, course evaluation, and teachers’ behavior and manners. The concept of ‘cultivating morality and cultivating people’ is integrated into every link of foreign language classroom teaching, which is committed to playing an active role in shaping students’ correct worldviews, life outlooks and individual values^[4].” Hu Jiehui proposed four strategies for systematically optimizing the ideological and political teaching design of foreign language courses with practical cases, including accurate objectives, systematic content, progressive teaching progress, and integrated evaluation feedback^[5]. Wang Xiaojun systematically sorted out the relevant literature on “ideological and political education in foreign language courses” and analyzed its main research hotspots in colleges and universities. The research on ideological and political education in undergraduate-level courses mainly focuses on the practical research of a certain course. In terms of the construction of the evaluation system, the existing research mostly

centers on College English courses, while the research on courses for foreign language majors is comparatively underdeveloped^[6]. Xu Jinfen elaborated on the overall principles of ideological and political content construction in English course teaching in colleges and universities, which refers to “student-centered teaching, guided by disciplinary nature and based on institutional characteristics.” Xu proposed specific strategies for the construction of ideological and political content. Through three steps of analysis, selection and supplementation, it is hoped to excavate and expand the ideological and political elements embedded within the English teaching materials. Furthermore, ideological and political elements are integrated into the development of new teaching materials across several stages, such as goal setting, corpus selection, activity design and effect evaluation^[7].

Language is a means of developing higher-order thinking skills. In language teaching, this means that students do not learn language for its own sake but rather to develop their thinking skills and apply these to situations beyond the language classroom^[8]. At the advanced stage of language learning, the connotation of language proficiency includes critical thinking skills, which include the ability to interpret, analyze and evaluate input information, as well as the ability to reason and understand based on information obtained indirectly or directly^[9].

3. Theoretical framework

Critical thinking is the core goal of higher education. According to Paul and Elder there are two essential dimensions of thinking that students need to master in order to learn how to upgrade their thinking. They need to be able to identify the “parts” of their thinking, and they need to be able to assess their use of these parts of thinking^[10]. In the Paul-Elder critical thinking model, the intellectual standards must be applied to the elements of reasoning and the intellectual traits result from the consistent and disciplined application of the intellectual standards to the elements of thought^[11].

Critical thinking in foreign language learning requires the dual focus on development of language proficiency and thinking qualities. In view of this particularity, Wen Qiufang has proposed a hierarchy theory model of critical thinking ability in foreign language learning, which refines critical thinking ability into two levels, meta-critical thinking and thinking ability^[12]. The abstract thinking standard is transformed into a progressive ability chain of “text analysis-reasoning logic-viewpoint evaluation-cognition construction,” which clarifies the structure of critical thinking ability in foreign language learning. This approach facilitates the adaptive integration of critical thinking within the discipline of foreign languages and provides an available assessment framework for foreign language teaching. However, its implementation in the classroom still requires specific pedagogical methods for support. Based on what has been mentioned, this paper proposes a teaching method of problem-driven, evidence analysis, and comparison from multiple perspectives for fostering critical thinking in foreign language learning. It is suggested to stimulate students’ cognitive conflicts through designing controversial questions to guide them from superficial textual interpretation to deep critical analysis. As shown in **Figure 1**, a three-stage model of text deconstruction, cognitive conflict, and language output is developed from the perspective of cultivating critical thinking.

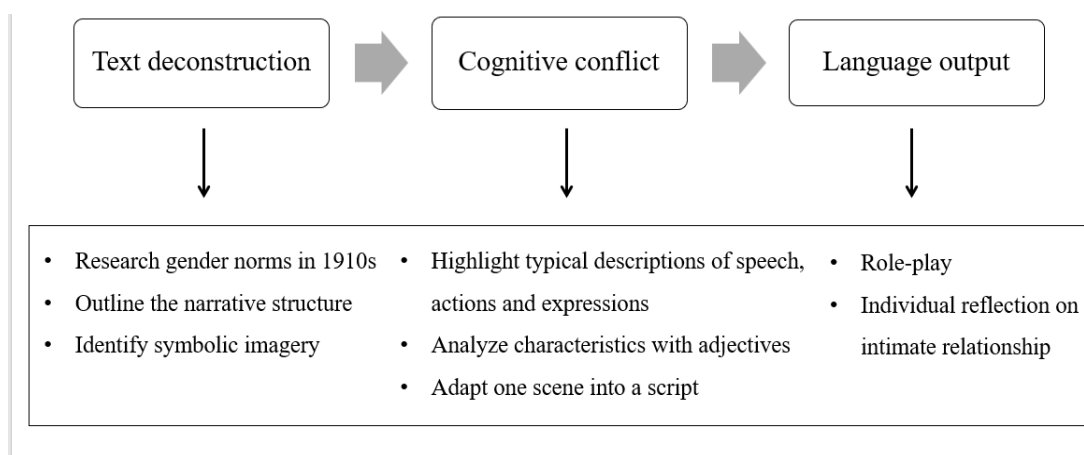


Figure 1. Three-stage model.

4. Teaching design

With the integrated theoretical framework and the three-stage model, this section takes “A Dill Pickle” from Unit 3 of “Contemporary College English 3” as a case study to elaborate the specific teaching design with teaching practice. This study seeks to explore how to balance the teaching objectives of foreign language courses and the value requirements of ideological and political education in the teaching design of Comprehensive English, and how to cultivate students’ critical thinking skills through effective classroom teaching.

4.1. Course introduction and student analysis

As a core course for English major, Comprehensive English takes the key task of transforming from “language proficiency” to “discipline literacy.” According to the “Undergraduates’ Talent Cultivation Program for English Majors in 2021” held by the School of Foreign languages, this course corresponds to four graduation requirements, including disciplinary foundation, teaching skills, disciplinary education for student development and cooperative ability, among which the first one provides strong support. “Contemporary College English 3” edited by Yang Limin serves as the textbook for this course. The target students are 40 sophomores majoring in English. Based on the classroom teaching feedback and comprehensive teaching evaluations from the prerequisite course Comprehensive English 1 and 2 in the previous two semesters, an analysis of the specific characteristics of the students in this class is presented as follows.

First, as for English proficiency, students possess a relatively solid foundation in linguistic knowledge such as grammar and vocabulary. However, they exhibit deficiencies in pragmatic knowledge, including textual and rhetorical analysis, translation practice. Their overall language application and production abilities are relatively weak, with significant individual differences in oral expression skills.

Second, students demonstrate a positive attitude towards English learning with strong intellectual curiosity. The majority of them have well-defined future career plans with clear learning objectives. As they are set to take the TEM 4 (Test for English Majors-Band 4) in the upcoming semester, some students perceive professional learning primarily as preparation for language proficiency tests, indicating a need to refine their personal learning strategies and methods.

Third, they are enthusiastic about using digital learning tools and demonstrate a certain level of independent thinking and teamwork capabilities. However, it is necessary to encourage them to develop a habit of actively

expressing personal viewpoints in class. Additionally, there is room for improvement in their English language output and cross-cultural communicative competence.

4.2. Exploration of ideological and political elements

Xu Jinfen elaborated the overall principles for the construction of ideological and political content in teaching materials for college English courses, and proposed a three-step approach of “analysis-screening-supplementation” to explore and expand the ideological and political elements within existing English teaching materials^[7]. Chen Fachun argued that to effectively implement ideological and political education in courses, foreign language teachers should closely follow social hot issues, identify the convergence, intersection and entry between professional course instruction and current affairs^[13]. The textbook is always behind the changes in the real world. therefore, it is essential for professional teachers to design discussion topics related to the social reality.

The classic literary texts in the textbook of this course contain rich elements of ideological and political education. Due to a lack of systematic integration, it is necessary to conduct extensive expansion and in-depth interpretation based on the teaching objectives of this course. Additionally, appropriate extracurricular materials should be supplemented according to the points of ideological and political integration, so as to achieve organic integration with the textbook content.

The teaching content of this unit, “A Dill Pickle” is taken from Unit 3 of Book 3. This unit includes two reading passages, Text A “A Dill Pickle” and Text B “The Invisible Japanese Gentlemen”, along with multiple exercise tasks. Given the limited class time, the focus of in-class teaching for this unit will be on Text A as the intensive reading, while Text B will serve as supplementary, extensive reading material for after-class study. “A Dill Pickle” is a short story by British author Katherine Mansfield, published in 1917. It is about a young man and a young woman who were once lovers and now meet again after a six-year separation. A dual perspective has been employed in the narrative with the technique of stream of consciousness downplaying traditional plots. It focuses on the characters’ psychological experiences through fragmented memories. The language is concise yet profoundly meaningful, conveying the dynamics of the characters’ relationship through symbolic details. The open-ended conclusion leaves readers with ample space for contemplation.

The focus of ideological and political education in this unit centers on cultivating emotional rationality and subjective awareness. Through three stages of textual analysis, value discrimination, and real-world application, students are guided to establish a healthy cognitive framework for intimate relationships. By delving into the complex emotions and personality traits of the characters, students are to analyze the female protagonist’s struggle between emotional recollections and rational departure, contemplating how to maintain clear judgment amidst intricate interpersonal dynamics and engaging in dialectical discussion on the essence of true love. This process facilitates the transition from literary understanding to personal life experience, which encourages students to critically examine intimate relationships, cultivate rational emotional awareness, construct a dialectical perspective on marriage and love, and explore self-construction in emotional education through literary interpretation.

4.3 Setting teaching objectives

First, as for knowledge objectives, students are expected to: (1) understand the social status of women and gender politics during the era in which Mansfield wrote her works; (2) master the usage of key words and expressions; (3) comprehend the rhetorical device of symbolism.

Second, regarding skill objectives, students are expected to: (1) identify narrative features of modernist

literature, grasp dual narrative structures, and appreciate the characteristics of stream-of-consciousness writing; (2) acquire and apply writing techniques such as symbolism; (3) reveal unequal power relations through analysis of speech proportions; (4) critically analyze the complexity of characters' personalities based on the development of the storyline; (5) deepen understanding of the original plot and characters' emotions through role-play.

Third, with respect to educational objectives, students are projected to: (1) deconstruct power discourses within the text to reflect on and recognize their self-worth; (2) maintain clear judgment in a complex interpersonal society, identify emotional manipulation, think rationally about emotional decisions, and cultivate social critical awareness; (3) contemplated the nature of true love and fostered a healthy perception of intimate relationships.

4.4. Design of the teaching process

Critical thinking ability do not develop spontaneously during the reading process; instead, it require teachers to design relevant activities aimed at cultivating such abilities^[14]. By engaging in critical interpretations of literary words and conducting inferential analyses of their underlying connotations, students can improve the integrated development of their linguistic and critical thinking competences during textual analysis. In the instructional design process, it its essential to first set critical thinking and educational objectives based on the theme of the text, refine specific critical thinking skills and qualities, and identify integration points between critical thinking and language abilities within teaching activities. Integrating the Production-Oriented Approach (POA) proposed by Wen Qiufang, the cyclic sequence of "motivation-enabling-production-assessment" should be consistently applied throughout every teaching process from pre-class to after-class^[15].

Before class, a motivating segment tailored to the text's content and theme is to be crafted. A detailed explanation of the output tasks for this unit will be provided on Chaoxing Learning Platform, and supplementary reading materials will be shared with students so that they can clearly understand the teaching objectives, as well as the key and difficult points of this unit. Before-class teaching design is set to break down the unit objectives, design classroom activities, and optimize the guidance methods for language, content, and text structure. It is essential to combine the text content with the identified integration points between language learning and ideological and political education, and establish the fundamental objective of ideological and political education to cultivate students' healthy emotional and cognitive abilities.

Students' pre-class preview primarily focuses on two aspects, language and discourse. They are required to cStudents' pre-class preview primarily focuses on two aspects, language and discourse. They are required to complete the learning of vocabulary and expressions, and know how to use them within the text context. Additionally, students should read the text and make mind maps to organize the text structure, enabling them to summarize and outline the content of the text for subsequent sharing in classroom activities. As for the warm-up activities, a video titled "What Is Love?" will be shown to introduce the main topic of the text. Students will then quickly skim through the English article "To marry or not is a big question" from "China Daily" and make a summary. Based on the reading, they are encouraged to reflect on questions such as "Do you believe that marriage should be a lifelong commitment?" "Are there any changes in people's attitude toward love, marriage, and family in recent decades?" and "How do you like these changes?" Following this, students will engage in group discussions on the topic "What qualities do you think a man or a woman should be looking for in a potential ideal spouse? Why?" Background information mainly consists of three aspects: an introduction to the life experience and writing style of the author Mansfield, an overview of the Victorian era and an exploration of women's social status and gender politics during that time. Students will be guided to summarize the writing style and characteristics of the text based on the text structure they have figured out during their pre-class preview.

What's more, the key concept of "Stream of consciousness" writing style will be briefly introduced.

The key teaching focus of this unit is to guide students in applying critical thinking skills to analyze and interpret the text, enabling them to understand character portrayal and subtle psychological changes under the stream of consciousness writing style, as well as to figure out how the author presents female emotions through a dual narrative structure. Based on that, students will be tasked with rewriting the text into a screenplay and recording a role-play video. Drawing upon the previously established three-stage model of text deconstruction, cognitive conflict, and language output, teaching activities will be designed to foster students' critical thinking abilities.

At the first stage of text deconstruction, students will utilize the mind maps they completed during the pre-class preview to analyze the narrative characteristics of the text. By identifying symbolic imagery and temporal clues, they will divide the fragmented plots into different scenes, thereby grasping the narrative structure and preparing for subsequent task-related output activities. A notable feature of this text is its deviation from traditional novelistic expression, as the author breaks through temporal and spatial boundaries, employing a three-dimensional interwoven descriptive approach. The development of the narrative plot can be organized into the following six scenes: the reunion at the Café, the first afternoon spent together at Kew Gardens during the early stages of their romance, the male protagonist's travel experiences in Russia, his recollections on the Volga River, Christmas Eve, and the scene of Vera's departure (**Table 1**).

Table 1. Scene, narrative perspective and symbolic imagery analysis framework

Scenes	Narrative perspective	Symbolic imagery
Reunion at the Café	Third-person limited perspective (female focalization)	A Japanese Vase with paper daffodils; Vera's veil; high fur collar
The first afternoon spent together at Kew Gardens	Dual perspective alternation (his romanticized version & her traumatic memory)	Flowers; wasps
His travel experiences in Russia	Monologic male narration	The boatman's song
His recollections on the Volga River	Embedded male focalization	Coachman; Dill pickle
Christmas Eve	Female flashback narration	A little pot of caviar
Vera's departure in silence	Omniscient objective perspective	The strange beast in her bosom; The glove; the cream

Students will be divided into six groups, and each group will be assigned one scene. They are required to read the corresponding part, mark out the symbolic imagery and then engage in in-class group discussions to interpret and analyze the connotations of these images. After the discussion, each group will select a representative to summarize and share their findings. The main symbolic images include dill pickles, paper daffodils in a Japanese vase on the table, veils and gloves, the piano, and the "beast" within Vera's heart.

As for the analysis and interpretation of characters, first, students will be guided to analyze the personality traits of Vera and the man by examining the sentences in the text that describe their appearances, languages, actions, and psychological states. An online discussion topic will be posted on the Chaoxing Learning Platform, requiring students to present the characters' personality traits with adjectives, based on which, two word-cloud diagrams will be generated to visually show the personality traits of Vera and the man. After that, students are encouraged to think about whether there have been any changes in their personality traits and make a comparative analysis to explore the reasons behind these changes.

Based on close reading, in-class explanation and discussion activities, students have a better understanding of the text's content and characteristics. They are guided to compare it with the writing structure of traditional narrative works, which emphasize the coherence of linear storytelling, while in this text, memories are interwoven through the real-life scene. Furthermore, students are encouraged to analyze and summarize the defining features of modernist writing style with symbolic imagery, fragmented plots, trivial themes, and psychological insight.

The unit group project will be posted on Chaoxing Learning Platform. As for the assignment, students are to work in groups of 4-5 and dramatize the scene of their re-encounter. Besides recording a video, each group member should explain "What is love?" with one sentence at the end of the video based on their understanding of the theme of the text. The rewriting of the script and role-play in this task are based on their in-depth understanding of the text, as well as their interpretation of the characters' psychological changes. Scripts, videos and detailed division of work are to be uploaded to Chaoxing Learning Platform, and the videos will be shown in class. Therefore, the overall evaluation consists of teacher evaluation, intra-group evaluation and inter-group evaluation. The main evaluation criteria are illustrated in **Table 2**.

Table 2. Evaluation criteria for drama performance

Student Evaluation Form for Drama Performance					
Group number					
Presenter's name					
Criteria	Excellent (5)	Proficient (4)	Developing (3)	Needs improvement (2)	Score
Adaptation of plot	Faithful yet innovative reinterpretation of source material	Clear alignment with original plot, minor creative liberties	Partial adherence to original story	Significant deviations or inconsistencies	/5
Emotional nuance	Depth of tone: conveys layered subtext	Appropriate tone with moments of subtlety	Basic emotional expression	Limited or inconsistent emotional range	/5
Physical expression	Purposeful gestures/postures enhance meaning	Effective use of body language	Some physical awareness	Minimal or distracting movement	/5
Technical execution	Flawless pacing/blocking/ audio-visual integration	Strong technical control with minor flaws	Functional but unpolished execution	Technical issues hinder performance	/5
Thematic insight	Profound engagement with core themes	Clear thematic understanding	Surface-level treatment	Themes unclear or misrepresented	/5
Bonus points	Exceptional creativity/ critical reinterpretation; notable original elements; one standout innovation				/3
Total scores					

5. Teaching implementation and reflection

During the process of analyzing characters' personality traits, the majority of students agreed that the man was extremely self-centered, selfish, hypocritical, and vain. They were able to find corresponding descriptions in the text to support their viewpoints. For instance, the man exhibited a strong desire for attention, frequently seizing the initiative in the conversation to occupy a dominant position. He also completely ignored Vera's feelings. When she mentioned that she had no time to enjoy music and had sold her beloved piano, he did not pursue the

topic further but instead redirected the conversation back to himself, continuing to boast about his past travel experiences.

In actual classroom teaching, the teacher has introduced the paper “Interplay between Overt and Covert Progressions: Single and Twofold Irony in ‘A Dill Pickle’” to the students. With this paper, students are inspired to analyze the characters and understand the theme of the text from a different perspective. Shen Dan points out that previous interpretive frameworks only focused on the narrative progression of plot development, neglecting the parallel track of meaning-making that runs alongside it. By analyzing the dual narrative progressions in “A Dill Pickle”, the overt plot development and the covert underlying progression that interplay with each other, this study has pointed out the limitations of previous criticism^[16]. Regarding the interpretation of literary works, Roland Barthes proposed granting readers the freedom to interpret texts in his essay “The Death of the Author”^[17]. Consequently, the themes of the novel become more complex, and the character portrayals more nuanced and fully fleshed out.

The course Comprehensive English encompasses a substantial amount of teaching content and entails heavy teaching tasks. Therefore, in terms of classroom instruction, it is necessary to leverage information technology to enhance students’ self-learning abilities and collaborative learning capacities. One of the ideological and political education objectives of this unit is to guide students in establishing a healthy cognition of intimate relationships. Consequently, the evaluation of teaching implementation effectiveness in the dimension of ideological and political education should be a dynamically evolving process, fully integrating knowledge transfer, moral education and value guidance within the teaching assessment framework. While the current approach of combining formative and summative evaluations, along with diversified evaluation subjects, can get relatively comprehensive and objective assessment results, students’ values and emotional decision-making are not limited to the learning of this course. Traditional quantitative evaluation methods still exhibit certain limitations in this regard.

6. Conclusion

To fulfill the fundamental task of cultivating morality and cultivating people, it is imperative to integrate values shaping, knowledge transfer, ability cultivation and value shaping. The comprehensive promotion of ideological and political education in curriculum construction aims to embed values guidance within knowledge transfer and ability cultivation, thereby assisting students in developing correct worldviews, outlook on life and values. There are abundant ideological and political elements in the textbooks of foreign language professional courses, but teachers still need to integrate and improve the teaching content systematically, which requires to identify appropriate angles for cultivating students and enhance teaching ability. The teaching focus of English major courses should not only rest on basic language skills such as listening, speaking, reading, writing and translation. It is of great significance to foster students’ innovative abilities to think, analyze and solve problems in English. The cultivation of critical thinking skills should be permeated throughout course teaching activities. Based on the cultivation of critical thinking abilities, a three-stage model of text deconstruction, cognitive conflict and language output is constructed in this paper. Taking the unit teaching design of “A Dill Pickle” as an example, it demonstrates how to combine the cultivation of critical thinking with ideological and political education by elaborating on the excavation and supplementation of ideological and political elements, the setting of course objectives and specific teaching process. It is hoped to provide insights for theoretical-political construction of foreign language courses based on teaching practice.

Funding

Huizhou University 2022 Higher Education Teaching Reform Project, “Exploring and Practicing Teaching Reform in Comprehensive English Based on the Concept of Course Ideology and Politics” (Document No. Huiyuanfa [2022] 163)

Disclosure statement

The author declares no conflict of interest.

References

- [1] Ministry of Education of the People’s Republic of China, 2020, Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum. Ministry of Education of the People’s Republic of China, visited on September 23, 2025, https://www.gov.cn/zhengce/zhengceku/2020-06/06/content_5517606.htm.
- [2] Huang G, Xiao Q, 2021, Six Elements in the Ideological-Political Construction. *Foreign Languages in China*, 8(02): 1 + 10–16.
- [3] Sun Y, 2020, The Design of College Foreign Language Textbooks from the Perspective of Curriculum-Based Political and Virtuous Awareness. *Computer-Assisted Foreign Language Education in China*, 2020(06): 46–51.
- [4] Wen Q, 2021, A Framework of Integrating Moral Education into College Foreign Language Teaching. *Foreign Languages in China*, 2021(2): 47–52.
- [5] Hu J, 2021, Foreign Language Instructional Design from the Ideological-Political Perspective. *Foreign Languages in China*, 18(02): 47–52.
- [6] Wang X, 2024, Studies of Ideological-Political Education in Foreign Language Courses at Chinese Universities: The Status Quo and Prospects. *Contemporary Foreign Language Studies*, 2024(04): 40–51.
- [7] Xu J, 2021, On Ideological-Political Construction of Teaching Materials for University English Courses. *Foreign Language World*, 2021(02): 18–24.
- [8] Richards J, Rodgers T, 2014, *Approaches and Methods in Language Teaching*. Cambridge University Press, Cambridge.
- [9] Sun Y, 2019, Principles of Language and Critical Thinking Integrated Teaching. *Foreign Language Teaching and Research*, 51(06): 825–837 + 959.
- [10] Paul R, Elder L, 1997, Critical Thinking: The Nature of Critical and Creative Thought. *Journal of Developmental Education*, 21(2): 34–35.
- [11] Paul R, Elder L, 2016, *Critical Thinking Competency Standards*. Foreign Language Teaching and Research Press, California.
- [12] Wen Q, Wang J, et al., 2009, Developing a Conceptual Framework for Assessing Chinese University Students’ Critical Thinking Skills. *Foreign Language World*, 2009(1): 37–43.
- [13] Chen F, 2020, Construction of Political and Virtuous Content System of Foreign Language Undergraduate Curriculum. *Computer-Assisted Foreign Language Education in China*, 2020(06): 12–16.
- [14] Zhang H, Yuan R, 2022, Rethinking the Infusion Approach to Teaching Critical Thinking in Reading in Chinese Tertiary English Classes. *RELC Journal*, 55(2): 1–15.
- [15] Wen Q, 2015, Developing a Theoretical System of Production-Oriented Approach in Language Teaching. *Foreign Language Teaching and Research*, 47(04): 547–558 + 640.

- [16] Shen D, 2019, Interplay Between Overt and Covert Progressions: Single and Twofold Irony in “A Dill Pickle”. *Foreign Literature Studies*, 41(01): 17–27.
- [17] Barthes R (trans. Heath S), 1977, *The Death of the Author*. Fontana, 1977: 142–148.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.