

A Teaching Design of Ideological and Political Education in the College English Listening Curriculum Based on OBE Concept

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Abstract: Under the guidance and requirements of ideological work in colleges and universities in the new era, curriculum ideology and politics have always been a highly-valued part of political work and curriculum sublimation of the government. As an important content of higher education, college English listening courses should better effectively combine curriculum ideology and politics with teaching contents. This not only enriches the content of English listening teaching activities but also enables students to think deeply and form correct views on life values, moral values and worldviews. In the English teaching method, the OBE concept insists on being “student-centered,” which is a results-oriented education model. On the premise of combining the syllabus and teaching content, this paper designs and discusses the first chapter of unit 3 in the book “*Over to You 2*” from the aspects of the specific teaching process, the analysis of the OBE concept and the integration of curriculum ideological and political elements, to give inspiration and reference based on the concept of OBE.

Keywords: Curriculum ideology and politics; OBE concept; College English listening; Instructional design

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1. Introduction

1.1. The necessity of curriculum ideology and politics

In November 2021, Wu Yan, Director of the Higher Education Department of the Ministry of Education, delivered a speech on “Comprehensively Promoting the High-quality Construction of Ideological and Political Education in College Courses,” emphasizing that the talent training system should be integrated into ideological and political education, focusing on professional courses, and comprehensively improve the quality of talent training ^[1]. The fundamental task of the university is to cultivate talents, and the fundamental mission of the university is to cultivate morality and nurture people ^[2]. The implementation and promotion of curriculum ideology and politics in the new era can not only guarantee the improvement of the quality of ideological and political work in colleges and universities but also reflect the internal needs of cultivating people in the new era,

which has important theoretical and practical significance for colleges and universities to adhere to the socialist direction of running a school and train talents with both morality and ability and all-round development. The fundamental task of ideological and political education is to cultivate morality and cultivate people, which is also an inevitable requirement of the attributes of the socialist system. All these are determined by the historical mission of cultivating qualified socialist builders and reliable successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor skills^[3]. However, in the course of education, the class hours and content of ideological and political courses are limited, so it is very necessary to integrate the content of ideological and political content into other courses in colleges and universities. In this way, students no longer only learn the course knowledge contents but gradually pay attention to improve their own ideological, moral and feeling levels.

1.2. OBE theory

OBE is an educational innovation concept first proposed in the United States and Australia, that is, Outcomes-Based Education (OBE). American scholar, Spatti studied this theory deeply in the 1980s and emphasized the organizational construction of the education system to ensure that students can obtain substantial success after learning^[4]. OBE concept emphasizes the principle of “student-centered, reverse design of classroom activities, and continuous improvement of classroom content,” insisting on improving teaching quality for all students to achieve teaching purposes. In the teaching activities, the teacher is no longer a single lecturer but also a facilitator of knowledge learning^[5]. Therefore, in the practice process, it is important to combine the characteristics of the curriculum, make full use of the advantages of multimedia networks, let students exert their subjective initiative, enrich classroom and after-class activities and continue to promote the people-oriented teaching concept.

2. Design and practice of ideological and political teaching in the “Slash Youth” course

“*Over to You 2*” is a series of international college English textbooks jointly developed by Chinese and foreign English education experts with ideological, scientific, national and contemporary characteristics. The content of audio-visual teaching materials is rooted in China, highlighting positive energy, organically integrating into the key topics of ideological and political education and consolidating students’ ideal concepts. This paper takes Chapter 1 “Slash Youth,” of Unit 3 as an example to explain how to combine the course content design with ideological and political content under the concept of OBE.

2.1. Analysis of the learning situation

(1) Knowledge base

Students have learned the content of level 1 English courses for one semester, and have been able to master some basic vocabulary (such as how to introduce themselves and how to describe their preferences, etc.). Most of the students have some basic listening skills and know ways to grasp the main idea of the article and understand simple details, but they still need to strengthen their training. After a semester of intensive listening training, students have improved their listening ability to a certain extent.

(2) Methods and abilities

In December 1998, the Ministry of Education issued “Several Opinions on the Reform of Foreign

Language Majors for Undergraduate Education in the 21st Century,” emphasizing the cultivation of students’ ability to think, innovate, analyze and independent opinion^[6]. After studying Level 1, students at Level 2 can study independently. In terms of group activities, they are familiar with the process of group activities, and can independently divide tasks within the group. All students are familiar with the process and requirements of the presentation.

(3) Deficiencies

Nowadays, the main target of higher education is the post-00s generation, and the development of the social economy has had a profound impact on their views on life values, moral values and worldviews. In the multimedia age, the value orientation of these students is deeply influenced by the massive amount of information^[7]. However, because the ideological level is not deep enough, the ideological consciousness is relatively weak, so the analysis of the problem is not comprehensive. Therefore, when conducting activities, the teacher needs to carry out the correct guidance and supervision on these. Most students have a poor English foundation and a low vocabulary, so their listening comprehension will be affected to some extent.

2.2. Course content

This unit is selected from Level 2 of “*Over to You,*” Unit 3 My Life, My Style. It mainly tell about the different choices college students may have in their future work, study and life. Listening 1 is the first listening lesson of the unit. It is a crucial lesson that can make the students think deeply about their future lives. This is an interview with an outstanding youth representative. In the conversation, the definition of the “Slash Youth” and the background reasons for the output of the term are introduced, to trigger students to think deeply about their future. The form of this dialogue (interview type) is novel, which is very suitable for students to do group activities, and allows students to have certain language and thought output.

2.3. Teaching objectives

(1) Knowledge objectives

The knowledge objectives involve understanding “Slash Youth” (its definition and where the phrase comes from, historical background, economic background, etc.), learning the key vocabulary and common expressions in this lesson, especially when it comes to jobs, hobbies, etc. and asking the students to search for the materials and learn about the representatives of slash youth in China.

(2) Capability objectives

The capability objectives are to learn how to understand the main idea (extensive listening ability) and complete the details (intensive listening ability). Students are asked to collect representatives of slash youth, write PPT in English, and make vlog videos of relevant interviews with mobile phones or cameras. In combination with the current political and economic situation of China, the “Slash Youth” introduced in this class can be deeply thought about and put forward their future plan in connection with the actual situation.

(3) Educational objectives

By combining the ideological and political elements of the course with the content of this lesson, it is important to understand that under the environment of the new era, young people should always keep a down-to-earth spirit in work and life and improve their awareness of innovation. Driven by the global economy, they should always firmly believe in socialism and establish correct views on life values,

moral values and worldviews. It aims to cultivate students' pride and love for Chinese culture, expand their cultural horizons and enrich their cultural connotations [8].

2.4. Teaching methods

In 2018, the Ministry of Education issued the "Education Informatization 2.0 Action Plan [9]," which pointed out that digital resources have the unique advantages of breaking through the limitations of time and space, rapid replication and dissemination, and rich means of presentation [10]. Therefore, the teaching mode of this course is mainly a mixed teaching mode under the concept of OBE, including interactive discussion style, flipped classroom, case teaching method, video teaching method, information means, online + offline activities, etc.

2.5. Teaching process

The entire teaching process is carried out under the concept of OBE. The main steps of teaching implementation under the OBE educational philosophy involve: (1) Identifying learning outcomes; (2) Building the system; (3) Determining the teaching strategy; (4) Establishing the evaluation system; (5) Standardization of staircase studies [11]. Based on the OBE concept and the blended teaching mode as the implementation form, it adheres to the "student-centered" in the whole teaching process, to better integrate the curriculum ideology and politics into the curriculum content secretly. After allowing students to learn English language knowledge and listening skills, teachers fully utilize the educational function of the course so that students can establish correct views on life values, moral values and worldviews, guide students to learn ways to behave and work, expand various abilities and become all-round talents.

This course is designed for 2 periods, which are divided into: before class, during class and after class. In order to clearly show the integration of ideological and political elements and the application of blended teaching mode under the concept of OBE, the list is as follows:

Table 1. Before class

Before class	
Teaching process	2 tasks posted on the platform: Task 1: Collect 10 English expressions about occupations and hobbies and share recite them in a group of 4. Task 2: Collect a favorite youngster (who has a positive influence on society and has multiple identities) through the Internet, make a PPT and submit it (the teacher reviews it in advance and selects the top 3 in the class).

Before the course, teachers should clarify the ability and knowledge level to be achieved after the end of this stage in advance, so all activities are designed from this:

First, determine the learning outcome, namely (1) Language outcome, which includes understanding the definition and background of "Slash Youth," mastering the keywords of this lesson, especially those related to work, hobbies and other words; (2) Ability outcomes, which improve intensive listening and extensive listening ability by doing exercises, use the Internet to collect information and make a PPT in English and can use mobile phones or cameras to make vlog videos of relevant interviews; (3) Education results, which stimulates students' interest so that young people should always keep a down-to-earth spirit in work and life, and improve their awareness of innovation.

Second, reverse design pre-class activities, by allowing students to collect background knowledge and vocabulary. With the OBE concept as the foundation, ideological and political elements can be better integrated.

It allows students to learn related expressions of careers and interests in advance so that students can potentially start to think about their career planning and development direction. By collecting young people with positive energy representatives by themselves, students can unconsciously feel the power of role models and set up correct views.

Table 2. During class

During class	
Teaching process	Before listening: 1. Ask the question: What does “Slash Youth” mean? 2. Define “Slash Youth” and have students discuss it in groups of four: who else can be called “Slash Youth”? 3. Hand out three famous Chinese “Slash Youth” materials prepared in advance (no names, only English introduction) for everyone to read and guess who they are.
	While listening: 1. Complete the listening in Exercise 2 and teach the listening skills. 2. Complete the listening in Exercise 3 and teach the listening skills. 3. After completing both exercises, learn the relevant vocabulary expressions in the text and ask the students to pay attention to the interviewer’s questions in the interview (to prepare for the follow-up activities).
	After listening: 1. Watch CGTN News interview with three slash youth in China, and discuss: Why can they be such role models? What qualities can you learn from them? 2. The teacher randomly divides the students into groups of four and conducts a group interview on the topic: The slash careers you would like in the future

The OBE concept requires that the training objectives should be clear and effective throughout the whole curriculum system^[12]. In the implementation of the teaching activities, the teaching activities should be diversified and aimed at promoting the active learning and participation of students, who are the center of the classroom. The role of teachers should be changed from mere knowledge transmitters to instructors and facilitators. Assessing students’ learning outcomes in assessment and feedback is a core component of the OBE philosophy. Teachers should give correct positive feedback when doing exercises and in group activities so that students can promptly understand their shortcomings and areas for improvement. In terms of ideological and political education, by discussing and learning about the most influential “Slash Youth” representatives in China at present, students can learn their excellent qualities, including hard work, practical approach, pioneering spirit and continuous innovation. In terms of personal development, they are confused about the freedom of choice and the inevitability of responsibility and vacillate between ideal and reality. However, when it comes to social issues, college students can analyze difficult issues in society with deep-seated theories^[13]. Through the group interview, each student began to think about the future and make the right career plan, to improve their character and reflect the national spirit and contemporary China.

Table 3. After Class

After class	
Teaching process	Complete two after-school tasks posted on the online platform: Task 1. Record the group interview vlog within their group and send it to the teacher. Task 2. Find the column of “Youth China” in the app “Xue Xi Qiang Guo” and read and study the contents of “hot spot,” “Youth Federation,” “New model” and so on.

In terms of continuous improvement, based on the evaluation results, teachers should reflect on whether the course goals have been achieved after class, summarize the problems encountered in class and make

continuous improvement. Based on the exercises submitted by students, it will analyze whether students can proficiently apply their English knowledge to describe related topics by proficiently applying multimedia means to enrich their abilities, whether they can make life planning by learning excellent role models, etc., and give students feedback on language and ability before the next class. In terms of ideological and political practice, students need to evaluate the results produced in the process of practical teaching to complete the evaluation of ideological and political practice results^[14]. Through the follow-up study and reading in the “Xue Xi Qiang Guo” app, students can learn from role models, learn the spirit of innovation and entrepreneurship, and strive to integrate their strengths and interests into life and work.

The above teaching ideas should follow the principle of multiple tasks, and closely follow the core concept of OBE so that students can give full play to their independent learning ability, and integrate ideological and political elements into the English classroom content. Qin W (2024) believes that new media resources, with their characteristics of richness, interactivity and real-time, provide a broad space for innovation and entrepreneurship education. Ways to improve the utilization efficiency of new media resources has become an important issue facing innovation and entrepreneurship education^[15]. Among all the content, the final result is the ability for students to use the language learned in this lesson and to continuously improve. In the selection of content, it is important to pay attention to the following points:

- (1) Strengthen the evaluation of practical process. Through practical application, students can practice, think, and feel knowledge, to form effective learning behavior or thinking activities and stimulate students to put forward new questions and develop new and innovative qualities^[16];
- (2) Give full play to the influence of the curriculum’s ideology and politics in the limited class, it is necessary to arrange some tasks after class so that students can carry out follow-up study and learn from the example.

3. The conclusion

Traditional college English listening courses emphasize the accumulation of language anticipation and lack of students’ active thinking and output ability. By combining the OBE concept, the traditional classroom becomes “student-centered,” allowing students to exert their subjective initiative and actively explore and practice. Through the integration of ideological and political content, students can improve their listening skills while forming the right three views and cultural spirit, and become the young people needed in the new era.

Disclosure statement

The author declares no conflict of interest.

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