

# Empirical Study on the Innovation of Ideological and Political Education in Interactive Courses for English Majors Based on Projects

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**Abstract:** The article uses the cultivation of national cultural confidence as ideological and political education material. It integrates ideological and political education with professional education through language practice projects, research practice projects, and innovative practice projects. Based on the relationship between courses, course chains, and course systems, it constructs a linked ideological and political innovation system for courses. Based on empirical exploration of English major teaching in an application-oriented undergraduate university, it is found that students understand the rich connotation of cultural confidence, identify with the core values of cultural confidence, strengthen their belief in national culture, and enhance their autonomous learning and language production abilities during the project-based learning process.

**Keywords:** English Major; Project Support; Linkage Curriculum Ideological and Political Innovation System

## 1. Introduction

In the context of "macro-ideopolitical education", foreign language majors are actively researching and practicing new educational concepts of ideological and political education integrated into courses. How can English majors integrate professional characteristics to carry out course linkage and implement ideological and political education in courses? How can project-based course linkage teaching enable English majors to achieve comprehensive development in language skills, professional knowledge, and overall quality, achieving the ideological and political effect of unity of speech, thought, and action? These are key points that current English major talent cultivation and even professional construction need to consider and explore. This study is based on the implementation approach

of project-based ideological and political education in courses, relying on projects, guided by abilities, and centered on practice. It takes cultivating national cultural confidence as the core point of ideological and political education, and selects relevant teaching materials to enrich the curriculum accordingly. Using experimental research methods, this model is applied to the English major of an applied undergraduate university, and experimental classes are selected for comparative empirical analysis to demonstrate the feasibility of the linked ideological and political education innovation system.

## 2. Research on Foreign Language Teaching Based on Projects

Project-based learning was introduced to China in the late 1990s, and many scholars have found that project-based teaching can effectively improve students' English proficiency and learning interest. Project-based specialized English teaching can stimulate learners' motivation to learn, enhance their English language abilities, and facilitate the integration of language learning with professional practice. Future teaching can start with teaching content, teaching methods, teaching media, and evaluation methods to promote its promotion. The foreign language teaching relying on projects is diverse in form, wide in scope, and has obvious advantages. The integration of project-based learning with ideological and political elements is currently more prevalent in primary and secondary school curriculum teaching practices, while its application in higher education, especially in professional construction, is relatively scarce. Therefore, this study attempts to link the three, employing experimental research methods to conduct empirical teaching research, in order to explore the feasibility, applicability, and effectiveness of implementing ideological and political education

in project-based courses.

### 3. Research Design

#### 3.1 Research Questions

To verify the applicability and effectiveness of the project-based collaborative curriculum teaching model, this study aims to explore the following three specific research questions:

1. Can project-based integrated curriculum teaching improve students' language skills and promote professional development?
2. Has the integrated teaching approach relying on the project achieved the ideological and political effect of unifying speech, thought, and action?

#### 3.2 Research Objects

The article focuses on the implementation of ideological and political education in the curriculum group of English majors. The 66 selected research subjects are second-year English majors from an applied undergraduate university. The average scores of the 66 students in the oral examination for the two semesters of their freshman year range from 78 to 85, indicating similar overall English proficiency and a certain degree of representativeness.

#### 3.3 Research Methods and Steps

Using empirical research methods, the selected subjects were randomly assigned to a control class and an experimental class, with 33 students in each class. As mentioned earlier, the English proficiency levels of the students in both classes were similar. The experimental period lasted for 10 weeks, from the second week to the eleventh week of the autumn teaching cycle, with two classes per week.

The specific experimental steps are as follows:

Firstly, 66 students were selected from 198 sophomores majoring in English, with an average score of 78-85 in the oral English test taken in the first and second semesters of their freshman year. These 66 students were randomly divided into a control group and an experimental group, and the specific scores of both groups were recorded.

Secondly, before the start of the school year, the course team conducted a 10-week discussion on experimental teaching design and formulated a specific implementation plan. In the first week of the teaching cycle, the main person in charge of the course introduced the purpose, content,

form, and evaluation of this project practice to the students in the experimental class. Based on 10 different projects, 10 courses were selected from core courses, basic courses, and elective courses in English major. The project mainly focuses on cultivating national cultural confidence as the main ideological and political element. Starting from the second week of the autumn semester, teaching was conducted based on the projects for the students in the experimental class. The experimental period is 10 weeks, while the students in the control class still adopt the traditional oral teaching method.

Again, the 12th week of the semester is mainly devoted to review and summary, project result collation and submission, competition preparation, etc. In the 13th week, a competition test evaluation will be conducted for students in the control class and experimental class, and the competition results of the two classes will be statistically analyzed.

Finally, independent sample t-test and paired sample t-test were conducted on the score data of the two classes, followed by analysis and discussion.

### 4. Empirical Research Results

#### 4.1 Results at the Beginning of the Semester

A normality test was conducted on the initial and final exam scores of the experimental and control classes. According to the group statistical information, the number of students in the experimental class and the control class is consistent, and the average scores of the tests conducted at the beginning of the semester are similar, indicating that the English proficiency levels of the students in both classes remain consistent.

An independent sample t-test was conducted on the initial semester scores of the experimental class and the control class. There was no significant difference in initial semester scores between the two classes. Compared to the experimental class ( $MS=81.5758$ ,  $SDS=2.44988$ ), the control class ( $MD=81.3333$ ,  $SDD=2.34076$ ) showed no significant difference, with  $t(33)=-0.411$  and  $p=0.682$ . Through the independent sample t-test on the initial semester scores, it was found that the significance result of the Levene's test for equality of variances was 0.009 indicating acceptance of the non-assumed equal variance result. In the mean equality t-test without assuming equal variance, the

significance (two-tailed) result was 0.682, suggesting that there was no significant difference in oral English scores between the experimental class and the control class at the beginning of the semester, indicating that there was no significant error in sample selection.

#### **4.2 End-of-Semester Grades**

Based on the group statistical information, the mean score of the experimental class ( $MS=86.9697$ ) is significantly higher than that of the control class ( $MD=80.7879$ ) in the semester-end score statistics. Additionally, the standard deviations for both classes are relatively small ( $SDS=2.60717$ ,  $SDD=3.2354$ ), indicating that the scores of both classes are suitable for analysis across different teaching methodologies. An independent sample t-test was conducted on the semester-end competition scores between the experimental class and the control class. Compared to the control class ( $MD=80.7879$ ,  $SDD=2.60717$ ), the experimental class ( $MS=86.9697$ ,  $SDS=3.2354$ ) showed a significant improvement in scores, with  $t(33)=-8.546$  and  $p<0.001$ . In the t-test result assuming equal variance for the equality of means, it can be seen that  $t=-8.546$ , and the significance result is  $<0.001$ , indicating a significant difference in scores between the experimental class and the control class.

The mean score of the experimental class at the beginning of the semester was 81.5758, while the mean score at the end of the semester was 86.9697, indicating a difference of 5.3939 points. This suggests a significant improvement in students' performance after one semester of teaching. To further determine whether the difference between the two scores meets the statistical significance level, a paired sample t-test is necessary.

A paired sample t-test was conducted to examine the difference in language proficiency of the experimental class at the beginning and end of the semester. The results showed a significant difference between the experimental class's scores at the beginning of the semester ( $MC=81.5758$ ,  $SDC=2.44988$ ) and at the end of the semester ( $MM=86.9697$ ,  $SDM=3.2354$ ), indicating that teaching effectively improved students' scores,  $t(33)=-11.611$ ,  $p<0.001$ .

### **5. Discussions**

#### **5.1 Can Project-based Collaborative**

#### **Curriculum Teaching Enhance Students' Language Skills and Foster Professional Development?**

An independent sample t-test was conducted on the semester-end competition scores between the experimental class and the control class. Compared to the control class ( $MD=80.7879$ ,  $SDD=2.60717$ ), the experimental class ( $MS=86.9697$ ,  $SDS=3.2354$ ) showed a significant improvement in scores. The significance result of 0.246 from the Levene's test of homogeneity of variance also indicated a significant difference in scores between the experimental class and the control class. It is believed that there is a significant difference between the semester-beginning and semester-end scores of the experimental class, indicating that students' scores have significantly improved after adopting the project-based integrated curriculum teaching model for ideological and political education in English majors. Compared to the experimental class, the control class showed no improvement in semester-beginning and semester-end scores. The reason for this is attributed to the fact that the requirements for the semester-end test were higher than those for the semester-beginning test, and students were not fully aware of the connotation of cultural confidence. They were also unfamiliar with telling stories in English, making it relatively difficult to complete.

#### **5.2 Does the Collaborative Teaching Approach Based on the Project Achieve the Ideological and Political Effect of Integrating Speech, Thought, and Action?**

During the 10-week teaching practice based on the project, firstly, the curriculum team formulated clear, measurable, and achievable ideological and political goals according to the project theme and syllabus, clarifying the integration of project objectives and ideological and political goals. Secondly, by optimizing the implementation process of the project, such as guiding students to think, strengthening practical experience, and enhancing students' teamwork in innovative practice project activities like English debates, the collaborative development of students' speech, thinking, and behavior was achieved. Thirdly, the feedback and guidance role of the curriculum team teachers was strengthened, with close attention paid to students' performance in the project. Timely feedback and guidance were provided to

students on their speech, thinking, and behavior. Positive views and behaviors in ideological and political aspects, improvements in language ability, and the development of dialectical thinking were recognized and encouraged, while existing problems were promptly corrected. Finally, a diversified evaluation system was improved. For example, teachers should be comprehensive and objective in evaluation, with a particular focus on evaluating students' performance throughout the entire project process. Student self-evaluation and peer evaluation focus on promoting students' self-reflection and mutual learning, enhancing their participation and initiative. As can be seen from the experimental result data in the previous section, in addition to competition results, the final scores of students in the experimental class also reflected improvements in various abilities from diversified evaluation indicators, such as homework and works submitted, videos filmed, research reports, translated texts, essays, and students' performance during the project execution process, achieving the ideological and political effect of integrating speech, thinking, and behavior.

## 6. Conclusion

The article aims to explore how English majors, based on their professional characteristics and adhering to the principle of integrating "ideological and political education + professional education", can organically integrate ideological and political education and professional education into projects, carry out curriculum linkage, and conduct ideological and political education in courses. It explores how

project-based curriculum linkage teaching can enable English majors to enhance their language skills, professional knowledge, and comprehensive quality development, achieving the ideological and political effect of unity of speech, thought, and action. The design of project-based curriculum ideological and political education follows the principle of project-based curriculum, where students achieve curriculum teaching objectives through project completion.

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