Higher Education and Practice Vol. 3 No. 9, 2026

A Study on the Construction of the "Four-Dimensional Reconstruction" Teaching Mode of Educating Students and Talents in College English under the Background of Curriculum Ideology and Politics

Lu Yu
School of Humanities and Law, Fuzhou Business and Technology College, Fuzhou, China

Abstract: In order to solve the real problems of college English teaching, such as rigid and complicated content structure, insufficient teaching design practical ability and education ability, lack of evaluation mechanism for diverse education effectiveness, and weak sense of active responsibility of teachers in ideological and political teaching, we adhere to the core standards of student-centered, output-oriented, and diversified financial innovation as a means to focus on gender. It constructs a new teaching mode of "four-dimensional reconstruction" to educate people and talents. The practice shows that the new model of curriculum teaching reform has achieved remarkable results, the comprehensive quality of students and advanced language ability have been improved, the progress of curriculum ideological and political construction has been accelerated, and the teaching effect of moral education has been improved.

Keywords: Curriculum Ideological and Political; College English; Four Dimensional Reconstruction

In September 2021, Xi Jinping at the Central Conference on Talent Work, emphasized that China should cultivate and bring up a group of talents skilled in disseminating fine traditional Chinese culture, so as to make China's voice heard, tell China's story well, and continuously enhance China's international communication influence, the appeal of Chinese culture, the affinity of China's national image, the persuasiveness of Chinese discourse, and China's international public opinion guidance. The Report of the 20th National Congress of the Communist Party of China explicitly pointed out that it is necessary to accelerate the construction of Chinese discourse and Chinese narrative systems, tell China's story well, make China's voice heard, and present a credible, lovely, and respectable image of China. As an important front for carrying out ideological and political education through courses in colleges and universities, College English plays a pivotal role in implementing the fundamental task of fostering virtue through education in higher education institutions. The course not only improves students' professional quality but also cultivates their ideological and moral quality, cultural quality, and psychological quality, while attaching importance to the development of students' thinking ability and innovative ability. "Telling China's story well" and demonstrating cultural confidence require corresponding curriculum development (Liu Qing & Wang Gang, 2024).

1. Reasons for "Telling China's Story Well in English"

The 2014 Central Conference on Foreign Affairs identified telling China's story well and improving external publicity as key means of enhancing soft power. 1. English does more than get meaning across. It carries Chinese culture further: when stories of traditional Chinese medicine, opera and calligraphy are told in English, audiences abroad can actually see what these traditions are about, and that recognition helps keep them alive. In classrooms, learning the language means learning to move between two cultures—students come to understand both China and the West more concretely, and that understanding tends to make them more confident in their own cultural background. For individual learners, the payoff is practical: steady practice builds vocabulary and grammar, and gives them more ease in speaking and writing.

2. Difficulties in "Telling China's Story Well

in English"

Two problems show up most clearly in practice. One is that nobody has defined what counts as telling a story well. Language drills tend to crowd out the goal of tying language to culture, so even students who already have the language still struggle to present China's story convincingly. The other is method: instruction is still mostly passive, with little interactive storytelling practice and few cross-cultural approaches, which leaves students unprepared to adjust when their audience is foreign.Third, inadequate teaching resources: high-quality dedicated textbooks are scarce; existing materials are rigid and miscellaneous, lacking audio-video support and oral/writing guidance. Fourth, unreasonable evaluation: assessment relies on exam scores and language knowledge while neglecting comprehensive evaluation of storytelling, cultural understanding, and dissemination ability.At the same time, process-based assessment is lacking: teaching evaluation overemphasizes results and ignores students' performance and progress during the teaching process.

3. Construction of the AMIC Reconstruction Model for Project-Based College English Teaching Content

Traditional college English teaching content is characterized by universality and suffers from problems such as outdated content and monotonous forms. The teaching content is organized by themes and delivered chapter by chapter in sequence; it is extensive and miscellaneous, with unclear priorities, unhighlighted key points, weak targeting, and indistinct educational features, making it difficult to meet the requirements of educating students and cultivating talents. Based on the project of "Telling China's Story Well in English," this study re-examines the instructional design, optimizes teaching methods, adjusts teaching evaluation, breaks away from the traditional teaching content system in terms of teaching content, integrates value shaping, knowledge dissemination, and ability cultivation into a unified whole, adopts an output-oriented approach, refines language knowledge from the complex to the essential, and constructs the AMIC reconstruction model.

Teaching Examples

(1)Adhering to a problem-oriented approach and adding content on understanding contemporary China

Take Unit 1, "Fresh Start," which matches Unit 1 of Understanding Contemporary China: Reading and Writing Course. Here I pose a chain of linked questions — Why do we go to college? What does college mean? What should college students take on in the new era? — to spark interest and push students toward higher-level English across listening, speaking, reading, writing and translation.

(2) Carefully selecting teaching content and reducing repetitive language input

Take Unit 3, "Digital Campus." I pick content that students can relate to and that feels current, and I spend less time on close reading of every detail. The unit is organized around the text's cause–effect pattern, and I cut back on repetitive language drills—Text B, for example, now feeds into the lead-in discussion on the unit theme—so the goals of the unit come through more clearly.

4. Practice of the Project-Based AMIC Reconstruction Model for College English Teaching Content

4.1 Real Problems in College English Teaching Content

4.1.1 Rebuilding content around a “whole-person” teaching philosophy

I rebuild the content with problems as the starting point: I add material on understanding contemporary China, cut repetitive language input, bring in current and emerging topics, and put more weight on language output (see Figure 3). The content stays current, students' language base gets firmer, and they practice critical thinking and problem-solving along the way.

4.1.2 Starting from problems and adding content on understanding contemporary China

Take Unit 1, “Fresh Start,” which matches Unit 1 of Understanding Contemporary China: Reading and Writing Course. Here I pose a chain of linked questions—Why do we go to college? What does college mean? What should college students take on in the new era? — to spark interest and push students toward higher-level English across listening, speaking, reading, writing and translation.

4.1.3 Choosing content carefully and cutting repetitive language input

Take Unit 3, “Digital Campus.” I pick content students can relate to and that feels current, and I spend less time on close reading of every detail.

The unit is organized around the text's cause–effect pattern, and I cut back on repetitive drills—Text B, for example, now feeds into the lead-in discussion—so the unit's goals come through more clearly.

4.1.4 Broadening the course and bringing in current and emerging topics

Take Unit 4, "Heroes in Our Time." I look for extension points and gaps, then gather and process information around the theme. I cite Huang Wenxiu and the course instructor as examples to widen the textual scope, and I bring in MOOCs, videos and other multimedia to cover current and emerging topics and clarify the key and difficult points.

4.2 Distinctive Innovation in the "Four-Dimensional Reconstruction" Model

The teaching team reforms both content and methods, ties theory to practice, and uses cases to improve quality. Through this ongoing innovation, the team's teaching and research have improved and its professional development has moved faster. The model has been recognized, and students' overall quality has risen noticeably: classes are more engaging, students are more interested in learning, and classroom participation has gone up clearly.Their teamwork and autonomous learning abilities have been strengthened, students' active output has become frequent, and their performance in proficiency tests and certificate examinations has improved significantly. Through teaching innovation, students actively participate in competitions and have achieved fruitful results. Their output ability and critical thinking ability have improved markedly, and they are able to actively transform the knowledge they have learned into practical outcomes, with their practical ability further advanced. At the same time, students' patriotism and sense of responsibility have been enhanced. They actively participate in social activities such as youth volunteer activities, volunteer teaching, summer practice, rural surveys, and caring for left-behind children, earning a good reputation and widespread praise, with remarkable results in ideological and political education.

5. Conclusion

The innovation of modern educational technology and the construction of a multi-dimensional, three-dimensional curriculum education model require continuous teaching innovation. In the context of ideological and political education through courses, how to further improve the "two characteristics and one degree" (higher-order, innovative, and challenging) of course teaching, how to cultivate new-era talents with high quality, broad vision, and deep commitment, and how to tell China's story well and make China's voice heard well are all issues that require further exploration.

References

[1] National College Foreign Language Teaching Advisory Board, Ministry of Education. College English Teaching Guidelines (2020 Edition) [Z]. Beijing: Higher Education Press, 2020.

[2] Wen Qiufang. The connotation and implementation framework of ideological and political education in college foreign language courses [J]. Foreign Languages in China, 2021(3): 47–52.

[3] He Lianzhen. The "way" and "method" of ideological and political education in college foreign language courses [J]. Foreign Languages in China, 2022b, (4): 1, 12–14.

[4] Cheng Jiaolin. Promoting ideological and political education in foreign language courses through deep teaching [J]. Foreign Languages in China, 2020(9): 30–36.

[5] Yang Jincai. My views on "ideological and political education through courses" in foreign language education [J]. Foreign Language Teaching Theory and Practice, 2020(4): 48–51.

[6] Hu Pingping, Liu Wenjing. An investigation into the current status of college English teachers' competence in ideological and political education through courses [J]. Foreign Language E-learning, 2022(5): 11–18.

[7] Zhou Limin, Qi Zhanyong. Development of an evaluation scale for ideological and political education in college foreign language courses [J]. Foreign Language World, 2023(3): 71–77.

[8] Peng Xiaofei. An analysis of the connotation, significance, and practical paths of ideological and political education in foreign language courses [J]. Foreign Language E-learning, 2022, (4): 29–33.