

# Practical Exploration of Integrating Ideological and Political Education into the Audio-Visual-Oral English Course in Applied Universities: A Case Study of Audio-Visual-Oral English 1 Course

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## Abstract

This study addresses the challenge of "disconnection between skill training and ideological-political education" in Audio-Visual-Oral English courses at applied universities. Using a quasi-experimental design with 108 students (53 in the experimental group, 55 in the control group), it constructs a trinity curriculum model of "skill contextualization, local ideological grounding, and technology-enabled teaching." The model integrates a three-tiered skill training framework (phonetic discrimination, information capture, meaning construction) with a dual-track "skills-ideology" design, incorporating local cases (e.g., Zhejiang's "Five Water Cohabitation") into multi-modal training via the BOPPPS blended learning model. Teaching experiments show significant improvements in students' digital listening accuracy and cultural identification, validated by quantitative data (independent sample t-test,  $p < 0.01$ ) and qualitative interviews. The research provides a replicable blended teaching pathway for "skills-ideology synergy" in foreign language courses at applied universities, enhanced by AI-generated local resources and cross-disciplinary lesson planning.

## Keywords

Applied Universities; Audio-Visual-Oral English; Integrating Ideological-Political Education; Three-tiered Skill Training; Dual-Track Integration; Blended learning; BOPPPS model

## 1. Introduction

As an important force in cultivating high-quality technical and skilled talents in China's higher education system, applied universities shoulder the dual tasks of skill training and value guidance in their English courses. Foreign language teaching bears a special responsibility in ideological and political education due to its involvement in the dissemination of Eastern and Western cultures. Due to susceptibil-

ity to Western values among contemporary students and unilateral cultural interpretations by some instructors in cultural introductions, which may lead to students deviating from mainstream values and being indifferent to traditional cultural emotions (Lu Shanshan, 2020; Mao Qian, 2021). Therefore, both the "National Standards for English Majors (2018)" and the "Guidelines for College English Teaching (2020 Edition)" have put forward macro requirements for ideological and political education in foreign language courses.

The academic research on ideological and political education in foreign language courses has formed a multidimensional framework. In terms of theoretical connotation, most studies focus on the essence of "cultivating virtue and nurturing people" (Cai Jigang, 2021; Wang Shouren, 2021), exploring the collaborative logic between language skill training and value shaping (Zhang Jingyuan, Wang Na, 2020; Wen Qiufang, 2021). At the level of element development, researchers propose to explore ideological and political materials from channels such as excellent traditional Chinese culture and national governance practices (Zhou Xiumin, 2020; Huang Guowen, 2020; Cheng Jiaolin, 2020). In terms of implementation path, existing research has constructed a closed-loop model of "top-level design material mining process refinement evaluation innovation" (Zhang Jingyuan, Wang Na, 2020), and proposed a three-level implementation framework of "macro principles meso concepts micro cases" (Cui Ge, 2019; Zhajjian Jian, 2021; Wen Qiufang, 2021).

Research on integrating ideological-political education into foreign language courses has established multi-dimensional frameworks within academia. Regarding theoretical foundations, most studies focus on the essence of "fostering virtue through education" (CAI Jigang, 2021; WANG Shouren, 2021), exploring the synergistic logic between language skill training and value cultivation (ZHANG Jingyuan & WANG Na, 2020; WEN Qiufang, 2021). At the level of resource development, scholars propose extracting ideological-political materials from sources such as China's fine traditional culture and practices in national governance (ZHOU Xiumin, 2020; HUANG Guowen, 2020; CHENG Jiaolin, 2020). In terms of implementation pathways, existing research has constructed an integrated loop model encompassing "top-level design—resource mining—process refinement—evaluation innovation" (ZHANG Jingyuan & WU Yajing, 2024), and further proposed a three-tiered implementation framework of "macro principles—meso concepts—micro cases" (CUI Ge, 2019; ZHA Mingjian, 2021; WEN Qiufang, 2021). Additionally, researchers have focused on the optimization and reorganization of textbook content as well as the expansion of ideological and political teaching materials, and developed some personalized and distinctive teaching activities (HUANG Qiujie, 2020; GU Yun, 2020; MAO Qian, 2021; ZHU Xia, 2021; WEI Zhaoxia & CHEN Xiangjing, 2022).

However, existing research exhibits significant limitations. Methodologically, studies predominantly rely on speculative discussions with insufficient empirical research, particularly a lack of quantitative analysis tailored to the learning contexts of ap-

plied universities (WANG Xuemei & HUO Wei, 2021)<sup>1</sup>. In terms of practical scenarios, most efforts focus on mining ideological-political elements in reading-writing courses, overlooking the Multi-modal educational advantages of audio-visual-oral courses (WEI Zhaoxia & CHEN Xiangjing, 2022)<sup>34</sup>. Furthermore, for applied universities' positioning of "skill-based talent cultivation and localized service," no operable model has yet been established to achieve a "deep integration of skill training and ideological-political cultivation".

In practical teaching, Audio-Visual-Oral English courses in applied universities face the "the triple low syndrome with an integration challenge" dilemma: low English proficiency, low learning motivation, low classroom engagement, and the difficulty of integrating ideological-political elements with skill training. This predicament arises both from the traditional teaching model's emphasis on passive-receptive training (e.g., dictation-translation-repetition), which neglects cultivating student agency, and from the persistent "disconnect phenomenon" in implementing ideological-political education: skill training prioritizes pragmatic utility while ideological education focuses on value cultivation, resulting in their fragmented treatment. Frequently, ideological-political elements are merely appended as superficial "add-ons" to lessons, thereby undermining the holistic educational efficacy of the course.

To address this challenge, this study leverages Zhejiang Province's first-class offline course "Audio-Visual-Oral English 1" Course and focuses on the characteristics of applied university students—foundational skill deficits yet clear vocational demands. We propose a trinity model for ideological-political education integration characterized by "contextualizing skills, locally-grounded ideological education, and technology-enabled empowerment": On one hand, a "three-tiered" skill training framework progressively enhances students' abilities in phonetic discrimination, information capture, and meaning construction. On the other hand, a "dual-track skills-ideology integration" design organically embeds ideological-political elements into the skill training process. Concurrently, by harnessing modern educational technology, we achieve localized generation and intelligent management of teaching resources, thereby enhancing instructional efficacy. This approach aims to address the research gap in ideological-political education within foreign language courses at applied universities

## **2. Constructing the Ideological-Political Education Model for Audio-Visual-Oral English Courses**

This study builds the ideological-political education model for Audio-Visual-Oral English courses in applied universities based on three core principles. First, the principle of "synergistic skills-ideology integration". Skill training and ideological-political cultivation are not a "disconnect phenomenon" (disconnect phenomenon), but can achieve deep organic synergy. The skill training process inherently fa-

cilitates value guidance, while value guidance conversely enhances skill development. Second, the principle of localized resources. Applied universities' regional service orientation necessitates close alignment between course content and local development. Translating local socioeconomic achievements into teaching materials simultaneously serves language skill training and value cultivation. Third, the principle of learning-context adaptation. Addressing applied university students' characteristics—foundational skill deficits, practicality-oriented mindset, and clear employment goals—course design must emphasize "progressive practical skill training + technology-assisted comprehension + career-development orientation."

Based on these principles, we construct a trinity model of "contextualizing skills, locally-grounded ideological education, and technology-enabled empowerment." Contextualizing Skills: Three-Tiered Skill Training System. Designed for students' foundational weaknesses, this progressive framework includes: Phonetic Discrimination Layer: Identifying/memorizing basic elements (phonetics, vocabulary, sentence patterns). Information Capture Layer: Extracting/organizing digital data, factual details, and core viewpoints. Meaning Construction Layer: Analyzing linguistic contexts, evaluating perspectives, and producing output. This system elevates language abilities stepwise, meets practical skill demands, and prepares ground for ideological integration.

In locally-grounded ideological education, the "dual-track skills-ideology integration" strategy is implemented by aligning each skill-development stage: First, at the phonetic discrimination phase, reciting Chinese philosophical classics and analyzing traditional culture short documentaries combine pronunciation practice with cultural transmission; Second, during information capture, localized cases (e.g., Zhejiang's "Five Water Cohabitation" news reports) train data extraction while embedding ecological civilization principles; Third, for meaning construction, cross-cultural comparison tasks and societal phenomenon analyses guide students to construct linguistic meaning from a cultural confidence perspective.

Technology-Enabled Empowerment: Blended Learning Platform. Leveraging modern educational technology: Blended Teaching System: Implements the BOPPPS model via smart platforms (pre-class guidance → in-class interaction → post-class extension). AI-Generated Localized Resources: Converts local development achievements into English news reports and short videos. Interactive Digital Tools: Enhances engagement and ideological integration (e.g., H5 interactive courseware).

### **3. Practical Pathway for Implementing the Ideological-Political Education Model in Audio-Visual-Oral English Courses**

This study constructs a practical pathway encompassing three phases—pre-class, in-class, and post-class—based on the BOPPPS model (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary).

1) The pre-class phase prioritizes immersive preparation and ideological groundwork by focusing on "bridging context" and "objective presentation": First, implementing localized material adaptation that transforms Western-context resources into cases like converting U.S. water conservation examples into English materials on Zhejiang's "Five Water Cohabitation," delivered as micro-lectures for preview to preserve linguistic targets while contextualizing content; Second, designing guided preview questions with dual skill-ideology focus, such as "What impacts has 'Five Water Cohabitation' had on Zhejiang's socioeconomic development? Support with data" during environmental topics, training data retrieval skills while strengthening civic identity; Third, producing skill-targeted micro-lectures addressing common listening obstacles (e.g., rapid numerical sequences, technical terminology) to lower skill barriers and facilitate deep classroom learning.

2) The in-class phase serves as the core implementation of the model, driving participatory learning and skills-ideology synergy through four activities: First, listening practice using localized materials (e.g., training speed-notetaking and key data extraction via English news on Shaoxing's Water-Efficiency Initiative, documenting water-saving rates and resident feedback); Second, oral production tasks designing data-supported proposals like "Water-Saving Campus Action Plans" to enhance persuasive expressions; Third, collaborative group projects where students produce documentaries on Zhejiang's water governance (e.g., subgroups focusing on industrial pollution control/domestic sewage treatment), developing oral presentation and audiovisual integration skills while deepening environmental awareness and civic identity; Fourth, critical comparative discussions analyzing differences between Chinese (e.g., ecological civilization) and Western water management philosophies to foster cultural meaning construction, cultural confidence, and critical thinking—with teachers facilitating evidence-based independent judgment through data analysis, prioritizing guidance over indoctrination.

3) The post-class phase emphasizes extending knowledge application and internalizing ideological-political elements through three approaches: First, designing project-based learning tasks such as the "Hometown Environmental News English Interview" project, where students conduct field visits to local environmental facilities or governance projects, document findings in English, and produce micro-videos to consolidate language skills while deepening recognition of hometown development achievements; Second, assigning reflective writing tasks requiring students to compose learning reflections on themes like "Insights Gained About Hometown Development Through English Learning," integrating language acquisition with value construction; Third, establishing a shared "English + Ideology" resource repository where students upload exemplary work to form a self-sustaining learning ecosystem and provide materials for continuous course enhancement.

#### **4. Effectiveness and Critical Reflection on Implementing the Ideological-Political Education Model**

A one-semester teaching experiment involving four translation program classes (experimental group:  $n=53$ ; control group:  $n=55$ ) demonstrated significant effectiveness in both skill enhancement and ideological-political cultivation.

1) In terms of skill enhancement, Quantitative results evinced significant gains in the experimental group: in English listening proficiency, with accuracy rates for digital information capture rising from 58% to 82% and main idea summarization increasing from 62% to 85%, both substantially exceeding the control group. Oral expression abilities also improved effectively, as the experimental group's overall scores (on a 100-point scale) for spoken fluency, expression accuracy, and content organization increased by 23.5 points—12.7 points higher than the control group. Learning engagement surged markedly, evidenced by a 94.6% in-class participation rate and 91.2% task completion rate, both approximately 25 percentage points above the control group.

2) Regarding ideological-political cultivation, student feedback indicates that localized cases transformed abstract concepts like "Lucid waters and lush mountains are invaluable assets" into tangible practices, significantly boosting willingness to "tell China's stories well in English." One student noted in a representative interview: "Case studies on local water governance enabled me to internalize policy implications of policy implications and motivated me to narrate these stories in English." Questionnaire data reveals 92% of the experimental group reported enhanced identification with local culture, while 85% expressed greater confidence in introducing China's developmental achievements—both proportions significantly higher than the control group. Particularly for the metric "I can accurately express Chinese-specific concepts in English," the experimental group's self-assessment scores rose by 3.2 points (on a 5-point scale), demonstrating the efficacy of the "dual-track skills-ideology integration."

However, the implementation process revealed three key challenges: First, teacher competency gaps, as the integrated model demands both strong language teaching expertise and profound ideological-political literacy, yet a "shortage of ideological competence among language instructors" persists; Second, insufficient critical depth among students, manifested in cases of "effective skill acquisition but superficial ideological comprehension" where understanding remains at surface-level perceptions rather than deep critical engagement; Third, high resource development barriers, since creating high-quality Multi-modal localized materials requires substantial specialized resources and time, raising sustainability concerns.

To address these challenges, three optimizations are proposed: First, establishing a "Language + Ideology" professional learning community to enhance faculty competency through collaborative lesson planning and model-teaching demonstrations; Second, adding critical dialogue sessions to shift student cognition from perceptual identification to rational critique; Third, creating university-local and inter-university partnerships to co-build localized resource repositories, thereby im-

proving material development efficiency.

## 5. Summary and Outlook

This study addresses the "skills-ideology disconnection" in Audio-Visual-Oral English courses at applied universities by constructing and implementing a trinity model of "contextualizing skills, locally-grounded ideological education, and technology-enabled empowerment," yielding significant pedagogical outcomes. The model's innovative value lies in: translating abstract ideological-political concepts into actionable teaching practices; achieving organic integration of skill training and ideological education tailored to applied-university students' traits; and providing replicable and scalable implementation pathways.

Future directions include broadening thematic coverage horizontally (e.g., "rural revitalization" and "traditional cultural inheritance") and advancing vertically to advanced "cross-cultural critical thinking" modules for upper-level students, while upgrading pedagogical experiences through AI and immersive technologies like VR/AR. In essence, ideological-political development in Audio-Visual-Oral English courses at applied universities must adhere to the principles of "student-centeredness, competency-orientation, and ideology-guidance," organically integrating values cultivation within language skill training, thereby effectively enhancing linguistic proficiency through ideological education to fulfill its contemporary educational mission.

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