

Research on the Application of Task-Based Teaching Method in Ideological and Political Teaching of College English Courses

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ABSTRACT

With the continuous deepening of higher education reform, curriculum-based ideological and political education (CBIP) has been fully integrated into various course teachings as a crucial approach to implement the fundamental task of cultivating virtue and nurturing talents. College English, as a public foundation course with broad coverage and extended teaching hours, bears the dual mission of language skill development and value guidance. Task-Based Language Teaching (TBLT), which centers on "tasks" and emphasizes students' language skill development through meaningful language tasks in authentic contexts, provides a natural pathway for effective integration of CBIP by leveraging its interactive, practical, and contextual characteristics. This paper systematically elaborates specific application strategies of TBLT in CBIP teaching within college English courses. Through designing and analyzing teaching cases incorporating ideological elements based on unit content from the New Horizon College English textbook (3rd edition), it demonstrates how to enhance students' language skills while subtly achieving value shaping and ideological guidance. Research findings indicate that TBLT can effectively promote the deep integration of college English teaching with CBIP, thereby enhancing the effectiveness and educational functions of instruction.

KEYWORDS

Task-based teaching method; College English; Curriculum ideology; New Vision College English; Application strategy

1 Introduction

In the context of globalization, college English education bears the responsibility of enhancing students' comprehensive English application abilities and cultivating high-quality talents with international perspectives, patriotic sentiments, and correct values. In recent years, the Ministry of Education has explicitly proposed the construction requirements of "ideological and political education in courses," emphasizing that all courses should align with ideological and political theory courses. However, how to naturally and effectively integrate ideological elements into language teaching while avoiding superficial "labeling" or "two separate entities" remains a significant challenge for college English teachers. Task-based teaching methodology, characterized by "authentic tasks," "student-centeredness," "meaning-first approach," and "process-oriented orientation," plays a vital role in college English education. This teaching method designs language tasks with social significance and practical value, guiding students to achieve unity between language learning and value internalization through inquiry, collaboration, and expression. Therefore, applying task-based teaching methodology in college English education holds great significance.

2 Strategies for applying task-based teaching methodology in ideological and political education of college English courses

2.1 Pre-task phase: activating background knowledge and implicitly embedding ideological objectives during the pre-task phase of task-based teaching

Instructors should fully leverage their guiding role by designing well-crafted introductory activities that activate students' background knowledge and emotional experiences. While stimulating learning interest, these activities lay cognitive and emotional foundations for subsequent language acquisition and value guidance. The integration of ideological education at this stage emphasizes "subtle infiltration" —avoiding direct value indoctrination but instead encouraging students to actively engage with value-related issues through question-guided approaches and scenario creation^[1]. Constructivist learning theory posits that new knowledge construction relies on prior experience. Therefore, teachers should identify embedded ideological elements within unit themes and transform them into open-ended questions or inquiry-based tasks. This problem-oriented, emotion-driven approach transforms ideological education from abstract preaching into an active participation and self-reflection process, significantly enhancing the appeal and acceptance of value guidance.

2.2 Task-driven phase: focusing on language content with deep integration of ideological and political

elements

The task-driven phase constitutes the core component of task-based instruction. During this stage, students complete practical tasks aligned with textbook content to internalize language knowledge and enhance communicative competence. The integration of ideological-political education in this phase should adhere to the principle of "balancing linguistic proficiency with moral cultivation," embedding political elements organically into language learning activities. This approach achieves synchronized resonance between knowledge transmission and value guidance. Teachers can design communicative tasks with intellectual depth and value orientation by leveraging key vocabulary, sentence patterns, text structures, and writing purposes from the curriculum. By encouraging students to articulate viewpoints in target language, this method deepens thematic understanding through language practice. This teaching model that combines language skill development with value-based reasoning fully integrates ideological-political education throughout the instructional process, achieving subtle yet profound educational outcomes akin to "subtle nourishment."

2.3 Language focus phase: reinforcing linguistic forms and internalizing ideological values

The language focus phase serves as the culmination of task-based instruction, aiming to consolidate linguistic knowledge through systematic review and feedback on language-related issues encountered during task execution. This phase deepens students' understanding of thematic content while promoting the internalization and externalization of ideological values. The integration of ideological education in this stage should emphasize "the unity of knowledge and action" —guiding students to transform cognitive insights and emotional engagement from tasks into concrete practices, thereby embedding correct values into their daily behaviors and life experiences. Teachers can design practice-oriented post-class extension tasks based on language explanations and error corrections, encouraging students to apply acquired linguistic skills and value concepts to real-life scenarios. Such post-task designs that combine language learning outcomes with value implementation effectively enhance the practical effectiveness and sustainability of ideological education^[2].

3 Case study of task-based teaching method in ideological and political education for college English courses — taking unit 1 "text a: never give up" from new horizon college English 3: reading and writing course as an example

3.1 Teaching content this unit

Themed "Path to Success", focuses on two texts: "Never Give Up" and "Opportunity Favors the Prepared". The text "Never Give Up" narrates the inspiring story of a Western figure who persevered through life's major setbacks to achieve success, aiming to guide students in understanding the crucial role of persistence, perseverance, and hard work in realizing life goals. With vivid language, clear structure, philosophical insights, and emotional resonance, this text serves as high-quality material for language learning and value guidance. In line with the ideological and political education requirements outlined in the College English Teaching Guidelines, this unit not only imparts language knowledge and cultivates comprehensive abilities, but also functions as an important vehicle for deepening cultural heritage and promoting socialist core values. By exploring the text's deeper meanings and integrating excellent traditional Chinese culture with contemporary spirit, it achieves synergistic education of knowledge, skills, and values^[3].

3.2 Ideological and political education objectives

This unit's ideological and political education objectives are established through three key aspects: 1. Inheriting Chinese Traditional Culture and Strengthening Cultural Confidence By exploring classic phrases from ancient Chinese classics such as "perseverance," "struggle," and "aspiration," students will gain insight into the Chinese nation's spirit of perseverance and self-improvement. Through inspiring stories of historical figures, they will deepen their cultural identity and pride in China. 2. Cultivating Socialist Core Values and Promoting Contemporary Spirit Integrating core socialist values like "struggle," "dedication," and "resilience" into teaching, combined with contemporary role models 'achievements, helps students understand the concept that "happiness is achieved through hard work." This approach aims to ignite college students' sense of responsibility and mission. 3. Cultivate a sound worldview and success philosophy to nurture striving youth in the new era. Guide students to view "success" dialectically, using comparative analysis between Chinese and Western contexts to help them understand that true success lies not merely in outcomes but more importantly in perseverance and growth during the process.

3.3 Teaching process

Pre-class Preparation Task 1: Activating Cultural Memory-Telling Chinese Stories in English The teacher poses the

question: "What ancient Chinese proverbs or stories about perseverance and success do you know?" Students share memorable quotes or historical figures' stories in groups and attempt to express them in English. The teacher provides standard English translation examples to enhance students' awareness and ability to communicate Chinese culture through English.

Task 2: Watching Videos to Perceive the Spirit of Struggle Play a video clip showcasing the Chinese women's volleyball team's championship victory and a documentary about successful space launches. Students then engage in group discussions centered on "What makes them succeed despite difficulties?" Encourage students to use target vocabulary such as perseverance, determination, and overcoming obstacles.

Task 3: Completing the "Moments of Perseverance in My Life" Survey Release a short questionnaire titled "Moments of Perseverance in My Life" on Chaoxing Learning Platform, which includes questions like "What difficulties have you overcome?" and "Who is your role model for perseverance?" Questions such as these, after students complete the task, the system generates data charts. Teachers guide students to discuss based on the data: 'What can we learn from others' stories about perseverance?'

Task Ring Phase Task 4: Jigsaw Reading (Puzzle Reading) to Understand Textual Connotations Divide Text A into three sections (Introduction, Challenges, Triumph). Students read different paragraphs in groups and complete the following tasks: (1) Dialogue with the author: Each group summarizes the author's writing intent, emotional attitude, and key information for that section; (2) Dialogue with peers: Discuss 'What kind of fighting spirit does this stage demonstrate? Can you think of similar examples?' Following this, conduct a 'puzzle' -style presentation where each group integrates information to fully present the article's structure, while other groups supplement with corresponding Chinese examples.

Task 5: Role-Playing — 'A Letter to the Author' Students write an English letter to the protagonist of Text A as readers, expressing admiration for their spirit. Requirements include using key vocabulary and sentence patterns from the text, such as Despite..., he/she still..., It was his/her determination that...

Task 6: Group Debate — 'Does Success Depend More on Persistence or Opportunity?' Organize a debate between the two sides around the question 'Is success more dependent on perseverance or opportunity?' and encourage students to cite Text A content, Chinese allusions and current cases for argumentation."

3. Language Focus Phase

Task 7: Writing Refinement — "Success Through My Perspective" Themed Essay Under teacher guidance, students review language points and ideological-political content from this unit to write an English essay titled "My Understanding of Success". Requirements: (1) Use at least five key vocabulary words from the unit; (2) Cite an ancient Chinese proverb or a story about a Chinese striver; (3) Discuss personal reflections on "how to face challenges" and "defining success". Teachers provide writing frameworks and ideological-political expression templates, such as: "As the saying goes, '...', which reflects the Chinese spirit of...". Finally, teachers systematically organize language knowledge points and emphasize the similarities and differences between Chinese and Western perspectives on striving: Western emphasis on individual breakthroughs contrasts with Chinese focus on national sentiment and collective endeavor.

4 Conclusion

Task-based teaching methodology, characterized by its practicality, contextual relevance, and student-centered approach, provides an effective and natural integration pathway for ideological-political education in college English courses. By organically embedding ideological-political elements into authentic and meaningful language tasks, students enhance their English proficiency through task completion. This process subtly achieves the unification of value cognition, emotional identification, and behavioral cultivation. Future research could further explore the differential effects of various task types in integrating ideological-political content, as well as how modern information technology can expand application scenarios for task-based teaching methods. This would continuously improve the relevance and effectiveness of ideological-political education in college English courses, ultimately realizing the educational goal of "subtle yet profound influence" through continuous refinement.

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