

Research on Incorporating the IPE into College English Teaching through a Triple-Integration Approach

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ABSTRACT

This study explores an effective pathway for embedding the Ideological-Political Education into College English education. Guided by the national demand for cultivating globally-minded socialist talents, it proposes and tests a Triple-Integration Approach—integrating the IPE into textbooks, classroom practice and students' minds—through literature review, surveys, action research and case studies. Results from 60 non-English majors show that reconstructed materials, output-oriented tasks and immersive experiential practice significantly enhance both language proficiency and ideological identification. The research concludes that the approach successfully transforms foreign-language courses into venues for disseminating China's discourse and fostering new-era socialist builders.

KEYWORDS

Triple-integration approach; Ideological-political education; Language teaching patterns

1 Introduction

IPE, which means Ideological-Political Education, Integrating it into university English teaching holds profound importance. It addresses the "who to cultivate, how to cultivate them, and for whom to cultivate them"^[1] questions in education, and fully reflects the value orientation of English teaching in higher education.

2 Research objectives and questions

The research objective of this project centers on combining ideological and political education with foreign language skills. Therefore, based on the above research objective, this paper is aiming to solve the problem of exploring a workable and effective way to integrate IPE with college English teaching. According to the teaching practice and survey on the effect of implementation, "a Triple-Integration Approach"^[2], which refers to the integration into textbook, integration into the class and integration into the minds stands out as an effective way. According to the research contents and goal, the methods used in the research are literature review, case studies, surveys, and action research to ensure the reliability of the research and the precision of the data.

3 Theoretical basis for integrating IPE into college English teaching

The theoretical foundation of integrating IPE into college English teaching primarily encompasses the following:

It is the requirement of the ideological and political education and triple-integration teaching methods. It emphasized "adhering to a Chinese cultural perspective and accelerating the development of China's discourse and narrative systems," which provides clear ideological and political guidance for college English teaching.^[2] The College English Teaching Guide (2020 Edition) requires English teaching to actively integrate into the curriculum-based ideological and political education system, reflect the educational policies of the Party and the state, and serve the talent development strategy^[3]. For example, the "Understanding Contemporary China" textbook series^[4], focus on the core essence of IPE and integrate it into the textbook of college English education.

4 The concept of triple - integration in college English teaching

Triple-Integration Approach refers to the integration into textbook, integration into the class and integration into the minds. Integrate into textbooks refers to compiling or selecting college English teaching materials that reflect the core essence of IPE. Integrate into class means infusing ideological and political elements into the entire teaching process, including the setting of teaching objectives, the design of teaching activities, and the evaluation and assessment of teaching, so that students can receive ideological education while learning language knowledge and skills. Integrating into minds requires through building communication and learning platforms and organizing relevant training and

competitions, improve teachers' course - based ideological and political literacy. This helps students achieve synchronous development of values and language ability, enabling both to truly sink in.

5 Incorporating IPE into college english teaching materials

Most mainstream textbooks (e.g., New Horizon College English) integrate reading, writing, listening, and speaking exercises, providing a balanced approach to language learning and reflecting comprehensive skill coverage.^[4] Some materials incorporate multimedia resources to enhance engagement of the students. Many textbooks follow the College English Teaching Guide (2020), ensuring they meet national curriculum requirements and support standardized tests like CET-4/6. While some books cover Western cultures, they often neglect deeper cross-cultural comparisons. Few materials encourage critical analysis of media biases or ideological narratives.

First of all, they need to balance exam preparation with real-world application; Secondly, incorporate more authentic materials; Thirdly, enhance critical thinking modules; Lastly, adopt adaptive learning technologies to personalize instruction. The specific procedure will be shown in the following teaching practice.

5.1 Setting teaching objectives



Figure 1

Establishing clear teaching objectives is a crucial first step in the teaching practice. Based on the students' situation survey, it is generally composed of 3 sections (as it is illustrated in the picture): knowledge goal, skill goal and quality goal.

5.2 Designing teaching activities, evaluation and assessment

In this thesis, various teaching activities are being proposed. Piloted with second-year non-English majors, the teaching method should weave ideological and political education (abbreviated as IPE) elements (culture confidence, core socialist values, historical mission, etc) into authentic English tasks while still meeting College English curriculum standards (band 5-6). The teaching method of POA or PBL can be used in both language and IPE teaching and learning. Plus, the TSCA (Teacher-Student Collaborative Assessment) can also be utilized to evaluate the effect of teaching and learning.

5.3 Incorporating IPE into college English learning and students' ideological development

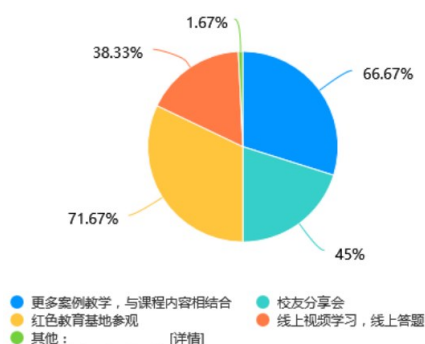


Figure 2

According to the survey of 60 sophomore students, overall figures show that both options exceeded 65%, indicating a clear preference for hands-on, curriculum-integrated learning formats. The teachers should think about how to build a learning environment and platform that facilitates students' understanding. Moreover, training and competitions also present the benefits of helping students internalize the core essence. Through the studying tours and competitions or Q-S classroom exchanges, the students can apply their interest and knowledge about IPE and language into actual study, the

value of living understanding, so that education can get access to the mind of the students.

6 Case studies

Here presents the specific case studies of students that have successfully implemented the triple - integration approach in incorporating IPE into language teaching.

The university-wide College English course is designed for all non-English majors, guided by the overarching educational objectives of knowledge transmission, competence development, and value cultivation.

6.1 Before the class: material reconstruction

At present, to align the course with IPE, the ideological elements embedded in the textbook content must be systematically reconstructed. Beyond the conventional skills of listening, speaking, reading, and writing, each thematic unit is to be re-articulated in terms of its corresponding values and competencies.

Taking the passage A in Unit 4:Man and the Nature in Book 4 of the New Horizontal English as the example.

Table 1

Title of the passage	Theme and Type of Writing	Objective	IPE elements	Competence Cultivation
Save the earth, save life	Environment; Exposition	1. The environmental problems and reasons behind these problems. 2. The solution to solve these problems. 3. Measure effectiveness of different methods.	1.a modernization characterized by the harmonious coexistence of humanity and nature 2.advancing a green and low-carbon transition of socio-economic development 3.enhancing the diversity, stability and sustainability of ecosystems 4.engaging deeply in global environmental and climate governance to implement the vision of "building a community of life for man and nature"	1. Critical thinking ability in writing. 2. Problem-solving ability. 3. Reflecting ability 4. Connecting major with the environmental protection 5. Sustainable development awareness

6.2 In the class: output-motivating and input-enabling activities

Here is the authentic class teaching procedures:

Course type: Academic English Reading & Writing (2×45 min, once every two weeks)

Learning objective: Students will be able to compose—within 120 words—an English summary that explains the harmony between humanity and nature, and that proposes one concrete green action they can take on campus.

Design principles: Output-Motivating (an authentic micro-task) + Input-Enabling (three-tier scaffolding: linguistic, cognitive, and affective).

[Pre-class and warming-up tasks (15 min)]

Scan the QR code with students' phone to watch a 90-second vertical video: an aerial tour of campus with subtitle keywords "green, low-carbon, harmony."

Online survey platform: three multiple-choice questions + one open prompt—"What green habit do you practice?" The responses generate a live word cloud, the teacher screenshots it to use as a warm-up in class.

[Language-input Scaffolding (30 min)]

PPT cards:

A 120-word bilingual paragraph (From the passage):

Task: use a highlighter to mark three green verbs.

Quick-fire Q&A: the teacher reads a Chinese phrase; students race to call out the matching English chunk.

[Lesson 2 – Output-Motivating Focus(45 min)]

Recap – 5 min : Flash-card review of last lesson's key phrases.

Task Launch – 5 min: The authentic micro-task: The university's official WeChat account will launch a "Green Campus" column and is inviting 120-word English proposals from all students. Today's in-class drafts can be submitted immediately.

Group Idea Sprint – 10 min

In groups of 4, students write three practical green actions on sticky notes.

Stick them on the board, quickly cluster similar ideas, and vote. The top three become the class word-bank.

Guided Writing – 15 min: Hook (1 sentence) + Idea (2–3 sentences) + Call to action (1 sentence).

Students write individually; teacher circulates with mini “first-aid” vocabulary cards.

Peer Check & Quick Polish – 8 min: 2 good points and 1 wish (how to improve)

Submission & Reflection – 2 min

After class, the teacher selects three pieces to feature on the We Chat account with audio recordings.

After completing two teaching sessions, most student have fulfilled the teaching objectives, such as the result reflected in the post survey investigating their learning effect, in translations related to nature reserves and ecological demonstration zones, the phrase “take measures” is selected at a rate of 65.85 %, whereas in translations concerning harmony between humanity and nature, its usage rises to 73.53 %. This indicates that, within the ecological domain, students generally favour a more formal and standardized rendering. In another question, 75.93 % of respondents selected “nature reserves, ecological demonstration zone”, demonstrating broad acceptance of this rendering. It is therefore recommended that “Output-Motivating and Input-Enabling Activities” can continue to be employed in relevant ecological-concerned language class.

6.3 Off the class: experiential practice

The effectiveness of experiential practice remains robust across diverse learning channels. Cross-tabular analysis reveals that, irrespective of whether students acquired knowledge via university classrooms, Party/Youth-League activities, online platforms, or social-practice initiatives, the perceived effectiveness of experiential practice exceeded 80 %, thereby attesting to its universal applicability.

The experiential practice can be implemented both in on-campus and off-campus practice modules, such as the “Immersive Theater”. Students will get an immersive experience through playing roles in such a on-campus practice. As for the off off-campus practice module, the students can associate their major with what they have learned in the class, conducting a carbon-emission calculation at a rural photovoltaic power station, and write an Summary Report on strategy and the concept of a “Beautiful China” .

7 Conclusion

In this thesis, we set out to test a workable path for grafting IPE onto university English education. Through literature review, surveys, classroom experiments and action research, the Triple-Integration Approach—integrating into textbook, integrating into class, and integrating into minds—has proved both feasible and effective.

Future work should refine adaptive learning technologies to personalize ideological-linguistic scaffolds, and build a community of practice where College English teachers, disciplinary faculty, and Party–League cadres co-design immersive projects ^[4]. In so doing, the IPE will not merely be taught in English classes; it will be lived, voiced and carried forward by the students themselves.

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