

# The Integration of Ethical and Moral Education into College English Teaching Guided by “Three-in-One” Concept

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## Abstract

Based on the “three-in-one” educational concept of the integration of value shaping, knowledge transfer and ability cultivation, this paper discusses its significance and guidance on moral cultivation in college English teaching and puts forward the “three-in-one” as the key framework for college English teaching design. The paper illustrates the appropriateness of “three-in-one” concept and its practical implementation in college English teaching through an example of “New Era Mingde College English Integrated Coursebook 1”. The paper concludes with several suggestions for college English ECE teaching design.

## Keywords

Ethical and cultural education, college English, three-in-one principle, teaching design.

## 1. Introduction

In the new era, “three-in-one” educational concept has gained a fundamental and strategic importance among universities and colleges in China. As an educational and teaching concept, it emphasizes the integration of value, knowledge and ability, and puts value shaping in the first place. How to achieve this ethical and cultural educational (ECE) goals of the course through effective and integrated teaching paths, and how to embed value shaping in language knowledge learning and language application ability training have become a major issue in the foreign language courses in colleges and universities in the new era, and also has been one of major issues in college English teaching research.

In May 2020, the Ministry of Education issued the “Guidelines for the Ethical and Cultural Education of Higher Education Curriculum” (hereinafter referred to as the “Guidelines”), pointing out that each course should play a role in educating people and improve the quality of talent cultivation in colleges and universities. The “Guidelines” has become a guiding document for comprehensively promoting ECE of college courses, through cultivating people through value shaping, knowledge imparting and ability training integrated as the “three-in-one” educational concept. How to integrate this concept in the actual teaching design is the key focus. This research analyzes the Integration paths of ECE into college English teaching guided by “three-in-one” concept, discussing the advantages of college English, and giving examples to illustrate the integration paths of college English teaching design.

## 2. Literature review

### 2.1. Guiding Connotation of the “Three-in-One” Concept for ECE of College English Courses

The “three-in-one” education concept advocated by the “Guidelines” advocates the organic integration of ECE into the teaching of each subject, that is, “values should be guided in knowledge transfer and ability cultivation, and help students shape a correct world view and outlook on life and self, which should be the proper meaning of talent cultivation.” When

analyzing the relationship between professional education and general education, Professor Qian Yingyi of Tsinghua University also pointed out that general education is "an education system that integrates value creation, ability training, and acquisition of human core knowledge." The "College English Teaching Guide" defines college English as the core general education course. ECE also belongs to the category of general education. Professor Cai Jigang pointed out that the foreign language general education course needs to undergo a paradigm shift, that is, to realize the transition from extroverted cross-cultural education to introspective moral cultivation education, from a single humanities education to both humanities education and science education, and from decontextualized general education paradigm shift from education to professional general education, from cultural quality training to critical thinking and communication skills training. It can be seen that the "Three-in-one" educational concept proposed in "guidelines" has a very suitable theoretical guiding significance for ECE of college English courses.

## **2.2. "Three-in-One" Concept in Integration in ECE of College English Courses.**

From the point of view of the integration of ECE "three-in-one" of the curriculum, there are the following problems in college English teaching in China

- 1) Explicit teaching resources (including teaching materials) for ECE are imperfect and unsystematic, and there is a lack of "dominant" and scattered "recessive";
- 2) Knowledge transfer, ability building and value shaping have failed to form a joint force for educating people;
- 3) The content, method and subject of ECE evaluation and language learning evaluation are prone to separate mechanically..

If these problems are not resolved, it will inevitably lead to consequences such as blunt implantation of ECE and poor educating results. For the majority of English teachers, in addition to the "what" and "why" of the ECE curriculum, the most important thing is the path of "how to implement", which is also the "last mile" of ECE of the curriculum. Therefore, how to effectively realize the deep integration of the "three-in-one" of value, knowledge and ability in the teaching process is an urgent problem to be solved at present.

In response to the requirements of the new era, this research relies on the newly published "New Era Mingde College English Integrated Coursebook 1" (hereinafter referred to as "Mingde English") specially designed for college English courses. In terms of teaching materials and teaching evaluation, the education and teaching concept of "three-in-one" of "value, knowledge and ability" will be carried out through the key links of "guidance", "integration" and "synergy" for the corresponding integration path research.

To comprehend and implement this spirit in ECE of the course, it is necessary to understand what core values students need to shape through ECE, what abilities they should cultivate specifically other than professional knowledge, and what suitable knowledge should be selected and integrated into ECE of the course. In addition, understanding the internal relationship of the three aspects and their status and role in ECE of the course will help guide the teaching design of the course. Based on the "Guidelines" and related research, we analyze and refine the content of these two aspects in combination with the characteristics of college English courses.

First of all, in terms of the relationship between the three, value shaping should be based on knowledge transfer and run through ability cultivation. Among them, knowledge transfer is the starting point of classroom teaching, ability training is the subject requirement of classroom teaching, and value shaping is the higher goal of educating people in all subjects. Therefore, it is believed that knowledge transfer is the primary goal of education, ability training is the intermediate goal, and value shaping is the high-level goal. The realization of high-level goals needs to build on the basis of primary and intermediate goals.

Secondly, in terms of knowledge transfer, the "Guidelines" proposes to explore or integrate Chinese characteristics in the new era, traditional Chinese culture education, education on socialist core values, rule of law education, mental health education, labor education, occupational ideals and ethics education in professional knowledge education. In terms of ability development, while achieving the goal of professional ability development, it cultivates students' critical thinking, curiosity, imagination, innovation, and so on. The goal of cultivating professional abilities in college English teaching is to cultivate students' comprehensive English application abilities such as listening, speaking, reading, writing, and translation, while also strengthening the cultivation of students' critical thinking and other abilities. In terms of value shaping, it is necessary to cultivate students with firm ideals and establish correct values, worldviews, and outlooks on life, among which the core content is the cultivation of socialist core values. They include patriotism, dedication, integrity, and kindness at the citizen level, freedom, equality, justice, rule of law at the social level, and prosperity, democracy, civilization, and harmony at the national level. Values are the benchmark of human life, the meaning of life, the goal of life, the worldview of people, and the direction of life pursuit.

Qian Yingyi pointed out that the current social ethos is impetuous, eager for quick success, utilitarianism first, short-term interests driven, and the ethics and morality of individuals, organizations, and society are not satisfactory. Students lack lofty ideals and are satisfied with immediate employment opportunities; Pursuing short-term interests without principles of being a person, which are all values-related issues. Value shaping is the core goal and important mission of ECE, and it is the content and goal of value shaping, and the fundamental task of higher education in the new era.

### **3. Multidimensional Framework of "Point-Line-Plane-Prism Teaching Design"**

As one of the important courses in general education, implementing the "three-in-one" educational concept has many advantages as follows: College English is a humanities basic course with rich selection of materials, extensive content, and strong interest, which combines instrumental and humanistic qualities; It is possible to obtain a wealth of university English learning resources both in and out of class from multiple channels; The ECE of college English courses can be integrated into classroom through rich and flexible teaching methods such as listening, speaking, reading, writing, and translation; The implementation of ECE is a concrete manifestation of theoretical guidance and practice.

How to appropriately implement the "three-in-one" education concept into practical academic design and classroom implementation is the difficulty of implementing ECE in English courses. We combine the advantages of integrating ECE into college English classrooms, and based on the analysis of the "three-in-one" education concept, propose a multidimensional framework teaching design that combines "point, line, plane, and prism".

"Point" refers to specific teaching materials such as stories, news, and knowledge points, including knowledge that students can widely acquire; "Line" refers to a line composed of points with different themes (such as patriotism, dedication, kindness, cooperation, integrity, equality, etc.). On the basis of knowledge teaching, learning these main lines can cultivate students' interests, willpower, self-confidence, speculative ability, critical thinking ability and other abilities, and then shape the value of one or some aspects. 'Plane' refers to a diverse set of main lines, including the core socialist values, excellent traditional Chinese cultural education, legal education, professional ideals, and professional ethics education, shaping multiple values. "Prism" is a multidimensional teaching framework composed of "points, lines, and planes", which includes multiple aspects of ECE. It integrates three functions: knowledge acquisition, ability cultivation, and value shaping. The three aspects are interconnected and integrated,

aiming to comprehensively and deeply improve students' comprehensive quality and help them achieve sustainable development. The following teaching practice is the illustration based on the textbook of "Mingde English".

### **3.1. Explicit Highlight of ECE in English Course.**

Teachers use the six "core value" sections in each unit of the textbook (unit theme refinement, interpretation of Chinese and foreign famous sayings, focus on educational elements, exploration of core values, text thinking and discussion, and discussion of ECE elements) to guide students layer by layer, and set questions based on explicit materials such as pictures, charts, audio and video, and other forms that are focused on the unit's educational goals, to stimulate students' thinking; Through vivid life narratives and different forms of discourse, the spirit and power of core values are presented silently, helping them form correct values.

### **3.2. Full "integration" of Value and Language.**

The teaching design of eight units of language learning reflects multiple training objectives of skills, knowledge, and values. In addition to training basic language skills, vocabulary practice, translation, and writing workshops consciously benchmark unit education goals in terms of word selection, example sentences, context, and main idea, while also taking into account value shaping. Integrating unit education goals into project practice, guiding students to practice socialist core values through practical actions; In the online and offline blended learning mode, the resources of the iSmart platform and the micro courses produced by the team implement the concept of "integration" to set the content, and the evaluation system emphasizes the "three-in-one" content evaluation of "value shaping, knowledge transfer and ability cultivation".

### **3.3. Diversified Collaboration to Educate.**

The eight unit themes of the course involve socialist core values such as "patriotism, professionalism, kindness, rule of law, integrity, equality, democracy, and harmony"; The two articles in the unit use both Chinese and foreign themes, emphasizing the comparison between China and the West; The whole process of language teaching benchmarking unit education theme, content selection, exercise design, and skill training all achieve both explicit and implicit; Combining unit projects to achieve the educational effect of practicing core values, internalizing them in the heart and externalizing them in practice.

## **4. Conclusion**

At present, ECE in college English courses in China has been widely explored and practiced. We believe that it should pay special attention to the following issues in teaching design and other aspects:

The method of ECE in foreign language courses is to organically integrate education into teaching activities, which cannot be seen as "two skins", separate from foreign language teaching, in an artificial and forceful way. The good integration of ECE enhances students' acceptance while ensuring the effectiveness of ECE in the curriculum. Under the guidance of the "three-in-one" education concept, it is necessary to combine the characteristics of each university, highlight the key points, and take into account other factors, in order to achieve the goal of complementary and collaborative education with other characteristic disciplines of the university.

In practice, here are more suggestions. Using real-life problems to guide classroom teaching. Coordinate and arrange language teaching, cultural teaching, and thinking teaching according to the model of "discover-analyze-solve problems", so that ECE in college English courses is based on reality and targeted. The value of education is not only reflected in students' knowledge acquisition, but also in their thinking development, such as critical thinking and

creative thinking. Also, the Chinese cultural tradition lacks analytical argumentation in the form of demonstration and logical reasoning, which are not conducive to the development of critical thinking. Therefore, classroom activity organization should focus on guiding students to critically view the influence of Chinese cultural traditions, such as obedience to authority and filial piety, to stimulate students' ability to think independently. In addition, from the perspective of teachers' self-development, the premise for foreign language teachers to cultivate students' abilities and shape their values is that foreign language teachers should actively expand their knowledge structure, exercise their ECE teaching abilities, and continuously improve their multifaceted knowledge and abilities.

It is advisable to emphasize the use of speculative discussions to internalize ECE. Change the traditional teaching method of college English mainly based on indoctrination, encourage and urge teachers to organize classroom English teaching through speculative discussions (argumentative interaction aimed at rational resolution of differences of opinion), guide students to use English in both oral and written forms to describe problems, analyze problems, express positions, and state reasons. While cultivating students' language application and speculative abilities, it is natural to achieve the goal of shaping the value of ECE in college English courses.

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