

A Study on the Ideological and Political Education of College English Based on Systemic Functional Linguistics

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Abstract: This paper mainly discusses the Ideological and Political Education of College English from the Perspective of Systemic Functional Linguistics. Through an in-depth analysis of the principles of systemic functional linguistics, the author points out how to effectively integrate its path with “curriculum thinking and politics” in college English teaching “. These include text selection, functional language teaching, interactive discussion, critical thinking, cross-cultural comparison and reflection, aiming to improve students’ English ability and strengthen the core values of ideological and political education.

Keywords: College English; Ideological and political education; Functional language

Introduction:

With the acceleration of globalization and the internationalization of higher education, college English teaching is facing new challenges and opportunities. For this reason, how to better integrate ideological and political education into English teaching has become an important issue for the current educational circles to explore. Systemic functional linguistics, as a theory that focuses on the functional use of language in a specific context, provides a unique perspective for teachers. The purpose of this paper is to explore how to better realize the educational goal of “curriculum ideological and political education” in college English through the path of systemic functional linguistics.

1. The definition of systemic functional linguistics and its connection with “curriculum ideology and politics”

1.1 Definition and Characteristics

Systemic functional linguistics, which originated from the work of Michael Halliday, is a methodology for the study of language, emphasizing the close connection between the functionality of language and its social context. SFL advocates that language is not only a symbol system to express meaning, but more importantly, it is a tool for people to complete a specific communicative function in a specific social and cultural context.

1.2 The Relationship between Systemic functional linguistics(SFL) and “Curriculum Ideology and Politics”

First of all, the use of SFL can help teachers to mine the ideological and political elements in the teaching text, and identify and strengthen the ideological and political related information through multi-level analysis of the text (e. g. attitude, evaluation, etc.).

Secondly, SFL emphasizes interactivity and context, which enables teachers to design real communication tasks and activities combined with ideological and political education content, such as simulated parliamentary debates, role-playing, etc., so that students can have in-depth contact with ideological and political content while using English ^[1].

2. The Systemic Functional Linguistics Path of “curriculum ideology and politics” in College English

2.1 Text selection and material mining

First of all, based on the goal of linguistic construction, teachers need to select English texts that are close to students’ life and

consistent with the concept of ideological and political education in college English ideological and political education, thus providing students with a familiar and deep-thinking learning background. These texts may include, but are not limited to, news reports, cultural reviews, historical articles, and speeches by famous people. Secondly, the selected text is analyzed in depth by using the theory of systemic functional linguistics. Through the multi-level analysis of context, attitude and evaluation, the ideological and political elements in the text can be effectively excavated. For example, a news article describing China's social development can extract the affirmation and display of socialist core values [2]. For example, in teaching, teachers can choose an English report on the "Belt and Road Initiative" initiative, first guide students to capture key information related to this initiative from the text, and then deeply explore the ideas of international cooperation, mutual benefit and win-win results contained in it, and then discuss with students about China's diplomatic strategy and international relations in the context of globalization. Through this method, students can not only learn language in the real context, but also effectively integrate into the content of ideological and political education, making English learning and ideological and political education an organic whole.

2.2 Functional Language Teaching

First of all, it emphasizes the function of English, that is, not only the study of grammar and vocabulary, but also the use of language as a tool to complete specific communicative functions [3]. Systemic Functional Linguistics (SFL) attaches importance to the practical use of language in a specific context, so in the teaching design, we should fully consider how to complete the communication tasks related to ideological and political education through English.

Secondly, design a course that combine ideological and political education with functional language teaching activities. For example, students can use "narrative" (narration) to describe historical events in our country, "exposition" (elaboration) to explain the importance of a certain policy, or use "discussion" (discussion) and "debate" to explore different perspectives and opinions.

For example, in teaching, assuming that teachers choose "confidence in the path, theory, system, and culture of socialism" as the core content of ideological and political education, students can use English for the following activities:

Use "narrative" to describe China's process from closed to open, emphasizing why China has a firm "confidence" on the socialist road after years of development ".

Explain in depth through "exposition" why "the theory of socialism with Chinese characteristics" is crucial to China's development.

The "discussion" or "debate" session is designed to allow students to compare "the system of socialism" with those of other countries and discuss their respective advantages and challenges. Through this functional language teaching method, students can not only improve their English ability in the real context, but also ensure the organic combination between college English learning and ideological and political education.

2.3 Interactive discussion and critical thinking

First of all, interactive discussion is regarded as a powerful tool in education, which encourages students to actively participate. This kind of participation and interaction can not only deepen students' understanding of the subject content, but also cultivate students' communicative ability and critical thinking [4]. Secondly, critical thinking is one of the core abilities of modern education, in the "curriculum ideological and political" English teaching, by stimulating students' critical thinking, can make students more in-depth, comprehensive understanding and exploration of related content.

For example, in teaching, considering the various social changes brought about by the current globalization and technological progress, teachers can choose "innovation and entrepreneurship under the socialist market economy" as the discussion topic [5]. This theme is not only closely related to the future of students, but also to the economic strategy and development direction of the country.

Teaching activities can be designed as follows:

Introduction: The teacher first briefly introduces the basic concepts of "innovation" (innovation) and "entrepreneurship" (entrepreneurship) in English, and links them with the socialist market economy with Chinese characteristics.

Group Discussion: Students were divided into small groups, and each group was given some English language materials related to actual cases of "innovation" and "entrepreneurship" in China, such as "Alibaba's success story" or "the rise of TikTok". Their task was to extract key information from the materials and discuss the social, economic and political factors behind these cases.

Critical Analysis: Students are asked to think critically and analyze how specific national strategies and cultural contexts have promoted or restricted the development of innovation and entrepreneurship in the context of globalization.

Debate: The whole class can be divided into two groups and have a debate. The topic may be: "To what extent does the socialist market economy model contribute to the global success of Chinese tech companies?" Students will debate in English, provide arguments to support their views, and respond to each other's arguments.

Reflection: After the debate, each student is required to write a brief reflection in English, describing what they have learned during the discussion and debate, and how they view the role and challenges of the socialist market economy with Chinese characteristics in the context of globalization.

Conclusion:

To sum up, through an in-depth discussion of the application of systemic functional linguistics in college English “curriculum ideology and politics”, it can be seen that this teaching mode is helpful for students to improve their practical English application ability, and can also deeply understand and experience China’s core socialist values in the process of language learning, which is helpful to meet the needs of the combination of ideological and political English subjects.

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