

# Teaching Strategies of Achievement of Ideological and Political Education under the Framework of the Hidden Curriculum of College English

Dan Wang, Yi Yang

Baoding University 071000

---

**Abstract:** The ideological and political education has always made an important influence on the direction of education and formation of the youngsters' ideological system as well. The formation of corrective political awareness of the youngsters also has become one of the primary goals of higher education. Compared with other courses, college English has unique features and the traditional methods may played an limited role within it. Due to its hidden curriculum property, the transcultural contents and cross-cultural comparison have always been a distinct feature in real teaching practice. Given this situation, this paper strives to find other effective ways to achieve better integration of ideological and political education and college English from the perspective of hidden curriculum.

**Keywords:** College English; Ideological and political education; Hidden curriculum

---

## 1. Introduction

Confronting challenges and needs from home and abroad, the college English teaching ought to take the initiative to integrate with the system of ideological and political education and further better achieve the fundamental task of virtue education of higher education. According to the College English Teaching Guideline, college English teaching should intergrate into the system of ideological and political education and play an active role in strengthening moral education and cultivating undergraduate, which adhere to the requirement of basic task of higher education.

Compared with other courses, college English focuses more on other foreign cultures and how to combine the foreign cultures teaching with the ideological and political education task is the demands of new era. Therefore, this paper aims to explore different ways in combination of the two aspects. While the hidden curriculum is the complementary part of teaching activity and the two methods distinguish from each other in terms of the way of output and input as well. Currently, more studies are carried out on the explicit curriculum and the hidden one is often ignored.

## 2. Analysis of the Current Problems for the Combination

The property of hidden curriculum of college English mainly focuses on the indirect way of education. However, the traditional college English class is always content-oriented and teacher-centered, and language learning always the top priority, which must ignore the development of the students and further affect the achievement of ideological and political education. Therefore, lacking enough focus of ideological and political education in college English class will become routine in real teaching practice.

Besides, permeability is also one feature of hidden curriculum. Many teaching objectives of college English of higher education tend to be involved through the whole teaching semester. But now the insufficient integration of text materials and main social values affect the comprehensive development of college students. And the bulk of exploration of cross-cultural comparison is always stuck in the surface level, which is hard to form a far-reaching connection and further affect the cultivation of correct value of college students. Meanwhile, the traditional in-class teaching tends to undervalue the importance of curiosity of students, which will obstacle the inspiration of students' learning interest and further departing from the demand of society.

Another property is unrestrictedness. Campus environment, lecture hall, online promotion, after-class activities etc., all of these

can be applied in the ideological and political education as well as college English class. It is pity to say that there is a lack of unique campus culture in the majorities of universities. Without distinguished feature of both material civilization construction and spiritual civilization construction, most college English classes did not fully apply the off-class material, which further affect the achievement of ideological and political.

On top of those, the simplicity of traditional teaching methods in class, the lack of insufficient exploration of teaching material, the ignorance of motivation, guarantee and assessment mechanism, all of those have limited the ideological and political education during college English teaching.

### **3. Analysis of Effective Strategies for the Combination**

The research of hidden curriculum can be traced back into the early 20<sup>th</sup> century and the scholar John Dewey shared his idea in the book *Experience and Education* in 1938. For him, the collateral learning refers to the connection of learning material and the cultivated emotion and attitude during the learning process<sup>[1]</sup>. After that, the phrase of hidden curriculum was put forward by American educator Philip W. Jackson in *Life in Classrooms* in 1968. According to him, the hidden curriculum includes the unexpected and unplanned knowledge, value, norm, attitude, etc. that acquired from learning environment by learners<sup>[2]</sup>. In our country, the study on hidden curriculum started in 1980s. And the hidden curriculum is often unsystematic but can not be ignored during the teaching process. And in 2000, one idea was proposed that hidden curriculum is the kind of cultural sequence that is represented by the teacher in a special manner and acquired by learners in or out classroom unconsciously.

According to *Modernization of Chinese Education 2035* from the Ministry of Education, the college English should shoulder new tasks under the new circumstances. The paper points out that the talent cultivation ought to be suitable for the development of modernization and the demand of community of a shared mankind, pay more emphasis on both core knowledge acquisition and great adaptation ability worldwide, foster students' patriotism, international point of view, multicultural consciousness, noble quality and cross-cultural communication ability. Therefore, knowledge learning should strive to promote the development of ideological education. Compared with the dominant property of college English teaching, the hidden curriculum feature can also play an influential role in ideological and political education.

First of all, the content material should be explored deeply to fully perform educational function of ideological and political education. Thanks to the hidden curriculum, the teacher has the chance to integrate some contents like scientific learning methods, academic morality, humanity qualities, Marxism philosophy and other contents from ideological and political education into English learning. By using comparison, the students will grasp the core values of Chinese socialism and other social main values unconsciously to further form the active opinions. For example, the traditional college English classes always involve various class activities like class debate or discussion based on the topic of teaching material, such as custom of festivals, family relationship, social responsibility, etc. All of these contents can be fully explored from the ideological perspective. On top of that, through expanding topic related reading material and in-class discussion, the teacher also provides a clue for student to get a glimpse of our Chinese traditional professional ethic. However, the activity should pay more attention on students' interest rather than the preference of teacher, for there are more differences between them<sup>[3]</sup>.

Second, from the hidden curriculum perspective, the after-class learning should be highlighted. According to Professor Vallance E. from the Kansas State University, the hidden curriculum can be defined as a special process and its relevant achievements. It includes all circumstances related to learning, even the after-learning and off-class activities<sup>[4]</sup>. The club activities should not be the routine work of consultant or the Students' Union of college, and it should become the necessary part of after-class learning of college English course. For the club activity is the important supplement of ideological and political education, the design and implement ought to be arranged by the college authorities and the professors of different courses should get a chance to take part in as well. Thanks to the various cultures involvement in college English, more distinguished materials will be accumulated and further meet various demands of students with different major backgrounds.

Third, more off-class activities also play an important role in stimulating this combination. Off-class activity mainly refers to the social practice base between universities and other companies in society. For Martin J. R, the professor from the University of Massachusetts, the hidden curriculum is the result or influence of certain educational environment out of campus. Sometimes it consists no specific learning materials<sup>[5]</sup>. As for universities, the talent cultivation program must be listed in its educational objectives and the requirement for students like both learning hours and credits should be illustrated clearly. According to the regional feature and major difference, the students with different major background will be provided suitable practice base to cultivate their ability and further strengthen their patriotism. As for Baoding University, located in Baoding city with rich historical resources nearby like

Xibaipo and Langya Mountain, has a easy accesss to carry out patriotic activities. As for other aspects, Baoding University boasts the tradition of the teaching support to Qiemo county of Xinjiang, which will provide a better chance of implement of patriotic education.

Because of the indiretness of hidden curriculum, the necessity and importance of combination of ideological and political education should be enhanced and the teachers' consciousness also should be updated. To achieve this goal, more relevant seminars and training courses are indispenible for teachers both in college level and national wide. The regular training activities should become the daily routine for all teachers with different teaching background. Meanwhile, discussion activities among different schools are also should be attached great importance to. Apart from these, the relevant competition is also a useful approach to strengthen teachers' attitude towards the combination.

Last, online teaching platform is an dispensible teaching method for undergraduate to acquire information, communicate and even study. For college English, online materials are rich and adequate, which can fully meet the demands of undergraduate different perspectives. Therefore, the college English teacher can fully use these during their teaching process to improve undergraduates' awareness of our Chinese socialist value and traditional Chinese culture. But the social media like WeChat also covers various information even the false one which need our more attention to distinguish. All of those should be reminded by the teacher. And unveristies authorities can promote the usage of certain social media platform in campus after careful selection. And more activities should also be encouraged to cultivate students' self-learning ability and innovation ability as well, such as the construction of online official account, theme related activities, online discussion, etc. Besides, the teachers can also organize some discussion or debate online towards current hot issue of society.

#### **4. Conclusion**

To better realize the objective of ideological and political education during the process of college English teaching, the combination with its hidden curriculum is necessary and meaningful. For the teachers, the hidden curriculum is easier to operarte in real teaching practice and more psychological and non-psychological methods can de applied in reality. Using the application of hidden curriculum feature of college English to compensate its explicit feature of class teaching, it will stimulate to foster students' high noblity and patriotism and achieve the sustainable development of the undergraduate in the futher.

#### **References:**

- [1] John D. Experience and Education [M]. New York: Collier Books, 1938.
- [2] Philip W J. Life in Classrooms [M]. New York: Holt, Rinehart and Winston, 1968.
- [3] NUNAN D. The learner-centered Curriculum: A Study in Second Language Teaching [M]. Cambridge: Cambridge University Press, 1988:43-134
- [4] Vallance E. Hidden Curriculum [A], In Lewy A. (ed.). The International Encyclopedia of Curriculum [C], New York: Pergamon Press, 1991:40.
- [5] Martin J. R What should we do with a hidden curriculum when we find one? [J]. Curriculum Inquiry, 1976,6(2):135-151