

# **Exploring the Course ideological and political education of the Writing Module "Communicating China's Stories in English" for Vocational College Students**

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## **Abstract**

Finding an effective integration point between course ideological and political education and English professional training is an important research topic. However, empirical studies in this area are still weak. This study focuses on vocational college students in Anhui Province and uses English writing courses on telling China's stories as an example. It analyzes how to integrate ideological and political education into English writing teaching, particularly in writing materials and topic selection. By examining students' writing texts, the writing process, post - writing reflections, peer evaluations, syllabus design and practice, and joint evaluations by teachers both inside and outside the school, the study aims to demonstrate the effect of the three - pronged nurturing in English writing classes. It also seeks to provide suggestions for integrating civic elements into English teaching programs and for comprehensive and holistic education in the future.

**Keywords:** English Writing Teaching; Course ideological and political education ; China Story

## **Introduction**

In recent years, incorporating elements of course ideological and political education into English classroom instruction in ways that resonate with students has gradually become a focal point for English educators and scholars in the field. A number of scholars have explored various approaches to embedding Civicism elements into English teaching. For instance, Professor Wen Qiufang has discussed the pathways and methods for implementing course ideological and political education, while Professor Huang Guowen has elaborated on its connotations and guiding principles. Additionally, some researchers have examined the integration of Civicism content from the perspectives of textbook compilation and instructional methodology [1].

Overall, most experts have approached the integration of course ideological and political education into English teaching from a macro-level perspective. Although some empirical studies exist, their scope remains limited. Future research on Civicism in English language education needs to place greater emphasis on micro-level investigations, particularly on how to organically integrate knowledge acquisition with ideological and political cultivation in specific teaching practices, so as to realize the goal of holistic education throughout the entire process and in all aspects of instruction.

## **2.Integration Practices of Course Ideological and Political Education in English Writing Courses at Vocational Colleges**

With regard to the integration of course ideological and political education into English language teaching, it is essential to develop a deep understanding of the nature of the curriculum. Under the overarching goal of holistic education throughout the entire process and in all aspects, teaching objectives, approaches, procedures, and feedback mechanisms must be effectively embedded within the framework of Civicism-oriented instruction.

In vocational colleges, English writing is a highly integrative course, particularly within Business English programs. While primarily aimed at enhancing students'

writing proficiency, it also contributes to the development of their reading ability, aesthetic awareness, expressive competence, and cultural literacy. The English writing course provides a valuable platform on which students can freely express their ideas and perspectives. Through the process of selecting arguments, evidence, and themes, students are encouraged to cultivate a sense of historical responsibility and a spirit of public service. As such, the English writing class can serve as a medium through which instructors gain direct insight into students' evolving ideological perspectives and emotional needs, thereby realizing the dual goals of learning through application and self-reflection, and ultimately achieving the comprehensive objectives of Civicism education.

Since 2016, the author has been engaged in English language teaching at vocational colleges, with a particular focus on writing instruction. Throughout this period, the author has consistently integrated Civicism elements into classroom practices to fulfill the mission of holistic education. In July 2021, the author participated in a summer program entitled "Communicating China's Stories in English—Writing a Beautiful China," hosted by a vocational college in Anhui Province, where the author was responsible for teaching the English writing module. The primary objective of the summer camp was to encourage college students to write about China's stories in English—specifically, how the Chinese people responded to the COVID-19 pandemic—with the aim of presenting China's public health efforts and spirit of solidarity to the international community. Participants in the program were students from various vocational colleges across Anhui Province, majoring in Business English, Applied English, International Business, and Business Administration.

The English writing module in this program consisted of six stages:

**1. Writing Assignment Initiation** – Students were asked to write about their personal experiences and reflections during the COVID-19 pandemic.

**2. Text Collection and Peer Review** – Students' compositions were collected and anonymized, with personal identifiers removed. Each student was then required to read and provide anonymous comments on the writings of their peers.

**3.Interactive Seminar** – The instructor reviewed students' drafts and peer feedback, identified recurring issues, and organized interactive seminars to discuss common writing challenges.

**4.Selection and Presentation of Excellent Texts** – Ten outstanding texts were shortlisted, and one student was selected through peer voting to present their work. Subsequently, both Chinese and international instructors jointly evaluated the selected works.

**5.Revision and Reflection** – Students revised their texts based on instructor and peer feedback, submitted final drafts, and provided written reflections on their revisions.

**6.Reference Materials and Final Submissions** – Students were offered reference materials and exemplary compositions, and were required to submit a third, polished draft by a specified deadline.

## **2.1 Instructional Objectives and Pedagogical Model**

During their college years, vocational students are at a critical stage in the formation of their worldview, values, and outlook on life. The outbreak of the global COVID-19 pandemic presented a timely opportunity to instill patriotism and a sense of health awareness. The summer program's English writing course used the collective efforts of the Chinese people in combating the pandemic as its central theme, aiming to showcase Chinese college students' actions and reflections to the global audience. The micro-level objective of the course was to enhance students' ability to communicate China's stories in English, while the macro-level goal was to foster students' patriotic consciousness and awareness of the value of life [2].

The writing module of the summer camp was structured around four instructional components: topic selection, material preparation, language use, and writing evaluation. The instructional goals for each of these modules are summarized in the following table:

Table 1. Instructional Steps and Objectives of the English Writing Module

Instructional Step	Micro-Level Knowledge Objectives	Macro-Level Civic Education Objectives
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Writing Topic Selection	To understand the target readership and express meaningful ideas from a unique perspective.	To cultivate social responsibility and patriotic sentiment: Students are guided to expand their horizons by reflecting on the relationship between humanity and nature, and between individuals and society, through the lens of the concept of a shared future for mankind as advocated in Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. In the process of selecting topics, students enhance their sense of responsibility and national consciousness.
Writing Material Selection	To transform personal experiences into generalized insights and to collect writing materials through both online and offline platforms. Students are expected to filter, synthesize, and apply the materials to produce authentic and emotionally resonant narratives.	To foster “Four Confidences” and promote life education: Through watching news programs and following official media platforms (such as CCTV and its Douyin account), students learn about China's achievements in the fight against the COVID-19 pandemic. This process not only reinforces confidence in the path, theory, system, and culture of socialism with Chinese characteristics, but also encourages a love of life and a willingness to help others.
Language Use	To meet the standards of accuracy, fluency, and appropriateness (“faithfulness, expressiveness, and	To develop a practical and truth-seeking attitude: Students are encouraged to seek truth from facts, reject falsification, and

	elegance”), ensuring that the writing is both grammatically correct and stylistically engaging for the target audience.	approach writing with sincerity. By writing from the perspective of the target audience and conveying genuine thoughts, students gradually cultivate an honest and grounded character.
Writing Evaluation	To improve and refine texts continuously based on feedback from target readers and instructors, striving for excellence through revision.	To foster self-transcendence and team spirit: Through interaction with both teachers and peers, students enhance their writing proficiency while also developing a sense of collaboration. In the process of mutual feedback and cooperation, students break through personal limitations and learn how to work effectively with others.

At present, many scholars in the field have explored the practical models of value education for students. For instance, in his book *A Study on Value Education in General Education Courses in Chinese Universities*, Zhang Dehai elaborates on how to carry out education aligned with the Core Socialist Values at both macro and micro levels. At the macro level, the process consists of four stages: initial cognition, approval, theoretical understanding, and transformation into action. At the micro level, it includes integration, mutual assistance, situational immersion, and practical engagement.

The English writing module of the “Telling China’s Stories in English” summer camp draws on the above value education model and improves upon it by integrating the original four components into three phases: cognitive approval, theoretical internalization, and reflective practice.

In terms of cognitive approval, representative writing materials and exemplary texts are introduced during the teaching process to uncover embedded ideological and political elements—such as patriotism and dedication—and to implant these values into students' minds through practical teaching activities.

For theoretical internalization, a variety of classroom strategies such as teacher–student Q&A, group discussions, sharing of current issues, and teacher feedback are employed to help students transform their preliminary experiential understanding into a more systematic theoretical framework.

As for reflective practice, students are guided to continuously refine their writing texts, striving for precision and fluency in language use while also achieving ideological clarity and depth. The aim is to unify critical thinking with practical action, ultimately integrating both ideological and professional competencies.

## **2.2 Teaching Practice**

The teaching module is mainly divided into two parts: selection of writing topics and selection of writing materials. It demonstrates how to design cognitive approval, theoretical internalization, and critical thinking practice in the teaching process, thereby exploring ideological and political elements to achieve the organic combination of knowledge education and ideological and political education, and to realize the goal of all-round, whole-process, and whole-staff education.

As for writing practice, one of its fundamental characteristics is to choose a unique writing perspective and to be well-reasoned. Starting from this characteristic, the author should closely follow the current affairs requirements and choose hot topics for writing. Because students can keep pace with current hot issues in the topic selection process, and the topics are diverse, the topic selection process will promote students' in-depth thinking about the topics and their sense of social responsibility. Therefore, English writing courses have profound educational value connotations [3]. The summer camp requires students to depict the heroic stories of anti-epidemic fighters on the front line in English and their own thoughts on this event, thereby triggering students' sense of social responsibility and enhancing their sense of national identity.

Teachers guide students in text topic selection from the following three aspects: text topic screening for inspiration, revisiting the target language readers, and topic refinement.

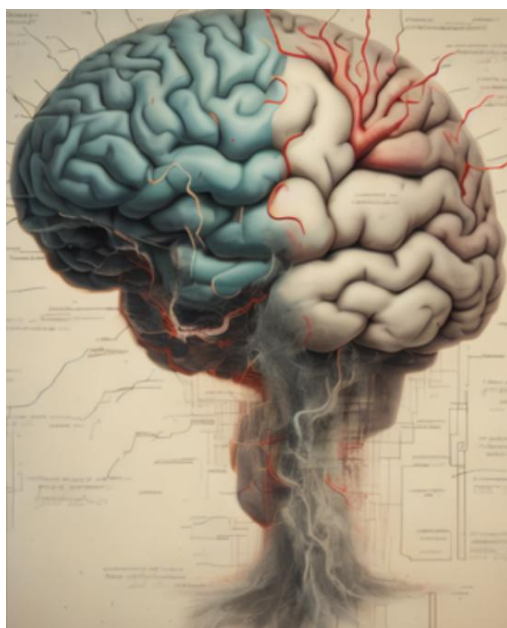
### **Text Topic Screening for Inspiration**

Among the collected writing texts, a considerable number of students' writing content is related to daily anti-epidemic activities, expressing sincere emotions in their language, such as participating in anti-epidemic volunteer services at school, assisting teachers in completing teaching tasks with high quality during online classes in the epidemic, promptly publicizing various epidemic prevention and control regulations, and measuring the temperature of people in quarantine at home every day. Overall, the students' topic selection is realistic, but some topics are only briefly mentioned, lacking depth and breadth.

In summary, the author has referred to the writing teaching suggestions given by Professor Lai Wenqing from the University of Science and Technology of China. The ultimate goal is to enable students to experience life more deeply and broadly, and to find a unique perspective that can evoke empathy in others. The specific suggestions are as follows: Have each student create a brainstorming map, which contains 10 writing topic categories, and under each writing topic, there are two topics that they first think of, as shown in the figure below:

era	thing	people	place	plot
plan	willingness	emotion	outcome	structure





The brainstorming activity is designed to diverge students' thinking, deepen their cognition, and contemplate the profound philosophical implications of universal interconnection and eternal development, including the relationships between humans and nature, humans and society, and humans and others. It involves exploring through thinking and feeling out the patterns in the exploration, ultimately forming theories to guide practice. This practical activity is not only beneficial for the divergence of students' thinking but also provides enlightening education for students from the perspective of Marxist philosophy.

#### Understanding the Target Language Readers

Understanding the target language readers is one of the important factors that affect the selection of writing topics. The author used the WeChat mini-program "Biao Cha Cha" to collect relevant information from the students (see the table below), and further narrowed down the scope of writing topics based on the collected information.

Understanding the Target Language Readers Analysis Questionnaire

Purposeful Language Reader Characteristics	Parental occupation	Interests	Age group	Education	Region	Personal inclination towards writing topics
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What are some of your own characteristics?	what do your parents do for a living?	What are some hobbies?	How old are you now?	What kind of education and hobbies have been cultivated?	What are the main places they come from?	what are their favorite writing topics?
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Next, the author used a text related to Zhao Lijian's response to questions from Chinese and foreign reporters regarding the US smearing of Xinjiang cotton to guide the students and help them understand that the smearing of Xinjiang cotton is merely a part of the US and Western "huge conspiracy."

The dialogue text is from Zhao Lijian's press conference on September 9, 2020. In his response to the reporters' questions, Zhao Lijian pointed out that some people also accused "the Chinese government of inciting nationalist sentiments and encouraging the public to boycott foreign products." Zhao Lijian then said that the relevant foreign companies' refusal to use Xinjiang cotton based solely on lies is a vivid negative example. Of course, it would arouse the aversion and anger of the Chinese people. Is there a need for the government to incite and lead this? For the Chinese people, the rumors and smearing by these people are the best form of patriotism education. The US also slandered China for "behind-the-scenes manipulation," which reminds me of the video my colleague played at the press conference last week, in which Lawrence Wilkerson, former chief of staff to former US Secretary of State Colin Powell and former Army Colonel, spoke at the Ron Paul Institute in August 2018. This fully demonstrates that the US and the West have a huge conspiracy on the Xinjiang issue. They intend to create chaos in Xinjiang in order to contain China's development. Their smearing of Xinjiang cotton is part of this conspiracy.

Reporter: In response to a spontaneous boycott by Chinese people of foreign brands that refuse to use Xinjiang cotton, a U.S. State Department spokesman said it was led by the Chinese government and condemned it. The U.S. White House press secretary said that China has taken advantage of foreign companies' dependence on their own markets to suppress freedom of expression. What is China's comment on this?

Zhao:"I have noticed the relevant news," spokesman Zhao Lijian said in response to a related question, adding that some people in the United States have not only stigmatized Xinjiang cotton, seriously harming Xinjiang's cotton plantation industry and even China's overall economic interests, but also attempted to cut the Chinese government off from public opinion and antagonize it, which is so poisonous. "We have said more than once, there is no so-called 'forced labor' in Xinjiang cotton production. Cotton picking pays well, and cotton pickers in Xinjiang sign labor contracts with cotton growers on the basis of equality, voluntariness, and consensus; there is no need to engage in any kind of coercion."

This text has aroused students' attention to the target language readers. Student X11 wrote in the post-class reflection summary:

Before disseminating Chinese stories in English, we need to learn to be thinkers and listeners. As Chinese people, can we accept the viewpoints in the dialogue text? Or can we resonate emotionally? If we agree with the viewpoints or resonate emotionally, will we take action?

Student X8 wrote in the reflection summary:

When telling Chinese stories through the medium of English, we must first and foremost adhere to the principle of national sovereignty and territorial integrity. We should resolutely oppose and resist any attempts to interfere in our domestic affairs. At the same time, we should also strengthen our national defense and enhance the country's comprehensive national power and international status. Secondly, we should promote cultural exchanges and cooperation to enhance understanding and friendship with other countries around the world. We can actively participate in various international cultural exchange activities to showcase China's excellent culture and traditional values, and let more people understand the charm and value of Chinese culture. Lastly, we should actively engage in international organizations and diplomatic affairs to contribute to the maintenance of national interests and development. We can participate in various international conferences, negotiations,

and cooperation to promote friendly and cooperative relations among different countries and regions, and to promote global peace and development.

In summary, the teaching link of understanding the target language readers not only makes students realize that they need to have a patriotic heart, but also the ability to communicate across cultures and a broad international vision. As contemporary college students, while pursuing our national interests, we should also take into account the reasonable demands of other countries, and promote the common development of all countries while seeking our own development.

### Refining the Theme

The narrative thread and the refinement of the theme are important factors in writing stories about the fight against the epidemic, especially the refinement of the theme, in which ideological and political education is integrated. Therefore, in order to help students refine the theme, the author has listed a series of words related to the theme (see the table below), and at the same time, guided the students to think about three questions: 1. What values are reflected in my text? 2. Do these values conform to the core socialist values? 3. What sentences or phrases should I use to demonstrate these values?

Refined Writing Theme Word List

Growth and Self-Improvement:	Family and Affection	Friendship and Socialization	Life and Philosophy	Campus and Learning	Tourism and Nature	Science and Technology and the Future	Morality and Cultivation	Health and Wellness
Growth, Confidence, Breakthrough, Progress, Struggle, Achievement	Self, Parents, Children, Grandchildren, Siblings, Family Relationships	Friendship, socialization, making friends, betrayal, sharing in times of trouble, confidant, circle of friends	life, feelings, philosophy, values, choices, of success, failure	Campus, Learning, Exam, Achievement, Competition, Teacher-Student Love, Classmate Love	Tourism, nature, scenery, animals, plants, adventure, travelogue.	Science and Technology, Future, Development, Innovation, Science Fiction, Exploration, Invention	Morality, Cultivation, Respect, Honesty, Modesty, Tolerance, Devotion	Health, Wellness, Exercise, Diet, Sleep, Disease, Mental Health

Through the process of refining the writing theme keywords, many students found that although their texts were lengthy, they lacked coherence and focus. It was indeed challenging to summarize the entire article with specific words. Therefore, in order to deepen students' understanding of their written texts and refine the theme keywords, the author presented a story about how a college student helped the local community with epidemic prevention and control during the pandemic, how they disseminated epidemic prevention knowledge, and how they delivered daily necessities to residents:

In the face of the epidemic, I had been actively involved in various initiatives to safeguard their communities. This is how we were able to ensure that residents were provided with necessary supplies and had access to epidemic prevention information. We were determined not to let the epidemic control our lives. Instead, we were determined to make a difference. We began by offering epidemic prevention education to our neighbors. We told them about the importance of wearing masks, wash hands frequently, and stay home when necessary. Secondly, we were willing to provide assistance to those who were struggling with daily needs. When a neighbor needed some food or medicine, we would help out and provide them with them. Finally, we were always on the lookout for ways to improve our community's response to the epidemic. We were always seeking ways to keep our neighbors safe from the virus. In conclusion, during the epidemic period, college students were able to do many things that would help safeguard their communities. These include offering epidemic prevention education, assisting those in need, and seeking ways to improve our community's response to the epidemic.

Next, the author asked the students to refine the theme of this text. The students pointed out that the text has a clear narrative thread and a reasonable structure, and it can be summarized with the phrase "fighting against the epidemic and taking responsibility." This process helps students fully understand the meaning of "the text is the form, and the meaning is the spirit."

Students benefited a lot from the theme-refining teaching activity. Meanwhile, the

author actively encouraged students to think about social development and life insights under the epidemic from the perspectives of the nation and the people. This allows students to deeply and broadly experience the spirit of fighting against the epidemic—valuing life above all, standing together as a nation, risking one's life, respecting science, and sharing a common destiny.

### **2.2.2 Selection of Writing Materials**

This teaching link can provide a richer and more diversified educational content for the "all-round, whole-process, and whole-staff education." These materials can come from real life, historical stories, literary works, etc., and can display the charm of human spirit from different angles, helping students to establish correct values and outlooks on life [4]. At the same time, the correct choice of writing materials can convey positive and uplifting values and cultural confidence. These materials can guide students to examine issues from different perspectives, put forward their own views and solutions, and thus cultivate their innovative consciousness and practical ability. Teachers need to assist students in constantly refining the writing materials in this link. In the process of refining, students' reading and screening ability can be improved, their thinking and creativity can be stimulated, their cultural literacy and aesthetic ability can be enhanced, their self-learning ability and spirit of exploration can be cultivated, and their writing interest and self-confidence can be improved.

In this summer camp, students need to collect writing materials from all aspects. After collecting, they need to screen, classify, study, evaluate and summarize them, and finally form a detailed, reliable, coherent and vivid text.

The author has taken the following teaching actions in this teaching link: 1. Analyzing the material selection skills of classic texts; 2. Commenting on students' selected materials; 3. On-the-spot writing practice.

#### **Analyzing the Material Selection Skills of Classic Texts**

The author has selected a passage from "Hamlet" to reveal the complexity of human nature. Please see the following text:

Hamlet was walking alone on the battlements of the castle. He was wearing a black cloak and his face was pale. He looked down at the ground below and saw a group of actors performing a play. They were reenacting the murder of his father, and Hamlet was enraged. "Murder most foul, as in the best it is," he shouted. "Revenge is a dish that must be eaten cold." He was overcome with anger and his face turned red. He paced back and forth on the battlements, and then he suddenly stopped and looked down at the ground. "What do you think you are doing?" he shouted at the actors. "You are but players and babblers. You speak words and do not act." He was criticizing the actors for not truly experiencing the emotions of the play. He was trying to make them understand that their actions were meaningless unless they truly felt the emotions of the characters they were playing. "You have come to see my father's murder," he continued. "You come here to watch a story, but you do not see the truth of it. My father's murder was not just a story, it was a crime against nature and humanity."

From the above description, it can be seen that Hamlet is a character with profound inner contradictions and complex emotions. His personality and behavior reflect the diversity and complexity of human nature. The author uses this as a starting point to guide students in thinking about Shakespeare's material selection skills, which are mainly reflected in how to display the diversity of characters through specific language descriptions, thereby highlighting the writing theme of the text. At the same time, by analyzing Hamlet's personality and behavior, students can be guided to think about the essence of human nature and the complexity of human emotions, helping them understand the weaknesses and defects of human nature, as well as how to face and overcome their own inner contradictions.

### **Commenting on Students' Material Selection**

In this teaching link, the author first displayed some representative text materials and students' evaluations of these materials. Taking student X4's text as an example, the text mainly describes that during the epidemic, they consciously followed various epidemic prevention measures, supervised and helped each other. When someone needed to buy daily necessities, others would help purchase and deliver them to their

homes. When someone needed to go to the hospital for medical treatment, others would help contact the hospital and accompany them. In such an atmosphere, the residents of the entire community were united and fought against the epidemic together. The text well demonstrates the warmth and care between people and makes us realize that in the face of difficulties and dangers, only by uniting, helping each other, and facing challenges together can we overcome difficulties and dangers. However, there are also the following disadvantages in the selection of this text material: Cultural background limitations: This text material may only be applicable to communities in a specific cultural background. In other cultures, people may not follow epidemic prevention measures, supervise, and help each other as described in the text; The text emphasizes the unity and mutual assistance of community residents but may overlook individual needs and differences. Some residents may need more personalized support and help; The text presents an optimistic and positive perspective, but the actual situation may not be the case; During the epidemic, people may face more challenges and difficulties, which are not mentioned in the text. Please see the following student comments:

Limited cultural background: This textual material may only be suitable for communities with specific cultural backgrounds. In other cultures, people may not follow the epidemic prevention measures, mutual supervision and assistance as described in the text. Ignoring individual differences: The text emphasizes the unity and mutual assistance of community residents, but it may ignore individual needs and differences. Some residents may require more personalized support and assistance. Biased optimistic perspective: The text presents an optimistic and positive perspective, but the actual situation may not be the case. During the epidemic, people may face more challenges and difficulties, which are not mentioned in the text.

Through the Design of This Teaching Link, Students have gained new insights into the selection of text materials and also realized that good texts cannot be separated from the support of good materials. Next, the author summarized some common problems that students have in the selection of writing materials based on their



writings. First, lack of targeting: When students choose text materials, they may not be targeted and do not consider the purpose of text writing, resulting in the selected materials not matching the text content and affecting the expression effect of the text. For example, the main idea of a student's text is to highlight how medical workers bravely fight against the epidemic on the front line, but in the description, various types of personnel are added, and the importance of medical workers is not highlighted. Second, lack of practicality: The selected text materials are disconnected from real life or work and have no practical application value, which greatly reduces the practicality of the text. For example, a student used too many text materials to describe the work experience and educational background of medical workers when telling about the medical fight against the epidemic, which has no corresponding effective value for the theme of the article. Finally, non-standard language: The selected text materials with non-standard language can cause confusion or misunderstanding for students in the learning process and affect the learning effect.

#### Based on the Problems Existing in the Selection of Text Materials by Students

The author provides the following solutions for students to refer to. First, clarify the text theme: Before selecting text materials, students should clarify the text goal to ensure that the selected materials match the text theme. For example, students can discuss the text theme with teachers or classmates, share their understanding and views, understand others' opinions, broaden their thinking, and further clarify the text theme. Second, focus on practicality: The selected text materials should be related to actual content and have practical application value, enabling students to apply what they have learned. For example, students can collect relevant information through China Daily, Study Strong App, and Xinhua Digest, etc. Finally, standardize language: The selected text materials should use standard language to avoid confusion or misunderstanding. For example, avoid using colloquial language and slang, check for grammatical errors in the text, and avoid ambiguous or equivocal expressions.

The interaction among students and between teachers has a positive impact on the teaching link of commenting on the selection of writing materials. It also subtly makes students one of the commentators. This not only effectively enables students to

explore how to dig out writing materials but also allows people from other countries and regions in the world to hear the voices of Chinese college students and showcase the style of Chinese college students in the new era.

### **On-the-spot Writing Practice**

After learning how to select writing materials, the author arranged for students to practice writing on the spot. The general background of the writing topic is the fight against the COVID-19 epidemic. After discussion with several other teachers, the topic was finally determined to be "Vaccine R&D and Distribution: The Key for Human Beings to Overcome COVID-19." The author strictly followed the writing time and minimum word count requirements of the College English Test Band Four and Six, giving students 30 minutes to write, with no less than 120 words. After the writing was completed, the author handed the students' compositions to the teachers for marking. After the teachers finished marking, one composition was selected for comments. Student X6's composition: The first part of this student's composition briefly introduces the impact of the COVID-19 epidemic on the world and the importance of vaccine research and development and distribution in the fight against the epidemic. It also mentions that vaccines are one of the key means to control the spread of the epidemic, and the research and distribution of vaccines are the key factors in determining whether humanity can overcome the epidemic. In the second part of the text, the student discusses the importance of vaccine research and development, vaccine distribution issues, and the key to humanity's victory over the epidemic from three aspects. In the third part of the text, it summarizes the key role of vaccine research and development and distribution in humanity's victory over the COVID-19 epidemic and emphasizes the importance of global cooperation and continuous prevention and control. At the same time, some suggestions can be put forward, such as strengthening international cooperation, improving production capacity, and optimizing transportation and storage, to further promote global epidemic prevention and control work.

Through Exploring the Importance of Vaccine Research and Development and

Distribution, and their role in the fight against the COVID-19 epidemic, we can guide students to pay attention to the progress of science and technology and the cultivation of social responsibility awareness. At the same time, it can also help students establish correct values and moral standards, such as respecting life, caring for others, and maintaining social justice. This is of great significance for cultivating talents with good moral character and comprehensive quality.

After This Teaching Experience, students have a deeper understanding of their previous values. Student X3 wrote in the reflection:

The fundamental logic of "telling Chinese stories well" lies in enhancing the "art" of telling Chinese stories well. Whether the Chinese discourse system can better communicate with the world, integrating Chinese and foreign elements is the foundation, connecting the East and the West is the key, and telling good stories is the method.

To tell Chinese stories well, it is first necessary to grasp the relationships between ancient and modern times, China and foreign countries, and the past and the present, and to find the common points of spirit, the shared points of thought, and the resonant points of emotion [5]. Only by having differences while seeking common ground, can we achieve greater commonalities and smaller differences. Secondly, four combinations must be achieved. The combination of expressing emotions and reasoning, integrating "the way" into the story, and guiding people to understand the way step by step. The combination of language and image, embedding profound truths in vivid images and embedding vivid images in beautiful language to attract and guide people. The combination of consensus and individuality, saying what they want to hear and what I want to say; first saying what they want to know, and then saying what I want to say, sincerely increasing consensus and cleverly increasing resonance. Only by guiding with "the way" can we stay on the right path. The combination of value and culture. Respect everyone to let them better understand us and move them with courtesy; respect individuals to let them better understand us and touch them with emotion. Cultivate people with culture, and everyone will be happy. Only by being happy in the way can we truly understand it.

In Summary, students fully realize that a strong youth means a strong China. As the main force of the new era's youth, college students should actively take on their responsibilities and contribute to the great rejuvenation of the Chinese nation and the Chinese Dream. They can continuously improve their abilities and levels by learning knowledge, cultivating skills, and improving comprehensive quality, and make more contributions to the country and the people. At the same time, they should also pay attention to social hot issues and actively participate in social public welfare undertakings to make their contributions to social harmony and stability.

Youth is the Future of the Country and the Hope of the Nation. Only when the youth is strong can China be strong. Therefore, college students should establish correct worldviews, outlooks on life, and values, firm up their beliefs, strive to reach new heights, and work hard to achieve the great rejuvenation of the Chinese nation and the Chinese Dream.

### **3. Conclusion and Outlook**

In terms of ideological and political education in foreign language courses, it is essential to adopt approaches that are popular among students and avoid the separation of theory and practice, often referred to as the "two skins" phenomenon. Ideological and political education in courses is not only a teaching philosophy but also emphasizes the integration of theory with practice. In the teaching process of professional courses, it is important to focus not only on the transmission of knowledge but also on the cultivation of students' moral and ethical values. By integrating ideological and political education into professional courses, students can acquire professional knowledge while also establishing correct worldviews, outlooks on life, and values, achieving an organic combination of knowledge education and ideological education.

The focus of the English writing module in this summer camp is to cultivate students' ability to start with the things around them, to deeply think about and reflect on what they see and hear. As teachers, we should integrate course ideological and political

education into students' thinking in a subtle and unobtrusive way, using the nationwide united effort in fighting against the epidemic as the background to foster students' patriotism. In terms of teaching objectives, each teaching module integrates course ideological and political education, using the community of shared future for mankind, patriotism, social responsibility, and moral cultivation as criteria. We deeply extract elements of ideological and political education, combine knowledge transmission with ideological and political elements, and guide students to form correct values. From the perspective of teaching models, the design includes three aspects: understanding and integration, evaluation and internalization, and thinking and practice. It focuses on student-to-student and teacher-to-student interactions, collects relevant cases, and adopts an exploratory approach. This allows students to learn through writing and write through learning, aligning their thoughts and actions with the core socialist values.

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