

Practical Teaching Strategies of Implementing Moral Education in British & American Culture Teaching

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DOI: [10.36348/jaep.2021.v05i07.006](https://doi.org/10.36348/jaep.2021.v05i07.006)

| Received: 21.06.2021 | Accepted: 24.07.2021 | Published: 29.07.2021

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Abstract

Fostering students' integrity and promoting their integrated development are the fundamental task of education, which could be completed with the method of implementing moral education. Having the functions of both humanistic education and all-rounded education, the English major curriculum should with no exception undertake the above-mentioned task. This paper illustrates how to implement moral education in the teaching of British & American culture and puts forward measures from three aspects of integrating moral education into teaching objectives, teaching contents and a teacher's speeches and behaviors, so as to maximize the cultivation of all-rounded talents in the course of British & American culture.

Keywords: Moral education; British & American culture teaching; teaching objectives; teaching contents; a teacher's speeches and behaviors.

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1. INTRODUCTION

Nowadays, socialism with Chinese characteristics has entered a new era, in which China is not only in an age of high-quality economic and social development, but also facing multi-culture collision and multi-value conflict from other countries during communication. The students living in the new era, without doubt, need to improve their abilities of identifying different cultures and values, which could be fostered through moral education. Meanwhile, "implementing moral education in all courses" was put forward as a new educational concept in China. The concept pays attention to the excavation of moral education elements contained in various disciplines, and gives full play to the role of classroom teaching as the main channel of moral education for college students.

Under such a background, the English major teaching is more suitable for the implementation than others because it can cultivate outstanding people who can understand the world better and contribute to the development of China through cross-cultural comparison and communication. As a compulsory course for English majors, English & American culture course is no exception. The teaching contents of the course are extensive from the history of British and American cultures to their political systems, their educational systems and their values, etc. So, it is necessary to integrate moral education into the teaching

process to help students understand western cultures objectively as well as build correct world outlooks, outlooks on life and values.

2. "Moral Education" and "British & American Culture Teaching"

Education is the combination involving teaching and cultivation of people as well as the unity of knowledge imparting, ability cultivation and value guidance, which is a common agreement at all times and in all countries (Cheng, 2020). As the key part of cultivating people, moral education plays an extremely important role in shaping students' values. In recent years, China has put forward the new educational concept of implementing moral education in all courses, which has gradually become a great way to foster students' integrity and promote their rounded development. We can understand the concept in both narrow and broad senses. In a narrow sense, "implementing moral education in all courses" is a kind of curriculum teaching concept, which means a teacher should take curriculum as the carrier and integrate moral education elements into curriculum teaching, so that the curriculum teaching not only imparts knowledge and cultivates students' language ability but also shapes students' values consciously and unconsciously. In a broad sense, the educational concept is far beyond the scope of curriculum teaching. Teaching managements, teaching objectives, teaching

methods, a teacher's speeches and behaviors, etc. are all closely related to the implementation of the moral education, which, to a great extent, all influence the shape of students' values.

It is impossible to learn English well without understanding British & American culture (Hu, 1982). So in other words, to understand British and American culture should be the basic and necessary requirement in order to learn English effectively. However, one aspect that should not be ignored or underestimated is that the core of British & American culture is western values, which suit western culture well but have big difference from Chinese values. Therefore, it is quite necessary to guide students to correctly understand British & American culture as well as the relationship between culture and its adaptability to national conditions, so that the students can play active and functional role in the communication between China and the west. Having the function of cultivating people, implementing moral education in classroom teaching can achieve it effectively.

3. Current Researches

Foreign language education circles in China have made some researches on how to implement moral education in foreign language teaching. For example, Feng Dezheng (2015) explored how to implement humanistic and moral education in English classrooms by using multi-modal resources; Liu Zhengguang and Yue Manman (2020) put forward "concept changing, content restructuring" to implement moral education in foreign language teaching; Wen Qiufang (2021) proposed a framework of integrating moral education into foreign language teaching with practical suggestions for applying the framework. These researches are of great referential significance to the implementation of moral education in British & American culture courses.

There are also a lot of researches on "moral education" abroad, and the related researches also include "ideology education", "national culture

education", etc. In terms of moral education, Ryan (1986) put forward the "5E" design principle of moral education in classroom teaching, namely, example, explanation, exhortation, environment and experience. Shaaban (2005) proposed a comprehensive framework of moral education in English teaching, which includes 7 parts: contents of value, language skills, teaching concepts, teaching activities, teaching resources, teaching achievements and evaluation. In terms of ideology education, Benesch (1993) pointed out that whether educators are aware of it or not, the teaching forms they adopt in ESL teaching are all related to ideology. In order to protect and inherit the traditional culture of Indonesia, Indonesian government stipulated that all courses have the responsibility of teaching national culture, and foreign language courses are naturally included (Prastiwi, 2013). Obviously, foreign scholars also emphasize that curriculum teaching plays an important role in implementing moral education for students. At the same time, some ways of implementing moral education in foreign countries are well worth learning.

4. Practical Strategies of Integrating Moral Education into British & American Culture Teaching

How to implement moral education in British & American culture teaching in this research, involves three aspects, namely, integrating moral education into the teaching objectives, teaching contents and a teacher's speeches and behaviors. As for the teaching objectives, their setting needs to be accurate, measurable and sub-dividable. Besides, there is a great potential of implementing moral education in the teaching contents, in which a teacher should excavate moral education elements consciously and make a comparison between Chinese and western cultures. Finally, a teacher's speeches and behaviors also unconsciously influence the growth of college students. Therefore, a teacher should constantly examine his/her external performance and reflect on his/her inner spiritual character.

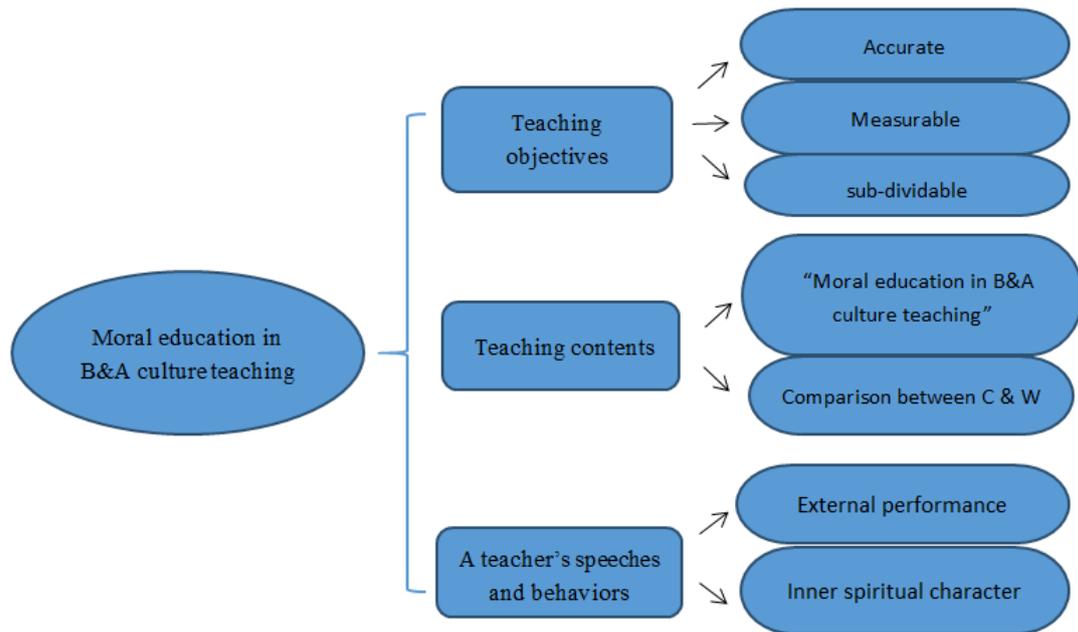


Figure 1: Practical Teaching Strategies of Implementing Moral Education in B & A Culture Teaching

4.1 Integrating Moral Education into British & American Culture Teaching Objectives

In terms of teaching objectives, the implementing of moral education in British & American culture teaching is mainly reflected in shaping students' world outlooks, outlooks on life and values. However, the "value shaping" dimension of teaching objectives is very abstract, so the key of implementing moral education is to make the teaching objectives concrete instead of abstract. The following analyses will be conducted from three principles of teaching objectives setting: accuracy, measurability and subdivision.

4.1.1 The Teaching Objectives need to be Accurate

There are two kinds of teaching objectives of "implementing moral education in British & American culture teaching", namely, explicit objective and implicit objective. Explicit objective is related to culture knowledge, while implicit objective is related to moral education and the objective does not need to be explicitly told to students, but a teacher's teaching activities should be able to achieve it (Wen, 2021).

The accuracy of teaching objectives means that the teaching objectives setting should be based on the in-depth excavation of teaching materials, and the objectives away from teaching materials are just like the water without a source and cannot be sustained. Besides, moral education objectives should be closely related with British & American culture teaching objectives. Traditional culture teaching focuses on culture knowledge teaching and communicative competence cultivation. On this basis, moral education gives more emphasis to shaping students' values, but it does not mean to reduce the requirements of culture

teaching. If a teacher can integrate the moral education objective into the curriculum teaching objective consciously, he/she can naturally accomplish the moral education objective while achieving the culture teaching objective. For example, in the chapter of "British Values", the explicit teaching objective is to make students understand the values that the British hold. On this basis, a teacher can consciously guide students to think about Chinese values and enhance their identification with national values, which is the implicit moral education objective. Obviously, the latter is an extension of the former and the two teaching objectives are closely related. In this way, a teacher can not only complete the curriculum teaching objective, but also achieve the moral education objective.

4.1.2 The Teaching Objectives need to be Measurable

Teaching objective is a kind of standard that students should reach at the end of teaching activities and it must be measurable, otherwise the evaluation function of teaching objectives cannot be fully exerted (Wang, 2018). Therefore, the key of "implementing moral education in British & American culture teaching" is how to make the abstract teaching objectives concrete.

First of all, the wording of teaching objective setting should be specific and avoid the use of vague expressions, such as "have a general understanding of...", "be informed of...", "know...", etc. but use the expressions with action verbs such as "describe...", "explain...", "compare...", "find out...", etc. so as to facilitate observation and measurement of the completion of teaching objectives.

Secondly, there should be measurable tasks output. Implementing moral education in British & American culture teaching is an implicit goal. In other words, teachers are not teaching moral education contents, but consciously integrating these contents in the process of British & American culture teaching. Therefore, during the teaching process, it is better for a teacher to design Core-Socialist-Value-oriented output tasks and ask students to complete these tasks. In this way, moral education elements are effectively integrated into the teaching.

4.1.3 The Teaching Objectives need to be Sub-dividable

In order to make students achieve the teaching objective more effectively, a teacher can subdivide the teaching objective that is integrated with moral education elements into sub-objectives. These sub-objectives are interlinked with each other to form a chain of output objectives. By completing the sub-objectives one by one, the teacher finally accomplished the overall teaching objective. For example, in the chapter of “British Values”, a teacher can set the teaching objective as follows: Have an understanding of the basic British values and give examples that contain Chinese values, then be able to evaluate different values objectively. It can be further subdivided into the following sub-objectives.

Sub-objective 1: Describe the values of British people;

Sub-objective 2: Evaluate the values of British people;

Sub-objective 3: Give examples that contain Chinese values;

Sub-objective 4: Evaluate the values of Chinese people;

Sub-objective 5: Compare Chinese and English values and show your ideas by giving examples.

It is obvious that the moral education elements are integrated into the sub-objectives 3 & 4, and a teacher guides students to identify national values by accomplishing these two sub-objectives. Then, by accomplishing sub-objective 5, students will further understand that there are no high or low values. Different cultural backgrounds give birth to the different values and we can't evaluate the values of others by our own standards. At the same time, we should respect the values of others with tolerance.

4.2 Integrating Moral Education into British & American Culture Teaching Contents

After understanding the teaching objectives of “implementing moral education in British & American culture teaching”, a teacher needs to deeply analyze what he/she is going to teach. Specifically, a teacher should not only make clear the explicit basic knowledge of British and American culture that is going to be taught in class, but also further excavate the moral education elements, including value orientation, moral character, etc. and consciously integrate them into the teaching process.

The British & American culture teaching contents include two parts: subject knowledge as well as the moral education elements. The subject content focuses on language knowledge teaching and the communicative competence cultivation, while the moral education content focuses on value shaping. Moral education elements must be excavated from the subject teaching contents, rather than be mechanically added to it by a teacher. Foreign language teachers with a strong awareness of moral education can effectively excavate moral education elements in foreign language teaching contents (Wen, 2021). In addition, a teacher should make clear the internal relationships between moral education elements with the teaching contents of British & American culture, and integrate these elements into the teaching contents in a natural and smooth way.

For example, in the chapter of “British Values”, a teacher can make use of the event of “fighting against COVID-19” to make students deeply understand British values, and guide students to think about the values of Chinese people. For example, a teacher can ask students to collect the policies of the British government as well as the behaviors of the British people after the epidemic disease of COVID-19 outbreak to prove British values. At the same time, by listing the policies and practices taken by Chinese government, students themselves can make a comparison between the two cultures and two values. Finally, the teacher evaluates the students' conclusions.

Integrating moral education into classroom teaching is like dissolving the salt into water, invisible and colorless but everywhere (Wang & Shi, 2020). It is the education art of foreign language teachers that plays a decisive role in effectively implementing moral education (Wen, 2021). This requires teachers to excavate the moral education elements on the basis of analyzing teaching materials in depth, and design appropriate teaching activities, and then the moral education contents will naturally be integrated into curriculum teaching.

4.3 Integrating Moral Education into a Teacher's Speeches and Behaviors

A teacher's speeches and behaviors also play an important role in the implementation of moral education. In daily contacts between teachers and students, a teacher's casual opinions or behaviors may unconsciously influence students' values. In order to make a teacher's speeches or behaviors have a positive effect on students' mental development, a teacher must keep learning, reflecting and perfecting himself/herself (Wen, 2021). Therefore, an excellent teacher should constantly examine his/her external performance and reflect on his/her inner spiritual character.

A teacher's external performance is the image of the teacher that students can observe directly. For example, a teacher's dress, facial expression, mental

state, etc. these details seem to have nothing to do with teaching, but actually have a crucial influence on the healthy growth of students (Wen, 2021). In classroom, if a teacher is not strict with himself/herself and behaves casually, the students may also behave accordingly. Because in the eyes of students, a teacher is the natural role model.

A teacher's spiritual character refers to the teacher's ideal and morality. Those teachers who are honest and kind will be respected by students. Although the ideal and morality of a teacher are deeply hidden in his/her heart, they can be externalized in the teacher's speeches and behaviors. Therefore, the inner spiritual character of a teacher also has an unconscious influence on the students' values.

5. CONCLUSION

Fostering students' integrity and promoting their integrated development are the fundamental task of education, which could be completed with the method of implementing moral education. Therefore, a competent teacher should implement moral education in the teaching process to help students build correct values. This paper takes British & American culture teaching as an example to illustrate how to implement moral education in the teaching, and puts forward measures from three aspects of integrating moral education into teaching objectives, teaching contents and a teacher's speeches and behaviors, so as to maximize the moral education potential of the course, guide college students to correctly understand the British & American cultures and build correct world outlooks, outlooks on life and values.

This paper is one of the research achievements of "Research on the Solution of the Contradiction between Chinese Cultural Promotion and Chinese Cultural Aphasia in College English Teaching" (No. HB18YY033) supported by Social Science Foundation of Hebei Province in 2018.

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