

# Research on the Design of Curriculum Ideology and Politics Teaching Cases in English for Academic Purpose

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## Abstract

Scholars of EAP research have primarily originated in the 1990s, and their discourse has unfolded from various dimensions. In the past ten years, researches have focused on the definition and positioning of EAP, whether it is necessary for universities in China to set up EAP, and the relationship between EAP, college English and specialized English. In addition, domestic academic English studies are dominated by review articles but few empirical ones. By reviewing the literature, it is found that there are some problems in EAP teaching. EAP teaching should not only pay attention to the instrumental and practicability of language, but also emphasizes the humanistic nature of language. There is no doubt that curriculum ideology and politics provide a very favorable opportunity for EAP teaching to realize its humanistic function. Based on project teaching method, this research focuses on curriculum ideology and politics case design model of EAP.

**Keywords:** EAP; curriculum ideology and politics; teaching design.

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## I. INTRODUCTION

The foreign academic research on EAP mainly originates from the 1990s and is discussed from different dimensions and perspectives. EAP is “concerned with those communication skills in English which are required for study purpose in formal education system” (Jordan, 1997). EAP focuses on “the specific communicative needs and practices of particular groups in academic contexts” (Dudley-Evans & St. John, 1998). EAP is a means to conduct teaching design based on the specific disciplines’ requirement on cognition, society, and language (Hyland & Hamp-Lyons, 2002). It is also a kind of teaching that lays stress on the communication need of a particular group in the academic environment (Hyland & Hamp-Lyons, 2002). These foreign researches have played an important role in promoting the EAP study in initial stage.

In his *Reflections on the Reorientation of English Language Teaching in Higher Education*, professor Cai Jigang (2010) emphasized the orientation of EAP in college teaching and advocated that the future path of Chinese college English is EAP needed by students and the society. In *Academic English: Needs Analysis and Teaching Methods*, he analyzed, in second times, the necessity of employing EAP under the specific condition of English Language Teaching in Higher

Education, from a requirements analysis point of view. Cai Jigang (2019) proposed a project-based EAP blending model, namely P(project) C(cases) T(Texts) blending teaching model. It is a synthesis of two teaching methods i.e. project teaching method and textual analysis method, or case-based teaching method and textual analysis method. These two teaching methods can be selected and employed based on major characteristics and text content.

This research on teaching case design is centered around the project-based teaching method, with a focus on analyzing textbook texts and creating project-based practices. In the context of curriculum ideology and politics education, it is possible to effectively integrate ideological and political elements into these two teaching stages, thereby establishing a mechanism for integrating academic English and ideological and political education. This example of teaching case is primarily based on unit content, with the goal of enhancing students' English proficiency and comprehensive cultural literacy. It also provides opportunities for students to expand their professional development through English, enabling them to meet higher standards for expressing knowledge and communicating culture in English.

## II. Orientation and Planning of EAP Design

Following the project-driven principle, EAP is designed by the integrated design principle of teaching objectives—teaching contents—teaching design. The teaching material take *General English for Academic Purpose* (editor-in-chief: Cai Jigang, published in Fudan University Press, June 2019) as main content and use *College academic English* for reference (editor-in-chief: Yang Hui).

Based on project teaching method, this writer designs some teaching tasks. The orientation and positioning are as followed.

### 1. Oral activities

Form: In group of 5-6 people, students are required to design independently relevant contents related to the unit theme, with the help of the Internet to search text-related information. And they are also encouraged to make a presentation group by group in the class.

- 1) Two groups of students are required to preview unit learning materials sent by teacher before the class such as text preview task and thematic learning material task. The specific operation and contents are showed in following teaching case.
- 2) Students are required to show the main points of the article in the form of presentation or a PowerPoint (PPT) in class.

### 2. Writing activities

The teacher has explained the writing requirements for Writing a Body Paragraph, which are related to the unit content:

- 1) Arranged marriage are often successful
- 2) Modeling is a better way to socialize children than punishment

### 3. Simulate academic writing activities.

Unlike general English writing, the writing requirements assigned in textbooks requires students to cite the materials they have read or heard in this unit. Students are required to refer to *Reading 3 How we learn to behave*. At the same time, students are encouraged to search for and cite relevant information from the Internet, but they are desired to indicate the source of the

cited information and must paraphrase it in their own words.

## III. Example of EAP Teaching Case Design

EAP Teaching Design

—Taking Unit1 Health and Cigarette Smoking as an Example

### (1) Teaching Design Explanation:

1. Analysis on questionnaire survey and academic condition

#### Analysis on Academic Condition

When students learn EAP for the first time, they may feel intimidated by the difficulties in lengthy texts, numerous unfamiliar words, and complex sentences in research papers.

Teachers should assist students in analyzing the structure of research paper, identifying the stylistic features, and learning how to write survey reports.

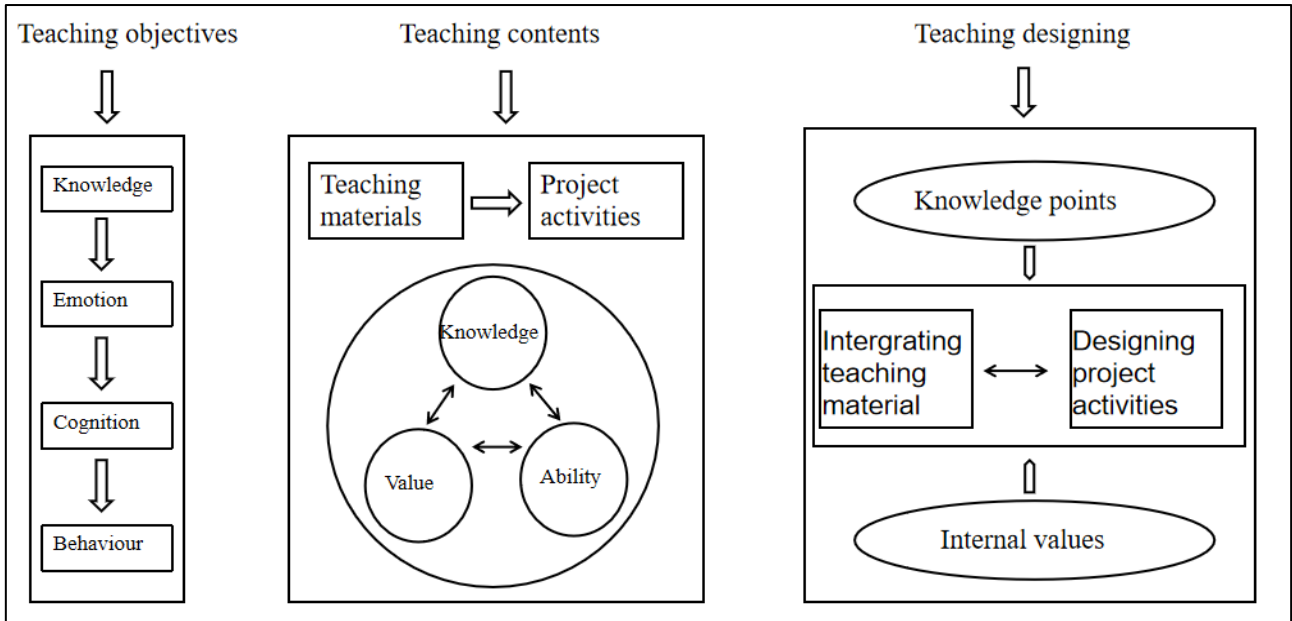
#### Analysis on Questionnaire Survey

At the beginning of the new semester, a survey on EAP was conducted to understand students' attitudes towards learning academic English, identify potential issues, assess the purpose of academic English, and evaluate understanding of research reports.

### 2. Learning objectives:

- a. Knowledge objectives: Students are desired to understand and master the stylistic features of research papers, the IMRD structure, the functions of each part, and the writing standards for research papers.
- b. Skill objectives: Students will master the design, implementation, analysis, and summary of survey reports, and learn to correctly use pre-class resources.
- c. Value objectives: Students are required to aware of the dangers of smoking and establish the concept of a healthy lifestyle with the help of teacher.

3. Instructional design principle: This research follows the integrated design principle of teaching objectives—teaching contents—teaching design, as shown in Figure 1 below:



**Figure 1: The Integration of Teaching Design**

4. Teaching methods: heuristic, inquiry-based, and case-based teaching

Guided by project teaching method, teachers in this class adopt heuristic, research-based, and case-based teaching methods. Teachers assign online pre-reading tasks about the relationship between health and smoking before class. Students need to form study groups to report on text learning and theme learning. Teachers should inspire, guide, and supervise students to complete various tasks in the pre-class, in-class, and post-class stages.

5. Teaching means

By combining online and offline methods, teacher needs to flexibly apply and promote the deep integration of curriculum ideology and politics with modern educational technology, comprehensively utilizing modern information technology and digital resources to cleverly integrate curriculum ideology and politics throughout the teaching process.

(2) Explanation of the Teaching Implementation Process  
 1 Pre-class Stage: Adhere to the philosophy of "student-centered", enhance students' ability of independent learning and collaborative learning.

1.1 Text preview assignment

Students are required to read Article 1 "Health-related Quality of life and Health Risk Behaviors Among Smokers". After reading, students are asked to prepare presentations in the form of PowerPoint by groups, within 5 minutes. The presentation should include summarizing the main idea, dividing the paragraphs, understanding the literary features, and reflecting on the members.

1.2 Theme Learning Materials (including video, audio, and literature)

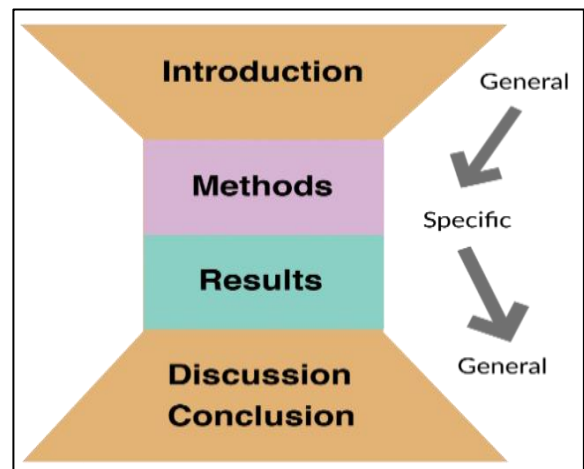
- ① Watching TED video: How do cigarettes do harm to our body?
- ② Listening audio: World No Tobacco Day
- ③ Reading literature: Regulations on the Control of Smoking in Public Places in China

1 In-class Stage: Integrate heuristic, inquiry-based, and case-based teaching methods

2.1 Teacher's lecture (30 minutes)

1) Question-based lead in: What's the format of research paper? (8 minutes)

Students should quickly identify the IMRD structure based on the article, as shown in Figure 2.



**Figure 2: IMRD Structure**

2) Check preview results and fill in the blanks with keywords for the IMRD structure of Article 1, as shown in Table 1 below:

**Table 1: Subject Words in Article Structure**

<b>Part I (Para.A)</b>	<b>INTRODUCTION</b>	the background information of smoking and the necessity to do the research among _____, _____ and _____.
<b>Part II (Paras. B-E)</b>	<b>METHODS</b>	BRFSS(_____ System)
<b>Part III (Paras. F-I)</b>	<b>RESULTS</b>	The results present _____ characteristics based on _____, _____, _____, _____, _____, and _____.
		health risk behaviors and HRQOL of current smokers vs. _____ vs. _____ vs. _____.
<b>PART IV (Paras. J-N)</b>	<b>DISCUSSION</b>	

3) Discuss the functions of each part of IMRD. The teacher explains and lists some sentences for students to practice categorizing. (15 minutes) As shown in Table 2 below:

**Table 2: IMRD Structure**

<b>IMRD Contents</b>	<b>Functions</b>
Part I Introduction	<ul style="list-style-type: none"> <li>• Explain the topic, the background information</li> <li>• What other research already exists in the field?</li> <li>• What question does this research seek to answer, and how?</li> </ul>
Part II Methods	<ul style="list-style-type: none"> <li>• How was the research conducted?</li> </ul>
Part III Results	<ul style="list-style-type: none"> <li>• Presents the data accurately and faithfully.</li> <li>• Focuses merely on the results—not getting into analysis or discussion</li> </ul>
Part IV Discussion	<ul style="list-style-type: none"> <li>• Analyzes the data/results, drawing conclusions and attempting to answer the question or address the hypothesis</li> <li>• Explains the implications and significance of the findings, notes possible limitations and shortcomings of the research, and suggests future research direction</li> </ul>

4) Teach the criteria for writing a good research paper (CORC for short) to prepare for the implementation of the post-class task. (7 minutes)

- a. Coherence
- b. Organization (IMRD)
- c. Relevance
- d. Clarity

2.2 Students presentation: check preview result

Two groups of student representative are required to give reports on their text learning and unit theme respectively, and use evaluation form to assess and score each other. The EAP learning process evaluation form is presented in the table below.

**Table 3: Student’s Learning Process Evaluation Form**

<b>EAP learning process evaluation form</b>						
Evaluation contents	Level A	Level B	Level C	Self-evaluation	Peer-evaluation	Teacher evaluation
Participation	Actively speak up in class and participate in group discussions.	Speak up in class and passively participate in group tasks.	Seldom speak up in class and participate in group task less frequently.			
Collaboration	Cooperate, play a leading role in the team, and make significant contributions.	Help coordinate and drive the work of the entire team, encourage other members until the task is completed.	Participate in discussion and evaluate the results, only as an observer of the evaluation process.			
Innovation	Have great consciousness of innovation and	Have certain Conscious-	Could cultivate conscious-			

	reasonably sound viewpoints while studying	ness of innovation while studying	ness of innovation while studying			
Study attitude	Study hard, be proactive, and strive to complete tasks excellently.	Be able to listen attentively, participate in discussions and complete group tasks.	Be able to listen attentively and complete tasks with the help of peers.			
Self-exploration	Have strong curiosity, ask questions related to the task and seek answers.	Be able to ask questions related to the topic, hope to find answers and seek relevant solutions.	Be able to ask questions, but sometimes deviate from the topic or does not think further, lacks perseverance and rely on peers.			

### 2.3 Class summary (5 minutes)

Teacher and student review group assignment, and teacher guides students how to cultivate a healthy lifestyle (value-oriented)

### (3) Task Assignment

1. Assignment: Carry out project survey on “Survey and Countermeasures on Smoking Status of Students in Our School” and complete no more than 150 words English report with IMRD structure and CORC standard discussed in this previous research. Specific division of work: ① Questionnaire design group (Group 1) ② Project survey group (Group 2) ③ Questionnaire analysis group (3 groups) ④ Questionnaire report group (Group 4)
2. Teacher plays the role of supervisor and guide, providing guidance to students at each stage. Teacher also needs to establish an evaluation system for research report, which includes assessing the planning, arrangement, content design, implementation, teamwork, and presentation.
3. Students are asked to revise the presentation materials which includes the summary report, PowerPoint, and video, to make them more polished and fluent. Afterwards, teacher should upload them to the student achievement resource library.

## IV. CONCLUSION

Guided by the philosophy of project teaching method, case design is based on the integrated design principle of teaching objectives—teaching contents—teaching design to achieve value shaping through the process of analyzing and solving problems. The teaching content mainly includes: teacher's lecture on teaching tasks and students' presentation. This study provides a detailed explanation of project teaching method, including pre-class task, specific requirements for students, forms of student reports at in-class stage, and

evaluation requirements for student presentation (with an EAP learning process evaluation form attached). The three-step teaching model of pre-class, in-class, and post-class can effectively implement the integrated teaching design of project teaching method. Through this process, teachers need to help students understand and master EAP knowledge points. Students improve their oral expression, critical thinking, and teamwork ability through making presentation, thereby achieving a harmonious unity of instrumental, knowledge-based, and humanistic education. By nurturing, teachers instruct students in accordance of their aptitude and foster their moral character.

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