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RESEARCH ON THE CULTIVATION MODE OF CIVIC EDUCATION IN COLLEGE ENGLISH TEACHING

Strengthening civic education in college English courses is a necessity of the times and a necessary supplement to English language teaching. A cultivation model of civic education in college English courses has been built, which adopts SERVQUAL (Service Quality) evaluation model to evaluate the cultivation model of civic education in a timely manner, to ensure the quality of education, so as to realize the purpose of civic education comprehensively penetrating the teaching and learning of English education in universities.

Keywords: *civic education, college English teaching, cultivation model.*

Knowledge dissemination and value leadership are the basic attributes of the curriculum of colleges and universities in China. It is a great responsibility and historical mission of all teachers to combine knowledge with values education and competence education, and to integrate values shaping into the teaching of each course. The College English Curriculum Requirements also clearly emphasizes that core values should be organically integrated into the teaching content of college English as the basic nature of the curriculum (王守仁, 2018).

In China, civic education is a key part of values education. Civic education is an educational activity that systematically cultivates civic awareness, a sense of social responsibility and the ability to participate in public affairs, with the aim of promoting a positive interaction between personal growth and social development. Its core lies in combining theoretical learning and practical experience to help

citizens understand their own rights and obligations, so as to build a harmonious and democratic social environment.

With the cultivation of civic education, students are guided to continuously purify, correct, update and optimize their own value system and belief system in the process of analysis, comparison, identification and evaluation, which is one of the effective ways to play the role of value-led in the college English course. At present, the research on the integration of value-led and college English teaching is still in the exploratory stage, and there are many problems, such as the disconnection between knowledge education and values, and the lack of evaluation. In view of this, this paper will take value-led teaching as an orientation to build a cultivation mode of civic education in college English courses, so as to cultivate useful talents with good language ability and social responsibility.

1. The necessity of strengthening civic education in college English courses

1.1 Civic education is the need of the times

Today's students are the main force to realize the Chinese dream of the great rejuvenation of the Chinese nation. A strong education is the foundation for building a modern and powerful country. Talent cultivation is the core issue of education. To make education a strong country, it is necessary to change the way of education development and improve the quality of talent training. College English is a compulsory public basic course for most non-English majors in the stage of undergraduate education, and it has an irreplaceable and important role in the cultivation of talents (王守仁, 2018). Therefore, in the process of college English teaching, we must attach great importance to the value leadership of students, so that the cultivation of talents and the pursuit of the values of the new era are in line with each other.

1.2 Civic education is a necessary supplement to English language teaching

College English is a language education, but its language and culture content

system is embedded with a set of Western values and ideologies (彭龙, 2015), which cannot be ignored as a subtle influence on students' outlook on life, worldview and values. College English teaching should create conditions for students' value guidance in curriculum, teaching content, teaching methods and assessment means, so that students can improve their sense of social responsibility and mission while laying a solid language foundation.

2. The construction of civic education cultivation mode

Teachers in the college English classroom can create a classroom environment, encourage students to question and ask questions to achieve value leadership. The face-to-face classroom mode is conducive to teachers' display of the value discursive education elements embedded in the curriculum, which can both explicitly influence students and produce implicit effects. However, the boundaries of time and space often make the value leadership in the counselling after class full of obstacles, and it is difficult to carry out the value discernment throughout the whole process of teaching and educating students in college English. In this way, the research group tries to build a model for the cultivation of value discernment ability in college English, with a view to exploring effective paths for the all-round cultivation of college students' value discernment ability.

2.1 Relying on the content of the curriculum, carrying ideas with the content

The object of civic education is students, but its content cannot directly enter students' mind, and students' mind will change only when it is infiltrated and instilled by the outside world. To realize civic education, we must first find reliable content to carry it. At present, China's English teaching materials are generally focus on language knowledge and skills as well as application ability. On the basis of cultivating students' language knowledge and skills, teachers should pay more attention to the intrinsic relevance of civic education content to the ideological development of college students, and incorporate content with a sense of social responsibility and social awareness, so as to highlight the moral norms that people

as individuals should follow in society, the emotions and attitudes of people, and the pursuit of truth, goodness and beauty, and to guide the students to develop a correct understanding of the responsibilities of the times and the historical mission. It guides students to look at issues from a developmental perspective in a correct understanding of the responsibilities of the times and the historical mission.

The capacity and time of the classroom are limited, so content-dependent civic education teaching can be extended from the classroom to outside the classroom. The English syllabus of our university involves 16 topics in six categories, such as society, culture, education, career, life and emotion, etc. The teachers select Chinese and English materials closely related to each topic from the aspects of English current news hotspots, the evolution and development of important historical events, and the historical development and comparison of Chinese and Western cultures, etc., and carefully create a civic education corpus, which guides the students to carry out extended thinking and discussion in the classroom (see Table 1). Students use language as a medium and a tool to acquire subject knowledge, and at the same time improve their language skills and sense of social responsibility through subject knowledge learning, thus realizing the organic integration of language knowledge learning, language skills enhancement and values shaping.

Table 1
Comparison of teaching topics with civic education themes (second semester)

Speaking Topics (extracts)	Civic Education Themes
Life is a learning curve	Scientific illiteracy, learning society
Journey into the unknown	Xu Xiake, the 'schoolboy'
Time out	Ancient Chinese leisure and entertainment
Access to success	The meaning of Chinese characters in classic texts
Emotions speak louder than words	Cao Pi and Cao Zhi, who is better
Love your neighbours	Community of Human Destiny
What's the big idea?	China's four new great inventions
Celebrity	Positive influence

At the same time, civic education can also stimulate students' internal motivation to learn. For example, when the teacher talked about the topic of "celebrities", guiding students to think about the reasons why Cui Genliang, a model of the times, was loved by the public. The teacher showed students an interview with him, so that students could understand that Cui Genliang is loved because he is a

philanthropist and a person with a strong sense of social responsibility, which led students to understand the value of virtue. For the speech assignment after class, students were asked to work in groups to introduce a person (of their choice) who can bring positive influence, and they were required to explain the reasons for their choice and their evaluation of the person. One group of students chose the topic “Chen Geng”. When the students were shown pictures of General Chen Geng’s life and his work, they said, *“I feel that General Chen Geng is very close to us, as if he is looking at us from time to time, and that we will surely carry on the spirit of our university in our blood”*. The students said that the hardest part of preparing for the presentation was not being able to find the English materials they needed, and most of the time they had to translate the materials themselves, but they did not dare to casually translate for such an admired figure in their hearts. The English level of this group of students was moderately low, but because of their admiration and veneration, they accomplished speeches that were beyond their ability. When students acquire the correct ideological orientation, they are naturally motivated to learn cultural knowledge, and the two complement each other.

2. 2 Using network technology to extend the dimension of education

The rapid development of contemporary technology, the high popularity of smart phones, computers and other mobile terminals, as well as the high coverage of communication networks and campus wireless networks in colleges and universities, provide very convenient conditions for college students to access the Internet anytime and anywhere. For example, our campus wireless network has achieved full coverage of all areas of the campus (including all classrooms, libraries, canteens, dormitories, and playgrounds), which provides a good technological foundation for civic education after class. On the other hand, students grow up in a well-developed network environment, and the Internet has become an important part of college students’ daily life. It has become a common habit of many college students to express their feelings arising from classroom learning or assignments on

the online platform instead of seeking face-to-face answers from teachers in class. In addition, the Internet can help reduce students' anxiety in language learning and make it easier for them to express themselves openly. Teachers have also moved away from the role of "I want to tell you" to the role of students thinking about "what I want to learn".

Teachers has realized an approach to nurturing through the in-depth integration of nurturing elements in and out of the classroom. Specific practices include: firstly, teachers have set up online guidance and communication platforms, such as QQ groups and Tencent conferences. Teachers regularly release topics and corpus learning resources, guide students' discussions, listen to students' voices, and lead timely comments; secondly, teachers communicate with students individually through online platforms, face-to-face interviews, phone calls, emails, etc. This form of communication is close to the students' habits, effectively bridging the psychological distance between teachers and students and laying a "mass foundation" for civic education.

2.3 Building an extracurricular practice platform and focusing on peer leadership

The extracurricular practice platform mainly includes the design of content and the compilation of operation guidelines. Firstly, civic education is integrated into students' English thematic salons, debates, and exchanges between Chinese and foreign students; secondly, the results of the activities are summarized and compiled into a corpus of topics; thirdly, an operation manual is formed for the organization of extracurricular practical activities, so as to regularize and standardize students' independent extracurricular practical activities.

When students participate in extracurricular practical activities, they apply their English knowledge in practice, which is conducive to helping them understand themselves, enhance their self-confidence, gain a sense of achievement, and increase their interest and pleasure in learning English, thus changing "*I have to learn*" to "*I*

want to learn". In addition, extracurricular practical activities help to improve students' comprehensive ability and promote the development of innovative thinking. Compared with classroom teaching, students' experience of knowledge is enhanced in practice. In many cases, students need to organize, manage and evaluate themselves. The role of peer leadership is highlighted throughout the practice process, and students' teamwork and sense of collective honour are enhanced.

Good extracurricular practical activities shouldn't be entirely at the disposal of students or allowed to be organized by students according to their own ideas. The role of the teacher is crucial. Only when students and teachers work together organically can the best results be achieved. This also puts high demands on teachers' value-led ability. The teachers should improve their ability to teach and the literacy of asking questions and paying attention to the society through centralized learning and training, thematic forums and interactions, regular collective class preparation and classroom observation and exchanges. In addition, it is necessary to strengthen the publicity of role models, give full play to their infectious cohesive power, and create a sense of identity, resonance and reflection in the student body. Students gradually cultivate civic awareness in the process of rational understanding, emotional identity and behavioral identity, thus further enriching the form of peer education and leadership, so that the role of role models subconsciously influence the students, achieving twice the result with half the effort.

2. 4 Constructing evaluation mechanism to improve the teaching and educating system

To give full play to the function of civic education in college English classes, it is indispensable to improve the teaching programme and construct the teaching evaluation mechanism. The evaluation mechanism is both an incentive and a test. Without the evaluation mechanism, it is difficult to observe and measure the reasonableness and effectiveness of the value-led programme, and it is also difficult to find out whether the teachers' teaching activities are effectively integrated into

civic education. Constructing the evaluation mechanism of civic education mainly includes three aspects: first, establishing an evaluation mechanism that combines the overall evaluation of the effectiveness of the nurturing system with the evaluation of the implementation effects of the topic corpus, classroom teaching, after-school guidance, extracurricular practice, team building and other aspects; and in the evaluation system of the teaching effect, taking “social responsibility” as an important monitoring point and assigning a certain weight. Secondly, we focus on multi-dimensional evaluation and diversification of evaluation angles. Three perspectives are chosen: teachers, students and students’ achievements, while questionnaires, interviews, case studies and other methods are used to build evaluation models around key indicators, and effectiveness and satisfaction evaluations are carried out. Thirdly, the application of evaluation results is strengthened. Based on the results of the stage-by-stage evaluation, problems are identified, reasons are analyzed, and initiatives are formulated to provide support for the improvement of the university English education teaching and nurturing system.

3. Analysis of the practical effect of strengthening civic education in college English

Timely evaluation of the civic education cultivation mode is a fundamental work to ensure the quality of education. The exploration and practice of the civic education training model is highly recognized by students, and the satisfaction of students’ evaluation after the implementation of the training model is above 90%. In addition, the teachers conducted a random questionnaire on students’ expectations and actual feelings about the effect of civic education in college English classes, and analyzed the questionnaire data using the SERVQUAL (Parasuraman A et al., 1998) (Service Quality) evaluation model. Based on the Perception-Expectation assessment framework of the model, the evaluation of the effectiveness of college English integration into civic education (service quality) can be obtained by calculating the difference between students’ perceptions of the programme and their expectations, that is, $Q=P-E$, the quality of which can be expressed as a measure of

satisfaction (see Figure 1).

Figure 1

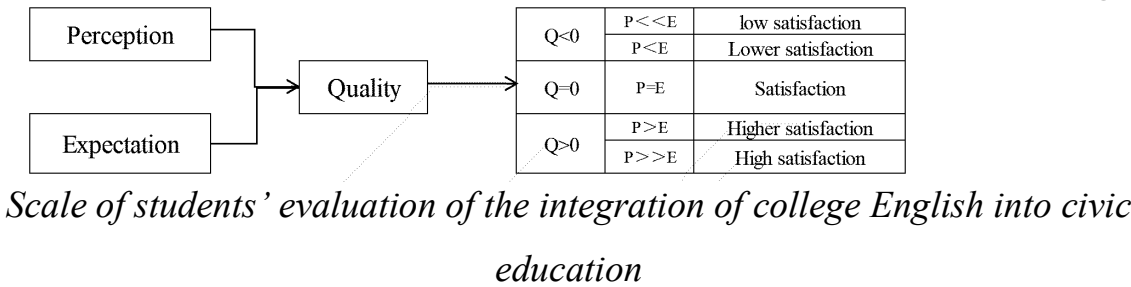


Figure 2

	2022(P-E) (Total Sample 956; Valid Sample 866)	Total 866	Male 672	Female 194
1	Chinese Characteristics	-0.15	-0.15	-0.16
2	Critical Thinking Skills	-0.23	-0.2	-0.35
3	Dedication	-0.17	-0.14	-0.27
4	Civilisation and public morality	-0.18	-0.18	-0.19
5	Integrity	-0.25	-0.24	-0.26
6	Equality and Friendship	-0.14	-0.12	-0.23
7	Awareness of serving the society	-0.08	-0.09	-0.06
8	Cultural Confidence	-0.2	-0.19	-0.24
9	Harmonious Coexistence	-0.08	-0.06	-0.14
10	Emotional Intelligence	-0.15	-0.14	-0.2
11	Time Efficiency Awareness	-0.03	-0.04	0.01
12	National Security Awareness	-0.27	-0.26	-0.31
13	Justice and Conscience	-0.12	-0.11	-0.13
14	Patriotic Sentiment	-0.04	-0.04	-0.04

Results of students' evaluation of the integration of English into civic education at university (P-E)

According to the model of students' evaluation of the quality of civic education training and the related calculation formula, the evaluation results are derived to form a statistical distribution chart of students' satisfaction evaluation of the quality of college English integration into civic education. Figure 2 shows the 14 elements of civic education in English for the four semesters of the 2022 undergraduates in our university, and the overall satisfaction of the students tends to be the same, but there are slight differences in the satisfaction of different groups. Specifically, with the exception of female students' satisfaction with "time efficiency awareness", students' expectations and actual feelings about the integration of college English into civic education are all negative. Generally, students' expectations are higher than their actual feelings, so it is normal that the Q value in the SERVQUAL evaluation model is negative. The key needs to find the gaps and deficiencies in the integration of college English into civic education on the basis of the gap comparison

and further improve the training model, so as to achieve the purpose of civic education comprehensively throughout college English education.

Overall, students' evaluation of the elements of civic education across college English teaching shows a big difference. A total of 11 elements has evaluation results below -0.2. Among them, the scores of time efficiency consciousness, patriotic sentiment, service society consciousness, and harmonious symbiosis consciousness are below -0.1, reflecting that the teachers' own quality, knowledge reserve, content supply and other aspects of the ability are high, and they can give students better value guidance, and the students' actual feelings are obvious. Students' actual feelings towards the remaining 8 elements are relatively average, of which 3 elements, namely, national security awareness, integrity awareness and critical thinking ability, are evaluated below -0.2, which indicates that contemporary college students have a strong sense of national security awareness and responsibility under the complicated and severe international situation. It also proves that college students have high expectations of integrity and hope to enhance their integrity awareness through learning and teaching activities. Teachers need to adjust the teaching programme and integrate the content of students' concerns into teaching to meet the higher expectations of students.

Figure 2 shows that male and female students are equally satisfied with "patriotic sentiment"; with the exception of "awareness of social service" and "awareness of time efficiency", female students are less satisfied than male students. With the progress of modern civilization, women's self-education is improving, their thinking about their own value is deepening, and the independence, competitiveness, selectivity and richness of women's development are obviously increasing. At the same time, women's expectations, demands, evaluations and desire for participation in social activities have become stronger. Teachers need to consider and pay attention to women's voices, and tap into women's materials and the relevant elements of women's discourse.

4. Conclusion

Civic education is related to the cultivation and moulding of students' healthy personality, and its importance is indisputable. College English teaching covers a wide range of areas, and the civic education cultivation mode based on teaching can provide a wider transmission channel for value leadership. Through the quality evaluation satisfaction survey, the weaknesses and deficiencies affecting the quality of cultivation will be found, and the cultivation mode will be revised and improved in a timely manner to ensure that civic education in college English teaching is feasible and effective, so as to promote the improvement of students' moral quality and cultural literacy.

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公民教育在大学英语教学中的培养模式研究

大学英语课程强化公民教育是时代所需、是英语语言教学的必要补充。

本文构建公民教育在大学英语课程中的培养模式, 采用 SERVQUAL (服务质量) 评价模型对公民教育培养模式进行及时评价, 保证项目建设质量, 从而实现公民教育全面贯穿大学英语教育的目的。

关键词: 公民教育; 大学英语教学; 培养模式