Research on the Ideological and Political Education in English Courses for non-English Majors in the Post-COVID-19 Era: A Case Study on the Course of An Integrated Skills Course (2)

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ABSTRACT

The offline teaching model has been basically recovered in colleges and universities in the Post-Covid-19 Era. Base on a case study for non-English majors — An Integrated Skills Course (2), we investigated how to integrate ideological and political education into English courses to focus on the acceptability of the teaching model. The content-based instruction model (CBI) was adopted and intertwined with ideological and political education elements to cultivate students' critical thinking in reading. Experimental method, before-course and post-course questionnaires and interview were adopted to collect students' feedback on the ideological and political education elements, and to analyze the effects of the teaching model. The results showed that the wide acceptability among students and efficacy in integrating implicit ideological and political education into the CBI model of the courses for non-English majors. The combination of CBI and implicit ideological and political education is beneficial to promote ideological and political education in English courses. Though the Covid-19 has an impact on the study and life of students, most of them can be up against it and maintain positive outlook on life and study.

Keywords: Post-COVID-19 era, Ideological and Political Education in English courses for non-English majors, Content-based instruction model (CBI).

1. INTRODUCTION

Collegiate foreign language education has a positive effect on cultivating students' humanistic spirit, philosophical outlook, scientific logic, good personality and aesthetic quality [1]. College English teaching is an integral part of higher education while English course is a compulsory basic course for college students; what's more, English course is not only a basic language course, but also a quality education course to broaden students' knowledge and understanding of the world's cultures, thus proved the course is both instrumental and humanistic [2]. Moreover, the teaching materials can cultivate students 'cultural self-confidence and the sense of human community through cross-cultural comparison. Their socialist core values can be strengthened through value discourse; their humanistic literacy, cultural self-confidence and cross-cultural competence can be enhanced through the expression of Chinese traditional culture in foreign languages and their moral literacy can be improved through experiential language learning [3]. Therefore, it is of great significance to integrate ideological and political education into English courses.

In 2020, the Ministry of Education issued Guidelines for the Construction of Ideological and Political Education in Colleges and Universities, which clearly puts forward that "all kinds of courses and Ideological and Political Education program should go in the same direction, both explicit and implicit education should be unified so as to form a synergistic effect and eventually the

goal of building an overall situation of all-round education for all the staff will be achieved." [4]. Ideological and Political Education means to integrated the education into other non-ideological courses such as general education courses, basic courses and professional courses. In the process of teaching professional knowledge and refining professional skills, teachers can help students shape a correct worldview, outlook on life, values, and achieve all-round education [5]. The implementation of it in the curriculum of "Basic English" can start from the integration of the following three points: textbook syllabus, the content of the textbook and the quality of teachers. At the same time, we analyze the effective ways to implement the ideological education in "Basic English" from the three aspects: teaching steps, course evaluation and feedback and extracurricular activities, so as to provide constructive suggestions for the reform of integration ideological and political education into English course [6]. Moreover, while teaching foreign language knowledge, college English teachers should take the initiative to take the responsibility of ideological education and constantly enhance the awareness of it. At the same time, they should enrich the content of the education in English text book and fully explore the elements of ideological and political education in English courses in order to effectively promote the "curriculum ideology" and "ideological and political education" in the same direction and in parallel to form a synergistic effect [7]. To realize the goal of moral education, we should start from the teachers' ideological quality and teaching methods and enhance the connotation of education from the disciplines, professions and courses, as a result, achieving it through the process of teaching and learning, as well as promoting it through the effective evaluation mechanism of talent education. The guidance of the value contains in the knowledge, ability and quality training while the purpose of educating people is achieved naturally [8]. Therefore, in this paper, based on teaching content, we will discuss the ideological and political education in college English courses under the content-based instruction model CBI (Content-based Instruction).

Content-Based Instruction (CBI) refers to intertwining language teaching with the teaching of a certain subject or a certain subject content, or in other words, combining language learning with subject knowledge learning so as to improve students' subject knowledge and cognitive ability

while promoting their language proficiency (Mohan 1986; Pinghua Yuan and Liming Yu 2008). The research on CBL modeling has also been fruitful at home and abroad. Dexiang Yang and Yongping Zhao believe that Content-Based Instruction (CBI) promotes foreign language majors' critical thinking ability [9]. Dupuy, B. (2000) believes that Content-Based Instruction (CBI) is applicable to a variety of language learning environments. Apart from teaching foreign languages to students at all levels and improving students' overall language proficiency, it is useful for facilitating the growth of subject matter knowledge ,enhancing students' self-confidence in understanding and applying the target language and improving students' sustained language proficiency [10]. Yaying Mao and Liping Chen (2013) proved that CBL not only improved students' interest in learning English, but also expanded their professional vocabulary and enhanced their ability to read professional literature [11]. Elok Sudibyo, Budi Jatmiko and Wahono Widodo (2016) believed that the CBL teaching mode could improve the analytical thinking skills of students major in physical education [12]. Haoruo Zhang and Geling Han (2022) stated that CBI is conducive to the integration of implicit ideological and political education elements in English major courses, and it is an easy-to-accept teaching method for college students [13]. Jun Xia and Shou Liu (2015) believed that CBI can play a role in the reform of college English teaching [14]. Therefore, from the perspective of Content-Based Instruction (CBI) this paper will explore the necessity of integrating the elements of ideological and political education into English courses in the Post-Covid-19 Era and the impact of the epidemic on learning and life.

2. CONTENT-BASED TEACHING OF UNIVERSITY FOREIGN LANGUAGE COURSES

An Integrated Skills Course 2 is a compulsory general course for non-English majors, aiming to inspire students to pursue truth, goodness and beauty, expand their international vision, strengthen their cultural self-confidence, and improve their cross-cultural communication skills. The course adopts the CBI model as the main teaching method to improve language competence on the basis of learning the course content [15]. To understand students' views on the integration of Curriculum Ideological and Political elements in university foreign language courses in the post epidemic era.

3. CASE STUDY OF CURRICULUM IDEOLOGICAL AND POLITICAL ELEMENTS IN UNIVERSITY FOREIGN LANGUAGE COURSES

Case study of curriculum ideological and political elements in university foreign language courses will be shown from CBI curriculum ideological and political teaching model and online and offline curriculum ideological and political teaching model in this part.

3.1 CBI Curriculum Ideological and Political Teaching Model

An Integrated Skills Course 2 is based on reading comprehension, featuring the implementation of the fundamental task of building morality, focusing on practical application, highlighting the hierarchical and progressive nature of the difficulty of the content of the textbook, and embodying the advanced concepts of blended teaching [16]. The lecturer adopts the CBI teaching mode, integrates the Curriculum Ideological and Political elements with the content of the text, cultivates students' cross-cultural awareness, forms a correct outlook on life, learning and values, and strengthens the confidence in Chinese culture.

For example, after covering Unit 1, Text A: A Glass of Milk, students would discuss the importance of "Helping others benefits us too; we should help others in every way we can." After exploring Unit 1, Text B: Gratitude and Health, and Unit 3, Text A: Isn't Fast Food Too Fast? and Text B: Healthy Eating, students become aware of healthy eating habits and understand that consuming more green foods and avoiding junk food, such as chili fries, and using fewer disposable plastic bags, which are essential for good health. Furthermore, after completing Unit 2, Text A: A Special Taxi and Unit 5 ,Text A: Clean Your Room, students understand that maintaining a clean and hazard-free environment is crucial for our overall well-being, and they learn to take responsibility for preserving the environment by practicing good hygiene in the classroom, among other things. Through Text A in Unit 5, Understanding Chinese Parents, students are encouraged to compare and contrast Chinese and Western parenting styles, thereby incorporating elements of the Curriculum Ideological and Political framework. They develop a deeper appreciation for their parents' love and learn to understand and respect them better.

3.2 Online and Offline Curriculum Ideological and Political Teaching Model

Traditional textbook materials alone are often insufficient for effective teaching. In the post-pandemic era, blended teaching models have been adopted to enhance students' learning outcomes. Yang Jing (2020) suggests that by combining online and offline teaching methods, national policies, current affairs news, national classics, and traditional culture can be integrated into teaching. New media resources and the second classroom can be utilized to promote all-rounded ideological and political education in university-level English courses, and construct an effective framework for developing individuals.[17] Building upon this approach, our course leverages network and media resources to supplement textbook content. For example, each lesson may begin with relevant videos or thought-provoking questions related to the upcoming material. Following class, supplementary materials can be shared to ensure a comprehensive understanding of the content. Throughout discussions before, during, and after class, we aim to integrate ideological education into the entire learning process and facilitate holistic personal development.

4. OBJECTS AND METHODS OF RESEARCH

Research objects and methods of this study will be illustrated in details in this part.

4.1 Research Methodology and Objects

In this paper, the unit teaching of the course "An Integrated Skills Course (2)" is used as a case study. The effectiveness of the course's ideology and politic education during teachers' use of the online teaching platform to publish teaching courseware, learning content, unit exercises, etc. is examined through this case study. The 190 students of grade 2020 five-year were used as the research objects. Most of their grades are between 60 and 69 and their age ranged from 17-18 years old. Questionnaires were dispensed at the beginning and end of the semester to analyse qualitatively and quantitatively the students' feedback on the comprehensive understanding of Ideological and Political Education in college English course. The impact of the COVID-19 on students' English learning and daily life and their personal views on COVID-19.

The questionnaire has three parts in total. It was redesigned through the questionnaires of Zhang Haoruo, Han Geling (2022) and Wang Yinfeng etc.(2022): the first part, students' basic information (Questions 1-5); the second part, the necessity of blend the elements of ideological and political education into the college English teaching courses (Questions 6-21); the third part, the impact of the epidemic on English learning and daily life (Questions 22-35). The reliability of the questionnaire is 0.812, which is above 0.5 (as shown in "Table 1"); the validity is 0.924, which is above 0.8 (as "Table 2"). So this questionnaire has relatively high reliability and validity. It is suitable for questionnaire analysis.

Table 1. Questionnaire reliability test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.812	0.88	37

Table 2. Analysis of questionnaire validity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.924
Bartlett's Test of Sphericity	Approx. Chi-Square	8607.576
	df	666
	Sig.	0

5. QUESTIONNAIRE RESULTS AND DISCUSSION

The questionnaire results and discussion will be presented from analysis of the necessity of ideological and political education in college foreign language courses through pre-test and post-test; the impact of COVID-19 on students' English learning and life in this part.

5.1 Analysis of the Necessity of Ideological and Political Education in College Foreign Language Courses through Pre-test Results

At the beginning of the semester, analyze the necessity of ideological and political education in college English courses through SPSS 23.0 data (Questions 6-21). Ideological and political education is required for college foreign language courses (No.6): 44.21% of students agree, 33.1% fully agree, 20% of them remain neutral, and the rest oppose. Ideological and political education is needed to be close to the subject content (No.7): 48.95% of students agree, 33.68% of students fully agree, 16.32% of students remain neutral, and the rest do not agree. Diversification is needed for ideological and political education in college foreign language courses (No.8): 47.37% of students agree, 35.26% fully agree, and 15.26% remain neutral. There is a need for practicality in ideological and political education in college foreign language courses (No.9): 47.89% of students agree and 0.53% of students disagree. Telling English stories is beneficial for ideological and political education (No.10): 46.84% of students agree and 0.53% of students do not agree. 52.63% of students agree that the story of English ideological and political education needs to keep up with the times (No.11); 50.53% of students agree that college foreign language courses need to stimulate students' interest and active participation, while 10.53% hold a neutral attitude (No.12); 48.95% of students agree that cultural protection needs to be considered in college foreign language courses, while 14.21% remain neutral and have no objections (No.13). 47.89% of students agree that it is necessary to consider spreading Chinese culture in college foreign language courses, while 8.95% hold a neutral attitude (No.14). 37.74% of students hold a positive attitude towards actively asking questions during the English learning process, while 3.16% of students disagree (No.15). 52.63% of students agree that it is necessary to cultivate innovative spirit in the process of English learning (No.16). 46.32% of students agree that in the process of learning a foreign language in college, you gradually improve your patriotism, while 11.05% of students hold a neutral attitude (No.17). In the process of learning a foreign language in college, you are more confident in improving Chinese culture (No.18): 46.84% agree, with a very small number of students oppose. In the process of learning a foreign language in college, you gradually improve your cultural awareness (No.19): 54.21% of students agree, and 12.11% remain neutral. In the process of learning a foreign language in college, you gradually enhance your sense of social responsibility (such as environmental protection) (No.20): 55.79% of students agree, 32.63% fully agree, 11.58% remain neutral, and no one objects. In the process of college foreign language learning, you gradually take the initiative to identify problems and try to solve them (No.21): 46.32% of students agree,

34.21% fully agree, 18.95% hold a neutral attitude, and 0.53% completely disagree. Overall, ideological and political education in college

foreign language courses has a positive effect. (As shown in "Table 3")

Table 3. The necessity of ideological and political education in college foreign language courses: analysis of pre-test results

No.	Fully Agree		Agree		Neutral		Disagree		Fully Disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
6	63	33.16%	84	44.21%	38	20.00%	3	1.58%	2	1.05%
7	64	33.68%	93	48.95%	31	16.32%	2	1.05%	0	0.00%
8	67	35.26%	90	47.37%	29	15.26%	3	1.58%	1	0.53%
9	63	33.16%	91	47.89%	35	18.42%	1	0.53%	0	0.00%
10	67	35.26%	89	46.84%	33	17.37%	1	0.53%	0	0.00%
11	67	35.26%	100	52.63%	22	11.58%	1	0.53%	0	0.00%
12	72	37.89%	96	50.53%	20	10.53%	2	1.05%	0	0.00%
13	70	36.84%	93	48.95%	27	14.21%	0	0.00%	0	0.00%
14	79	41.58%	91	47.89%	17	8.95%	3	1.58%	0	0.00%
15	46	24.21%	66	34.74%	70	36.84%	6	3.16%	2	1.05%
16	62	32.63%	100	52.63%	26	13.68%	1	0.53%	1	0.53%
17	81	42.63%	88	46.32%	21	11.05%	0	0.00%	0	0.00%
18	79	41.58%	89	46.84%	20	10.53%	1	0.53%	1	0.53%
19	63	33.16%	103	54.21%	23	12.11%	0	0.00%	1	0.53%
20	62	32.63%	106	55.79%	22	11.58%	0	0.00%	0	0.00%
21	65	34.21%	88	46.32%	36	18.95%	0	0.00%	1	0.53%

5.2 The Necessity of Ideological and Political Elements in College Foreign Language Courses: Analysis of Post-test Results

At the end of the semester, analyze the necessity of ideological and political elements in college foreign language courses through SPSS 23.0 data (questions 6-21). Ideological and political education is required for college foreign language courses: 46.45% of students agree, 18.03% remain neutral, and a very small number do not agree. Ideological and political education is needed to be close to the subject content: 55.19% of students agree, 30.6% of students fully agree, 12.02% of students remain neutral, and the rest do not agree. 56.83% of students agree that ideological and political education needs to be close to the subject content, accounting for more than half. The need for diversity in ideological and political education in college foreign language courses: 56.83% of students agree, accounting for more than half, with a very small minority opposing. In college foreign language courses, ideological and political education needs to have practicality: 50.82% of students agree, 31.69% fully agree, and a very

small number oppose it. Speaking English stories is beneficial for ideological and political content: 50.27% of students agree, with very few opposing. 56.83% of students agree that stories about English ideological and political education need to keep up with the times. 53.01% of students agree that college foreign language courses need to stimulate students' interest and active participation, and no one opposes it. 49.73% of students agree that cultural protection needs to be considered in college foreign language courses, and no one opposes it. 51.91% of students agree that it is necessary to consider spreading Chinese culture in college foreign language courses in universities, with almost no opposition. 39.89% of students maintain neutrality in asking questions proactively during the English learning process, while 20.22% fully agree. 55.74% of students agree on the need to cultivate innovative spirit in the process of English learning, while a very few students oppose it. 46.45% of students agree to gradually improve their patriotism in college foreign language courses, while 40.98% fully agree. 50.82% of students agree to have more confidence in improving Chinese culture in college foreign language courses; Almost no one objected. 58.47% of students agree to gradually enhance their

cultural awareness during the process in college foreign language courses; 30.05% of students fully agree. 56.28% of students agree to gradually enhance their sense of social responsibility (such as environmental protection) in college foreign language courses, accounting for more than half.

54.64% of students agree to gradually identify and attempt to solve problems in college foreign language courses, accounting for more than half. Overall, the ideological and political education is well reflected in college foreign language courses (such as "Table 4").

Table 4. The necessity of ideological and political elements in college foreign language courses: analysis of post-test results

No.	Fully Agree		Agree		Neutral		Disagree		Fully Disagree	
	Total	percent	Total	percent	Total	percent	Total	percent	Total	percent
6	58	31.69%	85	46.45%	33	18.03%	5	2.73%	2	1.09%
7	56	30.60%	101	55.19%	22	12.02%	3	1.64%	1	0.55%
8	58	31.69%	104	56.83%	19	10.38%	1	0.55%	1	0.55%
9	60	32.79%	93	50.82%	28	15.30%	1	0.55%	1	0.55%
10	61	33.33%	92	50.27%	27	14.75%	3	1.64%	0	0.00%
11	57	31.15%	104	56.83%	21	11.48%	1	0.55%	0	0.00%
12	71	38.80%	97	53.01%	15	8.20%	0	0.00%	0	0.00%
13	67	36.61%	91	49.73%	25	13.66%	0	0.00%	0	0.00%
14	75	40.98%	95	51.91%	12	6.56%	1	0.55%	0	0.00%
15	37	20.22%	67	36.61%	73	39.89%	3	1.64%	3	1.64%
16	57	31.15%	102	55.74%	23	12.57%	1	0.55%	0	0.00%
17	75	40.98%	85	46.45%	21	11.48%	2	1.09%	0	0.00%
18	69	37.70%	93	50.82%	19	10.38%	2	1.09%	0	0.00%
19	55	30.05%	107	58.47%	20	10.93%	0	0.00%	1	0.55%
20	56	30.60%	103	56.28%	23	12.57%	1	0.55%	0	0.00%
21	48	26.23%	100	54.64%	34	18.58%	1	0.55%	0	0.00%

a　　　※the turnover rate is 3.68% of Post-test Results

A comparative analysis of the necessity of ideological and political education in college foreign language courses was conducted through the pre- and post-test (as shown in "Table 5"). During the post-test stage, students fully agreed that the necessity of ideological and political education in college foreign language courses slightly increased in question 12, while the remaining items were reduced; The necessity of ideological and political education in college foreign language courses is increasing in all question items; The number of students who remained neutral increased slightly except for questions 15 and 17, but the overall number of students who remained neutral decreased; The overall number of students who completely disagree has decreased. This indicates the necessity of ideological and political education in college foreign language courses.

Table 5. The necessity of ideological and political education in college foreign language courses: comparative analysis of the pre-test and post-test

No.	Fully Agree		Agree		Neutral		Disagree		Fully Disagree	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
6	33.16%	31.69%	44.21%	46.45%	20.00%	18.03%	1.58%	2.73%	1.05%	1.09%
7	33.68%	30.60%	48.95%	55.19%	16.32%	12.02%	1.05%	1.64%	0.00%	0.55%
8	35.26%	31.69%	47.37%	56.83%	15.26%	10.38%	1.58%	0.55%	0.53%	0.55%
9	33.16%	32.76%	47.89%	50.82%	18.42%	15.30%	0.53%	0.55%	0.00%	0.55%
10	35.26%	33.33%	46.84%	50.27%	17.37%	14.75%	0.53%	1.64%	0.00%	0.00%
11	35.26%	31.15%	52.63%	56.83%	11.58%	11.48%	0.53%	0.55%	0.00%	0.00%
12	37.89%	38.80%	50.53%	53.01%	10.53%	8.20%	1.05%	0.00%	0.00%	0.00%
13	36.84%	36.61%	48.95%	49.73%	14.21%	13.66%	0.00%	0.00%	0.00%	0.00%
14	41.58%	40.98%	47.89%	51.91%	8.95%	6.56%	1.58%	0.55%	0.00%	0.00%
15	24.21%	20.22%	34.74%	36.61%	36.84%	39.89%	3.16%	1.64%	1.05%	1.64%
16	32.63%	31.15%	52.63%	55.74%	13.68%	12.57%	0.53%	0.55%	0.53%	0.00%
17	42.63%	40.98%	46.32%	46.45%	11.05%	11.48%	0.00%	1.09%	0.00%	0.00%
18	41.58%	37.70%	46.84%	50.82%	10.53%	10.38%	0.53%	1.09%	0.53%	0.00%
19	33.16%	30.05%	54.21%	58.47%	12.11%	10.93%	0.00%	0.00%	0.53%	0.55%
20	32.63%	30.60%	55.79%	56.28%	11.58%	12.57%	0.00%	0.56%	0.00%	0.00%
21	34.21%	26.23%	46.32%	54.64%	18.95%	18.58%	0.00%	0.55%	0.53%	0.00%

a   ※the turnover rate is 3.68% of Post-test Results

5.3 The Impact of COVID-19 on English Learning and Life

In order to understand the impact of COVID-19 on students' English learning and life, pre-test data were analyzed for questions 22-35 of the questionnaire ("Table 6"). Since the outbreak of the epidemic, students majoring in medicine have taken the initiative to help others (No.22): 48.42% of them fully agreed, which accounts for the largest proportion; 43.16% of the students agreed, 7.89% of the students were neutral and only 0.53% of the students disagreed completely. During the epidemic, 60.53% of people fully agreed to put masks in the proper place, which accounted for more than half; 34.74% of the students agreed; 4.74% of the students were neutral, but none opposed (No.23). Since the epidemic prevention policy was lifted, 51.58% of the respondents fully agreed to pay more attention to a healthy diet, 43.68% agreed; 4.74% were neutral, but none opposed (No.24). 51.58% of the respondents fully agreed that since the epidemic prevention policy was lifted, contact with their families has become closer; 37.37% of the students agreed, with only a very small number disagreeing (No.25). Since the epidemic prevention policy was lifted, your parents are more concerned about your study: 42.63% of students fully agree, 42.11% agree, and very few student disagree (No.26).

Table 6. The impact of COVID-19 on English learning and life (pre-test)

No.	Fully agree		Agree		General		Disagree		Completely disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
22	92	48.42%	82	43.16%	15	7.89%	0	0	1	0.53%
23	115	60.53%	66	34.74%	9	4.74%	0	0	0	0.00%
	98	51.58%	83	43.68%	9	4.74%	0	0	0	0.00%
25	98	51.58%	71	37.37%	20	10.53%	1	0.53%	0	0.00%
26	81	42.63%	80	42.11%	25	13.16%	3	1.58%	1	0.53%

When it comes to COVID-19 infection, 72.11% of students have been infected, and 27.89% have not been infected. For the specific situation ("Table 7"), as for the students who have not been infected, they are very afraid that they may be infected when they return to school (No.28): 13.21% of the students fully agree, 20.75% agree, 43.40% remain neutral, 13.21% disagree, and 9.43% completely disagree. This means that one-third of the students are afraid of being infected, and almost half of the students are neutral. For students who have been infected with COVID-19 (No.29): 42.34% of students completely disagree that they have been isolated and discriminated against after infection, 29.20% of students disagree that they have been isolated and discriminated against after infection, 14.6% of students are neutral, and only a very small number of students think that they have been isolated and discriminated against. After infection, it has a great impact on English learning (No.30): 46.72% of students hold a neutral attitude, 23.36% of students agree, and 5.84% of students completely disagree, indicating that nearly one-third of people think that infection with COVID-19 has an impact on English learning. After infection, 47.45% of the students fully agreed to continue the online course, 41.61% of students agreed to continue online courses; very few people disagree (No.31). Since the epidemic prevention policy was lifted, students have been smoothly integrated into English classroom learning (No.32): 48.95% of students agree, 32.63% of students fully agree, and 16.84% of students remain neutral. This shows that most students have been able to integrate into their English studies smoothly since the epidemic prevention policy was lifted.

Table 7. The impact of COVID-19 on English learning and life (pre-test)

No.	Fully agree		Agree		General		Disagree		Completely disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
28	7	13.21%	11	20.75%	23	43.40%	7	13.21%	5	9.43%
29	10	7.30%	9	6.57%	20	14.60%	40	29.20%	58	42.34%
30	8	5.84%	32	23.36%	64	46.72%	19	13.87%	14	10.22%
31	65	47.45%	57	41.61%	12	8.76%	2	1.46%	1	0.73%
32	62	32.63%	93	48.95%	32	16.84%	1	0.53%	2	1.05%

During the infection period, the reasons for adhering to online classes: 88.32% of the students think it is necessary for usual grades, 86.13% of the students think they like English teachers, 78.10% of the students because they like English courses, 51.82% of the students think it is the requirements of the school, 29.93% of the students have other reasons. This shows that interest is the best teacher, to mobilize the enthusiasm of students to learn fully.

The impact of the COVID-19 epidemic on study and life is reflected in the following: 90% of students think that they are not allowed to go out of school, 88.42% of students think that the final exam has been postponed, 84.74% of students think that they have to wear masks every day, 83.68% of students think that the temporary nucleic acid between classes, 32.11% of students think that there are other effects.

Regarding COVID-19, students' views mainly include: to some extent, it will affect their study and life. They need to wash their hands frequently, open more windows for ventilation, wear masks, pay attention to personal hygiene, do a excellent job of personal protection, not panic, study hard, have a positive face; hope to improve safety and health education; and the epidemic will end early; do not discriminate against infected people, care more about family members, and tell family members to take good protection; the effect of an online class is not as good as the effect of line class, hope to return to normal as soon as possible.

To understand the impact of COVID-19 on English learning and life, post-test data for questions 22-35 of the questionnaire were analyzed ("Table 8"). Since the outbreak of COVID-19, students who are medical professionals have volunteered to help others: 49.73% agree, 40.44% fully agree, and very few disagree. During the epidemic, 55.74% of students fully agreed to put masks in the proper position repeatedly, 40.44% agreed, and no one objected. Since the release of the epidemic prevention policy, 46.99% of students fully agree to pay more attention to a healthy diet, 46.99% of the people agree to pay more attention to a healthy diet, and no one disagrees. Since the implementation of the epidemic prevention policy, 44.81% of people think that they have closer contact with their family members, 42.62% fully agree that they have closer contact with their family members, only one person holds a negative view.

Since the implementation of the epidemic prevention policy, 54.10% of people think parents are more concerned about their studies, 28.42% of

people fully agree, and very few people hold an opposing view. Overall, the COVID-19 epidemic has had a specific impact on both study and life.

Table 8. The impact of COVID-19 on English learning and life (post-test)

No.	Fully agree	Agree			General		Disagree		Completely disagree	
	Total	%	Total%		Total	%	Total	%	Total	%
22	74	40.44%	91	49.73%	17	9.29%	1	0.55%	0	0.00%
23	102	55.74%	74	40.44%	7	3.83%	0	0.00%	0	0.00%
24	86	46.99%	86	46.99%	11	6.01%	0	0.00%	0	0.00%
25	78	42.62%	82	44.81%	22	12.02%	1	0.55%	0	0.00%
26	52	28.42%	99	54.10%	30	16.39%	2	1.09%	0	0.00%

In the post-test phase, 74.32% of people were reinfected and 25.68% were not reinfected since the outbreak. About the students who have not been reinfected: 48. 94% of people are neutral about the possibility of returning to school to face infection, 27.66% agree, a minimal number disagree. As for reinfected students: after infection, 36.76% of the students completely disagreed that they had been isolated and discriminated against, 33.09% disagreed, and very few thought that they had been isolated and discriminated against. After infection,

it greatly impacts on your English learning: 47.79% of people remain neutral, 25.00% think it has a great impact, and very few people think it has no impact. 47.06% of the students agreed that after the infection, they insisted on continuing online classes, 33.09% of the students fully agreed, and only a very small number of people opposed. Since the lifted epidemic prevention policy, 57.38% of the students agreed to integrate into the English classroom learning smoothly, 22.95% fully agreed, and only a few opposed. (e.g. "Table 9")

Table 9. The Impact of COVID-19 on English Learning and Life (Post-test)

No.	Fully agree		Agree		General		Disagree		Completely disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
28	6	12.77%	13	27.66%	23	48.94%	4	8.51%	1	2.13%
29	9	6.62%	18	13.24%	14	10.29%	45	33.09%	50	36.76%
30	14	10.29%	34	25.00%	65	47.79%	19	13.97%	4	2.94%
31	45	33.09%	64	47.06%	20	14.71%	6	4.41%	1	0.74%
32	42	22.95%	105	57.38%	34	18.58%	2	1.09%	0	0.00%

In the post-test stage, the main reasons for sticking to the course during the infection period were: 86.76% of people thought that the usual grades were needed, 80.88% of people liked English teachers, 75.74% of people liked English courses, 66.18% of people because the school required online classes, and 17.65% of people had other reasons.

In the post-test stage, the impact of the new coronavirus epidemic on study and life mainly includes 94.54% of people thinking that they can't go out of school, 92.90% thinking that they wear masks every day, 87.98% thinking that the exam is postponed, 87.43% think that the temporary nucleic acid between classes, 24.59% have other reasons.

In the face of the novel coronavirus epidemic, the main views of students are: the epidemic has brought a lot of inconvenience, do not go out during school, and often do nucleic acid testing. Since the epidemic is coming, it can not stop, positive face, pay attention to personal protection, hope that the epidemic will end as soon as possible; affected by the epidemic, every student can't arrive on time; prevention of COVID-19 is everyone's responsibility. You must wear a mask to protect your health when you go out. The school is well-controlled. It protects us, but a few people have no opinion.

Compared with the pre-test, the number of people who agree with the view increases from questions 22 to 32; the number of people who

remain neutral has increased; there has been a downward trend in the number of people who completely disagree. But in question 22, since the outbreak of the epidemic, as a medical student, you have taken the initiative to help others; question 29: After infection, you were isolated and discriminated against. After the infection of question 30, it has a significant impact on your English learning and after the infection of question 31, the number of people who disagree with the items you still insist on continuing online courses has slightly increased, and the rest are decreasing. In the interview, I learned that this is part of the reason because some students think that the effect of online classes is less than that of online classes, so the impact is relatively large. (e.g. "Table 10"). Overall, students have a positive attitude and values in the face of COVID-19.

Table 10.   A comparative analysis of Pre-test and Post-test on the impact of COVID-19 on English learning and life

No.	Fully agree(%)		Agree(%)		General(%)		Disagree(%)		Completely disagree(%)	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
`22	48.42%	40.44%	43.16%	49.73%	7.89%	9.29%	0.00%	0.55%	0.53%	0.00%
23	60.53%	55.74%	34.74%	40.44%	4.74%	3.83%	0.00%	0.00%	0.00%	0.00%
24	51.58%	46.99%	43.68%	46.99%	4.74%	6.01%	0.00%	0.00%	0.00%	0.00%
25	51.58%	42.62%	37.37%	44.81%	10.53%	12.02%	0.53%	0.55%	0.00%	0.00%
26	42.63%	28.42%	42.11%	54.10%	13.16%	16.39%	1.58%	1.09%	0.53%	0.00%
28	13.21%	12.77%	20.75%	27.66%	43.40%	48.94%	13.21%	8.51%	9.43%	2.13%
29	7.30%	6.62%	6.57%	13.24%	14.60%	10.29%	29.20%	33.09%	42.34%	36.76%
30	5.84%	10.29%	23.36%	25.00%	46.72%	47.79%	13.87%	13.97%	10.22%	2.94%
31	47.45%	33.09%	41.61%	47.06%	8.76%	14.71%	1.46%	4.41%	0.73%	0.74%
32	32.63%	22.95%	48.95%	57.38%	16.84%	18.58%	0.53%	1.09%	1.05%	0.00%

a   Note: Q: 27 is not included in this table because it concerns whether you are infected with COVID-19.

6.   CONCLUSION

Integrating ideological and political elements into college foreign language courses is of great significance: Integrating them into college foreign language courses is conducive to further enhancing students' correct consciousness. In this process, students gradually cultivate their correct consciousness and set up correct values. However, the function of "ideological and political curriculum" of *College English* is far from being given full play, and there are problems such as "ignoring Chinese culture in the selection of teaching content, the utilitarian purpose of teaching and the unidirectional nature of cultural exchanges" [18]. As a contemporary college foreign language teacher, it is necessary to integrate the traditional Chinese culture, teaching content, teaching purpose, and students' characteristics into the curriculum.

The impact of COVID-19 on English learning and life: Although the epidemic has impacted on both study and life, we are overcoming difficulties and facing them positively. Even during the infection, we continue to take online classes. Take the initiative to help others and adhere to good healthy eating habits.

Facing the epidemic: Students from the initial panic to calm face, believe in the policy, everything will return to normal. This shows students' understanding levels and values are gradually improving in this process.

On the whole, in the post-epidemic era, integrating ideological and political elements into college foreign language courses is beneficial, positive and of great significance to the growth and development of students.

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