

Adaptation of Teaching Materials for Morality Cultivation in College English Courses

Qiong Li

School of Languages and Literature, University of South China, Hengyang 421001, China

Abstract: In order to achieve the goal of fostering morality cultivation, college English must be reformed to meet the new requirements of morality education in foreign language courses. This paper takes Unit 4 in Book 2 of New Target College English: An Integrated course as an example to demonstrate the requirements of adapting textbook content to serving morality education. Its basic principles and methods are as follows :1) to refine the morality themes and determine the teaching objectives; 2) use content-based teaching method to achieve theme-based teaching activities and naturally integrate language ability with morality goals; 3) arrange teaching content around morality themes, and connect online and offline learning activities to introduce and consolidate morality cultivation teaching.

Keywords: College English; Morality Cultivation; Content Teaching Method; Textbook Content Adaptation; Thematic Teaching.

1. Introduction

Morality education requires the reform of college English teaching, the focus of which is the direction of talent training and the choice of teaching content [1]. For a long time, college English has been written on the basis of language points, and the content of teaching materials has been centered around language points. Morality cultivation focuses on the moral connotation of the article, which means that college English must take the cultural connotation as the core, and online and offline teaching must be centered around this. The author selects and adapts to the original teaching text content again in order to achieve the goal of curriculum morality cultivation. This paper mainly introduces the textbook content development lesson example: "New target College English" comprehensive course volume 2 Unit 4 (Unit 4 for short) [2].

2. Textbook Content Adaptation

2.1. The Meaning of Content Adaptation of Teaching Materials

Content adaptation of ideological textbooks for foreign language courses refers to the selection and use of teaching materials according to moral goals, such as deletion, transformation, omission, and addition [3]. Textbook is an important carrier of teaching [4], but it is the selected material, and the leading power of selection is in the hands of teachers. In order to achieve the moral goals of foreign language curriculum, teachers should select and adapt textbook contents according to the professional characteristics, interest points, curriculum requirements, and classroom equipment of students. Therefore, this process is not rigid, not immutable, but dynamic processing for the better achievement of moral goals, to better meet the needs of students' emotional and language development, so as to achieve the goal of moral education.

2.2. The Basic Way of Content Adaptation of Teaching Materials

The key to the adaptation of textbook content is to read teaching texts deeply, dig out moral resources in them, closely

associate with socialist core values, closely associate with classical Chinese studies, and highlight cultural self-confidence.

2.2.1. Refine Morality Views

The adaptation of the textbook content must be based on the in-depth understanding and analysis of the textbook content, extract moral viewpoints from the deep reading [5], and design teaching activities around this viewpoint. The teaching activities incorporate language knowledge points, facts, opinions, etc., and then the content adaptation is carried out based on the determined moral points. Refining morality views needs to do the following points.

(1) Empathize with the Needs of Students

The first step in course design is to analyze students' needs. Teachers should understand students' development direction and values online and offline, so as to adjust and control their thought orientation in a targeted way. The survey of students' second language ability shows that the accuracy of their language development is not enough, so they need to bridge the gap between the expression of demands in second language and the accuracy of expression. Traditional culture in the text provides ideological content for the curriculum, while language knowledge supports the guidance of values. The moral content extracted by teachers can meet the needs of students' emotional development and language development.

The fourth unit is rich in morality resources. From the life experiences of great figures and their contributions to mankind, we can understand how their great thoughts affect the world. The main text adopts a causal structure, and the title prompts students to think: Why is Du Fu considered to be the greatest poet in China? Combining Du Fu's four poems with three dramatic changes in his life, this paper summarizes why he is considered by the author as the greatest poet in Chinese history. For a long time, Western culture has occupied a large part of the spiritual life of young students through various media, which makes them ignore the study of traditional Chinese culture and lack understanding and confidence in their own national culture. As educators, they should reaffirm the importance of their own national culture and bring cultural self-confidence to students, which is the

basis of students' belief that they love national culture and are loyal to the country. Through analyzing text materials, students' learning situation and learning demands, teachers set the morality theme of teaching as: poetry feels heaven and earth, and spirit spreads forever.

(2) Deeply Analyze the Text and Set Morality Goals

After the morality theme is established, it will be broken down in the combined class hours, and each small morality goal can be imported through relevant language points or viewpoints. For example, the morality theme of the fourth unit is: poetry feels heaven and earth, and the spirit is spread forever, which is divided into four moral goals under this theme. The first class is about "historical background". The teacher mainly checks whether the students have done a good preview related to the theme, and asks the students to show the ppt to strengthen the students' understanding of the poet's poetic creation background and lay a good foundation for understanding the poet's emotions. The second class focused on "literary achievements". The teacher combined the ups and downs of the poet Du Fu's life experience and connected five poems in the main class to understand the changes in the poet's mood and its impact on poetry creation. The third period is centered on "deep emotion", which is the focus of the whole text. This period has a variety of teaching activities to serve the achievement of language and emotion goals. This class also needs to solve the difficulty of morality teaching: how to use language to express and transmit this class morality point: sufferings should be treated in a right way to achieve greatness. The fourth lesson focuses on "The beauty of Tang Poetry", which strengthens students' extended understanding of the theme. Each class hour should ensure the effective connection of morality significance, ensure the integrity and coherence of teaching activities [6], stimulate students' desire to explore, promote students' exploratory behavior, form a virtuous cycle, and achieve the goal of education.

2.2.2. Morality Themes Dominate Teaching Activities

Different from language knowledge leading teaching activities in recent decades, morality theme leading teaching activities select teaching contents according to refined moral viewpoints, including language points and the ideas behind them, and the education goal is to combine language ability with moral quality.

Content-based instruction, also known as "content-based teaching" or "subject-content-based language teaching", provides an introduction way for the integration of morality points in college English classrooms [7]. The first consideration is not "how to teach" but "what to teach." There are five common models of content-based teaching methods, one of which, theme-based model [8], can provide a theoretical basis for thinking in foreign language courses.

This paper takes the teaching design of the third period of Unit 4 as an example to show how to realize the morality theme to dominate the teaching activities, and naturally integrate the refined moral points into the language teaching content. The morality point of this class is that sufferings should be treated in a right way to achieve greatness. This class is the focus and difficulty of the foreign language course, because the morality points will be divided into five parts in this 45 minutes.

The first part is the introduction of the topic of this class. The teacher uses the clip about Du Fu in the film "Thirty Thousand Miles of Chang'an", and the students publish their feelings about the clip and which of Du Fu's poems impressed

them deeply on the Super Star Learning Platform. The teacher shows these poems to everyone with ppt, and leads the students to read them aloud, which can better bring students into the poet's mood; At the same time, combined with the historical background of poetry creation, let the students talk about the reasons for the change of the poet's mood. This part mainly introduces the theme, aiming to help students understand: Du Fu's realistic poems reveal his deep feelings for the people, and he is the most typical representative of empathy with the people in the scholar-official class.

The second part is the focus of this class, which focuses on cultivating students' understanding that sufferings should be treated in a right way to achieve greatness. The understanding of this part chooses the grammatical structures used in the text to highlight moral points: for example, too much of + a NP reflects the characteristics of people or things, specific verbs link Du Fu's life experience in series, noun phrases and causal structure reflect his fate, celebrity comments express the significance of Du Fu's life experience in his poetry creation, and so on. The design of teaching activities organically combines the form and meaning of language, and finally points to the theme of ideology and politics.

1) First of all, the thesis topic sentence is too much of a poet and not enough of a bureaucrat. Combining the portraits of Du Fu and Li Linfu, students are asked to think about the differences between poet and bureaucrat, and the activity design is clear. Both emphasize that different types of people have different characteristics or spiritual temperament, so as to understand that Du Fu's pure and kind nature is the basis of his empathy for the people.

2) The use of specific verbs. One of the writing features of the full text is the concatenation of specific verbs. The use of specific verbs makes the article more pictorial, and it is easier for students to integrate into the characters' experiences, and connect the life scenes from scene to scene. At the same time, the teacher should guide the students to think about why the author uses such a verb and whether it is possible to replace it with other verbs to achieve the same picture effect. The subsequent exercises were designed to ask students to discuss how different experiences made Du Fu feel, which verses could be reflected, and ask them to name the English version of the verses.

3) Use of noun phrases. The teaching activity requires students to find as many phrases in the passage as possible related to the changes in Du Fu's life, emphasizing the influence of experiences on him. Such as horrendous war and the death of millions, a kind of existential panic, a kind of haze social unrest, a huge rebellion, his experience of war and suffering, an increasingly bad health.

4) The language construction of the causal relationship. These include clauses and prepositional phrases, which reflect the influence of suffering life experience on Du Fu's poetry style. For example, out of that, why and because of the cause of guidance adverbial clauses and so on.

5) Celebrity reviews. In the article, one critic argues that Du Fu is widely regarded as China's greatest poet, but American Sinologist Wen Suoan argues that such a designation somehow devalues Du Fu's important place in Chinese culture because it limits his status to that of a poet, when in fact his poetry is part of the emotional vocabulary of the entire Chinese nation. Its influence radiated countless scholars in different fields. The comments of these celebrities on Du Fu's poems reflect Westerners' attitude towards Du Fu. Therefore, students can be asked to discuss their

understanding of emotional vocabulary in combination with Du Fu's poems. This process exercises students' ability of perception and expression. Students will have a more speculative understanding of suffering while feeling, and continue to use it in life practice, from feeling to understanding, and heartfelt love for sinology.

The third part is translation practice. This exercise requires the translation of causal sentences into Chinese. The sentences selected here are all related to the poet's suffering. This exercise is not only intended to reinforce the different structures of causal relationships learned in class, but also to deepen students' understanding of how suffering experiences in life inspire creativity.

The fourth part is to combine the content of the previous three parts of writing practice, aiming at the advanced output of language, emphasizing the integration of language use. The teacher starts with "Do you think Du Fu is the greatest poet in China?" The title requires students to practice writing, use the cultural and linguistic resources learned in this class to express their views, and try to make students understand that Du Fu is the most empathic one among the literati and officials, and let the later world feel his feelings of compassion through poetry.

The fifth part is homework. Students are required to complete a group project: make a ppt combining the film "Thirty Thousand Miles of Chang 'an" to introduce the most famous poet of the Tang Dynasty to our international students. On the one hand, this activity helps to improve students' ability of cooperation and communication, and on the other hand, it examines students' reconstruction of knowledge after learning the text. In order to consolidate the language points, students should complete the supporting unit exercises, and leave a message to the teacher about the difficulties in learning, so that the teacher can make an open reply online or offline. Finally, the teacher summarized the lesson: The core values of this lesson are: "Sufferings should be treated in a right way to achieve greatness." Students should learn to look at life's hardships objectively and use the positive side of hardships to build a stronger self.

The above is about how to achieve ideological and political points to dominate teaching activities in teaching practice. Language teaching is a process of building knowledge. Only teachers can deeply analyze language teaching materials, not only to analyze language points, but more importantly to think about cultural connotations. Based on this, teachers choose teaching content and arrange teaching activities purposefully and step by step, and finally achieve the purpose of establishing students' value system.

2.2.3. Online and Offline Teaching Contents Complement Each Other

The development of teaching content also needs to choose teaching content. The selection criteria are mainly based on whether the refined moral points can be reflected. Due to the limited online time, in order to maximize the moral effects of foreign language courses in the classroom [9], those language knowledge and teaching principles that can highlight the theme of ideas are prioritized offline. Students should try their best to learn the contents of the textbooks that are not closely related to the theme through online learning platforms or other resources.

The choice of teaching content should be closely related to the theme of the article. Teaching activities help students understand the main content and main ideas of the text through overall reading, help students explore the connotation

of the text through detailed reading and questioning, and guide students to discuss questions or topics related to moral themes. Take Unit 4 of the second volume of the New Target College English comprehensive course as an example. First, students are asked to select specific verbs and noun phrases related to moral points, and lead the students to read aloud to strengthen the perceptual impression; Then, select language structures, such as too much + a + N, specific verbs, and cause-and-effect structures. Teachers will expand and supplement exercises around these language structures to help students improve language points. Then, under the guidance of the theme, the teacher will practice the vocabulary and language construction design about the suffering of life, to help students deepen their understanding of moral points, so that the moral points can further penetrate.

Due to the limited offline time, teachers should fully cooperate with offline teaching on the network platform. Take the fourth unit of the second volume of the comprehensive course of "New Target College English" for example. First of all, students should preview the text before class, practice basic vocabulary after finishing the text, and learn about the video discussion on the background of the text, so as to reserve enough time for the moral education course, but also allow students to think as a warm-up for the discussion. Secondly, students complete the writing output in the prescribed time on the extracurricular correction network platform, and the system combines automatic scoring with teacher evaluation. Finally, extracurricular cooperative programs cultivate students' ability to discuss solidarity and cooperation [10]. The group cooperation project of this unit is a continuation of the unit theme, and the project has space for thinking, aiming at stimulating students' desire for exploration and innovation. Group cooperation projects involve communicating with foreign friends, which can make full use of the existence of the international college of the school to extend language learning into real life practice and effectively supplement the insufficient time for offline language teaching. Through discussion learning, stimulate students' desire to explore, which can tap students' thinking potential, promote internal drive, and encourage students to further collect and summarize knowledge and information on moral topics with questions, which is conducive to further expression of views in class. Teachers conduct guided questioning and evaluation in a positive way, so that students can naturally trace back to the moral points of the text, so as to strengthen the influence of moral thinking in foreign language curriculum.

3. Heuristics

This teaching plan reflects the process of teachers' selection and development of textbook content based on moral points, and has the following enlightenment for the moral lessons of college foreign language courses:

3.1. Reorganize the Text Content

Around sufferings should be treated in a right way to achieve greatness, this lesson plan selects the heard and heard content for the popular movie "Chang 'an Thirty Thousand Miles" fragment and discussion. Next, the five poems mentioned in the article, respectively, are "Climbing with all the Gong to the Tower of Ci 'en Temple", "From Beijing to Fengxian County Five Hundred Words", "Spring Look", "Happy Rain on a Spring Night" and "Ge Night", which relate the ups and downs of Du Fu's life. These five songs exist in

different paragraphs, breaking the tradition of explaining the text in paragraph order, giving students a novel and unpredictable feeling. Stimulate students' curiosity and love for sinology. Language skills focus on the causal structure to show that suffering experiences make poets great, and specific verbs connect Du Fu's life experiences. The celebrity evaluation expresses the significance of Du Fu's life experience in his poetry creation. Choose after-class translation exercises to solidify the language knowledge learned in class. Finally, the writing and project tasks are done. Do you think Du Fu is the greatest poet in China?" To construct the topic, students are required to use the words, sentence patterns and ideas learned in the text to organize the article, so as to realize active learning and use, make language learning fresh, and become a powerful weapon for individuals to express their ideas and views.

3.2. Invisible Morality Education

Almost all the teaching content is closely related to the text, so that students feel that they are in a normal college English course, rather than an ideological and political course. In the third class, I focused on achieving greatness by focusing on suffering in life, aiming to treat suffering with a more positive attitude. Especially, nowadays, college students have less material suffering, lack the reserve of endurance, tenacity and quality, and will be depressed when they encounter small blows in learning and interpersonal communication. Therefore, through the study of poetry and poets to carry on a cross-era spiritual dialogue can subtly let students consciously jump out of the individual small dilemma, to obtain a larger pattern. Such a big pattern is through the language expression and the story in the text to let the students feel rather than the teacher shouted out, that is, the so-called wetting things silent.

3.3. Strengthen Academic Accomplishment

College teachers must follow their heartfelt and original intention of teaching and educating people, so as to generate a continuous self-drive force and continuously improve their lifelong learning ability. They can supplement professional and cross-professional knowledge with a large amount of information in the Internet era, form their own three-dimensional knowledge base, look at and think about problems from a higher point, draw more incisive conclusions, and carefully select teaching content based on this. Clever design of teaching links, students in the experience of the teacher's teaching process, will gradually become excellent.

3.4. The Teacher's Personality Charm

The art of classroom teaching is not a performance, but a demonstration of the teacher's personality, which is an important guarantee to attract students to actively participate in the classroom teaching process. This requires teachers to demonstrate themselves, not afraid of difficulties and failures, actively participate in all kinds of teaching competitions, and constantly transform their teaching experience and experience into scientific research results to achieve positive interaction in teaching and scientific research. This process is a process of personality cultivation and heart honing. Teachers constantly internalize excellent quality and enrich their efforts. Instead, students can feel the teacher's positive emotions in silence and integrate into the classroom atmosphere created by the teacher. Such teaching behavior itself is curriculum thinking and politics.

4. Conclusion

The above online and offline practice on the content development of college English teaching materials shows that the essence of ideological and political thinking in English courses is to lead ideology and transmit positive energy. Foreign language course ideological and political content can not be reproduced in English, otherwise it will cause students inexplicable aversion. Foreign language courses must use the content of language courses to achieve ideological and political purposes indirectly, which can be said to enrich the hearts of students without silence. In the past, college English teaching was based on language knowledge and aimed at taking examinations, which was utilitarian and could not achieve the fundamental goal of moral education. Under the new situation of globalization, foreign language courses must be guided by positive values, re-develop the course content, take language knowledge as the armrest, and realize the purpose of value transmission indirectly and naturally, so as to achieve the same direction and cooperatively educate people with ideological and political courses.

Acknowledgments

This work was supported by grants from Hunan Provincial Teaching Reform Project "On the Application of Content and Language Integrated Model in Moral Education of College English Courses" (HNJG-2022-0736).

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