

# Study on the Implementation of Moral Education in College English Teaching from the Perspective of “Three All-round Education”

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**Abstract:** “Three All-round Education” is a key approach for achieving the fundamental goal of cultivating people by virtue. This paper explores how to integrate English teaching with value guidance in higher vocational education. The study first examines the current state of moral education in English teaching at higher vocational colleges, analyzing the underlying reasons. It then discusses strategies for implementing value education within higher vocational English courses, focusing on four key areas: curriculum objectives, teaching content, teaching methods, and evaluation systems, with the aim of effectively fulfilling the educational goal of nurturing well-rounded individuals.

**Keywords:** English Teaching; Higher Vocational Colleges; Moral Education; Three All-round Education

## 1. Introduction

Cultivating people by virtue is the core mission of higher education. In 2019, it was emphasized that explicit and implicit education should be unified. This includes exploring the moral education resources embedded in all courses and teaching methodologies to achieve comprehensive and holistic education for students. In 2020, educational guidelines stressed that achieving the fundamental goal of character development requires seamlessly integrating value cultivation, knowledge transmission, and skill development as interconnected and essential elements.

Promoting moral education within the curriculum entails embedding values into the processes of knowledge transmission and skill development. This approach helps students shape correct worldviews, life outlooks, and values while cultivating talents with

well-rounded development in morality, intelligence, physical fitness, aesthetics, and labor skills<sup>[1]</sup>. The Implementation Plan for National Vocational Education Reform and Promoting High Quality Development of Modern Vocational Education have successively called for piloting comprehensive reforms of the “three all-round education” model in vocational education. These reforms aim to integrate moral education seamlessly with technical skills training, ensuring the alignment and unity of ethical cultivation and professional competency development<sup>[2,3]</sup>.

As a compulsory course in vocational colleges, the English curriculum is characterized by a broad audience, extended class hours, and a strong humanistic orientation. It inherently carries moral education attributes, making it a powerful medium for advancing moral education in vocational colleges. Unlike other professional courses, vocational English courses occupy a unique position at the intersection of Eastern and Western cultural ideologies and value systems. These courses often incorporate Western cultural content and values that may differ significantly from those in the local context.

While offering students exposure to diverse cultural experiences, such content may also exert varying degrees of influence on students, particularly those in the formative stages of developing their outlook on life and values. This can lead to ideological confusion and challenges in behavioral decision-making. Consequently, it is crucial for vocational English instruction to emphasize guiding students in adopting mainstream ideological values and fostering cultural confidence. Effectively integrating value guidance into teaching practice is not only a critical measure for fulfilling the fundamental educational mission of cultivating moral integrity and talent but also an inevitable trend in foreign

language curriculum reform within the context of vocational education transformation.

## 2. Current Status Analysis

Moral education is fundamental to students' growth and success, and it relies heavily on the integration of textbook content, teacher guidance, and the subtle influence of teaching media during instruction. However, numerous studies have revealed a persistent challenge in English curriculum teaching, where knowledge transmission is often disconnected from value guidance. This issue arises due to several factors, including some teachers' limited understanding of the importance of value guidance, the insufficient integration and alignment between English curriculum and moral education courses, and the enduring presence of curriculum barriers. Furthermore, there is a notable lack of exploration of moral education resources within English curriculum content, coupled with an evaluation mechanism that inadequately supports value-oriented objectives. These challenges underscore the pressing need to bridge the gap between knowledge acquisition and moral education within the English curriculum, ensuring its role in fostering holistic student development.<sup>[4-6]</sup>

The primary causes include deviations in the direction of English textbook development and the insufficient emphasis on moral education by college English teachers, which have collectively weakened the role of moral education in English classroom teaching<sup>[7]</sup>. Additionally, the infiltration of Western ideologies and cultures, shortcomings in curriculum and textbook systems, and deficiencies in teachers' cultural literacy have led to issues such as the uncritical promotion of British and American cultures and the marginalization of outstanding traditional Chinese culture<sup>[8]</sup>. Preliminary research, alongside questionnaire surveys and teaching practices conducted by the researcher, indicates that the integration of vocational English curriculum teaching and value guidance faces challenges primarily in three key areas.

First of all, the selection of textbook content is imbalanced, with an overemphasis on Western cultural knowledge. To implement moral education effectively in linguistics courses, moral education elements must be integrated

into linguistics textbooks. Textbooks serve as the core of the curriculum and a vital medium for school education. As noted, "Textbooks are the primary vehicle for disseminating knowledge, reflecting the value systems of a country and its people, and are essential tools for teaching and learning"<sup>[9]</sup>. Through textbooks, students acquire formal knowledge and attitudes, gain an understanding of the fundamental characteristics of culture, beliefs, and morality, and develop their own value systems.

However, current linguistics textbooks contain limited elements related to ethical education and offer minimal content that reflects Chinese cultural perspectives. Although China has introduced co-compiled or original English textbooks from British and American sources and has made significant changes in local textbook design, the compilation and content selection of these textbooks largely adhere to a British and American literary orientation. Many of the selections, contributed by prominent scholars, prioritize the pursuit of teaching and learning objectives at the expense of cultural and ideological balance<sup>[10]</sup>. An analysis of mainstream college English textbooks used in national key universities reveals that most of the included texts are either written by American authors or originate from American literary works.

Secondly, teachers' understanding of the ethical and cultural dimensions of the curriculum is insufficient, and there is a need for improvement in their overall teaching competencies. Teachers are the primary force in implementing curriculum-based moral education, making their role crucial. On January 20, 2018, the Opinion on Comprehensively Deepen the Reform of the New Era Teachers Team Construction emphasized the need to strengthen ideological and faith-based education, guide teachers to develop a correct understanding of history, nationality, and culture, and bolster cultural confidence. It also highlighted the importance of helping teachers accurately comprehend and enhance their abilities in value judgment, selection, and shaping, while encouraging them to take the lead in practicing core values<sup>[11]</sup>.

A survey conducted by the author investigated teachers' awareness of the curriculum moral education system. The results revealed the

following: while most teachers understood the concept, purpose, and significance of curriculum-based moral education, and recognized its necessity to a high degree, their implementation often depended heavily on their personal interests and knowledge reserves. This reliance on individual expertise, particularly regarding Chinese and Western cultural and literary knowledge, limited the effectiveness of moral education. Teachers struggled to achieve the maximum impact of curriculum-based moral education due to these constraints. Furthermore, many teachers expressed practical challenges during the survey, such as limited teaching time, insufficient energy, and difficulties in ensuring the accuracy and scientific rigor of moral education. These challenges indicate a need for systemic support to address such barriers and enhance the integration of moral education into the curriculum.

Third, the programmatic documents for English education place excessive emphasis on the cultivation of language skills, while the course assessment methods remain inadequate. Before the concept of integrating ethical and cultural elements into courses was introduced, some scholars had already undertaken cultural reflections and explorations in the context of college English education. In the early 1980s, discussions emerged around cultural teaching, aiming to introduce foreign cultural knowledge to foreign language teachers and incorporate classroom activities related to culture. By the 1990s, China's foreign language teaching community began adopting theories of cross-cultural communication from abroad and experimenting with various innovative foreign language teaching methods and theories.

During this period, a consensus on cultural teaching was gradually formed among Chinese linguists, applied linguists, experts in teaching Chinese as a foreign language, and foreign language teachers. However, deficiencies in cultural education persist in the current college English teaching syllabus in China. On the one hand, there is an overemphasis on developing language skills at the expense of the humanistic dimensions of education. This focus leads to a lack of analysis of deep cultural connotations and insufficient inclusion of historical and cultural content related to the target language. On the other hand, the

syllabus and textbooks for English teaching often neglect the integration of mother tongue culture, and teachers similarly undervalue its importance in the teaching process<sup>[12]</sup>.

Therefore, in the process of English teaching, it is imperative to establish an effective approach that integrates value guidance, ability cultivation, and knowledge dissemination. This is essential to address the numerous challenges in English teaching and to enhance the quality and effectiveness of ethical and cultural construction of the curriculum.

### 3. Implementation Strategies

The moral education in vocational college English courses under the framework of "three all-round education" emphasizes the integration of three core elements: full participation, comprehensive process integration, and all-encompassing infiltration. It seeks to fully explore the value connotations of moral education embedded in English courses, applying dialectical perspectives and methods to effectively analyze practical teaching challenges. Furthermore, it aims to address students' ideological, value-based, and emotional uncertainties encountered during course learning, guiding them in clarifying their personal values and societal roles. By fostering a strong sense of responsibility, the initiative ultimately seeks to cultivate new-era talents who are prepared to shoulder the great mission of national rejuvenation.

Firstly, optimize the course objectives. The Curriculum Standards for Higher Vocational Education Specialized English explicitly state that the primary goal of higher vocational education specialized English courses is to implement the fundamental task of cultivating students' moral character. These courses aim to further enhance students' core English literacy, building on the foundation established by secondary vocational schools and ordinary high school education. The ultimate objective is to cultivate high-quality technical and skilled talents who possess a strong sense of Chinese cultural identity and an international perspective, enabling them to effectively communicate in English in both daily life and workplace contexts<sup>[13]</sup>. Through the study of English courses, students are expected to achieve the four core competencies outlined in the curriculum standards: workplace foreign communication, multicultural exchange,

enhancement of language thinking, and improvement of self-directed learning<sup>[14]</sup>.

It can be observed that higher vocational English curriculum teaching emphasizes the dialectical unity of scientific literacy and humanistic cultivation, aligning closely with the ethical and cultural goals of the curriculum. The design of English teaching objectives in higher vocational education should implement and refine the three key objectives: value guidance, spiritual shaping, and emotional stimulation. By focusing on essential skills and core competencies, these objectives ensure alignment with the ethical and cultural education goals of the new era<sup>[15]</sup>. The three educational objectives of vocational English curriculum are integrated into the vocational English curriculum system. In practical teaching, emphasis should be placed on embedding the humanistic spirit, fostering the professional and craftsman spirit, and cultivating a sense of competition, cooperation, and international perspective. For instance, when discussing the theme of “social equity”, students can be guided, through case analyses reported in English, to recognize fairness and justice as essential components of ethical and cultural values.

Secondly, enrich the teaching content. Teaching content acts as the central resource for incorporating ethical and cultural values into the curriculum. Elements of moral and cultural significance should be seamlessly integrated into various aspects of English teaching by leveraging both internal and external textbook resources. The cultivation of ethical awareness and cultural understanding should be effectively embedded within vocational English instruction. To achieve this, the overall course design, unit planning, teaching content, methods, and organization must thoroughly explore the integration of significant ethical and cultural elements.

Improvements can be made in three key areas: extracting moral education points from textbooks, supplementing these points with external resources, and exemplifying moral behavior through teachers' words and actions. As an applied foreign language cultural literacy course, vocational English encompasses knowledge of English phonetics, vocabulary, grammar, rhetoric, cross-cultural translation skills, and the dissemination of European and American cultural values. These

components are particularly well-suited for integration with teaching resources of high moral education significance<sup>[16]</sup>. Teachers must rely on diverse teaching resource carriers within the vocational English curriculum system to explore, integrate, and organize teaching content with shared values. This approach guides students to understand, appreciate, and promote the unique beauty of Chinese language and culture<sup>[11]</sup>. On this foundation, they can learn to embrace, tolerate, and appreciate the distinct beauty of European and American languages and cultures. Ultimately, students are encouraged to harmonize the beauty of Chinese cultural values with that of European and American values, striving to construct an ideal aesthetic of unity. After thoughtful integration and sequencing, the teaching content of vocational English courses can align more effectively with the moral education objectives of the new era, serving as a “shared carrier” for fostering students' values and competencies.

In vocational English teaching, teachers can integrate moral education elements and professional qualities into the classroom by focusing on three key stages: learning knowledge points, exploring integration points, and practicing integration points. This process evolves gradually from specific points to broader lines and then expands to comprehensive surfaces. Firstly, teachers must learn the knowledge points. One of the main challenges in incorporating moral education into the curriculum is the difficulty teachers face in identifying and analyzing moral education elements and organically integrating them with English teaching content. This requires acquiring relevant knowledge, such as philosophy and professional ethics. For example, at the researcher's institution, regular lectures on ethical and cultural education are provided to all teachers, and the Academic Affairs Office organizes demonstration classes to showcase effective integration of moral and cultural elements in teaching. These initiatives offer valuable opportunities for professional development. Secondly, it is essential to identify integration points. Teachers should pinpoint areas where ethical considerations and professional values can be naturally woven into classroom teaching content. This involves enhancing teachers' awareness of the ethical and cultural dimensions of the

curriculum and finding connections between contemporary societal topics and vivid examples that can align with teaching objectives. For instance, at the researcher's institution, during English lessons on the theme of "dreams", discussions about the "Chinese Dream" are integrated, while lessons on "family" guide students to value their families, express gratitude to their parents, and nurture a sense of responsibility.

What's more, teachers should practice integration points. The process of embedding ethical and cultural content into teaching requires a dynamic approach that combines theoretical understanding with practical application. Rather than relying on rigid formulas, teachers should draw from real-life examples and use language relatable to students to ensure the content is engaging and easily accepted. Regular practice and continuous refinement will deepen the integration and make it more impactful. To achieve this, teachers must not only hone their skills through consistent effort but also rely on collective lesson preparation facilitated by teaching and research departments. Collaborative preparation leverages collective expertise to enhance accuracy and effectiveness in integrating moral education into vocational English teaching.

Thirdly, innovate teaching models. A questionnaire survey revealed that the current approaches to integrating moral education into college English teaching are suboptimal. Challenges include a monotonous curriculum structure, a lack of innovation in teaching methods, and gaps in teachers' own knowledge systems. These issues significantly impact the effectiveness of moral education in practice, preventing the seamless combination of language and cultural education. To address these challenges, teachers should strive to organically integrate explicit and implicit teaching methods, ensuring these approaches complement each other. By doing so, they can fully engage students' interest and enthusiasm, thereby maximizing the educational impact of their teaching. Explicit education involves direct instruction on values and moral principles, while implicit education subtly embeds these elements into language and cultural content. Together, these methods create a more dynamic and comprehensive teaching framework, fostering both linguistic

competence and moral development.

When conducting teaching activities, teachers can explore the adoption of methods such as "cultural introduction, thematic experience, action-oriented learning, and cross-cultural communication" to achieve the educational effect of "gentle rain nourishing silently". The key to successfully integrating ethical and cultural education into the curriculum lies in ensuring that the content is natural and appropriate. Otherwise, students may resist engaging with it, and it may fail to evoke a sense of accomplishment or resonance. Secondly, at the structural level, it is crucial to achieve the integration of "student, teacher, curriculum, and management". This integration should be guided by educational frameworks such as those related to curriculum development, vocational education reform, and vocational English curriculum standards. It must also take into account the unique characteristics of English courses and the objectives of vocational talent training programs. Starting with students' knowledge backgrounds, skill levels, psychological tendencies, and other learning characteristics, this integration should extend to curriculum management processes, including teaching materials, methods, and media. On the teacher side, it involves promoting teacher ethics and professionalism, fostering collaborative knowledge development, and enhancing professional competence. Finally, in terms of content, it is essential to construct a three-in-one integrated system of "language, culture, and curriculum development". This system should be developed by considering the essence, evolution, and function of English as a language. Through thoughtful design, seamless incorporation, and effective integration, ethical and cultural education can be naturally embedded in language teaching. This ensures that the cultural values inherent in language learning are effectively manifested, transmitted, and realized.

Fourth, improve the curriculum evaluation system. The effectiveness of promoting ethical and cultural education within the curriculum is closely linked to the robustness of evaluation and incentive mechanisms. The traditional emphasis on quantitative evaluation has often hindered a return to the fundamental essence and original purpose of education, thereby limiting the establishment of an institutional

environment conducive to fostering ethical and cultural education. To build a comprehensive curriculum evaluation system for ethical and cultural education, it is essential to incorporate elements such as students' cognitive development, emotional growth, and value formation. This approach ensures diversity in scope and emphasizes humanity in depth.

The Guiding Outline for the Construction of Moral Education in Higher Education Courses advocates for the establishment and enhancement of a multidimensional evaluation system and a corresponding supervision and inspection mechanism to assess the effectiveness of moral education within the curriculum. It also emphasizes integrating these mechanisms into various forms of assessment and evaluation, thereby deepening the reform of higher education and teaching practices. The evaluation framework for moral education in courses should align with teaching management methods and be embedded across all aspects of instruction. The subjects of evaluation should operate in a dual-parallel model involving both teachers and students. Furthermore, the evaluation mechanism must be dynamic and flexible, employing a range of complementary measures to adapt to varying educational contexts and needs.

Based on the moral education of vocational English courses, teaching evaluation assesses the integration of moral education content, teaching design, and teaching methods within the existing English curriculum system, as well as the achievement of educational goals. In terms of teaching evaluation, the bottom line of integrating ethical and cultural education is unequivocal. The ethical and cultural objectives of vocational English courses inherently differ from those of traditional teaching evaluation, thus requiring distinct evaluation principles<sup>[17]</sup>. It is essential to adhere to the principles of process-oriented evaluation, emphasize multi-dimensional evaluation features, and adopt diversified evaluation methods. These efforts aim to establish and refine an evaluation and incentive mechanism that permeates vocational English teaching under value-oriented guidance.

Value-driven abilities should be incorporated into curriculum evaluation indicators, forming a two-way evaluation mechanism between

teachers and students. For English courses, student evaluations should not be limited to traditional written and oral tests. Instead, comprehensive assessments can be conducted based on classroom performance, participation in extracurricular activities, project assignments, and other relevant aspects. Teachers can introduce reflection log tasks, requiring students to document their learning experiences and value transformations throughout the course. These logs enable teachers to gauge students' growth in ethical and cultural aspects, which can then be integrated into course evaluation metrics. Additionally, anonymous peer evaluation systems and student-teacher evaluation mechanisms can be implemented. Students can assess one another's classroom performance, collaborative spirit, and overall literacy, while also providing feedback on teachers' instructional methods. Combined with self-evaluation outcomes, this approach offers a holistic reflection of students' comprehensive qualities.

#### 4. Conclusion

Moral education within the curriculum is a comprehensive and systematic endeavor, encompassing educational concepts, curriculum systems, course design, classroom teaching, teaching material development, evaluation systems, and other related aspects. As a critical platform for practical moral education, higher vocational English courses bear the responsibility of cultivating individuals with national sentiments, critical thinking skills, international perspectives, and the capacity to shoulder the significant mission of national rejuvenation. English teachers play a pivotal role in curriculum implementation, while textbooks serve as essential carriers of moral education. By optimizing curriculum objectives, enriching teaching content, innovating teaching models, and improving the evaluation system, the organic integration of value shaping, knowledge dissemination, and ability development can be effectively achieved.

This study provides both a theoretical foundation and a practical framework for the deep integration of English curriculum teaching with value-oriented education. It contributes to enhancing the quality and efficiency of ethical and cultural education in

university courses and supports the cultivation of high-quality talents with international perspectives, cultural confidence, and social responsibility. Future research could further investigate specific implementation strategies and case studies, offering sustained momentum for the reform of English teaching in higher education. Additionally, interdisciplinary collaboration should be considered, leveraging technological advancements to further improve the effectiveness of ethical and cultural education within the curriculum. This approach would provide robust support for the modernization of education in the new era.

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