Practical teaching strategies of implementing moral education in British & American culture teaching

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ABSTRACT
Fostering students’ integrity and promoting their integrated development are the fundamental task of education, which could be completed with the method of implementing moral education. Having the functions of both humanistic education and all-rounded education, the English major curriculum should with no exception undertake the abovementioned task. This paper illustrates how to implement moral education in the teaching of British & American culture and puts forward measures from three aspects of integrating moral education into teaching objectives, teaching contents and a teacher’s speeches and behaviors, so as to maximize the cultivation of all-rounded talents in the course of British & American culture.

KEYWORDS
Moral education; British & American culture teaching; teaching objectives; teaching contents; a teacher’s speeches and behaviors.

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Introduction
Nowadays, socialism with Chinese characteristics has entered a new era, which is China is not only in an age of high-quality economic and social development, but also faces multi-culture collision and multi-value conflict from other countries during communicate. The students living in the new era, without doubt, need to improve their abilities of identifying different cultures and values, which could be fostered through moral education. Meanwhile, “implementing moral education in all courses” was put forward as a new educational concept in China. The concept pays attention to the excavation of moral education elements contained in various disciplines, and gives full play to the role of classroom teaching as the main channel of moral education for college students teaching is more suitable for the implementation than others because it can cultivate outstanding people who can understand the world better and contribute to the development of China through cross-cultural comparison and communication. As a compulsory course for English majors, English & American culture course is no exception. The teaching contents of the course are extensive from the history of British and American cultures to their political systems, their educational systems and their values, etc. So, it is necessary to integrate moral education into the teaching process to help students understand western cultures objectively as well as build correct world outlooks, outlooks on life and values.

2. "Moral Education" and “British & American Culture Teaching”

Education is the combination involving teaching and cultivation of people as well as the unity of knowledge imparting, ability cultivation and value guidance, which is a common agreement at all times and in all countries (Cheng, 2020). As the key part of cultivating people, moral education plays an extremely important role in shaping students’ values. In recent years, China has put forward the new educational concept of implementing moral education in all courses, which has gradually become a great way to foster students’ integrity and promote their rounded development. We can understand the concept in both narrow and broad senses. In a narrow sense, “implementing moral education in all courses” is a kind of curriculum teaching concept, which means a teacher should take curriculum as the carrier and...
integrate moral education elements into curriculum teaching, so that the curriculum teaching not only imparts knowledge and cultivates students' language ability but also shapes students' values consciously and unconsciously. In a broad sense, the educational concept is far beyond the scope of curriculum teaching. Teaching managements, teaching objectives, teaching methods, a teacher's humanistic and moral education in English classrooms by using multi-modal resources; Liu Zhengguang and Yue Manman (2020) put forward "concept changing, content restructuring" to implement moral education in foreign language teaching; (Wen Qifang, 2021) proposed a framework of integrating moral education into foreign language teaching with practical suggestions for applying the framework. These researches are of great referential significance to the implementation of moral education in British & American culture courses.

There are also a lot of researches on "moral education" abroad, and the related researches also include "ideology education", "national culture education", etc. In terms of moral education, (Ryan, 1986) put forward the "5E" design principle of moral education in classroom teaching, namely, example, explanation, exhortation, environment and experience. (Shaaban, 2005) proposed a comprehensive framework of moral education in English teaching, which includes 7 parts: contents of value, language skills, teaching concepts, teaching activities, speeches and behaviors, etc. are all closely related to the implementation of the moral education, which, to a great extent, all influence the shape of students' values.

It is impossible to learn English well without understanding British & American culture (Hu, 1982). So in other words, to understand British and American culture should be the basic and necessary requirement in order to learn English effectively. However, one aspect that should not be ignored or underestimated is that the core of British & American culture is western values, which suit western culture well but have big difference from Chinese values. Therefore, it is quite necessary to guide students to correctly understand British & American culture as well as the relationship between culture and its adaptability to national conditions, so that the students can play active and functional role in the communication between China and the west. Having the function of cultivating people, Implementing moral education in classroom teaching can achieve it effectively.

3. Current Researches

Foreign language education circles in China have made some researches on how to implement moral education in foreign language teaching. For example, (Feng Dezhen, 2015) explored how to implement humanistic and moral education in English classrooms by using multi-modal resources; Liu Zhengguang and Yue Manman (2020) put forward "concept changing, content restructuring" to implement moral education in foreign language teaching; (Wen Qifang, 2021) proposed a framework of integrating moral education into foreign language teaching with practical suggestions for applying the framework. These researches are of great referential significance to the implementation of moral education in British & American culture courses.

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4. Practical Strategies of Integrating Moral Education into British & American Culture Teaching

How to implement moral education in British & American culture teaching in this research, involves three aspects, namely, integrating moral education into the teaching objectives, teaching contents and a teacher's speeches and behaviors. As for the teaching objectives, their setting needs to be accurate, measurable and sub-dividable. Besides, there is a great potential of implementing moral education in the teaching contents, in which a teacher should excavate moral education elements consciously and make a comparison between British & American culture teaching objectives. Traditional culture teaching focuses
on culture knowledge teaching and communicative competence cultivation. On this basis, moral education gives more emphasis to shaping students' values, but it does not mean to reduce the requirements of culture teaching. If a teacher can integrate the moral education objective into the curriculum teaching objective consciously, he/she can naturally accomplish the moral education objective while achieving the culture teaching objective. For example, in the chapter of "British Values", the explicit teaching objective is to make students understand the values that the British hold. On this basis, a teacher can consciously guide students to think about Chinese values and enhance their identification with national values, which is the implicit moral education objective. Obviously, the latter is an extension of the former and the two teaching objectives are closely related. In this way, a teacher can not only complete the curriculum teaching objective, but also achieve the moral education objective.

4.1.3 The Teaching Objectives need to be Subdivisible

In order to make students achieve the teaching objective more effectively, a teacher can subdivide the teaching objective that is integrated with moral education elements into sub-objectives. These sub-objectives are interlinked with each other to form a chain of output objectives. By completing the sub-objectives one by one, the teacher finally accomplished the overall teaching objective. For example, in the chapter of "British Values", a teacher can set the teaching objective as follows: Have an understanding of the basic British values and give examples that contain Chinese values, then be able to evaluate different values objectively. It can be further subdivided into the following sub-objectives. 

Sub-objective 1: Describe the values of British people; 
Sub-objective 2: Evaluate the values of British people; 
Sub-objective 3: Give examples that contain Chinese values; 
Sub-objective 4: Evaluate the values of Chinese people; 
Sub-objective 5: Compare Chinese and English values and show your ideas by giving examples.

It is obvious that the moral education elements are integrated into the sub-objectives 3 & 4, and a teacher guides students to identify national values by accomplishing these two sub-objectives. Then, by accomplishing sub-objective 5, students will further understand that there are no high or low values. Different cultural backgrounds give birth to the different values and we can't evaluate the values of others by our own standards. At the same time, we should respect the values of others with tolerance.

4.2 Integrating Moral Education into British & American Culture Teaching Contents

After understanding the teaching objectives of "implementing moral education in British & American culture teaching", a teacher needs to deeply analyze what he/she is going to teach. Specifically, a teacher should not only make clear the explicit basic knowledge of British and American culture that is going to be taught in class, but also further excavate the moral education elements, including value orientation, moral character, etc. and consciously integrate them into the teaching process.

The British & American culture teaching contents include two parts: subject knowledge as well as the moral education elements. The subject content focuses on language knowledge teaching and the communicative competence cultivation, while the moral education content focuses on value shaping. Moral education elements must be excavated from the subject teaching contents, rather than being mechanically added to it by a teacher. Foreign language teachers with a strong awareness of moral education can effectively excavate moral education elements in foreign language teaching contents (Wen, 2021). In addition, a teacher should make clear the internal relationships between moral education elements with the teaching contents of British & American culture, and integrate these elements into the teaching contents in a natural and smooth way.

For example, in the chapter of "British Values", a teacher can make use of the event of "fighting against COVID-19" to make students deeply understand British values, and guide students to think about the values of Chinese people. For example, a teacher can ask students to collect the policies of the British government as well as the behaviors of the British people after the epidemic disease of COVID-19 outbreak to prove British values. At the same time, by listing the policies and practices taken by Chinese government, students themselves can make a comparison between the two cultures and two values. Finally, the teacher evaluates the students' conclusions.

Integrating moral education into classroom teaching is like dissolving the salt into water, invisible and colorless but everywhere (Wang & Shi, 2020). It is the education art of foreign language teachers that
plays a decisive role in effectively implementing moral education (Wen, 2021). This requires teachers to
evacuate the moral education elements on the basis of analyzing teaching materials in depth, and design
appropriate teaching activities, and then the moral education contents will naturally be integrated into
curriculum teaching.

4.3 Integrating Moral Education into a Teacher’s Speeches and Behaviors

A teacher’s speeches and behaviors also play an important role in the implementation of moral
education. In daily contacts between teachers and students, a teacher’s casual opinions or behaviors may
unconsciously influence students’ values. In order to make a teacher’s speeches or behaviors have a
positive effect on students’ mental development, a teacher must keep learning, reflecting and perfecting
himself/herself (Wen, 2021). Therefore, an excellent teacher should constantly examine his/her external
performance and reflect on his/her inner spiritual character.

A teacher’s external performance is the image of the teacher that students can observe directly. For
e.g., a teacher’s dress, facial expression, mental state, etc. these details seem to have nothing to
do with teaching, but actually have a crucial influence on the healthy growth of students (Wen, 2021). In
classroom, if a teacher is not strict with himself/herself and behaves casually, the students may also
behave accordingly. Because in the eyes of students, a teacher is the natural role model.

A teacher’s spiritual character refers to the teacher’s ideal and morality. Those teachers who are
honest and kind will be respected by students. Although the ideal and morality of a teacher are deeply
hidden in his/her heart, they can be externalized in the teacher’s speeches and behaviors. Therefore, the
inner spiritual character of a teacher also has an unconscious influence on the students’ values.

Conclusion

Fostering students’ integrity and promoting their integrated development are the fundamental task of
education, which could be completed with the method of implementing moral education. Therefore, a competent
teacher should implement moral education in the teaching process to help students build correct values. This paper
takes British & American culture teaching as an example to illustrate how to implement moral education in the
teaching, and puts forward measures from three aspects of integrating moral education into teaching objectives,
teaching contents and a teacher’s speeches and behaviors, so as to maximize the moral education potential of the
course, guide college students to correctly understand the British & American cultures and build correct world
outlooks, outlooks on life and values.

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