



Exploration and Practice of English Grammar Blended Teaching under the Background of Course Ideology and Politics

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Abstract: In the context of the new era, ideological and political education in courses has become an important component of higher education, aiming to integrate ideological and political education into professional courses, cultivate students' correct values and sense of social responsibility. English grammar, as a fundamental course for English majors, requires the use of a blended learning model to achieve the ideological and political goals of the course. Based on the background of ideological and political education in the curriculum, this article explores and practices blended teaching of English grammar, aiming to construct a new teaching model that enhances students' English grammar ability and permeates ideological and political education. Through case studies, this article analyzes the application effect of blended learning in English grammar courses and proposes improvement strategies, providing reference for the reform of English grammar teaching.

Keywords: course ideology and politics, English grammar; blended learning, teaching model

1. Introduction

Traditional English grammar teaching often focuses on explaining and practicing grammar rules, neglecting the cultivation of students' ideological and comprehensive qualities. Therefore, it is particularly urgent to explore a new teaching model that can not only improve students' English grammar level, but also effectively integrate ideological and political education. Blended learning, as a teaching model that combines the advantages of online and offline teaching, provides new ideas for the reform of English grammar teaching.

2. Theoretical basis of blended teaching of ideological and political education and English grammar in course

2.1 Connotation and Objectives of Course Ideology and Politics

Curriculum ideological and political education refers to endowing all courses with the function of ideological and political education, and achieving the organic unity of knowledge transmission and value guidance through classroom teaching as the main channel. Its goal is to cultivate students' patriotism, sense of social responsibility, innovative spirit, and practical ability, so that they can become socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

2.2 Definition and characteristics of blended learning mode

Blended learning, which originated from the educational research of American scholars Cooney and others on preschool children, is essentially a new teaching context that integrates mobile communication devices, online learning environments, and classroom discussions. This model utilizes various means such as modern educational technology to optimize, integrate, present, and apply traditional teaching resources, achieving a deep integration of traditional classroom teaching, practical teaching, and online teaching. After more than 20 years of development and practice both domestically and internationally, blended learning has not only been widely applied in higher education, but also demonstrated its ability to lead emergency changes in online teaching in response to unexpected situations. Professor He Kekang from Beijing Normal University is one of the earliest scholars in China to formally advocate the blended learning model. Research suggests that blended learning cleverly combines the dual advantages of traditional teaching methods and online teaching, fully leveraging the guidance, inspiration, and monitoring role of teachers in the teaching process, while fully respecting and reflecting the initiative, positivity, and creativity of students as the main body of the learning process.

2.3 Integration of English Grammar Blended Teaching and Course Ideology and Politics

English grammar blended learning has the potential to closely integrate with ideological and political education in

the curriculum while imparting grammar knowledge. Specifically, by incorporating ideological and political elements into English grammar teaching, students' language proficiency, cross-cultural communication skills, and critical thinking abilities can be further developed. For example, when analyzing English sentence structure, teachers can guide students to compare the similarities and differences in sentence structure, expression habits, and other aspects between English and Chinese, thereby enhancing students' sense of identity and cultural confidence in their local culture. When explaining grammar rules, teachers can combine current social hot topics such as environmental protection and public welfare, and use specific contexts and examples to enable students to not only master grammar knowledge, but also think and discuss relevant social issues, thereby cultivating their sense of social responsibility and critical thinking. This teaching method not only improves students' grammar level, but also promotes their comprehensive development, achieving an organic integration of English grammar blended learning and curriculum ideological and political education.

3. Implementation Strategy of English Grammar Blended Teaching

3.1 Construction and optimization of online resources

When constructing online resources for blended learning of English grammar, teachers need to follow the principles of systematicity, diversity, and integration of ideological and political education. Firstly, it is necessary to ensure the comprehensiveness of resources, covering all key knowledge points in the English grammar system, from basic vocabulary to complex syntax, forming a systematic and complete curriculum resource library. This includes but is not limited to detailed grammar knowledge point explanation videos, which should be combined with examples to vividly explain grammar rules and help students establish intuitive understanding. Secondly, online resources should pursue diversity to meet the learning styles and needs of different students. In addition to video explanations, a variety of online practice questions should also be provided, covering various types of questions such as multiple-choice questions, fill in the blank questions, translation questions, etc., so that students can consolidate their learned knowledge from different perspectives. Finally, in the process of resource construction, special attention should be paid to the integration of ideological and political elements into the curriculum. For example, English quotes and proverbs can be interspersed in instructional videos, which are not only rich in philosophy but also convey positive values; Alternatively, select classic passages from English and American literature, allowing students to appreciate literary works while experiencing the cultural connotations and depth of thought behind them.

3.2 Design and Implementation of Offline Activities

Offline activities are an indispensable part of English grammar blended learning. In order to enhance teaching effectiveness, teachers should carefully design targeted offline activities based on online learning situations. Firstly, group discussion activities can be organized. Divide students into several groups based on their learning level and interests, and discuss specific grammar topics. During the discussion process, teachers should encourage students to express their opinions and exchange ideas in English, in order to exercise their oral expression and language organization skills. Secondly, case analysis activities can be conducted. Select representative language phenomena or practical problems as cases to guide students to apply their learned knowledge for analysis and solutions. This type of activity can not only help students consolidate their learned knowledge, but also cultivate their ability to analyze and solve problems. In the process of case analysis, teachers should focus on guiding students to pay attention to the ideological and political elements in the case, such as cultural confidence, social responsibility, etc., in order to achieve an organic combination of knowledge imparting and value guidance. Thirdly, simulation exercises can also be organized. For example, simulating English speech competitions, debate competitions, and other scenarios allows students to exercise their language proficiency and adaptability in real-life situations. During the simulation exercise, teachers should focus on cultivating students' teamwork spirit and innovative thinking ability, encouraging them to have the courage to try and innovate.

3.3 Establishment of Teaching Evaluation and Feedback Mechanism

In order to ensure the quality and effectiveness of English grammar blended learning, it is necessary to establish a scientific and reasonable teaching evaluation and feedback mechanism. One is to establish diversified evaluation methods. In addition to traditional teacher evaluation, diversified evaluation methods such as self teacher evaluation and peer evaluation should also be introduced. Self teacher evaluation can help students reflect on themselves as teachers and discover their shortcomings; Peer evaluation can promote mutual learning and communication among students. Through the comprehensive application of diversified evaluation methods, students' learning situation and ideological and political literacy development can be comprehensively understood. The second is to focus on the timeliness and pertinence of evaluation. During the

teaching process, teachers should pay timely attention to students' learning dynamics and performance, and provide timely feedback and guidance. Teachers should provide specific solutions and suggestions to help students overcome difficulties and make progress in the learning process. Thirdly, establish a long-term feedback mechanism. By regularly collecting students' opinions and suggestions, reflect on and improve teaching content and methods. In the feedback mechanism, special attention should be paid to the integration of ideological and political elements and the improvement of students' ideological and political literacy to ensure the achievement of curriculum ideological and political goals.

4. Analysis of Practical Cases of English Grammar Blended Teaching

In today's higher education system, how to integrate the educational philosophy of cultivating virtue and educating people into English grammar teaching, while enhancing students' communication skills, humanistic literacy, Chinese sentiment, and international perspective, is an important issue faced by every English teacher. Here, we will combine the teaching practice of relational clauses in Lesson 34 of the 6th edition of the New English Grammar Course to explore specific cases of English grammar blended learning, and attempt to integrate ideological and political elements into it in order to achieve better teaching results.

4.1 Teaching Background and Goal Setting

In Lesson 34 of the 6th edition of the New English Grammar Course, teaching relative clauses is an important part of English grammar learning. However, traditional teaching methods often focus on explaining grammar rules and piling up example sentences, making it difficult for students to truly understand and apply these rules, and even more difficult for them to appreciate the cultural values and social significance behind them. Based on the above background, the goal of this blended learning is to master the basic structure, classification, and usage of relational clauses, and be able to correctly identify and construct them; By exploring the ideological and political elements in textbooks, guide students to understand and recognize the importance of health education, cultural confidence, professional education, and character building; To cultivate students' communication skills, humanistic literacy, Chinese sentiment, and international perspective, enabling them to confidently express themselves in cross-cultural communication.

4.2 Teaching Implementation Process

4.2.1 Online preview and resource push

During the online preview and resource push stage, teachers will first publish preview tasks on the online platform in advance, clearly requiring students to understand the basic concepts and classifications of relational clauses, and be familiar with some basic example sentences. This not only lays a solid foundation for students, but also lays the groundwork for further in-depth learning. At the same time, teachers will carefully select some example sentences containing ideological and political elements, such as "I do a lot of walking, which keeps me fit." (This sentence reflects the concept of health education) and "No visitors who come to Beijing would fail to see the Great Wall." (This sentence demonstrates cultural confidence). The promotion of these example sentences aims to guide students to think about the deep social and cultural values behind grammar, and cultivate their critical thinking and cross-cultural communication skills. In order to enrich students' learning materials and improve the effectiveness of previewing, teachers will also make full use of multimedia resources such as MOOCs, online videos, and e-books to provide students with diverse learning paths. This online preview and resource push method not only ensures the pertinence and effectiveness of student preview, but also lays a solid foundation for subsequent offline classroom interaction and discussion.

4.2.2 Offline classroom interaction and discussion

In the offline classroom interaction and discussion session, teachers will first organize students to have group discussions, allowing them to share their understanding and insights on the preview content, especially their thoughts on ideological and political elements. This section encourages students to actively express their personal opinions, deepen their understanding of the preview content through communication and discussion, and cultivate critical thinking and teamwork skills. Next, the teacher will select some example sentences that contain ideological and political elements, such as "He has read almost every book on linguistics that he could get hold of in the library." (This sentence reflects the importance of professional education) and "Every boy that wants to succeed must work hard; He who hesitates is lost." (This sentence emphasizes the value of character building). Teachers will provide detailed explanations of these example sentences to help students understand their deeper meanings and guide them to think about how to integrate these ideological and political elements into their daily learning and life. Finally, in order to help students better understand and apply relational clauses, teachers will use interactive methods such as role-playing and scenario simulations to allow students to feel and understand the meaning of these example sentences in actual contexts. This interactive approach can not only stimulate students' interest in learning, but also improve

their language proficiency and practical communication skills.

4.2.3 After class consolidation and feedback

In the post class consolidation and feedback session, the teacher will assign a specific writing task, requiring students to complete a short essay. This task not only requires students to include at least two relational clauses, but also emphasizes the need to embody ideological and political elements such as health education, cultural confidence, professional education, or character building. This design aims to further consolidate students' grammar knowledge learned in the classroom through practical application, and guide them to integrate ideological and political elements into actual writing, thereby deepening their understanding and perception of ideological and political content. At the same time, in order to promptly answer students' questions during the learning process, teachers will use online platforms to set up Q&A sessions. During this period, students can ask teachers questions, seek help and guidance at any time. Teachers will listen carefully to students' questions, provide timely feedback and professional guidance, ensuring that students can overcome learning difficulties smoothly and continuously improve their learning effectiveness. Through such post class consolidation and feedback mechanisms, teachers can effectively promote students' internalization and application of learned knowledge, while also providing them with a platform for continuous learning and improvement.

4.3 Evaluation and Reflection on Teaching Effectiveness

The teacher conducted a comprehensive and detailed evaluation of the practical effect of the English grammar blended learning in this session.

From the perspective of knowledge acquisition, through classroom observation, group discussions, and homework grading, teachers have found that most students have a deeper understanding of the basic structure, classification, and usage of relational clauses, and are able to correctly identify and construct relational clauses in practical contexts. This indicates that the teaching was successful in imparting grammar knowledge, and students have mastered the necessary grammar knowledge. From the perspective of improving students' ideological and political literacy, they have demonstrated their understanding and recognition of ideological and political elements such as health education, cultural confidence, professional education, and character building in classroom discussions and post class writing. Students are not only able to apply their grammar knowledge at the language level, but also integrate these ideological and political elements into their thinking and expression at the ideological level. This indicates that this teaching has also achieved significant results in integrating ideological and political elements into English grammar teaching.

However, during the reflection process, teachers also identified some areas that need improvement. One is in terms of classroom participation, although most students are able to actively participate in discussions, there are still a few students who behave relatively silently in class. This may be due to insufficient preparation or unfamiliarity with the topic. In response to this issue, teachers believe that guidance and supervision of previewing can be further strengthened in future teaching to ensure that every student can fully prepare and participate in classroom discussions. Secondly, in terms of the combination of ideological and political elements with grammar knowledge, although students can demonstrate their understanding of ideological and political elements in their homework after class, some students still appear stiff when combining ideological and political elements with grammar knowledge. This suggests that teachers need to pay more attention to guiding students to naturally integrate ideological and political elements into language learning in future teaching, rather than simply treating it as an additional task. Teachers can use more case studies, scenario simulations, and other practical activities to help students better understand and apply the grammar knowledge and ideological and political elements they have learned in practical applications.

5. Conclusion

In the context of ideological and political education in the curriculum, blended learning of English grammar is an innovative and effective teaching model. It combines online and offline organically, which can effectively enhance students' English grammar application ability, as well as infiltrate ideological and political education elements, cultivate students' comprehensive quality and social responsibility. Although there are still some problems and challenges in practice, through continuous exploration and practice, teachers are confident in further improving this teaching model and contributing new strength to the reform of English grammar teaching. In the future, teachers will continue to deepen the research on the integration of curriculum ideology and English grammar blended teaching, explore more effective teaching strategies and methods, in order to cultivate more English professionals with solid language skills and good ideological and political literacy.

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