

Strategies for the Supply Side Reform of Moral Education in College English Course Based on the Diverse Needs of Media Students

Wenjing Deng*, Zirong Song

Sichuan University of Media and Communications, Chengdu, Sichuan, 611745, China

**Corresponding author*

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Abstract: College English course serves as the main way to expose media students to foreign cultures and ideologies, and also an important medium for them to understand the world. In college English teaching, it is necessary to effectively integrate moral education into the course. Teachers can seek changes actively by updating teaching concepts and methods, enhancing the abilities and literacy of media students as well as conducting in-depth research on course construction. Starting from the perspective of the supply side in education, teachers can promote the process of moral education in the English course based on the basic laws of teaching and the diverse needs of media students. Meanwhile, to meet the diverse needs of media students, the source supply of college English teaching can be optimized from the perspective of supply side reform. The article first explains the connotation and logical relationship between supply side reform and moral education in the college English course. In addition, it conducts the analysis of the diverse needs of college students in the new era. Finally, the implementation strategies of the supply side reform of the moral education are explored from the following three aspects: course system construction, school-based policy guidance, and main groups of moral education.

1. Introduction

Education is the foundation of a country. Chinese government has always attached great importance to the improvement of educational quality, while advocating that educators continuously innovate educational concepts and promote teaching approaches. English language learning for media students has an important mission and great significance. Due to the special nature of their majors and professions, media students shoulder the responsibility of telling China stories well and spreading the voice of China to the outside world. College English course is the main way for media students to come into contact with foreign cultural ideas and ideologies, and also an important medium for them to understand the world. Currently, college English course reform has become a focus of academic attention with research and practical achievements in related fields constantly emerging. In fact, the problems in college English teaching are all associated with the "supply side" of education.^[1] Only through educational supply side reform can educators truly improve the quality of teaching to meet the diverse needs of media students and cultivate useful talents for the society and the nation.

2. Connotation and Logical Relationship between Educational Supply-side Reform and Moral Education in College English Course

2.1 The Connotation of Moral Education in College English Course in the Context of Supply Side

The concept of “supply side reform” originated in the field of economic development research with the fundamental purpose of optimizing the allocation of resources between both supply and demand sides by adjusting the structure and proportion of economic development factors.^[2] However, the imbalance between supply and demand is revealed in various fields of the new era, which makes supply side reform a new entry point to spark new thinking in academic research and exploration. To meet the needs of both the learners’ individual development and future society, the supply side reform aims to improve the quality, efficiency, and innovation of education so as to make the education supply closer to the learners’ needs and habits. Only through effective, accurate and innovative transformation of the supply side of education can students’ needs be satisfied. The purpose of the educational supply side reform is to enrich the educational structure by providing learners with rich, diverse and selectable educational resources and learning models, thus changing the existing single teaching mode, unified curriculum resources and rigid evaluation mechanisms.

Having both instrumental and humanistic characteristics, college English course serves as a basic unit of new liberal arts construction and carries an important mission to cultivate inter-disciplinary talents for the country. When it comes to its humanity as a universal language, English constantly fills the connotation of the new disciplines in the process of college curriculum construction, especially in the setting of international communication.^[3] College English, as an important public basic course and core general education course, boasts natural advantages. As an indispensable part of the moral education, college English course bears the responsibility of cultivating talents for cross-cultural communication. In the process of globalization, the integration and exchange of diverse cultures have brought unprecedented prosperity, which leads to the collision between values and ideologies. Consequently, broadening international horizons and conveying China's voice, English language helps to bridge the gap of communication, eliminate conflicts and deepen understanding between China and western countries. At the same time, the cross integration of various disciplines and the exchange of disciplines on international platforms require professional talents with critical thinking, language skills, communication skills, and firm beliefs. In the context of "educational supply side reform", it is required for educators to provide learners with a diverse range of teaching products in college English course by innovating teaching models, improving teaching quality and protecting learners' interests and growth.

2.2 The Logical Relationship between "Supply Side Reform" of Education and Moral Education of College English Course

The "supply side reform" of education allocates educational resources, optimizes proportion structure, and innovates input paths in response to the actual needs for talent cultivation. With a vast territory and a large population, China undoubtedly faces the problem of uneven distribution of educational resources supply. As the main allocation channel for human capital, education in China inevitably has the problem of supply-demand imbalance to some extent. The key factors to the problems are the adjustment and restructure of the supply side of talent cultivation as well as the balanced development of supply and demand. The supply side reform of moral education in college English course refers to the reform with the main objective of establishing virtue and cultivating talents from the supply side, including the determination of moral education goals, optimization of teaching contents, selection of teaching methods, reconstruction of evaluation systems, and teachers'

own moral cultivation. As a result, the supply side reform, a major measure of the reform in teaching structure, provides new ideas and paths for deepening moral education in college English course and improving teaching effectiveness. The supply side in education mainly lies in the teaching process and the quality of talent cultivation, which can better meet the requirements and expectations of the three main demand sides: individuals, society, and the country. To effectively achieve moral education, it is necessary to start from the source by improving the structure and quality of teaching supply. In order to better create a meaningful and profound college English course system, teachers should enrich and update teaching contents, integrate multiple evaluation methods and develop English for specialized purposes.^[4] In other words, the goals for talent cultivation can be achieved by optimizing teaching resources from the supply side as well as highlighting teaching effectiveness.

3. Analysis of the Diverse Needs of Media Students

For a long time, college English teaching in media universities has been plagued by a mismatch between supply and demand structures. The demand for English learning among media students is showing a diversified trend and the globalized intercultural communication context allows media students to easily get in touch with foreign cultures. English learning can meet the inherent needs of students to see the world, but it can also potentially foment the laissez-faire of their values, which calls for the continuous reforming of moral teaching in college English course. To achieve the goal of accurately meeting the multiple demands of media students in college English course, it is urgent to analyze and clarify the diverse needs of students, which provide teachers with the basis and evidences to carry out targeted teaching supply side reform. A study was carried out focusing on 380 college students from Sichuan University of Media and Communication, covering more than 10 media majors. A questionnaire was designed from four dimensions---learning behavior, ideological demands, development needs, and social adaptation needs. The undergraduates and graduates from 10 different departments, majors, and levels in the college were sampled to understand their needs in English learning and personal development. By classifying students' diverse needs scientifically and professionally, an overall frame has been constructed based on the English learning needs, spiritual needs, and development needs of media students. See Table 1 for details.

Table 1: Diverse Needs of Media Students in College English Study

Learning Needs	Pass CET-4/CET-6 Take the Entrance Exam for Postgraduate Study Study Abroad
Spiritual Needs	Read Original English Books Travel Abroad Broaden Horizons Get to Know the Latest Information Make Foreign Friends
Development Needs	Tell China Stories Well to the Outside World Do well in Cross-cultural Communication Be More Competitive in Job Hunting Get Promoted in Future Career

The analysis of the diverse needs of media students in English study is equivalent to the diagnosis conducted by doctors on patients before prescribing. Its purpose is to make it possible for foreign language education to adapt to the needs of students of different majors and levels. Only in this way can English teachers effectively improve the language proficiency of media students and truly promote the high-quality development of foreign language disciplines in media universities, so as to

serve the local community development as well as to meet the national strategic needs.

4. Implementation Strategies for Precise Integration of the Supply of Moral Education in College English Course with Students' Diverse Needs

In the context of supply side reform, to ensure the effective integration of moral education in college English teaching, teachers need to change their mindset and take the initiative to create an atmosphere of value shaping. Meanwhile, students' internal drive should be mobilized and the source supply of college English teaching should be optimized.

4.1 Promoting the Implementation of Moral Education in the Construction of the College English Course System

4.1.1 Clarifying the Overall Goals of Moral Education According to National Policies and Guidelines

The concept of moral education emphasizes the integration of values into knowledge transmission and ability cultivation. Rational selection of elements of moral education and appropriate integration of these elements into college English course can enhance students' better understanding of the core values of society and effectively contribute to the diversified and innovative development of college English courses. It is essential for college English course to inject the core values, positive energy and humanistic qualities into the classroom for the comprehensive development of media students.^[5] For this purpose, teachers need to break through ideological barriers, overcome practical misunderstandings, and return to the original intention and mission of moral education with Chinese characteristics. In the situation of the new era, it is necessary to explore moral elements in the construction of college English course system in various media majors. Great importance should be attached to demonstrating the value of foreign language education, and meeting the overall needs of the country and individuals.

4.1.2 Selecting the Elements of Moral Education Based on the Content of the Textbook

In response to the needs of the media students, necessary investigations and research should be carried out based on the main position of classes. To achieve the fundamental goal of "cultivating morality and talent" in teaching, teachers need to carefully select materials and design them reasonably. By adapting actively and updating educational concepts, teachers can combine teaching materials to explore moral points, design teaching activities and explore new paths for moral education.^[6] On the basis of improving comprehensive knowledge, contents such as current affairs, international understanding, social news need to be supplemented. Teachers should internalize the moral concepts of English course and set clear and operational teaching objectives to mobilize the internal drive of media students, thus avoiding students' passive acceptance of knowledge in the teaching process. As a bridge and link connecting students and knowledge, teachers should integrate the recognition of the truth, practicality, and aesthetics with knowledge impartation in the teaching process, which can help media students form an international perspective and cultivate a strong sense of patriotism. The systematic setting of moral elements not only aligns with the gradually deepening logic in teaching, but also expands the tension of the course, helping to cultivate the patriotism of college students and to enhance national cohesion.^[7] Specifically, by combining the themes of college lives, social development, and other topics in the textbook, teachers can subtly shape the correct values of media students. High emphasis should be placed on the exploration of traditional Chinese culture as well as the analysis of current events. By combining students' professional knowledge, their enthusiasm can be stimulated and their thinking ability can be cultivated.

4.1.3 Creating a Dynamic Mechanism to Evaluate the Effectiveness of Moral Education

The evaluation process effectively nurtures the teaching process and points out clear directions for teaching design. With the purpose of educating people, the evaluation system of moral education needs to be practical and feasible, including the writing and designing of teaching outline. In the process of measure and evaluation, it is necessary to focus on the talent cultivation goals of specific media majors and fully consider the integration of various moral elements with teaching. Meanwhile, the settings of moral elements should be scientific and systematic. A scale for moral goals should be designed based on the specific content and teaching effectiveness.^[8] Both teachers and students need to compare and score according to requirements, and at the same time, to visualize the effectiveness of moral education, a certain proportion and space should be left for the implementation of moral education in students' comprehensive performance assessment. On the basis of normalized forms of student self-evaluation, peer evaluation, and teacher evaluation, teacher-student cooperation evaluation should be fully utilized as a supplement to traditional evaluation methods. For typical samples of moral education in the teaching process, students are required to conduct post-class self-evaluation or mutual evaluation of others' assignments. When detailed review is completed by the teacher, the teacher-student cooperative evaluation should be conducted through group discussions and other forms under the guidance of the teacher. In this way, the boundary between "learning" and "evaluation" can be broken.

4.2 Combining School-based Policies to Promote the Construction of Moral Education in College English Course

4.2.1 Clarifying the Positioning of School-based Policies

To deepen the transformation of educational concepts, media universities and colleges should play a leading role to make overall arrangements and reasonable plans. In other words, on the basis of in-depth study of national guidelines and policies, universities need to clarify the overall direction for the system of moral education by combining school-based characteristics. Therefore, the overall planning of moral education in college English course must effectively serve disciplines with school-based characteristics and propose strategic requirements for English for specific purposes on the basis of ensuring the stability of general education goals, with a focus on improving English application abilities in professional fields.^[9] Through language teaching, foreign language courses can equip students with broadened horizon and a deeper understanding of the significance of building a community with a shared future for mankind. Meanwhile, media students can tell China stories to the world so that China can be better understood, which can promote their cultural confidence to a large extent. With the establishment of a sense of heroism, English teachers in media universities can deeply study and continuously comprehend the development concepts and guidelines of the school. In addition, teachers' demonstrative and leading role in college English teaching is a contributing factor to the achievement of talent cultivation goals with school-based characteristics.

4.2.2 Refining the Implementation at the Department Level

College English teaching is usually carried out by the foreign language schools or departments established by each university, which are a secondary institution that implements specific policies of the school. Playing a significant role, foreign language teaching organizations are able to serve the unique development of the school with a clear positioning. Furthermore, talent training goals should be refined and the guidelines for moral education should be completed. Additionally, faculty members should follow role models whose experience can be inherited, thus creating innovative methods and precise course design. In addition to making an overall arrangement of teaching resources, the foreign

language institution conveys the top-level concepts of the university to all teaching staff to strengthen moral education among the teacher's group. The steps for moral education should be clarified in college English course and effective incentive mechanisms should be established to check whether moral education is implemented or not in each English teacher. Besides material assistance, the foreign language department can also encourage English teachers to have deeper communication with peers from different academic backgrounds by building an internal communication and cooperation platforms among teachers, thus forming a ubiquitous environment of moral education and gaining a continuous stream of spiritual strength from different sources.

4.2.3 Implementing Team Construction of Moral Education

The construction of the system of moral education in college English course cannot be separated from team cooperation. It is quite necessary for teachers to form a team to implement the specific arrangements of the school under the guidance of its macro policies, thus steadily promoting the construction of moral education in college English course. With a unified understanding and firm beliefs, the teachers' team should focus on the exploration of practicing moral education in the teaching process.^[10] It is necessary to delve deeply into how to cultivate students' critical thinking ability and mobilize teacher-student enthusiasm through mutual cooperation. The unique qualities condensed in the process of the construction of teachers' team are closely linked to the process of information transmission in class, leading to the unique charm and affinity of the course. By enhancing students' language skills and critical thinking abilities as well as strengthening their perceptual cognitive abilities, the value-leading force of the construction of moral education can be fully utilized and students' enthusiasm for participation can be mobilized. The efforts of team members will form a synergy, which serves as a demonstrative and driving force to inspire others. Simultaneously, the incentive mechanism also needs to be optimized gradually to form healthy competition in the team, so as to achieve the effect of "all-round education for all staff" in the construction of moral education.

4.3 Exploring the Potential of Moral Teaching Resources Based on the Main Groups of Education

With the characteristics of coherence and systematicity, the construction of moral education has a long way to go and cannot be achieved overnight. The two main groups of teachers and students in teaching activities are both fresh forces on the supply side, each performing their respective duties and fulfilling their respective roles.

4.3.1 Deepening the Understanding of Moral Education among Teachers' Group

As the main supply side of the classroom, the teachers' group is bound to become the dominant part in the conflict between supply and demand. However, due to differences in the understanding of this concept among a large group of foreign language teachers, no consensus has been reached internally, which results in a lack of motivation for joint efforts. Some teachers believe that they are ordinary teachers and moral education in the course is the responsibility of those who teach the corresponding courses. Some teachers also fail to effectively integrate moral elements into their teaching practices due to their lack of clear entry points for the moral elements of the course. With enhanced awareness and deepened thinking, teachers ought to open up new situations in the face of changes and identify the entry points of moral education in teaching, contributing to the natural integration of moral elements. The teachers' group is dedicated to teaching design and content mining in the course construction, striving to practice the concept of the unity of knowledge and action. With ingenious teaching design and content selection, teachers can adopt innovative teaching concepts

instead of following the traditional rigid thinking of emphasizing the theoretical nature of the knowledge system in teaching. Furthermore, group project cooperative learning can also be introduced into the course system so that students' ability can be promoted and their language vitality can be stimulated, thus making the course more relevant to real-life communication. Inspired by the collective cohesion and the pursuit of a common development, teachers can enhance their sense of security, happiness, and achievement in individual career development.

4.3.2 Deepening the Understanding of Moral Education among Students' Group

To implement the moral education in college English course, the supply side element of the students' group also matters. With correct individual attitudes, they need to improve their self-awareness, respect their teachers, and learn from their peers. Attitude change relies on subjective initiative. Always keeping the importance of values in their minds, the students' group must put themselves in a correct position and know clearly their roles as the masters of China. In the context of internationalization, high-quality foreign language talents should obtain not only language proficiency, but also firm national beliefs and strong national sentiments. Talent cultivation in universities aims to meet the high standards and requirements of the country. On the basis of their own historical and cultural background, students are required to use language as a medium to understand the world situation and human civilization. Without firm beliefs and patriotic sentiments, there is no need to mention personal abilities, humanistic qualities, and international perspectives, which are vulnerable in times of crisis. Therefore, students should continuously strengthen their self-awareness and improve their individual understanding of moral education. The positive energy conveyed by moral education can be transformed into an enduring driving force. With the deep recognition of their patriotism, they are certain to become builders and successors of the great cause of the nation.

4.3.3 Strengthening the Cooperation between Teachers and Students on a Strong Emotional Foundation

Classroom teaching activities are the main way for students to practice comprehensive language skills. In the process of implementing specific teaching activities, teachers achieve the goal of cultivating virtue and talents naturally with their words and deeds. Consequently, a harmonious and stable teacher-student relationship is the basic guarantee of classroom teaching, which can not only improve teaching effectiveness, but also help cultivate the excellent moral character of both parties. Students' trust in teachers and teachers' care for students are effective emotional bonds that can ensure their positive and effective interaction and help build a harmonious teacher-student relationship, which can further promote the in-depth development of moral education in college English course. The construction of a harmonious atmosphere through emotional communication between teachers and students is a supply factor for improving teaching effectiveness. Trust and understanding between teachers and students can help achieve individualized teaching, thus solving the problem of educational homogenization to a certain extent. It is worth mentioning that moral education in college English courses also requires teachers to care for and understand students. Starting from the students' specific cognitive differences and needs, teachers should shift from "flood irrigation" to "precise irrigation". Especially when facing students with insufficient moral understanding and weak action ability, teachers should think from different perspectives and deepen their cognitive level with examples closely related to their actual life. In this way, these students can establish clear and specific goals, and moral education can be implemented more effectively.

5. Conclusion

It is reported that modern disciplinary construction concepts have caused today's humanities to be deeply trapped in a physical dilemma. In such a situation, how to practice the concept of new disciplines while boosting the humanistic spirit is a challenge. Starting from the perspective of the supply side in education, teachers can promote the process of moral education in the English course based on the basic laws of teaching. With diversified teaching methods, a multi-level college English course system can be set up, which will definitely turn passive acceptance into active learning. Under these circumstances, the reform of college English teaching can be fulfilled more effectively and core values of the nation can be consolidated more significantly, which can help cultivate media talents with professional knowledge, English proficiency, a firm stance, and cultural confidence. New opportunities can be sought in moments of crisis and new opportunities can be opened up in times of changes. Like a silver bullet for the construction of college English course, moral education, which will doubtlessly cultivate students' comprehensive English abilities and boost their humanistic spirit, can fully meet the strategic adjustment of the country's talent needs in the new situation. In the meantime, foreign language teachers in universities should also fully realize the lack of standardized material construction and systematic teaching guidance in the overall construction of moral education in university foreign language course. As a result, it still requires unremitting efforts and in-depth exploration by teachers and all researchers to effectively promote the supply side reform of moral education in college English course and form concrete plans with strong scalability.

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