

# The Integration Path of Continuing Writing Mode and Ideological and Political Education in College English Writing Teaching

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**Abstract:** The purpose of this article is to explore an effective way to integrate the continuation mode and IPE in college English writing teaching, so as to solve the problems existing in current teaching and improve students' English writing ability and ideological literacy. Through questionnaires, interviews and other methods, this study collects the basic situation of English writing teaching in universities, including instructional methods, students' needs, teachers' attitudes, etc., and then analyzes the present situation and challenges of the integration of Ideological and Political Education (IPE). On this basis, specific integration strategies are designed, and how to implement these strategies in English writing course is demonstrated through teaching cases. The effect assessment adopts a combination of quantitative and qualitative methods, and the results show that the integrated teaching has a significant effect on improving students' English writing ability and ideological literacy. It is found that the integration of continuation mode and IPE can effectively promote students' all-round development, but there are also some problems, such as insufficient instructional resource and single assessment method. In view of these problems, this article puts forward specific countermeasures and suggestions, including optimizing curriculum design, strengthening teacher training and improving assessment system.

**Keywords:** College English writing teaching; Continuation mode; Ideological and Political Education; Fusion strategy

## 1. Introduction

Under the background of global education, English writing, as an important part of English education in universities, not only bears the heavy responsibility of cultivating language skills, but also shoulders the mission of cultural communication and exchange [1]. However, the traditional English writing teaching mode often focuses on the training of grammar, vocabulary and other language forms, ignoring the cultivation of students' thinking ability, innovation ability and cross-cultural communication ability [2-3]. In recent years, as an innovative instructional method, continuous writing mode has been widely used in English writing teaching because it can stimulate students' creativity and enhance their interest in writing [4]. It encourages students to carry out creative extension based on a given text or situation, thus cultivating students' critical thinking, imagination and language expression ability [5].

Writing after reading is a representative method of continuous writing mode, which is a comprehensive language ability test that closely combines reading and writing. Reading is the input, writing is the output. The reading process examines two "inputs": 1. Extract effective text information, that is, understand the main content and plot of the given text; 2. Acquire language features and style of the given text. After the reading process, the writing session focuses on two "outputs": (1) Ask Students to combine effective text information and make logical guesses about the content and plot development of the article. (2) Ask students use language that is consistent with the language style of the given text to organize the continuing content of their writing. Professor Wang Chuming has put forward a guiding principle for the continuation of reading -- "content should be created and language should be imitated", that is, the content should be created according to the clues and the development of the plot in the given article or reading text, and the language style of the preceding and subsequent articles should be highly consistent.

The writing that continues after reading cannot be done at will, it should be completed on the basis of the guide language (the theme of the paragraph). In addition, the continuing part of the paragraph can not deviate from the first sentence of each paragraph. These first sentences of paragraphs can guide students to develop their writing ideas to some extent, so, when determining the continuation of the writing idea, students should pay attention to the information given in the previous paragraph and the first sentence of the two continuing paragraphs. Students must consider the three points comprehensively when thinking about the article. On the basis of "three points", they can determine the "two lines" of the article, namely the plot line and the theme line. The plot line is the developing clue of the story and the bright line that runs through the whole text and the emotional clues to be expressed in the continuing content are mostly dark lines. The theme line usually based on three thematic contexts, namely, human and self, human and society, and human and nature. In other words, the direction of theme commonly concerns the care of self or self-growth, care of society, care of nature and so on.

The continuation theory holds that language is learned through "continuation" and learning efficiency is realized through "continuation". The theory provides a new view for the understanding of the mechanism of language acquisition and a new point for exploration of language acquisition, meanwhile, it is a more operable method for improving the quality and efficiency of language teaching and learning.

The so-called "continuation" means that the speaker carries on or imitate the utterance of the other speakers in the use of language communication, explain his own thoughts, relates back and forth, and promotes communication. The continuation is presented in relation to an ongoing debate in the field of language acquisition research: Is language competence inborn or learned? One of the focal points is that young children are far less intelligent than adults and only have limited exposure to limited and irregular language, so, how children acquire language quickly and well? For this seemingly illogical phenomenon of language acquisition, naturalists led by Chomsky, have long had an answer, arguing that the only explanation is the language acquisition mechanism is innate in our human brain and it facilitates efficient language acquisition, which is the so called universal grammar.

The usage-based school of linguistics, on the other hand, argues that language is learned through interactive experience and extensive exposure. Despite the growing influence of usage-based views of language acquisition, experience and exposure of language are not enough to answer why children acquire language so effectively. Unless the usage-based school can provide a convincing answer, the innate theory of language acquisition will never be out of the history books. The continuation theory holds the view of usage-based language acquisition, and believes that effective language acquisition does not need an innate language acquisition mechanism, but it can be achieved by "continuation".

Today, although continuous writing teaching mode can effectively release the learning potential, enhance the learning sense of accomplishment and self-confidence, and improve students' language skills, but there are still some shortcomings: too much emphasis on content creation without providing enough samples for imitation, too much emphasis on language output without systematic integration of it with input, too much emphasis on the use of language but it does not strive to build students' ability of accurate expression and coherence of text. Therefore, there is still a large room for the improvement of continuous writing mode. How to strengthen students' ability of language use further after continuous writing? It is necessary to make some breakthroughs in writing teaching theory and methods.

At the same time, as an indispensable part of tertiary education, IPE aims to cultivate students' socialist core values and enhance their sense of social responsibility and historical mission [6]. Integrating IPE into professional courses, especially basic courses like English writing, is an important way to realize holistic education and promote students' all-round development [7-8]. It guide students' values in the knowledge imparting and ability training to help students shape the correct outlook of world and life. Taking advantage of modern network technology, College English writing teaching is an important part of College English course research. Therefore, it is of great theoretical and practical significance to explore the integration path of continuation mode and IPE in college English writing teaching, which not only helps to improve the quality and effect of English writing teaching, but also promotes the all-round development of students.

The purpose of this study is to explore the integration path of continuation mode and IPE in college English writing teaching, with a view to achieving the following purposes: First, to clarify the necessity of the integration of continuation mode and IPE, that is, why they need to be combined; The second is to evaluate the feasibility of integration, including instructional resource, teachers' strength, students' acceptance and other considerations; The third is to put forward specific implementation strategies and

how to realize the effective integration of the two in teaching design, classroom activities and assessment methods. Around these purposes, this study will put forward and discuss the following specific research questions: What is the theoretical basis for the integration of the continuation mode and IPE? What are the problems in the current English writing teaching in universities that make integration necessary? What challenges may be encountered in the process of integration and how to solve them? How to design effective integration strategies to promote students' English writing ability and ideological literacy simultaneously?

## **2. Theoretical basis and concept definition**

### ***2.1. A summary of the theory of continuation mode***

Continuing writing mode, as an innovative teaching method of English writing, its core idea is to guide students to carry out creative thinking extension and text expansion based on a given text or situation [9]. This method is not limited to the simple continuation of the original text, but encourages students to personalize the continuation of the story, argument or explanation on the basis of a deep understanding of the original theme, emotional color and context [10].

The remarkable characteristics of the continuation mode are embodied in its openness, creativity, coherence and situational. Openness means that the content and form of continuation can be varied, which provides a broad space for students to play. Creativity encourages students to break away from convention and dare to try new ways of expression and ideological content. Coherence requires students to keep consistent with the original logic and style when continuing to write. Situational emphasizes that the content of continuation should be closely developed around the set situation to enhance the sense of realism and substitution in writing. According to different teaching objectives and text characteristics, the continuation mode can be flexibly adjusted to various forms such as story continuation, argumentative writing and expository writing [11-12].

In English writing teaching, the application of continuation mode is deeply rooted in constructivism learning theory and cognitive load theory. Constructivist learning theory emphasizes student-centered, and holds that learning is a process of actively constructing the meaning of knowledge. The continuous writing mode promotes students' deep learning and self-expression by actively participating in the re-creation of the text. Therefore, the continuation mode is not only an effective English writing teaching strategy, but also an important way to realize the deep integration of English teaching and ideological and political education.

The core features of the continuation mode are as follows:

(1) Creativity: The continuation mode encourages students to exert their imagination and creativity, and individually interprets and extends the given text, thus cultivating students' innovative thinking and critical thinking ability.

(2) Contextuality: Continuing writing activities are usually carried out around specific situations or themes, so that students can deeply understand and experience the emotions, values and cultural background contained in the text in the process of continuing writing.

(3) Interaction: The continuation mode emphasizes the interaction between teachers and students and the cooperation between students, and promotes the development of students' language communication and social skills through discussion, sharing and feedback.

(4) Integration: In the process of continuation, the elements of IPE can be naturally integrated into it, so that students can enhance their ideological literacy and social responsibility while improving their language ability.

The implementation steps are as follows:

(1) Selected text: According to the teaching objectives and students' characteristics, teachers choose representative text and educational materials as the basis for continued writing for students.

(2) Analysis of the text: Guide students to make an in-depth analysis of the selected text, including plot, characters, themes, emotions and other aspects, so as to prepare for the continuation of writing.

(3) Setting a continuation task: According to the characteristics of the text and the teaching objectives, setting a challenging and creative continuation task to stimulate students' interest and motivation.

(4) Students' continued writing: Students use their imagination and creativity to carry out personalized continued writing according to the task requirements.

(5) Sharing and feedback: Organize students to share their continued works, conduct peer evaluation and teacher comments, and promote students' mutual learning and progress.

## 2.2. Connotation and goal of IPE

IPE refers to cultivating students' socialist core values and enhancing their sense of social responsibility and historical mission through purposeful, planned and organized educational activities [13]. Integrating IPE into college English writing teaching will help to improve students' ideological and moral level and cultivate their cultural self-confidence and international vision. The core concepts of IPE include patriotism, collectivism and socialism [14]. At the same time, the main content of IPE involves political theory, moral quality, legal consciousness and so on. The integration of these contents can enable students to improve their language ability and enhance their sense of identity and responsibility to the country and society in the process of learning English writing. Therefore, it is of great significance to explore effective integration paths for promoting students' all-round development. In tertiary education, the important role of IPE is reflected in the following aspects in Figure 1:

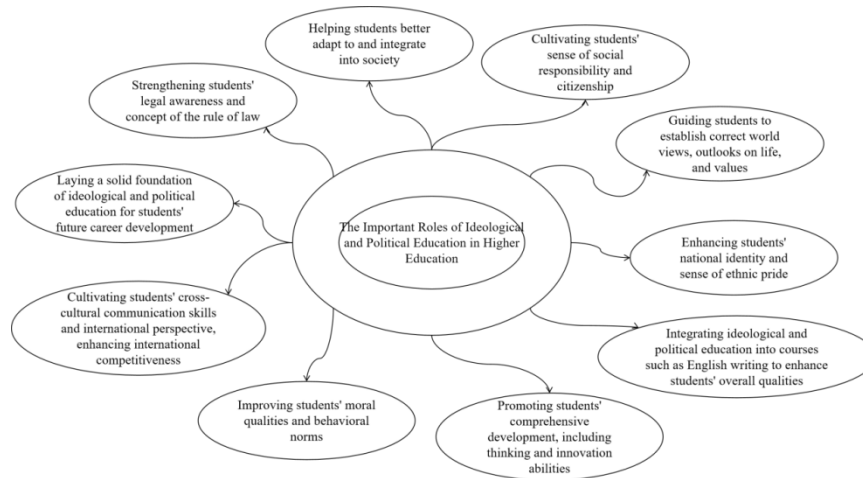


Figure 1: The important role of IPE in tertiary education

## 2.3. Theoretical framework of fusion path

When constructing the theoretical model of the integration of continuation mode and IPE, we must first make clear the logical connection between them [15]. As an instructional method, the continuous writing mode aims at improving students' English writing ability; IPE is an educational concept, whose purpose is to cultivate students' correct values and sense of social responsibility. Although the two have different emphases, they are not completely separated. In fact, integrating IPE elements into English writing teaching can not only improve students' writing skills, but also cultivate their ideological literacy, which will further promote students' active writing ability and awareness of spreading Chinese culture and values.

Based on this logical connection, this article constructs the following theoretical model of integration path: first, in the selection of continuation materials, we should pay attention to selecting texts or situations with IPE significance to guide students to think and discuss ideological and political issues in the process of continuation; Secondly, in the design of the continuation task, we should combine the goal of IPE and set up targeted and guiding questions or situations to stimulate students' thinking and discussion; Finally, a diversified assessment system should be established to evaluate students' writing ability and their ideological literacy and values.

Through this theoretical model of integration path, we can realize the organic combination of continuation mode and IPE, so as to cultivate students' comprehensive ability and quality in English writing teaching. This integration not only helps to improve students' writing level, but also helps to cultivate their sense of social responsibility and correct values, laying a solid foundation for their all-round development.

### 3. Analysis of the present situation and demand of English writing teaching in universities

#### 3.1. Survey of teaching status

In order to comprehensively and deeply explore the actual operation of college English writing teaching and reveal its internal mechanism and potential problems, this study carefully designed and implemented a comprehensive research plan. The plan skillfully combines the two research methods of questionnaire survey and in-depth interview, aiming at obtaining richer, more stereoscopic and accurate information through the dual dimensions of quantitative data and qualitative feedback.

**Questionnaires:** This paper has compiled a comprehensive and detailed questionnaire, which is distributed to the participants of English writing courses in many universities (covering different types, levels and regions), including students, English teachers and some teaching administrators. The questionnaire has a wide range of contents, specifically involving the following core aspects:

**Teaching methods:** To explore the main teaching modes, technical means and the selection of teaching materials used in English writing courses at present, in order to understand the diversity and innovation of teaching methods.

**Students' needs:** Focus on students' interests, learning difficulties, skills they expect to improve and satisfaction with existing courses, so as to identify the room for teaching improvement from the students' perspective.

**Teachers' attitude:** This paper investigates English writing teachers' views on curriculum design, challenges and coping strategies in the teaching process, evaluation methods of students' learning status and demands for professional development, aiming at understanding the matching degree between teachers' teaching ideas and practice.

**Interview:** In order to make up for the superficial and standardized limitations of the questionnaire survey, this study also selected representative samples for in-depth interviews. The interviewees include students of different grades, English teachers with rich teaching experience and managers involved in curriculum design and evaluation. The interview is semi-structured, which encourages the interviewees to express themselves freely, and explores their personal opinions, successful cases, challenges and suggestions for improvement on English writing teaching. After systematic sorting and analysis, all the collected data are integrated into a detailed report and presented in tabular form (as shown in Table 1).

*Table 1: Overview of Research Findings on English Writing Instruction in Universities*

Research Dimension	Research Content	Specific Values/Proportions	Remarks
Instructional Methods	Combination of Traditional Lecturing and Exercises	Adopted by 80% of universities	Focuses on linguistic form training, overlooks cultivation of thinking, innovation, and cross-cultural communication skills
	Innovative Methods such as Continuation Writing Mode	Tried by 20% of universities	Stimulates students' writing interest and creativity
Student Needs	Emphasis on Practicality and Fun	Desired by 90% of students	Provide more writing tasks and scenarios closely related to real life
	Improvement in English Writing Skills	Strongly desired by 85% of students	Emphasizes skill enhancement
	Enhancement of Cross-cultural Communication Abilities	Desired by 75% of students	Importance placed on cross-cultural communication
Teacher Attitudes	Open to Innovative Methods	65% of teachers	Willing to try new models to enhance teaching effectiveness
	Concerns about Increased Teaching Difficulty and Burden	35% of teachers	Need for more support and training

Analyzing the above table, we can deeply interpret it from three dimensions: teaching methods, students' needs and teachers' attitudes:

(1) Teaching methods

Combination of traditional teaching and practice: this method is still the mainstream and is adopted

by 80% universities. The advantage of this method is that it can impart language knowledge systematically, but the disadvantage is that it pays too much attention to the training of language forms and ignores the cultivation of students' thinking ability, innovation ability and cross-cultural ability.

Innovative methods such as continuation mode: only 20% of universities are trying this kind of method, which shows that the popularity of innovative teaching methods is still low. However, these new methods are helpful to stimulate students' writing interest and creativity, which is of great significance to improve students' comprehensive English literacy.

#### (2) Students' needs

Pay attention to practicality and interest: 90% students hope that the course content can be closer to real life and provide more writing tasks and situations related to real life. This reflects students' strong demand for the practicality of English writing and their desire for interesting learning.

Improving English writing ability: 85% of students strongly need to improve their English writing ability, which shows that students have clear expectations and goals for improving their English writing skills.

Enhance cross-cultural communication ability: 75% of students expressed their demand for cross-cultural communication ability, which reflects the importance students attach to cross-cultural communication ability under the background of globalization.

#### (3) Teachers' attitude

Open to innovative methods: 65% of teachers are willing to try new models to improve teaching effect, which shows that most teachers have a positive attitude towards teaching reform and are willing to try new teaching methods to improve students' learning effect.

Worried about increasing the difficulty and burden of teaching: 35% teachers have reservations about innovative methods, mainly worried that these methods will increase the difficulty and burden of teaching. These teachers need more support and training to help them better adapt to and apply new teaching methods.

To sum up, the above table reveals some problems in English writing teaching in universities, such as the tradition and singleness of teaching methods, the diversity and practical orientation of students' needs, and the coexistence of teachers' openness and anxiety. In view of these problems, universities and teachers should actively seek reform and innovation to meet the actual needs of students and improve the quality and effect of English writing teaching.

### 3.2. The present situation and challenges of IPE integration

In the process of investigation, this paper also pays special attention to the integration of IPE in college English writing teaching. The purpose of this concern is to deeply understand the current situation of IPE in college English writing teaching, as well as the problems and challenges that may be encountered in the process of integrated teaching.

*Table 2: Overview of Issues and Challenges in Integrating IPE into English Writing Teaching in Universities*

No.	Existing Issues	Specific Description
1	Insufficient Recognition and Emphasis by Teachers on Integration	Some teachers lack adequate understanding of the importance of integrating IPE into English writing teaching, resulting in low integration levels
2	Insufficient Reflection of IPE in Content and Activities	Due to insufficient recognition, ideological and political elements are not adequately reflected in the content design and activities of English writing courses
3	Challenges Arising from Differences in Disciplinary Attributes and Instructional Methods	The differences in disciplinary attributes and instructional methods between English writing teaching and IPE pose a challenge in finding common ground and achieving effective integration
4	Insufficient Instructional resource	There is a shortage of specialized instructional resource needed for integrating IPE, limiting the implementation and effectiveness of integrated teaching
5	Single Assessment Method	The current assessment method does not fully reflect the effectiveness of integrating IPE into English writing teaching, and innovation is needed

The results show that although some universities have begun to try to integrate IPE elements into English writing teaching, showing a certain sense of innovation and reform spirit, on the whole, the degree of integration of IPE is still low, and there are some problems in practice. These problems and challenges are shown in Table 2:

On the one hand, some teachers do not pay enough attention to the integration of IPE into English writing teaching, which leads to insufficient reflection of IPE in teaching content and activities. On the other hand, due to the differences in subject attributes and teaching methods between English writing teaching and IPE, how to find the convergence point between them and achieve effective integration has become a major challenge at present. In addition, the integration of IPE into English writing teaching also faces problems such as insufficient instructional resource and single evaluation method. The existence of these problems and challenges not only affects the effective integration of IPE in college English writing teaching, but also restricts the further improvement of the integrated teaching effect. Therefore, in the future teaching reform, we need to take effective measures to improve and optimize these problems and challenges.

### **3.3. Demand analysis**

Based on the above findings, we can make clear the specific needs and expectations of students and teachers for the integration of continuation writing mode and IPE, which provides a clear direction for further optimizing college English writing teaching.

For students, their needs and expectations are mainly reflected in the following aspects:

(1) Students hope that the English writing course can be closer to the reality of life, paying attention not only to the cultivation of language skills, but also to practicality and interest. They are eager to integrate more writing tasks and situations closely related to daily life and social hotspots into the course. This design can not only stimulate their interest in learning, but also help them to better apply what they have learned to practice and improve their ability to solve practical problems.

(2) Students expect to integrate the elements of IPE organically in the learning process of English writing. They realize that as future members of society, it is equally important to cultivate a sense of social responsibility and civic awareness. Therefore, they hope that through the innovative teaching method of continuation writing mode, they can not only improve their English writing skills, but also receive IPE in a subtle way and form correct values and world outlook.

To sum up, what students want to see is a teaching method that skillfully combines the continuation mode with IPE, which can not only meet their direct needs to improve their English writing ability, but also promote their all-round development of ideological literacy.

For teachers, their needs and expectations focus on the following aspects:

(1) Teachers expect to create a more comprehensive and in-depth learning platform for students through the integration of continuation mode and IPE. They believe that such integrated teaching can not only stimulate students' writing interest and creativity, but also cultivate students' thinking ability at a higher level, especially critical thinking and cross-cultural communication ability, which are the key abilities needed by the future society.

(2) Teachers also expect that integrated teaching can bring them more instructional resource and support. Facing the increasingly complex and changeable teaching environment and students' needs, they are eager to acquire new teaching concepts and tools to better meet the teaching challenges. Especially for those teachers who are open to innovative teaching methods but are worried about the difficulty of implementation, they urgently need relevant training and guidance to help them master the methods and skills of integrated teaching, so as to improve the teaching effect and maximize the teaching objectives.

Therefore, in order to meet the needs and expectations of both students and teachers, college English writing courses need to actively explore the deep integration of continuation mode and IPE, constantly innovate teaching methods, enrich teaching content, strengthen teacher training, improve teachers' teaching ability and professional quality, and jointly promote the reform and development of English writing teaching.

#### **4. Practical exploration on the integration of continuation mode and IPE.**

##### **4.1. Fusion strategy design**

Based on the in-depth analysis of the current situation and needs of English writing teaching in universities, this section carefully designs a series of specific integration strategies, aiming at skillfully integrating the continuation mode and IPE into English writing courses, in order to achieve the dual goals of improving students' English writing ability and ideological literacy.

(1) Pay attention to the significance of IPE in the choice of continuation materials.

This paper pays special attention to the IPE value of the materials when selecting the continuation materials. We carefully select those texts or situations that not only meet the teaching standards of English writing, but also contain rich elements of IPE as the basis for further writing. These materials cover patriotism, collectivism, socialist core values and other aspects, aiming to enable students to improve their English writing skills and understand and agree with the core content of IPE through continuous writing exercises. For example, choose the text about heroic deeds, so that students can experience the heroic spirit in the continuation, thus cultivating their patriotic feelings and lofty moral character.

(2) Design a continuation task that integrates ideological and political elements.

In the design of the task of continuing writing, this paper focuses on guiding students to think and create around specific ideological and political themes. Combining the current social hotspots and the key points of IPE, we have designed a series of targeted and guiding continuation tasks. With the theme of "Chinese Dream", we ask students to describe their understanding and pursuit of the Chinese dream in combination with their own life experiences and knowledge. This task design can not only stimulate students' interest in writing, but also promote them to deepen their understanding of the theme of IPE in the process of thinking, thus cultivating their sense of social responsibility and mission. Through the continuation, students closely link their personal dreams with the development of the country, and form a positive outlook on values and the world.

(3) Strengthen the interaction between teachers and students and deepen ideological and political discussions.

In the teaching process, this paper also pays special attention to strengthening teacher-student interaction and student-student interaction, and encourages students to have in-depth discussions and exchanges on the content of continuing writing and the theme of ideological and political work. We have designed various forms of discussion activities, such as group discussion, classroom presentation and debate, to provide a platform for students to fully express their views and exchange ideas. Through discussion, students can broaden their horizons, enhance their understanding and respect for different viewpoints and cultures, and thus cultivate their critical thinking and cross-cultural communication skills. At the same time, teachers also play an important guiding role in the discussion process. They should not only give students timely feedback and guidance, but also be good at digging out the highlights and depth of students' discussion, and further promote the deep integration of IPE and English writing teaching.

##### **4.2. Teaching case display**

In order to explain more specifically the practical exploration of the integration of continuation mode and IPE, this paper selects the following two typical teaching cases for detailed analysis, in order to provide readers with operational paradigms and ideas for reference.

Case 1: The task of continuing writing with the theme of "environmental protection"

In this case, the teacher first carefully selected an English article on environmental protection as the basic material for the continuation. This article is not only authentic in language, but also profound in content, covering the basic concept of environmental protection, the seriousness of global environmental problems and the urgency of taking action. Teachers ask students to combine their own life experiences and knowledge, and continue to write about how to protect the environment and promote sustainable development. This task design skillfully combines English writing with environmental education, so that students can not only improve their language skills, but also think deeply about environmental issues.



In the teaching process, teachers have adopted a variety of teaching strategies to promote students' participation and thinking. First of all, teachers guide students to discuss the importance of environmental protection and make them realize that environmental protection is not only related to the balance of natural ecology, but also closely related to human survival and development. Then, the teacher leads the students to analyze the current challenges faced by environmental protection, such as climate change and increased pollution, and explore possible ways to solve these problems. Finally, teachers emphasize personal responsibility and role in environmental protection, and encourage students to start from themselves and contribute to environmental protection.

Through continuous writing and discussion, students not only improve their English writing ability, but also enhance their awareness of environmental protection and social responsibility. In the process of continuing writing, they not only used their English knowledge, but also incorporated their own thoughts and opinions on environmental protection issues. This integrated teaching method enables students to receive profound IPE while learning language and form a positive concept of environmental protection.

Case 2: The task of continuing writing with the theme of "honesty"

In another case, the teacher designed a situation about honesty, and asked students to continue to write about a character's choices and actions in the face of honesty test. This situation is close to the reality of students' lives and can arouse their resonance and thinking. The teacher first explained the connotation of honesty, emphasizing that honesty is the foundation of life and the cornerstone of social communication. Then, teachers guide students to discuss the importance of honesty in social life, as well as the possible positive effects of adhering to the principle of honesty and the possible negative effects of violating honesty.

In the process of teaching, teachers encourage students to think and continue to write about how this character should choose when facing the test of integrity. In the process of continuing writing, students not only exercise their English writing ability, but also deepen their understanding and recognition of honesty. Through thinking and creation, they have more clearly realized the value and significance of honesty, and strengthened their determination to stick to honesty.

These two cases fully demonstrate the practical exploration of the integration of the continuation mode and IPE. Through well-designed follow-up tasks and discussion activities, students not only improve their English writing ability, but also receive profound IPE. This teaching method not only meets the actual needs of students, but also meets the teaching expectations of teachers, which provides new ideas and directions for the reform and development of English writing teaching in universities.

#### **4.3. Effect assessment**

In order to comprehensively and accurately evaluate the actual effect of integrated teaching on improving students' English writing ability and ideological literacy, this paper adopts a research method combining scientific and rigorous quantitative evaluation with in-depth and meticulous qualitative analysis, aiming at revealing the effect of integrated teaching from multiple dimensions.

In the quantitative evaluation, the experimental class and the control class were set up to ensure the objectivity and effectiveness of the evaluation results. The experimental class has implemented innovative teaching strategies that combine the continuation mode with IPE, while the control class has followed the traditional English writing teaching methods. By collecting and comparing the test scores of the two classes after the English writing course, this study is supported by intuitive and quantitative data, as shown in Figure 2:

As clearly shown in Figure 2, the average score of English writing in the control class is about 60 points, which reflects that students' English writing level is in a relatively basic state before adopting the integrated teaching strategy. In contrast, the students' English writing scores in the experimental class have improved significantly, with the average score jumping to about 85. This remarkable difference in scores not only directly shows the positive influence of integrated teaching strategies on students' English writing ability, but also strongly proves that the teaching reform direction of combining the continuation mode with IPE is correct.

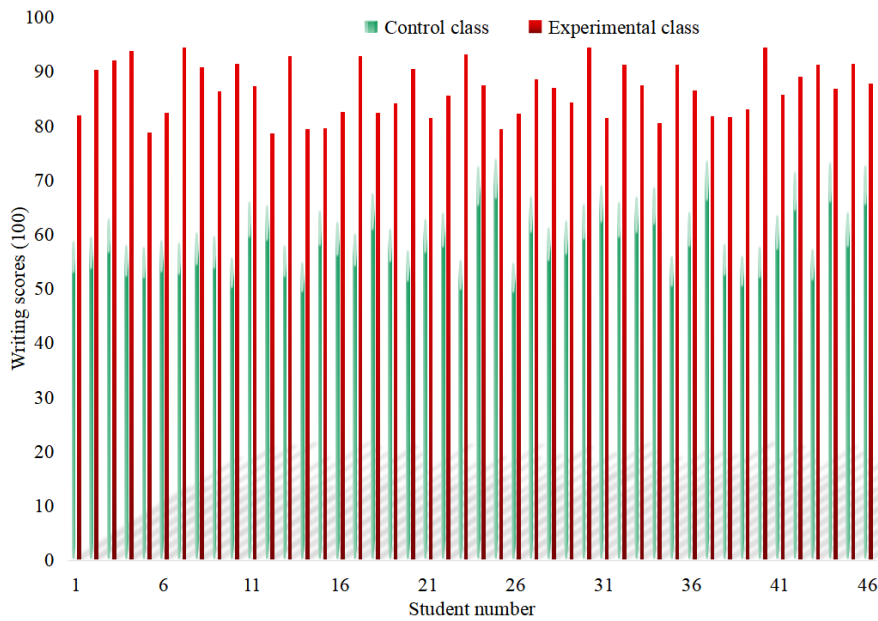


Figure 2: Comparison of English writing scores

At the same time, in order to evaluate the improvement effect of integrated teaching on students' ideological literacy more comprehensively, this paper not only pays attention to the quantitative changes of English writing scores, but also deeply explores the progress of students' ideological literacy through well-designed questionnaires and special tests. These evaluation tools aim to comprehensively measure the positive impact of integrated teaching on students' ideological literacy from multiple dimensions such as students' ideas, values and social responsibility. The improvement of students' ideological literacy is shown in Figure 3:

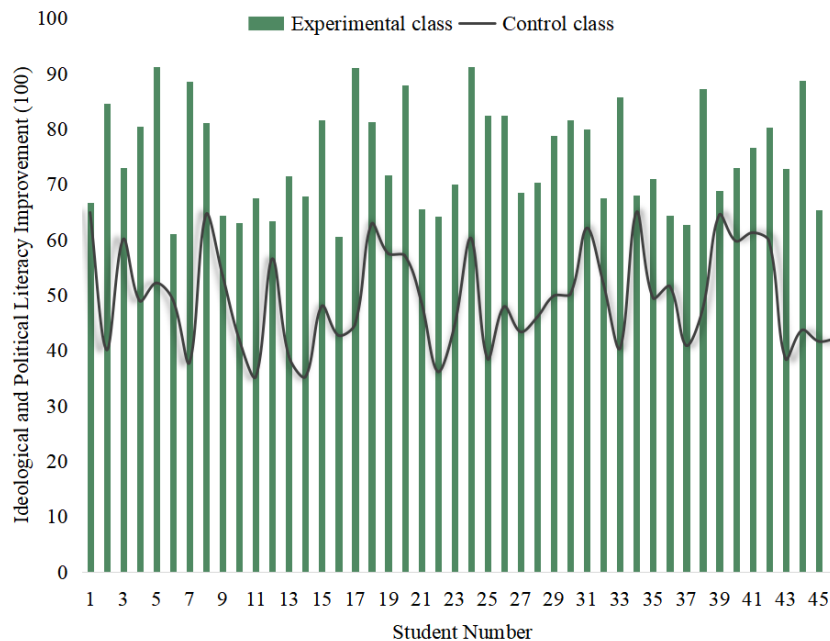


Figure 3: The improvement of students' ideological literacy

As shown in Figure 3, the results of questionnaire survey and test clearly show the significant improvement of students' ideological literacy in the experimental class. Before the implementation of integrated teaching, the basic level of students' ideological literacy is roughly concentrated at about 50 points, which shows that there is still room for improvement in students' ideological and political cognition, emotional attitude and behavioral tendency. However, after a period of integrated teaching, the average score of students' ideological literacy has increased significantly to about 80 points, which fully shows the effectiveness of integrated teaching strategy in improving students' ideological literacy.

In addition to quantitative performance comparison, this study is supplemented by qualitative analysis to understand the deep-seated influence of integrated teaching on students' ability improvement. In qualitative evaluation, this paper adopts a more detailed and in-depth analysis method, aiming at comprehensively grasping the actual effect of integrated teaching by collecting students' diversified learning achievements and direct feedback. Specifically, we collected students' continuing works, detailed records of classroom discussions, and feedback from students through questionnaires and interviews, and constructed a rich data set, as shown in Table 3, in order to analyze the effect of integrated teaching in a multi-dimensional and deep-seated way.

*Table 3: In-depth Analysis of the Effectiveness of Integrated Teaching through Qualitative Assessment*

Assessment Dimension	Assessment Method	Assessment Findings
Analysis of Student Work	Collection and analysis of student continuations	Students actively apply IPE knowledge in continuations, demonstrating strong social responsibility and a sense of mission
Analysis of Classroom Discussion Records	Recording and analysis of classroom discussion content	Students reflect understanding and contemplation of IPE content in discussions, facilitating the integration of English writing and IPE
Collection and Analysis of Student Feedback	Collection of student feedback through surveys or interviews	Students generally believe that integrated teaching makes English writing learning more interesting and meaningful, enhancing learning motivation

Table 3 shows in detail the in-depth analysis of the effect of integrated teaching in qualitative evaluation. Starting from three key evaluation dimensions, different evaluation methods are adopted and enlightening evaluation findings are obtained.

In the dimension of students' works analysis, this paper deeply explores their learning achievements under the integrated teaching by collecting and analyzing students' continued works. The assessment shows that students can not only actively use the knowledge of IPE they have learned, but also closely combine this knowledge with English writing, showing a strong sense of social responsibility and mission. This discovery shows that the integrated teaching not only improves students' English writing ability, but also effectively promotes their ideological literacy.

In the dimension of classroom discussion and record analysis, this paper records the content of classroom discussion in detail and makes an in-depth analysis. The evaluation results show that students can fully reflect their understanding and thinking about the content of IPE in the discussion, and they can discuss ideological and political issues from multiple angles, showing high speculative and expressive ability. At the same time, classroom discussion also promotes the organic integration of English writing and IPE, so that students can understand and internalize ideological and political knowledge more deeply in language learning.

In the dimension of student feedback collection and analysis, this paper collects students' feedback opinions extensively through questionnaires or interviews. It is found that students generally think that integrated teaching makes English writing learning more interesting and meaningful, and they say that this teaching method has improved their learning motivation and made them find more fun and value in their learning. This discovery fully proves the obvious advantages of integrated teaching in stimulating students' interest in learning and improving learning effect.

To sum up, through in-depth analysis of students' works, classroom discussion records and student feedback, we can clearly see the important role of integrated teaching in promoting students' all-round development. Through the practical exploration of the integration of continuation mode and IPE, this paper has achieved remarkable teaching results. This integration not only improves students' English writing ability, but also enhances their ideological literacy and social responsibility. Therefore, this paper holds that the combination of continuation mode and IPE is an effective teaching method, which is worth popularizing and applying widely in college English writing teaching.

## **5. Reflection and future prospect of integrated teaching mode**

### **5.1. Challenges in the process of integration**

At the level of teaching implementation, the integration and utilization of resources is a significant

challenge. The integration of continuation mode and IPE needs a lot of teaching resources as support, including traditional English writing textbooks, as well as related contents and cases of IPE. However, in practice, teachers often find it difficult to find high-quality teaching resources that meet the requirements of English writing teaching and reflect the spirit of IPE.

Another challenge is the improvement of classroom management and student participation. In the classroom where the continuation mode is integrated with IPE, students need to participate in learning activities more actively, and deepen their understanding of English writing and IPE through group discussion, role-playing and case analysis. However, this initiative is not easy to achieve. Some students may feel strange or lack interest in the content of IPE, which leads them to show a negative attitude in class.

In the process of the integration of continuation mode and IPE, the role of teachers has changed significantly. They are no longer just imparting knowledge, but becoming guides and promoters of students' learning. This role change requires teachers to have higher teaching quality and a more comprehensive knowledge structure. In practice, some teachers may lack IPE-related knowledge or teaching experience, which leads to their inability in integrated teaching.

In addition to the role change, teachers need to innovate in teaching methods and skills. Traditional English writing teaching methods often pay attention to the teaching of grammar, vocabulary and other language knowledge, but in the classroom where the continuation mode and IPE are integrated, teachers need to pay more attention to the cultivation of students' thinking ability, innovation ability and critical ability. This requires teachers to adopt more flexible and diverse teaching methods and skills to stimulate students' interest in learning and creativity.

### ***5.2. Optimization strategy of integrated teaching mode***

Under the integrated teaching mode, English writing course should not be limited to the training of language skills, but should become a bridge connecting different disciplines. By integrating literature, history, philosophy and other humanities and social sciences, we can enrich writing materials and enhance students' ideological and political literacy in a subtle way. Teachers can design interdisciplinary project-based learning tasks, so that students can comprehensively use English language and ideological and political knowledge in the process of solving practical problems, thus cultivating their comprehensive quality. Traditional English writing teaching often adopts a single mode of teaching by teachers and practicing by students. In order to change this situation, teachers can learn from the concept of interactive and experiential learning, and let students learn English writing and ideological and political knowledge through various forms such as group discussion, role-playing and simulated debate.

Under the integrated teaching mode, teachers not only need to have solid English language teaching skills, but also need to have a deep understanding of IPE. Therefore, universities should make personalized professional development plans for teachers and provide systematic training and learning resources. These trainings can include IPE theory, interdisciplinary teaching methods and the application of educational technology, aiming at helping teachers better adapt to the requirements of integrated teaching mode. Under the integrated teaching mode, students' learning needs and interests are varied. In order to meet the needs of different students, universities should provide students with personalized learning paths. This can be achieved by making flexible teaching plans and providing diversified learning resources and activities.

### ***5.3. Future development trend and prospect***

The integration and innovation of educational technology will become an important driving force for the integration of continuation mode and IPE. More and more high-quality educational resources will be integrated into online platforms for students to learn independently. For English writing teaching, this means that students can access more diversified writing materials and templates through online platforms. Driven by educational technology, the integrated teaching mode will pay more attention to students' subjectivity and creativity. By using advanced technologies such as virtual reality and augmented reality, teachers can create a more realistic and vivid learning environment for students and stimulate their interest in learning.

Interdisciplinary cooperation is another important way to promote the integration of continuation mode and IPE. Educators should pay more attention to the cross-integration with other disciplines and

break down the barriers and barriers between disciplines. For example, English writing can be combined with literature, history, philosophy and other humanities, so that students can not only improve their language ability, but also broaden their knowledge and humanistic quality in the writing process.

The organic combination of IPE and professional education is also one of the important directions of interdisciplinary cooperation. Educators should pay more attention to integrating IPE into the teaching of various subjects, making it an important part of students' all-round development. Through the communication and collision between different disciplines, teachers can discover new teaching inspiration and methods, and provide students with more colorful learning experiences. At the same time, interdisciplinary cooperation can also promote the organic combination of academic research and teaching practice, and promote the continuous improvement of education and teaching quality.

## 6. Conclusions

Through in-depth investigation and analysis, this study reveals the present situation of English writing teaching in universities, and explores an effective way to integrate the continuation mode with IPE. The main findings are as follows: the integration of continuation mode and IPE can significantly improve students' English writing ability and ideological literacy. This integration not only enhances students' language use ability, but also cultivates their sense of social responsibility, values and cross-cultural communication ability. In the process of integration, this article designs the continuation materials and tasks with the significance of IPE, which promotes students' in-depth understanding and internalization of ideological and political content through teacher-student interaction and student-student interaction.

However, the study also found some problems, such as some teachers' insufficient understanding and attention to the integration of IPE into English writing teaching, insufficient instructional resource and single assessment method. In view of these problems, this article puts forward corresponding solutions, such as strengthening teacher training, improving their understanding and attention to the integration of IPE into English writing teaching; Develop and utilize more IPE resources, and enrich teaching contents and forms; And establish a diversified assessment system to comprehensively evaluate students' English writing ability and ideological literacy.

In view of English writing teaching in universities, in order to promote the deep integration of continuation mode and IPE, the following specific suggestions are put forward:

- (1) In terms of curriculum design, we should pay attention to the selection of continuation materials with IPE significance and the design of continuation tasks that integrate ideological and political elements, so as to cultivate students' sense of social responsibility and values.
- (2) In terms of teacher training, we should strengthen teachers' training and guidance on the integration of IPE into English writing teaching, improve their teaching ability and literacy, and ensure that they can effectively implement integrated teaching.
- (3) As for the assessment system, a diversified assessment system should be established to evaluate not only students' English writing ability, but also their ideological literacy and cross-cultural communication ability, so as to fully reflect students' learning achievements.

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