



## Effective Strategies for Integrating Socialist Core Values in the English Classroom

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**SUMMARY:** *This research commences by incorporating socialist core values into the English classroom from four perspectives: teaching "objectives, content, approaches, and assessment." Subsequently, it selects 97 students from a school in Province Y as the study subjects. The study utilizes the questionnaire survey approach and the independent samples  $t$  - test to assess how various teaching styles, along with students' fields of study, genders, and academic levels, influence their English academic performance. Finally, linear regression is utilized to investigate the relationship between the incorporation of socialist core values into the English classroom and the academic achievements of students. The findings indicate that the POA teaching mode can effectively enhance students' learning independence and proficiency. In the experimental class, there are notable disparities ( $P = 0.0000 < 0.01$ ) between the students' pre - test and post - test scores across the three domains of "awareness, identification, and application." The English scores of undergraduate students majoring in engineering and science are relatively low. Female students demonstrate a higher level of socialist core values and its three components compared to male students. First - year university students show a stronger emotional identification with socialist core values than second - year undergraduates. It is essential to focus on the performance of students with a lower level of identification with socialist core values in the English classroom. The relationship between the integration of socialist core values in the English classroom and students' English performance is expressed as:  $\text{students' performance} = 2.6329 - 0.2334 \times \text{socialist core values}$ .*

**KEYWORDS:** *English classroom; socialist core values; questionnaire method; independent samples  $t$ -test; linear regression*

## 1 Introduction

Socialist core values pertain to the value framework established by the collective aspirations of all citizens. This framework has prosperity, power, democracy, civilization, and harmony as its fundamental elements, freedom, equality, fairness, and the legal system as its core value basis, and patriotism, commitment, integrity, and amicability as its fundamental moral criteria [1-3]. In English classroom activities, students engage in learning and interaction through language - based exchanges. Incorporating socialist core values into English classrooms is conducive to nurturing students' patriotic feelings, democratic awareness, civilized demeanor, harmonious cooperation, and moral integrity [4, 5].

There are diverse and effective approaches for incorporating socialist core values into the

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English classroom. These encompass the teaching process, the compilation of teaching materials, and the articulation of values in English. During English instruction, the criteria of socialist core values can be merged with the exploration of relevant themes. For instance, themes like mutual assistance, amity, public welfare, and environmental conservation can be integrated. This enables students to grasp the essence and significance of socialist core values and develop their sense of social responsibility and moral integrity [6-8]. When it comes to the preparation and selection of teaching materials, appropriate teaching resources and texts are chosen by aligning with the requirements of socialist core values [9, 10]. The content of English textbook texts can cover examples of implementing socialist core values, the feats of exemplary individuals, and so forth [11, 12]. By studying these texts, students can gain a profound understanding and experience of the value concepts and practical scenarios of socialist core values [13]. In the process of English learning, students can be steered to convey socialist core values in English through both oral and written forms [14]. By devising composition or speech topics associated with socialist core values, students are given the opportunity to voice their perspectives and viewpoints [15, 16]. Additionally, group discussions and role - plays can be employed to prompt students to express their comprehension and awareness of socialist core values in real - life contexts [17].

In this research paper, we commence by incorporating the core socialist values into the teaching goals, instructional content, teaching approaches and techniques, as well as the teaching assessment within the English classroom. Concurrently, we formulate relevant research inquiries. Subsequently, 97 students from a school in Province Y are selected as the subjects of this study. The Output - Oriented Approach (POA) teaching model is employed to manage the teaching process for students in two classes. After that, a pre - and post - test survey is carried out. Through the questionnaire survey method, we examine the students' English learning achievements and the extent to which they have internalized the core socialist values. Moreover, we analyze the disparities based on different majors, genders, and academic grades. Ultimately, we explore the impact of integrating the core socialist values in the English classroom on students' academic performance.

## **2 Strategies and methods for integrating socialist core values into the English classroom**

### **2.1 Effective Strategies for Integrating Socialist Core Values into the English Classroom**

#### **2.1.1 Integration into teaching and learning objectives**

The instructional goals of the literacy curriculum clearly incorporate moral education aims. This is to achieve the integration of "knowledge dissemination" and "value guidance" within the English course. Meanwhile, the instructional goals for classroom Civics are defined as follows: During the "reading - writing" learning process, students, who are the central participants, are expected to produce assessable outcomes for Civics tasks and presentable results from their Civics learning. The tasks are crafted to be highly attainable, facilitating the internalization of Civics elements.

#### **2.1.2 Integration into teaching and learning**

Initially, comprehensively examine the elements of Civic and Political Education within the current English teaching resources. Gather materials for moral education that pertain to the

theme of each unit. Then, integrate these materials with outstanding traditional Chinese culture and the core values of socialism.

Secondly, the teaching content incorporates Chinese culture, history, and politics. By delving into this content, students can gain an understanding of the nation's history and the inescapability of China's socialist path, thereby bolstering their confidence in the chosen road. Moreover, through a comparison between Chinese and Western civilizations and cultures, students' cultural comprehension and cross - cultural communication abilities are enhanced. In addition, through the comparative study of foreign and Chinese cultures, the superior aspects of foreign cultures are merged with the outstanding traditional culture of our country. By capitalizing on the strengths and circumventing the weaknesses of these cultures, students can maintain their confidence in both culture and institutions.

Thirdly, cultural elements and value frameworks are incorporated into English teaching. This turns English teaching into a potent vehicle for imparting socialist core values and traditional Chinese culture. It also integrates the guidance of ideals and beliefs into the process of English learning. Moreover, it weaves the ideological and political education related to political and cultural identification, national awareness, and character development into the teaching of curriculum knowledge and skills. Ultimately, this serves the purpose of cultivating international - oriented talents who possess both a global perspective and a strong sense of national and family responsibility.

### **2.1.3 Integration into teaching models and methods**

This course utilizes a "hybrid teaching approach of 'online + offline' relying on Rain Classroom tools and micro-lectures". By establishing an online virtual learning environment, it guarantees efficient interaction between educators and learners during pre - class preparation, in - class instruction, and post - class review. This, in turn, boosts students' self - directed learning skills and heightens their engagement in the classroom. Teachers can promptly receive feedback on the data of classroom teaching information. This enables a shift in English teaching from being "experience - led" to "data - led". Moreover, teachers can exercise comprehensive oversight of the teaching process spanning from "pre - class to in - class to post - class". English learning is fully combined with ideological and political education to ensure that ideological and political education is deeply ingrained in students' minds.

Developing a combined “online” and “offline” teaching model

The integrated teaching approach ought to place emphasis on both online and offline instruction, leveraging their individual strengths to create a combined effect. In the online realm, greater attention should be directed towards the dissemination of information to encourage students' self - motivated learning. Meanwhile, offline teaching should center more on achieving an agreement on viewpoints and conducting demanding teaching exercises.

(2) Execution of English teaching techniques founded on the "output - centered approach"

Figure 1 depicts the blended teaching framework of the English literacy initiative under the POA approach. The “output - centered methodology” (POA) is rooted in the foreign - language teaching practices of relevant scholars. It proposes “initiating reforms from students' motivation to learn foreign languages to establish a novel foreign - language teaching paradigm”. When the POA teaching principle is implemented in graduate - level English literacy courses, it helps attain the practical objective of enhancing students' English proficiency. Simultaneously, it also contributes to fulfilling the humanistic aspiration of higher education.

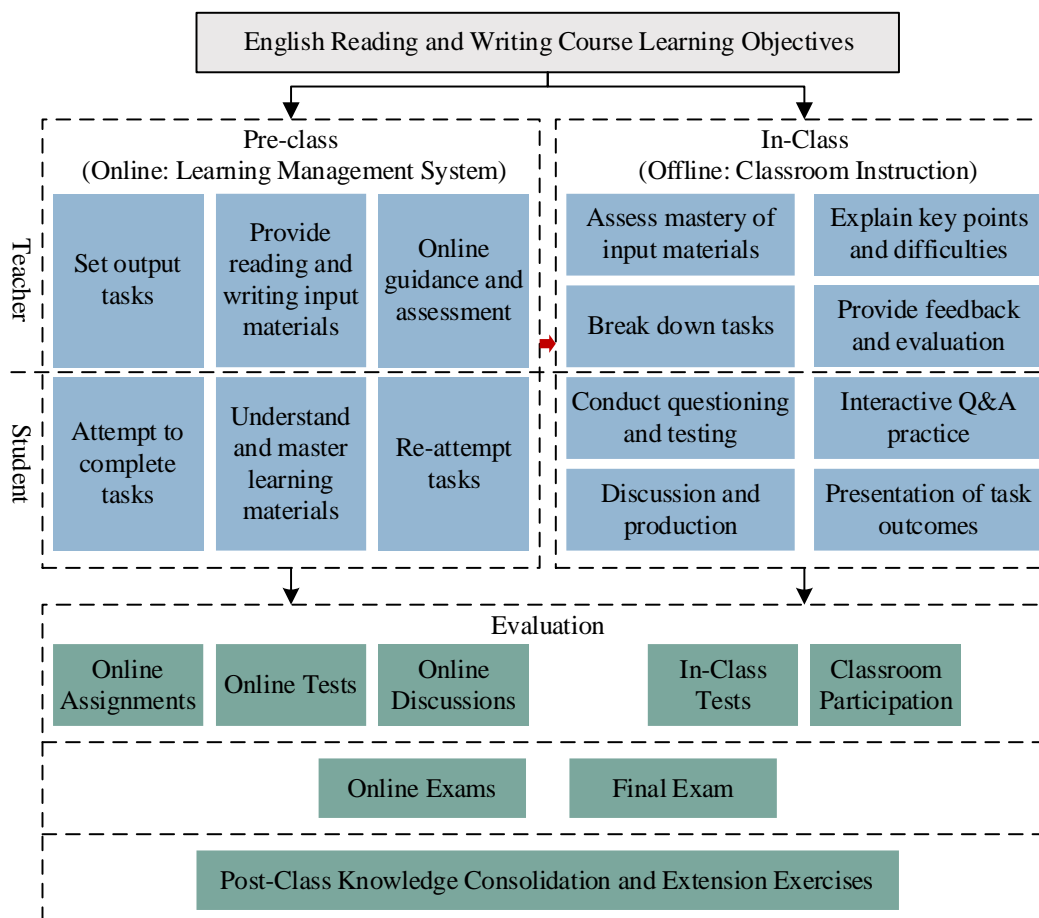


Figure 1: The Hybrid Teaching Mode of English Reading and Writing Course in POA

#### 2.1.4 Integration of teaching evaluation

The teaching evaluation of Civics puts human education in the first place, takes correct values and the concept of success as the evaluation standard, and organically penetrates into the overall evaluation, so as to promote thinking and learning by evaluation. The course incorporates students' pre-course preparation, post-course review, practice and practice, online communication, classroom discussion, collaborative ability, and teacher-student and student-student evaluation into the evaluation system, and adopts a multifaceted evaluation method combining formative and summative evaluation, students' self-assessment/mutual assessment and teachers' subjective evaluation. Teachers' monitoring of students' English learning is no longer "empirical", but adopts intelligent classroom teaching methods to ensure the whole process and all-round mastery of students' pre-study, classroom knowledge learning, and after-class extended learning.

## 2.2 Approach to Research

### 2.2.1 Inquiry Questions

This research employs a model that incorporates "core socialist values" into English instruction to examine its influence on students' English competence and core literacy. Specifically, by delving into the textbook content, "core socialist values" are incorporated into English teaching. Building upon the existing English curriculum, teaching activities are optimized and refreshed in a relevant and unobtrusive manner. This enables students to acquire English knowledge while

receiving ideological education, thereby exploring whether there will be any alterations in students' English proficiency and core literacy. The specific research queries are as follows:

What effect does an English teaching model incorporating "core socialist values" have on students' comprehensive English proficiency?

(2) When employing an English teaching approach that integrates "core socialist values," what impacts do students' gender, grade, and academic major have on their English proficiency?

(3) How does the English teaching approach that integrates "core socialist values" affect students' comprehensive English performance?

### 2.2.2 Research subjects

In this research, 97 pupils from a school in province Y were selected as the study participants. They were randomly split into an experimental group and a control group. The experimental class had 48 students, including 12 male students and 36 female students. The control class was composed of 50 students, with 14 males and 36 females. Overall, the two classes were comparable in terms of student numbers and gender proportions. After a semester of teaching, a questionnaire survey was carried out to assess the efficacy of the English teaching approach. The experimental class adopted the "output - oriented method," while the control class used the traditional teaching method.

At the onset of the experiment, an English proficiency pre - test was administered to two student classes. The purpose was to determine whether the participants had the same level of English proficiency and whether they fulfilled the experiment's requirements. After that, the test score data were gathered as the foundation for subsequent experimental comparison and analysis. During this semester's English classes, the same teacher taught both classes. The test papers were consistent in terms of question types and difficulty levels. The test lasted for 90 minutes, with a total score of 100 points. The papers were collected uniformly and corrected on the spot. Subsequently, the test score data were documented and organized.

### 2.2.3 Research design

During the preliminary phase of the research design, the researcher delved into the curriculum guidelines and conducted a meticulous examination of the teaching materials. The researcher then compiled and arranged the content that is apt for teaching and for integrating the socialist core values, and that can be associated with the core competencies. In the experimental procedure, the experimental group will adopt a novel English teaching approach that focuses on "integrating socialist core values." This approach will seamlessly incorporate the educational elements of the "socialist core values" into the English teaching of each unit. Conversely, the reference group will continue to use the traditional teaching method. This method does not incorporate the educational content of the "socialist core values" and does not set teaching goals related to the "socialist core values."

When it comes to English language learning, the novel teaching approach places a strong emphasis on the cultivation of core competencies. The intention is that by integrating the core socialist values into the teaching process, it will correspondingly boost students' proficiency in workplace language interaction, cross - cultural comprehension, awareness of thinking disparities, and self - directed learning.

The new teaching mode is designed to incorporate Civic and Political Education. It draws students in by presenting relevant knowledge both within and beyond the textbook. Through teaching activities like topic - based learning, group discussions, question - answer sessions, and role - playing exercises, a strong communication and interaction framework is established with the students. This piques the students' curiosity about the learning content. As a result, Civic and Political Education is seamlessly integrated into the teaching process.

Within this research, the novel teaching approach is crafted to establish a connection between the educational material of “socialist core values” and classroom endeavors, all the while guaranteeing the advancement and standard of the initial teaching plan.

## 2.3 Survey instruments

### 2.3.1 Research questionnaire

The legitimate questionnaires were handled and examined with the use of SPSS statistical software. These questionnaires were designed in relation to the students' core proficiency in “self - directed learning”. The data collected from these questionnaires were utilized to address the second research question, which pertains to the influence of the novel teaching approach on the students' core self - directed learning skills. The questionnaires were distributed both at the start and the conclusion of the study. Generally, the initial data from the pre - test of the questionnaire can accurately mirror the overall situation of the research subjects. This data serves as a crucial fundamental basis for the data analysis during the research process.

At the onset of the study, the aim of the questionnaire survey was to determine whether there was a notable disparity in the self - directed learning ability and literacy between the two classes. This was done to assess if they were appropriate to serve as the experimental group and the control group for the teaching experiment. Simultaneously, the data from the first questionnaire survey of the experimental group, combined with the data from the second questionnaire survey, were employed to conduct a paired - samples t - test on the core self - directed learning literacy of the students in the experimental group at the conclusion of the experiment. The objective was to discover if there was a significant difference in the “self - directed learning” core literacy in the experimental group after integrating socialist core values into English language learning. The survey data were gathered during the break time. The students filled out the questionnaire on the spot, and it was immediately retrieved to guarantee the promptness of the questionnaire.

The questionnaire is composed of 30 inquiries divided into groups of 10, all focused on self - directed learning. The first 10 questions pertain to learning tactics, the questions from 11 to 20 are related to learning routines, and the questions from 21 to 30 concern learning scheduling and modification. The response options (A. entirely in agreement; B. quite in agreement; C. largely in agreement; D. not in agreement; E. completely out of agreement) were associated with numerical data and were documented. Specifically, response A was assigned 5 points, B was given 4 points, C was allotted 3 points, D was awarded 2 points, and E was scored 0 points.

### 2.3.2 Reliability of questionnaires

To begin with, the reliability assessment is carried out. Cronbach's  $\alpha$ , a frequently employed reliability test in the academic realm, is typically regarded as satisfactory when it exceeds 0.8. In this particular questionnaire, the reliability scores for the "identification phase, practice phase, socialist core values of college students, and cognition phase" all surpass 0.95. This suggests that the questionnaire possesses an extremely high level of stability and dependability.

Secondly, a validity analysis was conducted. The KMO (Kaiser-Meyer-Olkin) values for the overall scale and the three sub - scales of "cognition, identification, practice, and socialist core values of college students" are 0.9314, 0.9324, 0.9237, and 0.9354 respectively. All of these values exceed 0.9. Moreover, the significance level of the Bartlett's test is 0.0000. This result implies that the scale is both stable and reliable. The value of 0.0000 also indicates that there is a strong correlation among the scale's indicators, making it well - suited for factor analysis.

### 3 The impacts of incorporating socialist core values into the English classroom on teaching outcomes

#### 3.1.1 Examination of the learning outcomes of students within the experimental and control groups

#### 3.1.2 Examination of students' degree of learning independence

Prior to the commencement of the teaching experiment, an independent - sample t - test was conducted on the pre - test data regarding the English learning autonomy of the experimental and control groups. The results indicated that the average score of English learning autonomy for students in the experimental group was approximately 87.7858 points, while for the control group, it was around 85.6910 points. The chi - square test yielded a value with a significance level (Sig.) of 0.8203 (where  $P > 0.01$ ). Additionally, the P - value from the t - test for the equality of these average scores was 0.9446, which is greater than 0.05. This evidence suggests that there was no statistically significant disparity in the English learning autonomy between the students in the experimental group and those in the control group prior to the experiment.

Following the teaching experiment, the outcomes of the independent samples t - test for the post - test of learning autonomy in the experimental and control groups are presented in Table 1. The findings reveal that the average scores of students' English learning autonomy in the experimental group and the control group are approximately 116.2401 points and 95.2503 points respectively. The chi - square test result shows a significance value (Sig.) of 0.000, which is less than 0.01. Moreover, the P - value of the t - test for the equivalence of means is 0.0000. This indicates that there is a notable difference in the English learning autonomy of students between the experimental group and the control group after the experiment. A comparison of the two average scores demonstrates that the enhancement in the level of English learning autonomy among students in the experimental group is more pronounced.

*Table 1: Results of independent samples t test after learning autonomy*

Group	N	Mean	SD	Sig.	t	Sig. (double)
Experimental group	48	116.2401	8.2517	0.0000	5.0939	0.0000
Control group	50	95.2503	15.9624			

Table 2 presents the outcomes of the independent samples t - test for the post - test of each aspect of learning autonomy in the experimental and control groups. The findings reveal that the p - values for the cognitive stage, the identification phase, the practice segment, and the three socialist core values among college students are all below 0.05. This implies that there are substantial disparities between the two groups of students in the cognitive, identification, and practice stages of English learning autonomy related to the three socialist core values.

Table 2: Post-test t-test results of learning autonomy dimensions

Dimension	Group	N	Mean	Sig.	t	Sig. (double)
Cognitive link	Experimental group	48	21.6471	0.7325	4.5014	0.0000
	Control group	50	17.4133			
Recognition phase	Experimental group	48	21.6763	0.1403	3.9033	0.0000
	Control group	50	17.7044			
Practice session	Experimental group	48	21.9464	0.4311	5.6265	0.0000
	Control group	50	17.0305			
The Core Socialist Values Among College Students	Group for experimentation IMPORTANT	48	21.1921	0.0533	3.7984	0.0000
	Control group	50	18.5086			

Table 3 showcases the results of the paired - samples t - test conducted on the pre - test and post - test of learning autonomy for both the experimental and control groups. The p - value for the paired - samples t - test regarding students' pre - test and post - test English learning autonomy stands at 0.000, which is lower than 0.01. This indicates that there is a significant difference between the pre - test and post - test scores of students' English learning autonomy in the experimental and control groups. The mean pre - test scores of English learning autonomy for students in the experimental and control groups are fairly similar. Nevertheless, when contrasting the post - test average scores with the pre - test scores after the experiment, students in the experimental group demonstrated an enhancement of roughly 28.4543 points, whereas those in the control group showed an improvement of about 9.5593 points.

Table 3: T - test for Paired Samples in the Pre - test and Post - test of Learning Autonomy

Group		N	Mean	SD	t	Sig. (double)
Experimental group	Pre-test	48	87.7858	8.9253	-16.0408	0.0000
	Post-test	50	116.2401	8.2517		
Control group	Pre-test	48	85.691	14.6118	-6.8257	0.0000
	Post-test	50	95.2503	15.9624		

Table 4 showcases the results of the paired samples t - test for the pre - assessment and post - assessment of each element of learning autonomy within the experimental group. Concerning the three dimensions of college students' socialist core values in the cognitive phase, identification phase, and practice phase, the p - value of the paired t - tests between the pre - assessment and post - assessment is 0.0000. This suggests that there is a significant disparity between the pre - assessment and post - assessment outcomes for these dimensions.

Table 4: Post - hoc Paired - sample T - test Results for the Experimental Group

Dimension		N	Mean	SD	t	Sig. (double)
Cognitive link	Pre-test	48	17.0955	2.6357	5.8197	0.0000
	Post-test	50	21.6471	2.6851		
Recognition phase	Pre-test	48	17.8833	2.7011	4.2812	0.0000
	Post-test	50	21.6763	3.0042		
Practice session	Pre-test	48	15.1393	2.4981	6.5169	0.0000
	Post-test	50	21.9464	2.8352		
Core Socialist Values of College Students	Pre-test	48	15.3639	2.6357	5.8014	0.0000
	Post-test	50	21.1921	2.6851		

### 3.1.3 Analysis of students' level of academic performance

Table 5 showcases the results of the pre - test independent samples t - test that assesses the performance of the experimental and control groups before the teaching experiment. The mean scores of students in the experimental group and the control group were around 79.4024 and 79.3729 respectively, indicating very slight differences. The significance (Sig.) value of the variance chi - square test for the academic performance of students in the two classes is 0.8638, which exceeds 0.01. This indicates that the data related to the students' academic performance in the two classes adhere to the variance chi - square distribution. The t - test value for the equality of means is 0.8324, which is greater than 0.05. This indicates that there is no significant difference in the English academic proficiency of students between the experimental group and the control group prior to the experiment.

*Table 5: Outcomes of the independent samples T - test regarding pre - test performance*

Group	N	Mean	SD	Sig.	t	Sig. (double)
Experimental group	48	79.4024	8.5374	0.8638	-1.0939	0.8324
Control group	50	79.3729	8.5742			

Table 6 showcases the results of the independent samples t - test conducted on the post - test scores of the experimental and control groups. The average scores of the pupils in the experimental and control groups are roughly 89.4257 and 81.4605 respectively. The mean English score of the experimental group is approximately 7.9652 points higher than that of the control group. The significance (sig.) value of the variance chi - square test for the students' academic achievements in the two classes is 0.7034, which exceeds 0.01. This suggests that the data related to the students' academic performance in the two classes conform to a variance chi - square distribution. The t - test value for the equality of means is 0.0000, which is lower than 0.05. This demonstrates that there is a significant disparity in the post - test English academic performance between the students in the experimental group and those in the control group.

*Table 6: Outcomes of the Independent Samples T - test for Post - test Scores*

Group	N	Mean	SD	Sig.	t	Sig. (double)
Experimental group	48	89.4257	5.2276	0.7034	3.5274	0.0000
Control group	50	81.4605	5.4289			

Table 7 showcases the results of the paired - samples t - test carried out on the pre - test and post - test scores of the experimental and control groups. The results indicate that the p - value of the paired - samples t - test for the pre - test and post - test scores of students in both the experimental and control groups is 0.0000, which is below 0.05. This suggests a notable difference between the pre - test and post - test English scores of students in these two groups. In terms of the mean scores, before the experiment, the average pre - test scores of the experimental group and the control group were very similar. Nevertheless, after the experiment, when compared with the pre - test values, the average post - test scores showed an enhancement. The students in the experimental group had an average rise of around 9.5722 points, whereas those in the control group had an average increase of 2.8316 points.

Table 7: Outcomes of the Paired - Sample T - Test for Scores Before and After the Test

Group		N	Mean	SD	t	Sig. (double)
Experimental group	Pre-test	48	77.2653	8.0666	-6.9434	0.0000
	Post-test	50	86.8375	5.4551		
Control group	Pre-test	48	77.9445	8.5875	-3.1247	0.0000
	Post-test	50	80.7761	5.0389		

### 3.2 Examination of the impact of various factors on students' English proficiency

#### 3.2.1 The impact of diverse academic disciplines on students' English proficiency

Table 8 presents the impacts of various majors on students' English proficiency. In this table, SS denotes the sum of squares, and MS represents the mean square. It is shown that the significance level is  $*P < 0.001$ . The integers from 2 to 12 are employed to symbolize various majors. Specifically, 2 stands for economics, 3 represents law, 4 denotes education, 5 signifies literature, 6 indicates science, 7 represents engineering, 8 stands for agriculture, 9 denotes medicine, 10 represents management, 11 signifies art, and 12 stands for history. Generally, students majoring in liberal arts attained comparatively high scores, whereas those majoring in science and engineering obtained relatively lower scores. The results of a one - way analysis of variance (ANOVA) indicated that the field of study had a significant impact on college students' comprehension and internalization of every dimension of the socialist core values. In particular, students majoring in history, literature, and the arts achieved relatively high scores regarding the socialist core values. Conversely, students in engineering and scientific fields obtained relatively low scores. This discovery is in line with the outcomes of the analysis of the dimensions of socialist core values in relation to the discipline - type variable. As a result, it is essential to focus on improving the education of socialist core values for college students who are majoring in science and engineering fields.

Table 8: The Influence of Different Majors on Students' English Performance

Dimension	Group	SS	Free degree	MS	F checkout	Post-LSD comparison
Cognitive link	Interblock	18040.06	12	1502.09	9.7389 ***	12>5>11>9>2> 3>4>10>8>7>6
	Within group	2447120.61	15773	155.15		
	Tote	24658.08	15786	--		
Practice session	Interblock	18729.46	12	1559.62	10.0938 ***	5>12>11>9>2> 3>4>10>7>8>6
	Within group	2480547.62	15773	157.03		
	Tote	2499267.2	15786	--		
Practice session	Interblock	13954.3	12	1161.99	8.8669 ***	12>11>5>9>2> 3>4>10>8>7>6
	Within group	2102536.33	15773	132.98		
	Tote	2116487.23	15786	--		
Core Socialist Values of College Students	Interblock	16698.17	12	1391.31	10.1925 ***	12>5>11>9>3> 2>4>10>8>7>6
	Within group	2192121.56	15773	138.05		
	Tote	2208815.84	15786	--		

#### 3.2.2 The impact of diverse genders on pupils' English language proficiency

Table 9 showcases the effects of different genders on students' English grades, with a  $*P$  value lower than 0.001. This suggests that female students attain higher marks than male students.

The results of the independent samples t - test show that gender differences have a significant impact on the level of socialist core values among college students in all aspects. In particular, female students exhibit a higher level than male students in every aspect of socialist core values. This aligns with the findings from the analysis of socialist core value levels in relation to gender variables. Consequently, colleges and universities ought to consider the personality distinctions between male and female students and conduct targeted education regarding the cognition, recognition, and implementation of socialist core values.

Table 9: The Influence of Gender on Students' English Performance

Test variable	Sex	Number	Mean	SD	t value
Cognitive link	Male	48	84.89	11.057	-8.9151
	Female	50	86.59	10.103	***
Recognition phase	Male	48	85.14	12.334	-9.2028
	Female	50	87.24	11.127	***
Practice session	Male	48	84.03	12.439	-7.9624
	Female	50	86.69	10.878	***
Core Socialist Values of College Students	Male	48	84.41	12.245	-8.9922
	Female	50	86.02	11.031	***

### 3.2.3 The impact of various grades on students' English proficiency

Table 10 illustrates the impact of various academic years on students' English scores. In the column using the post - hoc comparison LSD method with  $*p < 0.001$ , 1 denotes the freshman year of college, 2 stands for the sophomore year, 3 represents the junior year, and 4 indicates the senior year. It was found that sophomore college students achieved relatively lower scores. The outcomes of the one - way ANOVA revealed that differences in academic years had a significant influence on the level of socialist core values among different segments of college students. Specifically, in the three aspects of cognition, identification, and practice, freshmen obtained the highest scores. Subsequently, junior and senior students followed, while sophomores had lower scores. This finding aligns with the results of the analysis regarding the levels of socialist core values in relation to academic year variables. Therefore, colleges and universities should place emphasis on enhancing the socialist core values of sophomore students.

Table 10: The Influence of Different Grades on Students' English Performance

Dimension	Group	SS	Free degree	MS	F checkout	Post-LSD comparison
Cognitive link	Interblock	9190.28	4	2299.431	14.9389 ***	1>3>4>2
	Within group	2455950.92	15782	155.185		
	Tote	2465152.57	15788	--		
Practice session	Interblock	15267.52	4	3819.340	24.5371 ***	1>3>4>2
	Within group	2483989.18	15782	157.133		
	Tote	2499272.82	15788	--		
Practice session	Interblock	8338.51	4	2084.953	15.7298 ***	1>3>4>2
	Within group	2108149.55	15782	132.909		
	Tote	2116489.34	15788	--		
Core Socialist Values of College Students	Interblock	10569.48	4	2645.197	18.9468 ***	1>3>4>2
	Within group	2198249.06	15782	139.289		
	Tote	2208833.45	15788	--		

### 3.3 Analysis of the correlation between the core values of socialism and academic achievements

#### 3.3.1 Analysis of Correlation

Table 11 presents the outcomes of the correlation analysis conducted between socialist core values and academic achievement. The findings of the research reveal that there exists a highly significant positive correlation between the socialist core values of university students and their English academic performance ( $R = 0.2594$ ,  $P < 0.01$ ). This implies that as the level of socialist core values among university students rises, so does their academic performance. From the analysis of university students' socialist core values and academic performance, it is evident that there is a notable positive correlation between students' academic performance in "reading, listening, writing, and vocabulary" and the cognitive, identification, and practice stages ( $P < 0.05$ ).

*Table 11: Correlation analysis of academic performance*

	Reading achievement	Listening scores	Writing performance	Word score
Cognitive link	0.2594**	0.2279**	0.1849**	0.2191**
Recognition phase	0.2017**	0.1603**	0.1708**	0.1842**
Practice session	0.1821**	0.7936*	0.1375**	0.1569**
Core Socialist Values of College Students	0.1648**	0.1861**	0.1696**	0.1615**

#### 3.3.2 Analysis of regressivity

To gain a more profound understanding of the extent to which college students' socialist core values impact their academic achievements, this research builds upon the outcomes of a correlation analysis between college students' socialist core values and their academic performance. A simple linear regression analysis is conducted, with the overall average score as the dependent variable and college students' socialist core values as the independent variable. Figure 2 presents a histogram of students' academic performance. It is evident that both the histogram of the independent variable, college students' socialist core values, and that of the dependent variable, the overall average score, follow a normal curve distribution. This allows for regression analysis. Figure 3 shows the standard P - P plot of regression standardized residuals. The standardized residuals are normally distributed, and the scatter points lie on or close to a straight line. This indicates that the variables are linearly distributed and meet the criteria of a linear model. Figure 4 depicts the scatter plot of students' academic performance. As the standardized predicted values vary, the residual values are concentrated and randomly distributed around the 0 line. The residual values generally range from - 2.5 to 5, suggesting that the model has a good fit. There is a linear correlation between college students' socialist core values and their academic performance. Hence, a linear regression analysis can be performed in this study to establish a linear model.

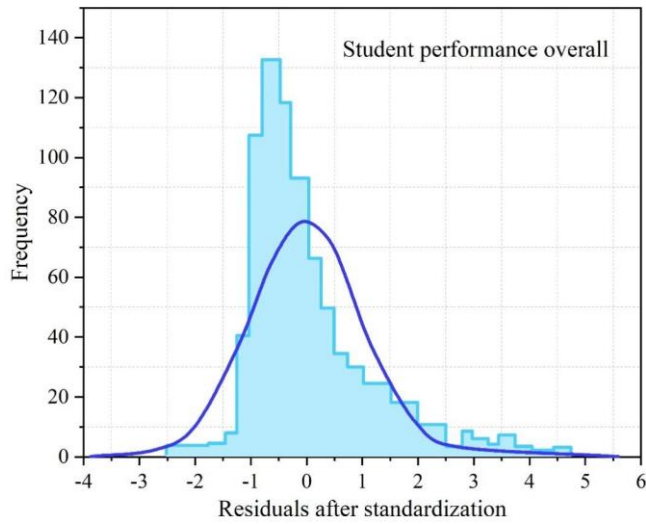


Figure 2: Histogram of academic performance

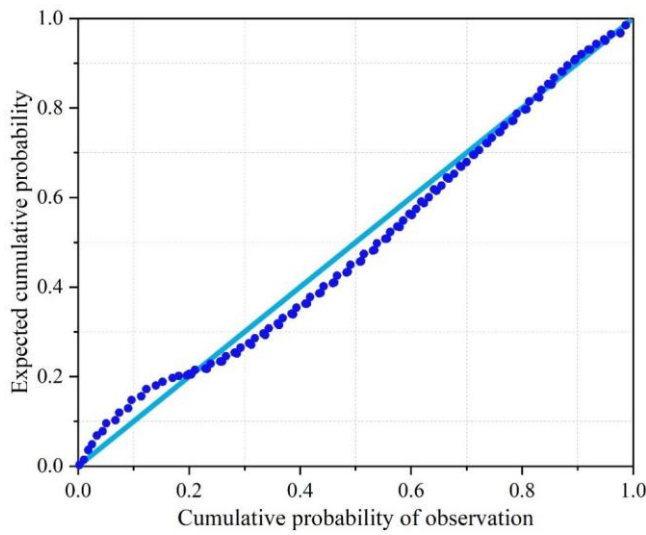


Figure 3: Conventional P - P Plot of Standardized Residuals from Regression

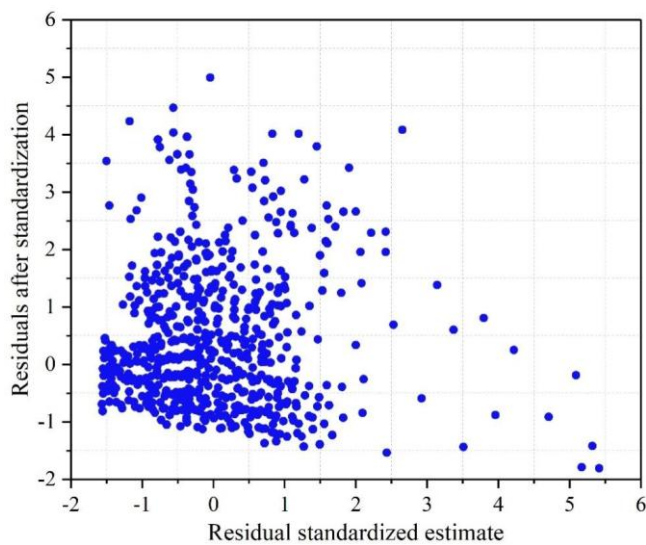


Figure 4: A scatter plot depicting the academic performance of students

Table 12 presents the regression outcomes of college students' socialist core values in relation to their academic performance. The coefficient of determination ( $R^2$ ) between the independent variable, socialist core values, and the dependent variable, the overall average score, stands at 0.0621. Moreover, the F - value for the overall test of the regression model is 51.7514 ( $P = 0.0000$ ,  $P < 0.001$ ). This indicates that college students' socialist core values can effectively account for 5.21% of the variation in their academic performance. In other words, 5.21% of college students' academic performance is influenced by socialist core values ( $P < 0.01$ ). Typically, when the Durbin - Watson (D - W) value falls within the range of 1.5 to 2, it can be assumed that there is no autocorrelation. The D - W value in this research is 1.6011. Therefore, it can be concluded that there is no autocorrelation between the variables. The unstandardized regression equation for the simple linear regression model of college students' socialist core values on academic performance is as follows: college students' English performance =  $2.6329 + 0.2334 \times$  socialist core values.

*Table 12: Regression Results of Core Values and Academic Performance*

Dependent variable	Argument	B	$R^2$	F	T	D-W
—	Constant	2.6329	0.0521	51.7514	-7.1324 ***	1.6011
Total English score	Core Socialist Values	+0.2334				

## 4 Conclusion

In this research paper, socialist core values were first integrated into the English classroom teaching process. By means of comparative experiments and the questionnaire survey method, an investigation was carried out on the relationship among students' majors, genders, and ages, along with the three aspects of socialist core values and students' English learning outcomes. The outcomes indicate that:

Implementing the output - oriented approach (POA) put forward in this paper for teaching will lead to a substantial enhancement in students' self - directed learning capabilities and English proficiency ( $P < 0.0000$ ). Once socialist core values are incorporated into the English classroom, factors such as students' majors, genders, and grades all influence their English performance. Specifically, liberal arts students tend to achieve higher scores, while students in science and engineering fields generally have relatively lower scores. Among the three grade segments, female students outperform male students, and sophomores have the lowest scores. A notable correlation exists between students' academic performance in “reading, listening, writing, and vocabulary” and the three elements of socialist core values ( $p < 0.05$ ).

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