

Research on Ideological and Political Teaching of English Major Courses from the Perspective of Appraisal Theory—Taking “One Belt, One Road” Speech as an Example

Liu Yu^{1,2}

¹. Guangdong Medical University, Dongguan, China

². Philippine Christian University, Manila, Philippines
610430506@qq.com

Keywords: Appraisal Theory; Attitude System; “One Belt, One Road”; Curriculum-based Ideological and Political Education

Abstract: With the proposal of China’s “One Belt, One Road” initiative, China’s economic, political, and cultural connections with countries along the route have become increasingly frequent, which places higher requirements on cultivating interdisciplinary talents with professional skills and external communication capabilities in the new era. This article takes the comprehensive English course for English majors as an example, adding “One Belt, One Road” ideological and political content to the course, and analyzing the text through appraisal theory, in order to improve students’ national self-confidence and patriotic enthusiasm as well as cultivating their professional knowledge to better serve the ideological and political teaching reform of English major courses in universities.

1. Introduction

In 2020, the Ministry of Education pointed out in the “Guidelines for the Construction of Ideological and Political Curriculum in Universities” that the purpose of teaching in universities is to adhere to the unity of explicit education and invisible education, the unity of value and knowledge, strive to improve the quality of talent training, and continuously achieve all-round people. College English courses play an important role in higher education. Therefore, English courses and their education methods must be combined with the ideological and political courses, and in-depth exploration of the ideological and political content of the courses will help English teaching and ideological and political courses go hand in hand, creating a synergistic effect. [1]

Currently, ideological and political elements mainly exist in explicit materials in foreign language textbooks. Scholars have conducted many studies from the perspective of exploring the ideological and political elements in textbooks. Wen Qiufang(2021) [6] proposed that not only should educational elements be explored in foreign language teaching content, but ideological and political elements should also be added to the learning evaluation process. Xu Jinfen (2021)[7] believes that it is necessary to not only explore ideological and political content in existing teaching materials, but also write ideological and political content into teaching materials, and teachers and

students can participate in writing teaching materials together. After summarizing the content of English textbooks, Liu Yanhong(2015) [3] found that many textbooks have the common problem of cultural imbalance. Tan Jia, Fu Rong (2019)[5] were concerned about how to integrate language teaching and thinking teaching into French as a foreign language teaching material. To sum up, most of the previous studies were speculative explorations and lacked substantive in-depth research. Therefore, this article integrates President's speech at the 2023 "One Belt, One Road" Summit Forum into Integrated English class, uses appraisal theory as the analytical framework, and explores the attitude strategies and national image reflected from the text.

2. An Overview of Appraisal Theory

Martin&Rose (2005)^[4] proposed an Appraisal System based on previous researches. Martin believed that the appraisal system focused on the interpersonal relationships in language and the emotional expression or ideology hidden in the text, so he divided the appraisal system into three subsystems: Attitude, Graduation, and Engagement. Attitude system is the core of appraisal theory. It is the emotion and value judgment of process participants. It can be divided into emotion, judgment and appreciation according to its semantic properties. Emotional resources belong to the psychological category and are a speaker's emotional tendency toward things, including four aspects: happy/unhappy, safe/unsafe, satisfied/dissatisfied, and inclination/non-inclination. Judgment resources are evaluations of language users' behavior based on ethics and social norms. Judgment resources include two aspects: social esteem and social sanction. Appreciation resources belong to the category of aesthetics, and their evaluation standards are formulated by aesthetic principles or social value standards, which are divided into three parts: reaction, composition and valuation. Based on the attitude system in the appraisal framework, this article analyzes the distribution characteristics of the attitude system in the "One Belt, One Road" keynote speech.

3. Research Design

3.1 Research Corpus

It has been ten years since China proposed the "One Belt, One Road" initiative in 2013. This initiative embodies the great national spirit and profound cultural heritage, and has great influence on the world's politics, economy and culture, as well as China's overall development. The development of orientation has had far-reaching consequences and is of great linguistic significance. This essay takes the speech of the 2023 "One Belt, One Road" Summit Forum as an example, and uses AntConc4.0 for data statistics. First, we mark the text and explore the distribution of appraisal resources in the speech; second, we analyze the distribution of attitude resource subsystems in the speech; finally, through critical discourse analysis, we guide students to explore China's national image and values elaborated in diplomatic discourse.

3.2 Research Questions

This article mainly has three research questions: (1) What are the overall distribution characteristics of the appraisal theory in the "One Belt, One Road" initiative speech? 2) How are the specific distribution characteristics of the appraisal resource subsystem in the "One Belt, One Road" initiative speech and the reflected national image? 3) What is the significance does the ideological and political curriculum have on college English teaching model?

4. Results and Discussion

4.1 Analysis of Attitude Resources

According to the statistical software of AntConc4.0, among the attitudinal resources used in the “One Belt, One Road” speech, appreciation resources account for the highest proportion, about 53.8%; followed by emotional resources, accounting for 26.4%; finally, it is the judgment vocabulary, accounting for 19.8%. This feature shows that in the “One Belt, One Road” Initiative speech, the speaker mainly reflects objective facts through objective vocabulary and tries to avoid subjective emotions affecting the persuasiveness of the discourse. Below, we will analyze the three subsystems of attitude resources in the discourse respectively.

4.2 Analysis of Appreciation Resources

The appreciation system is a value and aesthetic evaluation of social phenomena. The speech elaborated on the economic benefits and social value generated by the “One Belt, One Road” initiative. From the lexical perspective, words such as “win-win”, “profound”, “extraordinary”, etc. have positive meanings and reflect “One Belt, One Road” initiative has strengthened the connection between China and countries along the route and has brought huge economic benefits to these countries. At the same time, it also shows that over the past ten years, China has always focused on openness, inclusiveness, interconnection, and common development, and has achieved the common goal of “a community with a shared future for mankind”, embodying China’s national image of “unity, mutual trust, and win-win cooperation”. The examples are as follows.

Example 1: Over the past 10 years, we have been committed to building economic corridors as a guide ... and promoted the ancient Silk Road that has lasted for thousands of years to rejuvenate in the new era.

Example 2: Modern airports and terminals, and smooth roads have spawned new economic corridors, stimulated new growth momentum, and become business avenues and stations in the new era.

In the above sentences, positive words such as “promoted”, “rejuvenate”, “spawned” and “stimulated” are China’s affirmation of the achievements of the “One Belt, One Road” initiative in the past ten years. These words indicate that China will continue to implement the policy of solidarity and cooperation, and hopes that countries along the route will continue to strengthen cooperation and contribute to building a community with a shared future for mankind and promoting the common development of the international community.

4.3 Analysis of Emotional Resource

Emotion mainly deals with the semantic resources contained in discourse. These semantic resources reflect how speakers place objects, people or events in their emotions, which are reflected by psychological processes. Emotions include positive emotions and negative emotions. Through the use of emotional resources, the speaker can make objects, people or events affected by affection, thereby reflecting the speaker’s emotions (Hu Zhuanglin, 2012). Sentences that express emotional resources in the speech are as follows.

Example 3: Over the past 10 years, we have adhered to our original aspirations and worked hand in hand to promote the “One Belt, One Road” international cooperation from scratch, flourish and achieve fruitful results.

Example 4: The “One Belt, One Road” cooperation has entered the “meticulous” stage from the “general freehand brushwork”, and “small but beautiful” projects that benefit people’s livelihood.

By using “worked hand in hand to promote”, “flourish and achieve fruitful results”, “benefit people’s livelihood”, etc., the speaker believes that the development of the initiative is satisfactory and reliable, and that the initiative can bring benefits to all countries in the world. While bringing benefits, we also lead people to pursue a better life together. In addition, these positive emotional resources reflect China’s desire to continue to cooperate with other countries and move forward.

4.4 Analysis of Judgment Resource

Judgment resources refer to the semantic resources in the text that judge the behavior of others. The basis for judgment is generally social norms, such as value systems, customary laws, etc., which produce a positive or negative evaluation of the behavior (Hu Zhuanglin, 2012)^[2]. Specific examples are as follows:

Example 5: The joint construction of the “One Belt, One Road” emphasizes that when everyone adds fuel and helps each other go a long way, it advocates that one can live well and let others live well.

Example 6: *We do not engage in ideological confrontation, geopolitical games, or group political confrontations. We oppose unilateral sanctions, economic coercion, and decoupling and breaking links.*

Judging from the above resources, words such as “emphasizes” and “advocates” express the meanings of “emphasis”, “promotion”, and “creation”. The use of these positive words conveys China’s voice to the world. China insists on increasing trade among countries, exchanges and infrastructure construction to promote investment equity to achieve common development and win-win cooperation. The use of negative judgments such as “oppose” and “do not engage” reflects the image of China as a country of “fairness, justice, and mutual benefit”.

5. Conclusion

This study introduces the ideological and political elements of the “One Belt, One Road” into college English classes. By using appraisal theory to analyze the attitudinal resources in the president speech, it can on the one hand help English majors apply the knowledge they have learned, and on the other hand integrate the ideological and political elements into teaching method, which will help contemporary young people tell Chinese stories well, spread the voice of China, and enhance cultural confidence. This article expands the research scope of appraisal theory and curriculum ideological and political education, and has certain theoretical research value and practical significance. It is hoped that it can inspire new ideas in promoting the following ideological and political education of English major courses in the future.

Acknowledgment

Fund Projects:

2022 Guangdong Province Undergraduate Universities Online Open Course Steering Committee Research Key Topics, “Online Open Courses Promote Ideological and Political Construction of Courses” (2022ZXKC195); China Higher Education Association’s 2023 Higher Education Scientific Research Planning Project, “Practical Research on the Integration of Socialist Core Values into College English Curriculum” (23WYJ0308); Guangdong Medical University Discipline Construction Project, “Research and Practice on Medical English Linguistics under Curriculum Ideology and Politics” (4SG21027G); Guangdong Medical University Curriculum Ideology Project, “Research and Practice on Cultivation of English Professional Talents under Cultural Response” (1JG21042); 2020 Guangdong Medical University Research Fund (GDMUM2020045); 2020

Guangdong Adult Education Association—Adult Education Research Project(Ycx202002).

References

- [1] The Ministry of Education of the People's Republic of China. The Ministry of Education issued the "College Curriculum" Notice of "Guiding Outline for Cheng Ideological and Political Construction" [EB/OL]. [2020-06-01]. http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html.
- [2] Hu Zhuanglin, Li Zhanzi, Zhang Delu, etc. *Introduction to systemic functional linguistics* [M]. Beijing: Peking University Press, 2012.
- [3] Liu Yanhong. *Research on teaching material culture based on the national planned university English teaching material corpus* [J]. *Foreign Language World*, 2015(6): 85-93.
- [4] Martin, J. R. & P. R. R. White. *The Language of Evaluation: Appraisal in English* [M]. New York: Palgrave Macmillan. 2005.
- [5] Tan Jia, Fu Rong. *The integration of values in French French as a foreign language teaching materials* [J]. *Frontiers of Foreign Language Education Research*, 2019, 2(3): 19-27, 91.
- [6] Wen Qiufang. *The connotation and implementation framework of ideological and political education in university foreign language courses* [J]. *Chinese Foreign Language*, 2021, 18(2): 47 -52.
- [7] Xu Jinfen. *Research on the construction of ideological and political content of teaching materials for college English courses* [J]. *Foreign Language World*, 2021(2): 18-24.