Study of moral education as the objectives in College English teaching: A case from the Teaching Star final competition in 2020

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Abstract. With the reform of educational evaluation in China, moral education has received much attention. Many scholars have discussed different aspects of the topic. To fulfill the fundamental task of educating students by instilling virtues as proposed by the Central Government, colleges and universities across the country are carrying out education and teaching reform by striving to combine language teaching with moral education. But how can moral education be included in the teaching and learning of English? Is it possible to improve students' morality while developing their linguistic ability? Based on Hauenstein's taxonomy of educational objectives, this study examined the cases of the Teaching Star final competition in 2020 as examples for analysis, aiming to identify the means to effectively improve the moral education of students in the teaching and learning of College English. All of the objectives and classroom activities are sorted out and analyzed as to whether the objectives of moral education were gained, according to the framework constructed under the guidance of Hauenstein's taxonomy of educational objectives. The analysis is undertaken from the perspectives of moral education as the objectives, classroom activities and the completeness of the moral instruction system. It is showed that the candidate teachers have awareness of combining language teaching with moral education by formulating teaching objectives at various levels and considering the moral educational function in organizing classroom activities. Despite the results reported here, it is clear there is still much room for improvement. Some moral educational objectives do not display the characteristics of moral education. Most moral educational goals appear to be set at a low level, with the result that they fall short of creating a good behavior profile and, more importantly, of achieving the government's moral educational goals. It appears clearly that the design of the classroom activities in the cases examined could not support the achievement of the moral educational goals. In consideration of all of these concerns, College English teachers may need to reconsider the cognitive levels of the moral educational goals and design different levels of classroom activities to achieve the goals.

Keywords: Moral educational goals, classroom activities, behavioral domain, behavioral profile.

INTRODUCTION

On October 2020, the State Council of the CPC Central Committee issued the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era." The plan's intent was to reform the goal of education. It described what it saw as the fundamental task of education: instilling fundamental civic and patriotic virtues in the student. It also required reforming how teachers are evaluated. Together, these aims were dedicated to a more holistic development of students that incorporates morality, intellect, physical well-being, "beautification" of mind, and appreciation of hard work. By scanning all the academic papers (20) on CNKI (China National Knowledge

Infrastructure) in recent five years (2015-2020) about research summary of moral education, it is found that only three of them concern the moral education of college students. The research results show that Chinese traditional culture has laid a solid foundation for moral education in colleges and universities (Cha, 2016); however, review of the dilemma of moral education (Shao, 2016) reveals many problems with regard to value, content, means and practice. To improve moral education, we may learn from the experience of other countries. Japanese moral education research (Wang, 2015) may provide a useful reference, especially by means of strengthening the moral education of students in class.

As to achieving the goal of moral education, only two papers have been found on CNKI since 2015, among 42 papers with the theme "moral education". One is about the people-first pattern of classroom teaching to unite the efforts of both educators and the educated in ideological and political education (An, 2012); the other is about the possible means to achieve the goal of ideological and political education for undergraduates (Wei and Fan, 2021). To fulfill the task of moral education, teachers should shoulder some responsibilities. College English, as an important compulsory course in colleges and universities, is instrumental, humanistic and practical. The promulgation of the Overall Plan provides an important guide for teachers of College English in China to fulfill their responsibilities to educate students holistically and with civic and moral virtues integrated into the goal along with practical linguistic ones. While teaching a language — language skills, learning strategies and intercultural communication — English teachers also need to cultivate students' moral sentiments, help them develop a healthy world outlook on life and values, and work constantly to improve students' sense of responsibility and social justice, that is, their ability to distinguish right from wrong. To achieve the proper educational goals and as part of the teaching of English, College English teachers must guide students to form good ideological, moral, psychological and behavioral habits, develop patriotic feelings; they must influence them to understand and value sincere feelings, motivate them to acquire the ability to distinguish and appreciate beauty and morality in their true lights, and help them form the ability to think independently and critically.

To reform College English education, Foreign Language Teaching and Research Press (FLTRP) organized the "National Teaching Star Competition" in November, 2020. The theme of the final stage of the competition was "Foreign Language Curriculum and Instructional Design, Integrating Language and Education." This competition exposed similar problems in the teaching of College English, prominently, how to design teaching programs effectively to integrate language and education. Guided by the taxonomy of Hauenstein's teaching objectives, the present paper

paper reports the results of an in-depth analysis of the English teaching cases in the competition. The intent was to find ways to design better teaching objectives alongside proper classroom activities to promote the achievement of the teaching objectives and better fulfill the reformed mission of teaching and education.

BASIC FRAMEWORK OF HAUENSTEIN'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Classification framework of educational objectives

In 1998, American scholar, A. Dean Hauenstein proposed a new system of classifying educational objectives based on Bloom's *et al.* (1956) taxonomy of educational objectives. Hauenstein defined three domains in a unified composite behavior model: the cognitive, the affective and the psychomotor (Figure 1). The integrated model represented the totality of a person engaged in learning. The model presumed that, without the relevant emotional experience, a person will not be stimulated intellectually. Commonsensically, one cannot accomplish a task without knowing how to accomplish it and what values one appreciates (Ding, 2004).

According to Hauenstein's theory, there are five levels in the behavioral domain (Hauenstein, 1998): acquisition, assimilation, adaptation, performance and aspiration (Table 1). Each level brings together goals at the same level as in the other three domains. An acquisition is supported by conceptualization in the emotional domain, receiving in the affective domain, and perception in the psychomotor domain. The goals of assimilation can be divided into comprehension, response, and simulation, that is, the ability to understand and respond appropriately in a situation; by simulation, concepts are formed and ideas are applied in similar situations. Adaptation requires valuing, application, and conformation. In this stage, learners further confirm the accepted ideas or concepts and apply them to the actual situations, and then further adjust the skills or abilities that are in line with the established standards. Performance refers to the specific behavior of students; the model requires them to evaluate the situation, form their own ideas and adjust their specific own behaviors. Aspiration serves as the ultimate goal to integrate what the student learns, further develop skills, reaching the level of mastery, and showing these capabilities as behaviors. Aspiration includes behavior, synthesis, and mastery.

It is worth noting that according to Hauenstein, during the learning process, students engage in the cognitive, affective and psychomotor domains simultaneously, which is reflected in their overall behavior. "The primary issue in education asks: What kind of people are we to train students to be?" President Xi said at the 2018 National Education Conference. China is a socialist
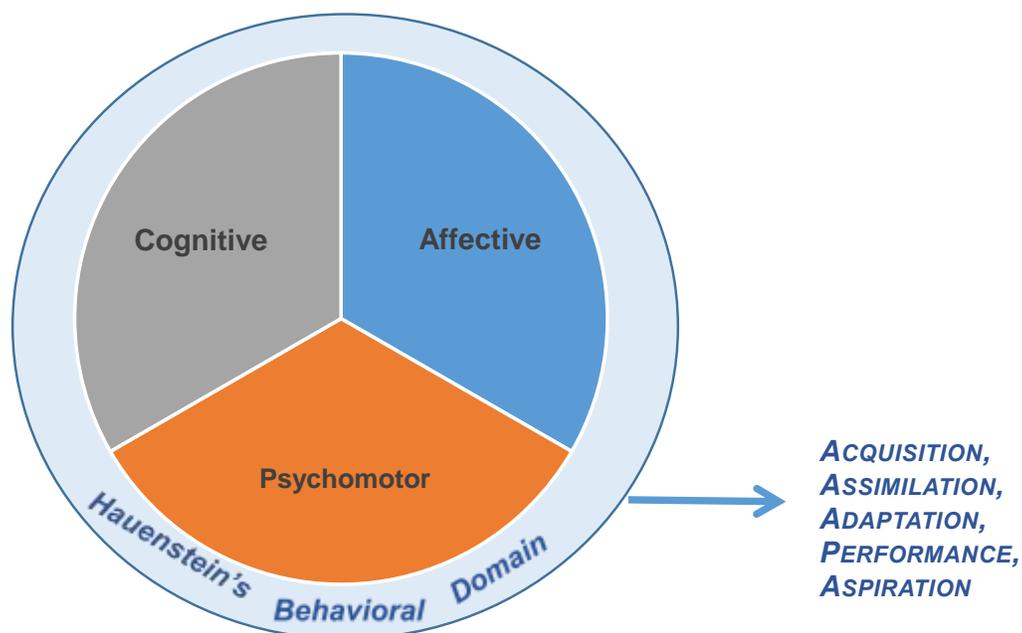
Figure 1. Composition of education objective domains: Bloom's triad integrated within Hauenstein's behavioral domain.

Table 1. Framework of Hauenstein's classification of educational goals (Hauenstein, 1998).

Domain/Level	Cognitive	Affective	Psychomotor	Behavioral
1.0	Conceptualization Identification/Definition /Generalization	Receiving Awareness/Willingness /Attentiveness	Perception Sensation/Recognition /Observation/Predisposition	Acquisition Receiving/Perception/Conceptualization
2.0	Comprehension Translation/Explanation/Extrapolation	Responding Acquiescing/Complying /Assessing	Simulation Activation/Imitation /Coordination	Assimilation Responding/ Comprehension/ Simulation
3.0	Application Clarification/Solution	Valuing Accepting/Preferring /Confirming	Conformation Integration/Standardization	Adaptation Valuing/Application /Conformation
4.0	Evaluation Analysis/Qualification	Believing Trusting/Committing	Production Maintenance /Accommodation	Performance Believing/Evaluation/Production
5.0	Synthesis Hypothesis/Resolution	Behaving Demonstrating/Modifying	Mastery Origination/Perfection	Aspiration Behavior/Synthesis/Mastery

country under the leadership of the Communist Party, which has determined that the fundamental task of our education must be to train younger generations to be socialist builders and successors, supporting the leadership of the Communist Party and the socialist system; students must be determined to devote their lives to socialism with Chinese characteristics. Ultimately, that is the fundamental task of education and the goal of education modernization (Xi, 2018).

Hauenstein's classification of educational goals

Table 2. The combination of the other domains as behavioral domain.

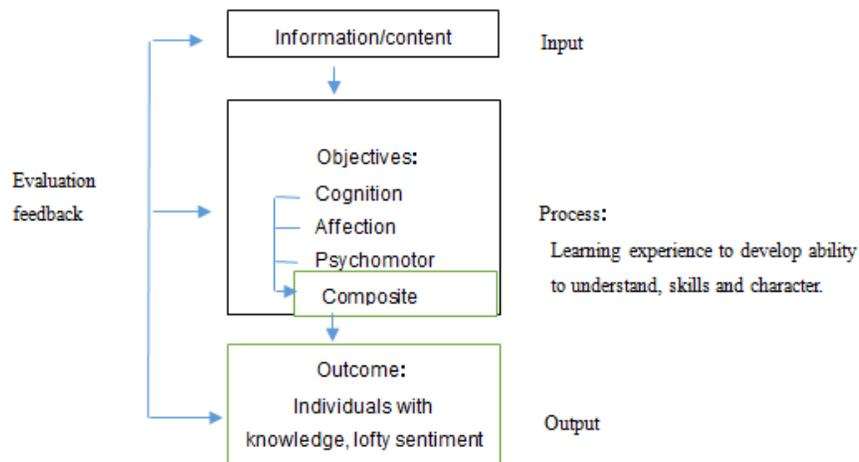| Domain/Level	Cognitive	Affective	Psychomotor	Behavioral
1.0	Students form concepts through information input.	Students build moral character.	Students perceive knowledge of virtue.	Acquisition Receiving/Perception/Conceptualization
2.0	Information understood becomes part of knowledge.	Students respond in a good moral manner.	Driven by aesthetics students are motivated to engage in simulation.	Assimilation Responding/comprehension/simulation
3.0	Application of new knowledge	Evaluation of moral character	Building up what is "beautiful"	Adaptation Valuing/Application/Conformation
4.0	Evaluation of application of new knowledge	Belief in good character	Creation of virtue in words and deeds	Performance Believing/Evaluation/Production
5.0	Synthesizing solutions to a problem	Daily practice of good moral character	Mastery of what is "beautiful"	Aspiration Behaving/Synthesis/Mastery

Figure 2. Conceptual framework for instructional system.

suggests that the behavioral domain should consist of five levels of goals: acquisition, assimilation, adaptation, performance, and, lastly, aspiration. This classification provides a template for teachers to realize and evaluate the goal of educating students. Whether the goal of education is achieved or not depends on whether the students reach the high levels (4.0 to 5.0) in the cognitive domain, the affective domain and the psychomotor domain (Table 2). Lower levels (1.0 to 3.0) of behavioral performance cannot be used as the assessment standard for the achievement of the reformed goals of education. In other words, students must learn in three fields simultaneously, with learning results reflected in the individual's behavior.

The framework of an instruction system

Hauenstein introduced his taxonomy of educational objectives into the instruction system, and proposed a conceptual framework of teaching consisting of input, process, output, evaluation, and feedback (Figure 2) (Ding, 2004). According to this framework, the goal of education is to cultivate individuals with knowledge, lofty sentiment and ability. Such a training goal requires that the teacher should give feedback in the teaching process according to the measurable student outcome and adjust the teaching according to the requirements of new talents, that is to say, it is necessary to do both assessment during the term and as a final evaluation at
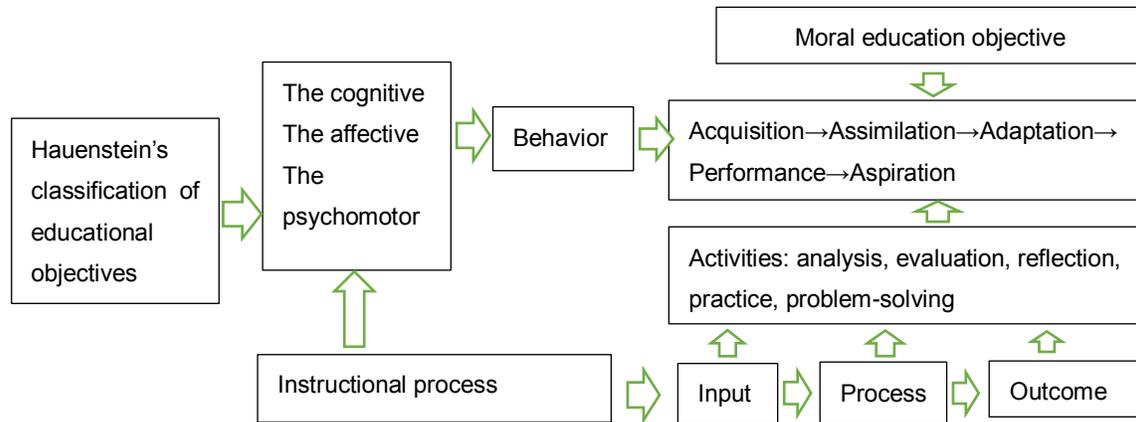
Figure 3. Analytical framework for achieving the goal of educating students.

the end of the term.

Through the performance of a series of comprehensive behaviors, the instruction process of educating students is complete. Students' abilities to understand new information, to act skillfully and to build character are all improved. The outcome is individuals with knowledge, lofty sentiment and practical capability. As part of the continuing process of feedback to improve still further, the students, as the output, are analyzed based on their behavior, and the teacher monitors the instruction process to maintain standards. Thus, according to the feedback, the input, process and output were reformed, closing the loop of the instructional system (Zheng, 2020).

The levels of the behavioral outcome reproduce the learning process. The process of developing students who can achieve can be evaluated through the follow-up observation of students' behavior; in this way, the system is student-centered, full development focused and learning process valued. The hierarchical objectives are divided into short-term (acquisition, assimilation and adaptation) and long-term (implementation and achievement) for classroom application (Dominic, 1999). To achieve the goal of educating students to be informed and innovative, the teacher not only pays attention to the input information and cognition through reading and listening activities but also to the students' emotional attitude and values, as revealed in classroom activities, constituting a kind of behavioral integration. When designing learning activities, it is necessary to judge whether the input information carries certain humanistic elements such as culture and values, whether the cognitive process is reasonable, whether the students can understand something difficult, and whether the final goal can be achieved.

THEORETICAL FRAMEWORK IN THIS STUDY

In moral education, the teacher integrates positive

thought and right values into the curriculum. The purpose is to implement the basic task of fostering virtue through education. Some scholars advocate implicit education in fulfilling the task, just like the life-giving spring breezes and rain (Zhao, 2019). However, moral education, or more specifically the education of ideology, morality, and world outlook must be able to make the student achieve higher-order behavior. In the course of teaching and learning, teachers should design the goals of acquisition, assimilation and adaptation, and more importantly, the goals of performance and aspiration. Specifically, the teacher should choose the target level according to the teaching content of each module to create a reasonable gradient of difficulties.

According to Hauenstein's system, teachers use effective input from listening or reading by designing activities to help students form concepts, to perceive what is a good idea, and to acquire appreciation for humanistic virtues. Then, via reflection and evaluation, students assimilate and adapt in order to evaluate the importance of discriminating civic values, towards aspiring solving problems, role play, and project tasks.

As to whether the goal of education is achieved or not, it is necessary to examine the behavior profile of students:

Behavioral Profile 1 referred to being able to evaluate the application of new knowledge, to interpret the culture, world view and values contained in the textual message as a guiding principle for learning (believing in good character), and to maintain and adapt effective skills for the performance of assigned duties (creation of "what is beautiful"). Behavioral Profile 2 intended to integrate and internalize knowledge, construct thinking frameworks, and solve problems; modify one's behavior in accordance with a value or belief; improve the skills acquired, elevate thinking, to create an innovative person with knowledge and virtue.

According to Hauenstein's view of an instruction system, teachers can judge the achievement of educational goals through student behavior. Therefore,

Table 3. Table of cases.

Teaching content	Total number	Focus of the demonstration
Good to Great	8	Situational paradox, good enough mindset, great ideal, giving definition and report writing.
To Be or Not to Be	4	Skills and structure of writing
Express Opinions in the Meeting	4	Choice of arguments, building-up skills and ways of expressing opinions
Campus Culture	1	Time markers
iPractice: Pronunciation	1	The contraction of "will"

teachers should design corresponding levels of teaching-learning activities in classroom teaching, and students can achieve educational goals through participating in these activities. These activities may not only be of the type of comprehension activities but also of the advanced type of evaluation, application and creative activities (Figure 3). That is, the combination of role play, speculation, problem solving tasks and other activities allow the students to enjoy the opportunity to express their thoughts and reflect on their learning. By participation in the classroom activities, students can be evaluated by their behavioral profiles, for example, by the ability to use language well, adopt the proper psychological attitudes, and orient themselves to the proper values. For example, classroom debates encourage students to express opinions. Through activities such as role playing and concrete problem solving, students' values can be determined, behavior performance in specific situations can be observed, and achievement of behavioral goals can be evaluated.

RESEARCH METHODS

This research is a case study, aiming to find the means to effectively improve the moral education of students in teaching and learning College English. As pioneers of these attempts, the candidates for the competition illustrated how they defined their objectives and designed their classroom activities. Here the objectives and classroom activities are sorted out and analyzed as to whether the objectives of moral education were achieved, according to the theoretical framework constructed under the guidance of Hauenstein's taxonomy of educational objectives.

Case selection

This paper selects the teaching designs of the national final of Teaching Star of FLTRP 2020 in China, with the theme of combining language teaching and moral education. All of these designers were awarded in different ranks. So the cases adopted by the study are representative, and they would help to explore the current problems in moral education and some contributing factors. The cases of this competition are designed around five topics, including eight cases with Good to Great as the teaching content, four cases with To Be or Not to Be as the content, another four cases with Express Opinions in the Meeting as the content, one with Campus Culture as the content, and one with iPractice: Pronunciation as the content (Table 3)

The choice of these five topics provides different degrees of possibilities for teachers to carry out moral education. Good to Great promotes a positive attitude towards life, whereby students can understand the close relationship between the realization of one's distinctive ideal and the rejuvenation of the country, and then make strenuous efforts to cultivate patriotic feelings. To Be or Not To Be contains ideological connotations, which help students consider choices in life rationally, to combine individual interests with collective interests, and to form a positive and optimistic attitude towards life. Express Opinions in the Meeting for developing students' ability to think critically, in enhancing their self-confidence, in developing the habit of listening to different opinions, and in improving their interpersonal skills. Campus Culture can enhance students' awareness of local culture, increase their cultural confidence, and improve their ability to innovate. IPractice: Pronunciation helps develop students' language skills and lays the foundation for more confident intercultural communication.

Case analysis

The analytical framework (Figure 3) built according to Hauenstein's classification of educational goals is used as the basis for reference. The framework suggests that moral education be carried out in the whole instructional process, in which classroom activities should be designed according to the objectives at different levels. And the purpose of these activities is to transform the

behavior profile of students. Thus the article analyzes the level of objectives of educating students, the nature and level of classroom activities, the behavior profile that may be transformed, and whether the instruction process of educating students is complete and whether there is feedback to promote continuous improvement in the chosen cases.

RESEARCH FINDINGS

In direction to achieve the goal of educating students in morality, the teacher must design five levels of objectives in teaching, from lower to higher. The low-order objectives are the basis for the achievement of the higher-order ones; the low-order ones, by themselves cannot ensure the achievement of the goal of education; only the high-order objectives can do this. Through analysis of the cases, the author was able to reach some conclusions, given here.

It is showed that the teachers have awareness to combine language teaching and moral education by designing teaching objectives at various levels and considering the moral educational function in organizing classroom activities. However, there is still much room for improvement in their ability to integrate moral education into language teaching.

Objectives of education lack moral elements

The author found that teachers can set the objectives in promoting students' morality or virtue, apart from the objective of increasing their linguistic knowledge and improving their linguistic skills. However, the analysis determined that while most teachers have set clear educational goals, some do not set educational objectives with moral elements. The following cases were examined.

[Case 1]. The objective of this teaching module exhibited conformed to traditional standards of educating students, namely, that the students in our classrooms would develop awareness of social harmony without individual uniformity, which is in line with our traditional culture. However, the objective of educating students in classroom teaching is in particular concrete skills only, and learning language skills and communicative strategies does not fulfil the wanted goal. This is to say, anyone can learn the structure of discourse, language skills and communicative strategies. However, the acquisition of these language skills only belongs to the category of intellect, and ignores civic and social morality. Without the element of virtue, it is impossible to train students to be useful talents who support the Communist Party and socialism and serve the socialist construction.

[Case 1] Express Opinions in the Meeting

Module objectives of "educating students":

To develop an active attitude towards sharing opinions and making various voices heard and valued; to develop critical thinking, awareness of diversity and community.
The objectives for classroom teaching-learning demonstration: Building up skills (textual structure; linguistic skills and communicative strategies).

[Case 2]. Although the design listed instrumental practice of College English teaching as the educational objective, actually, instrumental practice did not fit with the educational objective. This is because here it refers to language as a communication tool. In order to improve the students' English listening, speaking, reading and writing skills, one must realize that these skills also belong to the category of intellect. Un-reformed classroom education lacks the characteristics of moral education; teachers must inspire students, for example, to explore the rationale in English contractions of pronouns with verbs, to understand the benefits of weak pronunciation for phonics, to form part of a complete phonics system, and to summarize the rule of English contraction forms and the features and its purpose in phonetics. Furthermore, such specifics of word formation, and grammar, as a whole, have nothing to do with educating students morally.

[Case 2] iPractice: Pronunciation
Module objectives of "educating students":
Practicing the "humanity" of College English Teaching: Reflecting on the relationship between campus culture and personal development; comparing the different campus cultures between China and the West and experiencing the cultural differences behind them.
Practicing the "instrumental" of College English Teaching: Experiencing the help of weak pronunciation for phonics; combining with the "stress" learned in the previous phonetics classes, it forms part of a complete phonetics system.
Form a learning system. Performing the function of "critical thinking" in College English Teaching: By means of contrast and inquiry, the rules, characteristics and phonetic purposes of contractive forms are summarized in English.

The objectives for classroom teaching-learning demonstration:

Inspiring students to explore the causes of contractions; Experiencing the help of weak pronunciation for phonics; combining with the "stress" learned in the previous phonetics classes,

Table 4. Qualification of the module objectives of "educating people."

Content	No. of Objectives 1.0	No. of Objectives 2.0	No. of Objectives 3.0	Behavioral Profile 1	Behavioral Profile 2	Qualified
Good to Great	2	1	2	4	4	4
To Be or Not to Be		7	1	2	1	2
Express Opinions in the Meeting	2	5	3	1	1	1
Campus Culture		2				0
iPractice: Pronunciation		2	2			0

it forms part of a complete phonetics system. By means of contrast and inquiry, the rules, characteristics and phonetic purposes of contractive forms are summarized in English.

Although the design for the Teaching Star final competition was intended to take into account the integration of linguistic skills into a whole that included moral or civic training, some cases did not clearly express their education objectives (such as Case 3). A careful analysis of the expression of their goals found that all the objectives of acquiring words and expressions, presenting a standpoint and defining or explaining an abstract concept belong to skill-training rather than moral education.

> **[Case 3]** Good to Great.
> *Module objectives of "educating students":*
> Students should be able to:
>
> (1) acquire vocabulary and sentence patterns that can be used to define abstract concepts;
> (2) present a standpoint over a certain difference of opinion in a strategic way;
> (3) define and explain an abstract concept from a global and local perspective.

The objectives of education in colleges and universities should reflect moral sentiments and precise outlook on life and values. The objectives should include constantly improving students' sense of civic or social responsibility, their sense of justice, and their ability to distinguish right from wrong. These objectives should be additional aims to improving the quality of talent training.

Module objectives of instilling virtues remain at the lower level

By comparing low-order behavioral characteristics 1.0-3.0 and high-order behavioral performance 1-2 in Hauenstein's behavioral domain, the author found that most (69%) of the educating objectives were set at a lower level and, thus, could not attain the qualified status (Table 4). In all cases (18), the qualified rate of module education goal was low (17%).

In order to achieve the educational objectives in step-by-step fashion, the teacher needs to set different levels of module objectives before class, and for each period of classroom teaching. Both sets of objectives may help achieve high-order objectives (shown in behavioral profile 1 and 2); however, our analysis shows that many teachers failed to set the higher-order objectives. Consequently, the hierarchy of moral education objectives remained at the lower stage. As shown in the following [Case 4], all of these objectives stand only at 2.0-3.0 levels in the behavioral domain, and it is difficult to propel students to complete the behavioral profile 1 and 2.

[Case 4] To Be or Not to Be

> *Module objectives of "educating students":*
> To reflect on one's professional/career choices; recognize that individual choices should have a positive impact on communities and the world.
> *The objectives for classroom teaching-learning demonstration:* To reflect on one's professional choices; recognize that individual choices should have a positive impact on communities and the world.

Classroom activities do not support achievement of the full objectives of educating students

Depending on Hauenstein's classification of educational objectives, the teacher should design related class activities by motivating students to achieve high-level objectives (4.0-5.0) in the domains of the cognitive, the affective and psychomotor (Table 5). The low-level (1.0-3.0) objectives are basic, and, by themselves, may not serve as the standard. The present study classified the learning activities of all the cases and placed them in the framework of the behavioral domain. Analysis found that even if teachers designed the educational objectives, they failed to include corresponding classroom activities to facilitate success. Forty-three percent of classroom activities remained at the level of acquisition only. After receiving information, students began to identify and define the new information and to pay attention to some stimuli, which is the minimum requirement of interest, but,

Table 5. Classroom activities and achievement of educational objectives. Levels 4.0 and 5.0 are the desired goals.

Items/ Levels	No. of classroom activities helpful in achieving the cognitive objectives	No. of classroom activities helpful in achieving the affective objectives	No. of classroom activities helpful in achieving the psychomotor objectives	Behavioral Domain
1.0	15	11	15	Acquisition Receiving/Perception /Conceptualization
2.0	11	7	7	Assimilation Responding/ Comprehension/Simulation
3.0	13	1	2	Adaptation Valuing/Application /Conformation
4.0	11			Performance (Behavioral profile 1)
5.0	3			Aspiration (Behavioral profile 2)

at that time, they were only in a mode of passive reception of what the teacher conveyed. Some activities (26%) were at the assimilation level, in which students, responding to certain stimuli, were able to assess their feelings and felt the urge to learn and activate their natural potential; a small number of activities (17%) reached the adaptation level, that is, of clarifying a problem and applying appropriate solutions. However, this relative success did not involve critical evaluation and completing the task based on certain quality characteristics. Only a small number of activities (11.5%) among the cases attained the performing level; at this level, students were able to analyze and verify information, data or situations so that they could make value judgments and form trust of and commitment to a certain value, which is regarded as a guiding principle. With such achievement, they would better be able effectively to maintain and adjust skills to perform a predetermined function. Only three percent of the activities helped students achieve the goal of integrating and internalizing new knowledge, building up a frame of thinking and solving problems and modifying their behavior in accordance with a value or belief. To achieve the full goals, finally, students should be able to improve their acquired skills, sublimate their thoughts, and become persons with knowledge, virtue and creative ability.

Taking Case 5 as an example, of classroom teaching activities the first two were used to acquaint students to topics. Student inquiry is an attempt to apply something on the understanding of what is learned; retest is self-evaluation and belongs in the adaptation stage and the extraction of "big concepts" (emphasis in the original): such activities are at the level of understanding. All the activities below 3.0 in the behavioral domain implied it was difficult for students to develop the Behavioral Profiles 1 and 2, and could not achieve the educational objectives.

[Case 5] "Express opinions in the meeting":

Module objectives of "educating students": LEAD (Figure 4)

The objectives for classroom teaching-learning demonstration:
(1) Express opinions more clearly by using figures and examples;
(2) Develop more confidence in reason;

Teaching and learning activities in classroom:

Simulation (Students simulate the real tasks);
Pretest (Students answer a series of pretest questions);
Enquiry-based activities (guiding students to compare and analyze examples, summarize the principle, and practice how to express one's opinions);
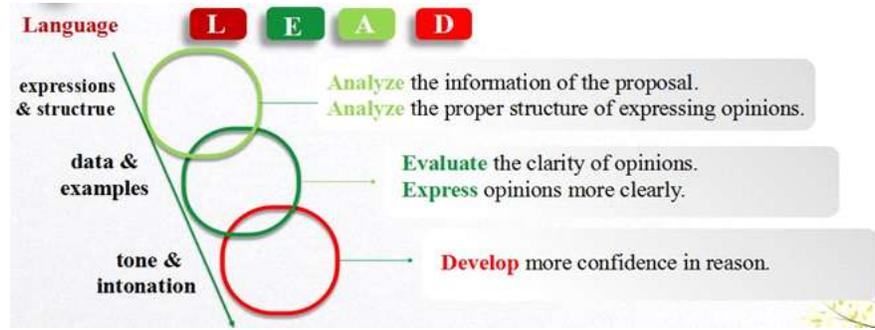Retest (Students answer a series of after-test questions);

Figure 4. FLTRP, 2020

"Big idea" (extracting big ideas from students' real life).

In some cases, activities were designed that were not adequate in supporting the educational objectives. For example, in [case 6], watching-video activity was designed only to introduce the topic in class and cause students to focus on the problems to be solved in class, that is, how to define abstract concepts. Combining learning and practice was intended to familiarize students with direct definition; on-site interview activities were used to test whether students had learned how to define a concept. These classroom activities served the training of language skills, and the case did not provide the design of activities to support the educational goals.

[Case 6]: "Good to Great"
Module objectives of "educating students":
To evaluate the importance of ambition;
To adopt an appropriate attitude towards success;
To analyze problems critically or dialectically.
The objectives for classroom teaching-learning demonstration:
In the process of learning to define abstract concepts, students were helped to establish a correct outlook on life and values by understanding abstract terms: "ambition, innovation, failure, crisis". Students' critical thinking ability could be improved in the learning process and students would learn to deal with problems dialectically.

Teaching and learning steps and activities in the classroom:

(1) Review what students have learned before and naturally introduce the topic.
(2) The problem to be solved in this period was presented by the video-learning, how to define an abstract concept.
(3) Direct way of defining, combination of learning and practice, teacher evaluation.
(4) Indirect (dialectical) way of defining an idea, combination of learning and practice, teacher evaluation.

(5) Summarize the teaching-learning points.
(6) In the form of on-site classroom interviews, the teaching results were output and evaluated by the teacher.
(7) Assign exercises after class and ways of evaluation.

To summarize the cases, some teachers believed that they had set educational objectives and designed classroom activities, thinking that these activities were conducive to achieving educational objectives. However, by referring to the behavioral domain, it was quite apparent that some classroom activities were able only to promote low-level behaviors and were unable to motivate toward achieving the full educational goals. In teaching designs, English teachers may need to better design application-oriented, evaluation-oriented and creativity-oriented activities; educating students in virtue occurs on different cognitive levels. Focus on how organically to combine language activities with educational ones, and how to embody educational objectives in the different cognitive levels is urged.

The instruction process of educating students is not complete

This study determined that some cases of the Teaching Star final competition did not reach the goal of representing a complete education. For example, while there were goals or corresponding activities at the level of understanding, there were no activities at the level of performing (such as classroom activities in Case 5). Without conceptualization and assimilation of language learning in the classroom, the previously established educational objectives appear to be empty words (such as "educational objectives" and "classroom activities" in Case 6).

Moreover, most of the cases (72%) did not form a complete system composed of input, process, output, evaluation and feedback, and only a few cases (28%) received feedback, which would have facilitated a more reasonable process of education. For example, in case 7,

Table 6. The teaching process of Case 7.

Step	Function	Activities	Purpose
1	Lead-in	A question introduces the writing skill: how to define an abstract concept	To introduce the writing skill
2	Analyze and deduce	Under the scaffolding of teacher, students make an analysis of the structure of paragraph 4, thus deduce the writing skill	To improve students' abilities to analyze and deduce
3	Reinforce	An example on traditional Chinese culture is given for students to analyze by themselves	To check whether students are clear of the structure of the writing skill
4	Produce	Students are encouraged to produce their writing based on what they have learned. (To define the word "integrity")	To check whether they can apply the skill in their own writing
5	Assignment	Write a paragraph on the abstract word "diversity"	To enhance what the students have learned
6	Assessment	Student self-assessment is made in class	Students can know their own learning effect
7	Echo	President Xi is quoted here	To echo the theme and inspire students

the lead-in was to input information and inspire students to think about "how to define abstract concepts." Following this, the paragraph structure of the text was analyzed and the writing skills of the definition inferred. However, these two steps omitted the objective of educating students morally. At the consolidation stage, the teacher began the teaching process of educating students and required students to define "integrity" with the newly-learned strategy. While learning the defining skills, students perceived the virtue of "integrity" and entered the output stage; this was reiterated in assigned homework.

In addition, the process of educating students appeared clearly to be devoid of a behavioral process, nor was there evaluation and feedback by the teacher. Instead, the teacher of the design went directly to the next output task: asking students to write a paragraph by defining another abstract term, such as "diversity." Such a design is neither conducive to the next step of students' self-assessment nor helpful to understanding the connotation of the quotation by President Xi. Therefore, the evaluation and feedback of output results was necessary, especially as provided by the teacher. This would, in turn, provide students with opportunities to modify their thoughts and behaviors in timely fashion.

[Case 7]: "Good to Great"
The teaching process is detailed in Table 6.

The instruction system proposed by Hauenstein appears to provide a useful reference system for teachers of College English to realize educational objectives, but case 7 lacks education content as the input, and at the processing stage moral education is not involved. Only the final output activities play some educational function; this is not enough, and the lack seriously diminishes the integrity of the educational process. In addition, evaluative feedback is necessary in order to analyze comparatively the outcomes and to monitor effectively the process of learning. Thus, in their daily tasks English teachers not only need to design different levels of class activities that can support the realization of educational objectives, they also must input and process educational information or content.

These findings indicate that there are some problems with the educational objectives in aspects from designing to attaining. The objectives without the element of morality may fail to contribute to the effect of talent training while most (29) of those objectives (42) concerning moral education stay at low levels (4 at level 1.0, 17 at 2.0 and 8 at 3.0). To make it worse, few (14) classroom activities can support achievement of the objectives at levels 4.0-5.0, since most of them may not be carried out to encourage the participants to take, at least, some mental actions. The successful design of classroom activities depends on whether they reflect the educational goals of all levels, and also on their efficiency. That is, whether they can directly affect the hearts of students and encourage them to accept the moral thoughts, so as to put them into action, and

gradually they can achieve ideal behavioral performance.

CONCLUSION

According to Hauenstein's classification of educational objectives, the teacher can examine better the scientific nature of educational objectives, that is, both the purpose and the diversity of classroom activities, so as to grasp accurately every educational opportunity. In daily teaching and learning, accordingly, it seems appropriate to urge that the teacher not only highlight moral education but also integrate organically moral educational elements into the classroom. The analysis here supports the conclusion that all the candidates for the competition were aware that moral education should be integrated into language teaching activities, and for the purpose they attempted to find very good materials. To some extent, they have set a good example for other teachers to follow, but in some aspects, much work has to be done. Educational objectives set unreasonably or at a low level can neither contribute to good behavior performance nor to the achievement of full and proper educational objectives. Secondly, students' cultural literacy, world outlook, and moral values can be reflected in language activities, although, at present, many classroom activities cannot support the achievement of the full educational objectives. Moreover, many cases of the Teaching Star final competition lacked the feedback necessary to ensure continuous improvement in the instruction system. Hauenstein integrates the other three domains as a composite behavioral domain, based on the belief (Hauenstein, 1998) that each individual's learning is complex, involving intelligence, emotion and psychomotor activities. Learners always exhibit behavior on the basis of what they know, what they can do and what kind of feeling they have in a given situation, and the educational objectives, integrated into the training of linguistic skills, not only can ensure the achievement of educational objectives but the objectives can also be measured and evaluated.

In summary, it is hoped that more English teachers will begin to pay closer attention to the students' behavior in the teaching-learning process and adjust classroom activities to achieve the purpose of fully educating them. "The measuring of learners' real behavioral profile is taken as an important basis for realizing the educational goal" (Ma and Sheng, 2005), and students become knowledgeable, sensitive and capable people. It is only with such aim in mind that it would be possible to realize reform of the educational goals of colleges and universities, at least with admiration to College English, an important, indeed necessary, part of the college curriculum.

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