

Exploration of the Path of Moral Education Infiltration in Middle School English Teaching in the New Era

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Abstract: With the continuous development of social economy, science and technology level, the new era has put forward new requirements for talent cultivation. School education bears the important task of cultivating the new man of the age, and the key part of cultivating the new man of the age is moral education. Moral education is the core part of school education, which plays a central role in shaping students' concepts and their growth and success. Secondary school students are in the critical period of the formation of thinking concepts and consciousness, which is also the best period for the development of moral education. Therefore, strengthening moral education in schools and promoting the construction of students' moral education have become the focus of educators' common concern. In the context of the new era, moral education is not only the task of a certain subject, but all subjects need to explore the favourable factors of the subject and play an effective role in moral education. English teaching should also integrate the elements of moral education, enrich the curriculum content, and promote the overall development of students. This paper analyses the connotation and challenges of moral education permeating junior high school English teaching in the context of the new era, and proposes measures for integrating moral education in junior high school English in five aspects, namely, goal establishment, activity design, resource supplementation, students' practice, and evaluation of moral education, with a view to improving students' moral qualities and implementing the fundamental task of establishing morality and educating people.

Keywords: New era; junior high school English; moral education.

1. Introduction

The English Curriculum Standard for Compulsory Education (2022 Edition) (hereinafter referred to as "the standard for compulsory education") points out that the English curriculum is guided by Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era, comprehensively carries out the Party's education policy, implements the fundamental task of establishing morality and educating people, and takes cultivating newcomers of the times with ideals, skills and responsibilities as the starting and ending point. Starting point and ending point^[4]. General Secretary Xi Jinping pointed out that "we should integrate moral education into all aspects of ideological and moral education, cultural and intellectual education, and social and practical education, and teachers should teach and students should learn around this goal^[6]. Schools should place moral education in a more important position, and strive to make every class not only disseminate knowledge, but also impart virtues.^[5] In 2019, the "Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Classes in Schools in the New Era" put forward the requirements for the overall advancement of curriculum ideology and politics in colleges and universities and disciplinary moral education in primary and middle schools, and put forward the requirements for the "Curriculum Ideology and Politics" and the "Disciplinary Moral Education" as a whole. The deepening of globalisation is bringing countries closer together. English, as a language, carries rich cultural connotations, and as a subject that opens the door for students to understand the world, it also carries an important task of educating people. In English teaching, teachers should actively explore the elements of moral education to help students form correct values and promote the sound development of personality while mastering

language knowledge.

2. Connotation, Value and Relationship of Moral Education Infiltration in Middle School English in the New Era

2.1. Connotation of moral education

Moral education plays a very important role in teaching. Before carrying out moral education, teachers should understand what moral education is. Since the 1980s, there has been a controversy in the academic circle about the nature of moral education, and there is no precise definition. There are two kinds of dialectics about "what moral education should be", "transformation theory", "adaptation theory" and "transcendence theory". The "transformation theory" of moral education. The "transformation theory" of moral education emphasises the transformation of the individual's moral character through certain social ideological and moral norms and requirements, and stresses the adaptation of the individual to the requirements of society; the "transcendence theory" of moral education believes that educators mould the individual with a certain moral ideal that transcends reality, so that the individual can be moulded by the moral ideal that transcends reality, and the individual can be moulded by the moral ideal that transcends reality. The "transcendence theory" of moral education holds that educators shape individuals with a certain moral ideal that transcends reality, allowing individuals to pursue ideal spiritual realms and behavioural styles by denying reality and transcending it^[7]. Moral education in the broad sense refers to the state's purposeful and planned guidance and intervention in the politics, ideology and morality of the members of the society, including patriotism education, ideal education, collectivism education, labour education and so on. Moral education in the

narrow sense refers exclusively to school moral education, which is the work of educators to educate students on political, ideological and moral progress according to the state's requirements for moral education, and to guide students to form the moral qualities and ethical norms needed by society. In short, the moral education studied in this paper is the process of teachers guiding students to form correct values, ideological virtues and behavioural norms through educational activities.

2.2. The Connotation of Moral Education Infiltration in Middle School English Teaching

Moral education penetration in junior English teaching means that teachers integrate moral education elements in English teaching. Moral education in English subject means that English teachers can guide students to gradually form and internalise morals and qualities that are characteristic of the subject on the basis of learning subject knowledge and mastering subject ability. The English curriculum is instrumental and humanistic in nature, and bears the important task of educating people. Therefore, English teachers should integrate moral education into English teaching, through a variety of forms and ways, tap the useful resources of ideology and politics related to classroom content, and give full play to the nurturing function of the English subject^[12].

2.3. The value of moral education penetration in junior middle school English teaching in the new era

2.3.1. Enrich the curriculum content and insist on the unity of English instrumentality and humanity

According to the new curriculum standard, English teaching can not only focus on the transmission of language knowledge, but also guide students to understand and compare different cultures, form cross-cultural communication skills, enhance cultural confidence, firm cultural self-confidence, and form a correct view of the world, life, values, etc., so as to realise the unity of the instrumental and humanistic nature of the English curriculum^[4]. Moral education is of great significance in the enhancement of students' cultural awareness, national sentiment and the cultivation of correct values. The textbook has rich content of moral education, fully exploiting the elements of moral education and unifying the instrumentality and humanity of English, we can achieve the combination of talent cultivation and human cultivation.

2.3.2. Promote English teaching and help students' overall development.

Moral education and English teaching are mutually reinforcing, teachers fully explore and expand the moral education elements of the English curriculum content, the implementation of moral education in English teaching has a key role in the improvement of students' ideological quality and the formation of values. At the same time, the ideological education and the formation of values present in moral education will in turn promote students' English learning. For example, if students are touched by the deeds and spiritual qualities of a great person and draw the power of learning from them, they will transform the potential power into learning motivation, and through their own endeavours, they will continue to get closer to the role model. As a result,

students realise the development of language ability and at the same time improve their moral and humanistic qualities, promoting all-round development.

2.3.3. Enhance cultural self-confidence and promote the excellent traditional Chinese culture to go global

Primary and secondary schools are the key period for moral education. Moral education includes patriotic education. There is a rich cultural connotation behind the English language, and the English teaching materials also have a lot of western culture to explain and compare, to stimulate students' cultural confidence and national pride, and to strengthen students' concept of patriotism. There are many western cultures in English textbooks, and teachers should help students to understand western cultures while introducing traditional Chinese culture. Because traditional Chinese culture contains many rich and philosophical moral concepts, humanistic spirit and values and other important content, which plays a very important role in the cultivation of students' concepts and attitudes and the shaping of their personality. The integration of moral education into English teaching helps to cultivate students' sense of social responsibility and national consciousness, deeply understand the excellent traditional Chinese culture, cultivate students' cross-cultural awareness and communication skills, and lay a solid foundation for students to maintain a correct position and spread Chinese culture in the complex international society^[3].

2.3.4. The relationship between junior middle school English education and moral education

At present, the English language in junior high school in China involves the three major thematic categories of "man and self, man and society, and man and nature". Each thematic category contains rich moral education content, such as "man and self", will guide students in the study of the discourse to understand themselves, improve themselves, develop good behaviour, correct attitude towards life, and fulfil their civic obligations. In the study of "Man and Society", students are guided to establish good interpersonal relationships, pay attention to the important qualities of outstanding people, and respect different folk customs and traditional festivals. In the study of "Man and Nature", students will be inculcated with the values of caring for nature, protecting animals and plants, caring for human beings and protecting the earth. Therefore, English teaching is very helpful to students' moral education, if we can give full play to the role of the main position of English, the goal of moral education can be more effectively implemented.

3. The Challenge of Moral Education Penetration in Junior High School English Teaching

The rapid development of the new era brings many opportunities for education, moral education from which can also be developed, at the same time, moral education is also facing many challenges, by which in English teaching, English teachers to the students of moral education penetration is a difficult, is the teacher and the school urgently need to solve a major problem. What are the challenges of moral education penetration in junior high school English teaching in the new era? The authors believe that the following points are particularly obvious.

3.1. The English subject moral education way mechanical single, lack of innovation

The rapid development of information technology and the deep popularity of the Internet have led to profound changes in the field of education. The Internet and modern technology are scattered in all kinds of schools at all levels across the country, driving educators to update the concept of education and change the way of education. The traditional moral preaching and indoctrination are too boring and single-minded, which undoubtedly cannot produce the moral education effect expected by educators, resulting in the phenomenon that students go in one ear and out the other when teachers are trying hard to talk to them. Although some teachers will use multimedia to play and explain some moral education content related to the classroom, but only the moral education knowledge of the class to present a simple list, and did not provoke students to participate and think. This kind of education can hardly make students really form moral concepts, and even can be said to be completely ineffective. This way ignores the actual situation of students, and at the same time, students can't carry out moral practice so as to deepen their moral experience. Therefore, teachers should abandon the traditional moral education of preaching and indoctrination. Moral education in English subject should be updated urgently so that English teaching can be better integrated into moral education and meet the requirements of talent cultivation in the new era.

3.2. Failure to fully explore the elements of moral education in teaching materials, moral education is not integrated.

The current English teaching materials include three major thematic categories that reflect the reality of students' lives and contain a wealth of nurturing value. Although moral education has received attention in all teaching in the context of curriculum ideology, the integration of moral education practice in high school and colleges and universities is more specific and in-depth than in junior high school. Many frontline English teachers are unclear about the objectives of moral education in their specific practice, fail to dig deeper into the connotation of moral education, and lack the ability to discover the hidden resources of moral education in the teaching materials. In the context of the new era, the content of moral education in secondary schools can make use of the Internet platform to tap into the network about patriotism education, collectivism education, rule of law education and social morality education, as well as important social events and other elements of moral education to broaden students' horizons. Secondly, some teachers cannot connect moral education with English knowledge, so that moral education cannot be effectively integrated into classroom teaching, and there is the phenomenon of delamination, labelling and sloganisation of moral education and knowledge teaching, and detachment from students' life realities, etc^[11]. Therefore, when teachers lead students to learn a certain theme-oriented discourse, they should pay attention to the existing level of students' thinking, be good at discovering the hidden elements in the teaching materials, and improve the ability to collect moral education resources to make English teaching more dynamic and helpful to the implementation of the core literacy training.

3.3. Neglecting the main role of students and lack of practical activities in moral education

The ultimate goal of moral education is to enable students to transform their knowledge of moral education into moral practice and to behave in accordance with social norms. However, in the current English moral education teaching, many teachers only pass the moral education words to students, and do not use practical activities to let students experience the moral education knowledge. The cultivation of values cannot be separated from the participation of students' life, and it is necessary to combine the classroom and life, and play a two-way cultivation mechanism inside and outside the classroom to strengthen the effect of moral education. Teachers can not sing a "one-man show" in teaching, moral education should be used in the teaching of moral issues and specific moral practice, so that students will be values into specific behaviors^[1]. The view of practice is in line with the English learning activity view advocated by the new curriculum standard, which refers to a series of activities such as learning and understanding, applying and practicing, transferring and innovating, so that students can learn language knowledge and cultural knowledge integrally, and then apply and transfer what they have learnt in practice, and finally cultivate students' core literacy. The concept of English learning activities emphasizes that students are the main body of the activities, which can effectively promote students' enthusiasm in participating in the activities. In the design of transfer and innovation activities, teachers should guide students to gain insight into the value tendency behind the discourse and the attitude and behavior of the protagonist and the author, so as to develop students' critical thinking ability and form correct values. Therefore, teachers should do a good job of designing moral education, designing gradual and interrelated English learning activities, and guiding the learning of language knowledge and cultural knowledge while gaining emotional and value enhancement. Acquisition of value-based knowledge.

4. The Implementation of Moral Education Penetration in Middle School English Teaching in The New Era

According to the requirements of moral education in the new era and the challenges faced by secondary school English teachers now, this paper will explore the implementation of moral education in the middle school English classroom, and the author will take the example of "The Storm Brought People Closer Together", a reading lesson in the eighth grade of Junior High School English under the Renjiao version of the Unit 5 3a to explore the strategies of moral education penetration in the middle school English classroom. The author takes "The Storm Brought People Closer Together" as an example to explore the strategy of moral education in junior high school English class. The unit is a topic of "social service and interpersonal communication" under the theme of "people and society". The text tells the story of the Ben family's family activities before, during and after the rainstorm, and the people's participation in community reconstruction after the rainstorm. The story aims to let students understand the changes in nature when extreme weather occurs and to accumulate experience to prepare for

disasters and build up a sense of saving for a rainy day. The author hopes that after studying this article, students will be brave enough to face natural storms and storms in life, and hopes that students will be able to be united in the face of disasters and join hands to overcome the difficulties together and build up the sense of a community with a common destiny for mankind.

4.1. Digging deep into the elements of moral education and establishing clear objectives of moral education

Before conducting English classroom education, teachers

should carefully study the texts, explore the main ideas and the values of education conveyed, select quality moral education resources, and carefully prepare the lessons for the subsequent infiltration of moral education. For example, this lesson deals with the actions of Ben and his family before, during and after the storm. Through reading this text, students can feel Ben's family responsibility as a child and his sense of social responsibility as a member of the community, learn from Ben's responsibility and commitment to the family and the community, and perceive people's solidarity and dedication to each other in the face of a disaster. The author mined the moral elements of the lesson and organised them as follows.

Table 1. The Storm Brought People Closer Together Moral Education Elements

Textbook content	Moral Education Elements	Moral activities
Ben's dad was putting pieces of wood over the window while his mom was making sure...the table	Family's commitment to preparing for a storm shows the responsibility and accountability of family members.	Look for family behaviour during a storm to recognise family commitment and responsibility.
Ben was helping his mom make dinner...	Ben was helping his mom make dinner. He helped his family to do what he could, and he knew how to give, work hard and care for his family.	Discover what Ben did for his family during the rainstorm and learn about the strength that family members bring to each other in extreme situations.
They joined the neighbors to help clean up the neighborhood outside	Teamwork, caring for the community, giving back to the community, and strengthening family values.	Discussing and reflecting on what Ben and his family did to enhance their civic awareness of helping others and serving the community.

After analyzing the moral elements of the lesson, teachers should apply them in designing their teaching. For example, in the second case of Ben helping his mother to make dinner mentioned above as an entry point for moral education, the teacher can design some questions for students to think about: What did Ben do when the rainstorm comes? Do you think Ben is a good boy? In the process of discussion, students can guide Ben to be a responsible child who knows how to share what he can for his family. Through the discussion, it helps students to reflect on their roles in the family and inspire them to care for and protect their families. The third entry point for moral education, the teacher guides students to explore the practices of Ben and his family, to look for examples of post-disaster reconstruction and great people with outstanding contributions in our lives, to perceive the great spirit of people's unity and to cultivate a sense of solidarity.

4.2. Skillfully design activities to perceive the moral elements in the text

In the introductory stage, teachers can show students

pictures of natural disasters, such as the Shenzhen rainstorm, the Wenchuan earthquake, typhoons and so on, so that students intuitively understand the impact of different natural disasters on people. Next, the teacher shows pictures of storms and asks students to describe the characteristics of stormy weather, dark clouds, high winds and so on. Students talk about their own feelings when they face a storm, initially perceiving the feelings of the protagonist of the story. Subsequently, the teacher showed students the buildings destroyed after the storm, showing the powerful threat of nature to mankind, paving the way for students to further understand the feelings of the characters in the text.

At the stage of in-depth study of the text, the teacher can combine students to work in groups of four, each in their own way, each person reads a different part, and then shows the part they have read through the Thinking Maps and explains it to their peers.

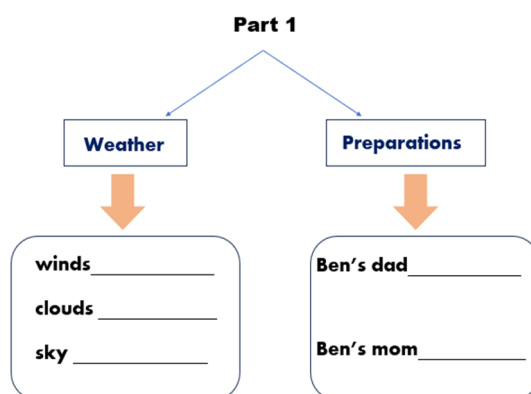


Figure 1. Student A's task

Student A reads the first part, digs into the weather and preparation for a rainstorm and explains it to the rest of the group. In the process, student A will learn about the characteristics of extreme weather and become more aware of

how to prepare for a rainy day.

Student B reads the second part about Ben's and his family's activities during a rainstorm, completes the mind map and explains it to the rest of the class.

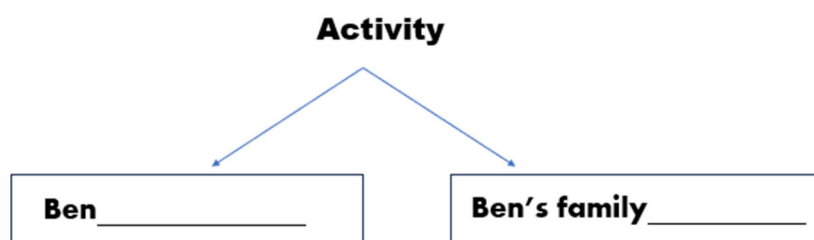


Figure 2. Tasks for student B

Student A Read the second part of the book, find out the activities of Ben and his family during the rainstorm, feel Ben's sense of responsibility to help his mother cook and share the household chores when the rainstorm comes, and explain it to his classmates, so that student B can feel Ben's feelings and Ben's qualities of being responsible.

Student C Read the last part of the article to understand the destruction of human beings by the storm and the spirit of

unity and mutual help that people unite to rebuild their homes after the storm, and the group can enhance the spirit of co-operation and deepen the sense of responsibility through co-operation.

The task of student D is to summarise the theme of the article. After reading the article and listening to the sharing of group members, student D summarises the theme of the article and talks about what he/she has learnt.

The theme (主题) of this passage is that...

Figure 3. Task of student D

By summarizing the theme of the article, we can internalize the moral education, feel the relentlessness of the disaster, which brought great destruction to people but also brought people closer, perceive the beautiful spirit of mutual help and kindness to others, and deepen the concept of the community of human destiny.

4.3. Supplementing moral resources and strengthening the penetration of moral education

In classroom teaching, exploring the content of the article itself is far from enough for students' moral education. The development of the Internet has made online teaching resources more and more abundant, providing great convenience for teachers to teach and students to learn^[10]. In this lesson, take the storm as an example, teachers can add the heroic examples or video resources of flood control and Taiwan resistance in the storm, 2023 In late July, North China, Huanghuai, Northeast China and other places affected by the typhoon, "Dusui Rui", extreme rainfall process, serious floods and geological disasters occurred. In the process of resistance, there are many ordinary and great heroes, such as the screen screen the whole network of K396 train conductor Zhao Yang, the face of traveler's trapped choked and shouted "I am because of the clothes, I have to stand up to everyone". Beijing Mentougou District Wangping Town cadres Xiong Li, Fangshan District Blue Sky Rescue Team female members Wang Hongchun, Haidian District Beianhe Fire Rescue Station Special Duty shift leader Feng Zhen. They used their lives to help the masses out of danger and wrote a magnificent chapter of youth. New-age youths such as takeaway boys and college students who could have enjoyed their holidays are

guarding the land and doing their duty in positions such as health, transport and energy and electricity, maintaining the normal operation of the city and contributing to the post-disaster reconstruction, proving with their actions that they are courageous and fearless in front of the disaster, and that they have made the right choice between public and private affairs, and between their family and the country. In addition to storm-related themes, teachers can also choose moral education videos on earthquake relief and fighting hill fires to give students a deep understanding of the bravery and commitment of youth, guide them to understand what it means to be a youth in the new era, and cultivate a sense of social responsibility.

Through the supplementation of the above moral education resources, students can further deepen the concepts of "responsibility", "dedication", "community of human destiny" and so on, so as to strengthen the effect of moral education and enhance the students' spiritual realm.

4.4. Playing the role of students and leading them to participate in practice

Moral education should be infiltrated into students' practice. Moral education teaching should focus on practice and case study, so that students can better understand and experience the moral norms and improve their moral judgement^[9]. Practice includes in-class practice and out-of-class practice. Inside the class, teachers can use interactive activities, such as group discussion and role-playing, to let students deeply perceive the moral knowledge in the article, internalise the excellent qualities, and finally transform the moral knowledge into actions to improve their own cultivation.

In this lesson, the teacher can let the students discuss what

else can bring people closer together by discussing the question What else can bring people closer together? Activate the thinking, so that the students can deepen their knowledge of moral education from life. Students answer wars, sharing with others our happiness and sadness, communication, sharing story....

Combined with natural disasters, natural disasters make people unite and overcome difficulties. Teachers can give examples of disasters in China, such as the mountain fire in Chongqing, and play the video, so that when students watch the video, they can think about why did the wildfire happen on Jinyuan Mountain, who helped to stop the fire, and what did people do to stop the fire. Each question relates to the thematic meaning of the article. The first question is about the extreme heat. In the second question, students answered how the fire was put out, recognising that firefighters and volunteers from all over the country worked together to put out the fire, and that in the process of fighting the fire, which lasted for a month, local residents, including young people from the youth "motorbike army", backed the firefighters by sending supplies to those who were fighting on the front line. Fish and water love, but also show that people care for each other in front of the disaster, the good quality of solidarity. The third issue is that people are united in taking all feasible measures to try to extinguish the mountain fire, and ultimately succeeded in extinguishing it by using the method of fire to make fire work, reflecting the wisdom and strength brought about by unity. When students discuss these issues, it helps them to have a more comprehensive understanding of society and to develop their sense of social responsibility and the commitment of young people in the new era. Teachers alone are not enough for the cultivation of morality; family participation is also essential. After class, teachers can co-operate with parents to build a home-school co-education system, instructing parents to lead students to practice the moral knowledge learnt in class and enhance their moral concepts.

4.5. Focus on feedback and evaluation to deepen the penetration of moral education

Moral education evaluation is the "baton" of moral education in schools, and is an important indicator for detecting whether students have achieved the goal of moral education, which has a positive effect on the moral development of students^[2]. Teachers' feedback on students' answers will affect the effect of moral education. When answering questions, teachers should give students positive evaluation, and as long as they show students' correct values and attitudes, teachers should praise them, so that students can feel the happiness brought by correct cognition and strengthen the moral education cognition. Evaluation emphasizes multiple subjects, teacher evaluation is only one kind, there are also students' self-evaluation, peer evaluation, parents' evaluation and so on. Students reflect on and evaluate their own learning through self-evaluation. In this lesson the teacher can throw questions to the students, such as do you share household chores for your family? Have you ever helped places and people affected by disasters? Students reflect on the deficiencies in relation to the realities of life and deeply understand the good qualities of the protagonist. In moral education peer assessment, teachers can organize students to carry out cooperative learning activities, such as peer discussion in junior high school English classrooms, discussing their feelings after studying the article and

evaluating each other's performance, encouraging the correct values of their peers. Parents' evaluation plays a key role in the effectiveness of students' moral education. Parents are direct participants in students' learning life. Teachers communicate with parents to share students' moral development at school and at home. In addition, teachers can invite parents to participate in the process of student evaluation, such as holding parent-teacher conferences, allowing parents to come on stage to make comments on their children, encouraging students to build on their strengths and avoid their weaknesses in moral education, and to become people with correct values and sound personalities.

5. Conclusion

In conclusion, moral education runs throughout English teaching and is of great significance to English teaching and students' growth. Integrating moral education in subject teaching is the basic requirement of whole-person training in the new era. Under the background of the new era, the teaching of moral education in secondary schools is full of challenges and opportunities, and educators should pay more attention to moral education, dig deep into the elements of moral education in the subject, and promote the co-education of students' "moral" and "intellectual". Teachers can only comply with the requirements of the new era, change the concept of moral education, update the method of moral education, in order to better realise the unity of the "education of talent" and "education of people", and promote the implementation of the fundamental task of moral education.

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