



Integration of Curriculum Ideological and Political Education into Teaching English Reading in China

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Abstract

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Curriculum Ideological and Political Education (CIPE) is a comprehensive educational concept. Integrating ideological and political education into subject teaching can effectively promote students' political consciousness, and enhance their national self-esteem, pride, and national identity. This study adopts empirical research, focusing on eighth-grade students and English teachers at a middle school in Lufeng City. Using survey questionnaire and teacher interviews, it explores the current status of integrating Curriculum Ideological and Political Education into teaching of English reading in junior high school. The main research questions include: (1) What is the overall understanding of junior high school students and teachers on integrating Curriculum Ideological and Political Education into English reading teaching? (2) What is the impact of integrating Curriculum Ideological and Political Education into English reading teaching on the emotional attitude and values of junior high school students? (3) What specific approaches do English teachers employ to integrate Curriculum Ideological and Political Education into junior high school English reading teaching? The survey results show that students generally support the integration of CIPE into reading teaching, and teachers also recognize its advantages. However, teachers face challenges in putting it into practice. This study identifies the problems of integrating CIPE into teaching reading through experimental data analysis and proposes corresponding solutions, aiming to innovate the research on junior high school English reading.

Keywords: Curriculum ideological and political education, junior high school, teaching English reading

Introduction

The Communist Party of China (CPC) has consistently prioritized the cultivation of students' holistic development, focusing on values that encompass both academic excellence and personal growth. In 2016, President Xi Jinping stressed integrating various courses with ideological, political, and theoretical subjects through classroom teaching to advance educational reform. Subsequently, during a discussion with teachers of ideological and political theory classes in 2019, the premier stressed the necessity of maintaining coherence between explicit and implicit education, advocating for fully utilizing ideological resources across the school curricula. Besides, the Ministry of Education's 2019 Implementation Outline promotes teaching reform centered on 'Curriculum Ideological and Political Education' (CIPE) to enhance students' ideological quality and political literacy. In 2022, the Ministry of Education, the Central Propaganda Department, and ten other departments jointly issued a Working Program for Comprehensively Promoting the Construction of Great Ideological and Political Education Courses.' This initiative further proposed reforms to correct ideological and political aspects of the curriculum.

In addition, *English Curriculum Standard for Compulsory Education (2022)* emphasizes the dual focus on practicality and humanity in the compulsory education stage. This standard underscores the importance of integrating theoretical knowledge with practical training and the cultivation of comprehensive abilities. The contemporary English program aims at enhancing students' proficiency in comprehension, application,

expression, reading, and writing to equip them with practical communication skills. Within humanities, the course fosters holistic humanistic development, broadening horizons, cultivating cross-cultural awareness, stimulating creativity, and shaping outstanding personalities. Besides, English reading is pivotal in China's English teaching, stimulating thinking abilities and serving as the foundation for language skills and information acquisition (Zou, 2023). It holds significant importance in the middle school English classroom. In teaching English reading, teachers can instill values in students based on specific reading materials. In junior high school, it is imperative to integrate CIPE with English reading classes to cultivate students' socialist core values. This approach not only enhances students' English proficiency but also fosters their comprehensive abilities and values. Consequently, this integration is crucial for improving core literacy and is a common phenomenon in today's society, shaping the direction of China's English curriculum reform.

This study explored the understanding of CIPE and its effects in integrating into teaching of English reading at junior high school. Based on the results of the questionnaires and interviews, this study also aims to provide some suggestions to promote CIPE integration into English teaching by improving methods that relate to students affective and cognitive levels. This research endeavors to integrate ideological and political education theories into English reading pedagogy at the junior high school level. By doing so, it aims to enrich the theoretical framework underpinning ideological and political education for junior high school students in the context of English teaching in China. The findings of this study hold the potential to furnish educators with valuable insights, enabling them to contemplate the integration of CIPE into junior high school English reading instruction in forthcoming educational practices. Teachers will have the opportunity to evaluate their teaching methodologies concerning the integration of CIPE in English teaching at the junior high school level, thereby refining their pedagogical approaches to enhance students' ideological and political acumen. Furthermore, drawing from the outcomes of questionnaires and interviews, this research provides insight into students' engagement with English reading, subsequently offering suggestions to foster a sense of national identity and bolster cultural and institutional confidence among students. This initiative aims to underscore the significance of enhancing students' ideological and political awareness in their practical lives through schooling system, specifically here through teaching of English reading at junior school.

Literature Review

Curriculum ideological and political education

In recent years, curriculum-based ideological and political education has been a hot topic in China's higher education sector. However, for a long time, the implementation of the curricularisation of ideological and political education in China has mainly relied on some specific curricula (Liu & He, 2022), which also means that exploration of how teaching of English can also be an important aspect of enhancing students' knowledge in CIPE. Existing research presents two primary perspectives on CIPE. One viewpoint characterizes CIPE as a curriculum-centric approach, while the alternative perspective views it as a comprehensive educational philosophy and methodology.

Rather than a mere addition of lessons or activities, CIPE embodies a nuanced concept with varying interpretations and significance across scholars and educators. Li (2019), in analyzing the interplay between CIPE and other academic subjects, posits that CIPE transcends a singular course or category, representing an educational ethos and mindset. Accordingly, educators are tasked not only with imparting subject-specific knowledge but also with integrating diverse and multi-faceted ideological and political education within the teaching framework. The core essence of CIPE lies in its curriculum-oriented nature, advocating for the seamless integration of CIPE throughout classroom instruction and reforms to foster students' development in a subtle yet impactful manner. Further reinforcing this stance, experts contend that CIPE involves infusing ideological and political education elements into every academic subject, encompassing theoretical knowledge, values, and spiritual pursuits to shape students' ideologies and behaviors subtly. This perspective underscores the imperative for CIPE to permeate all academic disciplines, with the curriculum serving as the vessel and ideological and political education as the guiding principle. Such an approach is instrumental in realizing the value-driven function of the curriculum. By leveraging CIPE as a curriculum perspective, educators can enhance the quality of ideological and political education through instructional delivery. Implicit and explicit knowledge play pivotal roles in this context, necessitating the effective integration of both facets within CIPE. This integration involves merging implicit CIPE with explicit components, such as courses on ideological and political theory, to establish a holistic educational framework across all subjects (Lu, 2018).

Currently, a consensus among scholars exists regarding CIPE as a holistic educational framework. Initially, CIPE embodies an ideological and political educational concept, representing a rational comprehension of ideological and political education within higher education institutions, aspirational pursuits, and the establishment of a conceptual framework. This conceptualization enables the understanding and implementation of CIPE through the lens of curriculum execution. Furthermore, it serves as an ideological and political educational methodology, encompassing a blend of strategies, tools, and processes for delivering ideological and political education. By engaging with the entire curriculum, CIPE functions as an interactive process to guide and foster students in cultivating the socially-demanded ideological and political attributes (He, 2019). This perspective finds widespread support among experts. It views CIPE as implicit knowledge, underscoring the imperative for its functions to manifest during the instructional process. This nuanced understanding aptly captures the essence of CIPE, distinguishing it from conventional subject-based teaching. It transcends the unidimensional imparting of knowledge, experiences, or practices, instead emphasizing an integrated education that encompasses knowledge, skills, and values across all subjects and educational practices.

Within this context, the author posits that the essence of CIPE lies in its multifaceted and comprehensive educational content and methodologies. Positioned as a novel educational paradigm, CIPE should not be confined to specific educational activities or isolated teaching sessions but should be seamlessly integrated into diverse educational endeavors within schools. It should be a talent cultivation concept deeply rooted in school education.

Teaching English reading

“Teaching” is a teaching method aimed at helping students master the necessary knowledge and skills. Traditional education views the classroom as an independent exploration process aimed at helping students acquire valuable information and understanding. With the development of the times, the connotation of education is constantly enriched. It is not only a way of imparting knowledge, but also a process of teachers and students participating, interacting, and creatively achieving educational goals. In this process, students can not only acquire knowledge, but also receive moral edification and emotional value enhancement.

In English reading teaching, multi-modal discourse presented in different stylistic forms not only carries linguistic knowledge and cultural knowledge, but also transmits cultural connotations, value orientations, and ways of thinking to a large extent. Therefore, in English reading teaching, especially in the stage of junior high school English learning, discourse is, on the one hand, the language materials and cultural materials for students to learn language knowledge, develop language skills, and form learning strategies; on the other hand, it is also an important platform to help students develop their thinking quality, carry out cross-cultural communication, and shape correct values. To a large extent, the value of discourse depends on the students' ability to analyze and understand the discourse, which is often referred to as reading ability. However, in the background of the information age, students with good reading ability in the traditional sense only have a higher level of foreign language reading on the whole, and cannot achieve sustainable development in foreign language learning. In accordance with the views expressed by Wang and Ao (2015), it is essential for foreign language educators to not only foster an understanding of foreign language reading literacy but also to investigate instructional approaches and methods aimed at nurturing the foreign language reading literacy of junior high school students. Besides, reading is not only a simple understanding of text symbols but a process of heart-to-heart communication between readers and authors. According to Allen (2003), the concept of reading has changed from being considered a receptive process to an interactive process. In the context of the new teaching model, junior high school English reading instruction should place greater emphasis on cultivating students' language comprehension abilities and reading skills (Chen, 2020). This is one of the reasons why many experts and scholars devote themselves to the research of reading teaching.

In summary, teaching of English reading is an important way to cultivate students' English reading quality. Under the guidance of teachers, students can extract, understand, analyze, internalize, criticize, and evaluate the content of reading materials to cultivate their thinking quality and improve their ability to analyze and solve problems. In English reading teaching, teachers excavate the elements of CIPE in reading materials and organically integrate CIPE with English reading teaching to expand themes and sublimate ideas to achieve the purpose of cultivating students' reading skills and mastering language and cultural knowledge while promoting CIPE.

Research on CIPE in teaching English reading beyond China

The emergence of the concept of CIPE as a novel educational approach in China in recent years has drawn attention to the importance of innovative educational strategies. While this study does not delve into foreign pedagogical concepts prevalent in senior high schools, it is noteworthy that there is a shared emphasis on ideological and political education as a fundamental aspect of societal development across different nations. Therefore, ideological and political education has always been highly valued by countries all over the world, and each country has conducted theoretical and practical explorations with its own characteristics in developing it. For example, civic education in America, ethics education in Germany, individual quality education in Japan, patriotic education in Russia, and implicit education in the UK. This study presents an overview of the philosophy of ideological and political education in the West.

Civic education in America

Over more than 200 years of development, the United States has emerged as a prominent representative of developed capitalist nations, attributing its success in part to a strong emphasis on civic education among its citizens. The National Curriculum Standards for Citizenship and Government, serving as the prevailing curriculum framework for civic education in American high schools, highlight three core components: patriotism, practical skills, and a global perspective (Zhong, 2019). This underscores that American moral education extends beyond the confines of schools, permeating various facets of society.

Ethics education in Germany

Internationally recognized for its leading position, German ethical education has been extensively researched abroad. The German education system primarily integrates ethical education into subjects such as ethics, education, law, economics, and religion. Emphasizing a holistic approach, ethical education in Germany mandates students to engage in historical, social, and ethical analysis alongside their specialized subjects, thereby embedding ethical values throughout disciplines, educational processes, and societal roles.

Individual quality education in Japan

In Japan, the integration of ideological and political education is frequently veiled within the framework of individual quality education, aligning with a distinct educational aim. This aim revolves around the notion that Japanese individuals should delve into their indigenous cultural heritage while also expanding their knowledge of global cultural traditions. The overarching goal is to facilitate the dissemination and advancement of Japanese culture on the global stage, thereby cultivating a positive national image within the international sphere. The Japanese government adopts a multi-path approach to individual quality education, such as family, school, company, community, and social pathways. Among them, school education is mainly through the provision of special moral education courses

Patriotic education in Russia

Following the October Revolution, the Soviet government implemented a patriotic education system in schools under the Soviet Union, grounded in Marxist-Leninist ideology. This educational framework aims to cultivate exemplary citizens loyal to the state apparatus, emphasizing obedience to state authority and fostering a communist spirit among the youth. Fundamentally, Soviet patriotic education aims at nurturing individuals with a communist ethos as its core objective.

Implicit education in the UK

In the United Kingdom, the overarching educational objective is to foster individuals of character. Besides conventional classroom in moral education, the UK places significant emphasis on extracurricular activities like religious education, sports programs, club engagements, and literary circles to instill moral values implicitly. By engaging students in various activities, the UK aspires for moral education to influence individuals subconsciously. Implicit education in the UK operates across multiple spheres—home, school, and society—emphasizing religious education, school culture development, and community engagement to cultivate a sense of civic duty and accountability.

To sum up, globally, countries generally attach great importance to ideological and political education and practice it in teaching various subjects, although their degree of coverage and the nature of the contents might

differ. From the model of foreign ideological and political education, Liang (2009) points out that a common feature in the organization and implementation of ideological and political education in several countries in the West and in Asia is the emphasis on the interplay between various disciplines, between family, school, and society, the socialization of ideological and political education, and the formation of an all-round ideological and political education network.

Research on CIPE in teaching English reading in China

Before the formal introduction of CIPE, China had begun to emphasize the importance of integrating ideological and political education into education through different subjects. President Xi also put forward the need to penetrate ideological and political work into the whole process of education and teaching (Wu & Hu, 2016). The domestic research on CIPE in English reading teaching can be divided into three aspects to discuss: Connotation and value, current dilemma and its causes and practical pathways.

Connotation and value

Wen (2021), while defining the connotation of CIPE, suggests that it has four elements: implementer, coverage, method, and function. Besides, in order to understand the CIPE of foreign languages, a systems approach should be used to examine the interactions of system elements in an integrated manner. Therefore, she proposes that a comprehensive understanding of its connotation requires grasping three perspectives: 1) the educational policy perspective, 2) the curriculum theory perspective, and 3) the foreign language discipline perspective. Liu and Yue (2020) explain that in order to achieve the goal of educating people with virtue, it is necessary to change the concept, reconstruct the content, and implement CIPE by discussing the connotations of “morality” and “people” respectively.

Yang (2020) once gave an example that in international academic exchanges, the expression “China, Taiwan, and Hong Kong”, which is contrary to the One-China principle, is often used. Unfortunately, many Chinese university graduates return to China after studying abroad to use the same expressions in their academic results. This is where Yang (2020) fully demonstrates, from the opposite side, the necessity of CIPE in English teaching to establish a common national identity among the Chinese people. The study of English is a direct channel for high school students to face foreign ideologies and mainstream Western discourse, and it is also their main way to contact foreign cultures. Incorporating elements of CIPE into English teaching has an irreplaceable role in controlling students’ ideology and character.

Current dilemma and its causes

According to the literature, many scholars and experts in China think that there is a typical problem in the teaching of English reading in junior high school, which is ‘Putting intelligence before morality’, mainly reflected in the teaching methods of teachers. In addition, the problem of ‘Shallow learning and shallow teaching’ exists in junior high school English reading teaching because of the factors of examination-oriented education. Cui (2019) stressed that, in the current teaching of English reading in junior middle schools, many teachers lack a comprehensive grasp of the goal of foreign language education and overemphasize its practicality, the content of the curriculum cannot cover the subject, language, knowledge, skills and strategies, etc. In the teaching content and process, the values of emotional education should be fully reflected to improve the effectiveness of English reading classes. There are also some problems with English reading teaching in junior middle schools, such as neglecting the importance of reading teaching and focusing on the translation of words, phrases and sentences, which leads to the inflexible teaching mode and the lack of thinking content, which makes it difficult for students to understand the theme meaning of the text and to experience the emotion of the text. Besides, there are also serious flaws in the compilation of junior high school English textbooks, which overemphasize western knowledge and culture and neglect the importance of Chinese culture. This practice will have a negative impact on students’ cognition, making them more inclined to learn Western culture while ignoring the excellence of Chinese tradition, culture and history.

Practical pathways

In ideological and political education, it’s believed that flexible and diverse teaching models should be adopted based on characteristics of diversity, life orientation, and practicality of the learners. Adhering to the principle of teaching according to students’ aptitude and employing a combination of implicit and explicit teaching strategies is advocated to achieve the best teaching results. It is emphasized that in actual teaching, teachers

should adhere to starting from reality, and based on their own teaching situations, choose the most appropriate ways of infiltration, such as adopting innovative English teaching methods and setting examples, aiming to comprehensively enhance the effectiveness of ideological and political education in English teaching. Additionally, Zhang (2021) stresses that schools should fully consider the actual situations, learning needs, and individual characteristics of junior high school students during the guidance process, and provide them with diversified learning resources to meet their learning needs. Schools should actively create a positive cultural atmosphere from top to bottom to enable students to understand and follow the core socialist values more deeply, thus effectively promoting the comprehensive development of junior high school students and realizing the long-term stable development of ideological and political education.

In summary, we can find that the research on CIPE is still mainly on its connotation and meaning, and the research objects are mainly courses in universities and vocational schools. The ideological and political education for students in senior high school is equally important. Therefore, the research on the combination of CIPE and subject teaching in senior high school needs to be further deepened.

Theoretical Foundations

There are two main theories involved, including Bloom's taxonomy of instructional objectives and Kohlberg's theory of moral development, to provide guidance for the understanding of the practice of CIPE in China. We briefly elaborate the rationale of these theoretical orientation in this study here.

Bloom's taxonomy of instructional objectives: Affective domain

In the early 20th century, Bloom proposed the 'Taxonomy of Educational Objectives' wherein he posited that educational objectives can be classified into three major categories: cognitive, affective, and psychomotor domains. These categories constitute a comprehensive system that provides students with more developmental opportunities, thereby fostering their holistic development. Upon its proposal, this educational theory sparked the research of many scholars both domestically and internationally, exerting significant influence on reforms in the field of education.

Building upon this, Krathwohl (1964) introduced an important educational concept in 1964, aiming at aiding individuals in better understanding the emotional world and dividing its learning process into five steps: reception, response, valuing, organization, and internalization of values. Reception refers to actively paying attention to an event; response involves actively participating in behavior; valuing aims to understand and judge events; organizing value systems entails participating in various events, forming numerous understandings and judgments, and organizing them into a value judgment system, while personalizing value systems refers to the development of an individual's character based on their own value systems. Bloom's categorization of affective objectives progresses from lower to higher levels, from simple to complex, reflecting the process of internalizing personal values.

Both the objectives of ideological and political education and the goals of character education in teaching of junior high school English reading emphasize the step-by-step cultivation of values relating to moral and intellectual development of individuals, in accordance with their cognitive and emotional needs and the laws governing the formation of their learning and moral character. This process can meet the essence of CIPE to build moral character, and it is also in line with the specific content of *English curriculum standards for compulsory education (2022)* for the development of core competencies of junior high school students. Therefore, teachers can effectively promote the improvement of junior high school students' ideological and moral levels in the junior high school English learning stage by integrating CIPE into English classroom teaching according to this emotional goal division method.

Kohlberg's theory of moral development

The concept of moral development is structured into three tiers with six distinct stages, holding significant implications for educational applications. This theoretical framework delineates the progression of children and adolescents through a series of moral development stages across three levels (Kohlberg & Hersh, 1977). The initial tier, known as the pre-conventional level (ages 0-9), encompasses two primary stages: the orientation towards punishment and obedience, followed by the egoistic orientation stage. Subsequently, the conventional level (ages 9-15) introduces two additional stages: the orientation towards being a good individual and the orientation towards upholding authority or social interests. Lastly, the post-conventional level (16 years and above) includes the legislative orientation of the social contract and the conscience and principal orientation.

Each stage represents a cognitive evolution where individuals transition from external regulation to internal self-regulation. The theory underscores the pivotal role of moral education within each stage, emphasizing the essence of CIPE in fostering moral development. Integrating moral education into junior high school English instruction emerges as a potent strategy for infusing CIPE into English reading lessons.

Drawing on these theoretical ideas, it is discernible that junior high school students need to conform to the societal norms, seek validation from authority figures, and uphold established social and political structures. Teachers can adeptly infuse CIPE into English classes, aligning with students' cognitive development patterns to encourage active social engagement and instill a sense of societal responsibility, and through teaching English by incorporating Chinese values and culture. This approach aids students in harmonizing their beliefs with their actions, fostering moral integrity and adherence to core socialist values within moral education.

Methodology

Research context and participants

This mixed methods study was conducted at a junior high school in Lufeng, Guangdong Province, involving 120 Grade 8 students in three classes aged 13 to 14 surveyed using questionnaire which was followed by purposive selection of teachers for interviews. The selection of students for questionnaires was conducted through random sampling. Several key factors guided the choice of Grade 8 students for this study. Firstly, these students have been systematically studying English for nearly six years since Grade 3, fostering their own perspectives on and insights into English learning. Secondly, Grade 8 students exhibit greater physical and mental maturity, enabling them to comprehend questionnaire and interview inquiries easily and articulate their thoughts clearly. Last but not least, Grade 8 students typically bear a manageable academic workload, affording them the flexibility to accommodate questionnaire sessions outside of regular school hours. In addition, the students' gender and the English grades of the midterm exam are shown in the table 1 as follows:

Table 1: Students' gender and English grades of the midterm exam

	Options	The number of people	Percentage
Gender of students	Male	133	53.2%
	Female	107	42.8%
English score	<60	42	17.5%
	60-69	34	14.2%
	70-79	37	15.4%
	80-89	51	21.3%
	90-99	45	18.8%
	>100	31	12.9%

Research instruments: Questionnaires and interviews

In this study, the questionnaire is designed with reference to the questionnaires used by Yu (2023) in the investigation of the application of CIPE in teaching English reading at junior high school. It is also adapted according to the participants' actual learning situation. The questionnaire consists of two parts. The first part is an introduction, which introduces the purpose and requirements of the questionnaires. The second part is the question items of the questionnaires, which contains a total of 10 objective questions. These questions encompass three dimensions. The first dimension evaluates the impact of CIPE on students' affective attitudes and values (items 1-7). The second dimension examines the specific approaches used by teachers to integrate CIPE into the English reading class (items 8-10).

Based on the questionnaire findings, interviews were employed to gather further qualitative data. The interview protocol for teachers was designed to explore their overall comprehension of integrating CIPE into teaching English reading. There were four teachers who accepted this interview and they were chosen purposively. The questions focused on the teachers' understanding of CIPE, and their practice in the classroom through adoption of specific approaches in integrating CIPE in teaching.

Research procedures

First, based on the research questions, the research method and the structure of the questionnaire have been determined. This study initially conducted a pilot test of the questionnaire with 64 eighth-grade students from a middle school in Lufeng in October 2023. In order to ensure the scientific nature of the research, the author used SPSS 26.0 to test the reliability and validity of the questionnaires.

Table 2: Reliability analysis of questionnaire data

	Cronbach's Alpha	Number of items
Total	0.858	10

The examination of the questionnaire's reliability is based on Table 2. With a Cronbach's alpha of $0.868 > 0.8$, the questionnaire shows strong reliability and good internal consistency, indicating that this questionnaire can be used as a research instrument.

Table 3: The validity analysis of the questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.763
Bartlett's Test of Sphericity	Approx. Chi-Square df	1136.530 153

From Table 3, the KMO value of the questionnaire is $0.763 > 0.7$, and the Approx. Chi-Square value is 1136.530, which means that the questionnaire has good validity.

Next, during the author's internship, this study distributed questionnaires to students from 6 separate classes. The questionnaires were distributed during break time, which took about 10 minutes for participants to complete. A total of 240 questionnaires were distributed to students, and 237 questionnaires were returned, of which 230 were valid, so the effective rate is 96%.

Then the interviews were conducted during the English group's teaching and learning activities on Friday morning in the ninth week and lasted approximately 120 minutes in total. The interviews were carried out one-on-one, and the answers from teachers were recorded.

Results

The results of the questionnaires and interviews are presented respectively in this section, and discussions on the results are included. The results of the questionnaires were analyzed using a quantitative approach. The interviews data were analyzed thematically.

The impact of the integration on students' affective attitudes and values

Questions 1-7 of the questionnaire are designed to further investigate the impact of CIPE on students' affective attitudes and values.

Table 4:

Impact of the Integration on Students' Affective Attitudes and Values

Question	The percentage of people selected				
	Completely consistent	Consistent	Neutral	Inconsistent	Completely inconsistent
Q1: Integrating Ideological and Political Education into Reading Classes for Holistic Learning and Ethical Development	25.02	34.60	16.25	12.92	11.20
Q2: Integrating Moral and Ideological Education into Reading Classes	29.60	25.00	16.70	13.33	15.00
Q3: The Influence of Teachers' Explanations in Reading Classes on Ideology and Cultural Literacy	26.30	23.50	18.60	17.20	14.50
Q4: The Academic Benefits of Moral and Ideological Education in Reading Classes	22.40	19.10	32.90	17.10	8.50
Q5: Enhancing Life Experience and Fostering Love for Life	18.80	28.70	17.40	18.50	16.60
Q6: Fostering Understanding of Social Responsibility	12.80	38.80	15.40	21.10	11.90
Q7: Deepening National Self-Esteem and Pride	20.80	32.70	18.50	13.50	14.50

From this data, it is inferred that despite the initial agreement on the importance of patriotic education within English reading lessons, a significant number of students have not recognized the impact of such educational integration on their personal emotional and attitudinal stance towards patriotism, particularly concerning national self-esteem and pride.

Teachers' specific approaches on the integration

In the questionnaire, Questions 8-10 assess the specific approaches of teachers regarding the integration of CIPE into English reading teaching in junior high schools.

Table 5: Teachers' specific approaches on the integration

Question	The percentage of people selected				
	Completely consistent	Consistent	Neutral	Inconsistent	Completely inconsistent
Q8: Integration of Ideological and Political Education Content into Reading Classes	12.30	31.30	22.80	20.70	12.90
Q9: Explanation of Outstanding Traditional Chinese Culture	18.40	23.60	16.70	19.20	12.10
Q10: Discussion of Contemporary Social and Political Issues in Reading Classes	30.70	26.10	16.30	13.20	13.70

According to the available data, this distribution suggests that the incorporation of current social and political discussions by English teachers during reading classes is not prominently perceived by the students. Given that an English class session in junior high typically lasts only 40 minutes, the tight schedule further complicates teachers' efforts to comprehensively cover the curriculum while also enriching students' knowledge of current affairs. This results in a significant portion of students opting for a neutral stance.

Results of Interviews

These interviews focus on the collective perceptions of teachers, the strategies employed by educators, and the subsequent effects on the emotional and attitudinal dispositions of the students. Utilizing a semi-structured interview format, this investigation delves into these aspects by randomly selecting four teachers

for participation. Besides, the structure of the interview was meticulously planned in advance, ensuring that teachers could complete it within a 10-minute timeframe. Herein, the results from the interview are presented.

To begin with, all four teachers had some understanding of the concept of CIPE. However, when it came to discussing specific contents, such as teaching content, implementation methods and evaluation criteria, one of them, Teacher A and Teacher D, had difficulties in giving clear explanations. These four teachers' knowledge of "CIPE" mainly came from school meetings and online research, with significantly less in-depth training opportunities and even fewer examples of course references. They found it challenging to fully appreciate the relevance and theoretical depth of the concept through their own teaching experience. In discussing the integration of CIPE into middle school English reading instruction for student growth, four teachers expressed their insights based on the impact of CIPE on shaping students' values and affective attitudes. Teacher B believed that CIPE not only helped students develop proper values, but also helped them understand traditional Chinese culture and broaden their international perspectives, while Teacher C emphasized its emotional and community benefits. Exposing students to CIPE-related materials in reading lessons could provide them with a holistic moral, intellectual and political education. Teacher A and D agreed that CIPE not only helps students develop a proper worldview and values, but also enhances their humanistic qualities. When asked for any thoughts or suggestions on the development of CIPE after its integration into junior secondary English reading teaching, the four teachers generally agreed that teachers were the leading figures in the implementation of CIPE, and Teacher C believed that traditional teaching methods centred on exams and scores, and tended to be based on a one-way transmission of knowledge in the form of "teachers talking and students listening". However, CIPE emphasizes the transmission of values and requires interactive methods such as student discussion and public speaking, so school teaching and research teams should speed up the compilation and dissemination of cases on ideological and political education both inside and outside schools. When asked what changes had been made in her teaching after integrating CIPE into the junior secondary English reading class, Teacher B pointed out that her teaching methods had been transformed. By integrating CIPE, she was able to consciously incorporate critical thinking and political elements into her lesson plans to effectively guide her students through these topics. This integration also prompted her to be self-reflective throughout her English classroom teaching process. Teacher D observed an increase in student interest in learning English after integrating CIPE elements. After incorporating these elements, the students showed more concentration, which led to more active participation and a greater willingness to express their ideas. At the end of the interviews, teachers expressed their insights on how to integrate CIPE into their classrooms. Teacher A "I would ask open-ended questions in English reading class to guide students to learn more about the world." Teacher B Division emphasized the role of teachers as positive role models inside and outside the classroom. By upholding high standards, teachers can inspire students to follow their example. Adhering to a positive and optimistic attitude can influence students to become more resilient in the face of life's challenges. Teacher C believed that teachers must become more politically aware and use the classroom as a platform for developing students' moral character. Finally, Teacher D advocated a change in teachers' mindset, urging them not only to focus on English grammar but also to incorporate civic elements in the English curriculum. Encouraging students to express themselves freely helps develop their confidence in navigating the complexities of life.

Discussion

According to the data collected through questionnaire, questions 1-7 shed light on the tangible impacts of integrating CIPE into English reading instruction on students' emotional and attitudinal perspectives. Despite the intended benefits, the effectiveness of this integration is somewhat compromised by the suboptimal implementation of specific teaching methods by educators. This inadequacy poses a challenge in significantly enhancing students' emotional and attitudinal responses, emphasizing the urgent need for educators to refine their strategies in integrating CIPE seamlessly into English reading sessions. By addressing these shortcomings and adopting more effective approaches, the potential for positive outcomes in students' emotional and attitudinal development can be maximized.

Furthermore, questions 8-10 shift the focus to the specific approaches employed by teachers when integrating CIPE into English reading sessions. A comparison of averages and participant responses reveals that teachers predominantly opt for linguistic explanations as a means of integrating this education, aiming to impart ideological and moral knowledge to their students. Nevertheless, a closer examination of the scores for each item within this dimension and the distribution of responses underscores the necessity for teachers to enhance their methods of assessing students' ideological and moral understanding effectively. It becomes apparent that a more holistic blend of output (assessment) and input (instruction) is crucial for the successful promotion of CIPE within junior high school English reading classes.

In conclusion, while students express support for this integration, the lack of depth in explanations and the suboptimal implementation of teaching methods hinder its full potential. These findings are consistent with the results of Gong (2023), emphasizing the need for educators to refine their strategies in integrating CIPE seamlessly into English reading sessions to maximize its positive outcomes on students' emotional, attitudinal, and cognitive development. By addressing these shortcomings and adopting more effective approaches, the potential for positive outcomes in students' emotional and attitudinal development can be maximized.

Based on the first three questions in the interview, involving teachers' overall understanding of CIPE. Some teachers passively accept the integration of ideological and political education into subject teaching, lacking proactive cognition and depth of understanding, with a relatively insufficient level of emphasis. In relation to the last three questions, it pertains to teachers' specific approaches of integrating CIPE into junior high school English teaching. These teachers can select appropriate civic contexts based on model topics. They are familiar with the textbook and can educate students using passages from it. They are able to take appropriate measures to integrate CIPE into English reading teaching. These teachers are capable of self-reflection to better integrate CIPE into English reading teaching.

From this interview, it is evident that these teachers can educate students on ideology and politics. This finding is consistent with the research results of Yu (2023). Nevertheless, these teachers tend to favor a teacher-centric approach, where teachers speak and students listen, which is not conducive to expanding students' thinking. Students' awareness of civics is confined to the teacher's lectures, leading to a limited retention of civic content beyond the classroom. In daily life, students may struggle to actively apply the civic content learned in class to regulate their own behavior. Additionally, all interviewed teachers failed to mention how they assess students' learning outcomes in CIPE, indicating a disregard for the role of post-classroom teaching assignments. In the future, these teachers unanimously agree that they should pay more attention to the output of ideological and political knowledge to elevate students' moral standards.

Conclusions and Implications

The findings indicated that the majority of students and teachers comprehend the value of integrating CIPE in teaching English. However, some teachers and students were found to have struggled to integrate CIPE into English reading. Some students believe that CIPE is linked to shaping their own values and other aspects of their lives. Most teachers view integrating curriculum thinking and politics as a form of moral education and is linked with cultural literacy as well. Many teachers exhibit a surface-level understanding of CIPE, recognizing its necessity but lacking sufficient knowledge of feasible methodologies to put CIPE into the classroom instruction. Therefore, the impact of teachers' classroom lectures on students' ideological and cultural awareness still needs strengthening. Therefore, teachers need support in developing specific approaches to integrate CIPE in a diversified manner across schooling system. Interviews with teachers revealed that most teachers can serve as exemplary moral role models for students, integrating their role modeling with CIPE in the English reading classroom. Overall, CIPE has varying effects on students' emotional attitudes and values. While most students exhibit a positive attitude towards life and nature, a smaller number experience deeper effects, such as heightened national pride and identity. Teachers also perceived that many students fail to perceive the importance of social responsibility, enhance their national pride, or deepen their sense of national identity through English classes.

The findings suggest that the impact of CIPE is limited to the classroom, and further efforts are needed to extend its positive influence on students' emotional and attitudinal values beyond the classroom setting. This underscores the importance of enhancing the understanding and implementation of CIPE among both teachers and students. Equipped with independent learning capabilities at the junior high school level, students can be engaged in autonomously learning through bilingual programs that integrate Chinese traditional culture, values while also emphasizing to learn English. Through independent viewing of relevant media, students can not only deepen their appreciation of Chinese heritage but also bolster their English reading skills. Students should dedicate time to reading quality extracurricular books and transferring external learning into the classroom to enhance their application of knowledge. However, to be noted is the fact that this study was conducted in a school and findings occurring from the data in this study may not be widely generalized. A broader study on the integration of CIPE across schools in China is desirable and if done so, the holistic picture of the integration of CIPE could be depicted.

Disclosure statement

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