

Research Framework for the Integration of Ideological and Political Education and English Teaching Based on the Core Literacy of the English Subject

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Abstract: This research investigates the integration of ideological and political education with English teaching in higher education institutions, based on the core literacy framework of the English subject. With the growing importance of ideological education in China's educational reforms, this study explores how English language teaching can play a role in fostering students' political awareness, social responsibility, and cultural identity. The paper proposes strategies for embedding ideological education into English courses, including the selection of teaching materials, classroom activities, and language tasks. Through this integration, students not only enhance their language proficiency but also develop a deeper understanding of national values, global challenges, and their responsibilities as global citizens. The study emphasizes the importance of teacher preparation, curriculum design, and continuous evaluation in ensuring the success of this integration, aiming to create well-rounded individuals who are proficient in English and ideologically grounded.

Keywords: ideological education, English teaching, core literacy, higher education integration

Introduction

In China's higher education, integrating ideological and political education into various disciplines is increasingly emphasized. English teaching, traditionally focused on language skills, now also aims to foster students' political awareness, social responsibility, and cultural identity. This research examines how to effectively combine ideological education with English teaching, based on the core literacy framework. By doing so, students can enhance both their language proficiency and their understanding of national values and global issues, preparing them for active participation in society.

1. Research background

In June 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses," emphasizing that the construction of ideological and political education should focus on strengthening students' ideals and beliefs, with themes such as love for the Party and love for the country. The guidelines also advocate optimizing the supply of ideological and political content and systematically conducting various forms of education, which provides a policy basis and guidance for the integration of English teaching and ideological and political education in higher education^[1].

1.1 Core literacy of the English subject

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Core literacy of the English subject refers to the multidimensional qualities that students should possess in the process of learning English, such as language ability, cultural understanding, thinking ability, and communication skills. In recent years, English teaching has not only focused on language proficiency but has also emphasized students' overall qualities and global vision^[2].

1.2 Background of ideological and political education

Ideological and political education is an important part of the higher education system, aiming to help students establish correct worldviews, life views, and values through ideological and political courses^[3]. As times have evolved, ideological and political education has gradually been integrated into various subject teachings, especially in language courses^[1].

1.3 Need for the integration of ideological and political education and English teaching

In contemporary higher education, the integration of ideological and political education has become a national educational policy requirement^[3]. English teaching, as a fundamental course, plays an important role in cultivating students' cross-cultural communication skills.

2. Research objectives

2.1 Explore the framework and standards of core literacy in the English subject

2.1.1 Clarify the concept and components of core literacy

Develop a comprehensive definition and breakdown of core literacy in English, including communicative competence, cross-cultural communication, critical and creative thinking, and global awareness. This will provide a clear framework that can guide both teaching practices and curriculum development.

2.1.2 Establish standards for core literacy

Define measurable standards and goals for each aspect of core literacy, tailored to different levels of student achievement. These standards will serve as benchmarks for assessing student progress and aligning classroom activities with educational outcomes.

2.1.3 Investigate how core literacy supports ideological education

Understand how the core literacy elements, particularly critical thinking and cultural understanding, can act as vehicles for reinforcing ideological and political education in the English curriculum. This aspect of the research will explore how the development of core literacy can foster students' political awareness and deepen their understanding of national values.

2.2 Design and implement strategies for integrating ideological and political education into English teaching

2.2.1 Curriculum and content design

Investigate how to select and incorporate English teaching materials (including textbooks, articles, case studies, etc.) that both develop students' language proficiency and reflect the core values of socialism, patriotism, and the promotion of ethical standards. This includes the selection of texts that feature discussions of global issues from a Chinese perspective, showcasing national achievements, and integrating global citizenship into the learning process.

2.2.2 Incorporate ideological themes into classroom activities

Develop methods for introducing ideological and political topics into various classroom activities such as discussions, debates, and role-plays. For instance, students can discuss global challenges like climate change or human rights in English, but in ways that highlight Chinese contributions and perspectives. These activities will foster both language and critical thinking skills while reinforcing ideological education.

2.2.3 Leverage cross-cultural learning to strengthen ideological education

Explore the use of English as a tool for engaging students with Chinese traditional culture and values, as well as

global issues. For example, students could engage in projects or presentations that explore how China's cultural heritage aligns with contemporary global challenges. By connecting cultural learning with ideological themes, students will gain a deeper understanding of their cultural identity and national values.

2.2.4 Integrate the socialist core values and national development into language tasks

Design writing and translation tasks that encourage students to reflect on social issues, national development, and their personal roles within society. For example, students could be tasked with writing essays in English about the role of youth in promoting environmental sustainability or China's Belt and Road Initiative. This will nurture their critical thinking while aligning with ideological and political goals.

2.3 Enhance students' comprehensive qualities through English and ideological education integration

2.3.1 Foster political awareness through language education

Investigate how students' ideological and political awareness can be strengthened through their English education. This will involve exploring how to instill core political values, such as understanding the importance of the rule of law, the value of collective responsibility, and the role of youth in national development, through English-language coursework.

2.3.2 Promote social responsibility and ethical development

English teaching can help students reflect on the ethical implications of their actions, whether through debates, discussions, or exposure to different perspectives. By engaging with English texts that discuss social justice, environmental issues, or human rights, students can explore their role in society and the world, building a sense of responsibility and ethical awareness.

2.3.3 Enhance global citizenship and national identity

English education, when properly integrated with ideological education, can help students develop a sense of global citizenship while simultaneously nurturing a strong connection to their Chinese identity. Students will be encouraged to compare and contrast different cultures and political systems while promoting the values of socialism with Chinese characteristics. This approach will balance global perspectives with an understanding of national identity, ensuring that students are aware of their roles in both local and international contexts.

2.4 Evaluate the effectiveness of integration strategies in enhancing students' ideological and political awareness

2.4.1 Students' perceptions of ideological and political education

Collect data on how students perceive the integration of ideological education into their English classes. Do they find it effective? Are they able to connect English learning with their understanding of political and social issues?

2.4.2 Changes in students' critical thinking and political awareness

Evaluate how well students are able to use critical thinking skills in analyzing and discussing political and cultural issues in English. Do they show an increased understanding of Chinese national values and global issues?

2.4.3 Impact on students' language development

Measure whether the integration of ideological and political content in the English classroom affects students' language proficiency, particularly in terms of their ability to articulate complex ideas related to politics, culture, and ethics in English.

3. Research content

3.1 Analysis of the relationship between core literacy in English and ideological and political education

Analyze from a theoretical perspective the commonalities and differences between core literacy in English and ideological and political education. Discuss the role of ideological and political education in promoting English subject

literacy, and how English subject literacy impacts students' ideological and political cognition.

3.2 Strategies for integrating ideological and political education into English teaching

Analyze how to effectively integrate ideological and political elements into different teaching components (such as vocabulary, grammar, listening, speaking, writing, etc.). Specific methods may include:

In selecting reading materials, choose texts that reflect the socialist core values, national culture, global vision, etc.

Introduce ideological and political topics in classroom discussions and interactions, encouraging students to express their sense of social responsibility and values in English.

Set topics related to social issues and national development in writing and translation tasks to foster students' critical thinking.

3.3 Collaborative design of ideological and political education and English curriculum

Explore collaborative design models for ideological and political education and English teaching, including the integration of teaching outlines, textbook content design, and teaching activity arrangements.

3.4 Teaching practice and case analysis

Combine specific classroom teaching cases to analyze the practical effects of integrating ideological and political education with English teaching. Summarize successful experiences and existing problems.

4. Research methods

4.1 Literature analysis method

Analyze existing literature to understand the current research status on core literacy in English, ideological and political education, and the integration of subject teaching. Draw on relevant theories and methods.

4.2 Survey method

Design questionnaires to investigate students' awareness and attitudes towards the integration of ideological and political education and English teaching, and assess their acceptance and feedback on this integration.

4.3 Classroom observation method

Observe students' performance in actual English teaching to analyze the extent of ideological and political education integration and students' reactions to this integrated teaching method.

4.4 Action research method

Conduct experimental research in teaching practice, adjusting strategies in real-time, continuously optimizing the integration of ideological and political education and English teaching.

4.5 Data analysis method

Conduct statistical analysis on survey results, classroom performance, and student feedback to evaluate the effectiveness of different integration strategies.

5. Expected outcomes

5.1 Theoretical outcomes

Systematically explain the relationship between core literacy in the English subject and ideological and political education, and propose a feasible integration strategy.

5.2 Practical outcomes

Formulate a series of strategies for integrating ideological and political education into English teaching in universities, verify their feasibility through teaching cases, and provide specific teaching design plans and activity templates.

5.3 Textbooks and teaching outlines

Design textbooks or teaching outlines suitable for higher education institutions based on research outcomes, helping teachers better implement ideological and political education in English classes.

5.4 Student quality improvement

Improve students' language ability, cross-cultural communication skills, and enhance their ideological and political qualities, helping students establish correct values and worldviews.

6. Conclusion

The study outlines practical strategies for incorporating ideological education into English language classes, such as the careful selection of teaching materials and incorporating discussions on global and political topics. By doing so, this integration not only improves students' language skills but also helps shape them into well-rounded individuals who are both globally aware and ideologically grounded.

Ultimately, this research contributes to the development of effective teaching practices that align with educational reforms, encouraging universities to foster students' comprehensive abilities—both in language and ideological education. The goal is to produce informed, responsible individuals who can contribute meaningfully to society.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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