International Journal of Educational Development
ISSN Print: 3104-4263
ISSN Online: 3104-4271
CD ISSN: 3104-428X
https://doi.org/10.63313/IJED.9066

A Study on Strategies for Integrating Curriculum-based Ideological and Political Education into Senior High School English Reading Teaching

Xinran Zhang
China West Normal University, Nanchong 637009, China
Email: 2444977178@qq.com

How to cite this paper: Zhang, X. (2026). A study on strategies for integrating curriculum-based ideological and political education into senior high school English reading teaching. *International Journal of Educational Development*, 3(2), 12–28. ISSN Print: 3104-4263, ISSN Online: 3104-4271.
https://doi.org/10.63313/IJED.9066
Published: 2026-05-12

Copyright © 2026 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
http://creativecommons.org/licenses/by/4.0/
CC BY 4.0

Abstract

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly emphasized the implementation of "foster virtue through education" and that ideological and political work should run through the whole process of education and teaching (Zhang &Xu, 2021). However, in the current English reading teaching in senior high schools, teachers tend to pay more attention to the cultivation of students' language ability and tend to neglect the cultivation of their ideological and political quality. Driven by the The 2024-2035 National Program for Strengthening Education (the State Council, 2025) and the General Senior High School English Curriculum Standards (2017 Edition, revised in 2025) (Ministry of Education, 2025), English reading teaching in senior high schools urgently needs to deepen the ideological and political integration of the curriculum. This study focuses on the integration path of English reading teaching and Curriculum-based Ideological and Political Education in senior high schools, analyzing the problems in current English teaching, such as insufficient ideological and political content mining, disjointed teaching objectives, single method, lack of evaluation system, and poor combination of theory and practice. Based on PWP model, relying on the specific examples of English textbooks in Oxford senior high school, this paper constructs a trinity integration strategy of textbook-activity-evaluation, such as relying on textbook resources, excavating ideological and political elements and anchoring educational goals; Innovating teaching activities, strengthening teaching guidance and integrating into ideological and political education; Evaluate the teaching effect, deepen the teaching reflection, and optimize the effectiveness of educating people, so as to promote the coordinated development of students' language ability and ideological and political literacy, and provide theoretical and methodological reference for the ideological and political practice of English courses in senior high schools.

Keywords

Curriculum-Based Ideological and Political Education; Senior High School English; English Reading Teaching

1. Introduction

1.1. Research Background

General Secretary Xi Jinping pointed out at the national conference on ideological and political work in colleges and universities that it is necessary to persist in taking moral education as the central link, and carry out ideological and political work throughout the whole process of education and teaching, so as to realize the whole process and all-round education. The 2024-2035 National Program for Strengthening Education (the State Council, 2025) further emphasizes strengthening and improving ideological and political education in schools in the new era, persistently cultivating people with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and strengthening the theoretical explanation of General Secretary Xi Jinping's important exposition on education; Carry out the project of fostering virtue through education in the new era, and carry out ideological and political education throughout the whole process of education and teaching, so as to ensure that students are always loyal to the party, the country, the people and socialism, strengthen their belief in Marxism, Socialism with Chinese characteristics and the great rejuvenation of the Chinese nation, and cultivate new people of the times who are responsible for national rejuvenation (the State Council, 2025). General Senior High School English Curriculum Standards (2017 Edition, revised in 2025) (Ministry of Education, 2025) points out that English teaching should develop the core competencies of English subjects and implement the fundamental task of fostering virtue through education. This points out a new direction for English reading teaching in senior high schools. As an important carrier of cultivating language ability and cultural awareness, it needs to respond to the educational requirements of ideological politics in curriculum. That is to say, while imparting language knowledge and skills, we should integrate ideological and political education into the curriculum, deeply understand the close relationship between ideological and political elements and curriculum content (Wang, 2025), and guide students to establish a correct world outlook, outlook on life and values. This is not only in line with the requirements of the national education policy, but also the inevitable trend of the development of the times.

However, in the current English reading teaching in senior high schools, teachers tend to pay more attention to the cultivation of students' language ability and tend to neglect the cultivation of their ideological and political quality. High school students are teenagers, which is the key stage of the formation of the three views. At present, social thoughts are open and free, and external thoughts are mixed. At this

time, their thoughts are immature and vulnerable to external interference (Chen, 2024). If they are not properly guided, they will easily go astray. Therefore, this paper analyzes the existing problems and causes of English reading teaching in senior high schools, and puts forward the teaching strategy of integrating Curriculum-based Ideological and Political Education with specific lessons, so as to better improve English subject literacy and realize the teaching goal of cultivating people, and promote the coordinated development of language ability and ideological and political literacy.

1.2. Research Purpose and Significance

1.2.1. Research Purpose

The purpose of this study is to analyze the existing problems and causes of English reading teaching in senior high schools, and put forward the teaching strategy of integrating ideological and political education with specific lessons, and implement the basic requirements of The 2024-2035 National Program for Strengthening Education (the State Council, 2025) , so as to better improve English subject literacy and realize the teaching goal of fostering virtue through education, promote the coordinated development of language ability and ideological and political literacy, and cultivate new people with international vision, innovative spirit and social responsibility.

1.2.2. Research significance

Theoretically, this study is helpful to enrich and improve the theoretical system of the integration of Curriculum-based Ideological and Political Education and subject teaching. At present, although the concept of Curriculum-based Ideological and Political Education has been widely recognized, the application research in specific subject teaching still needs to be deepened. Through the exploration of the integration path of Curriculum-based Ideological and Political Education in senior high school English reading teaching, we can further clarify the essential connotation, implementation strategy and its unique value in English reading teaching practice.

On the practical level, this study is of great guiding significance to English teaching practice in senior high schools. Integrating Curriculum-based Ideological and Political Education into English reading teaching can not only help students to cultivate socialist core values while learning English knowledge and improving their reading ability, but also realize the unity of knowledge learning and value shaping. It can also provide practical teaching reference for front-line teachers, help teachers to better carry out ideological and political education in English reading class, optimize teaching methods, improve teaching quality, improve teaching effectiveness and attractiveness, and improve the shortcomings in English teaching in senior high schools.

2. Literature Review

2.1. Core Concepts

2.1.1. Curriculum-based Ideological and Political Education(CIPE)

Scholars have defined Curriculum-based Ideological and Political Education from various perspectives. Byram M (2002) viewed political education as the role education, including language education, plays in improving society. Professor Qiu (1988) defined it as an educational activity that takes the curriculum as the carrier, uses ideological and political elements embedded in various disciplines as the starting point, and relies on classroom implementation as the basic approach. Professor Gao (2017) emphasized integrating ideological and political education into all aspects of curriculum teaching and reform to build a holistic curriculum education framework. Professor Wu equated CIPE with curriculum moral education, arguing that moral elements within professional knowledge should be fully explored to organically integrate general courses, specialized courses, and moral education, allowing moral education to permeate the entire educational process and guide students' all-round development (Li, 2024).

In essence, CIPE is a new curriculum concept that organically combines knowledge teaching with value guidance by fully excavating ideological and moral elements in general, professional, and practical courses beyond traditional ideological and political courses, thereby achieving holistic education (Li, 2024). Rather than simply adding ideological and political content to the curriculum, it aims to promote students' all-round development through educational influence and advance the fundamental task of fostering virtue through education. In the context of English education, CIPE is led by English teachers, who subtly infuse the idea of moral cultivation into classroom teaching through teaching content, classroom activities, teaching evaluation, and teacher demonstration, thereby helping students establish a correct worldview, outlook on life, and values (Wen, 2021).

2.1.2. English Reading Teaching

English reading teaching in senior high school plays a central role in cultivating students' language ability, thinking quality, cultural awareness, and learning ability, and its development should align with the guiding spirit of The 2024–2035 National Program for Strengthening Education. As a national education strategy, this program provides policy direction for integrating reading teaching into Curriculum-based Ideological and Political Education. The integration of the two is inherently compatible: the rich language materials and diverse subject content in reading instruction offer ample space and resources for ideological and political education. Teachers can therefore seamlessly embed ideological and political elements while developing students' language skills and thinking ability, achieving an organic unity of knowledge transmission and value guidance, and ultimately promoting students' all-round development.

2.2. Research Status at Home and Abroad

2.2.1. Previous Studies on Curriculum-based Ideological and Political Education

From the perspective of theoretical origin and core connotation, both domestic and foreign studies recognize the inevitability of education carrying value, though with different emphases. The concept of CIPE does not exist independently abroad, yet Western educational thought has long addressed the unity of knowledge teaching and moral cultivation. Socrates held that virtue is knowledge and wisdom is virtue, advocating that the primary task of education is to teach people how to behave and cultivate virtuous individuals (Plato, 2018). Dewey J (1909) emphasized the moral responsibility of schools and their conductors toward society. Noddings (2010) proposed care theory as an approach to global ethics and moral education, offering new perspectives for moral education practice. Yan (2013) noted Comenius's emphasis on moral education, believing the ultimate goal of education is preparation for eternal life. Herbart (2021) first advanced the principle of educational teaching, asserting that knowledge and morality are intrinsically connected, with its core purpose being the development of inner freedom, enrichment, tolerance, fairness, and justice. This principle stresses that only through teaching can moral education truly function, and teaching is the fundamental path to moral education. By contrast, recent domestic research on CIPE represents a systematic and institutionalized development of this proposition within the educational context of socialism with Chinese characteristics. Domestic scholars (Shi, 2018) have clarified the differences and connections between CIPE and traditional ideological and political theory courses, exploring core relationships such as explicit and implicit education, teaching method and course content, and moral cultivation and skill training. Jin (2019) further expanded this discussion, advocating a balance between teaching and research, discipline development and ideological courses, curriculum design and institutional innovation, and top-down policy frameworks and grassroots practice, reflecting a stronger sense of system construction.

From the perspective of practice path and implementation mode, two main approaches exist domestically and internationally: implicit infiltration and explicit integration. Western practice predominantly adopts the implicit mode, whereby textbooks construct social values through symbolic resources such as attitudinal vocabulary, metaphor, event description, and visual images (Curdt-Christiansen X L & Weninger C, 2015). In contrast, CIPE in China tends toward a systematic integration of explicit and implicit modes, requiring all courses to assume educational responsibility, consciously and systematically integrate ideological and political elements into knowledge teaching, and strive to build an integrated implementation system spanning universities and primary and secondary schools, demonstrating stronger top-level design and conscious integration. With technological advancement, Liu & Li (2025) have begun exploring AI-empowered

ideological and political education and human-computer collaborative education mechanisms.

From the perspective of subject carrier and integration fields, related research has progressed from macro concepts to the application level of specific subject teaching. Both domestic and foreign studies attend to the integration of values education in the humanities and social sciences, yet domestic research covers a wider range and delves more specifically into various fields. For instance, Schuitema J et al. (2008) identified effective methods for integrating moral education into subject teaching, including activity-based experiential learning, emotional resonance techniques, civic engagement pedagogy, collaborative group learning, differentiated instructional strategies, and metacognitive self-reflection practices. Domestic research has proposed systematic integration models such as the BIPA model (Liu, 2020), involving reforms in teaching materials, methods, and evaluation. Simultaneously, domestic studies have expanded into prominent fields such as physical education (Xia & Shu, 2020), emerging engineering education (He et al., 2026), and the integration of science, technology, and humanities (Zhang & Zhang, 2026), exploring their unique educational resources and integration principles, thereby demonstrating the application of CIPE across different knowledge domains.

To sum up, domestic and international research on value guidance through curriculum shares the core idea of moral education, yet differs in the degree of theorization, the consciousness of practice modes, and the systematic integration of disciplines. Foreign research offers rich practical references for implicit education, while domestic CIPE research, grounded in the fundamental task of fostering virtue through education, is committed to building a more conscious, systematic, and comprehensive theoretical framework and practice system. However, existing research remains insufficient, particularly regarding micro-level teaching paths for achieving precise, natural, and effective integration of ideological and political elements in specific senior high school subjects, which provides the starting point for this study.

2.2.2. Previous Studies on the Integration of Curriculum-based Ideological and Political Education and English Reading Teaching

From the perspective of theoretical basis, current research draws on local practice while referencing international theories. Although CIPE is unique to China and no direct foreign research exists, studies abroad on collaborative theory and implicit values education provide important methodological references for China's foreign language teaching. Domestic research has centered on how to effectively implement ideological and political education and cultivate emotional values in middle school English teaching, particularly in reading instruction, showing a steadily growing trend.

Regarding the functions and goals of reading teaching, scholars have moved beyond the traditional view of reading as merely a language tool, endowing it with a

profound educational mission. English reading teaching is recognized as having compound functions: it enhances language expression and critical thinking, transmits cultural knowledge, helps establish mainstream cultural values, cultivates autonomous learning and cooperation (Xia, 2015), and shapes cultural awareness (Ma, 2020). Thus, reading classes have become central to integrating ideological and political elements into senior high school English curricula, with teaching goals emphasizing the unity of language learning and moral education such as ideals, dedication, and gratitude (Liu, 2016). Wang (2023) further suggests that national consciousness can be cultivated in reading classes to clarify national positions and deepen identity.

In terms of implementation paths and teaching methods, research has focused on two areas. First, ideological and political resources can be excavated from textbooks, which scholars regard as the core resource pool, with the key being deep exploration of the ideological, cultural, and emotional factors embedded in texts, organically combining traditional Chinese culture, Western cultural analysis, and emotional education. Second, in-depth text interpretation is advocated, urging reading instruction to shift from surface-level vocabulary and syntax toward deeper understanding of ideological connotations and values (Peng, 2014; He, 2017). This requires holistic interpretation from theme, content, style, language, and the author's perspective (Zhang & Wang, 2016). Wu & Shi (2024) also stress that teachers should deepen their understanding of CIPE, utilize ideological elements, and improve evaluation methods to promote effective implementation.

To sum up, domestic research has defined the importance and compound functions of CIPE integration in English reading teaching, reaching consensus on excavating ideological elements from textbooks and shifting toward deeper value understanding. However, notable gaps remain: macro-theoretical explanations and principled suggestions abound, yet systematic research on implementation paths in senior high school English reading is lacking; research remains at the "what should be" level, with insufficient empirical studies and effect evaluation; and practical difficulties and learner adaptability receive insufficient attention. This study thus aims to address these gaps by constructing concrete, operable, and evaluable CIPE integration paths for senior high school English reading classes, advancing the field from theoretical advocacy to practical deepening.

3. Analysis of Problems in Senior High School English Reading Teaching

3.1. Insufficient Utilization of Ideological and Political Content

In the process of implementing ideological and political education for English majors, the ideological and political content of the course has not been fully explored. Some senior high school English teachers lack the ability of ideological and political education, and only pay attention to the explanation and excavation of

English language parts in the materials, such as grammar, classic sentence patterns, vocabulary, etc., and try their best to improve students' English test scores, failing to fully excavate the ideological and political elements contained in professional courses for ideological and political education. In the choice of reading materials, influenced by the traditional exam-oriented education system, reading is an extension of textbook knowledge, and teachers are unfamiliar with reading materials, so there has always been a wrong tendency to focus on knowledge transfer and neglect moral education in teaching (Li, 2024), which is caused by teachers' insufficient ability to effectively combine professional knowledge with ideological and political education.

3.2. Disconnection of Teaching Objectives

Classroom is the main position of teaching reform, and the teaching goal is the direction and program of classroom teaching activities. Teaching goal design is the primary task of teaching design, and it is also an important guarantee for effective classroom teaching. However, in reading teaching, influenced by the concept of exam-oriented education, teachers still focus on letting students learn vocabulary, grammar and other language knowledge, ignoring the cultivation of students' thinking quality and cultural awareness. The goal of reading teaching is still to understand the main idea of the article and master the grammatical structure, but the ideological and political goals such as cultural self-confidence and social responsibility are not implemented in place. Therefore, teachers can't really apply the theory they have learned to practice, which leads to the lack of ideological and political education factors in reading teaching.

3.3. Singularity of Teaching Methods

At present, some senior high school English reading classes are still dominated by traditional teaching methods, and the teaching methods are relatively simple. First of all, this teacher-centered knowledge infusion model leads to students' passive learning, and the lack of classroom interaction makes text understanding superficial, which makes it difficult to achieve the natural infiltration of ideological and political education and affects the effectiveness of value guidance. For example, when analyzing characters' qualities, teachers give conclusions directly instead of guiding students to explore, which leads to poor ideological and political education. Secondly, over-emphasis on knowledge transmission and neglect of thinking training. Teachers focus on mastering grammar, classical sentence patterns and vocabulary, while students lack critical thinking ability, which is obviously inconsistent with the training goal of innovative thinking advocated in the Outline. Finally, a single teaching method is difficult to stimulate students' enthusiasm for learning, which leads to students' sense of burnout in the learning process, and then affects the realization of students' learning goals.

3.4. Absence of an Evaluation System

Teaching evaluation is an important link in the closed loop of English teaching in middle schools, and it is also an important indicator to test the effect of ideological and political education in English courses (Pang, 2023). However, there are double limitations in the current evaluation system of English reading teaching in senior high schools. First, the evaluation method is single, mainly based on paper-and-pencil test, lacking diversified evaluation methods. It is difficult to comprehensively evaluate students' emotional attitude, values shaping, teamwork and other qualities in the ideological and political aspects of the course, and students' process performance in group discussion and project-based learning can not be effectively recorded. Secondly, the evaluation subject is single, relying on teachers' evaluation, lacking the participation of students' self-evaluation, mutual evaluation, parents and society, which leads to the evaluation result being easily influenced by subjective factors and difficult to accurately reflect the real situation of students' ideological and political learning. Therefore, it is urgent to integrate the relevant information of Curriculum-based Ideological and Political Education in the evaluation content of senior high school English teaching and establish a scientific, objective and complete evaluation system of senior high school English teaching.

3.5. Insufficient Integration of Theory and Practice

With the promotion of the new curriculum reform, subject teachers need to learn the theoretical knowledge of Curriculum-based Ideological and Political Education and infiltrate it into practice teaching. Teachers need to pay attention to and update their teaching concepts. English reading teaching in senior high school needs to strengthen the cultivation of students' thinking quality and improve their cultural literacy. However, in the actual English reading teaching, it is difficult for teachers to really apply the theory of ideological and political teaching to practical teaching activities (Li, 2025), which leads to the decline of students' interest in English reading learning, weakens the educational role of English reading teaching, and fails to achieve the teaching purpose of moral education.

Therefore, it is necessary to use the concept of CIPE to guide English reading teaching in senior high schools and improve the educational effect of subject courses.

4. Case Analysis and Strategy Exploration for Integrating Curriculum-based Ideological and Political Education in High School English Reading

High school English textbooks contain rich cultural connotations and values, such as environmental protection concept, cultural inheritance and humanistic care, which are potential sources of ideological and political elements. Therefore, from the perspective of Curriculum-based Ideological and Political Education, teachers need

to study textbooks deeply, rely on textbook resources, tap ideological and political elements, and anchor educational goals; Innovating teaching activities, strengthening teaching guidance and integrating into ideological and political education; Evaluate teaching effectiveness, deepen teaching reflection and optimize educational efficiency. This paper takes "The Economy or the Environment-Must We Choose" in the reading part of Unit 2, Module 5 of Oxford Senior High School English textbook as an example to explore the ideological and political elements in the reading course, so as to promote the coordinated development of students' language ability and ideological and political literacy.

4.1. Leveraging Textbook Resources to Anchor Educational Goals

4.1.1. Analyzing Texts for Targeted Integration Points

English course in senior high school is not only a way for students to acquire English knowledge, but also an important carrier of ideological and political education. In teaching design, teachers need to deeply analyze the theme connotation of each unit in English textbooks, dig out the factors that are beneficial to students' psychological development and personality cultivation contained in reading texts, and find the combination point of ideological and political courses, so as to further clarify the educational value of English courses (Wang, 2025).

The title of this article is "Do we have to choose environment or economy?" This is undoubtedly a debate about the global environment. In this debate, environmentalists and economists respectively expressed their different attitudes and views on environmental protection and economic development. In this case, the author believes that its value orientation lies in guiding students to think about the relationship between man and nature, the relationship between human survival, social development and the environment through the debate between economists and environmentalists on economic development and environmental protection, and at the same time, combining with the theme of the text, naturally integrating into General Secretary Xi Jinping's "Lucid waters and lush mountains are invaluable assets" concept. General Secretary Xi Jinping put forward the idea of "Lucid waters and lush mountains are invaluable assets" and accelerated the reform of ecological civilization system, that is, ecological prosperity leads to civilization prosperity, ecological decline leads to civilization decline, and the quality of ecological development affects the external understanding of the rise and fall of the country and the nation (Yang & Xia, 2023). Cultivate students' awareness of loving nature and protecting ecological environment, perceive the relationship between economic development and environment, and the relationship between man and nature, and think deeply about whether economic development and environmental protection conflict and seek ways to balance them. At the same time, we should strengthen patriotism education and social responsibility consciousness, let students know the green development road of China, and enhance their national pride and confidence

in sustainable development.

4.1.2. Aligning Objectives with Core Competencies

After positioning the integration point of ideology and politics, the educational value of English courses has also been fully reflected. Teachers can design teaching objectives based on this, which can guide students' literacy development and enable them to obtain correct ideological guidance and value edification while learning English courses (Lai, 2024). Based on the different dimensions of core competencies, we can set the following goals:

First, the goal of language ability. Through the study of the course, students can (1) memorize and use the core vocabulary and sentence expressions (sustainable development, carbon footprint, etc.) related to economy and environment; (2) summarize the main idea of the article and analyze the argument and argument structure of the argumentative paper.

Second, the goal of cultural awareness. (1) compare the policies and practices of Chinese and Western countries in economic development and environmental protection, and understand their similarities and differences in sustainable development policies; (2) establish correct ecological values and enhance the awareness of ecological civilization.

Third, thinking quality goal. (1) analyze the limitations of the binary opposition view of “economy vs. Environment”, explore the possibility of win-win, such as green economy and circular economy, and improve the critical thinking ability; (2) discuss topics related to environmental protection, such as short-term economic benefits vs. long-term ecological benefits, and improve the ability to analyze problems from multiple perspectives.

Fourth, the goal of learning ability. Carry out group task cooperation to improve team cooperation and information integration ability.

Fifth, the ideological and political objectives of the curriculum. (1) education of ecological civilization: Combining China's “double carbon” goals (peak carbon dioxide emissions, carbon neutrality), guide students to understand the scientific nature and sense of responsibility behind national policies, perceive the relationship between economic development and environment, think deeply about whether economic development and environmental protection conflict and seek ways to balance them; (2) consciousness of social responsibility: by discussing the impact of personal behavior on the environment (such as garbage sorting and energy saving), cultivate students' awareness of environmental protection and strengthen students' awareness of citizenship; (3) feelings of home and country: Introduce China's achievements in the field of environmental protection (such as photovoltaic industry and desert management) to enhance students' national pride and confidence in sustainable development.

4.2. Innovating Activities to Integrate Ideological Education

4.2.1. Pre-class Thematic Orientation

First, situation creation: show two contrast pictures-one is an industrial city with many chimneys and polluted rivers, and the other is an ecological city landscape with green mountains and green waters and wind power generation. Ask students: "Which picture do you prefer and why?" Guide students to briefly explain their preliminary views on economic development and environmental protection in English.

Second, brainstorming: divide the students into groups, and quickly record the association of related words of "economy" and "environment" in the form of mind map. Each group selects representatives to share, and teachers can supplement core words such as "sustainable development" and "economic balance" in time to activate students' background knowledge.

Third, point of view prediction: present the title of the article "The economy or the environment-must we choose", let students think and write down their preliminary views (supporting economic priority, environmental priority or both) on post-it notes, and put them into the class point of view box.

4.2.2. In-class Critical Engagement

First, skimming: let students browse the article quickly, find out the central argument of the article and the topic sentence of each paragraph, fill in the blanks in the table, and the teacher guides the students to summarize the skimming skills.

Second, intensive reading: read the speeches of teachers Lin Shuiqing and Qian Liwei, and distinguish which side they represent, and what are the arguments and suggestions of the two teachers. Select the long and difficult sentences in the article, and let the students work together to analyze the sentence structure, translate and discuss their functions in the article. Through careful reading of the speeches of both parties in the text, students can deeply understand the text, actively guide students to think about the relationship between man and nature, the relationship between human survival, social development and the environment, and combine the theme of the text to naturally integrate into General Secretary Xi Jinping's scientific thesis on protecting the ecological environment. The breakthrough point of ideological and political elements is clear, and at the same time, it satisfies the relevance between ideological and political elements and text content, and they are integrated and complement each other, which is helpful to realize the teaching effect of moistening things silently (Qiu, 2024).

4.2.3. Post-class Reflective Extension

First, group debate: extract opinions from the pre-class opinion box, divide students into positive and negative debate groups, and let students further think and discuss Lucid waters and lush mountains are invaluable assets's idea: "Is environmental protection and economic development contradictory or unified?" "What factors

need to be considered to turn green mountains and green hills into assets?" It is required to use the ideas and vocabulary in the article, and teachers should guide them in time during the debate to ensure accurate language use and clear logic.

Second, share practical cases such as Saihanba Forest Farm changing from desert to oasis, policy documents such as the 14th Five-Year Plan for Ecological Environment Protection, or new initiatives such as Chengde Ecological Restoration and Ant Forest Project in Hebei Province, so as to guide students to think about the wisdom and responsibility behind it, strengthen patriotism education, let students understand the green development road of China, live in harmony with nature, and build a sustainable community of human destiny. Guide students to establish the consciousness of ecological civilization, take students as the main body, promote the harmonious development of society, make students consciously abide by the ecological principle, and actively improve the relationship between man and nature, man and man, man and society, and man and himself.

4.3. Assessing Outcomes to Enhance Educational Impact

4.3.1. Implementing Multidimensional Evaluation

In order to accurately measure the effect of ideological and political integration in senior high school English reading teaching, teachers should actively build a systematic and diversified evaluation system and a teaching evaluation model with clear ideological and political indicators. First of all, the multi-dimensional expansion of evaluation methods is realized. By combining formative evaluation with summative evaluation, students' internalization of values, such as ecological civilization consciousness, emotional attitude change, such as environmental responsibility, is systematically tracked through tools such as classroom observation scale and project achievement portfolio. Secondly, promote multi-party collaboration on the evaluation subject. Break through the traditional teacher's single evaluation mode and build a "three-dimensional evaluation community"-students conduct self-evaluation through reflection logs, carry out peer evaluation with the help of structured mutual evaluation scale, and introduce parents' observation records and community practice feedback, thus forming a panoramic evaluation of the development of ideological and political literacy. At the same time, the school also needs to establish a perfect teaching guidance mechanism and curriculum ideological and political training system.

4.3.2. Reflecting for Continuous Improvement

Teaching reflection is the core link to promote the deep integration of Curriculum-based Ideological and Political Education into English reading teaching in senior high schools. At present, the excavation of ideological and political elements and the integration of resources are still insufficient: some teachers are inaccurate in grasping the ideological and political connotation of textbooks, and the

selection of resources lacks systematicness and modernity. For example, it fails to fully analyze the core ideological and political concepts such as sustainable development and community of human destiny in the text, and ignores the integration of cutting-edge practical cases such as green economy and international environmental cooperation. In order to optimize practice, teachers need to deepen reflection from three aspects:

First, strengthen the ideological and political interpretation of textbooks. Guided by the curriculum standards, this paper systematically combs the ideological and political elements of teaching materials, constructs a structured material map, establishes a "two-line-in-one" interpretation model, and clarifies the unit education objectives and teaching convergence points.

Second, expand the dynamic resource pool. Relying on the national wisdom education platform, MOOC curriculum and collective lesson preparation community, multi-modal resources are screened according to the double standards of "times+discipline": (1) policy documents (such as the English version of the 14 th Five-Year Plan for Ecological Environment Protection); (2) Practical cases (such as Saihanba ecological restoration documentary); (3) International comparison materials (such as the comparison chart of carbon trading between China and Europe). By integrating Beautiful China documentary, China International Import Expo(CIIE) English reports and other resources, a dynamic case base suitable for reading teaching is constructed.

Third, integrate the school-based practice field. Integrate local red culture, community bases, etc., design English project-based learning such as eco-economic research, promote the extension of ideological and political education from classroom cognition to life practice, and form a trinity resource system of textbook-network-practice. Through circular reflection and dynamic optimization, the organic unity of language ability training and value guidance can be realized.

Fourthly, the school also needs to establish a perfect teaching guidance mechanism and curriculum ideological and political training system.

5. Conclusion

To sum up, this paper first explores the existing problems in senior high school English reading teaching, such as the ideological and political content has not been fully explored, the teaching objectives are out of touch, the teaching methods are single, the evaluation system is lacking, and the theory and practice are not closely combined. Secondly, it analyzes the causes, such as teachers' lack of ideological and political literacy and ability, backward teaching concept and lack of effective guidance and resource support. Finally, combined with specific lesson examples, this paper puts forward the teaching strategies of integrating Curriculum-based Ideological and Political Education, such as relying on teaching material resources, excavating ideological and political elements and anchoring educational goals;

Innovating teaching activities, strengthening teaching guidance and integrating into ideological and political education; Evaluate teaching effectiveness, deepen teaching reflection and optimize educational efficiency. Carry out the basic requirements of The 2024-2035 National Program for Strengthening Education in order to promote the coordinated development of language ability and ideological and political literacy.

Moral education is the fundamental task of education, which requires teachers from all disciplines to carry out ideological and political education throughout the whole teaching process. English teachers should base themselves on the subject standard, fully tap the ideological and political resources in teaching materials and reading materials, and explore the integration path according to the concept of Curriculum Standards, so that English courses and ideological and political education can cooperate to educate people. In this process, teachers should adhere to the long-term concept of educating people, integrate ideological and political elements into classroom teaching(Wu & Hu, 2022), and realize the normal infiltration of value shaping in knowledge transfer. In a word, there is still a broad space for exploration in this field, and it is urgent for follow-up research to continue to deepen the theoretical construction and practical path.

References

[1] Byram, M. Foreign language education as political and moral education—an essay[J]. Language Learning Journal, 2002, 26(1): 43-47.

[2] Curdt-Christiansen X L, Weninger C. Language, ideology and education: The politics of textbooks in language education[M]. Routledge, 2015: 25-29.

[3] Dewey, J. Moral principles in education[M]. Houghton Mifflin, 1909, 5.

[4] Noddings, N. Moral education in an age of globalization[J]. Educational philosophy and theory, 2010, 42(4): 390-396.

[5] Schuitema, J,& Dam, G,& Veugelers, W. Teaching strategies for moral education: A review[J]. Journal of curriculum studies, 2008, 40(1): 69-89.

[6] Plato. Plato: Complete Works (Revised Edition) [M]. Translated by Wang Xiaochao. Beiji ng: People's Publishing House, 2018: 18.

[7] Chen Jia. On the Integration of Curriculum Ideological and Political Education and High S chool English Reading Teaching — Taking Unit 3 of Foreign Language Teaching and Res earch Press High School English Compulsory Book 1 as an Example [J]. English Journal f or Middle School Students, 2024(20): 129-130.

[8] Gao Deyi, Zong Aidong. From Ideological and Political Courses to Curriculum Ideological and Political Education: Constructing the Ideological and Political Education Curriculum System in Higher Education from a Strategic Height [J]. China Higher Education, 2017(1) .

[9] He Kaixun, Gai Wendong, Tan Shuai, et al. Exploration of AI-Empowered Teaching Model s for Ideological and Political Courses in Emerging Engineering Education [J]. Journal of Higher Education, 2026, 12(2): 179-184.

[10] Herbart. General Pedagogy [M]. Translated by Li Qilong. Beijing: People's Education Pres s, 2021: 135.

[11] He Ze. Action Research on High School English Literature Reading Teaching [D]. Shangh ai: East China Normal University, 2017.

[12] Jin Nuo. Key Points for the Reform and Innovation of Ideological and Political Theory Co

urses in the New Era [J]. Leading Journal of Ideological & Theoretical Education, 2019(5) : 15-17.

[13] Lai Juan. Exploring New Pathways for Curriculum Ideological and Political Education in High School English through "Four Integrations" [J]. College Entrance Examination, 2024 (20): 162-164.

[14] Li Li. Integrated Teaching of "Curriculum Ideological and Political Education" in High Sc hool English Reading [J]. Liberal Arts Guidance (First Ten-day Issue), 2025(4): 73-75.

[15] Li Xiang. Research on the Current Situation of Curriculum Ideological and Political Educa tion in High School English Reading Teaching [J]. New Education, 2024(31): 17-19.

[16] Liu Jianda. University Foreign Language Curriculum Reform under the Background of Cu rriculum Ideological and Political Education [J]. Computer-Assisted Foreign Language E ducation in China, 2020(6): 38-42.

[17] Liu Jianjun. Exploration of Foreign Language Curriculum Ideological and Political Teachi ng under the Concept of Deep Teaching [J]. Education Research Monthly, 2022(11): 99-1 05.

[18] Liu Jing, Li Zuoteng. Research on the Digital Identity of University Foreign Language Tea chers in AI-Empowered Curriculum Ideological and Political Construction [J]. Foreign La nguages and Literature, 2025, 41(6): 155-166.

[19] Liu Xiulan. A Brief Discussion on Moral Education in English Teaching under the New Cu rriculum Standards [J]. English Journal for Middle School Students, 2016(14): 2.

[20] Liu Lili. Cultivation of Junior High School English Reading Ability and Teaching Practice under the Background of the New Curriculum Standards [J]. Gansu Education Research, 2025(7): 72-74.

[21] Ma Zhaojun. Cultivation of Students' Cultural Awareness in High School English Reading Classes [J]. Elite Teachers Online, 2020(6): 33-34.

[22] Pang Qi. Analysis of Junior High School English Teaching Evaluation under the Backgrou nd of Curriculum Ideological and Political Education [J]. English Teacher, 2023, 23(3): 1 62-165.

[23] Peng Li. Exploring Methods of English Speed Reading from the Perspective of Reading C ognitive Theory [J]. Exam Weekly, 2011(30): 112-113.

[24] Qiu Weiguang. An Introduction to Ideological and Political Education [M]. Tianjin: Tianji n People's Publishing House, 1988.

[25] Qiu Yuanchao. Evaluation of Reading Teaching Design Based on "Six Steps, Three Stages, and Two Branches" from the Perspective of Curriculum Ideological and Political Educat ion — Taking the Reading Section of Unit 2, Module 5 of Oxford High School English as a n Example [J]. Overseas English, 2024(2): 163-165.

[26] Shi Shuchen. Correctly Grasping the Relationship between "Curriculum Ideological and Political Education" and Ideological and Political Courses [J]. Ideological and Theoretical Education, 2018(11): 57-61.

[27] Wang Jingjing. Strategic Exploration of Infusing "National Consciousness" into High Scho ol English Reading Teaching from the Perspective of Curriculum Ideological and Political Education [J]. English Teaching and Research in Primary and Secondary Schools, 2023(11): 32-36.

[28] Wang Qiang. Analysis of the Six Major Changes in the General High School English Curric ulum Standards (2017 Edition) [J]. Foreign Language Education in China, 2018(2): 17.

[29] Wang Run, Wang Xiangbo. Path Analysis of Integrating Curriculum Ideological and Politi cal Education into High School English Reading Teaching [J]. Secondary School Curriculu m Guidance, 2025(1): 117-119.

[30] Wen Qiufang. The Connotation and Implementation Framework of University Foreign La nguage Curriculum Ideological and Political Education [J]. Foreign Languages in China, 2 021(2): 47-52.

[31] Wu Lihong, Shi Dingyu. Practical Research on Junior High School English Reading Teachi

ng from the Perspective of Curriculum Ideological and Political Education [J]. Educational Theory and Practice, 2024, 44(17): 58-61.

[32] Wu Weiping, Hu Juan. High School English Reading Teaching Design from the Perspective of Curriculum Ideological and Political Education — Taking Unit 5 The Chinese Writing System: Connecting the Past and the Present as an Example [J]. English Teacher, 2022, 22(12): 39-43.

[33] Xia Guixia, Shu Zongli. Construction of the Quality Improvement System for University Physical Education Curriculum Education from the Perspective of Curriculum Ideological and Political Education — Taking Central China Normal University as an Example [J]. Journal of Physical Education, 2020, 27(4): 7-13.

[34] Xia Shihong. An Investigative Study on the Implementation of the Curriculum Objectives of Emotional Attitudes and Values in High School English [D]. Shijiazhuang: Hebei Normal University, 2015.

[35] Yan Xiaomin. Analysis of the Educational Thought of "Education Conforming to Nature" — A Study of Comenius' Great Didactic [J]. University Education Management, 2013, 7(1): 116-120.

[36] Yang Xu, Xia Wenyi. High School English Reading Teaching Design from the Perspective of Curriculum Ideological and Political Education — Taking The Economy or the Environment—Must We Choose from Oxford High School English as an Example [J]. Overseas English, 2023(13): 185-187.

[37] Zhang Junhai, Zhang Jiao. Research on the Practical Path of Curriculum Ideological and Political Education from the Perspective of the Integration of Science & Technology and Humanities [J]. Journal of University of Science and Technology Beijing (Social Sciences Edition), 2026, 42(2): 66-71.

[38] Zhang Juanjuan, Xu Chenchen. Exploration and Design of Curriculum Ideological and Political Education in High School English — Taking Reading Classes as an Example [J]. Overseas English, 2021(16): 210-211.

[39] Zhang Qiuhui, Wang Qiang. A Brief Analysis of Five Perspectives for Text Interpretation [J]. Foreign Language Teaching in Primary and Secondary Schools (Middle School Edition), 2016, 39(11): 11-16.

[40] The Central Committee of the Communist Party of China and the State Council Issued the Outline for the Construction of a Strong Educational Country (2024–2035) [N]. People's Daily, 2025-01-20(6).

[41] Ministry of Education of the People's Republic of China. General High School English Curriculum Standards (2017 Edition, Revised 2025) [M]. Beijing: People's Education Press, 2025.