

# Study on the Effects of Ideological and Value Teaching in English Curriculum Based on Chinese Story Telling Strategy: A Case Study of Innovative Platform “One Word One World”

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**Abstract:** Colleges and universities shoulder the key task of cultivating successors of socialist builders. By telling Chinese stories, the ideological and political education in the course is permeated into English teaching, which is conducive to improving the effect of ideological and political education in the course. This study is based on the research on the effect of ideological and political teaching in English courses based on Chinese stories. Taking the public account of “One Word One World” as an example, this study explores the effect of ideological and political teaching in English courses based on Chinese stories by centering on three contents: “connotation”, “influencing factors” and “effect research”. Through the method of questionnaire, this paper studies the ideological and political effects of the English course of the public account audience. The results show that the implementation of ideological and political thinking in the curriculum can develop students’ ability to tell Chinese stories in foreign languages and improve students’ ideological realm. The English course based on Chinese stories is conducive to cultivating new people who are rich in national feelings, international vision and worthy of the great task of national rejuvenation, so as to better adapt to and meet the requirements of the development of the times and social progress.

**Keywords:** Telling China’s Stories, Curriculum Ideology and Politics, One Word One World.

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## 1. Introduction

In the post-pandemic era, the “Internet Plus” model has been bursting with new vitality. According to the requirements of the Ministry of Education, online education has gradually become an indispensable part of People’s daily study and life during the pandemic period. Centering on the thought of Socialism with Chinese Characteristics in a new era and combining with the mode of “Internet Plus Education”. In the project, our group established one channel account named “One Word One World”, creating one bilingual ideological and political public account platform which has been dedicated to the study of public policy discourse and Chinese spiritual practice.

After combining the campus life of teachers and students’ and the current political hot spots, along with the aim of “Convey Chinese spirit, Chinese culture and Chinese voice through every word”, the bilingual expression of ideological and political characteristics of discourse, excellent traditional Chinese culture and other modules of research and study are carried out among college students through interviews and surveys, bilingual micro-classes of hot words of public policy, micro-tests and other methods.

Our team took the college students’ as the main source of different perspectives, also we discussed from the perspective of students’ practice. Our group combined with the language education advantages of Zhejiang Yuexiu University of Foreign Languages and Huzhou Normal University, so as to enable college students for better combination of their own professional learning, understanding and application of socialist thought with Chinese characteristics in the new era. Also, we did so to better display the spiritual outlook of contemporary college students, to stimulate their enthusiasm

for the cause of socialist construction, and to cultivate their national confidence and pride. Our team hoped to inspire students to take the initiative to convey Chinese voice.

In order to expand the attention of videos and the influence of ideological and political activities, enhance the sense of participation of colleges and universities in ideological and political education, promote the “Three Enters”, and boost the effective integration of excellent traditional culture into ideological and political courses in the new era. Li Zhongyi (2021) once mentioned, the “Three Enters” is a complex system project, and the key lies in combining theory with practice to comprehensively and systematically promote the undertaking of “Three Enters”. In theory, innovative research perspective and the practical system perspective should be taken to regard the “Three Enters” as an organic system, researching the relationship between elements, between elements and the system, and between the system and the environment. Optimizing the system structure. Coordinating the relations between elements. and enhancing the overall functions. In practice, systematic perspective should be taken to explore the scientific and effective promotina path, to systematically build dual patterns of “Comprehensive Three Enters” work pattern and the unity of primary school, secondary school and university development pattern, to create the “Three Enters” system in a whole life cycle.

Our team found that we needed to do the thing as followed. We need to construct a discourse system of ideological and political courses. It integrates courses featuring ancient-while-modern, easy and vivid. They can fully display the linguistic charm, and at the same time improve the attraction and appeal of courses themselves. By doing so, we can really got the goal of leading the so called “Three Enters” to enter into one’s mind”.

## 2. Significance

In the new era, education is the top priority to ensure that education keeps pace with the times, so as to really promote the improvement of students' ideological and political literacy. Integrating the Party's advanced theoretical achievements into education is the basic idea and effective measure of the ideological and political work of colleges and universities in the new era. It is related to the completion of the fundamental task of moral education and cultivating people in colleges and universities, and is of great importance to the education of all the students in colleges and universities.

### 2.1. Consolidating the Ideological Foundation of the Party

The Communist Party of China is the core of leadership in the cause of socialism with Chinese characteristics. It should recognize and uphold the leadership of the Party, and advanced theories and thoughts are the guarantee for the consolidation of the leadership position of the Party. To advance and fully implement the "Three Enters" work can consolidate the Party's governing position, temper Party members' Party spirit, and arouse the enthusiasm of the whole Party to work hard for the ideal goal. The nature of the Party determines that the Party's theoretical program and strategic decisions fit in with the fundamental interests of the people and the realistic environment. To promote the "Three Enters" work can promote the dissemination of the Party's advanced theoretical achievements, let the advanced ideas deeply rooted in the people's heart, construct the Chinese spirit, gather the strength of China.(PDF).

### 2.2. Enhance the Soft Power of National Culture

Under the influence of Chinese culture for a long time, the international students have a more comprehensive understanding of Chinese politics, economy and culture. It is conducive to promoting the construction of a socialist curriculum with Chinese characteristics, guiding educational resources to realize their value, and promoting the effective realization of all-around education for all. Teaching methods that combine stories, ideology and political theory courses can improve students' acceptance, provide students with in-depth learning experience, truly integrate textbooks and courses, and combine the thought of socialism with Chinese characteristics with Telling China's Stories well. It is important to effectively improve the political theory literacy of students, improve their ideological and emotional awareness, tamp down the foundation of ideals and beliefs, cultivate the spirit of dedication without youth, and cast a strong sense of community among the Chinese nation. At present, China is in a complex background of multi-culture and value interweaving and penetrating. The combination of curriculum ideology and politics with "China's Stories" can effectively realize the organic combination of the two and exert the educational force together.

## 3. Project Research

### 3.1. Project Research Content

We will further promote core socialist values into teaching materials, classrooms, and the minds of students, and actively develop bilingual ideological and political videos that keep pace with The Times, so that the core values and concepts will

be known by all. This project focuses on the Thought of Socialism with Chinese Characteristics for a new Era and carries out bilingual ideological and political video account operation. It follows the current political hot spots closely, combines the campus life of universities and teachers and students, and carries out propaganda and learning activities among college students through interviews, surveys, bilingual micro-classes of hot words in public policy, etc.

"One Word One World Studio" bilingual public account is a multi-disciplinary interactive learning and communication platform formed by making full use of the advantages of foreign language colleges and combining the English major background of team members with the ideological and political knowledge and English language. Centering on the Thought on Socialism with Chinese Characteristics for a new Era, the platform aims to build a bilingual ideological and political public account platform through the mode of "Internet plus education", and is committed to public policy discourse and practical communication of the Chinese spirit. The official account updates bilingual knowledge of current affairs from time to time, so that people can quickly obtain relevant knowledge through wechat push even in the face of the epidemic. The purpose is to inherit China's ideological and political culture, strengthen exchanges between China and foreign countries, and show China's strength. Since its opening, the bilingual official account of "One Word One World Studio" has launched a number of special topics, involving politics, economy, culture and other aspects.

The platform push of "One Word One World Studio" is divided into four sections, which are "keyword focus", "background knowledge", "key analysis" and "small trial". The theme of the official account is selected and reviewed by all members of the studio, and timely attention, study and research are carried out on the recent current affairs news, current political news and social hot topics. Finally, refined push articles are summarized for users to understand and learn. The audience can search relevant keywords or plate classification on the official account platform according to their needs to quickly locate the required materials for browsing and reading.

### 3.2. Research Methods

(1) Excavation should be carried out according to the professional quality requirements of students' future work.

In the module of "Research Methods and design", texts and values about technology application, scientific research spirit, and seeking truth from facts in Party and government documents are integrated to guide students to use scientific research tools and methods to carry out research. Including but not limited to the use of online ethnography, questionnaire, corpus and other methods and tools to carry out research on the communication effect of the translation of Chinese political discourse to foreign countries, reader acceptance and learning effect. In the module of "Thesis writing", high-quality Party and government literature research papers are incorporated to guide students to learn the writing framework of academic papers, the ideas of translation analysis and discussion, language and format specifications.

(2) Excavation should be carried out in combination with the great practice of socialism with Chinese characteristics.

According to the teaching needs, the great achievements in reform, development and stability, domestic affairs, foreign affairs, national defense, Party, state and military governance, as well as the practical achievements of socialism with

Chinese characteristics in this region are selected for case teaching. The theoretical logic, historical logic and practical logic contained in them are analyzed and explained, so as to inspire students' profound feelings of loving the Party, patriotism and socialism. Enhance the teaching effect of the classroom. We should pay attention to the influence of culture on the growth of students, and dig out the cultural elements needed for curriculum education from the great practice of socialism with Chinese characteristics to nourish the healthy growth of students.

(3) It should be combined with international and domestic current affairs.

College students in the new era have the enthusiasm of active political participation and social participation. They pay special attention to international and domestic current affairs, social hot issues and major events, and have a certain ability of independent thinking. Teachers should put the ideological and political education elements contained in the course and the ideological and political education function carried by the course in the background of two international and domestic situations and two kinds of resources, dig out the content that is conducive to the cultivation and training of students' scientific thinking method and thinking ability, and teach students to understand and analyze problems with correct standpoint, viewpoint and method. To help students gain a deeper understanding of the world and China, and enhance their national confidence and sense of social responsibility, such as the China-US trade war, the 70th anniversary of the founding of New China, the UK's "Brexit", and the fight against the novel coronavirus pneumonia epidemic.

### 3.3. Implementation of Questionnaire Survey

By going into the school to conduct fieldwork, a questionnaire and interview were adopted to approach to the survey process in order to obtain real and effective data. Through the analysis of the collected data, the effects were identified in a combination of Telling China's Stories and curriculum ideology and politics in English teaching. To get a sense of the real situation, 200 junior and senior students were selected at Zhejiang Yuexiu University of Foreign Languages and Huzhou Normal University as the object of a questionnaire survey, and 3 teachers were interviewed.

The questionnaire is for junior and senior students at Zhejiang Yuexiu University of Foreign Languages and Huzhou Normal University. We chose them because they are supposed to have a better understanding of the connotation between Telling China's Stories and curriculum ideology and politics (See Table 1 and Table 2) for they are supposed to acquire concerning knowledge about the Chinese culture and China's Stories and to build up the deeper understanding about the topic.

**Table 1.** Basic Information of Participating Students (1)

Basic information	Survey items	Survey items	Proportion
Gender	Boys	96	48%
	Girls	104	52%
Grade	Junior	100	50%
	Senior	100	50%

**Table 2.** Basic Information of Participating Students (2)

The situation of knowing "Curriculum Ideology and Politics"	Know a lot	12	6%
	Know a little	40	20%
	Only heard	100	50%
Don't know	48	24%	

#### 3.3.1. Questionnaires

The questionnaire refers to the questionnaire on the curriculum ideology and politics prepared by Master Lu of Zhejiang Sci-Tech University, and combines the background of Telling China's Stories. The questionnaire consists of three parts. The first part is the basic information, including students' gender, grade and understanding of curriculum ideology and politics. The second part includes an investigation of students' understanding of Telling China's Stories and curriculum ideology and politics. The third part is about the outcomes and the effects of ideology and politics teaching in this project.

#### 3.3.2. Interviews

Based on the questionnaire survey, in order to make the research more authentic and effective and to better understand the students' learning situation, three teachers who teach junior and senior students were selected for interviews. The selection of teachers covered factors such as different genders, different grades, different educational backgrounds and teaching ages, in order to make the interviewees as diverse and comprehensive as possible. In addition, the teachers interviewed were who had taught the class and had a better understanding of the students.

### 3.4. Research Procedures

A questionnaire survey was conducted on the curriculum ideology and politics among junior and senior students at the university, and interviewed the teachers. The survey time was selected before the final exam.

#### 3.4.1. Questionnaire Survey Implementation

Before the implementation of the questionnaire, this paper got the permission of the school leaders. With the permission of the school, two classes in junior or senior year of university were selected to fill out the questionnaire. In the process of filling in, the students were asked to answer carefully and truthfully reflecting their attitudes according to the questions. The time selected for the questionnaire was during the school day, which did not interfere with the normal class and students' homework time, and ensured that students had enough time to complete the questionnaire.

A total of 200 people took part in the questionnaire. A total of 200 questionnaires were distributed and 196 were actually taken back, with a 98% rate for the questionnaires. The collected questionnaires were screened and eliminated, with missing answers and whole questionnaires with the same answer being eliminated as invalid. After eliminating 4 invalid questionnaires, the total number of valid questionnaires was 192. Then 192 valid questionnaires were then entered into the database for data processing and analysis.

#### 3.4.2. Questionnaire Survey Implementation

When interviewing 3 teachers, the author patiently communicated with them, explaining the purpose of the interview, creating a good interview atmosphere, enabling them to integrate into the interview, speak out their real thoughts, record the interview, and transcribe the data after

the interview.

After completing the questionnaire survey and interviews, data classification and analysis were performed to understand the current status of ideology and politics teaching of senior and junior students, and to find out the effect of ideology and politics teaching based on Telling China's Stories.

## 4. Results and Discussion

### 4.1. Analysis of Students Questionnaires

Before the study, a questionnaire on curriculum ideology and politics was sent to junior and senior students at Y University of S City. A total of 50 questionnaires were received, and the number of questionnaires met the requirements of the study. The next part is devoted to the analysis of the results of Telling China's Stories and curriculum ideology and politics and the date of the survey is shown in the table.

**Table 3.** Three Scheme comparing

Question 1	Choices	Number	Proportion
Can you Tell China's Stories by yourself in English?	Yes, I can	157	81.8%
	No, I can't	3	1.5%
	Not sure	32	16.7%

The data (Table 3) above shows the effect of Telling China's Stories. The data is from students' self-judgments of their competence in Telling China's Stories with 81.8% of students believing they could tell China's Stories on their own, while 16.7% of students were confident of their competence. Only 1.5% of students thought they still couldn't tell China's Stories. It can be seen that the effect of ideological and political teaching based on Telling China's Stories is effective.

**Table 4.** Results of Questionnaire on Curriculum Ideology and Politics (Q2-Q3)

Questions 2-3	Choices	Number	Proportion
The Situation of Knowing "Curriculum Ideology and Politics"	Know a lot	20	10.4%
	Know a little	35	18.2%
	Only heard	110	57.3%
Understanding of "Curriculum of Ideology and Politics"	Don't know	27	14.1%
	Ordinary ideological and political lessons	32	16.7%
	The expansion and of Ideological and Political education	55	28.6%
	Ideological and political education integrated with specialized courses	50	26.0%
	Direct way of ideological and political education	30	15.6%
	Others	25	13.0%

The data above (Table 4) shows the questionnaire results of Question 2 and Question 3, when asked students about whether they know "Curriculum of Ideology and Politics" only 10.4% of students knew a lot about the curriculum of ideology and politics and 18.2% knew a little about it. However, 57.3% had only heard of it, while 14.1% of students

did not know about it, suggesting that the spread of curriculum ideology and politics was still not profound. The second question is what is "Curriculum of Ideology and Politics". 16.7% saw it as a general ideological and political lesson. 28.6% thought it was the expansion of Ideological and Political education and 26.0% believed it is ideological and political education integrated with specialized courses, while the number of others choosing it was 15.6%.

**Table 5.** Results of Questionnaire on Curriculum Ideology and Politics (Q4-Q5)

Question 4-5	Choices	Number	Proportion
The willingness of accepting "Curriculum of Ideology and Politics"	Very welcome	86	44.8%
	Willing to accept	66	34.4%
	Not welcome	15	7.8%
Preferred ways to conduct "Curriculum Ideology and Politics"	Not sure	25	13.0%
	Lecturing	12	10%
	Discussion	76	39.6%
	Thematic form	66	34.4%
	Situational teaching	40	20.8%
	Others	10	5.2%

The data (Table 5) above shows the questionnaire results of question 4 and question 5. The third question collected students' willingness to accept the curriculum of ideology and politics, with 44.8% welcoming it very much, 34.4% willing to accept it, only 7.8% rejecting it and 13.0% not being clear about it. It can be seen that the majority of the students are willing to accept it. The fourth question was about the preferred the method of conducting curriculum ideology and politics, discussion, thematic form and situational teaching being the most popular ways for them, taking 39.6%, 34.4% and 20.8% respectively, with lecturing taking only 10%. From the results, it is better to use lecturing, discussion and thematic forms when teaching ideology and politics.

**Table 6.** Results of Questionnaire on Curriculum Ideology and Politics (Q6-Q7)

Questions 6-7	Choices	Number	Proportion
The necessity of integration between specialized courses and ideology and politics curriculum	Necessary	86	44.8%
	A bit necessary	98	51.0%
	Don't care	8	4.2%
The gaining from curriculum ideology and politics	Learn a lot	78	40.6%
	Learn a bit	104	54.2%
	Learn little	5	2.6%
	Not sure	5	2.6%

The data (Table 6) above displays the choices students made in questions 6 and 7. Students were asked about the need to integrate specialized courses with ideology and politics curriculum. 44.8% of students thought it necessary, 51.0% considered it was somehow necessary, 4.2% didn't care, indicating that most students rate the curriculum ideology and politics highly. As for the gains from the curriculum of ideology and politics, 40.6% of students thought they learned a lot, 54.2% learned a little, while 2.6%

of students learned little and 2.6% of them were not sure. It can be seen that the outcome of the course is visible, but it still doesn't benefit much.

The above survey suggests that many students already have had some understanding of curriculum ideology and politics, but some of their understandings were not very clear and accurate. And most students were willing to accept ideological and political teaching. The data revealed most of them tend to learn from discussions, thematic form and contextual teaching. A majority of them agreed on the need for a combination of specialized courses and ideology and politics curriculum. What's more, most students had the competence of Telling China's Stories on their own. Therefore, for these students, the results of this paper have a strong significance and learning.

## 4.2. Analysis of the Interviews

After complementing the interview, our group have found some problems to be solved, they are as followed.

(1) There is a single way to collect resources, and it takes a lot of work to sort, classify, summarize, translate, review and other links of thematic content. Besides, the newly added information in the resource base needs to be reviewed by the team at multiple levels, and the update speed is relatively slow.

(2) The bilingual expression of public policies needs to go through strict translation review and proofreading, and we must pay attention to whether the analysis of the resource base is in place and whether there is depth and breadth.

(3) The ideas and suggestions put forward by various departments in the organizational structure of the resource base are more diverse, and different opinions often appear in the discussion of the content and modification opinions of the studio. The team needs to pay attention to efficient communication and cooperation, gather wisdom, learn from each other's strengths, and take its essence to produce more quality content.

(4) Lack of more reasonable and efficient standards for resource integration. The classification of resources is not standardized, the species is difficult to define clearly, and the content is messy and messy. More effective collaborative search is needed among various sections.

## 5. Conclusion

From the above survey results, we can see the effect on curriculum ideology and politics of junior and senior students of Zhejiang Yuexiu University and Huzhou Normal University, which has made huge progress, with most of the students being able to tell China's Stories in English on their own. There are many factors that contribute to this phenomenon. Improving the effectiveness of curriculum ideology and politics is not only the responsibility of teachers, but also the shared responsibility of students, schools and society. It requires the joint effect of schools and society to working together to improve the effectiveness of curriculum ideology and politics.

First of all, students should consciously develop an ideological and political consciousness. As the main body of learning, students should be fully aware of the uniqueness of Chinese traditional elements. They should try to think about Chinese culture and try to tell China's Stories when learning English.

Secondly, teachers should try to integrate the English course with curriculum ideology and politics, and encourage students to tell China's Stories in English. Teachers have a

vital role to play in the class. Its effectiveness can only be improved if teachers adhere to the ideology and politics of the curriculum.

Finally, schools and society are also of great significance. The schools need to ensure the implementation of the process of curriculum ideology and politics, and society needs to carry forward Chinese culture and create a good environment for students to accept the curriculum ideology and politics and tell China's Stories.

Therefore, improving the curriculum ideology and politicrequires the efforts and cooperation from many aspects. With all of these analysis on questionnaires and phenomena, we can easily make a conclusion that this project is of great importance and value.

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