

# A Survey of the Current Situation of the Integration of “Curriculum Ideology and Politics” into Senior High School English Teaching

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**Abstract:** Under the background of the new era, China pays more attention to the ideological and political education of students and emphasizes making full use of the resources in various courses to achieve the goal of educating people by disciplines. In order to meet the requirements of the General Senior High School English Curriculum Standards and implement the fundamental task of cultivating people by virtue, English teachers in senior high schools should make full use of the ideological and political education resources, integrate curriculum ideological and political education into English classes, and help students to establish correct ideological and political concepts. Based on this, the survey takes senior high school English teachers as the research object, aiming to explore the current situation of the integration of curriculum ideology and politics into senior high school English teaching, as well as put forward some suggestions for promoting the integration of curriculum ideology and politics into senior high school English teaching.

**Keywords:** Curriculum Ideology and Politics; Integration; Senior High School English.

## 1. Introduction

Scholars Xiao Qiong and Huang Guowen [1] put forward that curriculum ideological and political education is a kind of education and teaching concept, which aims to make ideological value run through the teaching content of various courses and to realize all-round ideological and political education. English subject contains many kinds of foreign cultures and values. In order to better establish students' national pride and identity, it is necessary to carry out ideological and political education in English teaching.

As a language course, English not only teaches language knowledge and skills, but also carries the fundamental functions of cultural exchange and values education. Under the background of globalization, English, as the most widely used language in the world, plays an important role in promoting communication between different cultures. Through the study of English, students can be exposed to the values in different countries and cultural backgrounds. Only by strengthening ideological and political education in English class can students form a more comprehensive and balanced world outlook.

## 2. Literature Review

Scholars Huang Guangfang and Ruan Lingjie [2] put forward the topic of “curriculum ideology and politics”, which was mainly studied in the following aspects: the interpretation of the connotation, the construction value, the implementation path, the educational evaluation mechanism and the research community. Therefore, the current research tends to be theoretical.

In addition, through literature reading, it is found that the relevant research on curriculum ideology and politics mainly focuses on higher education. Scholar Xu Jinfen [3] conducted a study on the construction of ideological and political content of college English teaching materials and expounded the

general principle of “centering on students' development, guiding by subject attributes and relying on school characteristics”. Wen Qiufang [4] studied the connotation and implementation framework of ideological and political education in college foreign language courses, which provided suggestions for ideological and political education in foreign language courses both in theory and practice. Yang Hua [5] explored the ideological and political practice of foreign language courses in colleges in China, and put forward a practical framework of “using foreign language to tell China” as the ideological and political element. At present, many studies focus on the ideological and political construction of college English courses, but less attention is paid to the secondary and basic education courses. Therefore, this study explores the current situation of the integration of “curriculum ideology and politics” into senior high school English teaching from the perspective of senior high school English teachers.

## 3. Research Design

The study collects the data of English teachers from three senior high schools in Sichuan Province and intends to solve the following questions: (1) What is the current situation of the integration of “curriculum ideology and politics” into senior high school English teaching? (2) What are the main reasons that affect the integration of “curriculum ideology and politics” into senior high school English teaching?

### 3.1. Questionnaire Design

The study refers to the questionnaire of the current situation and influencing factors of ideological and political education in senior high school English courses designed by Kang Limei [6].

The questionnaire includes four dimensions, of which dimensions 2, 3 and 4 are all Likert scales. The dimension 1 investigates the basic personal information of the research object; The dimension 2 investigates teacher' cognition to the

curriculum ideology and politics, mainly including teachers' understanding (questions 1-4) and attitudes (questions 5-8); The dimension 3 investigates the degree of teachers' practice in all aspects of teaching, mainly including teaching goal design (questions 9-12), teaching content design (questions 13-16), teaching mode (questions 17-20), teaching method (questions 21-24) and teaching evaluation (questions 25-28); The dimension 4 investigates teacher' views on the influencing factors and degree of curriculum ideology and politics, mainly including internal factors (questions 29-33) and external factors (questions 34-36).

According to the statistical analysis software SPSS26.0, the questionnaire was pre-investigated. and The data of Cronbach's alpha and KMO from each dimension were all greater than 0.7, which proved that the questionnaire has good reliability and validity.

### 3.2. Data Collection and Analysis

In this study, data were collected by distributing questionnaires to English teachers from three senior high schools. A total of 37 questionnaires were collected, and one invalid questionnaire was eliminated. Finally, thus 36 valid questionnaires were retained with a recovery rate of about 97%. Then, the questionnaire data were coded, analyzed and discussed by SPSS26.0, Excel and other software.

## 4. Research Results and Discussion

### 4.1. The Situation of the Integration

The analysis of teachers' personal information based on the collected questionnaires is shown in Table 1.

**Table 1.** Teachers' Personal Information

Information	Options	Amount	Proportion
Gender	Male	7	19.4%
	Female	29	80.6%
Age	20-30	8	22.2%
	30-40	17	47.2%
	40-50	9	25%
	>50	2	5.6%
	bachelor	23	63.9%
Academic Degree	Master degree or above	13	36.1%
CPC Member	Yes	9	25%
	No	27	75%
Class Teacher	Yes	12	33.3%
	No	24	66.4%

As can be seen from Table 1, in terms of gender, most of the research objects are female teachers; In terms of age, most teachers are 30-40 years old; In terms of academic qualifications, most of them are bachelors; A quarter of the teachers are party member; Most teachers are not the positions of head teachers.

Analysis of means can basically understand the present

situation of the integration of "curriculum ideology and politics" in senior high school English teaching from seven dimensions: teachers' cognition, teachers' attitude, teaching objectives, teaching content, teaching mode, teaching methods and teaching evaluation. Combined with SPSS statistical analysis software, the data of each dimension are shown in Table 2.

**Table 2.** Data of Each Dimension

	Descriptive Statistics					
	N Statistics	Min. Statistics	Max. Statistics	Mean Statistics	SE	S.D. Statistics
Teachers' Cognition	36	2.25	3.50	2.8403	.05190	.31141
Teachers' Attitude	36	3.25	4.50	3.9653	.04581	.27486
Teaching Objectives	36	2.75	4.25	3.6042	.05115	.30691
Teaching Content	36	2.50	3.75	3.0694	.05511	.33064
Teaching Mode	36	2.75	4.25	3.4236	.05253	.31521
Teaching Methods	36	2.50	4.00	3.3194	.05860	.35158
Teaching Evaluation	36	2.25	3.00	2.5625	.03906	.23433

From Table 2, it can be seen that the average data of the

seven dimensions are all greater than 2.5, and the average

scores of most dimensions are higher than 3 and the standard deviation is small, which proves that the integration of “curriculum ideology and politics” into senior high school English teaching is generally good.

The dimension with the highest average score is the second

dimension--teachers’ ideological and political attitude, which proves that the teachers totally agree with the idea of integrating curriculum ideology and politics into English classes and have a strong willingness. The detailed analysis of this dimension data is shown in Table 3.

**Table 3.** Specific Item Data of Teachers’ Ideological and Political Attitude  
(Ps: Education: Curriculum ideology and politics education)

	Descriptive Statistics					
	N	Min.	Max.	Mean	S.D.	
	Statistics	Statistics	Statistics	Statistics	SE	Statistics
<b>Education is necessary.</b>	36	4	5	4.69	.078	.467
<b>Education is feasible.</b>	36	3	5	4.31	.104	.624
<b>Intersperse education with students’ problems</b>	36	3	5	4.28	.094	.566
<b>Schools and teaching and research groups have done a good job.</b>	36	2	4	2.58	.101	.604

From Table 3, it can be seen that the participants' attitude towards the integration of curriculum ideology and politics in English class is very positive, and it is quite necessary and feasible to integrate curriculum ideology and politics in English class, and ideological and political education can be interspersed for students' problems. However, schools and teaching and research groups still have room for improvement

on this issue.

The dimension with the lowest average score is dimension seven-teaching evaluation, which proves that the teachers surveyed have not included ideological and political learning in their teaching evaluation. The detailed analysis of this dimension data is shown in Table 4.

**Table 4.** Specific Item Data of Teaching Evaluation  
(Ps: C: Curriculum ideology and politics)

	Descriptive Statistics					
	N	Min.	Max.	Mean	S.D.	
	Statistics	Statistics	Statistics	Statistics	SE	Statistics
<b>Evaluating students from the perspective of C.</b>	36	2	4	3.42	.092	.554
<b>Improving teaching according to the situation of C.</b>	36	2	3	2.44	.084	.504
<b>Paying attention to C when evaluating teaching</b>	36	2	3	2.25	.073	.439
<b>Paying attention to in semester assessment</b>	36	2	3	2.14	.058	.351

From Table 4, it can be seen that the subjects generally evaluate students from the perspective of ideological and political education, but relatively ignore it in teaching self-evaluation and teaching and research section evaluation. At the same time, the subjects generally did not include the students’ ideological and political situation in the semester assessment.

It is worth noting that another dimension with an average score of less than 3 is the first dimension teachers’ cognition, and its specific item data are shown in Table 5. From Table 5, it can be seen that the average score of this dimension is low mainly because the school and teaching and research group need to pay more attention to curriculum ideological and political education.

In addition, the average of the four dimensions of teaching

objectives, teaching content, teaching mode and teaching methods are all higher than 3, which proves that the subjects consciously integrate curriculum ideology and politics into English teaching in these sections. Among them, the dimension with the highest score is the teaching goal, which may be related to the need to cultivate students’ core competencies, which is closely related to curriculum ideology and politics.

Cross-analysis of the subjects’ personal information shows that the scores of teachers who are CPC members are generally higher than those of not, and the scores of teachers who are class teachers are higher than those of not in teaching evaluation integration, but the relationship between the teacher’s gender, age, education background and the integration of curriculum ideology and politics into English

classroom is not obvious.

**Table 5.** Specific Item Data of Teachers' Cognition

	Descriptive Statistics				
	N	Min.	Max.	Mean	S.D.
	Statistics	Statistics	Statistics	Statistics	SE Statistics
<b>Understanding the related documents.</b>	36	2	4	3.17	.085 .507
<b>The school formulates policies or documents.</b>	36	2	3	2.33	.080 .478
<b>Requirements of teaching and research group</b>	36	2	4	2.81	.078 .467
<b>Teacher's personal training</b>	36	2	4	3.06	.112 .674

## 4.2. The Influencing Factors about the Integration

The influencing factors and related data of the

questionnaire are shown in Table 6.

**Table 6.** Specific Data of the Influencing Factors

Scale	Mean	Title	Mean
<b>Internal factors</b>	2.26	<b>Lack of understanding</b>	2.25
		<b>exam-oriented education</b>	2.89
		<b>Relaxed thinking</b>	2.03
		<b>Lack of relevant materials or cases</b>	1.89
<b>External factors</b>	3.55	<b>Lack of opportunities for studying</b>	3.19
		<b>Schools pay attention to grades</b>	3.89
		<b>Heavy work tasks</b>	4.06
		<b>Pressure on students</b>	3.06

From Table 6, it can be seen that the factors influencing the integration of 'curriculum ideology and politics into senior high school English teaching include both internal and external, but the external factors are more influential.

From the perspective of internal factors, the average data is less than 3, which proves that the internal factors have not a high degree of influence on curriculum ideological and political education. Generally speaking, the subjects think that it is difficult for them to get rid of the influence of exam-oriented education, which is one of the most important internal factors, while the lack of understanding of curriculum ideological and political education, relaxed thinking or lack of relevant materials has little influence on it.

From the perspective of external factors, the average data is greater than 3, which proves that external factors have a great influence on curriculum ideological and political education. On the whole, there are four reasons. The teachers have a heavy workload. The school pays too much attention to teachers' teaching achievements in performance evaluation. The teachers are lack of opportunities for learning and communication. The students are under great pressure to enter colleges. These reasons have a great influence on the integration of "Curriculum Ideology and Politics" into senior high school English teaching.

## 5. Conclusion

In order to investigate the current situation and influencing factors of the integration about the "curriculum ideology and politics" into senior high school English teaching, the study gets the relevant data by collecting questionnaires from teachers in three senior high schools.

The results show two points. On the one hand, the integration of curriculum ideology and politics into senior high school English teaching is generally good, and teachers have positive attitude and willingness about it, but some of them can further improve their understanding of curriculum ideology and politics and continue to implement it.

On the other hand, external factors affect the integration of curriculum ideology and politics into senior high school English teaching more than internal factors. For example, The teachers have heavy tasks, and they are lack of opportunities for learning and communication. At the same time, the schools pay too much attention to students' academic achievements.

In order to promote the integration of curriculum ideology and politics into senior high school English teaching, the study puts forward strategic suggestions from the following two aspects:

From the personal point of view, teachers should strengthen the study of ideas or documents related to curriculum ideological and political education, accumulate more materials or examples related to it, and adhere to moral education. Teachers should carry ideological and political education through the whole teaching process.

From the organizational point of view, schools can formulate relevant documents to implement curriculum ideology and politics, provide more opportunities for teachers to learn and communicate. The teaching and research groups are advised to organize teachers to discuss and share their own opinions about the ideological and political education in public teaching presentation.

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