

Implementation of Ideological and Political Education Based on Texts from Textbooks in College English—A Case Study of *New Century College English: Zooming in An Integrated English Course 2 (Third Edition)*

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Taking *New Century College English Coursebook Series: Zooming in An Integrated English Course 2 (Third Edition)* as the research object, this paper sorts out its progressive ideological educational logic of “self-cultivation, teamwork and national ideals”. It proposes a three-level method to fully explore the texts, integrated teaching design and diversified evaluation system. Corresponding supporting strategies are put forward to provide operable paradigms for regular ideological and political education relying on this textbook.

Keywords: College English, ideological and political education in courses, text exploration, *New Century College English: Zooming in An Integrated English Course 2 (Third Edition)*

Introduction

College English Teaching Guide (2020 Edition) issued by the National Advisory Committee on College Foreign Language Teaching under the Ministry of Education clarifies that college English bears both instrumental and humanistic attributes. Teaching should deeply explore the humanistic values contained in textbooks to realize coordinated development of language learning, competence cultivation and value shaping¹. The *Implementation Outline for Improving the Quality of Ideological and Political Work in Colleges and Universities* issued by the Ministry of Education requires all courses to fulfill educational responsibilities and promote collaborative progress between specialized courses and ideological and political theory courses². Talking about ideological and political education without reference to textbook texts will easily create a disconnection between language teaching and value guidance and weaken educational effects.

Published by Shanghai Foreign Language Education Press, the *New Century College English Coursebook Series (Third Edition)* has been widely adopted by undergraduate colleges nationwide. Qin Xiubai, the general

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¹ National Advisory Committee on College Foreign Language Teaching under the Ministry of Education. (2020). *College English Teaching Guide (2020 Edition)*[M]. Beijing: Higher Education Press.

² Ministry of Education of the People's Republic of China. *Implementation Outline for Improving the Quality of Ideological and Political Work in Colleges and Universities*[A/OL]. (2017-12-06)[2026-08-09]. Retrieved from http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206_320698.html.

chief editor, points out that this textbook series adheres to a humanistic educational philosophy and balances linguistic skill training with value edification (Qin, 2007). Targeting freshmen in their second semester, the *Integrated English Course 2* consists of six units with distinctive compilation features. Each unit is equipped with an independent section *Aspects of China* that regularly integrates English materials featuring Chinese themes. Unit themes advance gradually from personal morality to national rejuvenation, forming a coherent educational thread. Wen Qiufang proposes that textbook texts are the core starting point for ideological and political education in foreign language courses, and a systematic framework for text interpretation and value integration should be established (Wen, 2021). Accordingly, this paper sorts out all ideological and political elements strictly against the textbook's table of contents, designs integrated teaching procedures based on authentic texts, and explores feasible paths for ideological and political education rooted in the textbook content.

Text Structure and Hierarchical Ideological and Political Resources of *New Century College English Coursebook Series: Zooming in An Integrated English Course 2 (Third Edition)*

The textbook contains six units, each composed of six fixed modules: *Get Started* (lead-in), *Listen and Respond* (listening and speaking training), *Read and Explore* (core reading with Text A and Text B), *Thematic Activities*, *Enhance Your Language Awareness* (linguistic consolidation), and *Aspects of China* (China-themed expansion). Ideological and political resources are sorted out hierarchically as follows according to the table of contents:

Original Unit Texts and Surface-level Thematic Ideological and Political Connotations

Unit 1 Kindness

Text A *The Kindness of Strangers* and Text B *The Cab Ride I'll Never Forget* narrate mutual help and warmth among strangers.

Ideological connotation: kindness, inclusiveness and mutual assistance, fostering personal moral character of being ready to help others.

Unit 2 The Road to Success

Text A *The Shadowland of Dreams* depicts hardships and perseverance on the road to pursuing dreams; Text B *Yuan Longping: Father of Hybrid Rice* records Yuan Longping's lifelong dedication to hybrid rice research in rural fields.

Ideological connotation: hard work, dedication, serving the country through science, craftsman spirit, food security and responsibility to the nation.

Unit 3 Being Creative

Text A *The Art of Creative Thinking* and Text B *The Creative Personality* elaborate on cultivation of creative thinking and traits of innovative talents.

Ideological connotation: pioneering spirit, courage to break through conventions, cultivating college students' awareness of innovation.

Unit 4 The Value of Life

Text A is the classic excerpt *Three Days to See* by Helen Keller, advocating cherishing life and perceiving beauty; Text B *My Debt in Life* reflects on kindness and gratitude received throughout life.

Ideological connotation: reverence for life, gratitude, courage to face setbacks, establishing a positive outlook on life.

Unit 5 Learning to Work Together

Text A *What Does Teamwork Really Mean?* and Text B *Help Wanted: A Team Player* interpret the essence of teamwork and qualities of cooperative individuals.

Ideological connotation: collectivism, tolerance and mutual assistance, overall awareness, rejecting extreme individualism.

Unit 6 The Chinese Dream (Core Unit for Ideological and Political Education)

Text A *Structuring the Chinese Dream* systematically interprets the connotation and essence of the Chinese Dream; Text B *Pioneering Port City Embodies Chinese Dream of National Rejuvenation Coming True* takes the development of port cities as a concrete example to demonstrate the practice of national rejuvenation.

Ideological connotation: patriotism, national rejuvenation, confidence in the path of socialism with Chinese characteristics, guiding students to integrate personal aspirations into national development.

Intermediate Ideological and Political Corpus in Supporting Modules

First, the *Enhance Your Language Awareness* module collects value-laden core vocabulary such as kindness, teamwork, Chinese Dream and hybrid rice, with Chinese-English translation exercises covering traditional virtues, scientific and technological innovation and national development. Second, *Thematic Activities* include speeches, essays and group discussions with propositions aligned with unit ideological themes. Third, the featured section *Aspects of China* provides exclusive English passages with Chinese themes in every unit, serving as built-in extended ideological materials that can be directly applied to teaching students to tell Chinese stories in English.

Deep In-depth Speculative Ideological and Political Connotations

The textbook adopts a comparative compilation mode of “Western humanistic texts + Chinese narrative texts”, creating entry points for critical thinking. Unit 2 contrasts the Western narrative of individual dream pursuit with Yuan Longping’s value choice of dedicating himself to the country; Unit 5 compares Western team management models with the Chinese collective culture of harmony; Unit 6 combines Western development theories with the practical path of national rejuvenation embodied by the Chinese Dream. Teachers can guide students to conduct cross-cultural critical thinking based on textual differences, help them view Chinese and foreign concepts objectively, and strengthen cultural and institutional confidence.

The textbook forms a progressive educational logic: Units 1 to 4 focus on personal morality, aspirations and outlook on life; Unit 5 elevates to collective cooperation; Unit 6 lands on national rejuvenation, forming a complete value guidance chain.

Implementation Paths of Ideological and Political Education Based on Textbook Contents

Three-step Hierarchical Exploration of Ideological Resources in Textbooks

Step 1: Read through all modules of each unit, identify surface ideological themes of Text A and Text B, and clarify unit educational objectives.

Step 2: Disassemble linguistic exercises, thematic activities and the *Aspects of China* section, extract Chinese-featured ideological corpus and embed them into regular training of vocabulary, translation and writing.

Step 3: Compare value differences between Chinese and foreign texts, design in-depth speculative topics and build a complete unit ideological teaching framework.

Take Unit 2 *The Road to Success* as an example: the surface ideological theme is striving and dedication; intermediate corpus includes characteristic vocabulary and translation exercises such as hybrid rice, food security and scientist dedication; the in-depth speculative topic is “whether personal aspirations should serve individuals or national development”. All materials are derived from the texts in textbook.

Integrated Three-dimensional Unit Teaching Design (Typical Case: Unit 6 The Chinese Dream)

Liu Zhengguang et al. propose that college English classrooms should build a three-dimensional teaching framework covering “linguistic competence, critical thinking and value shaping” based on textbook texts (Liu, Guo, & Shi, 2023). This paper designs teaching cases following this theory:

Three-dimensional Teaching Objectives (Aligned with Original Texts)

Linguistic objective: Master core vocabulary such as rejuvenation, port economy and Chinese Dream, grasp argumentative essay structures and complete supporting tasks in the *Aspects of China* section. Competence objective: Conduct English discussions and group debates based on two passages, acquire the ability to interpret the Chinese Dream and introduce China’s modernization in English. Ideological objective: Comprehend the core connotation of the Chinese Dream, establish the value cognition of integrating personal aspirations with national rejuvenation, and strengthen institutional confidence and patriotism.

Three-stage Closed-loop Classroom Procedures

Pre-class: Assign preview of Text A, Text B and extended passages in *Aspects of China*, with guiding question: How does the development of port cities interpret national rejuvenation?

In-class: Intensively read Text A to sort out the theoretical framework of the Chinese Dream; study Text B about urban development and supplement Chinese development materials from *Aspects of China*; hold group debates on “personal dreams and national development” to consolidate linguistic competence and value cognition simultaneously.

Post-class: Unit writing task — draft the speech manuscript *My Dream and the Chinese Dream*.

Logic of Ideological Implementation: All teaching procedures advance based on original textbook texts without empty talk about patriotism detached from passages, enabling students to independently perceive the contemporary connotation of the Chinese Dream through interpreting English texts.

Establishing Diversified Evaluation System Balancing Linguistic Competence and Ideological Literacy

Process evaluation (70%): Classroom critical speeches on texts, unit-themed English compositions and presentation of extended content from *Aspects of China*, focusing on students’ textual value cognition and ability to tell Chinese stories in English. Unit self-reflection requires students to write value perceptions combining text learning after each unit, realizing teaching and learning promotion through assessment.

Summative evaluation (30%): Final reading, oral and writing tests adopt propositions homologous to textbook themes, covering Yuan Longping, the Chinese Dream, teamwork and other related topics.

Supporting Strategies for Implementing Text-based Ideological and Political Education

Organizing Full-text Collective Teaching Research to Correct One-sided Text Interpretation

Teaching and research offices organize teachers to thoroughly study all modules unit by unit against the textbook table of contents, and compile a complete list of ideological resources including Text B and the *Aspects of China* section. Collaborative lesson preparation with teachers from the School of Marxism is carried out to

accurately extract textual value connotations, changing the one-sided teaching mode that only covers Western passages and ignores Chinese native texts.

Constructing Exclusive Online Ideological Resource Database for This Textbook

Classify extended supporting materials by the six unit themes, matching content of the *Aspects of China* section, and upload resources to online teaching platforms such as Xuexitong and Rain Classroom. Teachers can directly access supplementary classroom materials to reduce lesson preparation burdens.

Launching Special Training on Text-based Ideological Teaching

Hold special training sessions to popularize the “three-step text exploration method”, guide teachers to form the habit of studying all textbook modules comprehensively, give full play to the value of built-in Chinese narrative sections, and build a regular classroom teaching mode with progressive and integrated language and value education.

Conclusion

New Century College English Coursebook Series: Zooming in An Integrated English Course 2 (Third Edition) features logically arranged texts across six units, including some Chinese narrative passages in Text B and the independent featured section *Aspects of China*. It forms a complete ideological and political educational chain from personal self-cultivation to national rejuvenation, making it a high-quality carrier for ideological and political education in college English courses. College English teachers can continuously optimize integrated unit teaching designs based on the textual framework sorted out in this paper, deeply tap implicit educational resources in textbooks, fulfill the fundamental task of fostering virtue through education, and cultivate new-era young talents equipped with both English competence and correct values.

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