Research on Curriculum-based Ideological and Political Education with Foreign Language Courses: A Case Study of *"Introduction to British and American Culture"*

Zhong Maobin[1]
[1]Quzhou University, Quzhou, China
Email: 271811601@qq.com

Abstract: This study examines how curriculum-based ideological and political education (CPE) can be effectively integrated into the course *Introduction to British and American Culture*. Findings show that comparative curriculum design — highlighting China's historical achievements, cultural values, and governance strengths alongside Western counterparts—has the potential to enhances students' cultural confidence and ideological awareness. Innovative teaching strategies, including case studies of international events, multimedia tools, and guided group discussions, are identified as promising approaches to improve engagement and support students' appreciation of China's path, theory, system, and culture. While the study provides conceptual insights and instructional recommendations, it does not include empirical classroom data, which suggests the need for future field-based validation. The research offers practical guidance for aligning foreign language education with CPE goals and fostering students' patriotism and cross-cultural competence.

Keywords: Curriculum-based Ideological and Political Education (CPE), foreign language courses, comparative analysis, higher education reform, cultural confidence

Introduction

Curriculum-based Ideological and Political Education (CPE) has become a cornerstone of educational reform in China's higher education system, aiming to integrate value formation into all aspects of teaching. From December 7 to 8, 2016, President Xi Jinping highlighted in his speech at the National Conference on Curriculum-based Ideological and Political Education in Universities: "Classroom teaching should be used effectively as the primary platform for ideological education. Ideological and political theory courses should strive to enhance their appeal and relevance, while being strengthened to meet the growth, development, and expectations of students. Other courses must also play their part, ensuring that all subjects align with ideological and political theory course, creating a unified and synergistic effect." [1] This underscores the responsibility of all disciplines, including foreign language education, to cultivate students' cultural confidence and ideological awareness.

Among foreign language courses, *Introduction to British and American Culture* plays a pivotal role by exposing students to the historical, political, and cultural dimensions of Western societies. However, existing teaching practices often prioritize Western narratives while giving limited attention to Chinese perspectives, leading to unbalanced worldviews and weakened cultural confidence. Wenqiufang emphasized that curriculum-based ideological and political education in college English should integrate value guidance into all aspects of language teaching, ensuring that cultural confidence is cultivated alongside language competence.[2] Luoliangong argued that the fundamental aim of foreign language CPE is moral education, which must balance ideological guidance with professional language training to achieve compatibility and coherence.[3] Sunyouzhong further pointed out that through cross-cultural comparison and value-based reflection, college English courses can foster students' appreciation of Chinese cultural traditions while promoting critical engagement with Western ideas.[4] Yet, most studies on CPE in foreign language education have concentrated on foundational College English courses, leaving advanced, culture-oriented classes such as *Introduction to British and American Culture* underexplored.

Accordingly, this study addresses the following research questions:
　　1.How can CPE be effectively integrated into *Introduction to British and American Culture*?
　　2.What teaching strategies enhance students' cultural confidence and engagement?

To answer these questions, this study explores strategies for embedding CPE in *Introduction to British and American Culture* through comparative curriculum design and innovative teaching practices. It examines methods that highlight China's historical achievements, cultural values, and governance strengths alongside Western counterparts, aiming to enhance students' cultural confidence and ideological engagement. The findings offer document-based insights to guide the alignment of foreign language education with CPE goals and the cultivation of cross-cultural competence in a globalized context.

Research background and rationale

Introduction to British and American Culture is an elective undergraduate course designed for non-English majors. It offers a comprehensive exploration of Western societies, focusing on their politics, economies, cultures, and education systems. [5] The course provides a systematic breakdown of the social and cultural contexts of the world's major English-speaking countries, covering key aspects like geography, history, politics, economics, social life, and cultural traditions.

By gaining a deeper understanding of these societies, students can broaden their cultural awareness, develop a stronger sense of multiculturalism, and enhance their overall cultural literacy.

In most colleges, Curriculum-based Ideological and Political Education (CPE) within English courses tends to be concentrated in the foundational College English class for first- and second-year students. While this course emphasizes language proficiency, it often falls short in addressing cultural depth. In contrast, the advanced course *Introduction to British and American Culture* shifts its focus from language to culture, exposing students to a wealth of Western knowledge and ideological perspectives. Given its strong intellectual and ideological undertones, this course naturally emerges as a key area for CPE reform.[6] However, compared to College English, research on integrating CPE into this course remains notably underdeveloped. In fact, for a long time the teaching of *Introduction to British and American Culture* has leaned heavily toward developing language skills and introducing Western culture, often at the expense of ignoring China's own rich cultural heritage.[7] This imbalance risks fostering cognitive biases in students, such as the misconception that Western culture is inherently superior to Chinese culture. Over time, this can lead to an unhealthy idolization of foreign cultures, a loss of cultural confidence, and the formation of skewed worldviews and values. Such outcomes run counter to the core mission of higher education, which is to "cultivate virtue and nurture talent".

To address these issues, *Introduction to British and American Culture* should be deeply rooted in Chinese culture. Specifically, by incorporating cultural comparisons and emphasizing the strengths of Chinese traditions, the course can showcase China's political, economic, and cultural achievements, thereby broadening students' global outlook. Furthermore, in fostering cross-cultural competence, it's crucial to instill a sense of national pride and patriotism into students, whose values should be anchored in the spirit of the Chinese people. This approach can deepen students' historical awareness, their understanding of the bigger picture, and their sense of responsibility. It can also strengthen their confidence in the path, theory, system, and culture of socialism with Chinese characteristics, which should serve as the backbone of cross-cultural communication. By reinforcing learners' cultural consciousness and sensitivity, the course can help students maintain their confidence in Chinese culture when navigating cultural differences and clashes between Chinese and Western traditions. In light of this, exploring how to deeply integrate *Introduction to British and American Culture* with ideological and political education is a highly significant and timely endeavor.

This research takes a dual approach to integrate *Introduction to British and American Culture* with ideological and political education. First, it begins with the course materials themselves, drawing comparisons between China and British and American societies to highlight China's historical, cultural, and political strengths. Second, it grounds itself in contemporary realities, weaving in current international issues to ensure that CPE feels dynamic and relevant, rather than stale or disconnected. By doing so, it aims to reinforce students' "four self-confidences" (confidence in the path, theory, system, and culture of socialism with Chinese characteristics) and fulfill the broader educational mission of "cultivating virtue and nurturing talent".

Challenges in current teaching practice

One of the major challenges in teaching *Introduction to British and American Culture* is the imbalance in course content and the lack of meaningful cultural comparison. The course tends to overemphasize Western culture while largely neglecting Chinese culture, both in content and perspective. Most textbooks focus heavily on Anglo-American history, literature, political systems, and social customs, with little or no reference to China. For example, *A Guide to English-Speaking Countries*[8] by Xie Fuzhi—a widely used textbook in many universities—contains barely any content related to China. This lack of balance prevents students from seeing how different cultures interact, contrast, or complement one another. The bias is also reflected in teaching methods. Teacher soften aim simply to introduce Western culture without encouraging students to think critically about cultural differences. Nor are they taught how to express Chinese cultural concepts fluently and appropriately in English. Even when Chinese culture is discussed, it is rarely presented as equal to its Western counterparts, leading to a subtle but persistent sense of cultural hierarchy in students' minds.

As a result, students are likely to develop cognitive biases that shape their perception of culture and identity. When exposed predominantly to Western topics—such as individual rights, liberal democracy, and traditional holidays—without a firm grounding in their own cultural heritage, students may begin to view Western societies as more advanced, modern, or globally accepted. This misconception is reinforced by the overwhelming proportion of Western content in textbooks and by the absence of structured, comparative modules in the curriculum. Over time, students may begin to regard Western values, like individualism, as universal, while viewing traditional Chinese values, such as collectivism, filial piety, or the importance of family, as culturally specific, outdated, or even backward. This not only distorts their understanding of cultural diversity but also weakens their sense of pride in their own cultural background. In some cases, students may even regard Chinese traditions as barriers to modernity, rather than legitimate and evolving expressions of cultural identity.

These misunderstandings are further intensified by limited classroom discussion and a lack of critical engagement with cultural contrasts. Teachers often prioritize the development of language proficiency over deep cultural literacy, which leaves students ill-prepared for nuanced cross-cultural communication. Without guided reflection, students may unconsciously apply Western norms and assumptions inappropriately during intercultural exchanges. The problem is worsened when outdated teaching materials are used—materials that fail to reflect the social, economic, and cultural developments of contemporary China. This can give students the impression that China is perpetually lagging behind the West, reinforcing negative stereotypes and contributing to a sense of cultural self-doubt. In the long term, such an educational approach risks undermining students' ability to engage in equal and confident dialogue with people from different cultural backgrounds.

Methodology

This study adopts a qualitative descriptive and document-based approach to exploring the integration of curriculum-based ideological and political education into *Introduction to British and American Culture*. The analysis focused on widely used teaching materials, including the syllabuses, textbooks, and teaching guidelines. Key among them was *A Guide to English-Speaking Countries (Revised Edition)*[9] by Xie Fuzhi, a textbook commonly used in Chinese universities for culture-related English courses at the undergraduate level. Materials were selected based on their prevalence in undergraduate English programs and their alignment with the course objectives.

To evaluate these materials, a comparative content analysis framework was employed. Each unit was reviewed according to three criteria: (1) the balance between Western and Chinese cultural perspectives; (2) the extent to which ideological and value-oriented content was integrated into the text; and (3) the opportunities provided for cross-cultural comparison aimed at strengthening students' cultural confidence. Special attention was paid to identifying omissions or imbalances, such as a lack of Chinese perspectives or uncritical presentations of Western norms. In addition, the analysis sought out potential entry points for embedding CPE principles, including topics suitable for cultural contrast, ideological reflection, or patriotic education.

The analysis was informed by existing scholarship on curriculum-based ideological and political education and general principles of comparative and cross-cultural pedagogy, which emphasize balancing ideological objectives with effective language and culture teaching. This non-empirical, document-based approach is appropriate for the aims of the present study, as it enables the synthesis of insights into a reflective teaching design that proposes practical strategies for embedding CPE through comparative curriculum design and innovative teaching practices.

Results

Finding 1: Opportunities for strengthening students' cultural confidence and critical thinking through comparative curriculum design

The integration of ideological and political education into *Introduction to British and American Culture* can be approached by embedding comparative perspectives that highlight the distinctive characteristics and values of Chinese and Western civilizations. Through systematic contrasts across historical, cultural, and political dimensions, students may be encouraged to critically evaluate dominant narratives and develop a more balanced worldview.

Three examples illustrate how such comparisons can be meaningfully incorporated into curriculum design:

(1) . The violence of Anglo-American capitalist accumulation vs. the peaceful advancement of Chinese civilization

The early economic development of the UK and the US was closely tied to violence, exploitation, and colonial expansion. In Britain, the Enclosure Movement displaced large numbers of peasants, converting them into wage labourers and enabling the rise of capitalism. Capital was further accumulated through piracy and the transatlantic slave trade. Figures such as Francis Drake, who plundered Spanish ships in the name of the Crown, and the sale of an estimated two million African slaves between the 16th and 19th centuries illustrate this pattern of violent expansion.

Similarly, the United States built its early wealth on the oppression and displacement of Native Americans and other ethnic minorities. Through brutal colonial expansion, indigenous populations were massacred and their lands seized. These historical facts highlight a legacy of development featured by conquest and inequality.

By contrast, Chinese civilization is marked by a long-standing commitment to peace and innovation. China's four great inventions—the compass, gunpowder, papermaking, and printing—not only advanced Chinese society but also made profound contributions to global civilization. The compass revolutionized navigation, gunpowder transformed warfare, papermaking made the transmission of knowledge more accessible, and printing accelerated the spread of ideas. These innovations were transmitted to the West primarily through peaceful exchanges along the Silk Road, embodying China's value of harmony over aggression.

This contrast between violent expansion and peaceful contribution offers a powerful framework for helping students recognize the unique strengths of Chinese culture and history. It encourages critical reflection on cultural narratives and promotes a more balanced, confident outlook in the context of global cultural exchange.

(2). The barbarism of colonial expansion vs. the tolerance of Chinese civilization

Both the United Kingdom and the United States rose to global dominance through colonial expansion, often marked by violence, exploitation, and cultural oppression. In pursuit of hegemony, they demonstrated significant brutality. For instance, Britain established the notorious East India Company, which monopolized trade in India and violently suppressed local uprisings. The United States, for its part, asserted its dominance through the Monroe Doctrine, effectively claiming control over Latin America while interfering in the political and economic affairs of neighboring countries. These colonial policies were featured by resource extraction and forced cultural assimilation, leading to economic devastation and the erosion of local traditions and identities in many colonized regions.

In contrast, Chinese civilization has long emphasized principles of peace, tolerance, and harmonious coexistence. During the Tang Dynasty, Chang'an flourished as an international hub where traders from across Asia and the Middle East—particularly from Arab and Persian regions—lived and worked in relative harmony. The openness and inclusivity of the Tang fostered a cosmopolitan society where diverse cultures coexisted and interacted peacefully. Similarly, in the Ming Dynasty, Zheng He led seven maritime expeditions that reached as far as the coast of Africa. Despite China's great naval and economic power at the time, Zheng He's missions were not aimed at conquest or colonization. He did not seize foreign land or resources, but instead engaged in peaceful trade, exchanging silk and porcelain for exotic goods. His voyages exemplified China's diplomatic philosophy of mutual respect and peaceful exchange.

This approach is greatly affected by Confucian ideals, which prioritize benevolence, respect, and harmony in both domestic governance and international relations. Rather than imposing its culture on others, China historically promoted cultural coexistence, creating a legacy of tolerance that stands in stark contrast to the aggressive expansionism seen in many Western powers.

(3). The inefficiency of Western checks and balances vs. the effectiveness of centralized governance in Chinese civilization

The political systems of the United Kingdom and the United States are both founded on the principle of checks and balances, which aim to limit and distribute power among various branches of government. While this system is intended to prevent authoritarianism, it can also lead to policy gridlock, particularly when different parties block each other's initiatives—a phenomenon often referred to as "veto politics." For instance, under the U.S. two-party system, major policy reforms are frequently delayed or obstructed due to partisan conflict. A notable example is healthcare reform, which has repeatedly stalled despite public demand and administrative effort.

In contrast, China's political system operates under a centralized model, which enables swift and coordinated decision-making through the mechanism of democratic centralism. This was particularly evident during the COVID-19 pandemic, when China was able to rapidly mobilize medical personnel and resources nationwide. Such efficiency was made possible by its centralized structure, which allows for unified command and national coordination. China's ability to concentrate resources and act decisively in times of crisis illustrates one of the strengths of its governance model.

From a historical perspective, Western political systems have often been more vulnerable to ideological upheavals and institutional instability. For example, post-revolutionary France experienced numerous coups and constitutional changes. In contrast, China's governance tradition has been relatively stable and consistent, contributing to social cohesion and resilience. This continuity has helped China avoid the kind of political fragmentation or "social splits" that are more commonly seen in some Western societies.

In summary, the centralized governance model rooted in Chinese civilization balances efficiency, stability, and equity, offering a distinct and viable alternative to Western approaches. It exemplifies how a non-Western political tradition can achieve both effective governance and social harmony, contributing a potential "Chinese solution" to global governance challenges.

Such comparative curriculum design may deepen students' historical awareness, strengthen cultural confidence, and cultivate critical thinking skills needed for cross-cultural engagement. This approach reflects the theoretical foundation of curriculum-based ideological and political education, which emphasizes embedding value education into subject teaching through meaningful comparisons and balanced cultural representation.

Building on this foundation, historical and cultural comparisons can not only provide essential ideological content but also shape the thematic focus of instructional practice. However, to translate these insights into meaningful student engagement, they must be delivered through thoughtfully designed pedagogical approaches. The following section explores how these comparative contents can be reinforced and brought to life through modern teaching strategies that have the potential to promote active learning, emotional resonance, and deeper ideological reflection.

Finding 2: Opportunities for enhancing engagement and ideological awareness through innovative teaching methods

To translate comparative contents into effective classroom practice, the integration of ideological and political education into *Introduction to British and American Culture* can be further advanced through innovative teaching methods. These approaches emphasize dynamic and student-centred strategies that bring the values and characteristics of both Chinese and Western cultures to life. By employing techniques such as case studies of current international events, multimedia-enhanced content delivery, and guided group discussions, these approaches have the potential to foster active student engagement, deeper ideological understanding, and the development of critical thinking skills. Three examples illustrate how these methods can be effectively incorporated into teaching practice:

(1). Using case studies of current international events to make CPE more persuasive

In curriculum-based ideological and political education, incorporating international events related to course content as case studies is widely regarded as an effective instructional strategy. For example, by comparing racial issues in the United States with the human rights policies in China, teachers can prompt students to reflect on social challenges within different cultural and political contexts, thereby enhancing the relevance and persuasiveness of ideological and political education.

In practice, teachers may choose cases such as the death of George Floyd in 2020, which revealed systemic discrimination against Black Americans and sparked global protests against police violence and racial injustice in the U.S. When contrasted with China's ethnic policies, discussions can be grounded in real data such as the "Targeted Poverty Alleviation" program, through which Xinjiang lifted 3.09 million people out of poverty between 2012 and 2020, by focusing on education, employment, and relocation of impoverished households in ethnic minority regions [10].

Another useful comparison involves showing video footage of events such as the 2020 Minneapolis protests, which escalated into widespread public unrest following George Floyd's death. In contrast, China's ethnic policy framework—such as the *Law of the People's Republic of China on Regional Ethnic Autonomy* (1984, amended 2001)—guarantees preferential support for minority regions in infrastructure, education, and healthcare. Additionally, according to a 2021 white paper issued by the State Council Information Office, the gross enrollment rate in preschool education in Xinjiang exceeded 98 percent by 2020, reflecting the outcomes of educational equity policies aimed at promoting long-term ethnic

integration [11].These comparisons can help students develop a more nuanced and informed perspective on human rights under different political systems.

In implementing this method, teachers should follow a three-step structure: introducing the case, guiding critical analysis, and theoretical reflection. Before class, background materials related to the selected cases should be provided. During class, students should be encouraged to discuss questions such as "What are the root causes of racial issues?" and "How can human rights be effectively protected in different systems?" After class, students can be asked to refine their reflections and submit written analyses through an online platform. For instance, a teacher may assign *The Battle at Lake Changjin* as a case study and prompt students to reflect on the theme of collectivism under the leadership of the Communist Party, in contrast with Western individualism, which can sometimes contribute to social fragmentation. This approach helps students develop a deeper understanding of China's view on human rights from a comparative lens.

One key advantage of using case studies is their ability to evoke emotional resonance through real-world events. This method also helps students move beyond a Western-centric mindset, encouraging greater appreciation for the values and achievements of socialism with Chinese characteristics.

(2). Using multimedia to enrich teaching content and methods

In curriculum-based ideological and political education, the use of multimedia tools such as video clips, images, and online platforms is widely regarded as beneficial. These tools can vividly illustrate the contrasts between Chinese and Western cultures and highlight the achievements of socialism with Chinese characteristics. With the support of multimedia, students may be better able to grasp the strengths of Chinese culture intuitively, which can help increase their interest in learning and potentially enhance their ideological understanding.

In practical, teachers can employ virtual reality (VR) to recreate historical scenes. For example, VR can be used to simulate the development and global impact of the Belt and Road Initiative, allowing students to experience China's contributions to world civilization as if they were witnessing them firsthand. Additionally, teaching software such as Seewo Whiteboard and social media platforms like Douyin (TikTok) can present topics like China's four great inventions in a more dynamic and interactive manner. These platforms can make it easier to showcase how ancient Chinese innovations have shaped global progress.

Interactive online features such as "bullet screens" (real-time comments displayed over videos) can also be used to spark discussion on complex or controversial topics—for instance, the differences between Chinese and Western models of modernization. With the help of AI, teachers can sort and analyze frequently asked questions to provide more focused and targeted explanations. Films can also enrich classroom learning. For example, *The Age of Awakening*, a historical drama depicting China's ideological awakening between 1915 and 1921, can be used to prompt students to reflect on the evolution of Marxism in the Chinese context. AI tools may then be applied to gather and assess student feedback, offering insights into how their attitudes shift after the viewing.

Incorporating multimedia into the classroom may help overcome some limitations of traditional instruction by making learning more multimodal and engaging. At the same time, digital feedback can enable more precise adjustments to teaching strategies, with the potential to improve overall instructional effectiveness. Yet, educators should also help students navigate the digital landscape critically, ensuring that technology enhances rather than oversimplifies complex ideological and cultural content.

(3). Using guided group discussions to promote active student engagement and peer interaction

Classroom interaction is widely regarded as playing an important role in fostering students' autonomous learning. One effective strategy is to pose open-ended questions such as: "How can we balance cultural diversity with shared values in a globalized world?" To explore this question, teachers can organize a simulated United Nations human rights conference. Students take on the roles of delegates representing different countries and express their views based on the perspectives of those nations. This role-play format can enable them to experience first-hand the value conflicts that often arise in international political settings.

During the discussion, teachers should guide students to go beyond surface-level observations and probe into the underlying causes of these cultural and political differences. In practice, students should begin by analyzing the case, then move on to examine the systems and structures that shape the issue.Additional approaches, such as problem-based learning workshops, can engage students in collaborative work to develop solutions for hypothetical global challenges—such as climate change or digital governance—drawing insights from both Chinese and Western frameworks. Flipped-classroom debate rounds, where students prepare positions on contested ideological topics before class and engage in structured debates during class, can further promote deep engagement. Throughout this interactive process, teachers should encourage open expression while also ensuring that the discussion remains focused and aligned with the intended learning goals. At the same time, teachers should provide support to help students form a sound understanding of ideological values. In doing so, students can strengthen their confidence in China's path, theoretical framework, institutional systems, and cultural heritage.

Together, these teaching strategies provide practical approaches that may make ideological and political education more interactive and meaningful, potentially fostering active engagement, deeper ideological awareness, and cross-cultural understanding. They illustrate how theoretical principles of CPE—linking ideological aims with student-centered, interactive teaching—can be translated into concrete, adaptable classroom practices.

Summary

As summarized in Table 1, the integration of CPE into *Introduction to British and American Culture* can be effectively achieved through comparative curriculum design and innovative teaching methods, each aligned with specific outcomes aimed at fostering students' cultural confidence and ideological awareness.

Dimension	Approach	Illustrative Examples	Intended Outcomes
Curriculum Design	Comparative analysis of Chinese and Western history	- China's Four Great Inventions vs. Anglo-American capitalist accumulation	Develop cultural confidence and historical awareness
	Comparative analysis of Chinese and Western culture	- Tolerance of Chinese civilization vs. brutality of colonial expansion	Encourage critical thinking and a balanced worldview
	Comparative analysis of Chinese and Western governance	- Centralized governance vs. Western checks and balances	Foster political awareness and confidence in China's governance model
Teaching Methods	Case-based learning	- George Floyd case (2020) and U.S. racial unrest vs. China's Targeted Poverty Alleviation (3.09 million lifted in Xinjiang) - Comparison of 2020 Minneapolis protests with China's ethnic policy framework (e.g., Ethnic Autonomy Law, preschool access over 98%) - *The Battle at Lake Changjin* as a prompt to discuss collectivism vs. Western individualism	Make CPE relevant, evoke emotional resonance, deepen ideological understanding
	Multimedia-enhanced instruction	- VR simulations of *Belt and Road Initiative* - Use of Seewo Whiteboard and Douyin to present topics in dynamic formats - "Bullet screens" for real-time online interaction - AI tools to analyze student feedback and guide instruction	Increase engagement, make abstract ideas tangible, support active learning
	Guided group discussions	- Simulated UN human rights conference - Problem-based workshops on global challenges - Flipped-classroom debate rounds	Promote peer interaction, critical reflection, and confident articulation of Chinese perspectives

Table 1. Summary of Curriculum Design and Teaching Methods for Integrating CPE

The framework illustrated in Figure 1 visually maps the intersection of curriculum content and teaching methods, showing how their integration fosters both engagement and ideological development.
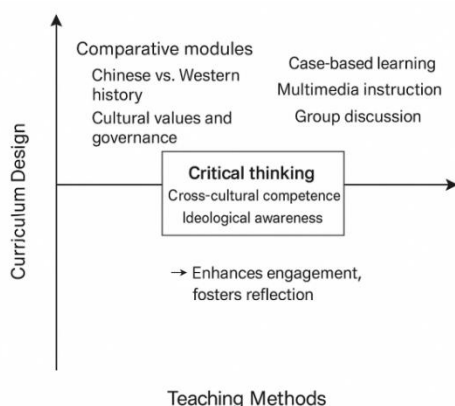

Figure 1. Framework of Curriculum Design and Teaching Methods for Integrating CPE

The instructional strategies proposed in this study are aligned with the broader CPE objective of cultivating the "Four Self-Confidences." For example, curriculum comparisons that highlight China's historical achievements foster cultural confidence; discussions on China's governance model and social stability promote institutional confidence; case studies that contrast Chinese and Western value systems support theoretical confidence; and engagement with China's development path and global contributions strengthens confidence in the Chinese path. While these forms of confidence are not measured quantitatively in this study, educators can assess their development through qualitative indicators—such as students' ability to articulate Chinese perspectives during discussion, their reflective writing on ideological themes, and their demonstrated shift from passive acceptance of Western norms to more balanced, critical analysis rooted in Chinese values.

Conclusion
Major findings
This study explores approaches for integrating curriculum-based ideological and political education (CPE) into the course *Introduction to British and American Culture*, focusing on two key dimensions: curriculum design and teaching innovation. The analysis of widely used syllabuses, textbooks, and teaching guidelines suggests that incorporating CPE can help address the long-standing imbalance in traditional teaching, which often prioritizes Western perspectives over Chinese ones. Comparative curriculum design—examining historical achievements (such as China's Four Great

Inventions vs. the violence of Anglo-American capitalist accumulation), cultural values (e.g., the tolerance of Chinese civilization vs. the brutality of Western colonial expansion), and political systems (e.g., the efficiency of centralized governance vs. the inefficiencies of Western checks and balances)—can create opportunities to highlight the distinct contributions and strengths of Chinese civilization. Such an approach holds promise for strengthening students' cultural confidence and national identity.

The document-based analysis further indicates that innovative teaching methods—such as case studies of current international events, multimedia resources, and guided group discussions—have the potential to make ideological and political content more engaging and relevant. By rethinking curriculum content and employing dynamic teaching strategies, the course can more effectively integrate ideological education with its language and culture teaching goals. These findings provide a theoretically informed framework for aligning foreign language education with CPE objectives and for fostering students' cultural awareness, ideological engagement, and cross-cultural competence.

Practical recommendations for educators

To support the effective implementation of CPE in courses like *Introduction to British and American Culture*, the following concrete recommendations are proposed:

1. Design comparative modules that highlight key contrasts between Chinese and Western history, values, and political systems, ensuring that students critically reflect on cultural differences and similarities.

2. Select case studies with contemporary relevance, such as international events or domestic policy successes, to foster emotional resonance and ideological reflection in the classroom.

3. Integrate multimedia tools, including VR, historical films, and interactive platforms, to enhance student engagement and make abstract ideological themes more tangible.

4. Create structured discussion formats, such as model UN conferences or flipped-classroom debates, to encourage peer interaction, critical thinking, and articulation of Chinese perspectives.

5. Align all instructional strategies with the "Four Confidences" framework—confidence in the path, theory, system, and culture of socialism with Chinese characteristics—to ensure ideological depth and cultural affirmation.

By applying these approaches, educators can transform culture-oriented language courses into effective platforms for ideological education, reinforcing national identity while developing students' cross-cultural competence. However, it is important to note that the success of this framework also depends on key contextual factors—such as teacher training, institutional support, and student receptiveness—which may vary considerably across regions and institutions.

Limitations and Future Directions

As a conceptual and document-based study, this research does not include empirical classroom data or direct assessment of students' ideological development. Future work could involve implementing the proposed strategies in live teaching contexts and conducting empirical studies to evaluate their effectiveness and long-term impact. Expanding the scope to multiple universities and diverse student populations would also enhance the applicability of these approaches.

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