
Research on English Curriculum-Based Ideological and Political Education of Secondary Schools in Xizang from the Perspective of Forging a Strong Sense of Community for the Chinese Nation

Guane Ma*

School of Foreign Languages, Xizang University, Lhasa 850000, Xizang, China

**Author to whom correspondence should be addressed.*

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Against the backdrop of the deepening development of curriculum-based ideological and political education, how the English discipline can fulfill the fundamental task of fostering virtue through education and effectively forge a strong sense of community for the Chinese nation has become an important issue in English education research in ethnic minority areas. This study takes the reading sections of the People's Education Press (PEP) senior high school English compulsory textbooks as its research object. It constructs an analytical framework for content related to forging a strong sense of community for the Chinese nation and statistically analyzes the ideological and political content in the textbooks from four dimensions: identification of the great motherland, identification of the Chinese nation, identification of Chinese culture, and identification of the Communist Party of China and socialism with Chinese characteristics. On this basis, and in light of the characteristics and educational value of local historical and cultural resources of Xizang, the study further explores practical pathways for integrating such resources into senior high school English reading instruction. The findings show that, first, the reading sections of the PEP senior high school English compulsory textbooks already embody such content in a relatively systematic way, although the distribution across the four dimensions is uneven. In particular, identification of the great motherland and identification of Chinese culture account for a relatively large proportion, whereas identification of the Communist Party of China and socialism with Chinese characteristics is comparatively weak. Second, although the textbooks provide a sound foundation for curriculum-based ideological and political education, there is still room for further expansion in local cultural experience, regional relevance, and cognitive support based on students' lived experiences. Third, local historical and cultural resources of Xizang can help extend textbook themes, construct classroom contexts, and deepen students' value understanding. Based on these findings, the study proposes a pathway centered on textbook texts, supported by local resources, mediated by students' experience, advanced through cultural comparison, and implemented through language tasks.

Keywords: forging a strong sense of community for the Chinese nation; senior high school English; curriculum-based ideological and political education; local historical and cultural resources of Xizang; textbook analysis

Online publication: February 26, 2026

1. Introduction

English education in the new era is expected not only to develop students' language knowledge and skills, but also to undertake the important mission of value shaping, cultural transmission, and moral cultivation. In ethnic minority areas, the implementation of curriculum-based ideological and political education in English teaching is of particular significance. English teaching of secondary schools in Xizang should not only improve students' language proficiency and intercultural communicative competence, but also, through the use of teaching materials and classroom instruction, guide students to strengthen their identification of the great motherland, the Chinese nation, Chinese culture, and the Chinese path, so that the English classroom can truly become an important arena for fostering virtue through education and forging a strong sense of community for the Chinese nation.

Based on this background, the present study begins with an analysis of textbook content and seeks to address two main questions. First, how do the reading sections of the PEP senior high school English compulsory textbooks embody content related to forging a strong sense of community for the Chinese nation? Second, on this basis, how can the local historical and cultural resources of Xizang be incorporated into English reading instruction so as to better serve the implementation of curriculum-based ideological and political education? By examining the distributional characteristics of relevant textbook content and discussing the logic of integrating local resources, this study aims to provide useful insights for the practice of curriculum-based ideological and political education in senior high school English teaching in ethnic minority areas.

2. Literature Review

In China, research on integrating local historical and cultural resources into history teaching is relatively abundant, while studies in English teaching remain limited. Wang Linyue (2023) notes that the effective use of local historical resources in senior high school history teaching can enhance teachers' instructional competence and promote students' core competencies^[1]. Based on problems identified in Liuan, Wang further proposes principles, strategies, and approaches for applying such resources in history teaching. Fang Jianhui (2018) argues that introducing local historical resources into history classrooms can increase students' interest, enrich historical details, strengthen their sense of historical authenticity, and improve their comprehensive analytical ability^[2]. Han Yu (2019), focusing on secondary school history teaching, clarifies the concept and classification of local historical and cultural resources and discusses their feasibility and necessity^[3]. Han argues that their feasibility lies in resource abundance, theoretical support, and practical experience, while their necessity is reflected in benefits for both students' development and teachers' professional growth.

3. Theoretical Foundations

This study is mainly grounded in constructivist learning theory and culturally responsive teaching theory. Emerging in the late twentieth century, constructivist learning theory draws on Piaget's cognitive development theory, Vygotsky's sociocultural theory, and Bruner's ideas of discovery learning and meaning construction. Unlike traditional views that emphasize knowledge transmission and students' passive reception, constructivism holds that knowledge is not fixed or directly transmitted by teachers, but is actively constructed by learners within specific sociocultural contexts on the basis of prior experience and interaction with the world and with others.

Culturally responsive teaching theory is rooted in respect for multicultural backgrounds and ethnic diversity and aims to narrow the academic achievement gap and promote educational equity. Among its major scholars, Ladson-Billings and Geneva Gay are especially influential. Ladson-Billings (1995) proposed Culturally Relevant Pedagogy and identified three core principles: academic success, cultural competence, and critical consciousness^[4]. This theory emphasizes that teaching should begin with students' existing cultural experiences, which aligns with this study's view that Xizang's local historical

and cultural resources can serve as an entry point for understanding textbook themes. It also supports the study's aim of guiding students toward an understanding of the diversity-in-unity of Chinese culture.

4. Research Design

4.1. Research Subjects and Methods

This study takes the reading sections of the PEP senior high school English compulsory textbooks as its research subject, specifically including *Reading and Thinking* and *Reading for Writing* in the main textbooks, as well as *Reading and Writing* and *Expanding Your World* in the workbook sections. The study mainly employs content analysis and textual analysis to identify, classify, and quantify the content in the textbooks that reflects forging a strong sense of community for the Chinese nation. At the same time, in light of the educational value of the local historical and cultural resources of Xizang, the study also discusses possible pathways for integrating such resources into English reading instruction.

4.2. Construction of the Analytical Framework

With forging a strong sense of community for the Chinese nation as its central orientation, this study explores pathways for integrating local historical and cultural resources of Xizang into senior high school English reading instruction. Accordingly, the analysis of ideological and political elements in the reading sections of the PEP senior high school English textbooks is mainly based on the core components of forging a strong sense of community for the Chinese nation: identification of the great motherland, identification of the Chinese nation, identification of Chinese culture, and identification of the Communist Party of China and socialism with Chinese characteristics. In constructing the analytical framework, this study mainly draws on Cheng Wei's framework for analyzing related content in primary school Morality and Rule of Law textbooks (Cheng Wei, 2024)^[5].

However, because the object of this study is English textbooks, it is necessary to consider the dual nature of English as both a linguistic medium and a vehicle for cultural communication. Therefore, some subcategories in the original framework cannot fully correspond to the pedagogical realities and discourse system of the English discipline. On this basis, while retaining the core ideas of the original framework, this study adapts it to the characteristics of the English subject and develops an analytical framework consisting of four dimensions and eleven sub-dimensions. These include national symbols and belonging, national geography and history, national achievements, national spirit and character, national ideals and future, fine traditional Chinese culture, revolutionary culture, advanced socialist culture, the image and contributions of the Party, the path of socialism with Chinese characteristics, and the socialist system with Chinese characteristics. Subsequent textbook analysis will be conducted on this basis.

4.3. Explanation of Data Collection and Statistics

Based on the analytical framework outlined above, this study conducts a detailed analysis of the *Reading and Thinking* and *Reading for Writing* sections in the main textbooks, as well as the *Reading and Writing* and *Expanding Your World* sections in the workbooks of the PEP senior high school English compulsory textbooks. According to the statistical results, the overall distribution of content related to forging a strong sense of community for the Chinese nation in the reading sections of these textbooks is presented as follows (see **Table 1**).

Table 1. Analysis of PEP Senior High School English Compulsory Textbooks

Analysis Dimension	Sub-dimension	Frequency	Total	Percentage
Identification of the Great Motherland	National Symbols and Sense of Belonging	7	67	37%
	National History and Geography	40		
	National Achievements	20		
Identification of the Chinese Nation	National Spirit and Character	39	45	25%
	National Ideals and Future	6		
Identification of Chinese Culture	Excellent Traditional Culture	31	54	29%
	Revolutionary Traditional Culture	5		
	Advanced Socialist Culture	18		
Identification of the CPC and Socialism with Chinese Characteristics	Image and Contributions of the Party	5	17	9%
	The Path of Socialism with Chinese Characteristics	11		
	The System of Socialism with Chinese Characteristics	1		
In total		183		100%

5. Results and Discussion

5.1. Overall Distribution

A total of 188 instances related to forging a strong sense of community for the Chinese nation were identified in the compulsory textbooks. Among them, the *Reading and Thinking* and *Reading for Writing* sections in the main textbooks account for the highest frequency and the largest proportion. The data also show that, within the reading sections of the compulsory textbooks, the representation of forging a strong sense of community for the Chinese nation is primarily realized through content related to Chinese culture, which is highly consistent with the English discipline's emphasis on cultural communication. In addition, the proportions of identification of the great motherland and identification of the Chinese nation are very close, and together they account for 51% of the total, jointly constituting another major pillar through which the English textbooks embody forging a strong sense of community for the Chinese nation. This indicates that, while emphasizing cultural transmission and cultural belonging, the textbooks also attach importance to cultivating students' sense of belonging to the motherland and their pride in the Chinese nation. Although identification of the Communist Party of China and socialism with Chinese characteristics accounts for a relatively smaller proportion, it still plays a significant guiding role for a foreign language subject.

5.2. Analysis of Specific Subcategories

An analysis of the subcategories in the table shows that, within the dimension of identification of the great motherland, content is slightly more concentrated in national achievements, suggesting that the textbooks emphasize stimulating students' patriotic feelings by presenting the development and progress of contemporary China. Within the dimension of identification of the Chinese nation, content is highly concentrated in national spirit and character (46 instances), while national ideals and future appears only 4 times. This indicates that the textbooks focus mainly on historically formed national qualities such as diligence, courage, and unity, but give relatively limited attention to future-oriented ideal guidance, especially content directly related to the "Chinese Dream" and the responsibilities of young people.

A comparison with the other dimensions further shows that excellent traditional Chinese culture (46 instances) and advanced socialist culture (30 instances) constitute the dominant content in the reading sections of the compulsory textbooks and together form the main body of identification of Chinese culture. This suggests that, while transmitting

excellent traditional Chinese culture, the textbooks also attach considerable importance to promoting the achievements of modern China's advanced culture. By contrast, revolutionary culture is not represented, which may indicate that the compilation of English textbooks pays greater attention to modern and contemporary materials. This should also be fully considered in the subsequent design of teaching cases.

As language-learning materials, English textbooks present most content related to identification of the Communist Party of China and socialism with Chinese characteristics in an implicit way. Among its three subcategories, the sub-dimension of the image and contributions of the Party (11 instances) accounts for the highest proportion. The textbooks mainly illustrate national development under the Party's leadership, as well as the benefits it has brought to the people, through concrete examples, which accords with adolescents' cognitive tendency to move from the concrete to the abstract.

5.3. The Supplementary Value of the Local Historical and Cultural Resources of Xizang

It is precisely in relation to the above limitations that the local historical and cultural resources of Xizang demonstrate important supplementary significance. First, such local resources can narrow the distance between textbook themes and students' lived experiences. For students in Xizang, Xizang New Year, the Ongkor Festival, the Shoton Festival, Thangka, Xizang opera, ecological protection on the plateau, and the construction of the Qinghai–Xizang Railway are all highly perceptible and experientially meaningful, and are therefore more likely to arouse students' interest and willingness to participate. Second, local resources can enhance the explanatory power of textbook themes. For instance, when the textbooks involve such themes as festivals, cultural inheritance, moral spirit, ecological civilization, and social development, students can more easily understand the cultural meanings and value connotations embedded in the texts if teachers appropriately introduce relevant cases of Xizang. Third, local resources can help students move from understanding their own ethnic culture to understanding the diversity-in-unity pattern of Chinese culture, thereby grounding the cultivation of a strong sense of community for the Chinese nation in more concrete and authentic cultural experiences.

5.4. Principles for Integration into English Reading Instruction

Based on the above analysis, several principles should guide the integration of local historical and cultural resources of Xizang into senior high school English reading instruction.

First, textbook texts should remain central, while local historical and cultural resources serve as supplementary teaching materials. Effective integration does not simply mean adding more local content; rather, it requires building organic connections among textbook texts, students' experience, cultural understanding, and language tasks. Local resources should not replace the textbooks or form an independent content system, but should be incorporated around the thematic meaning, discourse comprehension, and task requirements of the reading texts.

Second, students' experience should function as the mediating link. The effectiveness of local resources depends largely on whether they connect with students' prior experience. For students in Xizang, content from daily life, cultural memory, and local practice is more likely to become an entry point into English reading. Resource selection and instructional design should therefore prioritize local cultural content that is familiar, perceptible, and expressible, so that students can activate their own experience and gradually deepen their understanding of text themes and cultural relationships.

Third, cultural comparison should be adopted as the basic pathway. The value of integrating local resources lies not in highlighting the uniqueness of local culture in isolation, but in revealing, through comparison, the commonalities and intrinsic connections among different ethnic and regional cultures. In this way, students can move from understanding their own ethnic culture to understanding the diversity-in-unity of Chinese culture.

Fourth, language tasks should serve as the practical means of implementation. The integration of local resources must ultimately be realized through English learning activities. In reading, speaking, and writing, local historical and cultural resources should become meaningful content for language practice, enabling students to explain local cultural phenomena and their relationship with Chinese culture in a clear way.

6. Conclusion

From the perspective of forging a strong sense of community for the Chinese nation, this study systematically analyzes the ideological and political content in the reading sections of the PEP senior high school English compulsory textbooks and, on this basis, discusses the practical significance of integrating local historical and cultural resources of Xizang into senior high school English reading instruction. The findings show that the current textbooks already contain considerable content related to national, ethnic, and cultural identification, thus providing a relatively solid textual foundation for curriculum-based ideological and political education in English. At the same time, there is still room for further expansion in the presentation of local experience and the cultural support needed by students in ethnic minority areas. Local historical and cultural resources of Xizang can play an important role in extending textbook themes, constructing classroom contexts, and deepening value understanding, and should therefore be regarded as important resources for curriculum-based ideological and political education in English teaching in ethnic minority areas.

For English teaching of secondary schools in Xizang, curriculum-based ideological and political education should not be understood as the addition of abstract moral preaching outside the English classroom. Rather, it should involve building organic connections among textbook texts, local cultural resources, and students' experience, so that students can gradually deepen their understanding of the great motherland, the Chinese nation, Chinese culture, and the Chinese nation's community through language learning. Future studies may combine specific teaching cases, classroom observation, and analyses of student work to empirically examine the effectiveness of such integration, thereby promoting research in ethnic minority areas from textbook analysis to classroom practice.

Funding

High-Level-Talent Cultivation Program; Xizang University (Project No.: 2025-GSP-S106)

Disclosure statement

The author declares no conflict of interest.

References

- [1] Wang LY, 2023, A Study on the Application of Local Historical and Cultural Resources in Senior High School History Teaching, Fuyang Normal University.
- [2] Fang JH, 2018, The Application of Shenzhen Local Historical and Cultural Resources in Senior High School History Teaching, Central China Normal University.
- [3] Han Y, 2019, A Study on the Application of Local Historical and Cultural Resources in Senior High School History Teaching, Mudanjiang Normal University.
- [4] Ladson-Billings G, 1995, But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory into Practice*, (3): 160.
- [5] Cheng W, 2024, How Can Unified Textbooks Foster a Strong Sense of the Chinese Nation's Community? An Analysis Based on Junior Secondary Morality and Rule of Law Textbooks. *Basic Education*, 21(01): 74-84.

Publisher's note

Whoice Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.