

# Exploring the Educational Significance of Ideological and Political Elements in Senior High School EFL Textbooks from the Perspective of the Transitivity System Theory

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## Abstract

While existing domestic research predominantly focuses on the classification of ideological and political elements and their pedagogical integration, their educational significance in English textbooks remains under-explored. To address this gap, this study adopts the transitivity system theory to analyze 12 reading passages from the 2019 Beijing Normal University edition of senior high school compulsory English textbooks, examining how ideological and political elements are semiotically constructed and pedagogically conveyed. The findings reveal that ideological and political meanings are primarily realized through material, mental, and relational processes, with material processes being the most prominent. Thematically, the textbook content is structured around three key dimensions: Self and Identity, Self and Identity, and Human and Nature, each embedding distinct ideological and political implications. This study contributes to a deeper understanding of the systemic-functional representation of ideological and political education in EFL materials. The research findings facilitate students in establishing correct worldviews, outlooks on life, and values, enabling them to achieve comprehensive development in moral, intellectual, physical, aesthetic, and labor education, thereby providing theoretical foundations and practical references for advancing ideological and political education in English curricula.

## Keywords

Transitivity system; Senior high school English textbooks; Ideological and political elements; Educational significance.

## 1. Introduction

The Guidelines for Ideological and Political Construction in Higher Education Courses [14] explicitly state that advancing curriculum-based ideological and political education entails integrating value guidance into knowledge dissemination and skill development, thereby shaping students' correct worldview, outlook on life, and values. This is not only an inherent aspect of talent cultivation but also an indispensable component. Consequently, incorporating ideological and political elements into English teaching materials has become a pivotal direction in China's foreign language education reform. The key factors in curriculum-based ideological and political education are teachers and the teaching materials that convey educational content [6]. As the core medium of foreign language instruction, the content selection and organizational structure of English textbooks directly influence students' value formation and cultural awareness. Teachers, as the transmitters of knowledge, must accurately identify and elucidate the ideological elements embedded in the materials, guiding students to internalize them as behavioral norms and value standards—a crucial link between knowledge impartation and value cultivation.

In recent years, despite the growing emphasis on ideological and political education in curricula, research has predominantly focused on repetitive themes, such as the classification of ideological elements in English textbooks (e.g. Hu Yi, 2023; Lang Hongqin & Duan Linan, 2024), curriculum-based ideological and political construction (e.g. Huang Guowen, 2020), and promoting ideological education in foreign language courses through deep teaching (e.g. Cheng Jiaolin, 2020). A review of domestic and international literature reveals that existing studies largely converge on two primary dimensions: First, language textbook research, which primarily follows two traditions [3]: (1) textbook development, where scholars explore design and evaluation principles based on learners' needs and language acquisition theories; and (2) cultural representation analysis, where researchers employ content analysis to categorize and thematically examine cultural content or apply critical discourse analysis (CDA) and multi-modal discourse analysis (MDA) to dissect ideological narratives[4]. However, such studies predominantly emphasize textbook construction and linguistic-cultural knowledge transmission rather than prioritizing value education as the core objective. Education, as a synthesis of teaching and nurturing, should encompass not only knowledge and skill acquisition but also value guidance. Second, research topics or themes. With rapid economic and social development, escalating ecological crises—such as global warming, air pollution, and biodiversity loss—have prompted scholars to integrate linguistic and ecological theories. Existing studies have examined ecological reports (e.g. Zhao Ruihua, 2016), news coverage (eg. Khazaal & Almiron, 2016), nature poetry (eg. Huang Guowen & Chen Yang, 2017), and ecolinguistic discourses (eg. He Wei & Shen Wei, 2023), analyzing the construction and interpretation of ecological values in textbooks. While these efforts contribute to ideological education from an environmental perspective, few studies have systematically investigated how ideological elements in English textbooks manifest their multifaceted educational significance in shaping students' worldview, outlook on life, and values.

To address this gap, this study adopts the transitivity system framework to analyze the 2019 edition of Beijing Normal University's senior high school English compulsory textbooks. Through textual analysis, it explores the educational implications of ideological and political elements in English teaching materials, aiming to foster students' correct outlook on life, worldview, and ecological consciousness.

## 2. Literature Review

### 2.1. Halliday's Transitivity System Theory

Halliday posits that the transitivity system is a crucial semantic framework for expressing ideational function, enabling the description of various experiences in the real world [1]. This system consists of six distinct process types, each with unique participant roles: Material processes (e.g. do, run, eat) involve actions and events, typically featuring two key participants—the Actor (the doer of the action) and the Goal (the recipient of the action). Mental processes (e.g. argue, believe, feel, like) pertain to cognition, perception, and emotion, involving a Senser (the entity experiencing the mental state) and a Phenomenon (the perceived or felt object/event). Relational processes (e.g. is, have) denote attribution or identification, it is subdivided into two clause types: Attributive clauses (with Carrier and Attribute roles); Identifying clauses (with Identifier and Identified roles). Behavioral processes (e.g. cry, hear, sleep), which bridge mental and material processes, describe physiological or psychological behaviors and typically involve a single participant—the Behavior. Verbal processes (e.g. say, tell) facilitate communication, representing the exchange of information through language. Existential processes (e.g. there be constructions) indicate the existence of entities. However, these analytical components may require redefinition or refinement depending on the research context.

For instance, in their ecolinguistic study on animal discourse representation in language textbooks, He Wei and Shen Wei reconstructed the participant system and further classified process types into seven subcategories to analyze animal representations. By examining clause semantics, they identified three ecological process types—beneficial, neutral, and destructive—thereby revealing core ecological values and achieving pedagogical objectives.

## 2.2. The Connotation of Ideological and Political Elements

The construction of curriculum-based ideological and political education extends beyond the study of ideological and political theories. It centers on strengthening students' ideals and convictions, with a main focus on cultivating love for the Party, the motherland, socialism, the people, and collectivism. It optimizes the content of ideological and political education by emphasizing political identity, national sentiment, cultural literacy, constitutional and legal awareness, and moral cultivation[14]. This concept demonstrates that ideological and political education is multidimensional and should not be confined to specific Marxist theory courses. As Huang [10] argues, "all discourse carries value orientations and expresses or implies certain value standards; thus, it can be analyzed from an ideological and political perspective." Teachers should explore diverse ideological and political elements and integrate them into various aspects of disciplinary teaching to subtly shape students' values.

Regarding the connotation of curriculum-based ideological and political education, Xia, Tang, and Jin (2021) summarized four perspectives in their study "Exploring the Mining of Ideological and Political Elements in Foreign Language Courses and the Construction of Knowledge Networks": curriculum-based ideological and political education as an educational concept [17], as a holistic curriculum view [16], as an educational system [22], or as a teaching methodology [9]. Some scholars propose that ideological and political education should be integrated into specialized courses, permeating knowledge, experiences, and activities to subtly influence students' ideologies and behaviors[13]. From the perspective of classroom teaching, Wen Qiufang defines foreign language curriculum-based ideological and political education as "a process where foreign language teachers, through teaching content, classroom management, evaluation systems, and personal conduct, organically incorporate the concept of fostering virtue through education into all aspects of foreign language teaching, aiming to positively shape students' correct worldview, outlook on life, and values."

Thus, the integration of ideological and political elements serves not only for knowledge and skill acquisition but also for value cultivation. However, existing research predominantly focuses on how ideological and political content is incorporated into teaching materials and how teachers can identify and teach such content, while neglecting how these elements manifest their multifaceted educational significance in English textbooks. Merely emphasizing textbook content construction or teaching methodologies without analyzing how ideological and political elements convey educational meaning may fail to ensure that students effectively develop correct worldviews, outlooks on life, and values.

To address this gap, this study employs the transitivity system as its theoretical framework, with the 2019 edition of Beijing Normal University's senior high school English compulsory textbooks as the primary research subject. It aims to explore the educational significance of ideological and political elements in English textbooks and investigate the following three research questions:

- (1) What are the overall distribution characteristics of transitivity processes and the types of ideological and political elements in English textbooks?
- (2) How do English textbooks realize the meaning of ideological and political elements through the transitivity system?
- (3) What ideological and political meanings are conveyed by different types of transitivity processes?

### 3. Research Design

#### 3.1. Research Subject

This study selects the 2019 edition of Beijing Normal University's compulsory senior high school English textbooks as the research subject. The textbook series consists of three volumes containing nine units. Each unit's reading content primarily revolves around three thematic contexts: "Man and Self," "Man and Society," and "Man and Nature"[15]. Through systematic analysis of ideological and political elements in the reading materials—such as education on healthy living, national identity, and global perspectives—this study aims to facilitate students' development of correct worldviews, outlooks on life, and values, ultimately cultivating well-rounded individuals with moral, intellectual, physical, aesthetic, and labor education.

The rationale for selecting senior high school English textbooks includes:(1) Critical developmental stage: High school students are in a formative period for ideological consciousness and value systems, making it crucial for establishing proper perspectives; (2) Dual educational function: English courses not only serve as second language acquisition but also contribute to developing core competencies, playing a unique foundational role in holistic education; (3) Textbook significance: As key educational carriers, textbooks actively guide students' thoughts and behaviors by fulfilling fundamental functions in moral cultivation, intellectual enlightenment, and spiritual development.

#### 3.2. Research Methodology

This study adopts a mixed-methods approach combining qualitative and quantitative analysis. Using Halliday's transitivity system as the primary theoretical framework, it incorporates content analysis and textual analysis to examine the semantic realization of ideological-political elements in the textbooks.

Corpus processing procedure: (1) Corpus extraction and collection: Digitally scanned textbook passages were converted from PDF to TXT format with manual verification. AntConc software was employed for keyword retrieval and systematic reading to exhaustively identify all discourse containing ideological-political elements. (2) Corpus annotation and analysis: UAM Corpus Tool 3.3 was utilized for transitivity annotation following Halliday's framework. Quantitative analysis documented the distribution of process types (material, mental, relational, etc.) and categorized ideological-political elements. Qualitative analysis focused on how different process types construct ideological meanings within specific contexts. This transitivity-based approach elucidates the educational significance of ideological-political elements in selected reading passages, demonstrating how they guide students to establish proper perspectives on life, society, and ecology while informing behavioral norms. The integrated methodology ensures both systematic data representation and in-depth semantic interpretation.

### 4. Analysis and Discussion

#### 4.1. Overall Distribution Characteristics of Transitivity Processes in English Textbooks

The transitivity system comprises six process types that represent distinct experiences and perceptions in both concrete and abstract worlds, each encoding different semantic meanings. Through quantitative analysis of 1,493 clauses extracted from 12 reading passages in the 2019 Beijing Normal University senior high school English compulsory textbooks, the following distribution patterns emerge (see Table 1):Material processes dominate at 57.87%, Relational processes rank second (20.90%), Mental processes constitute 14.80%. Verbal, behavioral, and

existential processes demonstrate negligible frequencies (<6.43% collectively) in the selected corpus and thus will not be analyzed further.

**Table 1.** Frequency Distribution of Transitivity Processes

	Material processes	Relational processes	Mental processes	Verbal processes	Behavioral processes	Existential processes
Frequency	864	312	221	75	9	9
Percentage	57.87%	20.90%	14.80%	5.02%	0.60%	0.60%

#### 4.2. Distribution of Ideological and Political Elements in English Textbooks

Through systematic analysis of the ideological and political elements embedded in the 2019 Beijing Normal University senior high school English compulsory textbooks, we have identified and categorized representative cases as shown in Table 2.

**Table 2.** Classification of Ideological and Political Elements in the Textbooks

Textbook	Title	Classification of Ideological and Political Elements
Compulsory 1	Unit 1 Your Life is What You Make it	Life Values
	Unit 2 Running and Fitness	Healthy Lifestyle
	Unit 3 Spring Festival	National Identity
Compulsory 2	Unit 4 Internet and Friendship	Practical Innovation
	Unit 5 Race to the Pole	Life Values
	Unit 6 A Medical Pioneer	Life Values
Compulsory 3	Unit 7 Masterpieces	Global Perspective
	Unit 8 The Environment: A Local and Global Issue	Environmental Protection
	Unit 9 Active Learning	Learning to Learn

As demonstrated in Table 2, all reading passages in the compulsory textbooks contain ideological and political elements with educational significance. These elements are systematically organized around three thematic contexts: Man and Self (e.g., Life Values, Healthy Lifestyle, Learning to Learn); Man and Society (e.g., National Identity, Practical Innovation); Man and Nature (e.g., Environmental Protection). Each theme encompasses diverse ideological dimensions, including but not limited to: Personal development (healthy living, life values); Social responsibility (national identity, global citizenship); Sustainable development (environmental awareness).

#### 4.3. Proportional Distribution of Ideological and Political Elements

The quantitative distribution of ideological and political elements across categories is presented in Table 3, revealing significant patterns in their pedagogical emphasis.

**Table 3.** Proportional Distribution of Ideological-Political Elements by Category[15]

Primary Classification	Secondary Classification	Percentage	Total Percentage
Man and Self	Life Values	17.6%	41.1%
	Learning to Learn	11.8%	
	Healthy Lifestyle	8.8%	
	Humanistic Foundation	2.9%	
Man and Society	Global Perspective	17.6%	41.2%
	National Identity	14.8%	
	Practical Innovation	5.9%	
	Social Responsibility	2.9%	
Man and Nature	Environmental Protection	11.8%	17.7%
	Community of Shared Future for Mankind	5.9%	

Table 3 reveals the distribution of ideological and political elements in English textbook reading materials, which are manifested through specific aspects such as healthy living and life values, with varying proportions across different categories.

Firstly, in terms of overall distribution, the categories of "Man and Self" and "Man and Society" account for the largest shares at 41.1% and 41.2% respectively. This predominance reflects the crucial significance of these themes in addressing students' developmental needs and value formation during their growth process. In contrast, the "Man and Nature" category constitutes a relatively smaller proportion at 17.7%. As previously discussed, while recent academic research has predominantly focused on ecological analysis, there remains a notable gap in studies examining social, national, and personal development dimensions. Consequently, this study primarily concentrates on analyzing ideological elements within the first two themes.

Secondly, examining specific subcategories reveals that "Life Values" and "Global Perspective" represent the largest proportions at 17.6% each, followed by "National Identity" at 14.8%. Given that high school students are in a critical phase of value formation and remain vulnerable to misguided ideologies, this distribution underscores the dual responsibility of educators to not only impart knowledge but also cultivate moral character. The inclusion of international topics in textbooks serves the important function of helping students understand China's current status and developmental trajectory, thereby fostering their determination to "defend the nation and study diligently for China's rejuvenation."

However, the categories of "Humanistic Foundation" and "Social Responsibility" are significantly underrepresented at merely 2.9% each. This marginalization deserves particular attention, as students represent the nation's future, and their quality will ultimately determine the country's destiny. Cultivating social responsibility among contemporary high school students constitutes an essential component of holistic personal development and self-growth, carrying profound practical and historical significance for national development.

## 4.4. Analysis of Transitivity Processes and Their Ideological-Political Significance

### 4.4.1. Material Processes

Material processes, constituting the most prevalent process type within systemic functional linguistics [3], semantically encode the notion of "doing" or "happening." These processes are grammatically realized through a configuration comprising an Actor (the logical subject initiating the action) and optionally a Goal (the participant affected by the action), thereby representing concrete, observable activities within experiential reality.

(1) His friends all left hometown for work in Shanghai or Beijing. But he applied and become a volunteer teacher in a village school.

(2) He quickly gave up the idea and found ways to deal with the challenges to make school life healthier and livelier for his students.

(3) Scott and his team members carried twenty kilos of rocks all the way with them.

(4) We are getting weaker and weaker and the end can't be far.

(5) They test more than 240000 chemicals with no success.

(6) Tu Youyou discovered the artemisinin and saved millions of lives.

Examples (1) to (6) demonstrate the realization of the ideological-political element "life values" through material processes within the themes of "Man and Self" and "Man and Society." The verbs "applied," "become," "found," "carried," "discovered," and "saved," with their corresponding achievements as Goals, collectively illustrate how individuals across various professions strive to realize their life values through dedicated efforts. These examples reveal that despite encountering diverse opinions, setbacks, or even failures during the process, human beings possess remarkable agency in pursuing their goals.

(7) Van Gogh painted what he saw from his window using unusual color.

(8) Rene Magritte painted the same scene 27 times, showing a beautiful house lit by lights from inside, surrounded by the darkness of night.

Example (7) to Example (8) are the material process embodiment of the international perspective of the ideological and political elements in the theme of people and society, including writers (doers) and works (recipients). The above two examples introduce two foreign works of art, and the writer uses unusual artistic techniques, observation angles, color and other skills to complete his masterpieces. This deepens students' understanding of foreign cultures, guides students to correctly view the cultural differences between China and the West, and hopes that students will have cultural confidence while cultivating the heart of civilization and mutual learning.

(9) Spring Festival is highly valued by every Chinese family.

(10) The front door of every house is attached upside down by the Chinese character Fu, wishing a happy new year.

Example (9) to Example (10) are the material process embodiment of the ideological and political element of the country's identity in the theme of people and society. The above two examples introduce the traditional Chinese festival - the Spring Festival and its customs and meanings. "Every" in the two examples uses the passive form of the verb to emphasize the importance of the Spring Festival for every Chinese. At the same time, it introduces the customs and implications of the Spring Festival, bringing readers to the scene of happiness and family reunion during the Spring Festival. This theme makes students have a deeper understanding of national culture and enhances Students' sense of identity with the country. It is conducive to students having cultural self-confidence, actively learning and carrying forward Chinese culture.

(11) 2.4million people die annually from cause directly related to air pollution.

(12) Global warming has caused a wide range of problems, for example sea levels are rising, countries have faced extreme weather conditions.

(13) You can easily contribute to reducing air pollution by only using a car to make journey.

(14) We need to train ourselves to be better learners-to actively take part in the learning process and to reflect on what we have learned.

Example (11) to Example (14) are the material process embodiment of environmental protection and learning to learn the ideological and political elements in the themes of man and nature and man and self. Example (11) to Example (13) "die, caused, train, face, reduce" as the action verb, environment As the recipient, it is explained that the environment is being damaged in all aspects, such as air pollution, global warming and other problems. The study of this theme promotes the reflection of behavior in human daily life, effectively promotes students to establish good living habits, regulate their own behavior, reduce harm to the environment, form a conscious ecological view, and learn to live in harmony with nature. In Example (13), the use of the words "we, ourselves" allows readers to enter the situation and think about how to learn effectively and become a good learner, create a situation and make students understand that the most important thing in learning is to learn, that is, to participate in learning, and secondly feedback, that is, to be able to use learning. The knowledge of. Let readers understand that learning should be a combination of theory and practice.

#### 4.4.2. Relational Processes

The relationship process is characterized by the abstract world of experience and the process of expressing "yes". It is used to describe that an entity is designated as a certain identity or given a certain characteristic.[1]

(1) The main cause of air pollution is the burning of fossil fuels by vehicles and power plants.

(2) Global warming is the increase in the temperature of the Earth's near-surface air and oceans.

(3) These landfills are now reaching full capacity.

Example (1) to example (3) are reflected in the relationship process of the ideological and political elements of environmental protection in the theme of man and nature, "is the burning of, is the increase in the temperature, are reaching" refers to a situation and state of environmental pollution. As a subject, the environment shows that the environment is being damaged by all aspects. The study of this topic effectively promotes students to form good living habits, regulate their own behavior, reduce harm to the environment, and establish the awareness of "protecting the environment, everyone is responsible".

(4) The Starry Night was painted in June 1889 when Vincent van Gogh was staying at a home for the mentally ill.

(5) However, the fact remains that The Starry Night is now one of the world's most famous paintings.

(6) The Scream is connected to Munch's mental health problems, which caused him a lot of pain.

(7) The Lions were playing our main competitors, The Bears, a team whose record this reason had been perfect.

(8) My favourite player was LeBron James. Paul's favourite player was Tyrone Bogues.

Example (4) to Example (6) are the embodiment of the relationship process of the ideological and political elements of the international perspective in the theme of people and society. Among them, Example (4) is the process of belonging to the class relationship. The work "The Starry Night" belongs to the author - Vincent van Gogh. Example (5) to Example (8) are the process of identifying class relationships. "The Starry Night, The Scream, The Lions, The Bears" are given "world's most famous paintings", "mental health problems", "competitors" different identity characteristics. Example (4) to Example (6) introduce the uniqueness of foreign works, deepen students' understanding of foreign cultures, and guide students to correctly view the

cultural differences between China and the West. While students have cultural confidence, they should also cultivate the mind of civilization, mutual learning and cultural exchange. Example (7) and (8) are reflected in the relationship process of the ideological and political elements of healthy life in the theme of people and self. "LeBron James, Tyrone Bogues" are classified as "My favourite", establishing a connection between human beings and movement. This clearly tells readers that a healthy human life cannot be separated from exercise. Appropriate exercise can promote health, enhance memory, reduce the probability of disease and other benefits. Exercise is an indispensable part of human life.

#### 4.4.3. Psychological process

The psychological process expresses the process of "perception, emotion or cognition" of an entity, which involves two participants, the perceiver and the phenomenon.

(1) He wanted to start a new lifestyle.

(2) What made him feel satisfied was that his students were able to read, speak and write in English.

(3) Scott started to realize their hopeless situation.

(4) We all hope to meet the end with a similar spirit, and certainly the end is not far.

Example (1) and Example (2) are the psychological process embodiment of the ideological and political elements of life value in the theme of people and self. Human beings themselves play the role of perceivers. The sensory verbs "wanted, feel" reflect the perception to start a new life to realize the value of life and the satisfaction and satisfaction of the perception when realizing the value of life. It shows that people in any profession are trying to realize their life values in their own way, even if there are many different voices, setbacks, and even failures in the process. Teachers should guide students to establish a positive and optimistic attitude, not to be afraid of difficulties, and to overcome difficulties to realize their own value. In example (3) and example (4), human beings themselves play the role of perceivers. However, the word "we", standing in the same position as the reader, effectively builds a dialogue space, interacts with readers, and makes readers immersive and experience Scott's dangerous situation at that time. At the same time, it shows Scott's spirit of perseverance, facing difficulties, and not being afraid of sacrifice. This example tells us that in life, we should have the spirit of facing difficulties, perseverance, and strive to realize personal value.

(5) Next, the Chinese character Fu was attached upside down to our front door. It is believed that when Fu is Put upside down , happiness arrives.

(6) We then sat together to enjoy a big dinner, wishing everyone a happy new year.

(7) In Hong Kong, it is predicted that the three existing landfills will be full within the next decade.

(8) The government is now trying to find alternative waste disposal methods.

Example (5) and Example (6) are the psychological process embodiment of the ideological and political element of national identity in the theme of people and society. Human beings themselves play the role of perceivers and feel the good wishes and happiness brought by traditional national festivals and customs. It reflects the importance of Chinese culture and traditional festivals to everyone. We should take the essence of it, remove its dross, actively learn, and identify with and carry forward the traditional culture of the country.

Example (7) and Example (8) are the embodiment of the psychological process of the ideological and political elements of the community of human destiny in the theme of man and nature. Human beings perceive the increasingly badness of the world environment and predict that the environment will face bigger problems in the future through psychological processes, calling on us to enhance the awareness of environmental protection and the community of

human destiny. We should actively take measures to reduce the harm to the environment and establish the concept of harmonious coexistence with nature.

## 5. Conclusion

Based on the theory of physical system as the framework, the research on the analysis and research of the ideological and political elements of reading texts in the 2019 version of Beijing Normal University's high school English compulsory textbooks reveals the significance of ideological and political elements in English textbooks. The study found that ideological and political elements are mainly reflected in English textbooks through material processes, psychological processes and relational processes, and the material processes dominate. The textbook mainly revolves around the three themes of people and self, people and society, and people and nature. Each theme covers different ideological and political elements, such as personal values, healthy life, patriotism, international vision, etc. Among them, the material process is mainly used to describe the value of life, international vision and the theme of environmental protection; the psychological process is used to express emotional attitudes such as personal spirit, national and cultural pride; the relational process is used to explain abstract concepts such as the core values of socialism and excellent Chinese traditional culture, and different process types of processes. It reflects the different meanings of ideological and political education, and the theory of physical system provides an effective theoretical tool for analyzing the ideological and political elements in English textbooks. This theory can reveal the intrinsic connection between language form and ideological meaning, provide reference for textbook writers, integrate ideological and political elements into English teaching more effectively, and realize the organic unity of knowledge transmission and value-led. In order to promote students to establish correct three views and become people with comprehensive development of morality, intelligence, body, beauty and labor.

## 6. Conclusion

English reading contains a large number of ideological and political elements, so it is crucial to analyze the ideological and political elements of the reading part of the textbook. The article has a certain enlightening significance for teaching practice. First of all, textbook writers should pay attention to the organic combination of language form and ideological and political content, and use diversified process types to enhance the attractiveness and infectious power of textbooks. Secondly, English teachers need to improve their ideological and political awareness and ability, deeply explore the ideological and political elements in textbooks and integrate them into all aspects of teaching, so as to achieve the ultimate goal of knowledge transfer, skill cultivation and value guidance. However, due to its own limitations, there are certain shortcomings in this study. For example, only some representative reading articles in the reading part of the compulsory textbook are selected for text analysis, and the research sample is relatively small; and in addition to the compulsory textbooks, the ideological and political elements of the curriculum in other textbooks are not excavated and comparative research is carried out. Future research can compare the ideological and political elements in different versions of textbooks, make a more in-depth analysis of the ideological and political elements in English textbooks, and provide practical references for promoting the ideological and political construction of English courses.

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