A Study on the Integration of *Understanding Contemporary China: An English Reading and Writing Textbook* and the Main Textbook of College English Reading in ADDIE Model*

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Based on the ADDIE model, we explored the integration path between *Understanding Contemporary China: An English Reading and Writing Textbook* and the main textbook of college English reading. Firstly, the basis of textbook integration was analyzed, followed by an explanation of the overall design scheme of textbook integration, and then a series of teaching resources were initially developed and used in teaching practice. Through testing, it was found that the integrative teaching of the two sets of textbooks under the ADDIE model achieved good teaching results, and promoted the three aspects of reading literacy, disciplinary literacy, and value leadership.

Keywords: ADDIE model, *Understanding Contemporary China: An English Reading and Writing Textbook*, integration study

Introduction

In recent years, China's Curriculum Ideological and Political teaching textbooks have shifted from single-language training to the integration of cultural confidence and value leadership. However, the existing Ideological and Political teaching textbooks are still insufficient in the systematic integration of Ideological and Political elements, and there is an urgent need to explore effective penetration paths.

Understanding Contemporary China: An English Reading and Writing Textbook (Sun, 2022) (hereinafter referred to as "*Understanding Textbook*"), as an innovative textbook, is rich in political thinking, but the teaching practice faces the problems of single theme, high language difficulty, and lack of reading strategies, which affects the cultivation of language ability and literacy. In contrast, although Ideological and Political elements of *English Reading 3* (Zhao & Wang, 2021) are insufficient, the themes cover diversified fields, and there are various types of discourses, which make the language training more comprehensive. The differences in content and language

between the two sets of textbooks make it possible for them to complement each other. By integrating the advantages of the two textbooks, we can break through the limitations of a single Ideological and Political teaching textbook and build a teaching method that combines language learning and Ideological and Political Education.

Using the ADDIE model as a theoretical framework, this study tries to explore the integration path between the *Understanding Textbook* and *English Reading 3*, analyze the basis for the integration of the two textbooks, and develop teaching resources for Curriculum Ideological and Political in the hope of providing references for the deepening and expanding of Curriculum Ideological and Political in English Reading.

Analysis of the Development Path of Ideological and Political Teaching Materials under the ADDIE Model

The ADDIE model originated in 1975 with the original intention of establishing a training model that meets the high standards of military training and consists of five main steps, "analysis-design-developmen-implementation-evaluation" (Bu, 2014). With the passage of time, the application of the model gradually expanded to a variety of fields such as education and corporate training. However, it was not until 1995 that the ADDIE model was really widely used and became an important tool in the field of teaching and learning (Branch, 2009).

Referring to the ADDIE model of Ideological and Political Education technology line (Hu, 2023), and the detailed explanation of the ADDIE teaching model (Branch, 2009), and taking into account the specific situation of this study, a flow chart of the development of teaching materials of the ADDIE model was designed to fit with this study (see Table 1).

Table 1
Flow Chart for the Development of Ideological and Politics Teaching Materials under the ADDIE Model

Stages	Objectives	Specific content
Analysis	Define the needs and objectives of the development of Ideological and Politics teaching materials	- Analyze the characteristics of learners - Determine teaching objectives - Identify the gap between the current situation and the objectives
Design	Plan the structure and presentation of Ideological and Politics teaching materials.	- Design the content system - Choose teaching strategies - Develop evaluation criteria
Development	Write and produce supporting resources for Ideological and Politics teaching.	- Production of supporting resources - Internal review and revision
Implementation	Put the teaching resources into use and collecting feedback.	- Utilize the developed teaching resources for teaching - Observe the effectiveness of the resources and recording feedback - Analyze the applicability and effectiveness of the materials
Evaluation	Evaluate the effectiveness of materials and optimize them.	- Formative evaluation - Summative evaluation - Revise and optimize the content of the materials

As shown in Table 1, a scientific foundation for the development of Ideological and Political teaching textbooks is laid through an in-depth analysis of the gap between the current situation and the objectives; the design stage uses the results of the analysis as the basis for designing the development program of teaching materials, a process that covers the screening of Ideological and Political content, the selection and innovation of

teaching strategies, and the identification of the teaching process, etc.(Li, 2008); the development stage is the production of teaching resources, including courseware, teaching materials, test questions and supporting materials. Through evaluation and revision, the quality and applicability of teaching resources are ensured; the implementation stage is the process of putting the teaching materials into use and collecting feedback; formative evaluation is used to adjust the deficiencies in the process of analyzing, designing, developing, and implementing, and summative evaluation comprehensively examines the effectiveness of the application of the teaching materials in order to form the final version of the Ideological and Politics teaching materials. In this paper, we will apply this model to the secondary development of two sets of teaching materials, *Understanding Textbook* and *English Reading 3*, in order to realize integrated teaching.

Integration of "*Understanding Textbook*" and "*English Reading 3*" under the ADDIE Model

This paper analyzes the integration of the two textbooks based on the ADDIE model, then designs the content system of the two textbooks, develops Curriculum Ideological and Political teaching materials, discusses the strategies and methods of teaching implementation, and proposes the methods of evaluating the effectiveness of the application of the textbooks.

(i) Analysis: Basis for Textbooks Integration

The *Understanding Textbook* focuses on theoretical knowledge of Chinese characteristics, such as Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and guides students to understand China from an international perspective through modules such as "Global Perspectives" and "Telling China' s Stories". These programs guide students to understand China from an international perspective while enhancing their political literacy, cultural literacy and depth of thought. *English Reading 3* accumulates linguistic and cultural knowledge through reading in cross-cultural contexts, and enhances critical thinking and comprehensive analytical skills. The combination of the two not only helps students master theories of Chinese characteristics, but also expands their horizons and builds a broad knowledge system in a diversified cultural context.

Specifically, *Understanding Textbook* focuses on the dissemination of Chinese culture and emphasizes students' ability to tell Chinese stories in a foreign language, while *English Reading 3* enhances students' reading speed, comprehension and language sense through systematic language training. In terms of content, the themes of the two textbooks can complement each other.

(ii) Design: Teaching Content and Teaching Strategies

(1). Teaching content

The *Understanding Textbook* contains rich resources of Chinese theory and practice, and its content focuses on the dissemination of Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era, emphasizing political identity and cultural confidence. The textbook constructs the Curriculum Ideological and Political framework with the five key dimensions mentioned in the *Guidelines for the Construction of Ideological and Political Education in Higher Education Courses* (Ministry of Education of the People's Republic of China), namely political identity, national sentiment, cultural literacy, awareness of the constitution and rule of law, and moral cultivation, and Lianzhen He' s specific elaboration of the contents of the Ideological and Political dimensions (He, 2022), which provides a direction for the selection of the teaching materials.

Based on the commonalities between the *English Reading 3* and *Understanding Textbooks*, this study selected content from both textbooks that is suitable for integrated teaching. These contents are thematically rich and diverse, covering topics such as education, socialism with Chinese characteristics, and the global community of destiny, reflecting the comprehensive and contemporary nature of the instructional design, and aiming to guide students to think deeply about major issues in contemporary China and the globe. The teaching objectives focus on the mastery of knowledge points as well as emphasize the understanding and recognition of Ideological and Political elements, aiming to improve the comprehensive quality of students and cultivate talents with a sense of socialist responsibility and a global vision. At the same time, the Ideological and Political elements are closely linked to the theme of the unit, so that the teaching content is coherent and unified, and students are guided to establish the correct three views.

(2). Teaching strategies

The choice of teaching strategies is related to the final effect of the integration of teaching textbooks. Taking into account the characteristics of the integrated teaching contents of *Understanding Textbook* and *English Reading 3*, as well as students' cognitive and learning styles, this study proposes to take Curriculum Ideological and Political as the lead, and adopt diversified teaching strategies such as project-based learning, cooperative learning, discursive reading, interdisciplinary learning, and visualization of thinking, so as to realize the organic integration of the contents of the two textbooks.

Project-based learning focuses on solving real problems to achieve in-depth learning; cooperative learning emphasizes group collaboration to complete learning tasks; critical reading strategy can help students understand the content and logic of the text to cultivate critical thinking, as Chinese users' limited recognition abilities may hinder critical analysis of cross-cultural information sources (Tian & Fussell, 2024); interdisciplinary teaching is to integrate the knowledge systems of two or more disciplines to solve problems or achieve teaching goals; and visualization of thinking is to use a variety of ways to visualize the invisible thinking which can improve the efficiency of understanding and memorization. Teachers should adopt appropriate teaching strategies according to the content and teaching scenarios. All in all, the integration of different units of the two textbooks needs to choose different teaching strategies according to the actual teaching situation of the unit contents.

(3). Determine the teaching process

Combining the contents and teaching objectives of the two textbooks, we design a modular teaching process centered on the theme, with each module consisting of five parts, namely, "Enlightenment-Input-Integration-Output-Evaluation".

In the Enlightenment stage, the teacher selects cases, videos or questions related to the theme of the module to stimulate students' interest in learning. In the Input stage, students are guided to read and understand the chapters related to the theme in *Understanding Textbook* with the help of teaching strategies such as problem-oriented method and cooperative learning to master the theoretical knowledge of Chinese characteristics. Or learn the relevant content in *English Reading 3* through strategies such as teacher's lecture, mind visualization or group discussion, to develop the necessary character and key competencies with professionalism and lay the foundation for integration and output. In the Integration stage, teachers make appropriate use of project-based teaching and other strategies to skillfully integrate the contents of the two textbooks, combining theory and practice, language and culture, history and reality, enriching the teaching content, broadening students' horizons,

and enhancing their comprehensive literacy through interdisciplinary exploration. In the Output stage, students utilize the linguistic and cultural knowledge and key competencies learned through input and integration to present the results of their integrated learning in the form of classroom presentations, English speeches, and poster production. Meanwhile, AI-assisted writing tools can serve as complementary resources for language output tasks (Tian et al., 2025). In the Evaluation stage, evaluation tools are objectively and comprehensively utilized to evaluate the integration of teaching materials and their teaching effects in a multi-subject and multi-dimensional manner.

(iii) Development: Teaching Resources

The development stage is the middle and core of the ADDIE model. Based on the elements identified in the design phase, the instructional resources developed for the integration of instruction in the two textbooks consisted mainly of instructional courseware and testing tools.

As an important part of teaching resources, the quality of teaching courseware directly affects the teaching effect. When developing integrated teaching courseware, a point need to be noted. That is the integration of Ideological and Political elements: Integrate the Ideological and Political elements of teaching textbooks and the current events in students' daily lives in the courseware to enhance the timeliness and realism of Ideological and Political Education. The integrated theme, teaching objectives, Ideological and Political elements and language learning points should be clearly listed in the instructional courseware.

To ensure the effectiveness of the integration of the two textbooks, the development of effective testing tools is essential. In this study, testing tools such as questionnaires, interview outlines, classroom observation scales and teachers' instructional reflection log scales were designed to comprehensively assess the effects of integration. The survey questionnaire was used to investigate the current situation of the students before they received the integration instruction of the two textbooks and the effect after the instruction. It was designed with reference to the the **English Graded Reading Standards for Primary and Secondary School Students in China (Experimental Draft)** (Wang & Chen, 2016), the **Teaching Guidelines for Undergraduate Foreign Language and Literature Majors in General Higher Education Institutions (Volume 1)** (Teaching Steering Committee for English Majors, Foreign Language and Literature Discipline, Ministry of Education), and the core value index system of **China College Entrance Examination Evaluation System** (Examination Center of the Ministry of Education), and the related survey questions were designed from the three dimensions of reading literacy, disciplinary literacy, and value leadership, respectively. The progressive interview outlines, classroom observation scales and teacher's instructional reflection log scales evaluated the effectiveness of the implementation of integrated instruction from different perspectives.

(iv) Implementation: Integrative Teaching

After completing the three stages of analyzing, designing and developing teaching resources for the two sets of teaching textbooks under the ADDIE model, the researcher of this paper applied the initially developed teaching resources to teaching practice. The teaching targets were 35 undergraduate students majoring in English in a college in Guangzhou. The specific measures taken for the teaching materials are as follows:

(1). Implement modular teaching.

According to the teaching process determined at the design stage, the integrated teaching content is divided into a number of modules, each of which is organized around a core theme. In the Enlightenment section, videos, cases or questions closely related to the theme are introduced to stimulate students' interest in learning and their desire to explore. In the Input section, students are guided to learn the relevant content in *Understanding Textbook* or *English Reading 3* respectively, which lays the foundation for subsequent integrated learning. Through modular teaching, language and cultural knowledge and Ideological and Political Education are closely related to each other, ensuring that each teaching link closely focuses on the theme and realizes orderly input and effective integration of knowledge.

(2). Choose appropriate integration methods and apply diversified teaching strategies.

The appropriate integration method should be selected according to the teaching contents of the two textbooks. If the content of the textbook centers on the same central theme from multiple perspectives, it is suitable to use the same theme integration method; and if the integration of the knowledge of the two textbooks is to be applied through the solution of a comprehensive problem, it is suitable to use the problem-oriented integration method. The application of diversified teaching strategies can not only adapt to different teaching contents, satisfy individual differences, and enhance students' motivation to learn, but also promote students' deep understanding of linguistic and cultural knowledge and ideological values, as well as enhance their comprehensive literacy.

(3). Organize integrated teaching activities.

Rich and varied integrative teaching activities are organized in the course of implementation, such as classroom discussions, role-playing, case studies and so on. These activities aim to combine the Ideological and Political elements in *Understanding Textbook* with the language knowledge and skills in *English Reading 3*, and guide students to apply what they have learned in practice. The activities are organized to deepen students' understanding and mastery of the integrative teaching content and to enhance their comprehensive application ability.

(v) Evaluation: Integrative Effectiveness

This study uses a combination of formative and summative evaluation to evaluate the process and effects of the development of the instructional design of the two textbooks and their integrative teaching.

Formative evaluation is carried out throughout all stages, and the analysis, design, development and implementation can have an "interactive reaction" with formative evaluation at any time, so as to promote analysis, design, development and implementation through evaluation. The process of formative evaluation is the process of perfecting the integration of the Ideological and Political elements of *Understanding Textbook* and *English Reading 3*. The summative evaluation, based on the questionnaire used to test the effectiveness of Curriculum Ideological and Political Education, interviews and final grades of the classes in which the integrated teaching was implemented, is an assessment of the final integration effect of the two materials. Combining the two evaluation methods and analyzing the data from multiple tests, this study found that the integrated teaching of the two sets of textbooks under the guidance of the ADDIE model achieved good results in the three dimensions of reading literacy, disciplinary literacy, and value leadership.

These evaluations can, to a certain extent, prove that the integrative teaching of *Understanding Textbook* and *English Reading 3* has a certain degree of effectiveness, and can help students realize the two-way enhancement of Ideological and Political Education and language learning.

Conclusion

The differences between *Understanding Textbook* and *English Reading 3* in terms of the goal of Ideological and Political and the content they cover provide an opportunity for their integration and complementation. The organic integration of the two teaching textbooks based on the ADDIE model can take the advantages and make up for the shortcomings of a single textbook, and better play the leading role of Curriculum Ideological and Political. Teaching practice shows that the integrated teaching is effective in enhancing students' reading literacy, disciplinary literacy and value leadership, which verifies the effectiveness of the integration of the textbooks under the ADDIE model and provides a useful reference for the optimization of the Curriculum Ideological and Political teaching system of foreign language reading courses.

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