

A Study on the Implementation Path of Integrating Hengyang Red Culture into the Curriculum Ideology and Politics of College English

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Abstract: *Under the background of the comprehensive promotion of curriculum ideology and politics construction in colleges and universities, integrating regional red culture into College English teaching is an important way to realize the organic combination of language teaching and moral education. Taking Hengyang red culture as the research object, this paper explores the implementation path of integrating it into the curriculum ideology and politics of College English by using the theories of memetics and implicit hierarchical teaching. Through literature analysis, investigation and analysis, empirical research and other methods, this paper constructs a Chinese-English bilingual graded resource database of Hengyang red culture ideological and political elements, designs an implicit hierarchical teaching mode adapted to College English curriculum ideology and politics, and verifies the effectiveness of the mode through teaching practice. The research results show that the integration of Hengyang red culture into College English curriculum ideology and politics can enrich the humanistic connotation of College English courses, improve students' ideological and political literacy while enhancing their language ability, and provide a feasible reference for the construction of curriculum ideology and politics in foreign language courses in local colleges and universities.*

Keywords: Hengyang Red Culture; College English; Curriculum Ideology and Politics; Implementation Path; Memetics.

1. INTRODUCTION

In the new era, the construction of curriculum ideology and politics has become a core task of the reform and development of higher education in China. General Secretary Xi Jinping pointed out that all courses in colleges and universities should adhere to the fundamental task of fostering virtue through education, and all courses should bear the responsibility of ideological and political education, forming a synergistic effect with ideological and political theory courses [1]. College English, as a compulsory basic course for college students, has the dual attributes of language tool and cultural transmission, and is an important carrier for the implementation of curriculum ideology and politics. Integrating regional red culture into College English teaching can not only enrich the teaching content of College English, but also guide students to understand and inherit red culture in the process of language learning, and cultivate their patriotic feelings and socialist core values. Hengyang, as an important red revolutionary base in Hunan Province, has a profound red cultural heritage and rich red cultural resources, which are an important part of Huxiang culture [2]. However, at present, the research on the integration of College English curriculum ideology and politics in China is mostly focused on theoretical exploration, and the empirical research on the integration of regional red culture is relatively lacking; the existing research is also insufficient in the depth of theoretical research and the operability of implementation paths [3]. Based on this, this study takes the integration of Hengyang red culture into College English curriculum ideology and politics as the research topic, constructs the corresponding implementation path by combining memetics and implicit hierarchical teaching theory, and carries out empirical research, aiming to make up for the deficiencies of existing research and provide practical reference for the curriculum ideology and politics construction of local college foreign language courses.

2. RESEARCH METHODS AND OBJECTS

2.1 Research Methods

This study adopts a combination of qualitative and quantitative research methods, including the following four types: (1) Literature analysis method: By consulting the relevant literature on curriculum ideology and politics, College English teaching, Hengyang red culture, memetics and implicit hierarchical teaching, the research status at

home and abroad is sorted out, the theoretical foundation of the study is laid, and the research ideas and methods are determined. (2) Investigation and analysis method: A questionnaire survey and interview are conducted on the students of four College English teaching reform classes in Hunan Institute of Technology, to understand the current situation of students' cognition of Hengyang red culture, their learning needs for College English curriculum ideology and politics, and their evaluation of the implicit hierarchical teaching mode, so as to provide realistic basis for the construction of the resource database and the design of the teaching mode. (3) Empirical research method: Taking the four above-mentioned teaching reform classes as the research objects, the implicit hierarchical teaching mode integrating Hengyang red culture is implemented in the College English teaching process for one academic year. The teaching content, teaching methods and evaluation mechanisms are designed according to different student levels, and the effectiveness of the teaching mode is verified through teaching practice. (4) Statistical analysis method: Using statistical analysis tools to sort out and analyze the questionnaire data, interview records and students' academic performance data before and after the experiment, to quantitatively evaluate the implementation effect of the integration path, and summarize the advantages and existing problems of the teaching mode.

2.2 Research Objects

The research objects are 160 students from four non-English major classes in Hunan Institute of Technology, who are divided into advanced, intermediate and basic levels according to their college entrance examination English scores and the results of the college English placement test, with no obvious label for each level. The four classes adopt the implicit hierarchical teaching mode integrating Hengyang red culture in College English teaching, and the teaching practice lasts for one academic year (from September 2024 to June 2025).

3. THE CONSTRUCTION OF IMPLEMENTATION PATH OF INTEGRATING HENGYANG RED CULTURE INTO COLLEGE ENGLISH CURRICULUM IDEOLOGY AND POLITICS

Based on memetics and implicit hierarchical teaching theory, combined with the characteristics of College English teaching and the connotation of Hengyang red culture, this study constructs the implementation path of integrating Hengyang red culture into College English curriculum ideology and politics from three aspects: the construction of graded resource database, the design of implicit hierarchical teaching mode and the construction of multi-dimensional evaluation mechanism.

3.1 Construction of Chinese-English Bilingual Graded Resource Database of Hengyang Red Culture Ideological and Political Elements

The construction of the resource database is the foundation of integrating Hengyang red culture into College English curriculum ideology and politics. According to the requirements of the College English teaching syllabus for students' knowledge, ability and emotional goals at different levels, combined with the characteristics of Hengyang red culture, the database is divided into three levels: basic, intermediate and advanced, and the content covers four modules: red historical stories, red cultural celebrities, red revolutionary sites and red spiritual connotation, all of which are presented in Chinese-English bilingual form. (1) Basic level: Focus on the simple introduction of Hengyang red revolutionary sites (such as Hengyang Martyrs' Cemetery, South China Anti-Japanese War Memorial Hall) and classic red historical stories with simple plots, with simple English expression, basic sentence structures and a small number of new words, suitable for students with basic English level, aiming to let students initially understand Hengyang red culture and accumulate basic English vocabulary and sentence patterns. (2) Intermediate level: Focus on the detailed introduction of Hengyang red cultural celebrities (such as Luo Ronghuan, Peng Meiqing) and relatively complex red historical events, with moderate difficulty in English expression, a certain number of complex sentence structures and idiomatic expressions, suitable for students with intermediate English level, aiming to let students deeply understand the deeds of red celebrities and the background of historical events, and improve their English reading and expression ability. (3) Advanced level: Focus on the interpretation of Hengyang red spiritual connotation (such as Hengyang defense war spirit, hard work spirit) and the contemporary value of red culture, with difficult English expression, a large number of long and difficult sentences, professional vocabulary and abstract expressions, suitable for students with advanced English level, aiming to guide students to think about the contemporary significance of red culture and improve their English critical thinking and academic writing ability.

3.2 Design of Implicit Hierarchical Teaching Mode

Combined with the College English teaching process, the implicit hierarchical teaching mode integrating Hengyang red culture is designed from four links: teaching preparation, classroom teaching, after-class learning and teaching reflection, and targeted teaching design is carried out for students at different levels in each link to realize the organic integration of Hengyang red culture and College English teaching. (1) Teaching preparation: Teachers carry out graded lesson preparation according to the resource database and student levels. For basic level students, the lesson preparation focuses on the combination of red culture content and basic language knowledge; for intermediate level students, it focuses on the combination of red culture content and English reading and listening comprehension; for advanced level students, it focuses on the combination of red culture content and English speaking and writing expression. (2) Classroom teaching: Adopt the teaching method of "unified theme, graded implementation". Take Hengyang red culture as the unified teaching theme of each unit, and design different teaching tasks for students at different levels in classroom teaching. For example, in the unit with the theme of "Hengyang Defense War", basic level students are arranged to complete the task of filling in the blanks in the English introduction of the Hengyang Defense War with new words; intermediate level students are arranged to complete the task of reading the English passage of the Hengyang Defense War and answering questions; advanced level students are arranged to complete the task of discussing the contemporary value of the Hengyang Defense War in English and writing a short comment. (3) After-class learning: Design graded after-class tasks according to student levels, and guide students to carry out autonomous learning of Hengyang red culture. Basic level students are required to listen to the English audio of simple red historical stories and retell the stories in simple English; intermediate level students are required to read the English materials of red revolutionary sites in the database and write a short English introduction; advanced level students are required to collect English materials of the contemporary value of Hengyang red culture and complete an English academic essay. (4) Teaching reflection: After each teaching cycle, teachers conduct teaching reflection according to the performance of students at different levels in classroom teaching and after-class learning, adjust the content of the resource database and the difficulty of teaching tasks in a timely manner, and optimize the teaching design to make it more in line with the learning needs of students at different levels.

3.3 Construction of Multi-dimensional Evaluation Mechanism

To ensure the effectiveness of the integration of Hengyang red culture into College English curriculum ideology and politics, a multi-dimensional evaluation mechanism is constructed, which breaks the single evaluation mode of taking academic performance as the only standard, and combines process evaluation with result evaluation, quantitative evaluation with qualitative evaluation, and teacher evaluation with student self-evaluation and mutual evaluation. The evaluation content includes three aspects: language ability, ideological and political literacy and red culture cognition. (1) Process evaluation (accounting for 60%): Evaluate students' performance in classroom participation, after-class task completion, autonomous learning of red culture and other links. For students at different levels, the evaluation standards are graded. For example, in the evaluation of classroom oral expression, the basic level students are mainly evaluated on the accuracy of basic sentence patterns, and the advanced level students are mainly evaluated on the fluency and depth of expression. (2) Result evaluation (accounting for 40%): Evaluate students' performance in the final College English exam and the special assessment of Hengyang red culture. The final exam increases the proportion of Hengyang red culture content, and the special assessment is carried out in the form of Chinese-English bilingual presentation of red culture, to test students' comprehensive application ability of language and their cognition of red culture. (3) Multi-subject evaluation: In addition to teacher evaluation, students are organized to carry out self-evaluation and mutual evaluation, so that students can have a clear understanding of their own learning effects and learn from each other's advantages, and improve their learning initiative and consciousness.

4. EMPIRICAL RESEARCH RESULTS AND ANALYSIS

After one academic year of teaching practice, this study sorts out and analyzes the questionnaire data, interview records and students' academic performance data of the 160 research objects, and the results show that the implementation path constructed in this study has achieved good teaching effects, which is mainly reflected in the following three aspects:

4.1 Students' Cognition and Acceptance of Hengyang Red Culture Have Been Significantly Improved

The results of the post-test questionnaire show that 92.5% of the students have a comprehensive understanding of

Hengyang red culture, an increase of 68.7% compared with the pre-test; 95% of the students think that integrating Hengyang red culture into College English teaching is meaningful, and 89.3% of the students show a strong interest in learning Hengyang red culture. The interview results also show that students have a deeper understanding of the red revolutionary history, red spiritual connotation and contemporary value of Hengyang, and their identity with Hengyang red culture has been significantly enhanced.

4.2 Students' College English Language Ability Has Been Steadily Improved

The statistical analysis of students' English scores shows that the average scores of the four classes in the final College English exam are 78.6 points, an increase of 9.2 points compared with the initial test; the average scores of students in listening, speaking, reading and writing have all been improved to varying degrees, among which the improvement of speaking and writing scores is the most obvious, with an average increase of 11.5 points and 10.8 points respectively. It shows that the implicit hierarchical teaching mode integrating Hengyang red culture can not only realize the infiltration of ideological and political education, but also effectively promote the improvement of students' language ability.

4.3 Students' Ideological and Political Literacy Has Been Effectively Cultivated

Through the observation of students' classroom performance and the analysis of after-class task completion, it is found that students' patriotic feelings, sense of social responsibility and team cooperation ability have been significantly improved.

5. OPTIMIZATION STRATEGIES AND CONCLUSIONS

5.1 Optimization Strategies

Aiming at the problems found in the empirical research, this study puts forward the following optimization strategies to further improve the implementation path of integrating Hengyang red culture into College English curriculum ideology and politics: (1) Enrich and optimize the resource database. (2) Optimize the classroom teaching time allocation: Adjust the College English teaching syllabus appropriately, increase the teaching time of red culture content; integrate red culture content into the teaching of each module of College English (listening, speaking, reading and writing) in a scattered way, avoid the centralized input of a large number of red culture content, and improve the teaching effect. (3) Improve the quantitative evaluation index system. (4) Strengthen the teacher team construction.

6. CONCLUSIONS

This study takes the integration of Hengyang red culture into College English curriculum ideology and politics as the research topic, constructs the corresponding implementation path by combining memetics and implicit hierarchical teaching theory, and verifies the effectiveness of the path through one academic year of empirical research. The research conclusions are as follows: (1) Integrating Hengyang red culture into College English curriculum ideology and politics is feasible and necessary. It can make up for the deficiency of the humanistic connotation of College English courses, realize the organic combination of language teaching and moral education, and realize the dual goal of improving students' language ability and cultivating their ideological and political literacy. (2) The implementation path constructed based on memetics and implicit hierarchical teaching theory is effective. The construction of the Chinese-English bilingual graded resource database provides a rich material foundation for the integration of red culture, the design of the implicit hierarchical teaching mode conforms to the law of students' individual differences, and the construction of the multi-dimensional evaluation mechanism ensures the effectiveness of the teaching implementation. (3) In the process of integrating regional red culture into College English curriculum ideology and politics, local colleges and universities should combine their own school-running characteristics and students' actual situation, dig deep into the connotation of regional red culture, construct targeted implementation paths, and constantly optimize and improve the path in teaching practice to improve the quality of curriculum ideology and politics construction.

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