Journal of Advanced Academic Research and Studies 高等学术研究期刊
Vol. 3, No.10, 2026 (pp. 83-91)
http://www.nlbaeai.org/

ISSN 3006-4007 (Print)
ISSN 3006-4015 (Online)

Empowering Immersive Teaching of Comprehensive English with School-Based Red Resources: A Teaching Reform Practice from the Perspective of Theme Adaptation

Ying Zhang[a], Ruihua Zhang[b]

[ab] School of Literature and Education, Shaanxi University of International Trade &Commerce, China

Received 09 July 2026, Revised 15 September 2026, Accepted 05 October 2026

Abstract

Purpose – This study addresses fragmented ideological-political materials, superficial practices, and disconnection between language training and value guidance in Comprehensive English teaching at private colleges. Against the New Liberal Arts initiative, it takes English majors at Shaanxi University of International Trade & Commerce as a case, aiming to transcend Western cultural dominance and integrate local red culture.

Design/Methodology/Approach – Drawing on school-based red resources and Shaanxi red culture, this study constructs an integrated framework: resource transformation, textbook alignment, four-dimensional immersive classrooms, multi-scenario education, and process-oriented evaluation. Two texts, Globalization's Dual Power and Your College Years, are used to combine red cultural education with text analysis, language training, and critical thinking via thematic integration, tasks, and immersion.

Findings – This study elevates curriculum-based ideological-political education from "how to integrate" to "why, for whom, and how to educate effectively." It offers actionable solutions to break Western cultural dominance and achieve deep integration of red culture with language training and critical thinking.

Research Implications – This study redefines Comprehensive English teaching as a strategic cultural practice, providing a replicable paradigm for curriculum-based ideological-political reform.

Keywords: school-based red resources; Comprehensive English; curriculum-based ideological and political education; immersive teaching; teaching reform practice

JEL Classifications: Z32, O33, L83

Financial source: This paper is supported by the following projects at Shaanxi University of International Trade and Commerce: "Path Construction and Practical Exploration of Integrating School-Based Red Resources into Curriculum-Based Ideological and Political Education for English Majors" (KCSZ-ZX202618): "A Course on the TCM Theory of Concurrent Treatment of Heart and Brain" (Chinese-English Edition) (SMXK22202503).

[a] Lecture, School of Literature and Education, Shaanxi University of International Trade &Commerce, China, E-mail:825460582@qq.com

[b] Associate Professor, School of Literature and Education, Shaanxi University of International Trade &Commerce, China, E-mail:495400911@qq.com

© 2023 The NLBA Eurasian Institute Limited. All rights reserved.

I. Introduction

With the nationwide advancement of curriculum-based ideological and political education, foreign language courses, as an important carrier for cross-cultural communication and value inheritance, play an increasingly vital educational role. As a core foundational course for junior English majors, Comprehensive English not only helps students consolidate linguistic competence but also undertakes the fundamental task of fostering virtue through education. In this context, carrying out teaching reform by combining regional red heritage and school characteristics has become an effective way to resolve existing problems in foreign language ideological and political education.

Since May 2020, the Guidelines for the Construction of Curriculum-based Ideological and Political Education in Institutions of Higher Learning have clearly stipulated that foreign language courses should give full play to their professional advantages, strengthen the dissemination of local culture and cultivate students' patriotism, and promote the quality development of curriculum-based ideological and political education instead of superficial integration. As a core course for English freshmen and sophomores, Comprehensive English is responsible for improving students' language skills, shaping their cross-cultural thinking and internalizing correct values, thus serving as a core platform for ideological and political education for foreign language majors.

Rooted in Shaanxi, a region renowned for its profound red heritage, Shaanxi University of International Trade & Commerce has amassed distinctive school-based red resources featuring both campus and regional characteristics. These resources include the university's philosophy of moral education, exemplary deeds of faculty and students dedicated to national development, on-campus red cultural venues, as well as the Yan'an Spirit and the Westward Relocation Spirit. They are highly in accordance with the educational objectives of higher education and the learning traits of junior students. From the perspective of textbook theme adaptation, this paper explores effective approaches to integrating school-based red resources into Comprehensive English via immersive teaching. It aims to realize the integrated development of textbook teaching, skill training and red cultural education, address the homogenization and superficiality of curriculum-based ideological and political education, and further advance the teaching reform of this course.

II. Value of Integrating School-based Red Resources into Immersive Teaching

Clarifying the connotation and characteristics of school-based red resources is the prerequisite for teaching reform. Different from conventional red educational materials, the school-based red resources in this study have undergone systematic screening, bilingual transformation and curriculum optimization with strong adaptability to classroom teaching. Their integration into immersive teaching can drive innovations in teaching content, mode and talent cultivation, and possess prominent theoretical and practical value.

The school-based red resources discussed in this paper refer to distinctive educational materials developed

for the teaching and reform of English majors. After systematic screening, bilingual translation and curriculum adaptation, these resources are characterized by campus uniqueness, teachability, high adaptability and strong operability, which distinguish them from conventional red materials. They are divided into three categories: first, on-campus red resources, including the university's educational mission, inspiring deeds of faculty and students, the university history museum and red cultural corridors; second, regional red resources of Shaanxi Province, covering the Yan'an Spirit, the Westward Relocation Spirit and stories of aspiring young people in old revolutionary base areas suitable for youth education; third, theme-matched red resources tailored for Comprehensive English, which can be directly applied to immersive classroom teaching in accordance with unit themes, oral topics and critical thinking tasks.

1. Content Innovation: Eliminating Material Homogenization and Realizing Precise Alignment with Textbook Themes

Traditional teaching of Comprehensive English generally relies on conventional red cases, which are arbitrarily combined with textbook themes and lack pertinence. In contrast, schoolbased red resources can be customized according to core textbook themes and facilitate the indepth integration of red spirits and thematic critical thinking. This approach effectively solves the disconnection between professional teaching and ideological and political education, and establishes a targeted and exclusive schoolbased teaching system for ideological and political education (Kou & Wang, 2026, p.231).

2. Mode Innovation: Transforming Teacher-centered Teaching and Establishing an Immersive Education System

This research abandons the simplistic model of "knowledge lecturing plus incidental ideological and political guidance", and constructs a four-dimensional immersive teaching mode consisting of situational immersion, task-driven learning, critical inquiry and on-site experience. With students as the main participants, textbooks as the carrier and red-themed tasks as the starting point, the whole teaching process integrates language input, skill output and value internalization. It realizes the transformation from teacher-centered lecturing to student-oriented experiential education.(Xu, 2024)

3. Talent Cultivation Innovation: Correcting Cross-cultural Cognitive Bias and Cultivating Interdisciplinary Foreign Language Talents

Most texts in Comprehensive English focus on Western culture and individualistic values, which may cause junior students to have deficiencies in expressing local culture and weakened cultural confidence. In immersive teaching based on school-based red resources, teachers interpret Western cultural topics while introducing local red values, the sense of youth responsibility and the concept of serving the country through industry. This

practice guides students to view Sino-Western cultural differences dialectically, and cultivates interdisciplinary foreign language talents who are proficient in foreign languages, rooted in local culture and competent in cultural communication. Such talent cultivation orientation conforms to the university's overall training objectives.(Zhang, 2026).

III. Predicaments of Immersive Curriculum-based Ideological and Political Education in Comprehensive English

From the perspectives of classroom practice, content integration, teaching scenarios and assessment mechanisms, the current implementation of immersive ideological and political education in Comprehensive English still faces multiple practical difficulties.

Insufficient Resource Adaptability and Shortage of Theme-matched Red Teaching Materials. Most existing red resources of the university are Chinese historical documents and campus cultural materials, which have not been adapted and translated to match textbook themes. Teachers lack exclusive teaching materials corresponding to specific texts and have to apply conventional red resources mechanically. Such practice fails to follow the logic of textbook teaching and results in insufficient innovation and pertinence in ideological and political education(Li, 2025).

Superficial Integration and Disconnection between Ideological and Political Education and Professional Teaching. In current classroom practice, curriculum-based ideological and political education is mostly treated as an additional component rather than an integral part of instruction. Red cultural elements are rarely incorporated into core teaching procedures, including intensive text reading, vocabulary analysis, translation training, thematic critical thinking, as well as English listening, speaking and writing. When interpreting Western-themed texts, teachers merely focus on linguistic knowledge, without making comparisons or conducting in-depth discussions on local red culture. Due to the lack of immersive experience activities, ideological and political education in class becomes superficial and formalistic.(Yan & Zhang, 2025).

Single Teaching Scenarios and Incomplete Educational Loop. Teaching activities are mainly confined to textbook cxplanation in classrooms. On-campus venues such as the university history museum and red cultural corridors, as well as off-campus red memorial halls across Shaanxi Province, remain underutilized. Meanwhile, online immersive learning platforms have not been systematically constructed. The disconnection between extracurricular red practice and classroom teaching makes it impossible to form a complete educational chain of "textbook learning-red culture perception-practical output", which weakens the sustainability of educational effects.

Backward Assessment Mechanisms and Inadequate Long-term Development of Teaching Reform. Backward Assessment Mechanism Hindering the Long-term Development of Teaching Reform Course Assessment dominated by written examinations, which account for 70% of the total score. The current evaluation system attaches importance to final results rather than learning processes. Students' bilingual expression of red culture,

participation in immersive classroom activities, thematic critical thinking and practical achievements are not included in assessment indicators. This situation fails to motivate students to engage in immersive ideological and political learning actively and impedes the long-term implementation of teaching reform.(Sun, 2025, p.45).

IV. Pathways to Integrating School-based Red Resources into Immersive Teaching of Comprehensive English

To address the above problems, this study strictly follows the requirements of Guidelines for the Construction of Curriculumbased Ideological and Political Education in Institutions of Higher Learning (Ministry of Education of the People's Republic of China, 2020). Combining the university's regional red advantages, the course characteristics of Comprehensive English and the rules of immersive teaching, this paper constructs a systematic implementation framework from four dimensions: resource transformation, classroom reconstruction, scenario expansion and assessment optimization. The ultimate goal is to develop a feasible and promotable immersive teaching system for curriculumbased ideological and political education.1. Thematic Material Transformation and Construction of Targeted Resource Library

Abandoning the practice of simply compiling miscellaneous materials, this study takes two core textbook texts as examples to conduct targeted transformation of school-based red resources in a modular, bilingual and teaching-oriented manner. It follows the working principle of one text, one set of exclusive materials and one educational theme. For Globalization's Dual Power, which focuses on cultural competition and international communication against the backdrop of globalization, we compile bilingual interpretations of the Westward Relocation Spirit and the Yan'an Spirit, and collect bilingual cases of cross-cultural exchanges among faculty and students to support the teaching of cross-cultural critical thinking. For Your College Years, themed on youth development and career planning, we sort out the university's original educational mission, inspiring stories of outstanding students, practices of serving the country through business and red culture promotion activities. These contents are adapted into bilingual passages, oral topics and writing materials suitable for junior students, which can be applied throughout the whole teaching process of the texts.

2. In-depth Integration with Textbooks: Implementing Four-dimensional Immersive Teaching Based on Two Representative Texts

School-based red resources are fully embedded into four core teaching links: course lead-in, text intensive reading, language training and thematic critical thinking. A replicable immersive teaching paradigm is established to improve students' linguistic competence and red cultural literacy simultaneously.

2.1 Immersive Teaching on International Dissemination of Red Culture amid Globalization — A Case Study of Globalization's Dual Power

This text explores the dual impacts of globalization, cultural integration and cultural competition, and serves as key material for cultivating students' cross-cultural cognition and international communication competence. Traditional teaching overemphasizes the positive influences of Western globalization theories while ignoring the inheritance and international communication of local culture, which may lead to students' one-sided cultural cognition. This reform designs a four-dimensional immersive teaching process based on school and regional red resources.

In the situational lead-in stage, bilingual short videos about the university's red culture promotion and the overseas communication of Shaanxi red culture are played to create a realistic context of global cultural competition and help students recognize the international value of local red culture.

In the text intensive reading stage, combined with concepts such as "cultural invasion" and "cultural homogenization" in the text, we compare the logic of Western cultural expansion with the inclusive connotation of the Westward Relocation Spirit: taking root in Western China and dedicating to national development. Combined with the university's positioning of serving local development, students' understanding of cultural persistence in the era of globalization is deepened.

In the skill training stage, hierarchical tasks are designed. Students first consolidate basic knowledge through Chinese-English translation of red-related words and phrases, and then practice paragraph translation of red spirits to improve their ability to translate local red discourses into foreign languages. In the assignment stage, oral and writing tasks such as How to spread local red culture in the context of globalization are assigned. Combining textbook contents and school-based stories, students are guided to discuss the mission of foreign language majors in international cultural communication, so as to improve their deficiencies in expressing local culture and weak awareness of cultural communication.

2.2 Immersive Cultivation of Red Responsibility Awareness for Youth Development - A Case Study of Your College Years

As an argumentative essay focusing on college students' growth, value choices and career planning, this text is dominated by Western individual-oriented ideas and lacks positive guidance on patriotism and collective dedication. Combined with the university's red educational tradition and inspiring stories of outstanding students serving the country, this study builds a full-process immersive classroom.

In the situational immersion stage, materials including historical records in the university history museum, students' red culture promotion and public welfare activities are adopted to create a classroom atmosphere of "striving in youth and taking responsibility through hard work", narrowing the distance between red spirits and contemporary college students.

In the text intensive reading stage, we compare Western individual-oriented growth concepts with the

university's educational orientation of "diligent learning, earnest practice and dedication to the country", guiding students to establish correct values. In the language output stage, hierarchical tasks are arranged: basic tasks include text imitation and English retelling of school-based red stories; advanced tasks include mini English speeches themed My College Years, My Red Mission, where students plan their personal development by learning from role models.

Oral and writing assignments are adopted to realize value sublimation. Students are encouraged to integrate academic development and professional growth with red culture inheritance, social services and national missions. This practice alleviates the confusion of values among young students and realizes the in-depth integration of textbook teaching and red cultural education.

3. Expansion of Diversified Scenarios: Constructing an Integrated On-campus and Off-campus Educational Loop

Breaking the limitations of single classroom teaching, this study builds a four-dimensional immersive education space covering in-class, on-campus, off-campus and online scenarios. In on-campus practice, students visit the university history museum and red cultural corridors to learn about the university's red history and receive training in bilingual explanation of red stories. In off-campus research activities, students visit red memorial halls in Shaanxi Province to practice introducing red culture and disseminating red spirits internationally. Online platforms such as Xuxitong and MOOC are used to push supporting bilingual red materials and discussion topics for after-class consolidation. Eventually, a complete educational chain of "classroom teaching-on-site experience-after-class reinforcement-practical output" is formed.

4. Empowerment via Diversified Evaluation: Establishing a Process-oriented Assessment System for Teaching Reform

To adapt to immersive teaching, the course assessment mechanism is restructured into a diversified evaluation system covering language proficiency, classroom performance, ideological and political output and extracurricular practical achievements. Students' bilingual recitation of red culture, classroom critical thinking, thematic speeches, ideological and political essays, competition participation and public welfare activities are all included in the assessment. This reform abandons the score-only evaluation model, motivates students to participate in immersive ideological and political learning actively, and ensures the effective implementation of teaching reform.

V. Summary of Achievements and Innovations in Teaching Reform

Through systematic classroom practice, the teaching reform of integrating school-based red resources into

immersive teaching of Comprehensive English has achieved phased outcomes. This section summarizes the practical effects, core innovations, existing deficiencies and future development directions of the reform.

1. Practical Achievements

This reform effectively solves the prominent problems of material homogenization, superficial integration and poor implementation in curriculum-based ideological and political education of Comprehensive English, and establishes an immersive education mode with theme adaptation, in-depth experience and actionable tasks. In terms of teaching, it realizes the seamless combination of language training and value guidance and thoroughly resolves the disconnection between professional teaching and ideological and political education. In terms of student development, students' ability in text analysis, bilingual expression and cross-cultural critical thinking is significantly improved, along with enhanced cultural confidence and sense of social responsibility. In terms of educational practice, a distinctive ideological and political education paradigm suitable for private colleges is formed, which greatly promotes the overall educational quality of basic English courses.

2. Core Innovations

First is content innovation. The precise integration of school-based red resources and textbook themes breaks the limitations of indiscriminate use of conventional materials and makes ideological and political education more distinctive and targeted. Second is mode innovation. A textbook-linked four-dimensional immersive teaching mode is constructed. Task-driven learning and on-site experience replace traditional indoctrination, making the teaching mode highly operable and replicable. Third is talent cultivation innovation. Based on the learning characteristics of students in private colleges, this reform corrects cross-cultural cognitive bias and realizes the in-depth unification of language education, cultural education and red culture education.

3. Deficiencies and Prospects

This reform still has some shortcomings. The library of high-quality bilingual red materials needs continuous updating, and the design of hierarchical immersive tasks requires further refinement. In follow-up research, we will continue to explore textbook themes, improve the system of school-based red teaching resources and optimize hierarchical immersive teaching design. We aim to build a featured reform system of "one textbook article, one high-quality teaching case", and provide a promotable practical paradigm for the normalized and high-quality development of curriculum-based ideological and political education in Comprehensive English for private colleges and universities.

References

Ministry of Education of the People's Republic of China, 2020. Guidelines for the Construction of Curriculumbased Ideological and Political Education in Institutions of Higher Learning [EB/OL]. Available at: http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html (Accessed: 10 September 2026)

Kou, J.N. and Wang, Q., 2026. A Probe into the Construction Path of Foreign Language Curriculumbased Ideological and Political Education under the Background of Educational Digital Transformation. Contemporary Foreign Language Research, (1):22823

Xu, H.L., 2024. A Study on the Integration Path of Jiangxi Red Culture and College English Ideologicalpolitical Teaching. Journal of Taiyuan Urban Vocational College, (4):137139.

Zhang, J.K., Cao, A.H. and Li, H.Z., 2026. Exploration and Practice of Curriculumbased Ideologicalpolitical Teaching for the Course of Basic English in Private Undergraduate Universities. Journal of Jilin Radio and TV University, (1):5559.

Li, M.L., 2025. Exploration on the Path of Integrating Shaanxi Red Culture into College English Curriculumbased Ideologicalpolitical Education. Economic & Social Development Research, (1):238240.

Yan, C.H. and Zhang, M., 2025. Research on College English Curriculumbased ideologicalpolitical Teaching under the Integrated Mode of CLIL and AAIC — Taking "Telling Chinese Stories Well" as an Example. Journal of Shaanxi University of Technology (Social Science Edition), (5):99103.

Sun, X.Y., 2025. Research on English Major Curriculumbased Ideologicalpolitical Teaching under the Collaborative Education Framework. Journal of Xingyi Normal University for Nationalities, (4):4146.