

A Conception for Integrating Guangdong's Red Culture into College English Ideological and Political Education – A Case Study of Guangzhou Institute of Science and Technology

Peiyu Liang^{1*}, Xuan Xu¹, Pingfei Zheng¹

¹ School of Foreign Languages, Guangzhou Institute of Science and Technology, Guangzhou, China

Email Address

m13750010830@163.com (Peiyu Liang)

*Correspondence: m13750010830@163.com

Received: 25 October 2025; Accepted: 10 November 2025; Published: 22 December 2025

Abstract:

The construction of ideological and political education in university courses in the new era requires foreign language courses to not only impart language knowledge but also fulfill the educational function of cultivating morality and character. Guangdong's Red Culture, as an important component of China's revolutionary culture, contains rich resources for ideological and political education and a unique regional spirit. This paper takes Guangzhou Institute of Science and Technology as the research object. Based on literature review and questionnaire survey results (209 samples), The paper finds that university students have a high level of awareness of revolutionary culture and generally agree on the necessity and feasibility of integrating revolutionary culture into university English courses, providing a realistic basis for teaching reform. Based on this, the paper constructs a three-in-one of college English teaching concept: language learning--cultural understanding--value guidance. Using the bilingual text "The Site of the First National Congress of the Kuomintang" as the core material, it designs a teaching plan for integrating revolutionary culture into college English classrooms, exploring the integration path of ideological and political education in foreign language teaching. The study suggests that the introduction of revolutionary culture can enrich the cultural connotation of college English teaching, enhance students' language expression ability and cultural identity, and promote a deep alignment between the goals of ideological and political education and the goals of foreign language education. This research provides theoretical support and practical reference for the construction of ideological and political education in college English courses.

Keywords:

Guangdong Red Culture, College English, Ideological and Political Education, Teaching Concept

1. Introduction

1.1. Research Background and Problem Statement

The construction of “ideological and political education in college English courses” is an inevitable requirement for promoting ideological and political education in college courses in the new era. It should be continuously improved and enhanced in all aspects, stages, elements and aspects of course offering [7]. The report of the 20th National Congress of the Communist Party of China clearly stated the need to unrelentingly cultivate the souls and educate people with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, establishing a value orientation for university curriculum development. “Curriculum-based ideological and political education” is a new proposition put forward by the state for school education in recent years [1]. Higher education plays a fundamental role in cultivating and promoting socialist core values [5]. As a key course in college general education, college English not only undertakes the tasks of language teaching and communicative skills cultivation, but also subtly plays a role in cultural dissemination and value guidance. The essence of English teaching is the unity of language and culture. Through scientific content design and discourse guidance, college English courses can become an important vehicle for spreading Chinese culture and telling China’s story.

As one of the birthplaces of the modern Chinese revolution, Guangdong boasts a rich cultural heritage. From the site of the **3rd National Congress of the Chinese Communist Party** to **Tombs of the Seventy-Two Revolutionary Martyrs in Huanghuagang** and the **Dongjiang Column Memorial**, these sites embody the ideals, beliefs, and patriotic spirit of revolutionary martyrs and hold unique educational value. However, the integration of red culture into university English teaching remains limited, plagued by issues such as insufficient content development and monotonous teaching methods. How to effectively integrate red culture into English classrooms and achieve a deep integration of language learning and ideological and political education has become a crucial topic in the development of ideological and political education in current university courses.

1.2. Research Significance

Education is a complex and systematic project that involves multiple factors and cooperation mechanisms within universities [13]. Against the backdrop of the comprehensive promotion of Ideological and Political Education in Courses, how to achieve the simultaneous integration of professional courses and ideological and political education is a key issue in university teaching reform. The integration of ideological and political education into curriculum has become a top priority for universities, and every course offered by universities must play its educational role effectively [15]. College English, as the most widely covered public foundation course, combines language education with cultural dissemination. In higher education humanities education, English courses are an important component, possessing not only instrumental characteristics but also humanistic characteristics [12]. Integrating revolutionary culture into college English teaching is both an innovative approach to implementing the concept of ideological and political education in courses and a key measure to deepen the connotation of foreign language teaching.

From an educational perspective, red culture, centered on ideals, beliefs, the spirit of struggle, and a sense of patriotism, can play a role in educating people through

culture in language learning, helping students develop correct values and historical perspectives. From a capacity-building perspective, the bilingual expression and cross-cultural communication of red culture can help cultivate students' ability to tell Chinese stories and spread China's voice, enhancing their cultural confidence and international expression awareness. Therefore, integrating Guangdong red culture into university English courses can help achieve a unified understanding of language learning, cultural understanding, and value guidance, providing new approaches to talent cultivation in universities in the new era.

1.3. Survey Results on Student Perception and Attitude

To validate the practical basis of this study, a questionnaire survey was conducted at Guangzhou University of Technology. A total of 209 valid questionnaires were collected, of which 93.78% were from first-year students. The results showed that over 90% of students were familiar with Red Culture, over 80% were familiar with local Red Culture resources in Guangdong, and nearly 90% believed that Red Culture content was "suitable or very suitable" for incorporation into English courses. This demonstrates that university students have a high level of awareness and positive attitudes toward Red Culture, providing a realistic and psychological foundation for integrating Red Culture into university English instruction.

1.4. Research Purpose and Research Methods

This study aims to combine the red cultural resources of Guangdong with the actual needs of English teaching in colleges and universities, and explore the teaching concept of integrating language learning with ideological and political education. Guided by the concept of curriculum ideological and political education, the study attempts to construct a college English teaching design plan with red culture as the core material, and theoretically demonstrates its feasibility and educational value, providing reference for the reform of foreign language courses in colleges and universities.

The study mainly adopts three methods:

(1) Literature research method: sorting out the relevant research on curriculum ideological and political education, foreign language education and red culture teaching to provide theoretical support for this study;

(2) Questionnaire survey method: through the survey of 209 students, understand their cognition and attitude, and provide a realistic basis for teaching design;

(3) Teaching design method: using the bilingual text of "The Site of the First National Congress of the Kuomintang" as the core material, designing English classroom plans, exploring the integration path of red culture in foreign language teaching and the way to realize ideological and political value.

2. Theoretical Basis and Research Foundation

2.1. The Theory of Integrating Ideological and Political Education into Foreign Language Teaching

Under the guidance of the overall goal of cultivating morality and talent in universities, ideological and political education in curriculum has become an important direction for higher education teaching reform in the new era. Its core

concept lies in organically coordinating various professional courses and public courses to ensure that ideological and political education permeates the entire process of talent cultivation, achieving the organic unity of “knowledge transmission, ability cultivation, and value shaping”. As one of the most widely covered and frequently encountered general education courses, the college English course naturally possesses the dual functions of language education and cultural education, making it an important vehicle for implementing the concept of ideological and political education in curriculum.

In foreign language teaching, language is not only a tool for communication but also a carrier of culture and thought. Sufficient and effective language input is a prerequisite for the development of foreign language learners’ language proficiency [11]. Through the learning of language knowledge and the training of language skills, the college English course helps students understand the ways of thinking and values of different cultures. This process itself also contains the potential function of ideological and political education. Compared with the traditional instrumental teaching model, foreign language education under the perspective of ideological and political education in curriculum places greater emphasis on achieving the organic integration of “language learning—cultural awareness—value shaping” through language teaching. On the one hand, teachers should consciously guide students to establish correct value judgments and understand the ideological roots behind cultural differences in language knowledge and discourse teaching. On the other hand, by integrating culturally unique Chinese content and real-world contexts, teachers should help students enhance their cultural confidence and develop a rational, open, and critical international perspective in foreign language learning.

Furthermore, the integration of ideological and political education into foreign language teaching is not simply a matter of adding up ideological and political content, but a deep integration based on teaching objectives, content, and methods. Through the selection of thematic discourses, the design of classroom discourse, and the setting of task-based activities, foreign language teachers can achieve value guidance through knowledge explanation, language practice, and cultural reflection. For example, when teaching topics related to cultural differences, international communication, or social issues, teachers can guide students to compare Chinese and foreign cultural expressions and values, thereby internalizing patriotism and a sense of social responsibility in language learning. This integration not only enhances the ideological depth and humanistic richness of college English courses but also provides a practical path for achieving the unity of education and talent cultivation in higher education institutions.

2.2. The Ideological and Political Education Function of Red Culture

Red Culture is an advanced culture formed based on the revolutionary, construction, and reform practices led by the Communist Party of China. It embodies China’s excellent traditional culture, revolutionary culture, and advanced socialist culture. Its core spiritual connotations primarily include firm ideals and convictions, selfless dedication, a collective consciousness of unity and cooperation, and the revolutionary character of hard work. Red Culture is not only a carrier of historical memory but also a vital resource for ideological and political education, sowing the seeds of faith in young students and guiding them to develop a correct worldview, outlook on life, and values.

From the perspective of ideological and political education, red culture has a distinct educational function. First, with “faith” as its core, it inherits the Chinese Communists’ spiritual pursuit of never forgetting their original aspirations and upholding their ideals. It can inspire college students to strengthen their ideals and beliefs and enhance their sense of mission in their studies and life. Second, with “dedication” as its core, it emphasizes the subordination of personal interests to national and collective interests, helping to guide students in cultivating the value of serving society and contributing to the motherland. Third, with “unity” as its bond, it embodies the great spirit of unity between the Communist Party of China and the people, and between the army and the people during the Chinese revolutionary period, and can cultivate students’ sense of cooperation and collective spirit in foreign language classrooms. Finally, driven by “struggle”, it showcases the Chinese people’s unyielding spirit and perseverance in their pursuit of truth despite adversity, inspiring students to brave challenges and embrace innovation in their studies and lives.

Guangdong’s Red Culture holds a unique position within the national Red Culture spectrum. As one of the key sources of modern Chinese revolution, Guangdong fostered the Xinhai Revolution led by Sun Yat-sen, the early organizational activities of the Chinese Communist Party, and the workers’ and peasants’ revolutionary movement. From the Guangzhou Uprising to the Dongjiang Column’s resistance against Japanese aggression, from the heroic sacrifice of the 72 martyrs of Huanghuagang to the historical testimony of the Third National Congress of the Communist Party of China, Guangdong’s Red Culture has developed a distinctive character that combines revolutionary, open-mindedness, and regional characteristics. It embodies the revolutionary spirit of southern Guangdong and reflects the pioneering and inclusive spirit of Lingnan culture. This cultural fusion of “revolutionary ideals and an open mind” provides a unique resource advantage and practical foundation for the development of ideological and political education in college English courses, empowering the ideological and political education function of Red Culture in foreign language teaching with greater regional appeal and cultural persuasiveness. Taking local revolutionary resources as a starting point, exploring the necessity of integrating these resources into the ideological and political education of college English courses, analyzing the feasibility and implementation pathways for combining college English courses with revolutionary cultural resources, thereby expanding the research perspective of “ideological and political education in college English courses” and realizing a positive attempt at ideological and political education in higher education institutions will provide more inspiration for subsequent research [14].

2.3. A Perspective of Cultural and Language Integration

Language and culture are interdependent and inseparable. Language is not only a tool for communication but also a carrier of culture and a form of ideological expression. The process of foreign language teaching is essentially a process of cultural transmission and value exchange. In the field of foreign language education, the Cultural Input Hypothesis points out that by engaging with the authentic context and cultural symbols of the target language culture, language learners can gain a deeper understanding of the cultural logic and ways of thinking behind the language, thereby improving the appropriateness of their language use and their communicative competence. This theory provides important insights into integrating local culture into the foreign language classroom--learning a foreign language is not simply about

imitating the expressions of the target language speakers, but should achieve two-way understanding and cultural awareness through cultural exchange.

Meanwhile, Intercultural Communication Theory emphasizes that people from different cultural backgrounds need to go beyond linguistic understanding in their interactions, paying attention to differences in pragmatic habits, values, and thought patterns. Cultivating intercultural competence includes not only accurate language expression and comprehension but also respect for different cultural perspectives and identification with one's own cultural identity. Introducing Chinese culture, especially revolutionary culture, into university English teaching helps students enhance their cultural awareness in an intercultural context, learn to tell Chinese stories and express Chinese viewpoints in English, and achieve the educational goal of "cultural outreach".

Therefore, moving from language teaching to cultural dissemination and intellectual resonance is an inevitable trend in the development of college English courses. Language learning should not be limited to grammar and vocabulary mastery but should also cultivate students' cultural confidence and global perspective through the input of cultural content and value guidance. By integrating Chinese cultural elements, such as revolutionary culture, into English teaching, teachers can guide students to deepen their understanding of their own national cultural spirit through comparison and reflection, forming cultural identity and emotional resonance. This teaching approach, which "uses language as a bridge and culture as the core", not only expands the connotation of foreign language education but also provides a new practical path for the value guidance of ideological and political education in courses.

3. A Conception for Integrating Guangdong's Red Culture into College English Teaching

3.1. Overall Approach and Objectives

Within the overall framework of the ideological and political education concept in curriculum, college English courses should, on the basis of language teaching, fully leverage their functions of cultural dissemination and value guidance to achieve the coordinated development of language learning and ideological education. Local revolutionary culture refers to the revolutionary spirit and historical legacy formed by the people of various regions through revolutionary practices under the leadership of the Party. It is an important component of advanced socialist culture and revolutionary culture, and serves as a "living teaching material" for ideological and political education in courses [8]. Guangdong's red culture, as an important component of the Chinese national spirit, possesses distinct historical heritage and regional characteristics. Its inherent spirit of faith, dedication, unity, and struggle highly aligns with the cross-cultural understanding and value shaping goals advocated by college English courses. Therefore, integrating Guangdong's red culture into college English courses is not only a deepening practice of the ideological and political education concept in curriculum but also an effective way to achieve the localization and modernization of foreign language education.

This study aims to construct a three-pronged teaching framework encompassing "language learning, cultural understanding, and value guidance". At the language level, teaching should be based on language learning within authentic contexts, enhancing students' language application and discourse comprehension abilities

through reading, translating, and expressing texts related to revolutionary culture. At the cultural level, teaching should guide students to deeply understand the historical logic and spiritual connotations behind revolutionary culture, strengthening their sense of identity with China's outstanding revolutionary culture. At the value level, teaching should, through discussion, reflection, and expression activities, enable students to form correct value judgments and a sense of national identity during foreign language learning, achieving the internalization and sublimation of ideological and political education.

Overall, the integration of Guangdong's revolutionary culture into university English teaching aims to achieve a unified approach that fosters language proficiency, enhances cultural identity, and shapes values. By integrating language, culture, and ideological and political goals into the curriculum design, it not only enriches the content of university English courses but also encourages students to consciously disseminate China's voice and tell China's stories in cross-cultural contexts. This, in turn, propels foreign language education from mere knowledge transmission to cultural understanding and value resonance, providing new teaching paths and ideas for achieving the goal of "cultivating morality and fostering talent" in universities in the new era. Overall, promoting educational innovation by integrating red culture education with English language teaching is of great significance for the integrated development of red culture and English curriculum teaching [16].

3.2. Integration Path Design

Within the overall framework of the "language learning—cultural understanding—value guidance" three-in-one teaching concept, the integration of Guangdong's revolutionary culture into college English teaching should be promoted collaboratively from four levels: textbooks, classrooms, teachers, and assessment. The organic combination of these levels can not only enrich teaching content and innovate teaching methods, but also internalize and deepen ideological and political education during the language learning process.

3.2.1. Textbook Level: Constructing a Resource System for English Translation of Revolutionary Culture

Textbooks are an important carrier for curriculum-based education. Red culture, as an important embodiment of the revolutionary spirit of the Communist Party of China, can further reflect the characteristics of the development of mainstream culture in my country [3]. The bilingual database of red culture is a type of teaching resource database with specific purposes [4]. Currently, college English textbooks contain relatively limited local cultural elements, and the proportion of revolutionary culture content is insufficient. Therefore, it is necessary to actively develop English translation resources that embody the spirit of Guangdong's revolutionary culture, such as introductions to revolutionary sites, biographies of revolutionary figures, and English translations of local revolutionary stories, so that students can learn authentic English expressions while understanding the history of the Chinese revolution and the revolutionary spirit. For example, transforming content such as the site of the Third National Congress of the Communist Party of China, the Tomb of the Seventy-Two Martyrs of Huanghuagang, and the Dongjiang Column Memorial Hall into bilingual materials can not only improve the authenticity of language input but also enhance students' understanding and identification with local revolutionary culture.

3.2.2. Classroom Level: Constructing Diverse Red-Themed Modules

The classroom is a crucial arena for implementing ideological and political education in courses. Teachers can incorporate multiple red-themed modules into their lesson plans, such as Faith and Cooperation, Heroes in South China, and Spirit of Devotion. Through diverse activities like reading, translation, speeches, and group discussions, students can be guided to explore the ideological connotations of red culture in language practice. For example, in the reading module, students can analyze the linguistic features and emotional expressions of red texts; in oral or writing exercises, they can express their understanding of the revolutionary spirit, thus achieving the integration of ideological and political education and value guidance through language learning.

3.2.3. Faculty Level: Building a “Dual-Skilled” Curriculum-Based Ideological and Political Education Teacher Team

Teachers are the core force in implementing curriculum-based ideological and political education. University English teachers should not only possess solid language teaching skills but also ideological and political education awareness and cross-cultural expression abilities. Through teaching research, teacher training, and inter-institutional exchanges, teachers' understanding and dissemination of the connotations of revolutionary culture should be strengthened, enabling them to become “dual-skilled” teachers with both language teaching and value guidance abilities. In the classroom, teachers should skillfully combine language knowledge explanation with value guidance, guiding students to form correct cultural stances and value judgments while comparing Chinese and foreign cultures.

3.2.4. Evaluation Level: Constructing a Multidimensional

Formative Assessment System A scientific evaluation system is a crucial element in ensuring the achievement of teaching objectives. Traditional college English evaluation often focuses on language knowledge and skills, neglecting the evaluation dimensions of cultural understanding and value identification. A multidimensional formative assessment system should be established with language proficiency, cultural understanding, and value identification as core indicators. This system should comprehensively assess students' overall development through methods such as observing the learning process, recording classroom performance, presenting task achievements, and self-reflection reports. Such an evaluation system can encourage students to transform language learning outcomes into cultural understanding and value identification throughout the learning process, thereby achieving a deep integration of foreign language teaching and ideological and political education.

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the foreign language classroom—learning a foreign language is not simply about imitating the expressions of the target language speakers, but should achieve two-way understanding and cultural awareness through cultural exchange.

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Therefore, moving from language teaching to cultural dissemination and intellectual resonance is an inevitable trend in the development of college English courses. Language learning should not be limited to grammar and vocabulary mastery but should also cultivate students' cultural confidence and global perspective through the input of cultural content and value guidance. By integrating Chinese cultural elements, such as revolutionary culture, into English teaching, teachers can guide students to deepen their understanding of their own national cultural spirit through comparison and reflection, forming cultural identity and emotional resonance. This teaching approach, which “uses language as a bridge and culture as the core”, not only expands the connotation of foreign language education but also provides a new practical path for the value guidance of ideological and political education in courses.

4. Teaching Design Demonstration

4.1. Background of Teaching Design

Guided by the aforementioned integrated teaching concept of “language learning—cultural understanding—value guidance”, the design of university English classes should fully reflect the integration of language education and ideological and political education. To further illustrate the feasible path of integrating red culture into university English teaching, this paper uses the bilingual text “The Site of the First National Congress of the Kuomintang” as representative teaching material to design a classroom teaching plan. This text possesses both historical depth and cultural richness, with authentic language and strong sense of reality. It not only helps students understand the historical background of modern Chinese revolution but also guides them to experience the ideological power of red culture in their English learning.

This teaching design is based on the results of a questionnaire survey, combined with students' current understanding and interests in red culture. It aims to explore effective ways to achieve language learning, cultural understanding, and value guidance in university English classes through English learning activities using typical red texts. The teaching objective is not only to cultivate students' English reading, translation, and expression abilities, but also to enable them to deeply appreciate the faith, unity, and dedication inherent in revolutionary culture through classroom activities, thereby enhancing their cultural identity and national pride, and achieving an organic unity between language proficiency improvement and ideological and political education.

The selection of this case study also has typicality and promotional significance. The Site of the First National Congress of the Kuomintang, as a highly representative revolutionary cultural site in Guangzhou, embodies the wisdom and courage of the early Chinese Communist Party in exploring the revolutionary path. Incorporating it into university English teaching not only helps to leverage the educational function of local revolutionary resources, but also provides a referable example of integrating ideological and political education into university English courses, promoting the deep integration of local culture and foreign language education.

4.2. Teaching Design Scheme – Taking the Bilingual Text of “The Site of the First National Congress of the Kuomintang” as an Example

Teaching Theme: Understanding the Spirit of Cooperation

This lesson uses the site of the First National Congress of the Kuomintang (located on Xuguyuan Road in Guangzhou) as the teaching background and revolves around the “spirit of cooperation”. It aims to guide students to understand the historical significance and spiritual value of “alliance with Russia, alliance with the Communist Party, and assistance to peasants and workers”, so as to experience the ideological power and contemporary appeal of Guangdong’s red culture in foreign language learning.

4.2.1. Teaching Objectives

(1) Language Objectives: Through bilingual learning and text analysis, students will master key vocabulary and expressions related to political cooperation and national rejuvenation, such as “revolutionary movement”, “national rejuvenation”, “the spirit of cooperation”, and “political reform”, thereby improving their English reading, translation, and expression skills.

(2) Ideological and Political Objectives: By studying the historical background of the First National Congress of the Kuomintang and the policy connotation of “alliance with Russia, alliance with the Communist Party, and assistance to peasants and workers”, students will be guided to understand the revolutionary spirit of unity, cooperation, and common struggle, appreciate the ideals and pursuits of the early Communist Party of China in exploring national independence and social progress, and enhance their patriotism and cultural confidence.

(3) Cultural Objectives: In a cross-cultural context, students will understand the international dissemination value of the Chinese revolutionary spirit, learn to tell stories of the revolutionary history of Guangdong in English, connect the local revolutionary spirit with the concepts of world peace and cooperation, and cultivate their cultural dissemination awareness and cross-cultural expression skills.

4.2.2. Teaching steps design

(1) Lead-in

The teacher shows pictures of important red landmarks in Guangzhou (such as the Bell Tower, the Whampoa Military Academy, and the site of the Third Congress of the Communist Party of China) and their Chinese and English names, and asks: “Why was Guangdong the cradle of China’s revolutionary cooperation?” to guide students to think about Guangdong’s position in the modern revolution.

Ideological and political penetration point: inspire students' pride in the revolutionary history of their hometown and cultural identity.

(2) Text reading

Select the "Introduction" and "Congress and Collaboration" sections of the bilingual text "The Site of the First Congress of the Kuomintang" and organize students to read them in Chinese and English, focusing on learning the discourse expression of Sun Yat-sen's reorganization of the Kuomintang and the proposal of the three major policies (alliance with Russia, alliance with the Communist Party, and assistance to farmers and workers).

The teacher explains key words and phrases, such as: The Congress redefined the Three Principles of the People and promoted cooperation between the KMT and the CPC. With thunders from the Bell Tower in Canton, the nationalist revolution spread across China. Students understand the cultural symbols behind the language expression through vocabulary summarization and sentence analysis.

Ideological and political penetration point: Appreciate the historical logic and practical significance of the "spirit of cooperation" and understand the political wisdom of unity and tolerance.

(3) Classroom Discussion

The teacher poses the question: "What can the spirit of cooperation in 1924 teach us in today's world?"

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Ideological and Political Integration Point: Deepening understanding of the revolutionary spirit through dialogue, forming value recognition and ideological resonance.

(4) Language Output

The teacher assigns the task of translating the text in the textbook about the policy of "联俄、联共、扶助农工" into English, or having students, in groups, introduce another red cultural landmark in Guangdong (such as the Tombs of the Seventy-Two Revolutionary Martyrs in Huanghuagang and the Dongjiang Column Memorial) in English.

Students complete the task through short presentations or demonstrations, and the teacher provides feedback.

Ideological and political integration point: Enhancing cultural dissemination and self-confidence through telling red cultural stories in English.

(5) Summary

The teacher guides students to review the classroom content and reflect on the inspiration that the spirit of cooperation offers to contemporary youth. The teacher summarizes: "From the Bell Tower in Guangzhou to the rejuvenation of the nation, the spirit of cooperation continues to inspire generations."

Students write a short English reflection (approximately 100 words) entitled "What does the spirit of cooperation mean to me?"

Ideological and political integration point: Elevating classroom learning to emotional identification and value awareness, understanding the contemporary vitality of red culture.

4.2.3. Design Expectations

Through this teaching design, students will not only master English expressions for revolutionary historical themes in language learning, but also appreciate the ideological power of Guangdong's revolutionary culture through understanding.

This course uses local revolutionary culture as a starting point, organically integrating language, culture, and ideological and political goals, and is expected to achieve the following effects:

Language Level: Students will possess the ability to describe historical events and express cultural concepts in English;

Cultural Level: Students will understand Guangdong's unique contributions to modern Chinese revolution and enhance their sense of local cultural pride;

Value Level: Based on understanding the spirit of cooperation in "alliance with Russia, alliance with the Communist Party, and assistance to peasants and workers", students will develop a sense of responsibility for unity, cooperation, and courage.

Overall, this design, through the typical Guangdong revolutionary cultural material of the former site of the First National Congress of the Kuomintang, demonstrates a deep integration path between local culture and foreign language teaching, providing a teaching reference with regional characteristics and promotional value for the construction of ideological and political education in university English courses.

5. Problem Analysis and Optimization Strategies

5.1. Existing Problems

English teaching is not just a simple skills education; it also inevitably affects students' thinking [2]. Although integrating Guangdong's revolutionary culture into university English teaching has strong theoretical feasibility and practical value, it still faces many constraints in the process of teaching conception and actual implementation. These problems are mainly reflected in three aspects: resource development, teacher competence, and instructional design.

5.1.1. The English translation system for teaching resources on revolutionary culture is incomplete.

Currently, universities have limited English translation materials readily available for use in teaching revolutionary culture, especially regarding the foreign language expression system for local revolutionary cultural resources. On the one hand, existing textbooks tend to focus on macro-narratives of revolutionary culture, lacking a systematic compilation of typical revolutionary sites, heroic figures, and local stories in Guangdong. On the other hand, some English translations suffer from inconsistent style and inappropriate cultural imagery, making it difficult to effectively serve the goals of university English teaching. This results in a lack of adaptable teaching resources that combine language and culture, limiting the deep integration of revolutionary culture into teaching.

5.1.2. Gaps exist in teachers' ideological and political literacy and intercultural teaching abilities.

While university English teachers generally possess strong language teaching and communication skills, they still fall short in understanding the concepts of ideological and political education in courses, grasping the connotations of revolutionary culture, and possessing intercultural communication skills. Teachers are the main body of front-line teaching activities, and their overall level of ideological and political theory and cultural literacy directly affect the implementation process and effect of ideological and political education in courses [9]. Some teachers' integration of ideological and political content into the classroom remains superficial, lacking in-depth exploration and value guidance. Furthermore, when expressing revolutionary culture in English and internationally, there is a problem of "fluent language but lack of cultural context", affecting the effective realization of the educational function of ideological and political education in courses. This superficial understanding of ideological and political education in courses by frontline teachers deprives students of the opportunity to achieve a win-win situation in both English skills and ideological and political development in "College English" classes, and also affects the comprehensive and efficient development of higher education. [6] The ideological and political literacy and cultural interpretation abilities of the teaching staff urgently need systematic improvement.

5.1.3. The design of teaching content still faces the risks of fragmentation and superficiality

At the curriculum design level, the "English + Ideological and Political Education" integration model in some universities is still in the initial exploratory stage. Teaching content often exhibits characteristics such as scattered themes, isolated activities, and singular evaluation methods. The integration of revolutionary culture sometimes only reaches the level of textual citation or case presentation, failing to form a complete teaching chain and value logic. Furthermore, the goals of ideological and political education and language learning have not been organically unified, resulting in a tension between the curriculum's educational function and foreign language education goals. This fragmentation and superficiality weakens the educational effectiveness of revolutionary culture and also affects students' deep identification with and emotional resonance with the ideological and political education in the curriculum.

5.2. Optimization Strategies

In response to the problems of insufficient resources, teacher gaps, and fragmented teaching in the process of integrating Guangdong's red culture into college English teaching, efforts should be made in three aspects: resource construction, teacher development, and teaching innovation, to gradually build a systematic and sustainable mechanism for integrating ideological and political education into courses.

5.2.1. Strengthen the English translation and development of teaching resources for local red culture

Systematically developing English translation resources representative of Guangdong's red culture is fundamental to effectively integrating red culture into university English teaching. Universities should collaborate with local cultural institutions, memorial halls, and research centers to translate and compile English-language materials on Guangdong's red cultural sites, revolutionary figures, and

important events, creating a bilingual resource library that can be directly used in teaching. Furthermore, textbooks should incorporate topics on local culture, such as “Guangzhou Revolutionary Origin”, “Dongjiang Anti-Japanese War Spirit”, and “Memories of Red Villages”, to enrich the local cultural content of university English courses. Furthermore, a “Red Culture English Learning Resource Library” could be established on digital platforms to enable the sharing of multimodal materials such as text, audio, and video, supporting both teachers' teaching and students' independent learning.

5.2.2. Establish a training and exchange mechanism for ideological and political education in university English courses

Teachers are a key force in the construction of ideological and political education in courses. As organizers and guides of college English teaching, teachers' knowledge of revolutionary culture and their understanding of their mother tongue directly determine the level and quality of their teaching [10]. Universities should regularly organize university English teachers to participate in special training sessions and teaching seminars on ideological and political education in courses, helping them to deeply understand the spiritual core of revolutionary culture and its foreign language expression. Through on-campus and off-campus teaching observations, demonstration lessons, and teaching salons, universities should promote the exchange of experiences among teachers in teaching philosophy, classroom design, and techniques for integrating ideological and political education. At the same time, teachers should be encouraged to carry out research projects related to “local culture + foreign language teaching” to improve their theoretical level of ideological and political education in courses and their cross-cultural communication capabilities, gradually cultivating a group of “dual-skilled” English teachers with both language teaching ability and value guidance ability.

5.2.3. Promote project-based, contextualized, and task-driven teaching designs

To avoid fragmentation and superficiality in the integration of red culture, teaching design should emphasize project-based and task-oriented approaches. Comprehensive learning projects centered around Guangdong's red culture can be designed, such as “Describing a Guangdong red landmark in English”, “Creating a bilingual guidebook on red culture”, and “Planning a micro-video for the international dissemination of red culture”. These tasks allow students to practice language and express cultural values in authentic contexts. Activities such as role-playing, situational simulations, and cross-cultural discussions can be used to strengthen students' emotional experiences and resonate with values, making language learning a process of understanding culture and shaping character. Through project-based teaching, students can not only improve their comprehensive language skills but also deepen their understanding and appreciation of the spirit of red culture through practice.

5.2.4. Improve multi-dimensional evaluation mechanisms to enhance the effectiveness of ideological and political education in courses

Constructing a scientific and reasonable evaluation system is a crucial step in ensuring the achievement of ideological and political education goals in courses. Language proficiency, cultural understanding, and value identification should be incorporated into the comprehensive evaluation indicators, establishing a multi-dimensional assessment system that prioritizes formative assessment while

supplementing it with summative assessment. Through diverse methods such as classroom performance, learning logs, project presentations, and learning reflections, students' intellectual growth and cultural progress in language learning can be comprehensively examined. Such an evaluation mechanism can effectively promote students' continuous self-reflection and value internalization during the learning process, achieving the simultaneous improvement of language proficiency and ideological and political literacy.

6. Conclusion and Implication

6.1. Conclusion

Research shows that integrating Guangdong's revolutionary culture into college English teaching has significant educational value and practical feasibility. As an important cradle of modern Chinese revolution, Guangdong's rich revolutionary cultural resources contain the core spirit of faith, dedication, unity, and struggle, providing unique ideological materials and cultural resources for foreign language teaching. Based on the theory of ideological and political education in curriculum and the perspective of cultural-language integration, and combined with the results of a questionnaire survey, this paper constructs a three-in-one teaching concept of "language learning—cultural understanding—value guidance", and presents a teaching design using the bilingual text "The Site of the First National Congress of the Kuomintang" as a case study. The study concludes that this design can effectively achieve the organic integration of language education and ideological and political education, not only improving students' language application and intercultural communication abilities but also enhancing their cultural confidence and patriotism, providing a feasible path and theoretical support for the construction of ideological and political education in college English courses.

6.2. Implication

The integration of Guangdong's revolutionary culture provides a new direction for the reform of college English courses. First, we should continue to promote the translation and teaching resources of local revolutionary culture into English, and create a material system with regional characteristics and international appeal. Second, we should deepen the integration of ideological and political education into curriculum design, and promote the natural permeation of ideological and political education in foreign language classrooms. Third, we should achieve the unity of language education and ideological education, guide students to tell Chinese stories and spread Chinese voices in cross-cultural contexts, and promote foreign language teaching from the transmission of language knowledge to cultural awareness and value resonance.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Author Contributions

Conceptualization, Peiyu Liang; Methodology, Peiyu Liang and Pingfei Zheng; Formal analysis, Pingfei Zheng; Investigation, Xuan Xu and Pingfei Zheng;

Resources, Peiyu Liang; Data Curation, Pingfei Zheng; Writing – original draft preparation, Peiyu Liang and Xuan Xu; Writing – review and editing, Peiyu Liang and Pingfei Zheng; Visualization, Xuan Xu; Supervision, Peiyu Liang; Project administration, Peiyu Liang; Funding acquisition, Peiyu Liang.

Funding

This work was supported by Guangzhou Institute of Science and Technology, grant number 2024XB076.

Acknowledgments

The author would like to acknowledge Guangzhou Institute of Science and Technology and the School of Foreign Languages for their academic support and excellent environment. The author also would like to acknowledge supervisor for their meticulous guidance in research design and thesis writing; their valuable feedback has greatly improved the thesis. Thank you to the students who participated in the questionnaire survey and classroom practice; your feedback provided important data and references for the research. Special thanks to the staff of the Guangzhou Lu Xun Memorial Hall and the site of the First National Congress of the Kuomintang for their assistance in providing historical materials and information about the venue. At the same time, the author would like to acknowledge project members Xu Xuan and Zheng Pingfei for their hard work and cooperation; your active participation and valuable suggestions played a crucial role in the smooth progress of the research.

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