



## A Study on the Current Status of Integrating Jiangxi Red Culture into College English Curriculum From the Perspective of Cultural Confidence

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**Abstract:** Effectively integrating Jiangxi Red Culture into College English curriculum to enhance students' cultural confidence remains a critical task for advancing ideological and political education reform during the new era. Based on an analysis of the value implications of integrating Jiangxi red culture into college English courses, this study analyzes the current status of integrating Jiangxi red culture into College English curriculum, through empirical research methods such as questionnaire survey and interview. The findings reveal systemic deficiencies in red cultural cognition, teaching methods, extracurricular practice, and evaluation mechanisms, which collectively impede the effective implementation of Jiangxi red culture integration within English higher education.

**Key Words:** red culture, cultural confidence, College English

### Introduction

Red Culture refers to the revolutionary heritage and ideological legacy stemming from the revolutionary struggles and nation-building endeavors. Jiangxi Province has extensive revolutionary heritage, encompassing regions such as Nanchang, Jinggangshan, Ruijin, and Anyuan. It boasts a vast number of revolutionary relics, including the August 1st Nanchang Uprising Memorial Museum, Jinggangshan Revolutionary Sites, Ruijin Central Revolutionary Base Memorial Hall, and Anyuan Railway and Mine Workers' Movement Memorial Hall. It is also the home to numerous pivotal historical events, such as the Nanchang Uprising, the Jinggangshan Struggle, and the Anyuan Workers' Movement. Jiangxi holds profound revolutionary significance, with over 250,000 verifiable martyrs and 325 founding generals of the People's Republic originating from the province. Jiangxi has cultivated a rich legacy of red cultural spirit, epitomized by the Jinggangshan Spirit, the Soviet Area Spirit, and the Long March Spirit. Jiangxi's red culture not only occupies a pivotal position in revolutionary history but also provides invaluable resources and inspiration for the transmission of red heritage in contemporary times.

Not only the revolutionary heritage of Jiangxi is rich, the ideological legacy of Red Culture encompass abundant spiritual qualities, such as patriotism, noble ideals, and the spirit of hard work and perseverance. In contemporary times, these connotations are represented by a spirit characterized by dedication of role models in the era, relentless self-improvement, enterprising progress, and the revitalization of China.

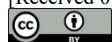
Therefore, learning Jiangxi red culture for university students can foster national pride and identity, societal cohesion, and elevating the country's cultural influence globally. It is significant to integrate Jiangxi Red Culture into College English Curriculum to strengthen cultural confidence. This study employed empirical research methods, including questionnaire surveys and interviews, to investigate the current status and challenges of integrating Jiangxi Red Culture into College English curriculum from the perspective of cultural confidence.

### The significance of Integrating Jiangxi Red Culture into College English Curriculum

By integrating Jiangxi Red Culture into College English curriculum, students can gain a deeper understanding of their own cultural heritage. This not only strengthens their national identity but also encourages a broader appreciation of historical culture to enhance national Cultural Confidence<sup>[1]</sup>. Integration of red cultural resources into ideological and political class in universities has shown it can enhance students cultural confidence. It makes students internalize their roles as inheritors and disseminators of national heritage, igniting a sense of duty to contribute to China's rejuvenation in the modern era. Meanwhile, it strengthen the implicit educational function of College English curriculum, and its teaching practices are conducive to the ideological and political teaching reform, thereby promoting the construction of model ideological and political classes<sup>[2]</sup>.

### Current Status of Integrating Jiangxi Red Culture into College English Curriculum

To investigate the current status of integrating red culture into the College English curriculum, a questionnaire survey and a series of interviews were conducted with English teachers and students at four universities in Jiangxi Province during October and December 2023, using "Questionnaire Star." They are Xinyu University, Nanchang Normal College of Applied Technology, Nanchang Institute of Technology, and East China Jiaotong University. A total of 42 valid teacher



questionnaires and 228 valid student questionnaires were collected.

### **Samples**

For the teachers who completed the questionnaire, there were 18 male teachers, accounting for approximately 43%, and 24 female teachers, accounting for about 57%. About 20% of the teachers were under 30 years old, around 50% were aged 31–40, and approximately 30% were over 41. Approximately 40% of the teachers had 1–5 years of teaching experience, 35% had 6–10 years, and 25% had more than 10 years. The distribution of academic positions was as follows: teaching assistants accounted for 25%, lecturers for 50%, associate professors for 20%, and professors for 5%. College English teachers made up 71%.

For the students who completed the questionnaire, there were 137 male, accounting for about 60%, and 91 female, accounting for about 40%. 35% are freshmen, 45% are sophomores, and 20% are juniors, with no seniors participating in the survey.

### **Research Design**

This study employed a self-developed questionnaire comprises four critical dimensions: Attention given to Red Culture; diversity of teaching methods; extracurricular activities and practices; evaluation system. Each dimension utilized Likert-scale items and multiple-choice questions.

### **Results and Discussion**

#### **Attention Given to Jiangxi Red Culture**

The survey findings indicate that 80% of both teachers and students are familiar with Jiangxi red culture (with 10%, 30%, and 40% of respondents indicating that they are “very familiar,” “quite familiar,” and “generally familiar”). Notably, 50% of the respondents consider it “extremely important” to integrate Jiangxi red culture into college English. In contrast, 15% regard it as “of average importance,” while 4% and 1% perceive it as “not very important” or “completely unimportant” respectively. Moreover, only 20% actively engage in studying Jiangxi red culture, with 75% indicating “occasionally” or “rarely” and 5% reporting that they “never” do so, as shown

The findings indicate that a considerable number of teachers and students may not be sufficiently engaged with Jiangxi red culture. Among the teachers surveyed, most admitted to having only a limited understanding. The absence of a specialized bilingual corpus on Jiangxi red culture is a major obstacle. This makes it difficult for teachers to select teaching materials both meeting the standards of college English instruction and incorporating elements of Jiangxi red culture. Additionally, there is a general lack of practical experience in blending Jiangxi red culture with teaching<sup>[3]</sup>.

#### **Diversity of Teaching Methods**

The survey shows that 50% of teachers and students believe that the current teaching methods for integrating Jiangxi red culture into college English courses are not diverse enough. Regarding the types of innovative teaching methods desired for the incorporation of Jiangxi red culture, the preferences were as follows: case studies (60%), film and television analysis (75%), field studies and exchanges (55%), thematic lectures (45%), and online interactive platforms (35%).

This indicates that the current teaching methods are quite limited. Because traditional classroom lectures continue to be the primary method for integrating red culture. In today’s digital education context, technologies such as artificial intelligence, online education platforms, and virtual laboratories have not yet empowered the integration of Jiangxi red culture into courses sufficiently, resulting in relatively homogeneous teaching approaches<sup>[4]</sup>. It shows that the teaching lacks systematic and sustainable planning and design. The breadth and depth of such integration remain to be further enhanced.

#### **Extracurricular Activities and Practice**

Extracurricular activities primarily encompass second-class sessions and practical teaching initiatives. However, the investigation revealed a significant gap in both the promotion and practical application of Jiangxi red culture within these activities<sup>[5]</sup>. Only 10% of the surveyed students reported frequent participation in Jiangxi red culture-related activities, such as English competitions with a Jiangxi red culture theme or visits to red historical sites. While more than half had never engaged in any extracurricular activities centered on Jiangxi red culture.

Regarding the question, “How should schools strengthen the practice of Jiangxi red culture in extracurricular activities?” (multiple responses allowed), the answer were as follows: the organization of additional relevant clubs or interest groups (60%), the initiation of Jiangxi red culture-themed English speech or essay contests (70%), the establishment of a Jiangxi red culture experience day or festival (55%), and the encouragement of teachers and students to participate in on-site visits to red education bases (80%).

#### **Evaluation System**

The investigation found that 70% of teachers had not involved red culture into the evaluation system. When it came to preferred methods for evaluating the integration effects, the following approaches were favored: specialized reports or

papers (50%), classroom discussion performance (65%), participation in practical activities and the presentation of outcomes (75%), online learning platform interaction records (75%), and other methods (5%).

It shows that the evaluation system for integrating red culture into college English teaching is not yet fully developed. The evaluation criteria are not clearly defined, the assessment methods lack diversity, and the utilization of evaluation results is insufficiently effective<sup>[6]</sup>.

### **Conclusion**

The survey findings reveal that the challenges in integrating Jiangxi red culture into College English curriculum primarily manifest in the following aspects: insufficient attention from both teachers and students towards Jiangxi red culture, limited teaching methods when integrating, insufficient extracurricular activities and practice of red culture-themed extracurricular activities, and the absence of red culture components in evaluation systems. Proposing solutions to solve the problem and enhance students' cultural confidence is an urgent issue that needs to be addressed.

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