

Innovative Teaching Methods for Integrating Red Culture into Tourism English Education

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Abstract: To achieve the organic integration of red culture and tourism English teaching in higher vocational education, this study employs three teaching methods: scenario-based oral training, vocabulary association expansion, and red story retelling. These methods are explored through practical examples such as dialogues at red tourist sites, red vocabulary associations, and reading and writing about red stories. The results indicate that these methods not only enhance students' English skills but also effectively embed red culture, fostering the synergistic development of language learning and cultural heritage. This provides a feasible approach for tourism English teaching in higher vocational education.

Keywords: Red culture; Tourism English; Innovative teaching methods

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Introduction:

In the context of education in the new era, red culture, as a precious spiritual wealth created by the Chinese people under the leadership of the Communist Party of China during the revolution, construction, and reform periods, carries profound historical significance and powerful educational functions. The report of the 20th National Congress of the Communist Party of China explicitly calls for promoting the spiritual lineage of Chinese Communists, with the great founding spirit of the Party as its source, and making good use of red resources to deeply advance the education of socialist core values. This important directive highlights the critical role of red culture in contemporary education. The patriotic, collectivist, and hardworking spirit embodied in red culture serves as vital nourishment for nurturing the new generation of the times and as a core force for enhancing national cohesion and cultural confidence.

1. Scenario-Based Oral Training: Infusing Red Culture through Dialogue

In tourism English teaching for higher vocational students, the dissemination of red culture often manifests in daily interactions with tourists. Scenario-based oral training effectively meets this need by creating dialogue scenarios that closely resemble real-life situations in red tourism. This allows students to naturally engage with and convey red culture during oral practice, enhancing both their practical language skills and cultural awareness. Since higher vocational students tend to prefer intuitive and interactive learning methods, this approach significantly boosts their participation and improves the efficiency of red culture integration^[1].

In practical teaching, instructors can design training content based on common scenarios in red tourism. For example, in the "reception at the entrance of a red scenic spot" scenario, the teacher first introduces basic etiquette and commonly used expressions, such as: "Welcome to the Red Scenic Spot. I'm your guide today." Key vocabulary like "revolutionary site" is also incorporated. A corresponding situation is then set up: A foreign tourist has just arrived at the entrance and is curious about the site's historical background, asking the guide for information. Students pair up, with one acting as the guide and the other as the tourist. The guide uses simple English to introduce the site's basic background, such as: "This revolutionary site has a history

of more than 80 years. It witnessed many important events during the revolution.” The tourist may ask follow-up questions, such as: “what kind of important events happened here?” The guide then responds concisely based on pre-learned knowledge of red history. Another example is the “purchasing red souvenirs” scenario, where the teacher provides relevant vocabulary like “souvenir” and “red culture”. The situation is set as follows: A foreign tourist is browsing souvenirs at a shop and wants to know the story behind a souvenir featuring a revolutionary design. During group dialogues, the guide explains: “this souvenir is printed with a pattern of the Red Army. It represents the spirit of perseverance.” While students practice, the teacher circulates to provide guidance, correcting language errors (e.g., grammar or pronunciation) and supplementing students’ knowledge of red culture as reflected in their dialogues. The teacher first demonstrates two sample dialogues in different scenarios to clarify the process and key points. Students are then given 15–20 minutes for group practice, encouraged to express themselves confidently. After practice, 3–4 groups are invited to present their dialogues on stage, while the rest of the class listens attentively. The teacher provides feedback, acknowledging students’ progress in oral expression while pointing out shortcomings in conveying red culture and offering targeted suggestions for improvement. Through such scenario-based oral exercises, students gradually enhance their English communication skills and master English expressions related to red culture, thereby deepening their understanding and integration of red cultural knowledge.

2. Vocabulary Association Expansion: Linking Red Culture through Words

Rooted in the associative memory theory of cognitive psychology, this method leverages the connections between words to help students remember vocabulary more effectively while understanding its cultural context^[2].

Teachers can select core vocabulary from tourism English textbooks and guide students to make associations and expansions related to red culture. Taking the word “spirit” as an example, after explaining its basic meaning and usage, teachers can prompt students to associate it with red culture-related concepts such as “the spirit of the Long March” and “the spirit of Jingsgangshan.” Teachers should then briefly explain the connotations of these spiritual concepts. For instance, the Long March spirit embodies the qualities of fearlessness in sacrifice and tenacious perseverance. Students can then practice constructing English sentences like: “The spirit of the Long March encourages us to overcome difficulties.” When teaching the word “struggle,” teachers can connect it to China’s revolutionary history, expanding into phrases such as “struggle for national independence” and “hard struggle.” By sharing stories of revolutionary predecessors who tirelessly struggled for national and people’s interests, students can appreciate both the vocabulary and the noble character of these historical figures. Teachers may also ask students to list examples of red cultural figures associated with struggle and express them simply in English, for example: “Plenty of revolutionary martyrs strove for our happy life.” For vocabulary practice, teachers can design engaging activities like vocabulary association competitions. For example, providing a base word like “revolution” and requiring students to generate related words within a time limit - such as “revolutionary” and “revolutionary cause.” The group that produces the most accurate and numerous associations wins. Such activities not only reinforce vocabulary retention but also stimulate active thinking and expand students’ knowledge of red culture through friendly competition.

3. Red Story Retelling: Deepening Understanding through Reading and Writing

Based on the input-output theory of language learning, this method emphasizes ample input followed by output for consolidation. In tourism English teaching, students read English translations of red stories and retell them, improving their reading and writing skills while internalizing the stories’ moral lessons and strengthening their cultural awareness^[3].

When implementing this method, teachers should select English materials of red stories that align with the English proficiency level of higher vocational students. The content of these stories should be concise and straightforward, using simple and easy-to-understand language while carrying significant educational value. Examples include “Story related to Lei Feng” and “Story about the Five Heroes of Langya Mountain.” Before students begin the reading phase, teachers can pose guiding questions such as: “What actions did the main figure take in the story?” “What spirit does the story convey to us?” These questions help students read with a purpose, thereby enhancing the focus and efficiency of their reading. After completing the reading, students are required to produce a written retelling of the story in their own words, summarizing the main plot within 150 to 200 words. During this writing exercise, students should organize the storyline, extract key information, and express it accurately in English. Teachers can then review these written retellings, assessing the accuracy of the language and the completeness of the core content. Additionally, teachers should guide students to reflect the essence of the red spirit in their writing. For instance, when retelling Lei Feng’s story, students should emphasize values like “helping others” and “selflessness.” Following the written retelling, an oral retelling session is conducted. Students stand up and present the story in English to

the entire class. During this oral exercise, teachers encourage students to incorporate their own understanding and reflections, such as: "After having read Lei Feng's story, I hold that we should learn from him and aid others in our daily life." The rest of the class listens attentively and provides feedback on the retelling, sharing their perspectives and opinions. To further boost student engagement, teachers can organize a red story retelling competition with various awards, motivating students to actively showcase their skills. This not only enhances their English oral expression abilities but also deepens their comprehension of the red stories and the spirit they embody.

Conclusion

Integrating red culture into tourism English teaching in higher vocational education is a concrete practice of fostering virtue through education. The application of scenario-based oral training, vocabulary association expansion, and red story retelling innovates teaching methods while achieving cultural education goals. Educators must continually refine these approaches, deepening the integration of red culture and professional knowledge to help students improve their tourism English skills, strengthen cultural confidence, and become high-quality professionals who can spread red culture.

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