

# A Case Study of Basic Japanese Teaching from the Perspective of Curriculum Ideological and Political Education: Taking Lesson 13 of New Classic Japanese Basic Course (Volume 1) as an Example

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## Abstract

To address the long-standing problems in current basic Japanese Curriculum Ideological and Political Education (CIPE), namely the disjuncture between value guidance and language instruction, the scarcity of replicable micro-level teaching cases, and insufficient online-offline integration, this study explores effective pathways for single-lesson ideological-political integration in first-year undergraduate courses. Using Lesson 13, “Memories” of the New Classic Japanese Basic Course (Volume 1) as the research object, and based on Constructivism, the Production-Oriented Approach (POA), and other core teaching theories, this study adopts the literature review method, case study method, and action research method to construct a three-dimensional permeable CIPE integration system and design an 8-class-hour online-offline integrated teaching scheme. Preliminary findings indicate that the refined full-process design of micro-level single lessons can effectively alleviate the disconnection between CIPE and language teaching in this specific teaching context; two-way cross-cultural comparison has demonstrated a positive effect on enhancing cultural confidence among the participants in this study; and process-oriented quantitative evaluation can significantly improve the operability of CIPE implementation. This study provides a replicable practical paradigm for the CIPE construction of textbooks of the same series and other basic foreign language courses.

## Keywords

Curriculum Ideological and Political Education, Basic Japanese, New Classic

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## 1. Introduction

The construction of New Liberal Arts and Curriculum Ideological and Political Education (hereinafter referred to as CIPE) has emerged as the core pillar for talent cultivation in foreign language majors in China's new era. In 2019, 13 departments including the Ministry of Education (MOE) of the People's Republic of China rolled out the national deployment for advancing high-level undergraduate education. In 2020, the MOE issued the Guidelines for the Construction of Curriculum Ideological and Political Education in Higher Education (Ministry of Education of the People's Republic of China, 2020), which explicitly mandated the full-scale implementation of CIPE across higher education institutions. In 2024, the 2024 revised edition of the National Standards for Teaching Quality of Foreign Language and Literature Majors (National Teaching Advisory Board, 2024) further stipulated that foreign language programs shall establish patriotism (family and national sentiment), humanistic literacy, language proficiency, and international vision as their core training objectives. As a foundational core course for lower-division undergraduate students majoring in Japanese Language, Basic Japanese accounts for over 35% of the total program credits and more than 40% of total instructional hours, positioning it as a critical carrier for delivering value guidance and cultural shaping.

While existing scholarly research on CIPE integration in Basic Japanese courses has been progressively deepened, prominent shortcomings persist. First, existing studies are dominated by macroscopic theoretical discussions, with a severe shortage of implementable, replicable, and refined case studies targeting individual lessons. Second, the integration of CIPE elements with language teaching frequently remains superficial, presenting a widely observed "disconnection between ideological education and language instruction" (the literal meaning of the Chinese expression "two skins"), accompanied by an underdeveloped online-offline integrated teaching mechanism. Third, there is a notable lack of adaptive design tailored to the cognitive characteristics of first-year undergraduate students, as well as an evaluation system with limited operability. These aforementioned constraints have significantly undermined the practical educational efficacy of CIPE in Basic Japanese courses.

To address the aforementioned research gaps, this study selects Lesson 13 Memories from New Classic Japanese Basic Course (Volume 1) as the research object, constructs a three-dimensional CIPE integration pathway, designs an 8-class-hour online-offline integrated teaching scheme, and explores the natural embedding of CIPE elements and the closed-loop educational model at the micro-classroom level. This study aims to enrich the theoretical framework of CIPE in basic Japanese courses and provide a replicable and referable paradigm for front-

line teaching practices.

Lesson 13 is selected as the focal case primarily based on three rationales: 1) Thematic compatibility: Centered on “expression of ability and travel memories”, the lesson closely aligns with the daily life experiences of first-year undergraduate students, facilitating the extraction of CIPE elements that match their cognitive level and avoiding rigid indoctrination. 2) Content completeness: It covers three core modules—basic conversation, applied conversation, and text reading—enabling the synchronous, three-dimensional integration of linguistic knowledge, communicative competence, and cultural literacy. 3) Critical pedagogical juncture: This lesson marks students’ first exposure to a complete cross-cultural thematic unit, serving as a key teaching node for cultivating cultural confidence and rational intercultural awareness.

## 2. Problem Awareness

The in-depth integration of New Liberal Arts construction and Curriculum Ideological and Political Education (hereinafter referred to as CIPE) has become the core direction of foreign language education reform in China’s new era. Yan Ze-wen (2026) points out that CIPE in Japanese courses from the perspective of New Liberal Arts should break through the limitations of the instrumental view of language, be rooted in daily life-themed content, and integrate the shaping of personal character, the cultivation of civic awareness, and the development of cultural confidence into the entire teaching process. Li Mingli (2025) further clarifies that the core objective of CIPE in Basic Japanese courses is to cultivate interdisciplinary talents with both Japanese language proficiency and a profound understanding of China. It is necessary to not only rectify the traditional bias of “valuing language proficiency over ideological and political education”, but also avoid rigid and dogmatic indoctrination. Wang Yuhuan (2024) emphasizes that CIPE development for elementary-stage Basic Japanese should achieve the dual goals of language skill improvement and ideological-political education, a view that has become a fundamental consensus in the academic community.

Existing studies have been mainly carried out from three dimensions: the exploration of CIPE elements, the innovation of teaching models, and the application of teaching materials. Regarding the approaches to exploring CIPE elements, two mainstream lines of thinking have been formed. The first is text-oriented systematic exploration based on teaching materials. Taking Volume 1 of the New Classic Japanese Basic Course as the research object, Zhang Chunli (2024) proposed a macro framework of “one lesson, one theme”, advocating an entry point from the two core dimensions of Sino-Japanese cultural comparison and the cultivation of students’ moral quality. Tong Zhanxin (2023) supplemented micro-level operational methods, proposing to integrate vocabulary and grammar teaching with CIPE through approaches such as keyword association and example sentence expansion. The second is in-depth exploration from a cross-cultural perspective. Lin Xiaoting, & Yu Chuntang (2022) proposed that the Chinese cultural

genes embedded in the cultural columns of teaching materials should be fully leveraged to guide students to tell Chinese stories in Japanese.

In terms of teaching model innovation, the academic community has developed three representative models. The first is the blended teaching model. [Cai Chao and Yang Dan \(2021\)](#) proposed constructing a process of “online preview - offline internalization - after-class sublimation” supported by information-based platforms to realize the integration of explicit education and implicit education. The second is the task-driven teaching model. [Wang Yuhuan \(2024\)](#) designed a three-stage strategy of “pre-class presentation - in-class expansion - after-class consolidation”, integrating CIPE objectives into specific language tasks. The third is the intercultural communication teaching model. Most researchers emphasize that Sino-Japanese cultural comparison should be adopted to cultivate students’ cultural inclusiveness and critical judgment, so as to avoid the two extremes of “blind worship of foreign cultures” and “cultural arrogance”.

As the most widely used Japanese textbook in Chinese higher education institutions, the New Classic Japanese Basic Course has become a research hotspot in the application of CIPE. [Zhang Chunli \(2024\)](#) systematically sorted out the CIPE themes of 14 lessons in Volume 1; [Tong Zhanxin \(2023\)](#) discussed the methods of CIPE integration at the micro level; Blended teaching has also been verified as effective in CIPE practice for Advanced Japanese courses.

Despite the above achievements, existing studies still have five prominent limitations. First, most studies focus on macro-level theoretical discussions, with insufficient full-process case studies of micro-level individual lessons. A bibliometric analysis by [Tong Zhanxin \(2023\)](#) shows that macro theoretical discussions account for 82.7% of existing studies, while specific case studies of individual lessons account for only 9.3%. Second, the depth of cross-cultural CIPE integration is insufficient, with most studies remaining confined to the one-way introduction of Japanese culture. Third, the online-offline linkage mechanism for CIPE is underdeveloped, and most online tasks are limited to language training. Fourth, the CIPE evaluation system has poor operability and lacks specific quantitative indicators. Fifth, there is a lack of adaptive design tailored to first-year undergraduate students, with some content being overly abstract.

To address the above limitations, this study establishes three core entry points: first, to focus on the full-process design of individual lessons to solve the persistent problem of “disconnection between language teaching and ideological-political education” (the aforementioned “two skins” issue); second, to construct a dual-track CIPE model of “online pre-learning - in-class deepening - after-class sublimation”; third, to establish a quantifiable, process-based CIPE evaluation system.

### 3. Research Design and Methodology

This study adopts a single-group pretest-posttest action research design with a full cycle of 2 weeks (October 16 to October 27, 2024). A total of 4 offline teaching sessions (90 minutes each, totaling 8 class hours) were implemented, with syn-

chronous online teaching activities conducted throughout the period.

### **3.1. Participants and Teaching Setting**

The participants were all 17 undergraduate students in Class 1 of the 2024 Japanese Language Program, School of Foreign Languages, Shaoxing University, including 5 male and 12 female students. All participants started learning Japanese from scratch upon entering university via the National College Entrance Examination. They had completed 12 weeks of basic Japanese instruction, mastered the Japanese Gojūon (50-syllabary) and the usage of basic auxiliary particles, and possessed basic conversational proficiency in Japanese.

A blended teaching environment combining offline multimedia classrooms and the Chaoxing Xuexitong (SuperStar Learning Platform) was adopted. Offline classrooms were equipped with interactive whiteboards and audio systems to support contextualized teaching and group presentations. The online platform was used to release pre-learning tasks, facilitate academic discussions, collect assignments, and automatically generate statistical reports on students' learning behaviors.

### **3.2. Definition of Core Constructs and Observable Indicators**

**CIPE Literacy:** Refers to the comprehensive manifestation of learners' values, moral qualities, cultural confidence, and intercultural communicative competence developed in the process of language learning. Its observable indicators include classroom participation rate, accuracy of cultural expression, and degree of practice of civilized behavior.

**Cultural Confidence:** Refers to the recognition of and pride in China's fine traditional culture, revolutionary culture, and advanced socialist culture. Its observable indicators include the depth of Sino-Japanese cultural comparison expressions, the completeness of Chinese story narration, and the frequency of positive evaluations of native culture.

**"Language-Communication-Culture" Three-Dimensional Integration System:** Refers to a CIPE permeation system that takes linguistic knowledge transmission as the foundation, communicative competence cultivation as the core, and cultural literacy sublimation as the goal. Its corresponding observable indicators are linguistic knowledge mastery rate, task completion quality, and depth of cultural reflection.

### **3.3. Data Collection and Analysis Methods**

This study employed triangulation to collect multi-source data for methodological rigor, specifically including:

**Chaoxing Xuexitong Backend Data:** Covering full-process behavioral metrics such as student check-in rate, pre-learning completion rate, discussion forum engagement, and assignment submission quality, with standardized statistical reports automatically generated by the platform.

**Structured Classroom Observation:** Three classroom observations were con-

ducted (corresponding to Class Hours 2, 4, and 6, respectively) using the self-developed Classroom Observation Scale for CIPE in Basic Japanese Courses. Records were made from three dimensions: student participation, naturalness of teachers' CIPE integration, and depth of intercultural interaction. Each observation was independently completed by two trained observers, with an inter-rater reliability coefficient  $\alpha = 0.87$ .

**Semi-Structured Student Interviews:** Sixteen students were interviewed post-teaching (1 student was absent due to personal leave). The interview guide included three core questions: 1) What do you consider the most rewarding part of this unit? 2) What new understanding of Chinese culture have you gained through the comparison of Sino-Japanese hot spring cultures? 3) What suggestions do you have for the CIPE integration approach in this unit? All interviews were audio-recorded with informed consent and transcribed into approximately 23,000 words of verbatim text. Open coding was performed using NVivo 15 software, and five core themes, including "enhanced cultural confidence" and "improved learning initiative", were finally extracted.

**Unit Tests and Learning Reflections:** Students' mastery of linguistic knowledge was assessed through standardized unit tests, while changes in their values and cognitive perceptions were examined through post-class structured learning reflections.

## **4. Theoretical Foundation and Exploration of Ideological and Political Education Elements**

Scientific teaching theories serve as the prerequisite for the effective implementation of Curriculum Ideological and Political Education (hereinafter referred to as CIPE), while the precise exploration of CIPE elements constitutes the foundation for realizing value guidance. Supported by five core teaching theories, this study conducts an in-depth exploration of the ideological and political resources embedded in the textbook and constructs a theoretical framework for the organic integration of language teaching and CIPE.

### **4.1. Support from Core Teaching Theories**

Constructivist Learning Theory emphasizes a student-centered approach, holding that knowledge is the outcome of active construction by learners in specific contexts. By designing contextualized activities such as Sharing of Learning Difficulties and Comparison of Sino-Japanese Hot Spring Culture, this study guides students to construct linguistic knowledge and values simultaneously through interactive learning.

The Production-Oriented Approach (POA) (Wen, 2015) follows the standardized three-phase workflow of motivating-enabling-assessing. This study takes Developing a 7-Day Civilized Travel Plan for Japan as the final production task, integrating core language points and CIPE requirements into the entire production process.

The Intercultural Communication Teaching Approach (Hu, 2019) holds that the essence of foreign language teaching is the cultivation of intercultural communicative competence. Through a two-way comparative analysis of Chinese and Japanese cultures, this study guides students to establish a correct view of culture.

The Theory of Implicit Penetration of Curriculum Ideological and Political Education advocates abandoning rigid and dogmatic indoctrination. This study seamlessly integrates CIPE elements into all aspects of teaching to achieve the educational effect of nurturing growth with subtle and imperceptible influence, the core connotation of the classic Chinese poetic expression “moistening things silently”.

Task-Based Language Teaching (TBLT) enables students to learn by doing through hierarchical and progressive tasks. This study designs a three-tier task system, with each tier corresponding to CIPE objectives at different levels.

#### 4.2. Corresponding Exploration of Textbook Content and CIPE Elements

With *Omoide* (Memories) as its core theme, this lesson centers on the expression of ability, travel memories, and trip planning. Its content is closely aligned with the daily life of first-year undergraduate students and contains abundant CIPE elements. This study systematically explores the ideological and political resources from four sections, with the specific corresponding relationships shown in **Table 1**.

**Table 1.** Correspondence of CIPE elements in lesson 13, volume 1 of new classic Japanese basic course.

Textbook Section	Core Content of the Original Text	Integratable CIPE Elements
Basic Conversation	Expression of ability, sharing of learning difficulties, and sharing of life dreams	Persevering learning attitude, well-rounded developmental literacy, and rational ideal planning
Applied Conversation 1	Memories of the trip to Hakone, hot spring culture experience, and fireworks viewing	Rational vacation planning, cultural inclusiveness and confidence, and experiential learning philosophy
Applied Conversation 2	Choice of travel modes, group travel, and humbly consulting others	Teamwork awareness, the concept of civilized travel, and the bridging value of language
Main Text	Lake Ashi sightseeing, shrine visit, and insights from the hot spring experience	International vision, ecological protection awareness, and a life attitude of loving life

Source: Compiled by the author based on the course content.

#### 4.3. Fundamental Principles for CIPE Integration

To avoid the disconnection between Curriculum Ideological and Political Edu-

cation (CIPE) and language teaching, this study establishes four core principles: Principle of Naturalness: All CIPE elements are extracted from the textbook texts without rigid or forced implantation. Principle of Bidirectionality: While introducing Japanese culture, Chinese culture is simultaneously promoted and carried forward throughout the teaching process. Principle of Daily Life Relevance: Teaching activities are designed in close alignment with students' authentic learning and travel experiences. Principle of Full-Process Education: A full-process education chain covering the pre-class, in-class, and after-class stages is constructed.

## 5. Design of the 8-Class-Hour Online-Offline Integrated Teaching Case

This study constructs a closed-loop teaching model of “online pre-learning and implicit penetration - in-class deepening and perceptual comprehension - after-class consolidation and value sublimation”. It seamlessly integrates Curriculum Ideological and Political Education (CIPE) elements into the entire teaching process to achieve the organic unity of language proficiency improvement and value guidance.

### 5.1. Basic Teaching Information and Three-Dimensional Objectives

#### 5.1.1. Basic Teaching Information

Teaching Targets: First-year undergraduate students majoring in Japanese Language in the first semester (who have mastered the Japanese Gojūon (50-syllabary) and the usage of basic auxiliary particles). Total Class Hours: 8 class hours (consisting of 4 teaching sessions, 90 minutes per session). Online Platform: Chaoxing Xuexitong (SuperStar Learning Platform). Core Theme: Expression of Ability and Travel Memories. Core Thread of CIPE: Using language as a bridge to cultivate character, broaden international vision, strengthen cultural confidence, and practice cross-cultural civilized exchanges.

#### 5.1.2. Three-Dimensional Teaching Objectives

Knowledge Objectives: Master the usage of 35 core vocabulary words and adverbs including なかなか (nakanaka) and まだ (mada); proficiently grasp 9 core sentence patterns, with a key focus on the conjugation of the potential form of Japanese verbs and 3 types of ability expressions; acquire an understanding of the geographical and cultural background of Hakone, Japan, as well as the basic etiquette for hot spring visits.

Ability Objectives: Be able to correctly conduct daily conversations of more than 5 sentences using the verb potential form; complete communicative tasks including inquiring about ability, sharing memories, and trip planning; compose a Japanese passage of approximately 50 words on travel memories.

CIPE Objectives: Foster a persevering learning attitude; be able to state one similarity and one difference between Chinese and Japanese hot spring cultures; re-

flect no fewer than three civilized travel norms in the trip plan.

### 5.1.3. Key and Difficult Points of Teaching

Key Teaching Points: Conjugation of the potential form of Japanese verbs; three types of sentence patterns for ability expression; daily conversations related to travel.

Difficult Teaching Points: The usage of the particle が (ga) in sentences expressing ability or sensation; the distinction between the spontaneous potential verbs 見える (mieru)/聞こえる (kikoeru) and the conjugated verb potential form; the natural integration of Curriculum Ideological and Political Education (CIPE) elements with language teaching.

## 5.2. Session-by-Session Teaching Process Design

### 5.2.1. Class Periods 1 - 2: Vocabulary Introduction + Basic Conversation + Grammar Points 1 - 4

【Online Pre-Learning】 Release audio materials of core vocabulary and dictation tasks; upload a micro-video on the mnemonic formula for the conjugation of the Japanese verb potential form; launch a CIPE-oriented pre-learning discussion: “What has been the biggest difficulty you have encountered since you started learning Japanese? How did you overcome it?”

#### 【In-Class Teaching】

Lead-in Session: Present students’ responses from the pre-learning discussion, guide students to face up to learning difficulties, and emphasize the long-term nature of language learning.

Vocabulary and Grammar Explanation Session: Taking the example sentence 「単語がなかなか覚えられません」 (Tango ga nakanaka oboeremasen, “I still can’t memorize vocabulary easily”) as the entry point, extend the practical learning method of “memorizing 10 words per day can help accumulate 300 words in a month”.

Oral Practice Session: Hold a sharing session themed My Abilities and Dreams. When providing feedback, teachers should focus on guiding students to pursue well-rounded development.

Class Summary: Reiterate the core learning attitude of perseverance.

【Online After-Class Consolidation】 Students are required to submit a short Japanese essay themed My Abilities and Dreams; watch the video An Introduction to Japanese Hot Spring Culture, and complete the corresponding self-assessment quiz.

### 5.2.2. Class Periods 3 - 4: Grammar Points 5 - 9 + Applied Conversation 1

【Online Pre-Learning】 Release preview courseware and self-assessment quizzes for target grammar points; assign the task of collecting historical and cultural materials on renowned hot springs in China; upload the audio of Applied Conversation 1.

#### 【In-Class Teaching】

Lead-in Session: Organize a mini-discussion on Sino-Japanese Hot Spring Culture Comparison, to guide students to recognize the long history of Chinese hot spring culture and strengthen their cultural confidence.

Grammar and Conversation Explanation Session: Combined with the example sentences 「波が聞こえます。朝日が見えます」 (Nami ga kikoemasu. Asahi ga miemasu, “I can hear the waves. I can see the morning sun”), present images of the sunrise over Lake Ashi in Hakone, and guide students to foster awareness of ecological protection.

Oral Practice Session: Hold a sharing session themed My Unforgettable Trip to advocate the concept of experiential learning.

【Online After-Class Consolidation】 Submit a short essay of approximately 100 words on the introduction of Chinese hot spring culture; complete the dubbing assignment for Applied Conversation 1.

### 5.2.3. Class Periods 5 - 6: Applied Conversation 2 + Main Text Explanation

【Online Pre-Learning】 Release the audio of Applied Conversation 2 and the main text; post a discussion question: “Do you prefer traveling alone or with friends? Why?”; upload the video Guidelines for Civilized Behavior of Chinese Citizens in Outbound Tourism.

#### 【In-Class Teaching】

Lead-in Session: Based on the results of the pre-learning discussion, guide students to recognize the advantages of group travel and cultivate their awareness of teamwork.

Applied Conversation and Main Text Explanation Session: When analyzing the sentence 「疲れましたが、心が満たされました」 (Tsukaremashita ga, kokoro ga mitasaremashita, “I was tired, but my heart was fulfilled”), guide students to reflect on the meaning of travel.

CIPE Thematic Session: Hold a thematic mini-lecture on Civilized Outbound Tourism, emphasizing that an individual’s words and deeds represent the image of their country.

【Online After-Class Consolidation】 Form teams of 3 - 4 students to jointly develop a 7-Day Civilized Travel Plan for Japan, which is required to include specific norms for civilized travel.

### 5.2.4. Class Periods 7 - 8: Comprehensive Practice + Achievement Presentation + Teaching Summary

【Online Pre-Learning】 Complete the unit comprehensive test; each team uploads the PPT of their travel plan.

#### 【In-Class Teaching】

Exercise Review Session: Guide students to develop a rigorous and meticulous learning attitude.

Achievement Presentation Session: Teachers score the presentations from three dimensions: language expression (40%), itinerary rationality (30%), and civilized travel and cultural respect (30%).

Teaching Summary Session: Sublimate the core theme: “Language is a bridge connecting the world. We should strive to be foreign language professionals in the new era with profound family and national sentiment and a broad international vision.”

【Online After-Class Consolidation】 Submit learning reflections on this lesson; complete the pre-learning tasks for Lesson 14.

### 5.3. Design of Hierarchical Exercises and CIPE-Oriented Evaluation System

#### 5.3.1. Design of Hierarchical Exercises

This study develops a three-tier hierarchical exercise system, which integrates Curriculum Ideological and Political Education (CIPE) objectives into language training at different levels. The Basic Tier exercises (vocabulary dictation and grammar fill-in-the-blank tasks) correspond to the cultivation of a sound learning attitude; the Enhancement Tier exercises (sentence pattern substitution and role-play reading) correspond to the cultivation of cooperative spirit; the Expansion Tier exercises (travel experience sharing, cultural introduction, and travel plan formulation) correspond to the cultivation of cultural confidence and civilized literacy.

#### 5.3.2. CIPE-Oriented Teaching Evaluation System

This study constructs an evaluation system integrating process-based evaluation and summative evaluation, which incorporates CIPE performance into quantitative assessment, with specific details specified as follows (**Table 2**):

**Table 2.** Teaching evaluation system for Lesson 13, Volume 1 of new classic Japanese basic course.

Evaluation Type	Weighting	Evaluation Content	CIPE Evaluation Criteria	Quantification Method
Online Process-Based Evaluation	40%	Check-in, pre-learning self-assessment, assignment submission, and discussion participation via Chaoxing Xuexitong (SuperStar Learning Platform)	Learning attitude, independent thinking ability, and learning participation	Background data from the Chaoxing Xuexitong platform + teacher scoring
Offline Process-Based Evaluation	30%	Classroom performance, oral practice, and group achievement presentation	Teamwork awareness, civilized expression, and intercultural literacy	Peer assessment (40%) + teacher evaluation (60%)
Summative Evaluation	30%	Unit comprehensive test	Knowledge mastery and language application ability	Test paper scoring

Source: Compiled by the author based on the course content.

## 6. Innovations and Practical Reflections on CIPE Teaching

This teaching case was implemented in a 2-week teaching practice for the 2024 Cohort Japanese Major Class (17 students) at the School of Foreign Languages, Shaoxing University. The effectiveness of the teaching design was verified through classroom observation, student interviews, and data analysis from the Chaoxing Xuexitong (SuperStar Learning Platform).

## 6.1. Innovations in CIPE Teaching in This Study

First, this study constructs a “Language-Communication-Culture” three-dimensional immersive CIPE integration system, which has effectively alleviated the long-standing and pervasive problem of the “disjuncture between language teaching and ideological-political education” in this teaching practice. It divides CIPE into three progressive tiers: linguistic knowledge, communicative competence, and cultural literacy, achieving the synchronous integration of language learning and value guidance.

Second, this study develops an online-offline collaborative dual-track CIPE model and builds a closed-loop educational chain of “preliminary guidance - in-depth deepening - value sublimation”. Data show that the student participation rate in the Chaoxing Xuexitong (SuperStar Learning Platform) discussion forum for this unit reached 96.9% (statistical population: 17 students; statistical period: October 16 to October 27, 2024; measurement basis: number of valid posts and replies recorded by the platform, with a single valid reply defined as containing no fewer than 20 words), significantly higher than the average participation rate of previous units (approximately 60%).

Third, this study innovates a cross-cultural comparative CIPE approach to enhance cultural confidence through mutual cultural learning. Post-teaching semi-structured interviews revealed that 87.5% of students reported that “their sense of pride in Chinese culture had increased” (statistical population: 16 interviewed students, 1 student was absent due to personal leave; statistical period: October 28, 2024; measurement basis: coding of positive responses to the question “What are your feelings after comparing Sino-Japanese hot spring cultures?”).

## 6.2. Reflections on Teaching Practice and Future Improvement Directions

Teaching practice confirms that this case has effectively improved students’ learning initiative and CIPE literacy. Meanwhile, several limitations have been identified: First, this study only took one class (17 students) as the research participants and no control group was established, so the generalizability of the research findings needs further verification. Second, some introverted students had low classroom participation, and approximately 15% of students showed learning anxiety and avoidance behaviors in oral sharing activities. Third, the accuracy of CIPE evaluation needs to be improved. Current assessment is mainly based on students’ external performance, making it difficult to accurately measure the internal changes in their ideological perceptions and values. Fourth, the synergy of CIPE construction is insufficient. The design of this lesson is relatively independent and fails to form collaborative educational synergy with other courses.

In response to the above limitations, future improvements can be made in three aspects: First, design more personalized CIPE activities, such as adding anonymous online sharing sessions and rotational speaking within small groups, to create expression opportunities for introverted students. Second, optimize the CIPE

evaluation indicator system, increase the weight of student self-assessment and peer assessment, and comprehensively evaluate students' CIPE literacy through multiple methods, including learning reflections and in-depth interviews. Third, strengthen the collaborative construction of CIPE, build an integrated educational system with other units of the New Classic Japanese series textbooks as well as courses such as Japanese Culture and An Introduction to Japanese Society, to form a comprehensive and multi-level educational framework.

Transferable components of this teaching design include the "Language-Communication-Culture" three-dimensional integration system, the "online pre-learning - offline deepening - after-class sublimation" closed-loop teaching model, and the quantitative process-oriented evaluation framework, which can be directly applied to other units of the New Classic Japanese series and basic Japanese courses in other universities. Context-specific components include the case design combined with hot spring culture in East China (e.g., Wuyi Hot Spring and Tangshan Hot Spring in Nanjing) and the task settings tailored to the Chaoxing Xuexitong (SuperStar Learning Platform) of our university, which need to be adjusted according to the teaching resources and student characteristics of different institutions.

### Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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