

Cultivation Path of College English Teachers' Ideological Literacy in Ethnic Areas under a Three-Dimensional Integration Perspective

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Abstract: In the context of global cultural integration and diversified ideological communication, college English teaching, as a core cross-cultural curriculum, undertakes the fundamental mission of moral education and ideological guidance. Ethnic border regions represented by Inner Mongolia face unique educational scenarios, where college English teaching needs to coordinate foreign language talent cultivation, ethnic unity inheritance and regional ideological security maintenance, placing higher demands on English teachers' ideological literacy. This study conducted a questionnaire survey on 328 college English teachers from 9 universities in Inner Mongolia, covering comprehensive universities, science and engineering universities and ethnic universities. The survey data show that only 21.3% of teachers can organically integrate ideological education into daily language teaching; 74.7% of teachers lack systematic understanding of local grassland culture and ethnic unity education; 68.6% of teachers cannot accurately identify hidden ideological risks in foreign textbooks; and 82.0% of schools adopt unified general training without targeted ethnic regional courses. In view of the dual attributes of foreign language disciplines (open and culturally permeable) and the particularity of multi-ethnic border education, college English teachers in ethnic areas commonly suffer from disjointed professional teaching and ideological education, insufficient cross-cultural ideological discrimination capability and a lack of localized educational awareness. Based on the three-dimensional integration framework covering foreign language disciplinary attributes, ethnic regional characteristics and international educational background, this study adopts literature analysis, questionnaire survey and classroom observation to systematically investigate the current situation and practical dilemmas of English teachers' ideological literacy in Inner Mongolia's universities. By clarifying the internal logical connection between the three-dimensional theoretical framework and teachers' literacy cultivation, this paper constructs localized, targeted improvement paths. The research results can optimize the ideological education system of foreign language disciplines, enhance teachers' cultural communication and ideological risk prevention capabilities, and provide practical references for consolidating the ideological security defense line of ethnic border areas.

Keywords: Three-dimensional integration; Ethnic areas; College English teachers; Ideological literacy; Cultivation path

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1. Introduction

With the continuous deepening of educational internationalization, college English teaching has become an important frontier position for cultural exchange and ideological interaction. Different from other basic disciplines, English courses involve a large number of foreign cultural values, social concepts and ideological connotations, which have subtle guiding and penetrating effects on teachers and students' value cognition. For ethnic border areas represented by Inner Mongolia, college English education not only undertakes the task of improving students' foreign language application ability, but also shoulders the important mission of inheriting ethnic culture, maintaining ethnic unity and safeguarding regional ideological security. Therefore, improving the ideological literacy of college English teachers is not only an essential requirement for the reform of foreign language curriculum ideological and political education, but also a key guarantee for maintaining the stable development of higher education in ethnic areas.

Existing domestic and foreign research on foreign language curriculum ideology and politics and teachers' ideological literacy has made steady progress. Foreign studies mainly focus on language ideology, teacher identity construction and cross-cultural educational risk prevention, exploring the ideological penetration mechanism in EFL teaching and teachers' critical literacy cultivation. Domestic research mostly concentrates on college English curriculum ideological reform and general teacher literacy improvement. However, current studies generally have limitations: few focus on ethnic border areas, ignore the dual constraints of regional multi-ethnic characteristics and border ideological security, and lack systematic research integrating disciplinary attributes, regional characteristics and international contexts. The single research perspective leads to poor pertinence of existing cultivation paths, which cannot adapt to the personalized educational needs of universities in ethnic areas^[1].

To fill the above research gaps, this study takes universities in Inner Mongolia as the research sample, constructs a three-dimensional integration analysis framework, systematically analyzes the practical dilemmas of local college English teachers' ideological literacy, and explores feasible localized cultivation paths. This research enriches the theoretical system of foreign language ideological education in ethnic areas, makes up for the deficiency of targeted research on border foreign language teachers' literacy, and provides practical guidance for promoting the high-quality development of foreign language education and ideological security construction in ethnic border universities.

2. Connotation and theoretical logic of three-dimensional integration framework

This study innovatively constructs a three-dimensional integration theoretical framework tailored to ethnic border foreign language education, including three core dimensions: foreign language disciplinary attributes, ethnic regional characteristics and international educational background. The three dimensions are interdependent and mutually complementary, covering professional teaching rules, regional educational characteristics and international environmental risks, forming a systematic theoretical support for analyzing and optimizing college English teachers' ideological literacy in ethnic areas.

First of all, from the perspective of foreign language disciplinary attributes, college English is a typical interdisciplinary discipline with strong openness and cultural inclusiveness. English teaching involves the input and comparison of Chinese and foreign cultures, values and lifestyles. In the teaching process, foreign ideological trends and cultural concepts are easily spread through classroom teaching, textbooks and extracurricular expansion. This disciplinary characteristic determines that college English teachers must

have professional ideological discrimination ability and value guidance ability. Different from professional ideological and political courses, foreign language ideological education pays more attention to implicit infiltration, requiring teachers to integrate mainstream values and positive ideological guidance into language knowledge teaching, which puts forward professional and unique requirements for teachers' ideological literacy.

Secondly, from the perspective of ethnic regional characteristics, colleges and universities in Inner Mongolia are located in multi-ethnic border areas, and higher education undertakes the important task of maintaining ethnic unity, inheriting grassland culture and spreading frontier spirit. Different from ordinary inland universities, foreign language teaching in ethnic areas needs to balance international cultural learning and local ethnic cultural inheritance. Teachers should not only help students master foreign language skills, but also guide students to establish cultural confidence in ethnic culture and traditional Chinese culture, and resist the weakening of local ethnic cultural identity caused by excessive worship of foreign culture. The particularity of regional education determines that the ideological literacy of English teachers in ethnic areas must contain localized educational connotations such as ethnic unity awareness and border security awareness^[2].

Finally, from the perspective of international educational background, with the continuous expansion of university international exchange projects, foreign teachers' lectures, overseas study tours, international curriculum cooperation and other activities have become increasingly frequent. The international educational environment enables college students to contact diverse global ideological trends, and also increases the risk of infiltration of wrong Western social thoughts. In the open international educational context, college English teachers, as the main implementers of cross-cultural teaching, need to identify hidden ideological risks in foreign textbooks accurately, cultural cases and international exchange activities, and effectively resist the erosion of wrong thoughts on college students' values. The complex international background makes the risk prevention and resolution ability an essential part of English teachers' ideological literacy.

The three-dimensional integration framework effectively breaks the limitations of single-dimensional research in traditional studies. It integrates professional teaching logic, regional ethnic education characteristics, and international ideological risk scenarios, fully fits the actual teaching environment of English teachers in Inner Mongolia's border universities, and provides a scientific and targeted theoretical basis for sorting out practical problems and constructing feasible cultivation paths.

3. Current dilemmas of college English teachers' ideological literacy in ethnic areas

Based on field investigations of comprehensive, science and engineering, and ethnic universities in Inner Mongolia, including questionnaire surveys, in-depth teacher interviews and long-term classroom observation, this study summarizes four typical dilemmas of college English teachers' ideological literacy in ethnic areas under the three-dimensional integration perspective.

Table 1. Distribution of Research Questionnaire Samples

University Type	Number of Teachers Surveyed	Proportion	Main Research Object
Comprehensive University	136	41.5%	General English teachers for non-English majors
Science & Engineering University	102	31.1%	Public English teachers for engineering students

University Type	Number of Teachers Surveyed	Proportion	Main Research Object
Ethnic University	90	27.4%	English teachers serving multi-ethnic students
Total	328	100%	College English teachers in Inner Mongolia

Table 1 shows the sample composition of this survey. The sample covers three mainstream types of universities in Inner Mongolia, with balanced quantity distribution, which can objectively reflect the overall status of English teachers' ideological literacy in local ethnic border universities. According to the Questionnaire statistics of 328 college English teachers in Inner Mongolia, the proportion of teachers trapped by each dilemma is sorted and visualized in **Figure 1**.

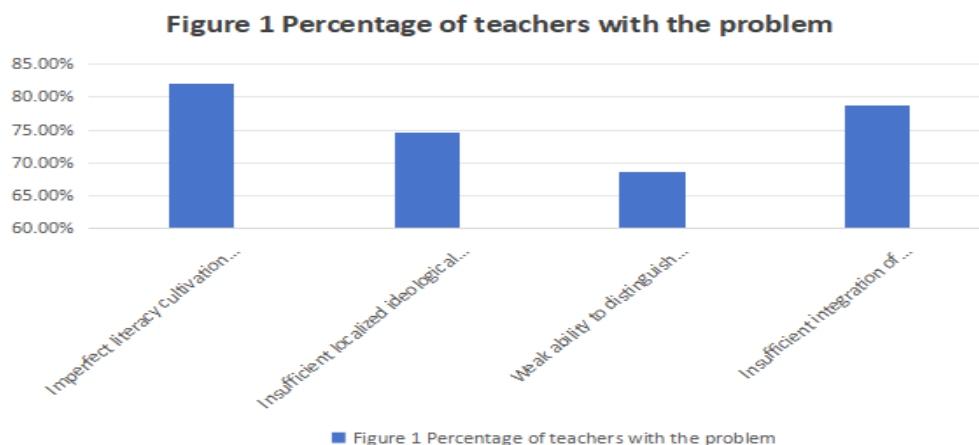


Figure 1. Percentage of teachers with the problem.

From **Figure 1**, the most prominent problem is the imperfect teacher training mechanism, with more than 80% of teachers stating that school training lacks targeted design for ethnic border foreign language teaching. The gap between professional teaching and ideological education ranks second, reaching 78.7%, which reflects the long-term influence of traditional knowledge-oriented teaching concepts.

First, the integration of ideological education and professional foreign language teaching is insufficient. Affected by the traditional teaching concept, most college English teachers take language knowledge teaching and skill training as the core teaching objectives, and regard ideological education as the auxiliary content of teaching. In daily classroom teaching, teachers focus on vocabulary, grammar, reading and writing teaching, and lack active design of ideological and political infiltration links. Some teachers have a single way of ideological guidance, a rigid integration mode, and are unable to combine cross-cultural teaching scenarios to carry out implicit ideological education, resulting in the separation of professional teaching and ideological education, and the failure to give full play to the educational function of foreign language courses^[3].

Second, the localized ideological education ability adapted to ethnic regional characteristics is insufficient. Most English teachers in ethnic areas lack an in-depth understanding of local ethnic culture, grassland culture, and ethnic unity education policies. In cross-cultural teaching, they only pay attention to the explanation of foreign cultural connotations, but rarely integrate excellent traditional ethnic culture and regional characteristic culture into English teaching. The lack of localized teaching design makes it difficult for students to form cultural identity of ethnic culture in international cultural comparison, and cannot realize

the educational goal of taking foreign language teaching as the carrier to spread ethnic culture and maintain ethnic unity^[4].

Third, teachers' ability to distinguish and resist international wrong ideological trends is weak. Under the background of educational internationalization, a large number of foreign textbooks, online courses and cross-cultural cases are introduced into college English teaching. Some Western wrong values, individualism, and historical nihilism are hidden in cultural materials. Limited by their own ideological discrimination ability and international vision, some English teachers cannot accurately identify hidden ideological risks in teaching materials and teaching links, and lack effective response strategies to wrong thoughts, which brings potential hidden dangers to college students' value shaping.

Fourth, the teachers' literacy cultivation mechanism is imperfect. Current school training for English teachers' ideological literacy adopts unified universal modes, lacking targeted training for foreign language disciplinary characteristics and ethnic border educational demands. There is no long-term interdisciplinary collaborative research mechanism integrating foreign language teaching, Marxist theory and ethnic culture research, resulting in slow improvement of teachers' professional ideological education ability and weak adaptability to local educational needs.

4. Cultivation paths of English teachers' ideological literacy based on a three-dimensional integration perspective

Targeting the above practical dilemmas, this study constructs a three-dimensional targeted cultivation system from disciplinary, regional and international perspectives to realize comprehensive and systematic improvement of college English teachers' ideological literacy in ethnic areas. The logical structure of the whole cultivation system is shown in **Figure 2**.

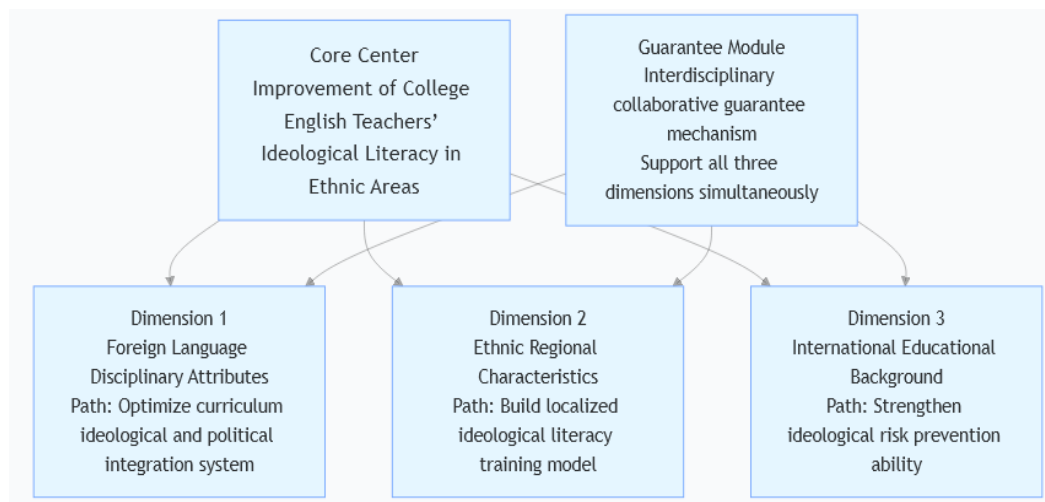


Figure 2. Three-Dimensional Integrated Cultivation System Logical Framework Diagram.

4.1. Based on foreign language disciplinary attributes, optimize the integration system of curriculum ideological and political education

Colleges and universities should take professional teaching rules as the starting point, carry out regular foreign language curriculum ideological and political teaching research, and guide English teachers to dig

ideological and political elements in textbooks, cross-cultural communication, and language application scenarios. Teachers should change the traditional teaching concept, take moral education as the fundamental goal, integrate value guidance into the whole process of language teaching, adopt implicit infiltration teaching methods, avoid rigid ideological indoctrination, and realize the organic unity of language ability training and ideological literacy education.

4.2. Based on ethnic regional characteristics, build a localized ideological literacy cultivation model

Universities in ethnic areas should take ethnic unity education and frontier ideological security as the core, organize special training on ethnic policies, grassland culture and regional cultural characteristics for English teachers. Teachers should be encouraged to develop localized English teaching cases, integrate excellent ethnic culture and frontier development stories into classroom teaching, help teachers form localized ideological education awareness, and improve their ability to spread ethnic culture and maintain ethnic unity in cross-cultural teaching ^[5].

4.3. Based on the international educational background, strengthen teachers' ideological risk prevention and resolution ability

The school should build an ideological risk early warning mechanism for foreign language teaching, sort out hidden ideological risks in foreign textbooks, international courses and cross-cultural exchange activities. Regularly carry out special training on ideological trend discrimination and risk response, improve teachers' ability to identify and resist wrong Western ideological trends, and ensure that foreign language teaching can correctly guide students' cross-cultural cognition and establish correct international vision and cultural values.

4.4. Improve the interdisciplinary collaborative guarantee mechanism

Relying on university scientific research platforms, build a stable joint research team of foreign language education, Marxist ideology and ethnic culture studies. Carry out regular joint seminars, teaching reform practices and special training, break the single disciplinary vision of foreign language teachers, and build a normalized, professional literacy growth system suitable for ethnic border college English teachers ^[6].

5. Conclusion

The improvement of college English teachers' ideological literacy is a key link in the ideological security construction and foreign language education reform of ethnic border universities. Different from inland universities, foreign language teaching in Inner Mongolia's ethnic universities undertakes the dual missions of international cultural exchange and border ideological security protection.

Combined with the questionnaire data of 328 teachers, the four major dilemmas faced by teachers have clear quantitative support: over 70% of teachers have deficiencies in localized teaching and international ideological risk identification, and the single training mechanism has become the biggest bottleneck restricting literacy improvement. Based on the three-dimensional integration perspective and Figure 2's theoretical framework, this study systematically analyzes the practical dilemmas of local English teachers' ideological literacy and constructs a localized cultivation path system. The research can effectively solve the

problems of insufficient integration of teaching and ideological education, weak localized teaching ability and inadequate risk prevention capacity.

In follow-up teaching and research practices, ethnic area universities should adhere to the three-dimensional integration concept, continuously optimize teachers' ideological literacy cultivation system, give full play to the moral education function of foreign language courses, and firmly guard the ideological security defense line of border ethnic areas.

Disclosure statement

The author declares no conflict of interest.

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