A Practical Study on the Immersive Teaching Model of College-Oriented English Guided by Core Competencies

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Abstract

The core competencies for College English consist of four dimensions: language competence, cultural awareness, thinking quality and learning ability, which constitute the primary developmental goals for English instruction in higher education in the new era. Conventional College-English teaching follows rigid models dominated by knowledge-oriented lectures, leaving students with few real-world scenarios for language practice and hindering their holistic competency development. Immersive pedagogy emphasizes constructing holistic language environments where learners engage in language input and output within authentic contexts, which aligns well with the philosophy of core-competency-driven education. Based on the requirements for fostering core competencies, this paper identifies prevailing drawbacks in traditional College-English teaching, illustrates the practical merits of immersive instruction, explores its implementation pathways adapted to university learners' realities, and puts forward corresponding optimization and guarantee strategies. It offers practical references for classroom teaching reform and competency-oriented College-English education. As foreign-language education reform advances in higher education, College-English instruction is shifting from exam-driven teaching toward nurturing students' comprehensive core competencies. Conventional classroom practice focuses heavily on vocabulary-grammar explanation and drill-based exercises, decoupling language learning from real-life application and giving rise to the well-documented phenomenon of students "achieving high test scores yet lacking practical communicative competence". Supported by holistic linguistic settings and diversified interactive activities, immersive teaching strengthens learners' language perception and application. Guided by core-competency objectives, exploring practical approaches to immersive College-English teaching can restructure classroom systems, break down barriers between language acquisition and competency building, and comprehensively enhance university students' overall English literacy and communicative performance.

Keywords

Core competencies; College English; immersive teaching; teaching model.

1. Implementation Principles of Immersive College-English Teaching Guided by Core Competencies

1.1. Principle of Comprehensive Cultivation Oriented toward Core Competencies

The entire process of immersive teaching takes the development of four-dimensional core competencies as its fundamental goal and abandons exam-driven teaching mindsets. All scenario construction and activity design revolve around linguistic competence, cultural awareness, thinking quality and learning ability. [1] It balances knowledge instruction and competency cultivation, and integrates cultural infiltration, thinking inspiration and competence development into language training. Isolated drilling of language skills should be

avoided. Every teaching activity shall serve the improvement of students' comprehensive competencies so as to realize all-round and systematic education.

1.2. Principle of Student-Centered Authentic Contexts

In teaching practice, the principal position of students shall be upheld. Immersive scenarios are designed starting from students' demands for language practice. Authentic scenarios matching students' daily lives, academic studies and future career development are adopted, rather than fictitious and empty teaching contexts. [2] Authenticity of scenario atmosphere, linguistic expression and interaction processes shall be guaranteed, enabling students to experience language use within immersive experiences. Real-life contexts stimulate students' willingness to express themselves, encourage their active participation in practice, and further improve their language application competence.[3]

1.3. Principle of Hierarchical Adaptation and Teaching in Accordance with Students' Aptitude

Obvious individual differences exist in university students' English foundations; therefore immersive teaching shall follow the principle of hierarchical adaptation. Gradient scenario tasks and interactive contents are designed according to students' proficiency in listening, speaking, reading and writing. Students with weak foundations mainly receive training in simple daily-life communication to consolidate their language basis. Advanced students engage in in-depth thematic critical discussions and academic expression exercises to upgrade their comprehensive capabilities. Hierarchical design accommodates diverse learning conditions so that every student can achieve corresponding progress within immersive scenarios.

2. Practical Pathways for Immersive College-English Teaching Guided by Core Competencies

2.1. Creating Diversified In-Class Immersive Scenarios

Diversified in-class immersive teaching scenarios are constructed in accordance with textbook themes and competency-cultivation objectives. For daily-communication teaching, life-oriented scenarios such as shopping and social interaction are set up, and role-play and dialogue practices are organized for students. For cultural teaching, scenarios for Sino-foreign cultural comparison and sharing as well as cross-cultural communication are built to prompt students to explore cultural exchanges. For academic teaching, scenarios for classroom presentations, thematic seminars and text interpretation are developed to foster students' academic expressive competence. Diverse scenarios enrich classroom forms and provide sufficient contextual support for language practice.

2.2. Optimizing Interactive Teaching Activities in Immersive Classrooms

Classroom interaction modes are restructured to create immersive practical activities with full student participation. Based on group-work mechanisms, activities including thematic debates, situational performances, story retelling and topic discussions are carried out. Teacher-centered one-way lecturing is reduced, and most class time is allocated to students for language practice. Teachers offer timely corrections, guidance, idea prompts and thinking inspiration in response to students' interactions. Students consolidate their language foundations and accumulate expressive experience through interactive practice. Regular classroom interaction continuously improves students' language output capacity and cultivates their critical-thinking quality.

2.3. Building After-Class Immersive Learning Platforms

The time-space scope of classroom teaching is expanded to build regular after-class immersive-learning platforms. Relying on campus resources, regular events such as English corners, foreign-language salons and thematic speeches are held to construct an on-campus immersive language environment. Online learning platforms push English video clips, foreign-language news and English reading materials, allowing students to immerse themselves in linguistic environments in fragmented time. Online communication communities are established to encourage students to communicate and share in English after class. This achieves organic integration of in-class systematic training and continuous after-class language immersion.

2.4. Integrating Immersive Sino-Western Cultural Experiences

Immersive cultural-experience teaching is implemented targeting cultural-awareness development. Immersive cultural-experience scenarios are built around themes such as festival culture, regional culture and folk customs. Students take part in activities including introducing foreign cultures, presenting local culture in English, and analyzing Sino-foreign cultural comparisons. Within cultural experiences, students understand connotations of foreign cultures, master English expressions for local culture, and develop equal and inclusive cross-cultural attitudes. Consequently, their cultural literacy and cross-cultural communicative competence are enhanced.

2.5. Constructing a Competency-Oriented Immersive Assessment System

The single score-oriented evaluation mode is broken down, and a comprehensive assessment system matching immersive-teaching requirements is established. Assessment contents cover linguistic performance, cultural demonstration, thinking-oriented interaction and autonomous learning, fully corresponding to core-competency objectives. Process-oriented assessment serves as the major evaluation approach, recording students' in-class scenario performance, after-class practice participation and autonomous-learning outcomes. Dynamic evaluation is conducted based on students' phased growth. The weight of summative examinations is lowered. Diversified assessments guide students to attach importance to comprehensive-competency improvement and facilitate the long-term implementation of immersive teaching.

3. Optimizing Guarantee Strategies for the Implementation of Immersive Teaching Model

3.1. Transforming Teachers' Teaching Concepts and Role Orientation

Teachers shall take initiative to abandon traditional exam-oriented teaching concepts and establish immersive educational ideas guided by core competencies. They shall give up one-way knowledge indoctrination and re-define classroom roles: shifting from knowledge lecturers to scenario designers, activity facilitators and thinking inspirers. [4] Teachers shall proactively study immersive-teaching methodologies, design scenarios and activities according to students' real-world conditions, prioritize improving students' comprehensive competencies in teaching practice, and weaken the orientation toward examination scores, thus providing conceptual support for immersive-teaching implementation.

3.2. Enriching Immersive-Teaching Resource Reserves

High-quality online and offline resources are integrated to build an immersive-teaching resource bank. In alignment with textbook unit themes, life-oriented, international and youth-friendly English materials are selected, including short videos, foreign articles, English speeches and popular readings. Scenario-related materials, interactive materials, cultural

resources and extended materials are classified and sorted to satisfy diverse in-class immersive-teaching demands. Teaching resources are updated continuously to keep pace with social development and cater to students' preferences, ensuring immersive scenarios are fresh and appealing and improving classroom teaching effectiveness. [5]

3.3. Strengthening the Design and Implementation of Hierarchical Teaching

Hierarchical immersive-teaching schemes are formulated considering disparities in students' English proficiency. Pre-class learning-condition surveys identify students' knowledge levels. Three tiers of immersive learning tasks (basic, extended and advanced) are designed for students at different levels. In-class practical assignments are arranged hierarchically so that students with weak foundations can complete basic exercises while high-achieving students receive advanced training. Hierarchical after-class immersive-learning resources are distributed to meet diverse learning demands, realize teaching in accordance with aptitude and improve overall teaching quality.

3.4. Perfecting the On-Campus Immersive Educational Atmosphere

A holistic on-campus immersive educational atmosphere is constructed for the sustainable operation of the teaching model. Bilingual signs are optimized in public campus areas to create a visual immersive-language environment. Regular events such as English contests, cultural festivals, speech competitions and dubbing contests are held to motivate student participation. Students' habits of daily English communication are fostered so that language immersion is embedded in their study and daily life, forming an all-round, three-dimensional and regular immersive educational environment.

4. Conclusion

Immersive College-English teaching guided by core competencies effectively addresses the disconnection between learning and application as well as deficiencies in competency cultivation under traditional teaching models. It fully meets development demands for students' linguistic competence, cultural awareness, thinking quality and learning ability. A complete immersive-teaching implementation system can be constructed by creating diversified teaching scenarios, optimizing classroom interaction, building after-class platforms, integrating cultural experiences and improving assessment systems. Guarantee strategies including concept renewal, resource enrichment, hierarchical teaching and atmosphere construction promote the normalization of immersive teaching. Immersive teaching effectively transforms students' learning styles, improves the educational quality of College-English instruction, and offers new practical pathways for foreign-language-teaching reform and competency-oriented education in universities.

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