A Study on the Construction and Practice of the Multimodal Ideological and Political Education Teaching Model (CIM) in Arts and Sports University English Courses from the Perspective of Cultural Confidence

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Abstract: This study, grounded in cultural confidence, constructs and implements the Curriculum-Ideology and Politics-Multimodality (CIM) teaching model tailored for university English courses in arts and sports majors. By integrating multimodal resources, it embeds ideological and political education into English instruction to enhance students' language proficiency and cultural confidence. Effectiveness was evaluated through questionnaires and experiments at Changsha Normal University as a case study, detailing construction steps, pathways, and outcomes. Results indicate improved cross-cultural communication skills and ideological literacy. This work innovatively combines cultural confidence, course-based ideological education, and multimodal theory, providing a novel practical framework for university English teaching.

Keywords: Cultural confidence; Multimodal teaching; Ideological and political education in courses; University English teaching; Arts and sports students

1. Research background and problem statement

China is undergoing cultural rejuvenation, where cultural confidence—one of the "four confidences"—serves as a key pillar for national cultural development [1]. Higher education must cultivate talents with global perspectives and deep cultural literacy. English teaching not only imparts language skills but also disseminates traditional Chinese culture and boosts cultural confidence. For arts and sports majors, integrating cultural/artistic cultivation with English proficiency is crucial. However, current courses face major issues:

(1) Insufficient integration of course content with ideological and political education: English teaching

often focuses on imparting language knowledge, neglecting the integration of ideological and political education, which prevents the full realization of the course's educational function [2].

(2) Monotonous teaching methods and low student interest: Traditional English teaching relies primarily on lectures, lacking diverse teaching approaches, making it difficult to stimulate student motivation, especially among arts and sports majors.

(3) Absence of multimodal teaching concepts: Teachers generally rely on single text and oral explanations, overlooking the application of visual, auditory, and multimedia technologies, resulting in insufficient classroom interaction and suboptimal learning outcomes [3].

Based on these issues, this study aims to explore how to integrate ideological and political education into university English courses for arts and sports majors from the perspective of cultural confidence, combined with multimodal teaching concepts, to construct the CIM teaching model, thereby improving teaching effectiveness and promoting the joint development of students' language proficiency and ideological and political literacy.

2. Theoretical foundation and literature review

2.1. Theoretical foundation of cultural confidence

Cultural confidence is an important component of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, representing a high degree of identification, pride, and firm belief in the sustained development of Chinese culture in the processes of modernization and globalization [1]. As a key element of national soft power, cultural confidence has profound significance for safeguarding unique national cultural values and enhancing comprehensive national strength.

In the field of education, cultural confidence has been established as the core content for cultivating students' cultural literacy [2]. Through education, students not only need to master language skills but also deeply understand and identify with the uniqueness of Chinese culture, thereby acquiring the ability to engage in cultural exchanges with the international community. English teaching plays an irreplaceable role in this process; in addition to cultivating language proficiency, it requires the integration of ideological and political education to convey the core values of Chinese culture, thereby enhancing students' cultural confidence.

As a strategic pillar for national development, the importance of cultural confidence in higher education is increasingly prominent. Universities are not only centers for knowledge dissemination and cultural inheritance but also cradles for cultivating future talents with international perspectives and cultural awareness. By strengthening cultural confidence education, universities can effectively enhance students' sense of identification and understanding of Chinese culture, thereby strengthening their cultural consciousness and confidence.

In English courses, integrating ideological and political education enables students to better understand and identify with the essence of Chinese culture while mastering language skills. This educational model, especially when supported by multimodal approaches, can help students more comprehensively understand cultural differences, improve cross-cultural communication abilities, and enhance their confidence in their own culture [4].

2.2. Specificity of university English courses for arts and sports majors

Arts and sports majors emphasize practicality and creative thinking in their disciplines. Compared to other students, they exhibit unique English learning traits and challenges: (1) Interest-driven preferences for practical materials, with traditional content holding limited appeal; (2) Limited time and energy due to heavy workloads, resulting in weak foundations and slow progress; (3) Strong aptitude for multimodal inputs (visual, auditory), aligned with their arts/sports experiences, making multimodal teaching ideal for enhancing effectiveness [5,6].

University English courses for these majors aim to build basic communication skills and international cultural exchange abilities. However, current models prioritize single-mode language instruction, overlooking students' needs and yielding poor outcomes. Ideological and political integration remains low, hindering deep engagement with Chinese cultural values and weakening cultural confidence cultivation.

2.3. Theoretical foundation of ideological and political education in courses

Ideological and political education in courses ("course ideology") is a key teaching reform in China's recent education sector, aiming to seamlessly integrate ideological elements into all subjects for comprehensive moral development [2]. Across disciplines, it not only conveys knowledge and skills but also fosters correct values and cultural identification, emphasizing socialist core values and traditional Chinese culture to achieve holistic education.

As a foundational university course, English teaching imparts language skills while playing a crucial role in ideological education. Integrating course ideology enables teachers to narrate Chinese stories, disseminate culture, and cultivate cultural confidence alongside international perspectives [4,7]. Serving as a window to global cultures, English courses help students navigate Chinese-foreign differences, strengthening their identification with Chinese culture.

Integration methods include: (1) Text selection and analysis: Choose English materials on Chinese culture to deepen understanding during language acquisition; (2) Classroom discussions and activities: Explore cultural similarities/differences to enhance identification and foster balanced views; (3) Case teaching: Incorporate real cases with socialist values to heighten awareness through comparative cultural analysis.

2.4. Theoretical background of multimodal teaching

Multimodal teaching enhances learning outcomes by integrating diverse inputs like text, images, sounds, and videos. Its foundation lies in social semiotics theory, which views communication as reliant on multiple symbol systems beyond language alone [3,8,9]. Amid rapid information technology advancements, it has emerged as a key trend in contemporary education, especially language teaching, with wide applications [10,11].

It offers vivid experiences, with research highlighting benefits in language learning: (1) Boosting interest: Combining texts, videos, and images stimulates engagement, particularly for arts and sports students by aligning with their participatory needs [12,13]; (2) Improving interaction: Multimodal resources shift from one-way transmission to dynamic teacher-student exchanges, fostering active classrooms [14,15]; (3) Enriching input: It exposes learners to broader scenarios, deepening comprehension and application [5,6,16–20].

In course-based ideological and political education, multimodal teaching expands integration options. Via images and videos, teachers intuitively deliver content, aiding multisensory recognition of ideological elements. In English courses, it effectively presents Chinese-foreign cultural contrasts, cultivating comparative skills and political literacy.

3. Construction of the CIM teaching model

3.1. Basic framework of the CIM teaching model

The CIM teaching model innovatively integrates course content, ideological and political education, and multimodal methods, with course ideology as the core. It employs multimodal approaches to boost English proficiency and ideological literacy, emphasizing language knowledge while embedding socialist core values and traditional Chinese culture via diverse resources, thereby fostering cultural confidence alongside skill

mastery.

Its theoretical foundations span three domains: (1) Cultural confidence theory, a pillar of socialism with Chinese characteristics, enhances cultural identification and global exchange; its integration in English courses strengthens national pride [1]. (2) Course ideology theory naturally infuses socialist values across subjects for subtle moral education; CIM applies this to internalize values in language learning [2]. (3) Multimodal theory views learning as multisensory, beyond language alone; CIM leverages text, videos, and audio to enrich content, interaction, and experiences [5,17].

CIM construction involves five steps: (1) Define objectives encompassing language skills, ideological literacy, and cultural confidence, aligned with English and ideological goals. (2) Design content incorporating Chinese culture-related texts and videos for balanced language depth and ideological integration. (3) Select multimodal resources (visual, auditory, films) tailored to arts/sports students to boost interest and participation. (4) Create interactive activities promoting cultural critique, e.g., discussions on Chinese-foreign differences via English documentaries. (5) Evaluate via discussions, assignments, and tests, with feedback-driven adjustments.

3.2. Integration pathways of courses, ideological and political education, and multimodality

CIM's core organically combines English content with ideological education. Integration methods in design: (1) Select English texts on Chinese history, culture, and technology (e.g., festivals, sites, figures) to foster understanding and dissemination during language learning. (2) Cross-cultural comparisons using materials on Chinese-Western differences in arts/music/sports to develop analytical abilities. (3) Design ideological tasks, such as explaining Chinese uniqueness or comparing cultures with reflections.

Multimodal methods, a CIM advantage, enrich teaching via text, audio, and video for intuitive experiences. Applications: (1) English documentaries on Chinese culture/history to strengthen identification [19]. (2) Images/ audio for themes, e.g., Spring/Dragon Boat Festival videos with vocabulary to improve memory [18]. (3) Digital tools like online quizzes/whiteboards for engagement and real-time feedback [21].

Cultural confidence integration is central to CIM design. Enhancement ways: (1) Choose English articles/videos on traditional culture/history/arts for deep understanding and dissemination. (2) Cross-cultural discussions (e.g., "Why proud of Chinese culture?" or its global role) to stimulate national pride. (3) Incorporate ideological elements in tasks linking traditional culture/socialist values to language application [4].

3.3. Teaching objectives and design

CIM objectives extend beyond enhancing English proficiency to boost cultural confidence and ideological literacy via ideological integration. Specifics: (1) Language skills: Develop listening, speaking, reading, writing, emphasizing cross-cultural communication. (2) Ideological literacy: Foster values and Chinese cultural pride/ identification through English learning. (3) Cultural confidence: Heighten consciousness and expression via culture acquisition/dissemination in global exchanges.

CIM employs modular design merging language and ideology: (1) Language module: Train skills with embedded ideology, e.g., writing tasks on Chinese culture's uniqueness/history. (2) Ideological module: Incorporate Chinese culture/socialist values, e.g., culture-related materials in reading/discussions to cultivate critical thinking/identification.

To boost interaction/interest, CIM prioritizes multimodal materials: (1) Texts on Chinese culture/history for confidence-building in learning. (2) Audio/videos on themes for intuitive comprehension. (3) Digital platforms/

resources for engagement/motivation, e.g., quizzes/documentaries with multimodal content for interactive teaching [16].

4. Practice of the CIM teaching model at Changsha Normal University

4.1. Characteristics and needs analysis of arts and sports students at Changsha Normal University

To effectively implement the CIM teaching model, we surveyed the English proficiency and ideological-political literacy of arts and sports students at Changsha Normal University (ethics approved by the university's review board; all participants provided informed consent). The results revealed three main issues: (1) Weak English proficiency: Due to heavy professional training loads, students invest limited time and energy in English, resulting in notable deficiencies in foundational knowledge, listening comprehension, and oral expression. (2) Inadequate ideological-political literacy: Previous English courses rarely incorporated ideological-political education or content related to Chinese culture and socialist core values, leading to minimal improvement in this area. (3) Low learning interest and motivation: Many arts and sports students consider traditional English classes irrelevant to their professional development, exhibiting low enthusiasm and engagement.

Compared with students in other disciplines, arts and sports majors display distinct learning characteristics and needs: (1) Strong receptivity to multimodal information: Their training in artistic perception makes them adept at processing visual, auditory, and other multimodal inputs, providing a solid foundation for multimodal English teaching. (2) Preference for practical, interactive activities: They favor hands-on practice and high-interaction sessions over passive reception of theoretical knowledge; the interactive components of the CIM model can effectively stimulate their interest. (3) Greater difficulty and anxiety in English learning: Weak foundations lead to pronounced challenges, particularly in oral expression and listening comprehension, often accompanied by high levels of anxiety.

4.2. Implementation pathways of the CIM teaching model

At Changsha Normal University, CIM implementation pathways include:

(1) Setting objectives: Tailor dual goals to arts/sports students—enhance English proficiency (especially cross-cultural expression) and cultural confidence via ideological education, fostering awareness and skills in disseminating Chinese culture globally.

(2) Course design: Modular structure with three components—language skills (listening/speaking/reading/writing training); ideological module (integrating socialist values/Chinese culture); multimodal interaction (using text/videos/audio for better engagement/outcomes).

(3) Multimodal materials: Select resources aligned with student traits, e.g., English documentaries/short films on Chinese history for discussions/cultural comparisons; images of traditional elements (art/sports events) for visual associations.

(4) Activities: Student-centered, interactive formats like group discussions/role-plays simulating English cross-cultural scenarios with ideological elements.

Ideological objectives permeate all stages: pre-class preparation, in-class teaching, and post-class feedback. Specific process:

(1) Pre-class: Analyze objectives (teaching/ideological/literacy/learner) under "consolidating ideological objectives"; select multimodal, design activities, optimize for cultural confidence integration.

(2) In-class: "Penetrate ideological objectives" through intro/lecturing/summary/homework; blend

multimodal (text/audio/videos/handmade) with ideological content for cultural internalization, emphasizing key points/breakthroughs via multimodal methods.

(3) Post-class: Analyze performance/assignments/feedback under "implementing ideological objectives"; evaluate achievements, test multimodal effects via displays/feedback, adjust strategies to deepen education and boost confidence.

These steps form a closed loop. **Figure 1** depicts the process from pre-course design through mid-course integration to post-course application, systematically fulfilling ideological goals.
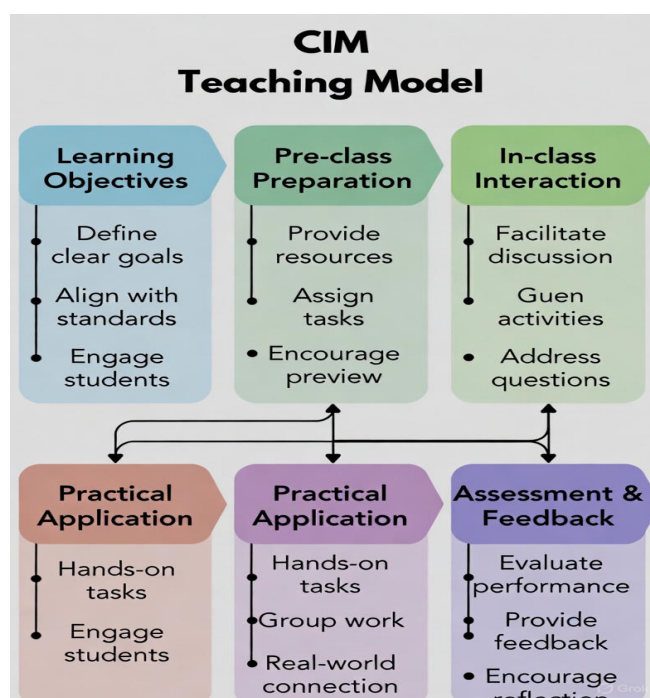
Figure 1. Teaching process flowchart of the CIM model

4.3. Classroom teaching case analysis

In an English classroom on Chinese traditional festivals, the CIM teaching model was designed using multimodal methods: (1) Text reading with ideological-political integration: Students read an English passage on the Spring Festival, acquiring its customs, history, and cultural significance. Teachers then guided comparisons between the Spring Festival and Western Christmas, highlighting cultural differences and core values. (2) Multimodal video presentation: An English-language video of Spring Festival celebrations was played, combining visual and auditory stimuli to create an immersive experience, thereby improving listening skills and strengthening cultural identity. (3) Interactive group discussion: Students worked in groups to practice introducing Spring Festival customs and connotations to foreigners in English, simultaneously reinforcing cultural confidence and ideological-political awareness.

In another classroom case, teachers selected English materials on Chinese calligraphy art and combined multimodal methods for teaching: (1) Text reading and discussion: Students studied an English introduction to the history, evolution, and cultural status of Chinese calligraphy, mastering relevant terminology and expressions. (2) Video and image presentation: A video demonstrating the calligraphy creation process was shown alongside famous works, enabling students to appreciate both professional vocabulary and the art's aesthetic depth through visual-auditory synergy. (3) Cross-cultural comparative discussion: In groups, students

analyzed similarities and differences between Chinese calligraphy and Western painting, exploring underlying cultural values and artistic philosophies. This process enhanced oral English proficiency while deepening understanding of Chinese cultural confidence.

4.4. Problems and countermeasures in the teaching process

Despite its effectiveness, the CIM model encountered several challenges during implementation: (1) Uneven student engagement: Students with weak English foundations or limited interest in ideological-political content often participated passively. (2) Constraints in technology application: Insufficient multimedia equipment and resources in some classrooms hampered the effective use of multimodal tools, reducing instructional impact. (3) Challenges in ideological-political integration: Some teachers struggled to seamlessly connect ideological-political elements with language content, resulting in forced or disconnected integration.

Corresponding countermeasures were implemented: (1) Differentiated instruction: Activities were tailored to students' proficiency levels and interests, with peer collaboration used to boost participation among lower-proficiency learners. (2) Enhanced technical support and resource sharing: Schools upgraded multimedia facilities and promoted resource sharing among teachers to ensure consistent multimodal delivery. (3) Seamless curricular integration: Teachers carefully pre-planned organic links between ideological-political themes and language objectives, employing authentic cases and cross-cultural comparisons to naturally strengthen students' cultural and ideological resonance.

5. Effectiveness evaluation of the CIM teaching model

5.1. Evaluation methods and standards

In quantitative evaluation, student performance tests and questionnaires were primarily used to assess the effectiveness of the CIM teaching model ($n = 120$ students; 60 each in CIM and control groups; paired t-tests for pre/post differences). Specific evaluation methods include: (1) Language proficiency tests: Test students' English listening, speaking, reading, and writing before and after implementing the CIM teaching model, observing improvements in language skills. Test questions were closely related to classroom teaching content to ensure the reliability and validity of evaluation results (Cronbach's alpha = 0.88). (2) Ideological and political literacy survey questionnaire: Design a special ideological and political literacy questionnaire covering students' identification with Chinese culture, understanding, and attitudes toward socialist core values, etc. The questionnaire was conducted before and after implementing the CIM teaching model to analyze changes in students' ideological and political literacy. (3) Cultural confidence survey questionnaire: Evaluate whether students enhanced their confidence in Chinese culture during English courses. Questionnaire content includes whether students are willing to introduce Chinese culture in cross-cultural exchanges and whether they have a profound understanding of the uniqueness of Chinese culture.

Qualitative evaluation mainly analyzes the impact of the CIM teaching model on students' thinking patterns, participation, cultural identification, etc., through classroom observation, interviews, and student feedback: (1) Classroom observation: Teachers record students' performance under the CIM model in class, including participation, language expression in discussions, understanding of ideological and political content, etc. (2) Student interviews: Select some students for in-depth interviews to understand their feelings about the CIM teaching model, listening to their views on classroom content, multimodal teaching materials, and ideological and political education elements. (3) Teacher feedback: Collect feedback from teaching teachers to understand difficulties and problems encountered during CIM model implementation, and listen to their

suggestions for optimizing the teaching model.

5.2. Teaching effectiveness analysis

Through testing and analyzing students' English scores, it can be seen that the CIM teaching model has obvious effects on improving students' language proficiency. Specific manifestations: (1) Listening comprehension ability: Multimodal teaching provides rich language input through videos, audio, and other methods, helping students better understand and master the language. In listening tests, students' accuracy rate improved by 15% on average ($t(118) = 4.12$, $P < 0.001$). (2) Oral expression ability: Cross-cultural discussions and role-playing sessions under the CIM model effectively enhanced students' English oral expression abilities. Test data show improvements in fluency and accuracy of oral expression, with obvious enhancement in confidence during cross-cultural exchanges ($t(118) = 3.78$, $P < 0.01$). (3) Reading and writing abilities: Through the combination of multimodal materials (such as images and text), students' performance in English reading and writing also improved significantly. In reading comprehension tests, overall accuracy rate improved by 12% ($t(118) = 3.45$, $P < 0.01$); in writing, students could more freely use English to express complex cultural views.

As shown in **Table 1**, the CIM group demonstrated significant improvements in listening, oral expression, and reading/writing skills after the intervention, with percentage changes of +15%, +12.6%, and +12% respectively—all differences were statistically significant ($P < 0.01$). According to the ideological and political literacy questionnaire results, students showed significant improvements in the following aspects: (1) Enhanced cultural identification: By incorporating Chinese cultural elements into English courses, students' cultural identification significantly improved, with over 80% of students indicating a deeper understanding and pride in Chinese culture. (2) Deepened understanding of socialist core values: Under the penetration of ideological and political education in courses, students' understanding and identification with socialist core values increased. The questionnaire shows that over 75% of students believe they better understood the specific content of socialist core values through English courses and can practice these values in life. (3) Increased internalization of ideological and political content: By naturally integrating ideological and political education into English teaching, students can proactively think about ideological and political issues in daily learning and discussions, with over 70% of students indicating they can apply learned ideological and political content to real life and cross-cultural exchanges.

Table 1. Pre- and post-test language proficiency scores by group

Measure	CIM Pre-mean (SD)	CIM Post-mean (SD)	Control Pre-mean (SD)	Control Post-mean (SD)	% Change (CIM)
Listening	65.2 (8.1)	75.0 (7.5)	64.8 (8.3)	67.5 (8.0)	+15%
Oral expression	70.1 (9.2)	78.9 (8.4)	69.5 (9.0)	71.2 (8.7)	+12.6%
Reading/Writing	68.4 (7.6)	76.6 (7.0)	68.0 (7.8)	70.5 (7.5)	+12%

SD = standard deviation; all differences significant at $P < 0.01$.

Cultural confidence questionnaire results show that the CIM teaching model has significant effects in enhancing student cultural confidence: (1) Enhanced confidence in cross-cultural exchanges: Most students indicated that through the CIM model learning, they can more confidently express Chinese culture in cross-cultural exchanges. About 85% of students expressed willingness to introduce Chinese culture in exchanges with foreign friends, especially in areas like arts, music, and festivals. (2) Deepened understanding of Chinese

culture: Through in-class discussions on Chinese and foreign cultural comparisons, students gained a more profound understanding of the uniqueness of Chinese culture. Over 80% of students indicated that the CIM model helped deepen their understanding of Chinese culture during language learning, enhancing their pride in their national culture.

5.3. Teacher and student feedback analysis

Through student feedback, the main conclusions are: (1) Enhanced classroom interaction: Most students believe the CIM teaching model is more interactive than traditional models, with active classroom atmospheres allowing more participation in discussions. Especially through the use of multimodal materials, student interest was greatly enhanced. (2) Improved learning interest: Many students indicated that English learning became more interesting through CIM model teaching, especially through videos, images, and other multimodal methods, making learning more intuitive and cultural content more vivid. (3) Enhanced cross-cultural abilities: Students generally believe their cross-cultural abilities improved through Chinese and foreign cultural comparison discussions. Many students indicated they can more confidently express Chinese culture and tell Chinese stories in English when communicating with foreigners.

Teachers provided much feedback during CIM teaching model implementation: (1) Effectiveness of multimodal materials: Teachers believe the use of multimodal materials greatly enriched classroom content, particularly in integrating ideological and political education with language teaching, where videos, audio, etc., can more naturally penetrate ideological and political content. (2) Challenges in classroom management: Some teachers mentioned that multimodal teaching poses higher requirements for classroom management; in practice, balancing the use of multimodal resources with students' learning pace is a challenge requiring continuous optimization of teaching processes. (3) Effectiveness of ideological and political education: Teachers generally believe the CIM teaching model has significant effects in ideological and political education, with students naturally accepting ideological and political content through language learning and exhibiting high cultural identification in classroom discussions.

5.4. Comparative analysis

By comparing the effects of the CIM model and traditional teaching model, conclusions are: (1) Classroom participation: Classroom participation under the CIM model is significantly higher than in traditional models. The use of multimodal methods and integration of ideological and political content effectively stimulated student interest and initiative. (2) Language proficiency improvement: The CIM model helps students improve in listening, speaking, reading, and writing through diverse language inputs and highly interactive classroom activities. Compared to traditional lecture-based models, the CIM model is more comprehensive and interactive. (3) Ideological and political literacy and cultural confidence: Traditional English teaching models rarely involve ideological and political education content, with insignificant improvements in students' ideological and political literacy and cultural confidence. In contrast, the CIM model significantly enhances students' cultural identification and confidence through the natural integration of ideological and political education in courses and multimodal methods.

6. Improvement and promotion of the CIM teaching model

6.1. Suggestions for model optimization

Drawing on implementation experience and feedback from Changsha Normal University, the CIM model has

demonstrated clear effectiveness but also revealed areas for refinement. The following optimization strategies are proposed:

Strengthening personalized learning: Students exhibit marked differences in English proficiency and learning needs. The CIM model should emphasize individualized instruction through: (1) Tiered tasks: Design differentiated activities according to proficiency and interest—offering foundational language support and basic exercises for lower-level students, while challenging higher-level learners with advanced cross-cultural discussions and writing. (2) Post-class support system: Provide diverse online resources (videos, e-books, quizzes) and use platform analytics to deliver targeted guidance, enabling self-paced autonomous learning.

Enhancing multimodal resource efficiency: Multimodal materials enrich instruction but must align tightly with objectives. Recommendations include: (1) Selective integration: Choose resources that simultaneously stimulate interest and organically embed ideological-political elements, ensuring relevance to lesson themes. (2) Optimized time management: Limit video/image duration and immediately link them to discussion or production tasks, preventing time overuse and maximizing pedagogical impact.

Achieving seamless ideological-political and linguistic integration: Natural convergence of ideological-political content and language skills remains critical. Suggested measures: (1) Theme-centered design: Select topics close to students' lives (e.g., expressing Chinese cultural perspectives in English or highlighting Chinese uniqueness in global contexts), enabling simultaneous language practice and natural ideological-political internalization. (2) Case- and scenario-based teaching: Incorporate real cross-cultural scenarios and role-plays to embed socialist core values, allowing students to intuitively grasp their practical relevance while developing communicative competence.

6.2. Application and promotion of the CIM teaching model in other universities and majors

The CIM teaching model is not only suitable for English instruction in arts and sports programs but can be extended to other disciplines and institutions. Key promotion strategies include: (1) Teacher training and resource sharing: Universities should conduct targeted training to equip teachers with skills for integrating multimodal methods and ideological-political education. Simultaneously, establishing inter-institutional resource-sharing platforms will enable the dissemination of high-quality multimodal materials and course designs. (2) Practice-driven implementation and feedback: The model should be piloted in selected institutions or majors, with continuous refinement based on teaching evaluations and stakeholder feedback to ensure sustained improvement.

The CIM model is adaptable across disciplines: (1) Science and engineering majors: By incorporating China's scientific and technological achievements as ideological-political entry points and presenting them through multimodal resources, the model can strengthen both academic proficiency and cultural confidence. (2) Liberal arts majors: Leveraging students' stronger language foundation, the model can integrate deeper ideological-political content (e.g., the global influence of Chinese traditional culture or contemporary applications of Chinese philosophy), thereby enhancing cultural identity and international outlook.

To ensure long-term sustainability, ongoing innovation is essential: (1) Interdisciplinary integration: Future development should involve collaboration across arts, history, and political science to create multimodal, cross-disciplinary projects that deepen understanding of cultural confidence and global cultural dynamics. (2) Enhanced digital integration: Leveraging advancing educational technology, the model can establish digital platforms for real-time resource updating and sharing, providing teachers with sustainable tools and students

with extended online learning support.

However, there are limitations: Findings are derived from a single institution with a modest sample (n = 120). Future studies should validate generalizability across diverse contexts and larger populations.

7. Conclusion

From the perspective of cultural confidence, this study constructs and validates the CIM teaching model for university English courses in arts and sports majors. Through theoretical analysis and empirical application at Changsha Normal University, the model has proven highly effective in simultaneously improving students' language proficiency, ideological-political literacy, and cultural confidence. By employing multimodal approaches, the CIM model naturally embeds ideological-political elements into English instruction, significantly enhancing learner engagement and holistic development.

Looking ahead, the CIM model holds considerable potential for wider adoption across disciplines and institutions. With ongoing refinement, it is poised to become a key paradigm for curriculum-based ideological-political education in Chinese higher education, driving deeper reform and innovation in university English teaching. Furthermore, its international dissemination will substantially support the global communication of Chinese culture, thereby strengthening China's cultural soft power and international recognition.

Disclosure statement

The author declares no conflict of interest.

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