



Research on the Path of Integrating Excellent Traditional Chinese Culture into College English Teaching

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Abstract: This paper aims to explore the path of integrating excellent traditional Chinese culture into college English teaching, so as to improve the cross-cultural communication ability and cultural literacy of English majors and enhance cultural confidence. Through comprehensive analysis of relevant literature and teaching practice, this study finds that integrating excellent traditional Chinese culture into college English teaching is of great significance and can be achieved through multiple paths such as curriculum setting, textbook compilation, teaching methods, improvement of teachers' qualities and extracurricular activities. At the same time, this paper also puts forward some suggestions and countermeasures to promote the better integration of excellent traditional Chinese culture into college English teaching.

Keywords: excellent traditional Chinese culture; college English teaching; integration path; cross-cultural communication ability; cultural confidence

I Introduction

1.1 Research Background

Excellent traditional Chinese culture is the treasure of the Chinese nation and contains rich wisdom and values. Integrating excellent traditional Chinese culture into college English teaching can not only enrich teaching content and improve students' learning interests, but also enhance students' cultural confidence and national pride. At the same time, it also helps to cultivate students' cross-cultural communication ability and enables students to better spread excellent traditional Chinese culture in cross-cultural exchanges.

General Secretary Xi Jinping pointed out in the report of the 19th National Party Congress that "culture is the soul of a country and a nation. Without high cultural confidence and without the prosperity of culture, there will be no great rejuvenation of the Chinese nation." The Ministry of Education emphasizes that higher education should promote the "four returns". Among them, the "return to common sense" proposed guides students to seek true knowledge and practice true skills. One of the "true skills" implemented in college English teaching is to show a three-dimensional, real and comprehensive China to foreigners in a way they can understand. At the same time, in terms of the talent training goals of English major courses, "returning to the original intention" requires adhering to the correct political direction in college English teaching, promoting the combination of English major education and ideological and political education, and cultivating internationalized talents with Chinese cultural genes and Chinese souls. On July 24, 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden and Off-Campus Training Burden of Students in the Compulsory Education Stage", that is, the "double reduction" policy (The General Office, accessed by 2024). Under this policy, the English normal major that mainly trains teachers has carried out a series of discussions and reforms in professional positioning, talent training, English curriculum reform, ideological and political education in professional courses, and teaching content of professional courses. Therefore, it is imperative to optimize and upgrade the teaching content of college English. However, in college English teaching in private colleges and universities, too much emphasis is often placed on the input of Western culture, while ignoring the inheritance and integration of excellent traditional Chinese culture (Wu ,2022).

1.2 Research Purpose

This paper aims to explore the effective path of integrating excellent traditional Chinese culture into college English teaching and improve teaching quality and students' qualities. The specific goals include: first, by integrating excellent traditional Chinese culture into college English teaching, enrich teaching content and improve students' learning interests and enthusiasm; second, cultivate students' cultural confidence and national pride, and enhance students' sense of identity and belonging to excellent traditional Chinese culture; third, improve students' cross-cultural communication ability and enable students to better spread excellent traditional Chinese culture in cross-cultural exchanges.



II. Theoretical Basis

2.1 Concept of Ideological and Political Education in Courses

In college English teaching, ideological and political education in courses requires teachers not only to impart language knowledge and skills, but also to pay attention to cultivating students' ideological and political qualities (Ge,2024). Specifically, teachers should guide students to establish correct worldviews, outlooks on life and values, and enhance students' patriotic feelings, national pride and social responsibility. Through college English teaching, let students understand China's position and role on the international stage and cultivate students' international vision and cross-cultural communication ability. At the same time, teachers should also pay attention to cultivating students' innovative spirit and practical ability to make students become talents with comprehensive qualities.

2.2 Combination Points of Traditional Culture and Ideological and Political Education in Courses

Excellent traditional Chinese culture contains rich ideological and political education resources. These resources can be combined with ideological and political education in courses to cultivate students' humanistic spirit and moral qualities. For example, the thought of "benevolence" in Confucian culture emphasizes care and respect between people, which is in line with the "friendliness" in the core socialist values (Ge,2024). The thought of "governing by doing nothing" in Taoist culture emphasizes conforming to nature and not intervening forcibly, which echoes the concept of sustainable development. The thought of "universal love and non-aggression" in Mohist culture emphasizes equality, universal love and opposition to war, which is consistent with the theme of the times of peace and development.

The combination of traditional culture and ideological and political education in courses can be achieved through multiple ways such as textbook compilation, classroom teaching and extracurricular activities. In textbook compilation, the content of excellent traditional Chinese culture can be integrated to let students understand the profoundness of Chinese culture while learning English. In classroom teaching, teachers can guide students to think about the values in traditional culture by explaining cultural backgrounds and analyzing literary works. In extracurricular activities, students can be organized to participate in cultural lectures and cultural experience activities to enhance students' sense of identity and pride in traditional culture.

III. Case Analysis of Integrating Excellent Traditional Chinese Culture into College English Teaching

3.1 Curriculum Setting

3.1.1 Offering English Courses on Chinese Culture

Many English majors in colleges and universities have offered courses such as "Introduction to Chinese Culture (in English)" (Bi, 2022). In the course, teachers systematically introduce China's philosophical thoughts, literature and art, traditional festivals, folk customs and other contents. For example, when explaining Chinese philosophical thoughts, concepts such as Confucius' "benevolence" and Laozi's "Tao" are introduced, and students are guided to discuss and express in English. Through this course, students not only improve their English language ability, but also deeply understand excellent traditional Chinese culture.

3.1.2 Integrating Traditional Culture Elements into Core English Courses

In the "English Intensive Reading" course, teachers select some English articles containing Chinese cultural elements as reading materials. For example, an article about Chinese traditional handicrafts introduces Chinese traditional crafts such as paper cutting, embroidery and ceramics. In the process of reading, students not only learn English language knowledge, but also understand Chinese traditional craft culture (Sun, 2023).

In the "English Writing" course, teachers assign some writing tasks related to Chinese culture. For example, students are required to write an article in English introducing Chinese traditional festivals or describe their feelings about a certain traditional art form in China. Through these writing tasks, students exercise their English writing ability and at the same time deepen their understanding of excellent traditional Chinese culture (Yang, 2022).

3.2 Textbook Compilation

3.2.1 Compiling School-based Textbooks

The English teacher team of an English major in a college has compiled a "Comprehensive English Listening and Speaking Course". The textbook content covers aspects such as Chinese history, philosophy, literature, art and folk customs, and is presented in English (Chen,2020). Each chapter is equipped with relevant topics, vocabulary and exercises to help students better understand and master Chinese cultural knowledge and be able to output effectively.

3.2.2 Adapting Existing Textbooks

Some teachers adapt existing English major textbooks and add Chinese cultural elements. For example, in English grammar textbooks, when teachers explain grammar rules, they introduce some English translations of Chinese proverbs as examples. This not only helps students master grammar knowledge, but also lets students understand Chinese proverb culture (Chen, 2020).

In English reading textbooks, teachers select some English works of Chinese writers or English articles on Chinese themes and replace some of the original reading materials. This can let students understand Chinese literature and social features while reading.

3.3 Teaching Methods

3.3.1 Cultural Comparative Teaching Method

In the “Cross-Cultural Communication” course, teachers adopt the cultural comparative teaching method to let students compare the differences between Chinese and Western cultures (Yao, 2022). For example, when explaining food culture, teachers let students compare China’s eight major cuisines and Western Western food culture, and analyze the differences in ingredients, cooking methods, dining etiquette and other aspects. Through this comparison, students better understand the characteristics of Chinese and Western cultures and also enhance their sense of identity with excellent traditional Chinese culture.

In the “English Translation” course, teachers let students practice translating cultural characteristic words between Chinese and Western cultures. For example, the English translations of words such as “feng shui”, “tai chi” and “cheongsam”, and the Chinese translations of words such as “feng shui”, “tai chi” and “cheongsam”. Through this translation practice, students not only improve their translation ability, but also understand the Chinese cultural connotations represented by these words.

3.3.2 Situational Teaching Method

In the “Oral English” course, teachers create some situations related to Chinese traditional culture for students to practice oral English (Yao, 2022). For example, set up a situation of a traditional Chinese teahouse and let students play the roles of customers and waiters and have conversations in English to introduce Chinese tea culture. Or set up a situation of a traditional Chinese wedding and let students play the roles of bridegroom, bride and guests and describe the process and customs of the wedding in English (Zhu,2018). Through these situational teachings, students improve their oral English expression ability in a relaxed and pleasant atmosphere and at the same time understand Chinese traditional customs.

In the “English Audio-Visual-Speaking” course, teachers play some videos about Chinese traditional culture, such as traditional Chinese music performances, folk dance performances, martial arts shows, etc. After watching the videos, students practice listening comprehension and oral expression. This situational teaching method allows students to intuitively feel the charm of Chinese traditional culture and improve their English audio-visual-speaking ability.

3.3.3 Project Teaching Method

In the “English Practice Course”, teachers organize students to conduct research on Chinese culture projects. Students can choose their own interested Chinese culture topics, such as Chinese traditional festivals, Chinese folk arts, ancient Chinese architecture, etc., and conduct activities such as data collection, field trips and questionnaires. Then, students write research reports in English in groups and make oral reports. Through this project, students not only improve their comprehensive English application ability, but also deeply understand excellent traditional Chinese culture (Bi, 2022).

3.4 Improvement of Teachers’ Qualities

3.4.1 Teacher Training

Regularly organize English major teachers to participate in training on excellent traditional Chinese culture. The training content includes knowledge lectures on Chinese history, philosophy, literature, art and other aspects, as well as Chinese traditional cultural experience activities such as calligraphy, painting and tea art. Through these trainings, teachers improve their understanding and understanding of excellent traditional Chinese culture and enhance their ability to integrate traditional culture into teaching (Tong, 2022).

Encourage teachers to participate in academic seminars and training courses at home and abroad to learn advanced teaching concepts and methods and apply them to the integration of excellent traditional Chinese culture and college English teaching. For example, after teachers participate in seminars on cross-cultural teaching, they adopt more cultural comparison and situational teaching methods in teaching and improve teaching effects.

3.4.2 Teaching Research

English major teachers actively carry out teaching research and explore effective ways to integrate excellent traditional Chinese culture into college English teaching (Chen, 2020). For example, some teachers have conducted research on the compilation of English textbooks on Chinese culture and put forward principles and methods for textbook compilation; some teachers have conducted research on the application of cultural comparative teaching methods in college English teaching and summarized teaching experiences and effects. Through these teaching researches, teachers continuously improve their teaching levels and professional qualities.

3.5 Extracurricular Activities

3.5.1 Cultural Lectures and Activities

Schools can invite experts and scholars to hold lectures on excellent traditional Chinese culture (Yao,2022). For example, invite a professor who studies ancient Chinese literature to hold a lecture on “The Beauty of Tang and Song Poems” to let students understand the artistic charm of ancient Chinese poetry. Or invite a folk artist to hold a lecture on “Chinese Traditional Paper-Cutting Art” to let students experience the charm of Chinese traditional folk art in person.

The school organizes English major students to participate in Chinese cultural activities, such as celebrations of Chinese traditional festivals and Chinese cultural exhibitions (Chen, 2020). For example, during the Spring Festival, organize students to participate in the Spring Festival Gala, perform English programs and introduce the customs of the Chinese Spring Festival; during the Dragon Boat Festival, organize students to participate in zongzi-making competitions and tell the origin and significance of the Dragon Boat Festival in English.

3.5.2 Cultural Experience Activities

The school organizes students to visit museums, historical sites, traditional handicraft workshops, etc., to let students experience excellent traditional Chinese culture in person. For example, organize students to visit local museums to understand Chinese history and culture; organize students to visit ancient buildings to feel the artistic charm of traditional Chinese architecture; organize students to visit traditional handicraft workshops to learn the production methods of traditional Chinese handicrafts.

The school also carries out some traditional cultural experience activities, such as calligraphy competitions, archery activities, martial arts training, etc. In these activities, students not only understand the connotations of Chinese traditional culture, but also improve their English expression ability and cross-cultural communication ability.

3.5.3 International Exchange Activities

The school organizes English major students to have exchange activities with foreign students and introduce excellent traditional Chinese culture (Yang,2022). For example, organize a cultural exchange evening for Chinese and foreign students and let students perform traditional Chinese programs such as Peking Opera, martial arts and dances in English. At the same time, they also enjoy the exotic cultural performances brought by foreign students. Through this kind of exchange activity, students not only spread Chinese culture, but also enhance friendship with foreign students.

The school also encourages students to participate in international cultural exchange projects such as overseas study tours and international volunteer activities. In these projects, students have the opportunity to communicate with people from different countries, show Chinese culture, and improve their cross-cultural communication ability and global vision.

IV. Conclusion and Prospect

4.1 Summary of Research Conclusions

This study deeply explores the path of integrating excellent traditional Chinese culture into college English teaching. Through multiple ways such as integration into classroom teaching and integration into practical activities, remarkable results have been achieved.

In terms of integration into classroom teaching, traditional culture elements are integrated into textbook content, such as introducing Chinese traditional festivals, ancient literary works, etc., so that students can feel the charm of excellent traditional Chinese culture while learning English. Innovate teaching methods, adopt situational teaching methods and task-based teaching methods, create vivid and interesting teaching situations, and design specific tasks to improve students' learning interests and cross-cultural communication ability.

In terms of integration into practical activities, organize students to participate in traditional cultural experience activities, such as paper cutting, making Chinese knots, calligraphy, etc., so that students can experience the charm of Chinese traditional culture in person and improve students' practical ability and creativity. Cooperate with other majors to carry out cultural integration practices to broaden students' horizons and improve students' comprehensive qualities.

Through the exploration of these paths, students have significantly improved in aspects such as oral English expression ability, autonomous learning ability, cultural confidence and national pride. At the same time, it also promotes exchanges and cooperation among students and cultivates team spirit.

4.2 Prospect of Future Research Directions

In the future, the integration of excellent traditional Chinese culture and college English teaching can be further deepened from the following aspects.

First, strengthen textbook construction. Further enrich the traditional culture content in English textbooks. It not only includes traditional festivals, literary works, etc., but also can add content in aspects such as Chinese traditional philosophical thoughts and art forms. At the same time, pay attention to the systematization and coherence of textbooks so that students can understand excellent traditional Chinese culture more comprehensively.

Second, improve teachers' traditional culture literacy. Teachers are the key to teaching. Only when teachers have a relatively high traditional culture literacy can they better integrate traditional culture into college English teaching.

Through training, academic exchanges and other ways, teachers can improve their understanding and understanding of excellent traditional Chinese culture and improve their teaching levels.

Third, expand the forms and contents of practical activities. In addition to existing traditional cultural experience activities and interdisciplinary cooperation practices, international exchange activities can be carried out to give students the opportunity to exchange excellent traditional Chinese culture with foreign students and improve students' cross-cultural communication ability and international vision.

Finally, strengthen the construction of teaching evaluation system. Establish a scientific and reasonable teaching evaluation system. Not only evaluate students' English language ability, but also evaluate students' understanding and mastery of excellent traditional Chinese culture. Through the guidance of the evaluation system, promote students to learn excellent traditional Chinese culture more actively.

In short, integrating excellent traditional Chinese culture into college English teaching is a long-term and arduous task. In the future, we need to continuously explore and innovate to make greater contributions to cultivating English major talents with international vision and cultural confidence.

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