

# Research and Practice on Integrating Excellent Traditional Chinese Culture into College English Teaching

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**Keywords:** excellent traditional Chinese culture; college English education; reform and practice

**Abstract:** College English is a compulsory course with a large number of learners and a broad spectrum of effect. Chinese culture has a long history, extensive and profound. The integration of excellent traditional Chinese culture into college English teaching is critical for in-depth study and comprehension of brilliant Chinese culture, boosting cultural confidence, and passing on and inheriting traditional Chinese culture. This paper discusses the significance of integrating excellent traditional Chinese culture into college English teaching, examines the current situation and the causes, and finally proposes ways for integrating Chinese culture into the teaching design and practice of college English course.

## 1. Introduction

Over thousands of years of historical evolution, Chinese culture has enjoyed a rich heritage and is an important spiritual pillar of the Chinese people. Therefore, we must adhere to the standpoint of Chinese culture, refine and display the spiritual logo and cultural essence of Chinese civilization, accelerate the construction of Chinese discourse and Chinese narrative system, tell Chinese stories well, spread China's voice well, and show a credible, lovely and respectable image of China. Higher education plays an important role in teaching and spreading knowledge. Inheriting and carrying forward the excellent Chinese culture and promoting Chinese culture to the world is the mission of a university to complete. College English is a compulsory course for non-English major students at universities. Integration of excellent traditional Chinese culture into college English teaching has an important impact on enhancing cultural confidence, telling Chinese stories well in English, spreading the voice of China, and promoting Chinese culture to the world.

## 2. Significance of integrating excellent traditional Chinese culture into college English teaching

Excellent traditional Chinese culture is the wisdom and essence of the Chinese civilization. It is the root and soul of the Chinese nation. Integration of excellent traditional Chinese culture into English teaching can not only improve students' cultural literacy, but also open a window for the world to understand China. First of all, inheritance of excellent traditional Chinese culture needs a new carrier and platform. Traditional ways of cultural communication are often limited to specific regions and groups. Through college English teaching, these cultural treasures can be brought to a broader international stage. The cultural exchange involved in English teaching provides students with the ability to express and spread Chinese culture in English, which is particularly important in today's cultural diversity [1]. Secondly, integration of excellent traditional Chinese culture is helpful to improve the quality of college English teaching. In the context of globalization, English is not only a language, but also a tool for international communication. Therefore, English teaching should not only be limited to the cultivation of language skills, but also be used in the cultivation of students' cross-cultural communication ability. By integrating excellent traditional Chinese culture into English teaching, teachers can guide students to deeply understand the essence of Chinese culture and cultivate their cross-cultural communication ability. In this way, students can not only master English language skills, but also become a bridge of cultural exchanges between China and foreign countries, and make contributions to the friendly exchanges between China and foreign

countries [2]. The addition of Chinese culture elements to English teaching can not only enrich teaching content, but also stimulate students' interest in learning. The learning process will become much more interesting and meaningful. Thirdly, integration of excellent traditional Chinese culture into English teaching is also the need of international communication. As China's status on the international stage continues to rise, the world is paying more and more attention to China. Through college English teaching, more people can understand and accept Chinese culture. Through college English teaching, we can not only show the charm of Chinese culture to the world, but also cultivate more talents with international vision and cultural literacy.

### **3. Current situation and dilemma of college English teaching**

#### **3.1 Absence of excellent traditional Chinese culture in textbooks**

At present, the importance of excellent traditional Chinese culture needs to be stressed. First of all, in terms of teaching materials, the existing college English textbooks mainly focus on the cultivation of language skills and involve more western cultural background knowledge, which means that the introduction and understanding of excellent traditional Chinese culture is relatively insufficient. In addition, the absence of excellent traditional Chinese culture in textbooks increases the difficulty of teachers to integrate cultural elements in the actual teaching. Secondly, in terms of teaching methods, due to the influence of exam-oriented education, in order to improve the passing rate of CET-4 and CET-6, teachers are more inclined to use traditional teaching methods in daily college English teaching, pay attention to the explanation of knowledge and skills, and ignore culture study.

#### **3.2 Insufficient cultural teaching ability of college English teachers**

Teachers' cultural literacy is not only directly related to their understanding and inheritance of the excellent Chinese culture, but also affects whether they can effectively integrate cultural elements into daily teaching so that students can feel the charm of excellent traditional Chinese culture while learning language. However, under the current educational background, most college English teachers does not have a good knowledge reserve of excellent traditional Chinese culture. Therefore, when teachers prepare the teaching materials, it is difficult for them to fully explore and explain Chinese cultural elements. In addition, teachers may also lack the ability to compare Chinese cultural elements with western cultural elements, being unable to properly introduce the relevant content in college English teaching.

#### **3.3 Insufficient teaching innovation of college English course**

Teaching innovation is the drive for college English teaching reform and progress. In college English teaching, bound by the thinking of exam-oriented education, most teachers still adopt more traditional teaching methods, focusing on the teaching of vocabulary, grammar, discourse analysis and other language knowledge. Even if they sometimes introduce and explain cultural elements, their consciousness and ability to creatively integrate excellent traditional Chinese culture into college English teaching is not strong. This deficiency in teaching innovation leads to the fact that excellent Chinese cultural knowledge cannot be systematically integrated into college English teaching, which is not conducive to the creation of a dynamic and vivid and interesting learning environment, so it is difficult to stimulate students' interest and enthusiasm in learning.

### **4. Strategies of integrating excellent traditional Chinese culture into college English teaching**

#### **4.1 Cultural literacy should be improved among college English teachers**

College English teachers are the leaders and guiders of classroom teaching. Teachers' self-cultivation and their understanding of the excellent traditional Chinese culture have an important influence on the teaching results. Therefore, teachers should uphold the educational concept of moral education and curriculum ideological and political education, and have the ability

of cultural analysis and cultural remodeling. In addition, colleges and universities should formulate relevant policies and provide corresponding training to promote the exchange of experience and teaching discussion among teachers, encourage teachers to actively participate in teaching discussion and teaching reform, cultivate teachers' sensitivity to the excellent traditional Chinese culture, and collect materials continuously to fulfill the need of college English teaching.[3]. College English teachers should make full use of the fragmented time to study, read the traditional classic works, and constantly improve their own cultural accomplishment. In addition, teachers should also make full use of the online and offline teaching platform to actively communicate with students, timely obtain feedback from students, understand the needs of students, solve the problems in real time, and continuously improve the teaching mode and methods, so as to realize the continuous optimization of the integration of excellent traditional Chinese culture into college English teaching. Currently, college English teaching is undergoing various forms of reform, which is both a challenge and an opportunity. As modern university English teachers, we should actively face challenges, learn about new teaching methods and models from various channels, integrate the advantages of online teaching, and aim to improve teaching quality by exploring new teaching models.

## **4.2 Cultural contents should be added in teaching materials**

Teachers need to rely on teaching materials to carry out teaching activities and students need to read and understand textbooks to acquire knowledge. Therefore, the content of teaching materials is the basis for the integration of excellent traditional Chinese culture into teaching. First of all, education authorities should further improve English teaching materials on the basis of the existing textbook reform, adding modules introducing the excellent traditional Chinese culture, or adding chapters focusing on comparison between Chinese culture and western culture. Secondly, teachers should deconstruct and reconstruct the content of the existing teaching materials by exploring relevant cultural elements from traditional Chinese culture and properly integrating them into college English teaching. For example, in the presentation part before class or lead-in part of a lesson, students should be encouraged to introduce Chinese idioms or Chinese proverbs, which can not only enrich students' English vocabulary but also help students establish a correct outlook on life. More importantly, students are able to have a better understanding of the excellent traditional Chinese culture in this process, and their interest and enthusiasm for traditional Chinese culture can be aroused gradually. In the classroom teaching part, students can introduce the stories of Chinese celebrities corresponding to the western celebrities listed in the text. Take the text *Einstein's Compass* in *Experiencing English Integrated Course Book 3* as an example. If teachers want to highlight Albert Einstein's contribution to the world as a scientist, they can associate the topic with ancient Chinese inventors and scientists such as Zhang Heng, a famous scientist living in the Eastern Han Dynasty and the inventor of seismometer which is an instrument used to measure ground motion, and Bi Sheng, a common artisan living in the Northern Song Dynasty and the inventor of the world's first movable printing technology. If teachers want to highlight Einstein's personal attributes such as perseverance and diligence, it is advisable to tell a story about Wang Xizhi, the Sage of Calligraphy and one of the most esteemed calligraphers of all time, and Chinese idiom *Ru Mu San Fen*, which tells a story of how his calligraphy is so penetrating that the ink once penetrated one centimeter into the wood when he sketched for an engraver. This kind of comparative teaching of Chinese culture and western culture not only strengthens students' understanding of the excellent traditional Chinese culture, but also highlights cultural advantages of China, which plays an important role in enhancing the cultural confidence. After class, teachers can divide the whole class into several teams and give students assignments about excellent traditional Chinese culture such as telling a story about a historical figure of ancient China or act out a Chinese historical and cultural allusion. This not only cultivates students' ability of independent learning but also improve students' sense of teamwork and strengthen students' communication and cooperation ability [4]. More importantly, independent learning ability can be greatly nurtured and developed when students have the final say about the story and the historical figures they want to present. In

the process of preparing and presenting the stories about Chinese culture, students will have a deeper and better understanding of traditional Chinese culture.

#### **4.3 New media should be fully adopted in college English teaching**

In the process of integrating excellent traditional Chinese culture into college English teaching, multi-media tools can also be used to enhance the efficiency of the class. For instance, the use of multi-media resources such as videos, pictures, and sound recordings related to Beijing Opera helps students understand the art and history of Beijing Opera more interactively and effectively. Teachers can play videos about the origin of Beijing Opera, the classification of Beijing Opera roles, and the different forms of artistic expression in Beijing Opera to give students a more direct sense of charm of Beijing Opera and increase the influence of Chinese culture on students. It will greatly encourage students to actively participate in learning and enhances their enthusiasm for learning English as well as excellent traditional Chinese culture. Additionally, teachers should strengthen interaction with students when using multi-media for instruction. After playing a video related to traditional crafts, teachers can ask students to share their thoughts and opinions on the topic. They can also encourage students to express their understanding of the art through speeches or other teaching activities. This not only increases the importance students attach to relevant courses but also helps them develop their communication skills. Teachers can also play videos that compare and contrast Chinese and Western culture, allowing students to observe the differences between the two. With the advent of various new media tools, the impact of emerging technology on students is becoming increasingly significant, especially with the widespread use of smartphones. Students can easily watch or download the educational materials assigned by teachers before and after class, and they can learn at their own pace. The use of data analysis can help teachers understand student learning and test situations, promoting the development of independent learning ability in students. Teachers can also recommend interesting and engaging English learning apps and other online platforms to students to continue their English learning outside of class.

#### **4.4 Teaching mode and evaluation should be reconstructed**

In view of the characteristics of contemporary college students, teachers can make full use of online platforms to carry out mixed online and offline teaching. Before class, students can be allowed to complete the learning task by self-study or group cooperation. Students can also carry out independent research and other activities to enrich the online learning content. In the classroom teaching, teachers give feedback to the pre-class tasks, analyze and explain the difficulties, which can help students to better consolidate and internalize the knowledge [5]. After class, the teacher will summarize the problems in the teaching process, and guide the students to complete the task and to achieve knowledge improvement. At the same time, teachers should create a more comprehensive and scientific teaching evaluation method, break the previous concept of exam-oriented education, and expand the dimension of examination. Teachers should pay more attention to the learning process of students, so as to better help students to develop the habit of independent learning and lifelong learning. In addition, students' mastery of the excellent traditional Chinese culture and their cross-cultural communication ability should be included in the assessment of students' knowledge and skills.

#### **4.5 Second classroom activities should be used**

Chinese traditional culture is the crystallization of the historical evolution of Chinese civilization, reflecting the various forms of thought and conceptions in national history. Its content is rich and diverse, its connotations profound and extensive, but this also poses certain difficulties for its integration into English teaching. Therefore, we should make wise choices in selecting from its content. To create a good language environment, we should first consider the receiving capacity and understanding abilities of students. Secondly, we should consider the positiveness and healthiness of thoughts, as these cultural contents should reflect correct values, worldviews, and concepts of life, presenting the essence of Chinese traditional culture to students.

In order to promote integration of excellent traditional Chinese culture into college English

teaching, second classroom activities can be used as a useful supplement to college English classroom teaching. Teachers can make full use of the second classroom, organize and carry out various forms of extracurricular activities, fully mobilize the enthusiasm of college students, improve student participation. For example, we can hold English short play contest, Chinese and western cultural knowledge contest, English debate contest, etc. By choosing excellent traditional Chinese culture as the competition material, students will experience the unique charm of Chinese culture. In addition, carrying out such competitions can not only achieve the purpose of promoting learning, but also enhance students' autonomy and consciousness of learning Chinese culture so as to enhance cultural confidence and national pride.

## 5. Conclusion

Integration of excellent traditional Chinese culture into college English teaching is of far-reaching significance, which is not only related to the construction of China's cultural power, but also related to the cultivation of students' cultural confidence. In the context of globalization, China has made remarkable economic achievements. At the same time, we are also actively exploring how to play to our advantages in cultural exchanges and become a powerful nation in world culture. On the one hand, this kind of language teaching can make students better understand and identify with their own culture, stimulate students' love for Chinese culture; on the other hand, it will also promote the inheritance and development of excellent traditional Chinese culture, improve students' cultural literacy, cultivate them to become talents with noble moral sentiment and cultural consciousness, and reserve a group of ideological, cultural and responsible new forces for the national social development. The integration of excellent traditional Chinese culture into college English teaching is not only the response to the call of the country and the times, but also an effective way to inherit and carry forward the excellent traditional Chinese culture and an effective measure to promote the all-round development of students.

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