

Research on the Relationship between College English Teachers' Chinese Culture Teaching Beliefs and Their Teaching Behaviors

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Abstract: This paper uses the research method of questionnaire to explore the relationship between Chinese culture teachers' beliefs and teaching behaviors in college English teachers. The main findings are as follows: First, college English teachers have a very strong belief in Chinese culture teaching; second, there is an inconsistency between culture teaching beliefs and teaching behaviors. The reasons for the inconsistency are: the deviation between the teacher's Chinese culture teaching belief and behavior; the contradiction between the teacher's belief and the cultural teaching difficulty perception; the difficulty perception leads to the native culture teaching behavior is difficult to practice.

1. Research Background

Chinese culture teaching is an important part of college English teaching. Chinese culture teaching can help students to understand the connotation, expression and English expression of Chinese culture, enhance their cultural self-confidence, and improve their intercultural communication ability. Many scholars in China have noticed the importance of Chinese culture teaching in college English education (Guo, 2014). At the same time, these studies also explore the reasons for college students' "Chinese culture aphasia" from various aspects, and also propose ways to improve students' Chinese culture expression and intercultural communication ability from different angles. However, these studies seem to focus more on macro-level reasons, while less attention is paid to the relationship between teachers' micro-teaching beliefs and teaching behavior.

From the late 1980s to the early 1990s, people gradually realized that teachers' teaching behavior was influenced by some unconscious beliefs (Freeman, 1996: 353). More and more research began to pay attention to the relationship between teacher beliefs and teacher behavior. Teaching belief is an internalized teaching concept formed by teachers on the teaching environment, students, teaching equipment, teaching materials, teaching policies, teaching evaluation and other aspects of teaching. Teachers play an active and leading role in teaching activities (Borg, 2006: 1) Teaching beliefs have an important influence on teaching behavior.

Foreign scholars have done a lot of research on foreign teachers' teaching beliefs (Xiang, Zheng & Yan, 2016). These studies mainly focus on the following four topics: "teacher belief content, the correlation of teacher beliefs and teaching behavior, influential factors of teacher beliefs, teacher beliefs and teacher professional development." At the same time, the research on foreign language teaching beliefs of domestic scholars has gradually increased. Teachers' teaching beliefs are the main research topics (Dou&Lou 2015; He&Yan, 2005), and also take a specific direction as a research topic, for example, listening teaching (Gao&Liu, 2013), reflective education (Meng, 2011), Writing (Yang, 2010), etc.

It can be seen that although the research on teaching beliefs and teaching behaviors of foreign language teachers is increasing, the Chinese culture teaching beliefs and teaching behaviors of teachers have not received attention in the context of promoting Chinese culture to "go global" and enhance the cultural self-confidence of college students. . Therefore, this study tries to use quantitative research methods to explore the relationship between Chinese culture teaching beliefs and behaviors of college English teachers.

This study attempts to answer the following three questions:

- (1) What is the current Chinese culture teaching belief of college English teachers?
- (2) What is the relationship between Chinese culture teachers' beliefs in Chinese culture teaching and teaching behavior?
- (3) What are the reasons for these relationships?

2. Research Design

2.1 Survey Respondent.

In order to study the effectiveness of the study, a total of 170 questionnaires were collected from a questionnaire survey conducted by non-English major English teachers across the country.

2.2 Research Equipment.

2.2.1 Questionnaire.

In order to understand the current situation of Chinese culture teaching in college English teaching, the questionnaire is compiled on the current situation of Chinese English teaching for college English teachers in the context of the "Belt and Road Initiative". The questionnaire consists of three parts: The first part is the basic situation of the teacher. The 1st-6th question is the teacher's personal situation. The seventh question is the self-assessment of the teacher's individual ability. The second part is the view of college English teachers on the Chinese culture English teaching. The 11th - 18th question is the teacher's understanding of cross-cultural and Chinese cultural beliefs. Question 19th--26th is the teacher's understanding of the teaching behavior based on English-speaking countries.; the third part is likely to lead to less conduction of Chinese native culture teaching and problems encountered in teaching.

In order to ensure the validity of the questionnaire, it is necessary to conduct factor analysis and reliability test on the questionnaire. In this paper, the principal component analysis method was used to conduct exploratory factor analysis on the questionnaire. There times factor analysis was performed on 23 items: KMO: .823; Bartlett's sphericity test approximated chi square 2135.759, df: 253, Sig: .000, and 5 factors were precipitated. The result is ideal. The reliability analysis results are .874, .849, .848, .784, .702, and the reliability of the final scale is .894.

2.2.2 Data collection and analysis.

After the reliability and validity of the questionnaire, the remaining 23 items were divided into 5 dimensions. All the data processed with SPSS 21.0 to discover the relationship between variables.

3. Results and Discussion

3.1 It is Proposed to Analyze the Data by Means of Quantitative Analysis.

The basic situation of teachers' Chinese culture teaching beliefs.

In order to understand the teachers' various aspects of teaching, this paper processed the average and standard deviation of the questionnaire data. As shown in the figure below, the following is a description of the data in five dimensions of the questionnaire. It can be seen that in terms of teaching behavior, culture teaching behavior based on English countries scores much higher than native cultural teaching behavior, indicating that classroom teaching is mainly English culture teaching. At the same time, the teacher's cultural teaching belief score is relatively high, indicating that teachers have a very strong cultural teaching belief. At the same time, the scores of cultural teaching difficulty perception are relatively high, and it is relatively difficult for teachers to teach culture.

Table 1 Parts of the Faith Questionnaire describe statistical results

	English countries culture teaching behavior	Natice culture teaching behavior	Teacher self-assessment	Cultural teaching belief	Cultural teaching difficulty perception
Item average score/standard score	4.62/0.82	3.86/1.08	4.10/0.88	5.17/0.80	4.70/0.89

3.2 The Relationship between Cultural Teaching Beliefs and Behavior.

The coefficient of cultural teaching belief and local culture teaching behavior is 0.326, there is a certain correlation between them. The coefficient of the cultural teaching belief and the English cultural teaching behavior is 0.435, and the correlation is slightly stronger. Comparing the correlation coefficient between the two groups, the correlation between cultural teaching and English culture teaching behavior is slightly higher. English culture teaching behavior is still the main body of teaching activities, indicating that the cultural teaching of Chinese culture has stronger belief in native culture teaching, but which has not improved the Chinese culture teaching behavior. There is an inconsistency between Chinese culture teaching beliefs and behaviors.

Table 2 Relationship between cultural teaching beliefs and behavior

	Cultural teaching belief	Native culture teaching behavior	English culture teaching behavior
Cultural teaching belief	-		
Native culture teaching behavior	.326**	-	
English culture teaching behavior	.435**		-

**p<.01

The above findings are consistent with the conclusions of many studies at home and abroad (Phipps & Borg, 2009; Lou&Yan, 2005). First of all, teaching beliefs and teaching practices interact with each other, and the former has a large driving force for the latter. At the same time, teaching practice is an important factor affecting teachers' teaching beliefs. Although the teaching beliefs are often ingrained, after the teachers' deep reflection, effective teaching practice can promote the transformation of their teaching beliefs. Secondly, as activities occurring in specific social and cultural environments, teaching is usually influenced by various external factors, which is largely a process of reconciling teachers' teaching beliefs with various external factors. Therefore, teachers often fail to practice their teaching beliefs well in teaching practice. There is often a disconnect between the two. however, What specific factors hinder teachers from practicing their belief in teaching medieval culture?

3.3 Reasons for Inconsistency.

According to the analysis of the statistical data obtained, the reasons for the inconsistency between thenteaching beliefs and the teaching behavior are as follows:

(1) The contradiction between the teacher's belief and the difficulty perception of cultural teaching.

As can be seen from the table below, the average score of the items of cultural teaching belief is 5.17, that teachers pay a lot attention to cultural teaching, but at the same time, the perception of cultural teaching difficulties is 4.70, indicating that teachers' cultural teaching behavior also has some difficulties. In "cultivating college students' intercultural competence should be one of the important training objectives of college English teaching", the average score reached 5.31 (out of 6 points), indicating that the cultivation of intercultural communication competence is the consensus of college English teachers. However, in the part of cultural difficulty perception, "the ability of students to express Chinese native culture in English is lacking", the average score is 5.06 (out of 6

points). It is obvious that teachers actually encounter more suffering in teaching practice. Teachers believe that their teaching belief is that they should strive to cultivate students' Chinese cultural expression ability and enhance students' intercultural communication ability. Students should meet the learning needs in the classroom. However, due to the limitations of students' level in actual classroom teaching, teachers' teaching beliefs cannot be performed completely in the classroom, students can't keep up with the teacher's lectures or the knowledge that the teacher is talking about. The efficiency of the class is very low, the teachers are full of frustration, and the students can't absorb them.

Table 3 Cultural Teaching Belief

	Cultivating college students' intercultural communication ability should be one of the important training objectives of college English teaching.	Under the background of “Belt and Road Initiative”, college students' intercultural communication skills should be improved through college English teaching.	In order to cultivate the intercultural communication ability of college students, the English culture is as important as the Chinese native culture.	Under the background of “Belt and Road Initiative”, college students' intercultural communication skills should be improved through college English teaching.	Cultural teaching belief
The average score	5.31	5.22	4.97	5.17	5.17

Table 4 Difficulty perception of cultural teaching

	For me, there are still some difficulties and challenges in teaching Chinese native culture in English.	The College English syllabus does not explicitly stipulate the teaching of Chinese native culture.	There are too few Chinese native cultures in college English textbooks.	Students lack the ability to express Chinese native culture in English.	Cultural teaching difficulty perception
The average score	4.51	4.31	4.91	5.06	4.70

(2) The deviation between teacher culture teaching beliefs and practice.

College English teachers have a very high score of 5.31 (out of 6) on Chinese culture teaching beliefs. Teachers also believe that in the context of “Belt and Road Initiative”, Chinese culture teaching needs to be carried out in college English teaching, and English national culture is equivalent to Chinese native culture. However, in the actual teaching practice, the local culture teaching practice score is 3.86. The two scores with lower scores are “I will organize students to carry out various oral communication activities related to Chinese local culture”, with a score of 3.58. “I regularly introduce students to the knowledge/information related to Chinese native culture in the form of special topics” , score 3.16. Fundamentally speaking, teachers' teaching practice is the embodiment of its deep teaching beliefs. It can be seen that teachers have realized the importance of Chinese culture teaching and promote students' Chinese cultural expression ability in terms of topics, listening, speaking and translation, but these teaching practices are still influenced by the teaching behavior based on English culture. There is not much practice in Chinese culture teaching.

Table 5 Cultural Teaching Belief

	Cultivating College Students' Intercultural Communication Ability Should Become an Important Training Target of College English Teaching	Under the background of "Belt and Road Initiative", college students' intercultural communication skills should be improved through college English teaching.	In order to cultivate the intercultural communication ability of college students, the English national culture is as important as the Chinese native culture.	Under the background of "Belt and Road Initiative", college students' intercultural communication skills should be improved through college English teaching.	Cultural teaching belief
The average score	5.31	5.22	4.97	5.17	5.17

Table 6 Native Culture Teaching Behavior

In the process of college English teaching, I often teach Chinese native culture.	I regularly introduce students to the knowledge/information related to Chinese native culture in the form of special topics.	I will organize students to carry out various oral communication activities related to Chinese local culture.	Under the influence of the translation of new questions in the CET4 and CET6, I attach more importance to the teaching of Chinese native culture in college English teaching.	Influenced by the "Belt and Road Initiative", I attach more importance to teaching Chinese native culture in college English teaching.	Native culture teaching behavior
4.04	3.16	3.58	4.28	4.25	3.86

(3) Difficulty perception leads to native culture teaching behavior is difficult to carry out

It can be seen from the table that the teachers' perception of cultural teaching difficulties is relatively high, with an average score of 4.70. Among them, "the college English syllabus does not clearly stipulate the teaching of Chinese native culture", the average score is 4.31, and "for me, there are still some difficulties and challenges in teaching Chinese native culture in English," the average score is 4.51. . Compared to other items in this dimension, it is not the most difficult for teachers. However, the textbook is the basis for the development of teaching behavior, there is no systematic teaching content, teachers can not carry out effective teaching behavior. At the same time, the teacher's own Chinese culture English expression ability is also a prerequisite for better Chinese culture teaching. In the dimension of "native culture teaching behavior", "I regularly introduce students to the knowledge/information related to Chinese local culture in the form of special topics.", the average score is 3.16. "In the course of college English teaching, I often teach Chinese native culture. ", with an average score of 4.04, "I will organize students to carry out various oral communication activities related to Chinese native culture.", with an average score of 3.58. Without the support of systematic textbooks and clear teaching guidance, the current Chinese culture teaching by teachers is mainly a spontaneous, bottom-up teaching. Most of the English teachers are English majors. They have a deeper understanding of the need for English expression in Chinese culture. They are very aware of the current lack of college English teaching, so they have unconsciously joined in their teaching practice. A lot of Chinese culture teaching ingredients. However, as far as the "native culture teaching behavior" is concerned, the current native culture

teaching is still in a difficult position.

Table 7 Difficulty perception of cultural teaching

	For me, there are still some difficulties and challenges in teaching Chinese native culture in English.	The College English syllabus does not explicitly stipulate the teaching of Chinese native culture.	There are too few Chinese native cultures in college English textbooks.	Students lack the ability to express Chinese native culture in English.	Difficulty perception of cultural teaching
The average score	4.51	4.31	4.91	5.06	4.70

Table 8 Native Culture Teaching Behavior

In the process of college English teaching, I often teach Chinese native culture.	I regularly introduce students to the knowledge/information related to Chinese native culture in the form of special topics.	I will organize students to carry out various oral communication activities related to Chinese local culture.	Under the influence of the translation of new questions in the CET4 and CET6, I attach more importance to the teaching of Chinese native culture in college English teaching.	Influenced by the “Belt and Road Initiative”, I attach more importance to teaching Chinese native culture in college English teaching.	Native culture teaching behavior
4.04	3.16	3.58	4.28	4.25	3.86

4. Conclusion and Enlightenment

This paper explores the relationship between Chinese college teachers' Chinese culture teaching beliefs and teaching practice through questionnaire survey. The main results are as follows: (1) In general, Chinese college English teachers have a relatively mature and rational Chinese culture teaching belief; (2) Chinese college English teachers cannot fully carry out their own teaching practice. Teaching beliefs, there is a disconnect between the two. The various external factors and the invocation of different knowledge are the main reasons for this disconnection. In essence, teacher teaching practice is the embodiment of its deeper teaching beliefs.

This research has great theoretical and practical value. Of course, there are areas for improvement in this study. First, the total amount of data involved in this study is relatively small, and the universality of the conclusions obtained is relatively insufficient. In addition, although one of the ultimate goals of teacher research is to promote learner learning (Borg 2006: 587), this study does not address learner learning outcomes. In the future, the sample data will be expanded, and the learner's effectiveness will be incorporated into the research framework. The research conclusions will have higher credibility and the research value will be further increased.

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