



Sorting Out and Exploring the Ways of Integrating Chinese Culture into College English Teaching

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Abstract. According to the current national education policy, traditional Chinese culture should be integrated into college English teaching in order to tell Chinese stories well. China's extensive and profound cultural soft power, integrating in the language learning classroom, re-roots traditional Chinese culture in college general education, in the meantime, facilitates undergraduates learning how to express and disseminate Chinese culture in English. This study systematically collates, analyzes and explores the ways of integrating Chinese traditional or modern culture into college English teaching, based on more than 40 articles collected so far. The results of the path analysis done by these previous researchers are practical and feasible, and surprisingly, they are much similar. It can be classified into three aspects: first, the improvement and application of teaching materials; second, the further improved teachers' teaching methods and learning of cultural connotation; third, the cooperation of educational environment. The author proposes a thought after sorting out these empirical works. The teacher serves as a crucial link between defective teaching materials, innovative teaching methods and imperfect cultural environmental activities. When teachers effectively utilize these resources, they can still guide students towards achieving set learning objectives and actually convey Chinese narratives, even in less than ideal external environments.

Keywords: College English Education, Traditional Chinese Culture, English Language Teaching, Culture Learning, Cross-culture Learning.

1 Introduction

The research has gathered over 40 articles on incorporating traditional Chinese culture into college English education. It has summarized and analyzed the primary approaches for enhancing teaching materials, modifying teaching methods, and collaborating with the surrounding environment. Additionally, the author has proposed that despite potential discrepancies between textbooks, teaching methods, and the surrounding environment, teachers play a pivotal role. By effectively integrating themselves with the surroundings, teachers can feasibly facilitate students' successful integration of traditional Chinese culture into college English education.

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2 Literature Review & Methodology

The research methodology employed in this study involves a comprehensive review of 40 academic works over the past 15 years, focusing on the integration of Chinese traditional culture into college-level English courses. This process entailed collecting, sorting, classifying, comparing, and analyzing the literature over a period of 9 months. The majority of these works were authored by professors currently teaching at the university's School of Foreign Languages, with one exception from the Department of Chinese Language. While most literature discusses the necessity of integrating traditional Chinese culture into college English education and offers future considerations, these aspects are beyond the scope of this study. The analysis in this study is specifically focused on methods for integrating traditional Chinese culture into English language instruction.

3 Results: The Path of Integrating Traditional Culture into College English

3.1 Textbook: Improvement and Innovation

Content Innovation. By 2023, college English teachers are still criticizing the lack of adequate and systematic introduction of traditional Chinese culture in English textbooks [1]. As the basis and carrier of college English education, teaching materials must fully embody the spirit of cultural integration. The content of innovative teaching materials should contain classic elements of traditional Chinese cultures, such as historical allusions, traditional festivals, and traditional arts, etc., so that students can have access to rich content of Chinese culture while learning English [2][3].

At the same time, the content of textbooks should keep pace with the times and reflect the development, achievements and cultural innovation of contemporary China in various aspects. This will positively enhance students' cultural self-confidence and sense of identity [4][5].

Integration of Classic Philosophy and Literature. The essence of Chinese traditional culture lies in the philosophical doctrines espoused by Confucius, Mencius, Laozi and Zhuangzi., etc. These profound thinkers or philosophers offer invaluable insights into life and exemplary methods for cultivating character and achieving greatness, which have been cherished by successive generations of Chinese people [6]. This also presents a significant opportunity for current college students to enhance their humanistic qualities and character through English classes. Furthermore, they will gain diverse perspectives and experiences to comprehend their own culture through exposure to different languages and words [7].

Chinese ancient poetry is a treasure of the world cultural heritage, and integrating it into college English teaching is helpful to improve students' literary quality and cultural awareness. By means of translation comparison and poetry appreciation, students can appreciate the charm and artistic conception of ancient poetry, and learn simultaneously

relevant English vocabulary and expressions, so as to promote the communication and integration between Chinese and English [8].

English Works Reading. Encouraging students to read English works that reflect Chinese culture, such as original English works by Chinese authors and works about China by foreign authors, will help develop students' cross-cultural reading ability and cultural understanding. By reading these works, students can have a more comprehensive understanding of the spread and influence of Chinese culture in the English-speaking world, and meanwhile, learn the skills and methods of expressing Chinese culture in English [3][6][9].

3.2 Teaching: Teaching Methods and Cultural Connotations Are Further Improved

English Teacher's Further Learning in Traditional Culture. Due to the influence of exam-oriented education, many English teachers attach great importance to college English language teaching but neglect its humanistic characteristics in their teaching practice. Besides, because of the limited conditions, most English teachers acquire English in the local environment and have few opportunities to have a deep understanding of English culture, which leads to their weak cultural sensitivity, and thus English education is largely limited to its instrumental nature. Therefore, English teachers should continue to deepen their professional learning, strengthen cultural awareness, and properly shoulder the historical task of integrating Chinese culture into English teaching [10][11][12][13][14].

Multimedia Aid. The use of multimedia teaching aids, such as video, audio, network resources, etc., can be more vivid and intuitive display of traditional Chinese culture. By watching documentaries, listening to lectures, browsing cultural websites and other means, students are able to have a more profound understanding of the connotation and characteristics of Chinese culture. In the meantime, multimedia assisted teaching can also stimulate students' interest and enthusiasm in learning and improve the teaching effect [1][15][16][17][18][19].

Concept of Cultural Equality. In the teaching process, the concept of cultural equality should be emphasized and students should be guided to respect and appreciate the differences between different cultures. By comparing Chinese and Western cultures and analyzing cultural conflicts and fusion, students should be helped to establish correct cultural views and values, and cultivate cross-cultural communication ability [11][18][20]. Students should also be encouraged to actively participate in cultural exchange activities, such as international student exchanges, cultural exhibitions, etc., in order to enhance the understanding and identification of different cultures [9][17].

Changing Teaching Goals. In the process of integrating traditional culture into college English teaching, the traditional teaching goal should be changed from simply imparting language knowledge to cultivating comprehensive quality of both language and culture [12][17]. By setting culture-related curriculum objectives and learning tasks, students should be guided to pay attention to cultural phenomena, think about cultural problems and improve their cultural literacy [21].

Build Consensus of Thought. Teachers and students should jointly recognize the importance of integrating traditional culture into college English, form a consensus and put it into practice. Teachers can guide students to realize the value and significance of traditional culture through classroom explanation, discussion and communication [22]. Students should actively participate in classroom learning and extracurricular activities and consciously integrate traditional culture into the whole process of English learning [16].

3.3 School: The Coordination of Educational Environment

The Coordination. The integration of traditional culture into college English is a long-term and continuous process, which needs constant exploration and improvement in teaching practice. Teachers should adjust teaching strategies and methods in time according to students' learning situation and feedback, so as to ensure the continuous improvement of teaching effect[21][23]. At the same time, schools and society should also provide necessary support and guarantee. For example, CET-4/CET-6 is not the main goal of learning, and there are various ways to evaluate students' learning results [15][19]. On the contrary, some researchers suggest that traditional Chinese culture have to be emphasized and tested in CET-4/CET-6 to assure the culture learning [2][13][24][25].

The Cooperation. In addition, local governments or the private sector can support off-campus activities for college English [21][26]; especially in scenic spots and intangible cultural heritage reserve areas, they can provide opportunities to support the dissemination and explanation of national culture in foreign languages, creating a good environment and conditions for the integration of traditional culture into college English [21][27].

Conclusion and Thoughts. In general, this study primarily explores methods for integrating traditional Chinese culture and contemporary social development into college English classes from three perspectives. Firstly, regarding teaching materials, most educators concur that the current materials inadequately cover traditional Chinese cultural education, with a predominant focus on Western culture. Besides, articles discussing the introduction of Chinese culture and analyses of China's present situation written from both native and foreign perspectives can enhance Chinese students' ability to

articulate China's current state and traditional elements using appropriate English vocabulary and structures.

Secondly, in terms of teaching methods, the professors have proposed several common perspectives. Firstly, current college English educators may not possess precise understanding of international culture and lack profound insight into Chinese culture. Therefore, it is recommended that educators not only enhance their professional skills but also deepen their comprehension of traditional culture in order to assist students in authentically conveying Chinese culture. The utilization of multimedia related to the introduction of Chinese culture can greatly aid students in learning traditional culture and should be effectively leveraged. The third point emphasizes cultural equality; college English class should equally introduce traditional Chinese and Western cultures while objectively comparing them and accurately grasping Chinese values. Lastly, to establish a consensus on ideas, it is essential for teachers to guide students in appropriately integrating traditional culture and patriotic sentiment into the classroom setting. It is hoped that students will effectively learn traditional Chinese culture and convey Chinese narratives through college English courses.

Ultimately, it is essential for the country, society, and educational institutions to collaboratively establish an English-mediated learning environment for traditional culture. English educators must adapt to contemporary demands in order to enhance the substance and caliber of instruction, aligning with national and societal progress. Simultaneously, educational establishments should facilitate student engagement in English-based activities centered on traditional culture [16], thereby broadening societal and national participation. Furthermore, governmental authorities should mandate that all significant cultural landmarks integrate traditional history and culture into modern life, thus forming a comprehensive network for English language acquisition that supports college students in narrating Chinese stories.

After summarizing the path analysis of numerous researchers, the author has concluded that regardless of efforts to enhance the teaching methodology or foster teacher coordination within the broader English learning environment, the pivotal factor remains the teacher. The teacher serves as a crucial link between textbook-based teaching methods and overall environmental activities. When teachers effectively utilize these methods, they can guide students towards achieving set learning objectives and effectively convey Chinese narratives, even in less than ideal external environments.

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