



Research on Strategies for Chinese Culture Integrated into English Education Based on the Blended Teaching

Xiaoling Cao^(✉)

School of Foreign Languages, Liaodong University, Dandong, Liaoning, China
764859609@qq.com

Abstract. The essential goal of Chinese education in the new era is to develop students' Chinese sentiments and international vision. Blended teaching is considered to be one of the effective ways to achieve the goal of education and enhance college students' morality with the updated development of information technology. The deep integration of internet technology and education has made blended teaching become the new trend of education reform and development. With analysis of the existing problems of Chinese English teaching, the construction of English teaching model based on the information technology is explored in this paper and some strategies of organic integration of Chinese culture into English teaching are put forward with the mixed education mode of offline learning facilitated by online learning to highlight the dominant role of students and the leading role of teachers to cultivate the ideological foundation of Chinese traditional culture, strengthen student's cultural confidence and cross-cultural ability in the background of communication and mutual learning of civilization.

Keywords: Blended Teaching · English Education · Chinese Culture · Cultural confidence

1 Introduction

Culture is the sum total of all the material and spiritual wealth of human beings with characteristics of being broad, profound and omnivorous. Culture can reflect the historical and cultural traditions, national customs, beliefs and living habits or ways of life of a country and region. Culture is great prominent with the increasingly fierce competition of comprehensive national strength in the world. It is important for the cultivation of people's cultural self-confidence and cross-cultural ability in the context of communication and mutual learning of civilization [3]. In the guidelines for foreign language and literature teaching issued in 2020, "Chinese feelings and international vision" was emphasized for students' quality training incorporated Chinese culture into the core curriculum, which indicating that the ultimate aim of foreign language teaching is to cultivate students with strengthening their cultural confidence and "telling Chinese stories".

The profound effect of information technology on education is becoming greatly significant with the progress of information technology, such as big data, artificial intelligence, cloud computing and so on, which has gained widespread acceptance in the field of education. The freedom, openness and sharing of information technology can provide the three-dimensional, interactive and personalized learning space for the learning, making the dissemination of culture internationally more convenient. It is worthy of serious consideration for English teachers to carry out the reform of English courses and establish a new concept of education. In this paper, the impact of English teaching on college students' cultural identity and cultural confidence is discussed with the analysis of the present situation of Chinese culture education in English teaching, and then some strategies are put forward for the integration of Chinese culture elements into English education to promote the recognition of Chinese traditional culture for students in colleges and universities based on the information technology.

2 Current Situation of Chinese Cultural Education in English Teaching

During the course of international communication, English is widely used in international economics, culture, politics, diplomacy and so on. To some extent, the popularity of various English training and exams for kids, students and adults in China has contributed a great deal to Chinese social, economic development and cultural exchange. At the same time, this also exerted some negative effects on national culture and resulted in college students' cultural identity anxiety due to the loss of Chinese culture elements teaching in English education. The "one belt, one road" initiative in China has promoted the internationalization of culture exchange among countries. And Chinese culture self-confidence is the prerequisite for the internationalization of culture exchange.

The integration of Chinese culture into foreign language teaching in colleges and universities will be great significance and benefit for the cultural confidence. However, in traditional Chinese English education, English teachers usually concentrate on the introduction of western culture resources. Most foreign language textbooks are also in the western context and the ignorance of the indispensable of Chinese culture education made students' "Chinese Cultural Aphasia" [1]. In foreign language institute, some activities are often organized for the improvement of students' foreign language skills. There are relatively few activities involving Chinese traditional culture due to professional limitations, which cannot meet the development needs of education, and at the same time the aim of Chinese traditional cultural teaching cannot be achieved due to some English teachers' lacking great knowledges about Chinese traditional culture.

3 The Significance of Cultural Identity and Cultural Confidence in English Education

Language and culture are closely connected and interdependent on each other. Learning language is to learn the culture. This determines the significance of culture elements in language teaching. Culture is the root of a nation and the soul of a country, and

the fundamental task of Chinese higher education in the new era is to establish the value trend of our moral education. It is significant to teach foreign language integrated with Chinese traditional culture education to strengthen students' cultural identity and self-confidence. The identity of culture is the important foundation for strong cultural confidence [6].

Culture has an obviously influence on foreign language teaching, undertaking an important cultural mission of the spread of the Chinese traditional culture internationally. However, in the traditional English teaching in our country, Chinese culture is seriously neglected. Some college students with high English proficiency cannot be able to well express Chinese culture in English communicating with foreigners. The "Chinese cultural aphasia" reflected the status quo of English teaching in colleges and universities. Some scholars put forward some methods and countermeasures in order to improve the teaching effect. And the introduction of Chinese culture into foreign language teaching is considered as a good method for English teachers in the face of the "Chinese culture aphasia" [2]. Chinese traditional culture is the spiritual lifeline of Chinese nation, an important source of cultivating the core socialist values, and a solid foundation to stand firm in the agitation of world culture.

The fast development of information technology promoted the blended teaching of Chinese culture and English education to enhance student's cultural confidence. Language learning must first understand the self and the mother tongue culture. [5] Foreign language teaching should adhere to the principles of mother tongue as the core and foreign language as the tool so as to effectively improve students' sense of belonging and identity to Chinese culture. With the advent of information technology, the promotion of Chinese traditional culture blended into foreign language education can make college students better understand the great significance of Chinese culture and enhance the cultural identity and cultural confidence.

4 Strategies for Chinese Culture Integrating into English Education Based on the Blended Teaching

Chinese culture education is not merely to spread the knowledge concerned but also to develop students' national cultural identity and patriotism. There is a heated discussion on how to integrate Chinese traditional culture into English teaching to deal with the phenomena of "Chinese Culture Aphasia" in English education. The method of infiltration of Chinese traditional culture in English teaching is considered as a comparatively feasibility for teachers to achieve the goal of English teaching and improve students' intercultural communication ability. English teachers should try to integrate Chinese traditional cultural elements in English teaching to facilitate effective cross-cultural communication, eradicate students' cultural identity anxiety and help them to gain confidence, becoming more flexible in cross-cultural communication [8]. In the following part of this paper, some suggestions and strategies are put forward in order to promote the blending teaching and raise students' national culture awareness and improve their national culture identity.

4.1 The Improvement of Student's Cognition, Understanding and Expression of Chinese Culture

Chinese traditional culture is a traditional fine culture with distinctive ethnic characteristics and the overall representation of ideological culture and ideology [4]. With the globalization of culture and education, foreign language teachers need to update their teaching content and enhance students' cultural identity and self-confidence, devoting to cultivate college students to apply English language for better transmitting Chinese traditional culture. English teachers should timely carry out the teaching reform to adjust the course contents with the integration of Chinese traditional cultural resources into the talent training program to improve the classroom proportion of traditional culture contents and highlight the importance of traditional culture according to the current situation of foreign language talent training.

During the teaching, Chinese traditional culture should be designed as a public basic course which is included in score assessment to improve the sense of existence of traditional culture courses and change the situation of Chinese traditional culture courses is ignored or even vacant in traditional English teaching, avoiding the courses of Chinese traditional culture cannot be taught in classroom teaching because of the professional courses are too full. It is worth noting for teachers that students' foreign language expression ability should be trained for their description of Chinese culture, including the core values, the thinking way and the behaviour mode of Chinese culture for the improvement of students' cognition, understanding and expression of Chinese culture.

4.2 The Construction of Curriculum System for Chinese Culture Integrated into English Education Based on the Blended Teaching

Blended teaching appeared in China in 2012. At that time, some top universities in the United States developed a series of open online courses, namely MOOC and SPOC, which is essentially the product of "Internet plus education". MOOC or SPOC has quickly become a new online learning mode, which is regarded as the "new normal" of teaching. This teaching model combining online teaching and traditional teaching is called blended education. It is with the online learning resources (such as MOOC) to supplement, expand and deepen the shortcomings of traditional classroom teaching. The advantages of traditional learning method and network-based learning methods are combined with each other. The dominance of teachers and the subjectivity of students are brought into full play, and teachers, students and learning resources are integrated to the greatest extent. The curriculum system of Chinese culture is the basis of the construction of cultural teaching model for English education based on the blended teaching, as shown in Fig. 1.

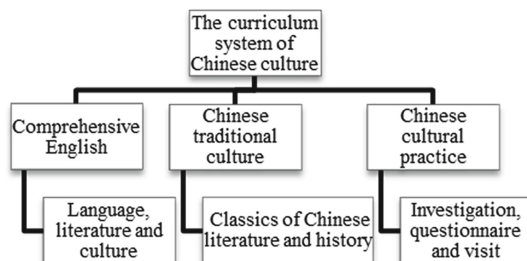


Fig. 1. The curriculum system of Chinese culture based on the blended teaching

In the construction of curriculum system of the courses, Comprehensive English is a core course in the basic stage of English teaching. Language, literature and culture are included in the teaching contents. There are some cultural phenomena in each unit of the course, so the specific units of Comprehensive English can be chosen as the starting point for the learning tasks related to Chinese culture, providing students with online learning resources and warm-up activities.

Chinese traditional culture is the core of the curriculum system being as the key content of English teaching together with the integration of online learning resources about traditional culture to guide students to carry out selective learning step by step carefully and the problems of online learning can be better solved offline through in-depth interaction between teacher and students. Students' key competencies and core literacy can be realized through the in-depth integration of Chinese cultural knowledge in English learning.

Chinese cultural practice is a practical course designed for students to do some researches on language and culture, such as field surveys, social investigations, questionnaires and visits under the instruction of teachers. It will be benefit for students to practice the language and culture learned in class, making them realize the close relationship between culture and language and improve their capabilities of communication.

4.3 The Construction of Cultural Teaching Model of Theory Courses Based on the Blended Teaching

In the construction of cultural teaching model of the theory courses based on the blended education for English teaching, Chinese culture curriculum system mainly includes comprehensive English, classics of Chinese literature and history, and the introduction to the Chinese traditional culture. The online plus offline teaching mode will be helpful in the theoretical stage to complete the driving tasks of the Chinese cultural curriculum system in the comprehensive English course and the facilitating link in the classics of literature and history, and introduction to Chinese culture and other courses. The specific teaching mode is shown in Fig. 2.

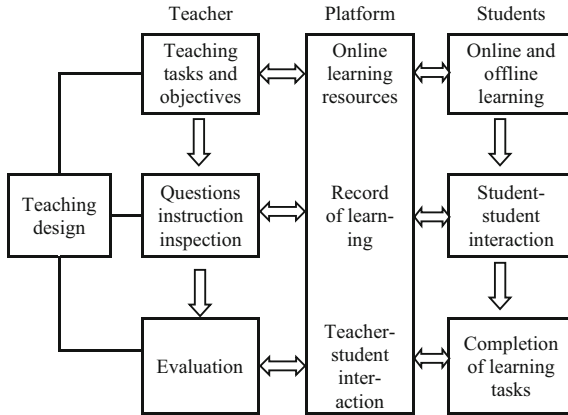


Fig. 2 Blended teaching mode of theory courses

During the construction of Chinese cultural knowledge system, the aim of cultural courses is to help students improve their cultural literacy and speculative ability. In the course of Comprehensive English, teachers play a leading role, release the teaching task and guide students to understand the essence of Chinese traditional culture. How to use online resources is a key issue of hybrid education. There are two main ways to use online resources. One way is to independently build online learning resources supporting offline courses and the other way is to carefully select the appropriate learning resources on the network. No matter which way is selected, the construction and selection of learning resources need to meet the goal of culture training.

A key problem of hybrid education is how to use online resources. Teachers can sort out and integrate relevant online cultural resources on the platform to build online teaching resources, instruct students' online learning, further improve the task of Chinese culture and realize the construction of cultural curriculum system with the online resources. The rational integration of complex online resources is an important work in the construction of culture curriculum system. Teachers can base on the POA teaching concept, [7] through reasonably integrate the online resources to design effective driving tasks, publish them on the platform and guide students to complete online learning tasks to promote the teacher-student interaction and student-student interaction, achieving the teaching objectives of cultural education.

4.4 The Construction of Cultural Education Model of Practice Courses Based on the Blended Teaching

The purpose of blended teaching mode of practical courses of Chinese culture is to make students better understand Chinese traditional culture through social practice, have greater confidence in our civilizations and better preserve and sustain our civilizations, which will be benefit for students to lay a solid linguistic foundation and improve the capability of English language application, cultural exchange and expression in the social practices to shoulder the transmission of Chinese culture to the world. The construction of cultural teaching model of practice courses based on the blended teaching is shown in Fig. 3.

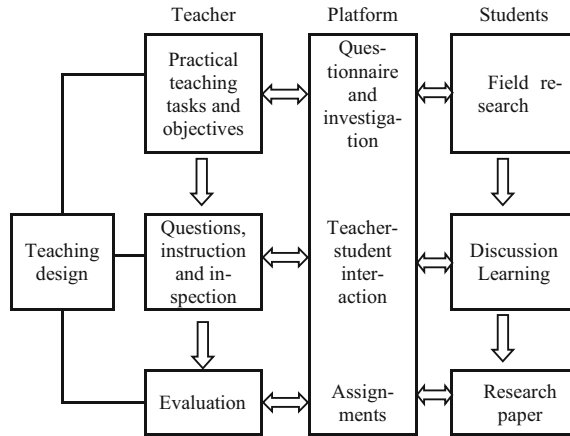


Fig. 3 Blended teaching mode of practical courses

In the construction of Chinese traditional cultural teaching model of practice courses based on blended education, teachers can release the teaching tasks of practical courses on the learning platform to help students' fully preparation for the practical teaching, assisting each learning group online or offline to preliminarily determine their research questions, design and complete their questionnaire with the professional questionnaire platform. And under the instruction of the teacher, they revise their survey questions, determine the survey path and try to complete the investigation in the form of visit or site investigation and finally form the investigation report.

4.5 Comparative Analysis of the Teaching Models

The blended teaching practice has proved to be a great effect on students' English expression, cross-cultural communication skills and good expression of Chinese culture. In order to evaluate the teaching quality, a survey is conducted by sending out a questionnaire to 98 students major in English who adopted the traditional teaching model in 2020 and the blended teaching in 2021 in our university. 96 effective questionnaires are collected. The average score, excellence rate and pass rate were calculated, and students' participation and interests in the course were investigated for the comparative analysis, as shown in Fig. 4.

Teaching model	Participation (%)	Average (%)	Pass rate (%)	Excellence (%)	Interestingness (%)
Traditional teaching	90.16	82.65	89.37	9.15	80.56
Blended teaching	100	85.21	98.16	12.06	93.59

Fig. 4 Comparative analysis of teaching models

Comparing with the traditional teaching model, the blended teaching model shows that students' participation, interestingness and performance in the learning have been improved to a certain extent. More than 93.59% of the students are interested in Chinese culture involved in English learning and 98.16% of the students have passed the course test and evaluation, proving that the online and offline teaching activities are well combined in the assessment of the teaching effectiveness.

5 Conclusions

Chinese traditional culture has distinct national characteristics, which can change the current status of English teaching in China, cultivate students' cultural consciousness and confidence. Due to the carrying forward "the Belt and Road" in China, the goal of English learners is beyond communicating with foreigners, but to use English language to tell the Chinese culture and help the world know better about China. English teaching should focus on the education of students' thoughts and values. The integration of Chinese culture in English teaching based on the information technology can help teachers form a conscious awareness of moral education, improve their ability of moral education and form a deeper sense of mission so that they can really make good use of Chinese traditional culture in English teaching to instruct students to establish correct values and enhance their sense of national identity and national pride, ensuring the realization of the goal of English teaching. Some strategies of blended teaching put forward in the paper have been proved to be quite effective for English learning and cultural confidence cultivation of college students which is great significant for Chinese traditional culture going toward the world.

Acknowledgements. This paper is supported by Social Science Foundation Project of Liaoning Province in 2021: Research on Thoreau's Transcendental Poetics from the Perspective of Culture, Project No.: L21BWW009.

References

1. Cong C. (2000). Chinese Cultural Aphasia: The Defect of English Teaching in China. N. Guangming Daily, 10, 19(C01).
2. Deng Y. (2016). Chinese Cultural Aphasia and English Education-the introduction of Chinese culture into foreign language teaching. J. Journal of the Chinese Society of Education. S1, 10-12.
3. Fan P, Li XC. (2020). Chinese Cultural Standpoint on the Civilization Mutual Learning. J. Gansu Social Sciences. 3, 25-262.
4. Gong X. (2018). Introduction to Chinese Culture. M. Beijing, Kyushu Press.
5. Margana M. (2009). Integrating Local Culture into English Teaching and Learning Process. J. Kajian Linguistik dan Sastra. 2, 123-131.
6. Shao XY, Jin XH. (2017). On the Inheritance of Chinese Excellent Traditional Culture from the Perspective of Cultural Self-Confidence. J. Journal of Yanbian University (Social Science Edition). 3, 69-75.
7. Wen QF. (2017). The Chinese Characteristics of “output-Oriented Approach”. J. Modern Foreign Languages. 3, 348-358.
8. Xu LM. (2019). A Preliminary Study of Chinese Cultural Identity from the Perspective of Civilization Exchange and Mutual Learning. J. Guangxi Ethnic Studies. 4, 56.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter’s Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter’s Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

