



# A Practical Study on the Integration of Traditional Chinese Culture into College English Teaching

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**Abstract.** Integrating traditional Chinese culture into college English teaching meets the needs of the times. Incorporating the excellent elements of traditional Chinese culture into college English courses is an important path for the construction of ideological-political education in foreign language courses in universities, fulfilling the fundamental tasks of moral education and value guidance. By leveraging the advantages of blended teaching based on the "Production-Oriented Approach" (POA) and incorporating digital platforms and methods, the author attempts to provide students with abundant elements from traditional Chinese culture, and actively promotes the input and output of these elements to address the phenomenon of Chinese cultural aphasia. Thus, the improvement of students' traditional Chinese cultural literacy and English proficiency helps enhance their critical thinking abilities and cultural confidence.

**Keywords:** traditional Chinese culture; college English; ideological-political education; blended teaching.

## 1 Introduction

The "Guidelines for Ideological-Political Education in Higher Education Curriculum" issued by the Ministry of Education in 2020 outline specific requirements for moral education in specialized courses and emphasize strengthening education in excellent traditional Chinese culture as a key focus for ideological-political education in humanities courses<sup>1</sup>. Therefore, incorporating traditional Chinese culture into college English teaching is both a demand for talent cultivation in the new era and a requirement for college students' cultural literacy.

The deepening of intercultural communication and the rapid development of multiculturalism propose demands on contemporary college students' English proficiency and cultural literacy. Byram and Feng<sup>2</sup> mentioned that the ultimate goal of intercultural communication is not to shape the listener's values but to make the intercultural speakers aware of their own position. American multicultural education expert Banks<sup>3</sup> pointed out that multicultural education should guide students to understand the differences between cultures from an intercultural perspective, thereby enhancing confidence in their own culture. While college English teaching should guide students to respect and appreciate foreign cultures, it should also encourage them to inherit and promote

their own national culture, thereby enhancing cultural confidence. Therefore, it is very necessary to strengthen the education of traditional Chinese culture in college English teaching.

Many Chinese scholars have discussed ideological-political education in college English courses, such as Sun Youzhong (2024)<sup>4</sup>; Zhang Jingyuan & Wang Na (2020)<sup>5</sup>; Wang Wenhui & Wang Yangquan (2024)<sup>6</sup>; Zhuang Li (2023)<sup>7</sup>. Huang Guowen & Xiao Qiong (2021)<sup>8</sup>, starting from a "problem-oriented" approach, discuss the six elements of ideological-political education in foreign language courses: why, what, who, when, where, and how. Some scholars have proposed using "telling China's stories in foreign languages" as an ideological-political element, and have designed a framework for foreign language courses that includes modules, real intercultural practice activities and diverse evaluations (Yang Hua, 2021)<sup>9</sup>. Although the integration of traditional Chinese culture into college English teaching has attracted the attention of scholars and teachers in recent years, the specific implementation still needs improvement. To strengthen the emphasis on traditional Chinese culture among college English teachers and students and to improve students' cultural literacy and awareness, this paper proposes specific strategies for integrating excellent traditional Chinese culture into college English teaching from the aspects of teaching content, methods and evaluation.

## **2 The Significance of Integrating Traditional Chinese Culture into Ideological-Political Education in College English Courses**

The profound traditional Chinese culture plays a significant role in Chinese culture and Chinese history. It can answer the question of "what kind of people to cultivate." As a language course, college English has unique advantages of practicing moral education. Integrating excellent traditional Chinese culture into college English courses can help college students improve their ability to express Chinese culture in English, shoulder the mission of cultural inheritance and enhance cultural confidence.

### **2.1 Addressing the Problem of "Chinese Cultural Aphasia"**

College English in China has long emphasized the input of Western culture while neglecting traditional Chinese culture. In college English learning, many students focus on learning Western culture and neglect the inheritance of traditional Chinese culture. The main reasons for this are that students generally have low literacy in traditional culture, lack the ability to express excellent traditional Chinese culture in English, lack recognition and understanding of traditional Chinese culture and that traditional Chinese culture content is missing in the textbook. Therefore, integrating traditional Chinese culture into ideological-political education in college English courses is an effective way to address the "Chinese cultural aphasia." In terms of Chinese cultural aphasia, it appears that students lack the ability to express Chinese culture and tell China's stories in English. Besides, due to the pursuit of authenticity of the teaching materials, original articles with western culture are widely used in foreign language education in China, making college English classrooms the main field for spreading western culture,

while the excellent traditional Chinese culture experiences a certain degree of "aphasia." Therefore, ideological-political education in college English courses should strengthen the integration of Chinese culture, helping students form a worldview, outlook on life and values that align with mainstream Chinese culture. By integrating excellent traditional Chinese culture into college English teaching, students' perception, experience, and understanding of traditional culture can be enhanced, and their ability to tell Chinese stories in English can be improved.

## **2.2 Addressing the Imbalance of Eastern and Western Culture in Textbook Content**

College English textbooks are the main basis for college English teaching. Currently, the content of college English textbooks mostly revolves around Anglo-American culture, aiming to learn authentic English expressions, with almost no reference to traditional Chinese culture. From an English teaching perspective, such textbook arrangements are very beneficial for students' English learning. However, from an intercultural communication perspective, this content arrangement is injudicious. The absence of traditional Chinese culture in college English teaching leads to students' insufficient ability to describe traditional Chinese culture in English. Integrating excellent traditional Chinese culture into college English courses can enhance students' understanding of their national culture and their intercultural communication skills, enabling them to tell Chinese stories well.

## **2.3 Enhancing Cultural Literacy and Cultural Confidence**

College English courses consist of two aspects-instrumental and humanistic aspects. The humanistic aspect requires university teachers to cultivate students' comprehensive English skills while skillfully integrating excellent traditional Chinese culture into college English courses to fully realize the educational value of college English courses. Therefore, college English teaching should focus on cultivating students' cultural literacy and enhancing their cultural confidence, actively undertaking the mission of moral education. Cultural confidence is the most fundamental and profound form of confidence. Integrating excellent traditional Chinese culture into College English courses cultivate students' ability to understand and internalize traditional culture, make originally dry theoretical knowledge more vivid, and thereby achieve the knowledge, skill, and value goals of teaching.

# **3 Constructing a Teaching Model for Integrating Traditional Chinese Culture into College English**

The practice of integrating ideological-political education into College English ultimately revolves around "what to teach" and "how to teach." The teaching design is vital in the teaching process, which requires teachers to dive deep into finding out the ideological elements in teaching materials and fully explore the advantages of language in

ideological-political education. Therefore, this paper integrates Chinese traditional culture elements into the teaching objectives, content, process and evaluation to ensure the achievement of ideological-political education goals.

### **3.1 Teaching Concept**

Chinese Scholar Wen Qiufang (2020)<sup>10</sup> created the "Production-Oriented Approach" (POA). The POA consists of three parts: teaching concepts, teaching hypotheses and teaching process. The teaching process can be further divided into three stages: Motivating, Enabling and Assessing. During the entire teaching process, teachers act as scaffolds, guiding students to complete the tasks and produce outputs. Additionally, the author integrates the ideological-political elements into the teaching content, thereby achieving the goals of ideological-political education.

### **3.2 Teaching Procedure**

This paper adopts a project-oriented approach (POA) to facilitate effective classroom interaction. The teaching procedures can be divided into three teaching stages: Enabling, Motivating and Assessing. During the entire teaching process, teachers act as scaffolds, guiding students to complete the tasks and produce outputs. By integrating traditional Chinese culture into all aspects of college English teaching through the combined online and offline model, the goal is to provide students with enough ideological-political elements through thoughtful teaching design and to facilitate the effective output of these elements.

#### **3.2.1 Pre-class Phase (Self-Learning Phase)**

First, students watch short videos online before class. The videos are divided into two parts: one part is about traditional cultural themes; the other part features the teacher demonstrating key and difficult points in teaching, helping students better understand traditional Chinese culture and its English expressions. After watching, students can recall the content of the videos, form their preliminary opinions. Second, students can use online quizzes to test their understanding and memory of traditional Chinese culture and English language points, identifying any unmastered language points. When students watch the videos again, they can address these language points, reinforce their knowledge, and prepare for online discussion and expression of their views. Teacher also sets up a scenario and ask students to write an essay-we will make a 5-minute short video to tell Chinese stories in English. Students can freely choose topics and create short videos about Chinese stories, such as historical events, figures or customs.

#### **3.2.2 In-class Phase (Knowledge Comprehension Phase)**

The teacher leads students in a brief review and summary of the pre-class videos, then analyze the key and difficult content, addressing misunderstandings and unmastered language points identified during the pre-class online review. After deepening

their understanding, the teacher organizes group discussions to revise or supplement the prepared viewpoints. After group discussions, each group selects one representative to present their viewpoints, with representatives rotating each time. Presenting students can use the English expressions provided in the videos and are required to use PPTs for their presentations to help other students understand the content better. After the presentations, the teacher organizes peer reviews, summarizes, and expands on the discussions, fostering divergent thinking and critical abilities and enhancing both cultural literacy and English expression skills.

### **3.2.3 Post-class Phase (Knowledge Internalization Phase)**

In this phase, teachers need to provide students with ample resources on traditional Chinese culture and activities to facilitate productive interactions with these resources, thereby maximizing knowledge internalization. Thus, in addition to providing sufficient input in the first two phases, teachers need to engage students in various English practice activities to internalize the knowledge, promoting effective output. For example, in the next class, students can tell stories related to traditional Chinese culture in English. By telling these stories, students practice their speaking skills, learn relevant background knowledge, and tell the stories with their emotions, making them more engaging. Activities like "Telling Chinese Stories in English" and "Traditional Culture-themed Debates" can be included. In "Telling Chinese Stories in English," students choose topics and create short videos about Chinese stories, such as historical events, figures or customs. These videos can be personal narratives or skits and are uploaded to the digital platform as part of their assessment. In offline classes, 1-2 students present their videos each time, followed by teacher-student evaluations. Outstanding videos are added to the teaching resource library for others to use. "Traditional Culture-themed Debates" involve selecting topics through group discussions, researching, forming viewpoints, and expressing them in English. Debating helps students understand the topic deeply, broadens their perspectives, enhances critical thinking and promotes the internalization of language and cultural knowledge.

## **3.3 Teaching Assessment**

The ideological-political education in College English courses integrates value education into the teaching of language knowledge and cultural content. In this case, evaluation should be diversified and formative. Therefore, the evaluation should go beyond the language proficiency and include the evaluations in the perspective of ideology, values and attitudes. (Zhang Jingyuan, Wang Na, 2020), forming a multi-dimensional assessment of language, culture and values. Secondly, since ideological-political education is subtle in form, the evaluation of its effectiveness should be mainly formative, spanning the entire learning process to highlight the subtle changes in students' feelings, attitudes and values. In addition, we rely on the evaluation functions of online platforms, combined with teachers' evaluations to record and measure students' performance in and out of class. Students can also provide suggestions and evaluations on course content, activity arrangements and teaching implementation.

## 4 Conclusion

This study, based on the ideological-political education research in college English courses, integrates traditional Chinese culture and actively constructs a blended teaching model. Current college English teaching focuses on Western culture, while combining traditional Chinese culture with college English teaching helps students establish socialist values, further developing their intercultural communication skills, and better promoting and inheriting traditional Chinese culture, thereby enhancing their national confidence. Integrating traditional Chinese culture into college English education allows students to understand Chinese culture more deeply, cultivate patriotism, tell Chinese stories well, and effectively spread the Chinese voice. Additionally, promoting traditional Chinese culture and exchange activities improves students' cultural literacy, intercultural communication skills, and national confidence.

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