Research on Strategies for Integrating Traditional Chinese Culture into College English Teaching

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Abstract: In the era of globalization, college English education not only aims to cultivate talents with English communication skills but also shoulders the responsibility of promoting and protecting traditional Chinese culture. Traditional Chinese culture, precipitated over time and accumulated by predecessors, reflects the development of the Chinese nation and embodies the great spirit of self-improvement of the Chinese people. College English is an important medium for students to contact foreign cultures at school and a main position to promote traditional Chinese culture. Taking college English teaching as an example, this paper analyzes the integration of traditional culture into such teaching for reference.

Keywords: Traditional Chinese culture; College English; Teaching strategies

1. Introduction

With the continuous advancement of global integration and the exchange and dialogue between different cultures, college English teaching, as an approach to communicate and understand different cultures, is facing profound changes. For a long time, college English has mainly emphasized imparting Western knowledge and culture to students while neglecting its own excellent traditional culture, resulting in "cultural aphasia" among some students in cross-cultural dialogues. Against this background, organically integrating traditional culture into college English teaching is not only a goal to deepen college English education but also an important way to enhance students' cultural identity and realize the global dissemination of traditional Chinese culture. However, the main challenge is how to break the constraints of the original teaching model and achieve in-depth integration of traditional culture and English learning, which is a "pain point" faced by college English teaching reform. Based on the current actual situation of college teaching, this paper starts from three aspects: the significance, existing problems, and strategies of integrating traditional Chinese culture into college English teaching, hoping to provide help for college English teaching.

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

2.1. Enhancing the depth and breadth of students' cross-cultural communication

Improving college students' cross-cultural communication ability is an important goal of college English teaching, so it is necessary for college students to understand and be familiar with their own national culture and foreign cultures [1]. As the essence of Chinese culture, traditional culture has its unique cultural worldview and way of thinking. Integrating these into English education can help students build a bridge between their mother tongue and English. In cross-cultural dialogues, students can not only correctly understand and perceive Western culture but also accurately express the important connotations of Chinese culture, develop a secondary understanding of Western culture, and achieve two-way communication between their own national culture and Western culture. This breaks the traditional perspective of emphasizing Western culture, enabling college students to develop a broad national cultural outlook and cultural perspective in cross-cultural dialogues, avoiding misunderstandings that hinder cross-cultural communication due to cultural cognitive deviations, and realizing more in-depth and efficient communication [2].

2.2. Strengthening students' cultural confidence and national identity

University campuses are the main positions for cultivating young students' recognition of traditional Chinese culture and national identity. In college English courses, excellent traditional Chinese culture should be consciously integrated to guide students to better love traditional Chinese culture, understand its essence and charm, and help them perceive the confidence and vitality contained in Chinese culture in the process of learning English, thereby enhancing national cultural confidence. In addition, the integration of traditional Chinese culture into college English teaching helps college students identify the position of Chinese culture in the context of cultural integration, promotes the international dissemination of traditional Chinese culture through cultural exchange and promotion, and enables more people to learn relevant knowledge from traditional Chinese culture and enhance China's influence [3,4].

3. Existing problems in integrating traditional Chinese culture into college English teaching

3.1. Imbalanced integration of traditional cultural elements in teaching content

The selection and arrangement of educational resources are crucial to integration. At present, the integration of traditional culture into college English courses is unbalanced, mainly manifested in the following aspects: First, the themes are severely fragmented. Most textbooks only involve traditional cultural knowledge in articles or vocabulary expansion, without exploring the systematic structure of the entire culture, making it difficult for students to establish an overall thinking of traditional culture; second, it is limited to cultural information such as festivals and food, ignoring the discussion of in-depth cultural cores such as philosophical thoughts, value orientations, and artistic concepts; third, culture and language learning are disconnected. Many traditional cultural learning contents in teaching materials are separated from language points, failing to organically combine cultural understanding with language skill training, and thus are unable to achieve the goals of improving students' language application ability and inheriting cultural knowledge [5]. This imbalance makes the integration of traditional culture a mere "embellishment" and fails to exert the edifying effect of traditional culture on students' language learning.

3.2. Insufficient cultural literacy and teaching ability of teachers

As the leading force in curriculum design, teachers' own cultural literacy and teaching ability are particularly important for the integration of traditional culture. The shortcomings of college English teachers in China are as follows: First, the traditional Chinese cultural literacy of some teachers needs to be improved. They only have superficial knowledge of traditional Chinese culture, are not familiar with its core and system, and cannot accurately and vividly convey cultural connotations to students. Students also cannot think and compare traditional Chinese culture under the guidance of teachers; second, teachers lack effective methods to integrate traditional culture into college English teaching. Many teachers have never received special training related to it and do not know how to closely combine cultural elements with language learning goals and teaching activities. Therefore, in teaching, teachers only mechanically pile up cultural knowledge without designing teaching activities that both meet language practice and have cultural output effects [6].

4. Strategies for integrating traditional Chinese culture into college English teaching

In the current global context, college English not only undertakes the task of cultivating students' foreign language communication ability but also assumes the responsibility of cultural exchange and protection of national culture. At present, the English teaching in some colleges and universities has an asymmetric phenomenon of "valuing Western culture while neglecting traditional Chinese culture," resulting in students' inability to tell Chinese stories well or explain traditional Chinese cultural customs in cross-cultural communication. Naturally integrating excellent traditional Chinese culture into college English teaching is an important way for colleges and universities to enhance students' cultural identity and help Chinese culture go global [7].

4.1. Changing teachers' teaching concepts

Teachers are the leaders of teaching activities, and their teaching concepts will affect the depth and effect of cultural element integration. At present, some college English teachers are constrained by traditional teaching concepts, one-sidedly pursuing language teaching, neglecting cultural teaching, and even thinking that English learning has nothing to do with cultural inheritance. Therefore, changing teachers' teaching attitudes is one of the main ways to integrate cultural elements.

First, attach importance to the cultural education and training of English teachers. Organize special lectures, cultural seminars, interdisciplinary research, and other activities for foreign teachers to help them better understand excellent traditional Chinese culture and its important impact on English teaching. For example, foreign teachers can be invited to give lectures themed "Integrating Chinese Culture into English Teaching." Through in-depth discussions between cultural experts and frontline teachers, guide foreign teachers to establish the teaching awareness of "valuing cultural inheritance while focusing on language teaching."

Second, teachers should strive to change their roles from "single cultural communicators" in the past to "key figures in cultivating cross-cultural communication." In class, teachers should not only talk about Western history, geography, and customs but also find the bright spots of combining English teaching with Chinese culture and tell students to explain the connotations in English [8]. For example, when introducing Western festivals, they can be compared with traditional Chinese festival customs to explore the cultural implications behind traditional Chinese festivals, enabling students to deeply understand their own culture. In addition, teachers should also have a sense of lifelong learning, update their knowledge reserves, track the

latest developments in traditional cultural research and English education reform, and apply the most advanced cultural concepts and teaching methods to teaching practice, making the penetration of traditional culture targeted and effective.

4.2. Tapping into traditional cultural resources

At present, cultural resources in college English teaching are quite scarce. The traditional cultural content involved in college English textbooks is neither sufficient nor concentrated, which cannot meet the teaching needs. Teachers should tap and utilize traditional cultural resources one by one to form a three-dimensional teaching resource system.

First, tap into the existing traditional cultural resources in English teaching materials. Teachers carefully read the existing knowledge points related to traditional culture in current English textbooks and then expand them. For example, when explaining art-related knowledge, they can introduce Chinese art forms such as painting, calligraphy, and traditional opera to students. Under the guidance of teachers, students can describe Chinese painting techniques of ink wash painting, stroke techniques of calligraphy, and role divisions in Peking Opera in English; when explaining literature-related content, recommend English translations of famous Chinese works such as The Analects of Confucius and A Dream of Red Mansions to students, allowing them to find differences between different versions and feel the beauty of language in Chinese culture. Second, develop school-based English teaching resources of traditional culture. Colleges and universities can invite English teachers and cultural teachers to form a team to compile small English textbooks or handouts on traditional culture. The content covers philosophical thoughts, traditional festivals, catering, handicraft production techniques, historical events, etc., in Chinese culture, adopting bilingual comparison, case analysis, situational dialogue, and other forms to improve its interestingness and practicality. For example, compile the Guide to English Expression of Traditional Chinese Culture, collecting common traditional Chinese cultural terms, English grammar, and dialogue expressions to facilitate students' inquiry and learning. In addition, modern information technology can be used to establish an online English education resource library of traditional culture, collecting excellent text resources, audio-visual resources, and image resources, such as programs related to traditional culture on CGTN, English documentaries themed on traditional culture, and English courses on traditional culture offered by well-known foreign universities. This provides students with a wealth of independent learning resources, allowing them to browse videos and discuss online at any time to learn how to describe traditional culture in English [9].

4.3. Carrying out practical activities for inheriting traditional culture

Practice is the sole criterion for testing truth and a necessary way for students to strengthen their learning of traditional culture. Colleges and universities should carry out various forms of traditional culture inheritance activities according to English teaching goals, helping students consolidate their learned knowledge and improve their ability to inherit traditional culture in English in the process of inheriting traditional culture. Practical activities are divided into on-campus and off-campus activities.

On campus, it is advocated to establish "traditional Chinese culture communication associations" to encourage students to actively participate in various forms of activities, such as designing and drawing English hand-drawn posters for promoting traditional Chinese culture, making short English videos about Chinese cultural biographies, and preparing English slides containing Chinese cultural information. The associations should hold regular exchange meetings to commend excellent works and stimulate students' enthusiasm and

initiative. For off-campus practical activities, contact local museums, cultural centers, heritage protection departments, etc., to organize students to participate in projects such as "English Research on Traditional Chinese Practices" off-campus. Students can conduct on-site practice, visit intangible cultural heritage inheritors and cultural scholars, and complete investigation reports and video interviews in English [10]. For example, visit local ceramic museums to understand the manufacturing process history and inheritance history of ceramics, record the stories of potters in English, and introduce ceramic culture to foreign tourists. In addition, teachers can also organize students to participate in cultural exchange activities along the "Belt and Road" and global volunteer service actions, allowing students to go out of the campus and tell Chinese stories in English on the world stage. For example, select some students to work as volunteers, serving as interpreters or tour guides, to master cross-cultural communication skills in real practice and promote the overseas dissemination of Chinese culture.

5. Conclusion

Integrating traditional Chinese culture into college English teaching is an important mission entrusted to higher education by the times and an inevitable choice to improve the quality and efficiency of college English teaching. This integration process is neither a simple superposition of cultural knowledge nor a subversion of the existing teaching system, but the construction of a new organic teaching model that unifies language teaching and cultural inheritance. At present, although there are many challenges in teaching content, teacher teams, and other aspects, the comprehensive implementation of strategies such as changing teachers' teaching concepts, tapping into diverse traditional cultural resources, and carrying out practical education activities can effectively solve the integration problems.

Disclosure statement

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