

# A Study on the Integration of Traditional Chinese Culture into College English Education Under the Context of Course-Based Ideological and Political Education

Jinli Xu\*, Yuewen Wang

School of Foreign Languages (School of International Education), Qilu University of Technology (Shandong Academy of Science), Jinan 250353, Shandong Province, China

\*Corresponding author: Jinli Xu, 478479081@qq.com

**Copyright:** © 2022 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** The construction of course-based ideological and political education is currently in its full swing. With both instrumentality and humanity, college English is the ideal carrier of ideological and political education. College English education should keep pace with the era, integrate with ideological and political education based on traditional Chinese culture, and construct a teaching system with Chinese characteristics. It is necessary to strengthen ideological and political orientation, reasonably integrate the teaching content, comprehensively enhance the quality of teachers, and actively innovate the teaching method, so as to further improve the effect of course-based ideological and political practice as well as realize the fundamental task of cultivating students through moral cultivation in higher education.

**Keywords:** Course-based ideological and political education; Traditional Chinese culture; College English teaching; Integration routes

**Online publication:** April 29, 2022

## 1. Introduction

In the report at the 19th National Congress of the Communist Party of China, the leader issued a great call to “strengthen cultural confidence and promote the prosperity of socialist culture” in the new era, pointing out the direction for the development of Chinese culture. Language is not only the carrier of culture, but also a part of it. It is also the inherent requirement of the language curriculum to strengthen cultural education. In recent years, the construction of course-based ideological and political education has been thriving in universities across the country <sup>[1]</sup>. Course-based ideological and political education integrates ideological and political courses with all kinds of courses, so that they can be studied simultaneously in college. Moral education is the essence and core of them all. College English is an essential part of higher education, and it undertakes the fundamental task of moral education <sup>[2]</sup>. College English, with both instrumentality and humanity, is an ideal platform for the implementation of course-based ideological and political education, and it is suitable for exploring the rich humanistic connotation and ideological and political elements in college English courses <sup>[3]</sup>. When learning the western culture, students should be guided to have a deeper understanding of traditional Chinese culture and fostered in such a way to “tell Chinese stories well” in English. It is crucial that students should be encouraged to believe, spread, and practice socialist core values by maximizing the humanistic value of college English <sup>[4]</sup>.

## **2. Significance of integrating traditional Chinese culture into college English education**

The leader of the country has expressed his pride and respect for the Chinese culture through many reports<sup>[5]</sup>. Inheriting the Chinese culture and advancing the traditional Chinese culture into the world stage will provide more durable power to build the country's confidence as a great power. The traditional Chinese culture has accumulated the deepest spiritual pursuit of the Chinese nation, while also serving the moral function of internalizing personality and externalizing the nation<sup>[6]</sup>. Economic globalization, political multi-polarization, and cultural diversity have become the trend in today's world. It is advisable for educators to cater to the requirements of the development of the times and globalize the excellent traditional Chinese culture. Improving college students' ability to express traditional Chinese culture in English is conducive to spreading the culture to the world as well as enhancing benign cultural exchanges and communication across countries<sup>[7]</sup>. It is also a practice of cultural confidence to skillfully integrate traditional Chinese culture into college English education, which plays a great role in promoting the advancement of traditional Chinese culture around the world.

College students of the new era are the promoters of societal development. When students have firm culture confidence, the cohesiveness of the Chinese nation will be further enhanced. College students of the new era will be influenced by the western culture in the process of learning English. At the same time, cultural differences can be seen, and cultural integration may occur. Therefore, it is critical to give full play to the role of college English education while also firmly pursuing cultural confidence<sup>[8]</sup>.

In 2020, the "Guiding Outline for Course-Based Ideological and Political Construction of Higher Education" issued by the Ministry of Education emphasized that the construction of course-based ideological and political education should be systematically carried out based on socialism with Chinese characteristics, the Chinese dream, socialist core values, and excellent traditional Chinese culture<sup>[9]</sup>. College English education assumes the important task of cultivating international comprehensive talents. It is practical and necessary to carry out ideological and political education in college English education and maximize its moral education function.

The organic integration of traditional Chinese culture with rich ideological and political elements into college English education is beneficial to enriching the content of ideological and political cases as well as promoting a deeper understanding of the value of learning English among students. Implementing course-based ideological and political education from multiple perspectives will definitely bring into play the due effect of ideological and political education<sup>[10]</sup>.

## **3. The current situation of integrating traditional Chinese culture into college English education**

The new era has put forward higher requirements for the inheritance and development of traditional Chinese culture<sup>[11]</sup>. However, the imbalance between Chinese and western cultures still exists to a certain extent in college English education; moreover, the traditional Chinese culture is not emphasized enough<sup>[12]</sup>. As the backbone of cultural communication and transmission, contemporary college students are able to talk about European and American cultures with great familiarity; however, their understanding about traditional Chinese culture is comparatively less, let alone the accurate expression of traditional Chinese culture in English. Additionally, these students only pay attention to the instrumental nature of English courses and turn a blind eye to its humanity when learning English. In response to this problem, it has been pointed that the defect of English education in China is that Chinese college students have aphasia when expressing their own culture<sup>[13]</sup>. Chinese college students are able to speak fluently about western cultures in English but remain flabbergasted when asked to speak about their own national culture. This phenomenon has brought enormous challenges to the inheritance and development of traditional Chinese culture<sup>[14]</sup>.

In recent years, with the development of cultural confidence and course-based ideological and political education ideas, it is gratifying that more college English textbooks on traditional Chinese culture have

emerged. However, the quality and quantity of these textbooks still cannot meet the requirements of the inheritance and development of traditional Chinese culture in the new era. In order to demonstrate the purity and authenticity of the input language, most of the texts selected in many current textbooks are from British and American countries. Without input, there is no output. This relatively single material selection method will weaken students' cognition and expression of traditional Chinese culture <sup>[15]</sup>.

College English teachers play a key role in promoting the inheritance of Chinese culture in college English courses. However, most English teachers in China have not realized the advantages of integrating traditional Chinese culture into college English education with the implementation of ideological and political education. Besides, they lack knowledge about traditional Chinese culture, current politics, and national conditions, which makes it difficult for them to carry out ideological and political education effectively. Much effort is still required to strengthen college English teachers' consciousness about course-based ideological and political education <sup>[16]</sup>.

## **4. Routes of integrating traditional Chinese culture into college English education**

### **4.1. Strengthen ideological and political orientation**

In June 2020, the "Guiding Outline for Course-Based Ideological and Political Construction of Higher Education" issued by the Ministry of Education emphasized that the fundamental task of moral cultivation should be implemented for all members in the entire process and in an all-round manner, so that all parties will work in the same direction along with ideological and political courses and eventually form a synergistic effect. It is a critical task for colleges and universities to develop course-based ideological and political education as well as strengthen and improve the ideological and political work for college students. Language, the carrier of cultural exchanges, undertakes the important task of cultural transmission and inheritance. College English education should not only aim to improve students' language knowledge and cognitive skills, but also cultivate their cultural literacy and critical thinking skills. They are expected to assume the task of transmitting English knowledge and culture as well as spreading Chinese knowledge and culture to comply with the demand of the era and national strategies. Teachers should fully realize the necessity of including ideological and political elements into college English education and strive to improve their professional quality <sup>[17]</sup>. While introducing western culture and humanistic feelings in class, we should not forget to publicize traditional Chinese culture and humanistic thoughts. The teaching objectives should be optimized to set the direction for cultural exchange and cultural creativity goals as well as to convey traditional Chinese culture through the English language. Making effort to explore the ideological content of teaching materials or enriching the educational content to enhance students' consciousness will benefit in cultivating patriotic feelings, social responsibility, and cultural identity <sup>[18]</sup>.

### **4.2. Reasonably integrate the teaching content**

It requires an overall scientific planning and reasonable integration of the teaching content to promote the integration of traditional Chinese culture into college English education. College English courses usually include compulsory courses and elective courses or graded teaching. Hence, the selectivity and gradation of their teaching contents should be seriously considered. Colleges and universities are supposed to fully exploit the resources of traditional Chinese culture based on students' cognitive characteristics and comprehensive ability, in order to achieve a comprehensive, scientific, and systematic teaching content. The realization of teaching content cannot be separated from teaching materials. In recent years, many experts and scholars have realized the great significance of integrating traditional Chinese culture into college English education by implementing ideological and political education. However, as an important medium to transmit traditional Chinese culture, English teaching materials have not kept up with this historical pace. If the texts selected in textbooks are all about western culture, rarely embodying China's

long history and traditional culture, they will not be able to play the role of advancing traditional Chinese culture, and the students will have less opportunity to come into contact with the correct expression of traditional Chinese culture in English, resulting in a serious cultural aphasia among students. In order to make up for this deficiency, the Chinese culture and the comparison between Chinese and western cultures, such as traditional Chinese festivals, philosophy and ethics, myths and legends, dietary habits, economic and political systems, historical and geographical environment, the historical development of Chinese culture, etc., should be included in all kinds of English textbooks. Excerpts from English-translated versions of Chinese classics about Chinese culture can be selected. In the appendix, the vocabulary related to Chinese culture should be added to help learners master English expressions of Chinese culture. Therefore, the key to spreading traditional Chinese culture in college English courses is to increase the contact with Chinese culture through textbook contents. Only when Chinese culture and the target language culture gain equal status can learners lay enough emphasis on it <sup>[19]</sup>.

#### **4.3. Comprehensively enhance the quality of teachers**

The implementation of course-based ideological and political education ideas ultimately depends on the teachers. College English teachers are the implementers of the infiltration of traditional Chinese culture in college English education. The quality of college English teachers has a profound impact on the integration effect of traditional Chinese culture. The revised version of the “College English Teaching Guidelines (2020)” lays emphasis on the improvement of teacher’s literacy. After entering the new era, college English teachers should keep pace with the times. Not only do they need to have a solid language foundation, but also strengthen their understanding of traditional Chinese culture and western culture. On the basis of fully understanding cultural diversity, college English teachers are expected to create a multicultural environment, impart intercultural communication awareness and specific cultural knowledge to students, as well as internalize these elements in their thinking. Traditional Chinese culture can be integrated into college English education in this way. College English teachers should further strengthen their professional level and introduce relevant traditional Chinese culture into classroom activities or creatively arrange teaching activities that are related to traditional Chinese culture. For example, teachers can provide a multicultural educational environment for students to apply what they have learned, guide students to consciously accumulate words and expressions related to traditional Chinese culture and encourage them to read or watch English materials related to traditional Chinese culture. Only by striving to improve their overall quality can teachers put into practice course-based ideological and political education and continuously enhance their educating skills <sup>[20]</sup>.

#### **4.4. Actively innovate the teaching method**

The development of education informatization provides more choices and methods for teaching reform. A new-fashioned college English teaching model based on information technology can be established to integrate traditional Chinese culture into college English education and enrich the existing teaching forms. Teachers can make full use of rich images, audios, videos, and other resources pertaining to traditional culture on the internet, as well as collect or record micro lectures with the theme of introducing excellent traditional Chinese culture, so as to enrich their teaching resources. The effective integration between traditional Chinese culture and college English education can be achieved following the combination of different types of traditional Chinese culture content and English teaching objectives, the selection of a more flexible and innovative teaching organization model, as well as the emphasis on the combination of theory and practice. In addition to the questioning method and multimedia display method, college English teachers can also adopt a variety of teaching methods, such as the cultural expression method, to guide students to apply critical thinking in comparing and analyzing the similarities and differences between

Chinese and western cultures as well as examining these cultures comprehensively and objectively. Teachers should take advantage of the achievements of information technology, such as the use of official accounts, various applications, massive open online courses (MOOCs), and other teaching platforms to achieve the effect of immersion teaching. It is wise for teachers to make full use of new media to conceive college English courses from various perspectives, actively integrate it with traditional Chinese culture, as well as enrich the content of ideological and political education.

## **5. Conclusion**

Course-based ideological and political education of college English is an important link and means of moral education in colleges and universities, and college English is the ideal carrier of traditional Chinese culture. Integrating traditional Chinese culture into college English education will greatly contribute to the realization of the fundamental task of moral education as well as the promotion of ideological and political construction in colleges. At present, English education not only helps students to learn and understand the language and culture of English-speaking countries, but also shares the splendid Chinese culture of five thousand years ago with the world. College English courses should have the courage to undertake the historical mission of inheriting and spreading the Chinese culture. At the present stage, there are still many issues with integrating traditional Chinese culture into college English education. It is of great necessity to strengthen ideological and political orientation, reasonably integrate the teaching content, comprehensively enhance the quality of teachers, and actively innovate the teaching method, so as to advance and globalize the traditional Chinese culture.

## **Funding**

2019 Key Topics of University-Level Teaching and Research Projects in Qilu University of Technology (Shandong Academy of Science) “A Study on the Infiltration of Moral Education in College English Teaching in the New Era of Socialism with Chinese Characteristics, Taking Qilu University of Technology as an Example” (Project Number: 2019zd18).

## **Disclosure statement**

The authors declare no conflict of interest.

## **References**

- [1] Leader, 2017, Securing a Decisive Victory in building a Moderately Prosperous Society in All Respects and Winning the Great Victory of Socialism with Chinese Characteristics for a New Era – Report Delivered at the 19th National Congress of the Communist Party of China, People’s Daily, October 28, 2017.
- [2] Liu Z, Yue M, 2020, Resetting the Educational Philosophy and Restructuring Learning Content to Implement Morality Cultivation in Foreign Language Course Instruction. *Journal of Foreign Languages*, 9(5): 21-29.
- [3] Steering Committee for College Foreign Language Teaching of the Ministry of Education, 2020, *College English Teaching Guidelines (2020)*, Higher Education Press, Beijing.
- [4] Yang J, 2020, Practical Research of Ideological and Political Education in College English Courses. *Computer-Assisted Foreign Language Education*, 8(4): 27-31.

- [5] Liu Y, Zhang H, 2019, A Study on the Integration of Leader's Socialist Thought with Chinese Characteristics into the Ideological and Political Courses in Colleges and Universities in New Era. *Heilongjiang Researches on Higher Education*, 7(7): 153-156.
- [6] Cong C, 2000, "Chinese Cultural Aphasia": The Defects of English Teaching in China, *Guangming Daily*, October 19, 2000.
- [7] Dewey J, 2016, *Democracy and Education: An Introduction to the Philosophy of Education*, China Light Industry Press, Beijing.
- [8] Coleman JA, 2014, Project-Based Learning, Transferable skills, Information Technology and Video. *The Language Learning Journal*, 5(1): 35-37.
- [9] Hu W, 2004, *Crossing Cultural Barriers*, Foreign Language Teaching and Research Press, Beijing.
- [10] Kramsch C, 1998, *Language and Culture*, Oxford University Press, Oxford.
- [11] Du G, Sun R, 2019, Methodology Research of "Ideological and Political Theories Teaching" in College English Course. *Journal of Yan'an University (Social Sciences Edition)*, 8(4): 122-126.
- [12] Jin X, 2019, On the Implementation Strategies of Course-Based Ideological and Political Education in College English Teaching. *Mudanjiang College of Education*, 11(11): 61-63.
- [13] He W, 2019, Research on Integration of "Ideological and Political Education of Course" into the Teaching Path of College English Course. *Journal of Zhongzhou University*, 12(6): 96-100.
- [14] Zhang J, 2020, Research on "Ideological and Political Theories Education" in College English Teaching. *Journal of Xi'an University (Social Sciences Edition)*, 1(1): 94-99.
- [15] Samovar LA, Porter RE, Stefani LA, 1998, *Communication between Cultures*, Thomson Learning Asia and Foreign Language Teaching and Research Press, Beijing.
- [16] Luo C, 2004, *Language and Culture*, Beijing Press, Beijing.
- [17] He F, Du N, 2018, Effective Approaches to Integrating Ideological and Political Education into College English Language Teaching in City-Based, Application-Oriented Universities. *Journal of Beijing Union University*, 4(4): 6-10.
- [18] Zhou F, 2019, Paths for Course-Based Ideological and Political Education in College English. *Journal of Jilin Engineering Normal University*, 9(9): 52-54.
- [19] Xu Y, 2019, A Study on Teaching Integrated English Course with Application of Ideological and Political Education. *Journal of Zhejiang Wanli University*, 3(2): 107-111.
- [20] Ma L, Gu X, Li W, 2019, The Practice and Reflection of Professional Teachers on the Development of Curriculum Ideological and Political Construction of Curriculum from Perspective of Synergistic Education. *Heilongjiang Researches on Higher Education*, 1(1): 125-128.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.