

Exploration of the Blended Teaching Model for Integrating Excellent Chinese Culture into College English Teaching

Jiamin Kang*

Freshman College, Xi'an Technological University, Xi'an 710021, Shaanxi, China

**Author to whom correspondence should be addressed.*

Copyright: © 2025 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 blended teaching model combines the advantages of traditional face-to-face teaching and online learning. It breaks the time and space limitations of traditional English teaching, attaches more importance to students' autonomy and individuality, and provides them with a richer and more flexible learning experience. In the context of the new era, the blended teaching model has gradually become a common teaching method used by teachers. With the advancement of globalization, cultural exchanges have become an important trend in the development of various countries. Integrating excellent Chinese culture into the blended teaching model of college English is conducive to deepening students' understanding of Chinese and foreign cultures and their recognition of excellent cultures, and cultivating their cross-cultural communication abilities and awareness.

Keywords: Cross-culture; Excellent culture; Blended teaching; College English; Values

Online publication: July 28, 2025

1. Introduction

The "Guidelines for the Construction of Ideological and Political Education in College Courses" points out that institutions of higher learning should strengthen the education of excellent Chinese culture, integrate the core socialist values, national spirit, and cultural connotations into teaching, and guide students to understand the ideological concepts and contemporary values of Chinese culture in modern society. In the context of globalization, cross-cultural competence has become one of the important criteria for measuring high-quality talents. As a key way to cultivate students' cross-cultural competence, college English undertakes the social mission of spreading and promoting excellent Chinese culture. However, in current college English teaching, teachers do not pay enough attention to traditional culture, resulting in students' lack of correct understanding of it. Coupled with the influence of foreign cultures, students' ideological awareness and values have changed. Therefore, it is of great practical significance to integrate excellent Chinese culture into the blended teaching model of college English.

2. The necessity of integrating excellent Chinese culture into the blended teaching model of college English

2.1. Conducive to students establishing correct values

The blended education model breaks the limitations of region and time through the online teaching platform. Students can study anytime and anywhere, no longer limited by the traditional teaching class and time, which improves the flexibility and convenience of learning^[1]. At the same time, due to the relatively advanced and mature ideological awareness and values of contemporary college students, each student has different learning rhythms, styles, and interests. It is difficult to teach students in accordance with their aptitudes in the traditional unified teaching model. The blended teaching can fully meet the personalized needs of students. With the popularization of the Internet platform, college students have more channels to receive foreign information, which makes their ideological concepts easily influenced by foreign cultures. Integrating excellent traditional culture into the blended teaching of college English can not only stimulate students' interest but also enable them to actively understand the similarities and differences between Chinese and foreign cultures and establish their value systems^[2].

2.2. Conducive to cultivating cross-cultural competence

According to the current situation of college English teaching, the college English teaching model is relatively single, resulting in a common phenomenon of “cultural aphasia”^[3]. In the context of the new era, college English shoulders the important task of cultivating international talents. However, in current college English teaching, students have a low awareness of excellent Chinese culture and cannot accurately convey cultural information with accurate expressions and in-depth understanding, which has a certain impact on the improvement of their cross-cultural communication ability. Integrating excellent Chinese culture into the blended teaching of college English is not only helpful to stimulate students' autonomy and language expression ability but also can broaden students' international perspectives, enhance their understanding and respect for different cultures, and quickly improve their ability to solve practical problems and international competitiveness.

2.3. Conducive to cultivating students' cultural identity

The richness of online learning resources is a major highlight of blended teaching^[4]. There is a vast amount of high-quality educational resources on the Internet, including open courses of well-known domestic and foreign universities, research reports in professional fields, vivid and interesting educational videos, etc. Through blended teaching, teachers can integrate these resources into teaching, providing students with a wider and more cutting-edge range of knowledge. Students are no longer limited to the content in textbooks and classrooms. They can broaden their horizons, be exposed to more academic viewpoints and practical cases, and stimulate their learning interest and innovative thinking. With the support of diversified teaching resources, students' knowledge systems are gradually established, and their knowledge horizons begin to expand. They can independently recognize the importance of the integration of excellent culture into English learning and the mission of Chinese-foreign cultural exchanges. This self-awareness will prompt them to actively learn traditional culture, making the integration of excellent culture more effective. It is conducive to fundamentally enhancing students' cultural confidence and national consciousness and enabling them to fulfill the important task of cultural dissemination relying on their professional abilities^[5].

3. Problems existing in the blended teaching of college English

3.1. Students' weak autonomous learning awareness

In the process of college English teaching, teachers usually need to carry out teaching activities such as listening training, oral expression, writing practice, and vocabulary checking, which requires students to preview the teaching content in advance^[6]. However, some students ignore the importance of previewing and focus more on professional learning, resulting in a lack of in-depth understanding of what the teacher teaches. Some students lack the ability to learn English independently, making it difficult for them to keep up with the normal teaching rhythm. As a result, problems such as poor teaching quality and unsatisfactory learning effects follow one after another. The blended teaching model combines the advantages of online and offline teaching and pays more attention to students' personalized and differential learning needs, which can help students improve their autonomous learning ability^[7]. However, due to the weak learning ability of some students and their poor online autonomous learning ability, it is difficult to give full play to the advantages of the blended teaching model.

3.2. Insufficient professional competence of teachers

With the changes in social needs and the increasing demand for international talents, cross-cultural communication ability has become one of the necessary qualities for students, making the integration of excellent Chinese culture a necessary factor^[8]. Supported by intelligent teaching methods, the blended teaching model is widely applied in college English teaching. However, the knowledge reserve of some English teachers is limited to the content in textbooks, and they lack cultural knowledge. At the same time, some teachers are limited by traditional teaching thinking and do not actively learn some information technologies, making it difficult for them to effectively integrate excellent culture into English blended teaching. In addition, the Internet platform provides a vast amount of learning resources and information for college English teaching. Teachers can appropriately introduce some teaching resources that combine excellent Chinese culture and English, and develop personalized teaching plans for students to meet their needs for improving cross-cultural competence. However, some teachers lack innovative thinking and find it difficult to effectively use the blended teaching model, thus affecting the improvement of teaching quality.

3.3. Differences in educational concepts

In the context of the Internet age, problems such as insufficient educational capabilities, backward teaching concepts, and insufficient innovation capabilities of college English teachers have gradually emerged^[9]. The single teaching method is currently the most prominent problem in college English teaching. Specifically, due to the influence of traditional teaching concepts, some college English teachers have a low acceptance of the blended teaching model and an incomplete understanding of it. They believe that the application of the blended teaching model will disrupt the normal teaching order to a certain extent, so they insist on using traditional teaching methods. In addition, some teachers implement the blended education model in teaching, but due to their unfamiliarity with Internet technology and insufficient understanding of blended teaching, the teaching only stays on the "surface", and the core educational concept still centers around the teacher. The phenomenon of "changing the form but not the essence" occurs frequently. Such problems directly lead to the lack of pertinence and effectiveness in college English teaching, thus affecting the integration of excellent culture^[10].

4. Implementation paths for integrating excellent Chinese culture into the blended teaching model of college English

4.1. Combining textbook content to explore cultural connotations

Textbooks are the main source for students to acquire knowledge, the basis for the implementation of educational and teaching activities, and the key basis for effectively promoting the integration of excellent traditional Chinese culture. Teachers should scientifically rely on textbooks to deeply explore the implicit elements of traditional culture contained therein and promote the connection between traditional culture and English knowledge. Specifically, integrating excellent Chinese culture into college English teaching can enhance students' cultural identity, improve their cross-cultural communication ability, and achieve the dual goals of language learning and cultural dissemination, thereby effectively infiltrating excellent traditional Chinese culture. At the same time, deeply exploring textbook content helps students better understand the cultural background behind English knowledge, the differences between Chinese and Western cultures, and the value of cultural dissemination. In the combination of knowledge and culture, students can deepen their ideological awareness and values, and enhance their cultural dissemination awareness and cultural confidence^[11].

For example, when explaining key vocabulary, language culture, and other contents of a unit, teachers need to deeply explore the excellent Chinese cultural elements behind them. For example, before explaining words such as “solidarity,” “cooperation,” and “freedom,” teachers can collect some bilingual news videos from the Internet and upload them to the learning platform, allowing students to comprehensively comment on and compare the news in combination with the bilingual news and form their own opinions. In the teaching process, teachers can let students feel the attitudes of China and the West in handling crisis events through real-life cases, and let students analyze and discuss in groups. In this process, students can feel the national spirit of the Chinese nation's unity and the unyielding fighting spirit, thereby enhancing their national pride, forming correct values, and establishing cultural confidence in Chinese culture.

4.2. Introducing multimodal resources to understand cultural values

In the blended teaching model of college English, the active introduction of multimodal resources is of great significance in enhancing teaching effectiveness. Multimodal resources can provide students with more abundant and diverse learning resources, effectively stimulating their learning enthusiasm and improving learning efficiency. These resources include videos, pictures, multimedia courseware, audio, etc. Multimodal resources can present abstract language knowledge intuitively and vividly, making it easier for students to understand and accept. For example, through images and videos, students can directly see the use of English in real-life contexts, thus deepening their understanding of language knowledge and understanding the culture behind it.

At the same time, the use of multimodal resources can also achieve the in-depth integration of excellent Chinese culture and English teaching. Multimodal resources carry rich connotations of excellent Chinese culture, including photos or videos related to excellent traditional Chinese culture. Students can directly understand the unique charm of excellent Chinese culture, thereby enhancing their cultural confidence. This improvement in cultural awareness helps to cultivate students' cross-cultural communication ability. At the same time, the introduction of multimodal resources in college English teaching plays an important role in improving students' autonomous learning ability. Specifically, in the blended teaching model, students can choose appropriate multimodal resources for in-depth learning according to their own learning needs and interests. The application of multimodal resources in blended classrooms provides students with more opportunities for collaborative learning and communication. Through forms such as online discussions and group cooperation, students can

jointly discuss and solve problems, further improving their practical language application ability and cultural understanding ability, and thus further improving their cross-cultural competence^[12]. It should be noted that teachers need to introduce resources related to excellent Chinese culture according to the curriculum content and students' characteristics. These resources should be representative and have contemporary value, enabling students to clearly understand the differences between Chinese and Western cultures and prompting them to better spread the values, ideas, and art of excellent Chinese culture in English.

4.3. Deepening blended teaching to improve the effectiveness of cultural integration

Teachers should use information technology in the classroom to achieve the combination of online and offline teaching, the combination of theory and practice, and the combination of multiple sensory stimuli such as pictures, audio, and video. They should flexibly use various teaching methods such as communicative teaching, task-based teaching, and cooperative teaching to maximize the input and output of Chinese cultural language in an comprehensive way and improve teaching effectiveness^[13].

First of all, autonomous previewing plays an important supporting role in understanding the theme of the text, expanding vocabulary, and improving cultural understanding. Therefore, teachers need to assign preview tasks in advance and release teaching module PPTs, bilingual cultural introduction videos, or relevant links on the online platform for students to preview and browse^[14]. Specifically, teachers can integrate learning resources of excellent Chinese culture and upload them to the learning platform, including explanatory videos, courseware, cultural difference materials, excellent cases, learning tasks, etc., allowing students to learn independently and ask them to summarize the problems in their autonomous learning. In offline classroom teaching, teachers can explain the problems left by students to strengthen their previewing effects.

Secondly, teachers can produce some videos combining English and traditional culture on the Internet platform and post them on the official accounts of platforms such as Weibo, Douyin, and Kuaishou, and post some exploratory and thought-provoking questions in the comment area to guide students to analyze and comment. Teachers can conduct targeted teaching based on students' answers, which can not only improve the effectiveness of integrating excellent Chinese culture but also stimulate students' learning interest.

Finally, by applying virtual reality technology, teachers can display the unique charm of traditional culture in a virtual form, allowing students to experience the charm of historical culture firsthand in college English teaching, enabling them to intuitively understand and accept the teaching content and deepen the educational concept^[15]. For example, with the support of virtual reality technology, teachers can show students scenes of cultural heritages, architectures, festivals, etc., and let students explore the charm of excellent Chinese culture by comparing them with Western cultural heritages. In addition, after students understand the differences between Chinese and Western cultures, teachers can set cross-cultural tasks, asking students to choose a representative cultural heritage for cross-cultural introduction based on the course content, to cultivate their expression ability and communication ability.

5. Conclusion

In conclusion, integrating excellent Chinese culture into college English teaching is a long-term project. Teachers need to constantly update their teaching concepts and, based on students' characteristics and cognitive characteristics, select a teaching model that is more suitable for contemporary college students. The blended teaching model makes up for the deficiencies of the traditional teaching model and can integrate excellent culture into English teaching in a more intuitive form, which plays an important role in improving students' cultural

awareness, enhancing their cultural perception, and improving their cross-cultural communication ability.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Liu Y, 2025, An Analysis of the Paths for Integrating Excellent Traditional Chinese Culture into College English Teaching. *The Science Education Article Collects*, 2025(5): 140–143.
- [2] Xu J, Xue Y, 2025, On the Importance of Excellent Traditional Chinese Culture for the Smooth Implementation of Ideological and Political Education in College English Courses. *Anhui Science and Technology News*, 2025-02-19(016).
- [3] Wan Q, Xi H, 2025, Research on the Construction of an Online-Offline Blended Teaching Model for College English Based on Rain Classroom. *University*, 2025(5): 193–196.
- [4] Rong Y, Zhao L, You Z, et al., 2025, Teaching Strategies for Cultural Translation in College English from the Perspective of Cultural Confidence. *English Square*, 2025(5): 109–112.
- [5] Wang Y, Chu X, 2025, Exploration of College English Vocabulary Teaching Strategies under the Blended Teaching Model. *English Square*, 2025(3): 103–106.
- [6] Yan X, 2025, Practical Research on the In-depth Integration of the Educational Concept of Excellent Traditional Chinese Culture into College English Education. *Overseas English*, 2025(1): 145–147.
- [7] Dong S, Yu H, Liu H, et al., 2025, A Preliminary Exploration of the “Teaching-Learning-Evaluation” Integrated Model for Blended Teaching in College English. *Journal of Ezhou University*, 32(1): 51–53 + 84.
- [8] Shu D, 2024, The Integration of Chinese Culture into College English Courses and the Construction of College English Textbooks. *Foreign Language Textbook Research*, 2024(2): 1–10.
- [9] Luo X, 2024, A Preliminary Exploration of the Blended Teaching Model for College English from the Multimodal Perspective. *Shanxi Youth*, 2024(24): 175–177.
- [10] Liu Y, 2024, Blended Teaching Design for Cultivating Multiliteracy in College English from the Multimodal Perspective. *Overseas English*, 2024(22): 132–134.
- [11] Cai Y, 2024, Research on the Integration of Excellent Traditional Chinese Culture into College English Classroom Teaching—Based on the Perspective of Cultural Confidence. *Journal of Taiyuan Urban Vocational College*, 2024(2): 122–124.
- [12] Tang X, Hu C, 2024, Exploration of Effective Paths for Integrating Excellent Traditional Chinese Culture into the Flipped Classroom of College English. *English Square*, 2024(5): 85–88.
- [13] Wu Q, 2023, Research on the Construction of Intelligent Resources for Integrating Excellent Traditional Chinese Culture into College English Teaching. *Journal of Guangzhou Open University*, 23(5): 21–27 + 108–109.
- [14] Zhao D, 2023, Thoughts on Integrating Excellent Chinese Culture into College English Teaching in Art Colleges. *Overseas English*, 2023(15): 183–185.
- [15] Liu Y, 2023, Analysis of the Paths for Integrating Excellent Chinese Culture into College English Teaching. *Overseas English*, 2023(8): 173–175.

Publisher's note

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