

A Study on the Paths of Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Teaching

Fei Hu*

Wuhan No.1 Commercial School, Wuhan 430014, Hubei, 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: Traditional culture is a culture formed by the continuous evolution of human civilization, which can reflect the style and concepts of a nation. Each nation has its own traditional culture. In the teaching of vocational English courses, teachers should pay attention to integrating excellent traditional Chinese cultural content in order to enhance the richness and effectiveness of teaching and expand the depth of teaching. Based on this, this article conducts research on the path of integrating excellent traditional Chinese culture with vocational English teaching, elaborates on the important value of the integration of the two, and proposes corresponding implementation strategies, aiming to provide feasible strategies for inheriting and disseminating excellent traditional Chinese culture in vocational English teaching, and help students enhance cultural confidence and comprehensive literacy in English learning.

Keywords: Excellent traditional Chinese culture; Vocational English; Integration; Route

Online publication: October 17, 2025

1. Introduction

In the context of accelerating globalization, cross-cultural exchanges have become increasingly frequent. Vocational English teaching in secondary vocational schools not only undertakes the task of cultivating students' language application abilities, but also shoulders the mission of spreading excellent traditional Chinese culture and enhancing students' cultural confidence and international communication skills. Exploring the integration path of excellent traditional Chinese culture and vocational English teaching in secondary vocational schools has important practical significance. This study aims to explore the value of integrating the two, construct an effective integration path, so that vocational English teaching in secondary vocational schools can become an important carrier for inheriting and promoting excellent traditional Chinese culture and improving students' comprehensive literacy, and helping students tell Chinese stories well on the international stage.

2. The significance of integrating excellent traditional Chinese culture into secondary vocational English teaching

2.1. Conducive to cultivating students' cross-cultural awareness

Integrating excellent traditional Chinese culture into English teaching can guide students to use English as a tool to gain an in-depth understanding of traditional Chinese festivals, classic literature, philosophical thoughts, and other content ^[1]. In the process of comparing Chinese and Western cultural differences, students can not only broaden their cultural horizons but also establish a two-way cultural cognitive system. This helps cultivate a more comprehensive and in-depth cross-cultural awareness, avoiding the phenomenon of “cultural aphasia” in cross-cultural communication.

2.2. Conducive to enhancing students' international communication competence

When students master the ability to express excellent traditional Chinese culture in English, they can more confidently share Chinese stories and convey the Chinese voice in international exchanges ^[2]. For example, by learning to introduce cultural contents such as “the 24 Solar Terms” and “Traditional Chinese Medicine (TCM) health preservation” in English, students can break through the dual barriers of language and culture. This enhances the richness and depth of topics when communicating with people from different cultural backgrounds, improves cross-cultural communication skills, and enables English to truly become an effective tool for spreading Chinese culture and conducting international exchanges.

2.3. Conducive to implementing the fundamental task of “Establishing Morality and Cultivating People”

Excellent traditional Chinese culture contains rich moral norms, values, and national spirits, making it a valuable resource for implementing the fundamental task of “establishing morality and cultivating people.” Integrating traditional culture into English teaching allows students to imperceptibly receive the influence of traditional culture while learning the language, thereby enhancing their national pride and cultural identity ^[3]. For instance, when learning the English expressions of traditional moral concepts such as “benevolence, righteousness, propriety, wisdom, and faithfulness,” students not only understand their connotations but also practice them in daily life. This achieves the organic unity of knowledge acquisition and moral cultivation, promoting the all-round development of students.

3. Approaches to integrating excellent traditional Chinese culture into vocational English teaching

3.1. Integrating traditional cultural resources to appreciate the charm of traditional culture

Excellent traditional Chinese culture embodies profound wisdom and values. It broadens students' horizons in terms of knowledge and enhances their self-awareness through a sense of cultural pride. In designing teaching content, teachers can incorporate classic Chinese poetry, ancient fables, and traditional festivals, allowing students to experience the charm of Chinese culture while learning English ^[4]. For instance, schools can launch an activity titled “English in Poetry and Painting,” creating a bridge to the allure of traditional Chinese culture. In this course, teachers select works by Chinese literati such as Li Bai, Du Fu, and Su Dongpo and integrate them into English teaching activities. Take Li Bai's poem Quiet Night Thoughts as an example: Teachers can

first guide students to appreciate the aesthetic beauty of the Chinese characters, then introduce its English translation—"Before my bed a pool of light, I wonder if it's frost aground"—and compare the two versions. This helps students understand differences in linguistic structure and descriptive styles between Chinese and English. Linguistically, students learn new vocabulary like "frost" and "wonder," and master sentence patterns such as "Before..." and "I wonder if..."^[5]. Culturally, by exploring the poem's background and the poet's style, students gain insight into the emotional world, values, and aesthetic tastes of ancient Chinese literati, deepening their understanding of traditional Chinese emphasis on hometown and family ties^[6]. Beyond Tang and Song poetry, learning can extend to classic works like *The Book of Songs*. Teachers can use topics such as ancient marriage customs and poetic metrics to help students consolidate English skills, foster a closer connection with excellent traditional Chinese civilization, gradually appreciate its unique charm, and enhance their cultural appreciation and cross-cultural understanding.

3.2. Designing characteristic teaching activities to enrich traditional cultural experiences

Integrating traditional culture into English teaching effectively improves students' English proficiency and deepens their understanding of the charm of excellent culture. Teachers can design characteristic teaching activities based on traditional cultural content to enrich students' learning experiences. Take classic stories like *Pao Ding Dismembers an Ox* as an example. Teachers can skillfully incorporate them into teaching by narrating the story, explaining its philosophical connotations, and enriching students' language learning experiences^[7]. The teaching goal is to ensure students grasp the story thoroughly and can express its philosophical meaning in English. Teachers can use vivid English descriptions, such as "Once upon a time, there was a cook named Pao Ding who was extremely skilled at butchering oxen," to guide students through the story. Encouraging students to express their understanding of the philosophy in English prompts them to reflect on Zhuangzi's ideas of "following nature" and "mastery through practice," while honing their language organization and logical thinking skills. Through English discussions, students also improve their oral proficiency and learning confidence^[8]. Comparing these ideas with Western philosophical views on craftsmanship and practice helps students appreciate the uniqueness of Chinese philosophy and broaden their cultural horizons. Additionally, teachers can include performance segments to facilitate knowledge internalization. For example, students may present their understanding through English poetry, creating verses that reflect their insights through rhythm and cadence. They could also perform short skits, role-playing characters like Pao Ding and Lord Wenhui, and vividly reenact scenes, such as Pao Ding explaining his butchering philosophy to Lord Wenhui, through dialogue and performance^[9]. These activities allow students to move beyond textbook knowledge, immersing themselves in English learning within the context of traditional cultural stories, enriching their language experiences, and deeply appreciating the charm of excellent traditional Chinese culture.

3.3. Innovate classroom teaching methods and create an atmosphere for traditional culture teaching

In the process of integrated teaching, teachers should focus on innovating teaching methods, introducing diversified teaching means, and creating a learning atmosphere for traditional culture. Taking Unit 6 "Not Just Tasty!" in secondary vocational English as an example, teachers can design the following teaching activities.

First, situational teaching. Teachers create teaching situations based on the teaching content, allowing students to immerse themselves in the charm of Chinese food culture. For example, design a scenario of a traditional Chinese food culture festival, simulating a lively food street scene. On the stalls, there are models

of foods with English labels such as dumplings, zongzi, and mooncakes. Students are guided to play the roles of stall owners and customers, communicating in English about the characteristics and production techniques of the foods, such as “These dumplings are made by hand. They are filled with delicious meat and vegetables”^[10]. Through such dialogues and interactions, students can effectively practice their oral English expression, experience the charm of Chinese food culture firsthand, and understand the cultural meanings, such as reunion and blessing, behind the food.

Second, comparative analysis teaching^[11]. Teachers guide students to compare Chinese and Western food cultures, analyzing from ingredient selection, cooking methods, to table manners, so as to deepen students’ understanding of different food cultures. For example, in terms of food preparation, Chinese cuisine emphasizes the diversity of ingredients and the combination of meat and vegetables; Western cuisine, on the other hand, emphasizes the original flavor of ingredients, and the cooking methods are relatively simple. In terms of table manners, China stresses the order of seniority and juniority, while the West emphasizes ladies first. In the process of comparison, students can feel the uniqueness of different cuisines and enhance their cross-cultural communication awareness.

Third, multimedia teaching. Teachers can use multimedia resources to play Chinese food documentaries, such as clips from *A Bite of China*, to showcase the characteristic foods of various regions. With rich images and vivid explanations, it can attract students’ attention. Teachers can also use animations to demonstrate the production process of traditional foods and play English songs such as *An Apple a Day*, combining food with English learning, creating an interesting atmosphere for exploring Chinese food culture, and stimulating students’ enthusiasm for English learning^[12].

3.4. Optimize the teaching evaluation system and reflect on the effectiveness of traditional culture teaching

Teaching evaluation can reflect students’ cognition and learning outcomes of the traditional culture in their English learning. Teachers should focus on optimizing the construction of the teaching evaluation system and comprehensively assess students’ mastery of English knowledge and traditional culture. Therefore, teachers need to introduce diversified evaluation methods.

First, project assignments. Teachers can assign the task of “creating a promotional manual for Chinese traditional festivals in English,” requiring students to independently search for materials, understand the origin, customs and other contents of the festivals, and present them in English with both pictures and texts. During the completion of the assignment, teachers evaluate students on the completeness of information collection, the accuracy of English expression, and the depth of understanding of cultural connotations^[13].

Second, speech presentations. Teachers can organize speech presentation activities to assess students’ oral expression ability and cultivate their learning confidence. For example, students can be asked to give a speech on the topic of “Traditional Chinese Crafts in My Eyes”, expounding on the characteristics and values of crafts such as paper-cutting and embroidery. During the speech, teachers evaluate students on the fluency of their language and the standardness of their pronunciation, pay attention to students’ interpretation of the cultural essence of traditional crafts, and whether they can vividly present them using appropriate English vocabulary, so as to improve students’ ability to spread traditional culture in English^[14].

Third, field trips. Teachers can organize students to visit local historical and cultural museums, folk villages, etc., so that students can experience the atmosphere of traditional culture on the spot and obtain first-hand materials. Teachers can evaluate students’ ability to intuitively experience traditional culture and transform their

understanding based on their performance in observation records, problem thinking, and follow-up summary reports during the visit, which is an benefit that traditional evaluation methods are difficult to achieve^[15].

Fourth, personalized evaluation. Different students have different interests in traditional culture; some are fond of classical literature, while others are passionate about traditional art. Teachers should fully consider students' individual needs and development directions, and provide personalized evaluation standards and tasks according to their interests. For example, for students who love classical literature, assign them the task of rewriting classic poems in English and analyzing cultural images; for students who are passionate about traditional art, ask them to introduce traditional painting styles and representative works in English. Through personalized methods, students' internal motivation for learning can be stimulated, and the evaluation system can better help students' personalized development.

4. Conclusion

In summary, integrating excellent traditional Chinese culture with vocational English teaching is not only a requirement of the times but also an important measure to cultivate high-quality international talents. In the teaching process, teachers should focus on integrating resources, designing characteristic activities, innovating teaching methods, and optimizing evaluation systems, to effectively incorporate traditional culture into teaching. This will not only improve students' English language proficiency but also enhance their cross-cultural awareness. Teaching reform is an ongoing process. English teachers should deepen the exploration and application of traditional culture, pay attention to students' personalized development needs, and promote the better dissemination of excellent traditional Chinese culture in international exchanges.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Ma Q, Zhang Z, 2023, Exploration and Research on Integrating Traditional Chinese Culture into Secondary Vocational English Reading Teaching in the Form of English Short Plays. *Knowledge Library*, 39(19): 170–173.
- [2] Li Y, 2024, Exploration on Strategies of Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Teaching. *Campus English*, 2024(44): 137–139.
- [3] Dou N, 2022, Making English Teaching More Localized: A Brief Discussion on the Infiltration of Excellent Traditional Chinese Culture into Secondary Vocational English Teaching. *Data*, 2022(12): 94–96.
- [4] Liu F, 2024, Research on the Integration Strategies of Excellent Traditional Chinese Culture in Secondary Vocational English Teaching from the Perspective of Cultural Confidence. *Teacher*, 2024(17): 54–56.
- [5] Yan P, 2024, Exploration on Strategies of Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Teaching from the Perspective of Morality Education. *Overseas English*, 2024(11): 172–174.
- [6] Liu K, 2024, Exploration on Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Classroom Teaching from the Perspective of “Three-All Education”. *English Teachers*, 24(11): 28–32.
- [7] Huang H, 2024, Discussion and Practice on Methods of Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Classroom Teaching. *New Wisdom*, 2024(11): 51–53.

- [8] Zhang X, 2024, Practice and Methods of Integrating Excellent Traditional Chinese Culture with Secondary Vocational English Teaching under the Background of Ideological and Political Education in Curriculum. *Campus English*, 2024(16): 144–146.
- [9] Wang L, 2024, Exploring Effective Methods of Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Teaching. *Knowledge Library*, 40(6): 92–95.
- [10] Dou N, 2023, Brightening English Classes with Chinese Style – How to Integrate Excellent Traditional Chinese Culture into Ideological and Political Education in Secondary Vocational English Courses. *Campus English*, 2023(51): 150–152.
- [11] Lv J, 2023, Practical Research on Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Education – A Case Study of Qingdao Traffic Vocational School. *New Curriculum Research*, 2023(24): 27–29.
- [12] Lin Q, 2023, Practical Research on Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Classroom Teaching. *Campus English*, 2023(22): 85–87.
- [13] Wang Y, 2023, Analysis on Strategies of Integrating Excellent Traditional Chinese Culture into Secondary Vocational English Teaching. *Proceedings of the Academic Seminar of the Teacher Development Forum of Guangdong Teacher Continuing Education Association (IX), Yucheng Vocational and Technical Education Center, Shangqiu City, Henan Province*: 912–915.
- [14] Dou N, 2022, Making English Teaching More Localized – A Brief Discussion on the Infiltration of Excellent Traditional Chinese Culture into Secondary Vocational English Teaching. *Data*, 2022(12): 94–96.
- [15] Gu W, 2021, Research on the Path of Integrating Excellent Traditional Chinese Culture into Secondary Vocational Classrooms under the Core Literacy of English Subject. *Campus English*, 2021(41): 43–44.

Publisher's note

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