

Research on The Cultivation and Dissemination of Chinese Cultural Awareness in College English Teaching

Haijiao Wei*

Guilin Normal University, Guilin 541199, Guangxi, China

**Author to whom correspondence should be addressed.*

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Abstract: In college English teaching, cultivating and disseminating Chinese cultural awareness helps strengthen students' Chinese cultural genes and enhance the application value of English teaching. To achieve this educational goal, teachers should attach greater importance to the integration of Chinese culture into English teaching. Based on this, this paper briefly analyzes the value implication and current teaching situation of cultivating and disseminating Chinese cultural awareness in college English teaching, and discusses the strategies for the cultivation and dissemination of Chinese cultural awareness in college English teaching, aiming to cultivate more cross-cultural communication talents who can spread Chinese culture to the world.

Keywords: College English; Chinese cultural awareness; Cultivation and dissemination

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1. Introduction

Against the background of globalization, college English teaching is entrusted with the task of imparting language skills to students and the mission of transporting more English talents with good cross-cultural communication capabilities and Chinese cultural awareness for social development. Therefore, college English teaching urgently needs to integrate Chinese cultural elements to cultivate students' Chinese cultural awareness and communication capabilities. Only by deeply understanding and loving their own national culture can students confidently tell Chinese stories on the international stage and realize two-way cultural exchange.

2. Value implication of cultivating and disseminating Chinese cultural awareness in college English teaching

2.1. Strengthen students' Chinese cultural genes

Higher education is the main position for inheriting and promoting cultural values. Colleges and universities

should assume the responsibility of inheriting Chinese cultural genes and cultivating students' cultural confidence. As an important part of college education, English teaching has unique advantages in cultivating and disseminating Chinese cultural awareness. Through English learning, students can re-understand Chinese culture from a "cross-cultural" perspective. On the one hand, in English teaching, teachers guide students to interpret Chinese cultural elements in English, such as letting students think about the similarities and differences between the concept of "harmony" in China and the West, and reflect on the Chinese wisdom of "harmony in diversity", thereby deepening their cultural cognition of Chinese culture. On the other hand, with the acceleration of globalization, it is crucial to tell Chinese stories well on the international stage ^[1]. Strengthening students' Chinese cultural awareness and communication capabilities in college teaching helps students inherit and promote Chinese culture with a more inclusive and open attitude, and promotes the exchange and mutual learning between Chinese culture and world culture.

2.2. Enhance the application value of English teaching

Traditional college English teaching emphasizes the imparting and learning of students' basic language skills such as listening, speaking, reading, and writing. Although students have good basic language skills, they ignore the cultural connotations behind the language. Strengthening the cultivation of students' Chinese cultural awareness and the improvement of their communication capabilities in college English teaching makes English teaching not only a "window" for students to understand Western countries but also a "microphone" to help students spread Chinese culture. For teaching objectives, integrating Chinese culture into English teaching makes the cultivation of students' cross-cultural communication capabilities more targeted, transforming into cultivating students' ability to interpret and express Chinese and Western cultures ^[2]. Specifically, it requires students to use English to narrate the wisdom heritage of ancient China and the development achievements of contemporary China. In this process, students' comprehensive language skills and cultural identity will achieve a qualitative leap.

3. Current situation of the cultivation and dissemination of Chinese cultural awareness in college English teaching

3.1. Fragmented teaching content and relatively single carriers

Currently, the content related to Chinese culture in college English textbooks has shortcomings, including fragmentation and a relatively narrow range of carriers, which reduces the adaptability of cultivating and disseminating Chinese cultural awareness. Currently, college English textbooks involve little content about Chinese culture, most of which is presented in the form of "cultural tips" and "supplementary reading." The interpretation of Chinese cultural content is also superficial, making it difficult for students to deeply understand and master it ^[3]. In addition, the integration of Chinese culture into college English teaching is mainly carried out through forms such as Chinese-English translation and reading comprehension, lacking digital and interactive carriers. For example, when introducing content related to Peking Opera facial masks to students, teachers mainly use official promotional videos for foreign audiences, and students focus on Chinese-English translation rather than interactive forms, such as letting students preview before class and explaining Peking Opera facial masks in English during class. The single teaching carrier can neither stimulate students' interest in learning the English communication of Chinese culture nor cultivate their practical ability to "spread Chinese culture in English."

3.2. Teachers' cultural literacy and teaching capabilities need to be strengthened

Most college English teachers have a good English professional background and teaching capabilities, but their knowledge system focuses more on the history, culture, literature and folk customs of English-speaking countries. They lack systematic cognition of traditional Chinese culture, and even some teachers can only express common Chinese cultural nouns and ancient poetry translations in English ^[4]. For example, some teachers can proficiently explain Western cultural ideas in Shakespeare's plays to students in English, but it is difficult for them to accurately interpret the complex and diverse connotations of "benevolence" in "The Analects of Confucius" in English. This will lead to the cultivation of Chinese cultural awareness in college English teaching, becoming a "superfluous addition." In addition, some college English teachers have a certain level of Chinese cultural literacy, but they tend to turn the cultivation and dissemination of Chinese cultural awareness into "knowledge indoctrination," such as letting students rote-learn English words of traditional Chinese festivals without in-depth interpretation of the cultural connotations behind these festivals. Thus, students feel that learning Chinese culture in English courses is useless.

3.3. Lack of value orientation and monotonous forms in the evaluation system

The evaluation system of college English teaching usually "values skills over awareness," focusing on assessing students' English language knowledge and skills, and the assessment methods mainly examine students' listening, speaking, reading and writing abilities through test papers. The CET-4 and CET-6 exams involve some cross-cultural communication knowledge, mainly emphasizing students' mastery of Western culture, such as Western festivals, customs and social etiquette. Although the English expression of Chinese culture has been increasing year by year, the effect in cultivating students' Chinese cultural awareness and communication capabilities is not ideal. At the same time, this evaluation orientation tends to make teachers and students "score-oriented". Even if students take the initiative to learn English expressions and communication skills related to Chinese culture, it is only to obtain high scores ^[5]. In addition, the content of Chinese culture in current college English assessment and evaluation mostly adopts question types such as multiple-choice questions and fill-in-the-blank questions. Students can often quickly fill in English words related to Chinese culture, but they cannot understand and spread Chinese culture in English. This evaluation system also cannot accurately measure students' Chinese cultural awareness and communication capabilities.

4. Analysis of strategies for the cultivation and dissemination of Chinese cultural awareness in college English teaching

4.1. Enrich Chinese cultural elements and resources in college English teaching

English textbooks are the main materials for students' English learning, containing a lot of knowledge and information, but lacking introductions to Chinese culture. Only when teachers scientifically grasp the connotation of Chinese cultural content in textbooks can they quickly find teaching elements with Chinese culture in them ^[6]. For example, some textbooks introduce Qu Yuan's story through the different understandings of "dragon" in the West and China. Although such content is limited to certain themes and scopes, students can naturally absorb Chinese cultural knowledge through learning ^[7]. Therefore, in the process of lesson preparation, teachers should thoroughly analyze the narration of Chinese customs, costumes, festivals, etiquette, and other aspects, and then integrate them into classroom teaching activities. College English textbooks usually integrate Chinese culture into independent unit themes, such as introducing the cultural heritage of various countries, and

even involving parts of ancient Chinese navigation when introducing the history of navigation and exploration of various countries. Therefore, when designing teaching activities, teachers should pay attention to which essential cultural elements to select for in-depth explanation when involving Chinese cultural content. In addition, current college English teachers adopt the attitude of “teaching what is available in textbooks” towards Chinese cultural teaching content. However, in terms of Chinese cultural content itself, the existing English teaching content cannot cover this need. Therefore, when teaching in class, the teaching content and structure of Chinese culture should be determined according to different purposes, objects and strategies. For example, when teaching English expressions related to Chinese culture, we can use English versions of major Chinese media such as China Daily and CGTN to explore teaching discourses in different thematic contexts, laying a good foundation for students to have a deeper understanding of Chinese culture and establish correct values.

4.2. Innovate teaching methods for integrating Chinese culture into college English teaching

Cultural awareness cultivation is a subtle and slow process rather than a way of applying what is learned. Therefore, teachers need to change teaching methods to adapt to this process. For example, adopt a comparative learning model to guide students to discover the thinking styles behind the similarities and differences between Chinese and Western cultures. For example, teachers create a teaching activity for students to “compare and reflect on the symbolic meanings of colors in China and the West,” allowing students to search for information online by themselves and write English speeches to express their insights and views on this topic, so as to strengthen their language conversion ability and deepen their cultural understanding^[8]. In addition, teachers can also adopt project-based learning methods, such as setting thematic tasks such as “Chinese cuisine conquers the world” and “modern inheritance of excellent traditional Chinese culture,” allowing students to internalize and absorb Chinese culture in the process of searching for information, formulating plans, and presenting in bilingual. Furthermore, teachers can use situational simulation to let students explain the connotation of Chinese culture in English in specific situations, so as to improve their ability to cope in different situations. However, when using the above teaching methods, teachers should change their understanding of their role positioning, from knowledge transmitters to learning guides, to maximize the effect and enable students to actively and comprehensively develop good Chinese cultural awareness and communication capabilities in English learning.

4.3. Construct a “China-West integration” training and development system for college English teachers

Colleges and universities should establish a “regular Chinese cultural literacy” training system for English teachers, incorporate Chinese cultural training into the professional development system of English teachers, and abandon the previous educational method of “valuing language over culture.” Firstly, offer special courses such as “Traditional Chinese Culture Seminar” and “Contemporary Development of Chinese Culture,” and invite literary scholars and historical scholars to give lectures to help teachers master the values inherited and upheld by the Chinese nation, including but not limited to Confucius’ “benevolence and etiquette,” Laozi’s “inaction,” and contemporary China’s “rural revitalization” and “strengthening the country through science and education,” thus forming a complete Chinese cultural knowledge system of “tradition + modernity”^[9].

Secondly, organize teachers to carry out “Chinese cultural investigation and practice”, such as visiting world natural heritage sites, such as Longji Terraces and South China Karst; conduct research in traditional

Chinese villages and high-tech parks, allowing teachers to deepen their understanding of Chinese culture through on-site experience, and then transform personal experience into teaching resources. In addition, colleges and universities should strengthen English teachers' ability to integrate culture and language through "special teaching and research + case demonstration." For example, cooperate with other local colleges and universities to carry out thematic teaching and research activities on "integrating Chinese culture into English teaching," allowing teachers to jointly discuss how to organically combine Chinese cultural content with English listening, reading, writing and speaking teaching. At the same time, actively carry out listening and evaluation activities, allowing teachers to learn from excellent teachers how to integrate Chinese culture into English classroom teaching through observation, so as to improve their teaching effect in cultivating students' Chinese cultural awareness and communication capabilities.

4.4. Improve the evaluation system for the cultivation and dissemination of Chinese cultural awareness in English teaching

To ensure better educational results in the cultivation and dissemination of Chinese cultural awareness in college English teaching, teachers need to improve the evaluation system for this goal. For example, add Chinese culture-related content to homework and final exams, such as including recent English reports from major Chinese media in the listening part; requiring students to analyze Chinese cultural phenomena such as "the modern changes of Spring Festival culture" and "the acceptance of traditional Chinese medicine overseas" in English in the writing part; adding impromptu speech sessions on Chinese cultural themes such as "Chinese cuisine" and "Chinese poetry" in the speaking part. At the same time, set corresponding evaluation criteria to assess students' depth of understanding, accuracy of interpretation, and effectiveness of communication of Chinese culture. In terms of the improvement of evaluation methods, innovative methods should be introduced both in form and final effect ^[10]. For example, introduce the cultural learning file recording method in formative evaluation, allowing students to record their understanding and creative expression of Chinese culture in English learning; introduce group cooperation tasks of making Chinese cultural short videos in summative evaluation, to exercise students' Chinese cultural awareness and communication capabilities while improving their teamwork and communication skills. Finally, in terms of evaluation subjects, in addition to traditional teacher evaluation, multiple subject evaluation models such as student self-evaluation, peer evaluation and expert comments should be introduced, so as to comprehensively present the training results and existing problems of students in various aspects such as Chinese cultural awareness, attitude and behavior, and provide feedback for the optimization of subsequent teaching strategies.

5. Conclusion

In summary, cultivating and disseminating Chinese cultural awareness in college English teaching is a long-term task. Teachers should change teaching concepts and innovate teaching models to cultivate students' good Chinese cultural awareness and communication capabilities. Strengthen the nourishment of Chinese cultural knowledge through various teaching approaches, improve students' internal Chinese cultural literacy and external cross-cultural communication capabilities, and inject new vitality into the national team of high-quality international communication talents.

Disclosure statement

The author declares no conflict of interest.

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