# A Research on the Integration of Traditional Culture into College English Teaching Under the Background of "Internet +"

**Honglin Chen\***

Yunnan Agricultural University, Kunming 650201, Yunnan Province, China

**\*Corresponding author:** Honglin Chen, 44424798@qq.com

**Abstract:** The advent of the era of "Internet +" has opened up a new channel for college English teaching and improved its quality. However, college students tend to overlook traditional culture as they place greater emphasis on learning English grammar, along with British and American cultures. Teachers should attempt to change students' attitude in time [1]. College English teachers can utilize the high-quality English resources on the internet, create information-based courses, use micro courses to share British and American film clips, establish English associations, organize English poetry recitation, drama performance, and film dubbing activities, carry out English-Chinese translation training, improve students' cross-cultural awareness, and ensure that traditional culture takes root in college English classes.

**Keywords:** College English; Internet +; Traditional culture

## 1. Introduction

With the rapid improvement of China's international status, many foreigners are taking an interest in traditional Chinese culture, and talents who are proficient in both, Chinese and western cultures are in demand. As a compulsory course in colleges and universities in China, English is more obliged to infiltrate traditional cultural education, reshape students' attitude towards Chinese and western cultures, as well as encourage students to be ambassadors of Chinese and western cultural exchanges [2]. English teachers should utilize internet resources, create information-based courses, and develop an "Internet + Education" model; they can also introduce British and American films, guide students in appreciating the Chinese culture contained in British and American films, and stimulate students' cultural self-confidence; they should set up an English community to encourage students to read British and American classics, participate in drama rehearsals, and learn film dubbing; they can also use Xu Yuanchong's translated works to train students, help them comprehend the breadth and depth of Chinese, nurture their translation skills, and allow them to develop a fondness for traditional culture [3].

## 2. The necessity of integrating traditional culture into college English teaching
### 2.1. Cultivates college students' cultural self-confidence

Culture is the basis upon which a nation is built. English is not merely a language; it is also an essential conduit in the collision between Chinese and western cultures. English teachers should actively explore the traditional cultural elements contained in teaching materials, shape students' attitude towards traditional

culture, firmly prohibit students from "worshiping" foreign countries, and boost students' cultural self-confidence [4]. For example, teachers can educate students on the customs and cultural differences between Chinese and western traditional festivals, as well as help students familiarize themselves with these traditional festivals in English, so as to stimulate their national and cultural self-confidence.

## 2.2. Improves students' language skills
Many college students are still "silent" English learners, repeating English vocabulary, grammar, and sentence patterns, but unable to converse in English [5]. Traditional culture allows students to appreciate Chinese cultural heritage and master English-Chinese translation skills; it also helps improve students' listening, speaking, reading, and writing skills, thus boosting their confidence in speaking and conversing in English, as they turn traditional culture into oral English communication materials.

## 2.3. Improves the quality of English teaching
Traditional culture can revitalize college English classes, enrich teaching contents, display the enhancement of the collision between Chinese and western cultures, stimulate students' sense of mission and responsibility, as well as encourage students to become cultural messengers and carry forward the excellent Chinese culture [6]. Teachers can use ancient poetry, traditional festivals, and British and American films as teaching materials to pique students' interest in learning, guide them in translating English classics and ancient poetry, refine their reading comprehension and translation skills, and comprehensively improve the quality of English teaching.

## 3. The current situation of the integration of traditional culture into college English teaching under the background of "Internet +"
### 3.1. A serious lack of traditional culture in classroom teaching
College English teachers tend to pay more attention to the explanation of teaching materials and the preparation for College English Test (CET)-4 and CET-6. The proportion of traditional culture in college English classroom is relatively low, reflecting the lack of traditional culture education. Some teachers, for example, emphasize on vocabulary and grammar in the learning of English-Chinese translation, while neglecting the concise Chinese, the beauty of artistic conception, and the traditional culture contained in the text. As a result, the classroom is devoid of cultural appeal.

### 3.2. Distorted attitude towards Chinese and western cultures
With the emergence of the "Internet +" age, college students have access to diversified information. European and American celebrities, Hollywood films, and foreign festivals are gradually sought after by students. They are less interested in Chinese ancient poetry, traditional festivals, and classical literature, which reflects a shift in their attitude towards traditional culture. Some students blindly worship European and American celebrities and adore foreign festivals; they have limited understanding of traditional festivals and customs, as well as national historical figures. English teachers are obliged to shape students' perceptions.

## 4. The strategies of integrating traditional culture into college English teaching under the background of "Internet +"
### 4.1. Actively develop extracurricular materials and create information-based courses
College English teachers should fully implement the "Internet +" education, establish the teaching objectives of each semester, actively develop high-quality teaching materials from the internet, refine the contents in such a way that they meet the needs of college English teaching, and create information-based

English courses. On the one hand, they should improve the quality of English lesson preparation, and on the other hand, they should enrich the teaching content for college English. For example, teachers can browse and view "double first-class" college English teaching videos on the MOOC platform, learn from the teaching experience of well-known instructors, refine the traditional cultural materials contained therein, such as Confucian culture, acupuncture, Belt and Road Initiative, and other popular topics, collect relevant video materials to help students understand the origin of these traditional cultures, English words, phrases, and so on, as well as further enrich the teaching content of college English courses. In addition, teachers can also actively organize online thematic teaching activities that are closely related to traditional culture, such as playing English documentaries on Chinese scenic spots and historic sites, so that students can empathize with the foreign admiration for Chinese ancient architecture and tea culture, gain cultural self-confidence, expand their English vocabulary, and learn specific English proverbs and grammar; other than that, teachers can create personalized English information courses to facilitate students' independent review of online courses after class [4]. The information-based curriculum is not only conducive to accelerating the construction of a smart classroom, but also provides students with new English learning tools to encourage students to view these courses on mobile phones and computers, thus improving the effectiveness of college English teaching.

## 4.2. Collect British and American films from the internet and integrate traditional culture into English education

The rapid development of internet technology not only provides more teaching tools for English teachers, but also facilitates students' learning. First, English teachers can use micro classes to share British and American film clips with the students; they can also use popular soundtrack films to stimulate students' interest in learning. These British and American films can be used to train students in listening, speaking, reading, and writing domains, as well as facilitate their exploration of traditional culture penetration in British and American films. For example, teachers can play clips from popular animated films, such as "Mulan" and "Kung Fu Panda," so that students can appreciate the Chinese culture in the eyes of foreign artists and build their own interest in exploring the collision between English and traditional Chinese culture [7]. Based on the well-known story of Hua Mulan joining the army for the sake of her father, which took place in China, the animation tells the story of Hua Mulan's growth in the military camp and conveys the heroism of Chinese women, as well as the patriotism of protecting one's homes and defending one's country. Through this film, students will learn more about war and patriotism, while attempting to translate English lines into Chinese ones, such as "It is an honor to protect my country and my family." While watching the film, they will be influenced by traditional culture and inspired with patriotism. Based on Chinese Kung Fu and giant pandas, "Kung Fu Panda" tells a story of a giant panda's adventure in punishing evil and promoting good while learning Chinese Kung Fu, highlighting the love for Chinese Kung Fu around the world. Traditional culture can be infiltrated into education with the use of these films. They enable students to experience the allure of martial arts, carry forward the spirit of helping others and adhering to justice advocated by Chinese Kung Fu, as well as cultivate moral sentiment.

## 4.3. Organize English community activities to cultivate students' cross-cultural awareness

The internet facilitates English teaching in colleges and universities. Teachers can use the internet to carry out extracurricular guidance, set up English associations, and organize practical activities by utilizing WeChat and Microblog to improve students' cross-cultural awareness. English teachers can also guide students in community activities, such as English film dubbing, ancient poetry translation reading, and speech competitions on Chinese traditional festivals, as well as encourage students to independently explore the collision of British and American cultures with traditional Chinese culture, so as to improve students'

cross-cultural awareness [8]. Students can be encouraged to recite the lines in Shakespeare's plays, translate these English lines into Chinese, analyze the translation between the two languages, and learn to appreciate the linguistic and cultural differences between English and Chinese, so as to stimulate their affection for the Chinese language. Film dubbing is the "home" for students. In film dubbing, students are given the option to select their favorite films and dub them by roles, with their English pronunciations corrected along the process. For example, choosing "Hero," directed by Zhang Yimou, will be beneficial to students in their attempt to use English lines to explain the love for martial arts in the film, experience the patriotism and belief engraved in the bones of Chinese people, appreciate the ink culture and traditional costumes seen in the film, as well as grow affection for traditional culture [9]. In addition, teachers can also encourage students to talk about traditional Chinese festivals in English. For instance, after collecting their own materials, students can begin by introducing the legend of the monster "Nian" ("Year"), who is closely related to the Spring Festival, the production methods of dumplings, and the different customs of Spring Festival in both, the north and the south. In this way, students can actively explore and come to understand traditional culture, awaken their attention to traditional festivals, and shape correct attitudes toward Chinese and western cultures.

## 4.4. Carry out interesting English-Chinese translation training to cultivate students' cultural self-confidence

College English teachers should skillfully use the internet. On the one hand, they should collect materials from the internet in accordance with English textbooks, such as Xu Yuanchong's English ancient poetry translations, appreciate the "romantic" feelings after the translation of Chinese ancient poetry into English, and improve students' translation skills. On the other hand, teachers can collect specific allegorical sayings and folk proverbs, encourage students to translate them into English, and enhance their cultural self-confidence. With China's increasing international influence, the Chinese culture is gradually spreading across the world, and many foreigners are beginning to take an interest in learning Chinese and Chinese ancient poetry. English teachers should respect this cultural trend, actively carry out traditional culture education, guide students in appreciating the ancient poetry translated by Xu Yuanchong, the cultural charm of English-Chinese translation, and the artistic charm of ancient poetry, which is implicit, meaningful, and profound, as well as encourage students to recite some of these ancient poetry in English to improve their humanistic quality [10]. In addition, teachers can use Chinese two-part allegorical sayings, ancient poetry, and folk proverbs to design games. They can either provide the English translation to an ancient poem, and then encourage students to infer the corresponding ancient poetry, or they can provide a Chinese two-part allegorical saying, and encourage the students to write the corresponding English translation. This will further improve students' English translation skills and promote the deep integration of traditional culture education into English teaching, which is direction of college English teaching reform in the future.

## 5. Conclusion

"Internet +" provides more options for college English classroom teaching. Teachers should actively learn new intelligent teaching methods, such as micro class, MOOC, and online live teaching, develop high-quality online English resources, create information-based English courses related to traditional culture, introduce micro classes into British and American film clips, identify the Chinese elements included in British and American films, shape students' attitude towards traditional culture, encourage students to explore various materials, such as ancient poems, Chinese characters, and traditional festivals, in English textbooks and on the internet, motivate students to share the traditional Chinese culture, enhance their cultural self-confidence, and make full use of traditional culture to revitalize college English classes.

## Disclosure statement

The author declares no conflict of interest.

## References

[1] Kang L, Lv Y, Liu L, 2021, A Brief Analysis of the Integration of Chinese Traditional Culture in College English Teaching under the Background of "One Belt and One Road". English Square, 2021(27): 91–93.

[2] Bai Y, 2020, College English Teaching and Traditional Culture Export from the Perspective of Cultural Confidence: A Case study of Tea Culture. Fujian Tea, 42(09): 140–141.

[3] Hu P, 2020, How to Promote Chinese Traditional Excellent Culture in College English Teaching. The House of Drama, 2020(17): 165.

[4] Jia W, 2020, Research on the Application of Tea Culture in College English Teaching Under the Cross-Cultural Background. Fujian Tea, 42(09): 301–302.

[5] Jiang H, Feng A, 2019, Practical Problems and Strategies of Infiltrating Chinese Traditional Culture in English Teaching in Schools. Northern Lights, 2019(03): 143–144.

[6] Tu Y, 2018, A Study on the Infiltration of Traditional Chinese Culture in College English Teaching. Business Story, 2018(18): 48.

[7] Wang Y, Zhu W, 2018, Thoughts on Inheriting Regional Traditional Culture in College English. Modern Vocational Education, 2018(34): 281.

[8] Liu Q, 2017, Discussion on the Penetration of Chinese Traditional Culture in College English Teaching. Fashion of Tomorrow, 2017(21): 180.

[9] Chen H, 2017, The Influence of Chinese Traditional Culture on College English Teaching. Literature Review, 2021(7): 153–154.

[10] Chen Y, 2009, Discussion on the Penetration of Traditional Chinese Culture Education into Public English Teaching in Colleges and Universities in China. Journal of Hebei Radio and Television University, 14(6): 58–60.