A Strategic Study and Practical Reflection on the Deep Integration of Chinese Culture into College English Teaching

Yan Xiao[a,*], Yuanyuan Xu[b], Yanmei Meng[c]

School of Language and Culture, Qingdao Huanghai University, Qingdao, Shandong, China

[a]176531130@qq.com, [b]2678780687@qq.com, [c]35918721@qq.com

Abstract: With the acceleration of globalization, cross-cultural communication is becoming more and more frequent, so it is of great significance to integrate Chinese culture into college English teaching. This paper aims to explore the strategies for the deep integration of Chinese culture in college English teaching and to reflect on the practice process. Based on the analysis of the current teaching situation, this paper puts forward integration strategies including textbook compilation, teaching method innovation, teachers' Chinese cultural literacy improving and other aspects, and puts forward improvement suggestions for existing problems in college English teaching, with a view to improving the integration level of Chinese culture in college English teaching and cultivating students' intercultural communication ability and cultural self-confidence.

1. Introduction

In the current era of globalization, as an international common language, English plays an important role in cross-cultural exchanges. College English teaching should not only cultivate students' English language skills but also attach great importance to the improvement of students' cross-cultural communication abilities. However, for a long time, college English teaching has often focused on the input of Western culture, while the input of Chinese culture is relatively insufficient. This has led to the phenomenon that in cross-cultural exchanges, although students can understand and apply Western cultural knowledge quite well, they have difficulty accurately expressing the connotations of Chinese culture in English, resulting in the so-called "aphasia of Chinese culture". As the main force in cultural dissemination, college students can display Chinese culture to the world on many occasions such as international exchanges when they can proficiently express Chinese culture in English. Therefore, how to deeply integrate Chinese culture into college English teaching has become an important topic in the current reform of college English teaching.

2. Significance of the Inheritance of Chinese Culture in College English Teaching

2.1. Strengthening Students' Cultural Confidence

Inheriting Chinese culture in college English teaching enables students to have an in-depth understanding of the essence and charm of their own culture. When students can accurately introduce China's philosophical thoughts, literary and artistic achievements, scientific and technological achievements, etc. to the world in English, they will have a strong sense of identity and pride in Chinese culture, thereby strengthening their cultural confidence[1]. For example, after students learn to tell about Confucius' Confucian thoughts and their influence on world culture in English, they will deeply recognize the important position of Chinese culture in the process of human civilization and then more confidently inherit and promote Chinese culture.

2.2. Improving Cross-Cultural Communication Abilities

Cross-cultural communication is a two-way exchange process. While students master Western cultural knowledge, if they can skillfully use English to express Chinese culture, it will be more

conducive to in-depth and equal exchanges with international friends. They can share China's unique cultural perspectives in exchanges, enhance mutual understanding, and avoid cultural misunderstandings. For example, in international academic exchanges or cultural exchange activities, students can enrich the content of exchanges and broaden the depth of exchanges by introducing traditional Chinese medical culture, martial arts culture, etc., and improve their own cross-cultural communication abilities.

2.3. Promoting the External Dissemination of Chinese Culture

With the continuous enhancement of China's international influence, the world's interest in Chinese culture is growing day by day. As an important link in cultivating international talents, college English teaching can provide powerful talent support for the external dissemination of Chinese culture by cultivating students' ability to express Chinese culture in English. After graduation, whether these students are engaged in international trade, diplomatic affairs or cultural exchange work, they can become messengers for the dissemination of Chinese culture, promote Chinese culture to the world stage, and enhance the international popularity and influence of Chinese culture[1].

3. Current Situation of the Integration of Chinese Culture in College English Teaching

3.1. Imbalance in Textbook Content

Most of the current college English textbooks are compiled with Western culture as the background, and the content related to Chinese culture is relatively scarce and scattered. The texts, reading materials, listening materials, etc. in the textbooks mostly focus on Western society, history, literature, science and technology, etc. The lack of Chinese cultural elements makes students lack the materials and contexts for expressing Chinese culture in English during the learning process.

3.2. Constraints of Teaching Concepts

The traditional teaching concepts of college English focus on the imparting of English language knowledge and the introduction of Western culture, believing that the main purpose of English learning is to enable students to communicate with the Western world, while ignoring the importance of Chinese culture in English teaching. This concept leads to teachers' lack of active awareness of inheriting Chinese culture in the teaching process, and the teaching syllabus and curriculum design also pay less attention to the integration of Chinese cultural content.

3.3. Single Teaching Method

The traditional teaching methods of college English mainly rely on teachers' lecturing and students' passive acceptance. In this teaching mode, teachers often focus on the imparting of language knowledge, such as vocabulary, grammar, sentence patterns, etc., while ignoring cultural infiltration. Even when it comes to cultural teaching, it is mostly a simple introduction to Western culture, lacking effective teaching methods and means for the integration of Chinese culture and English teaching, and it is difficult to stimulate students' learning interests and initiatives.

3.4. Uneven Chinese Cultural Literacy of Teachers

Most college English teachers graduate from English language and literature or related majors, and their knowledge structures mainly focus on English language and Western culture. Many teachers do not have a deep enough understanding of Chinese culture and lack a systematic knowledge system of Chinese culture. It is difficult for them to conduct comprehensive and accurate explanations and interpretations of Chinese culture in teaching. Moreover, teachers' own abilities to express Chinese culture in English also need to be improved, and it is difficult for them to provide good examples and guidance for students.

4. Strategies for the In-depth Integration of Chinese Culture in College English Teaching

4.1. Optimizing Textbook Compilation

Textbooks are important bases and carriers for teaching. The proportion of Chinese cultural content in college English textbooks should be increased, and it should be systematically and scientifically arranged. Textbook compilers can select representative Chinese cultural elements, such as ancient Chinese philosophical classics, historical stories, literary masterpieces, traditional festivals, folk cultures, etc., classify and sort them according to different themes and difficulty levels, and compile them into texts, cases, exercises, etc. suitable for college English teaching. In terms of the presentation of textbook content, attention should be paid to combining pictures and texts to make it vivid. Combined with multimedia resources, such as audio, video, pictures, etc., the interest and attractiveness of textbooks can be enhanced. In addition, cross-cultural comparison and exchange links can be set up in textbooks to guide students to deepen their understanding and recognition of the connotations of Chinese culture by comparing the differences and commonalities between Chinese culture and Western culture[2].

4.2. Innovating Teaching Methods

In college English teaching, diverse teaching methods and means can be adopted to inherit Chinese culture. For example, the task-driven method can be used. Tasks related to Chinese culture can be assigned, such as asking students to introduce a certain traditional Chinese festival, historical figure or cultural heritage in English. Through forms such as group cooperation and classroom presentations, students' learning interests and initiatives can be stimulated, and their abilities to express Chinese culture in English can be improved. The situational teaching method can be applied to create teaching situations related to Chinese culture, such as simulating Chinese cultural exchange activities, business negotiations and other scenes, so that students can use English to communicate and interact in real situations and enhance their cross-cultural communication practical abilities. The comparative teaching method can be used to conduct comparative teaching of Chinese culture and Western culture to help students better understand the differences and commonalities of the two cultures. In the teaching process, teachers can select some representative cultural themes, such as family concepts, values, social etiquettes, etc., and guide students to compare the different manifestations and connotations of Chinese and Western cultures in these aspects. Through comparative teaching, students can deepen their understanding of Chinese culture and at the same time improve their cross-cultural communication awareness and abilities. With the help of multimedia teaching means, videos, movies, documentaries related to Chinese culture can be played to let students intuitively feel the charm of Chinese culture and deepen their understanding of cultural connotations. Meanwhile, network teaching platforms can be utilized to recommend high-quality English learning resources of Chinese culture, such as online courses, e-books, cultural websites, etc., to guide students to conduct autonomous learning and extensive reading.

4.3. Improving Teachers' Chinese Cultural Literacy

Teachers are the organizers and guides of teaching activities, and the level of their Chinese cultural literacy directly affects the effect of the inheritance of Chinese culture in college English teaching. Therefore, college English teachers should strengthen their own learning and research on Chinese culture, broaden their knowledge horizons, and enrich their cultural connotations[2]. They can deeply understand the historical origins, philosophical thoughts, literary and artistic achievements, traditional customs, etc. of Chinese culture and improve their abilities to express Chinese culture in English by participating in Chinese culture training courses, academic seminars, reading relevant books and documents, etc. Meanwhile, teachers should also actively carry out teaching research, explore Chinese culture teaching methods and models suitable for college English teaching, and continuously improve teaching quality.

4.4. Perfecting the Teaching Evaluation System

Establishing a scientific and reasonable teaching evaluation system is the key to ensuring the

effective implementation of the inheritance of Chinese culture in college English teaching. Teaching evaluation should shift from the single assessment of language knowledge and skills to the comprehensive evaluation of cross-cultural communication abilities and cultural literacy. In terms of evaluation content, in addition to examining students' basic English language knowledge and skills, the assessment of students' Chinese cultural knowledge reserves, cultural understanding abilities, cultural expression abilities, and cross-cultural communication awareness and abilities should also be increased. For example, question-and-answer questions about Chinese cultural knowledge, cultural theme writing, oral expression and other question types can be set up to test students' mastery and application abilities of Chinese culture. In terms of evaluation methods, diversified evaluation methods should be adopted, such as the combination of formative evaluation and summative evaluation, and the combination of teacher evaluation and student self-evaluation and mutual evaluation. Formative evaluation can focus on students' performance, participation, group cooperation abilities, etc. in the classroom learning process; summative evaluation can appropriately increase the proportion of content related to Chinese culture in the final examination. By perfecting the teaching evaluation system, teachers and students can be guided to attach importance to the inheritance of Chinese culture and promote the overall improvement of college English teaching quality.

5. Practical Reflections on the In-depth Integration of Chinese Culture in College English Teaching

5.1. Existing Problems

Firstly, the grasp of the depth and breadth of cultural content is not accurate enough. In teaching practice, sometimes the Chinese cultural content is either too simple or too profound. If it is too simple, it is difficult to meet students' needs for in-depth exploration of cultural knowledge. If it is too profound, it may lead to students' difficulty in understanding and affect their learning enthusiasm. In addition, the coverage of cultural content is not wide enough, and some important areas of Chinese culture have not been involved or are involved less.

Secondly, the integration of teaching resources is insufficient. Although attempts have been made to integrate multiple teaching resources in the teaching process, there are still problems such as scattered resources and lack of systematic integration. For example, there are rich and diverse English teaching resources of Chinese culture on the Internet, but teachers face certain difficulties in screening and integrating these resources and it is difficult to organically integrate them into the teaching process, resulting in low utilization efficiency of resources.

Finally, individual differences among students are not fully considered. Students have relatively large individual differences in English proficiency, cultural background knowledge, learning interests and learning abilities. In teaching, it is sometimes difficult to meet the learning needs of different students. Some students with relatively poor foundations or low interests in Chinese culture may encounter greater difficulties in the learning process, affecting the overall teaching effect.

5.2. Improvement Suggestions

First, teaching content should be carefully designed. Before teaching, teachers should thoroughly study the teaching syllabus and the actual situation of students, carefully select and design the teaching content of Chinese culture, and ensure that the depth and breadth of the content are appropriate, which can not only stimulate students' learning interest, but also meet their learning needs. At the same time, we continue to expand the coverage of cultural content and gradually cover all important fields of Chinese culture, such as science and technology culture, education culture, religious culture and so on.

Secondly, the integration and development of teaching resources should be strengthened. To establish a teaching resource database, teachers can systematically integrate and classify all kinds of English teaching resources of Chinese culture. The faculty team can jointly participate in the selection, sorting and development of resources, and make teaching courseware, micro-lesson videos, online

tests and other resources suitable for our students. In addition, strengthen cooperation and exchanges with other universities or educational institutions, share high-quality teaching resources, and improve the utilization efficiency of teaching resources.

Finally, stratified teaching and individualized guidance should be implemented. According to students' English level, cultural background knowledge, learning ability and other factors, students are divided into different levels to implement stratified teaching. According to different levels of students, different teaching objectives, teaching content and teaching methods are formulated to meet the personalized learning needs of students. At the same time, we should strengthen the monitoring and personalized guidance of students' learning process, timely find out the problems encountered by students in the learning process and give them help, and encourage students to actively participate in the learning and exchange of Chinese culture.

6. Conclusion

Deeply integrating Chinese culture into college English teaching is of great significance for cultivating students' cross-cultural communication abilities, strengthening cultural confidence, and promoting the international dissemination of Chinese culture. Through the implementation of strategies such as optimizing textbook compilation, innovating teaching methods, and strengthening teacher training, and continuous reflection and improvement in teaching practice, the integration level of Chinese culture in college English teaching can be effectively improved. While mastering English language skills, students can better inherit and promote outstanding traditional Chinese culture and become high-quality talents with international perspectives and cross-cultural communication abilities. However, the integration of Chinese culture into college English teaching is a long and complex process, which requires the continuous exploration and practice of the vast majority of educators to jointly promote the in-depth development of the reform of college English teaching.

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