

Study on the Integration of Traditional Chinese Culture into College English Teaching Strategies

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Abstract

With the increasing world globalization and the deep development of Road and Belt, English teaching, as an important tool for international communication, occupies an important position in high education. However, there is a tendency in current college English teaching practice, that is, to overemphasize the cultivation of language skills, while relatively ignoring the development of students' intercultural communication ability. This article presents a study that explores the integration of traditional Chinese culture into college English teaching strategies, by analyzing the current situation of college English teaching to put forward the concrete methods and paths of integrating traditional cultural elements into the teaching process, with the aim of improving students' intercultural communication ability and promoting the inheritance and development of traditional Chinese culture.

Keywords

Chinese Traditional Culture; College English Teaching; Intercultural Communication Competence.

1. Introduction

English is an important bridge between China and the world. In higher education, English as an instrumental subject plays a key role in promoting cultural exchanges between China and the world. College English is a compulsory public foundation course for non-English major undergraduates. Therefore, integrating traditional Chinese culture into daily college English teaching activities is conducive to enhancing the soft power of Chinese culture and enhancing the influence of Chinese culture on the international stage.

With the acceleration of globalization, cultural exchanges and integration between countries are becoming more frequently. In this context, college students, as the main force of the future society, not only need to master English as an international communication tool, but also need to have cross-cultural communication skills and understand and respect the differences between different cultures. Therefore, integrating traditional Chinese culture into college English teaching is helpful to cultivate students' awareness of cultural diversity in the context of globalization.

In recent years, with the continuous improvement of China's national strength, the international community has gradually increased its attention to Chinese culture. However, at present, the content of college English classes is biased towards Western culture and ideas, and the introduction and publicity of traditional Chinese culture are relatively small. As a result, students have a short aphasia when they introduce Chinese traditional culture in English, which weakens their sense of identity and pride in Chinese traditional culture. Integrating traditional Chinese culture into college English teaching can help students better understand and spread Chinese culture, and enhance the international influence of Chinese culture.[1].

The traditional Chinese culture, as the civilization accumulation of the Chinese nation for five thousand years, has profound historical deposits and rich cultural connotations. Whether it is

poetry, calligraphy and painting, traditional festivals and folk customs, they all provide rich materials and broad horizons for college English teaching. Therefore, integrating traditional Chinese culture into English teaching can not only enable students to have a deeper understanding of local culture in the learning process, but also help them express their opinions and emotions more confidently and freely when communicating with people from different cultural backgrounds.

2. Literature Review

2.1. Intercultural Communication Competence

(Sun & Zhang, 2019).probes into the significance of collaborative learning in English teaching in promoting the development of students' intercultural communicative competence. Collaborative learning not only helps improve students' language skills, but also deepens their understanding and respect for different cultures, thus facilitating meaningful cross-cultural communication. By designing appropriate collaborative learning activities, teachers can help students improve their language skills, develop cross-cultural awareness and sensitivity, and enhance cross-cultural communication skills, thus promoting meaningful cross-cultural communication. Wang & Zhang (2020) discusses how to integrate Chinese culture into college English teaching in order to improve students' learning experience and language application ability. Through the case study method, the practical application effects of various teaching strategies and materials are analyzed in depth, and their impact on students' language learning is evaluated. The research shows that students' learning experience and language application ability can be effectively improved by innovating teaching methods and enriching teaching contents.

Notably, (Chen & Starosta, 2020) pointed out that educators can achieve their goals by promoting activities such as cultural exploration, reflection and dialogue to develop students' intercultural communication competence (ICC). These activities can not only enhance students' cultural awareness, but also improve their communication skills in different cultural backgrounds. Project-based learning, cultural exchange programs, and strategies such as digital storytelling do provide students with opportunities for genuine cultural immersion and intercultural communicative practice , which not only focus on the transfer of theoretical knowledge, but also emphasize the experience and participation of students in practical situations, so that they can have a deeper understanding and experience of different cultures (Kim&Lee, 2019).

In English teaching, the cultivation of students' effective intercultural communication competence (ICC) has a profound impact on students' language learning outcomes, cultural competence and global citizenship.(Garcia&Chen, 2021). And then Students with high ICC ability have a significant advantage in cross-cultural communication, they are better able to navigate different cultural backgrounds, communicate effectively with people from different backgrounds, and succeed in a multicultural environment.(Yang&Wu, 2022).

Indeed, integrating Chinese traditional culture into English teaching not only enriches the teaching content, but also provides students with opportunities for cultural exploration, communication and understanding, thus improving their intercultural communication ability. This initiative has far-reaching educational implications, helping to develop students' language proficiency, cultural competence and global citizenship.

2.2. Research on the Integrating Chinese Traditional Culture into English Teaching

In recent years, with the acceleration of the process of globalization and the increasing frequency of cross-cultural communication, more and more researchers have begun to

recognize the great potential of traditional Chinese culture in enriching language learning experience and promoting cross-cultural understanding. Therefore, the idea of integrating Chinese traditional culture into English teaching has attracted more and more attention.

Recent research has suggested a range of innovative and practical strategies for integrating traditional Chinese culture into English teaching. Teachers can use authentic cultural materials, such as literature, folk tales and historical anecdotes, to provide meaningful linguistic context (Xu & Gao, 2019). Then, Cheng and Lin (2020) advocate for integrating cultural activities such as traditional Chinese festivals, art and food into English teaching to increase students' participation and enhance their learning experience and sense of participation. Under the context of integrating traditional Chinese culture into English teaching, such activities as collaborative projects, role playing or simulation games and participation in cross-cultural communication program can promote active participation and cross-cultural exchange. (Zheng & Park, 2020; Zhao & Zhang, 2020).

In the context of intercultural communication, integrating traditional Chinese culture into English teaching has become an important concern of contemporary scholars. Not only do they see a strong relationship between language learning and cultural understanding, they also highlight the important role of empathy, curiosity, and open-mindedness in facilitating cross-cultural interaction (Hu, 2018; Sun & Zhang, 2019).

After an in-depth analysis of the literature in recent years, this study further emphasizes the importance of integrating traditional Chinese culture into English teaching. Although some challenges may be encountered in practice, the author believes that teachers are fully capable of overcoming these obstacles by applying effective teaching strategies. Integrating traditional Chinese cultural elements into English teaching can not only enrich the course content, make language learning more interesting and practical, but also help students to deeply understand the essence of Chinese culture and enhance their cultural self-confidence. At the same time, by comparing and discussing the similarities and differences between different cultures, students can develop their cross-cultural awareness and improve their intercultural communication ability.

3. Factors Affecting the Developing of Students' Intercultural Communication Competence

3.1. Individual Factors

Students' attitude towards and interest in Chinese traditional culture and English learning is an important factor affecting the development of their intercultural communicative competence. This kind of influence is far-reaching and multifaceted, which directly relates to students' performance and self-confidence in cross-cultural communication. At the same time, if they have a positive attitude towards English learning and are willing to understand and express Chinese culture through English, their intercultural communication ability will be improved accordingly.

3.2. Textbook Factors

When traditional Chinese cultural elements are incorporated into college English teaching, the content and methods of teaching will directly affect students' intercultural communicative competence. If the teaching content is too traditional or simple, lacking a sense of The Times and practicality, it may not arouse students' interest, and thus hinder their understanding and dissemination of traditional Chinese culture. At the same time, if the teaching method is too mechanical, lack of interaction and innovation, it may also limit the participation and enthusiasm of students, affecting the development of their cross-cultural communication ability.

3.3. Teachers Factors

Teachers' cultural accomplishment and teaching ability have an important impact on the development of students' intercultural communicative competence. If teachers have a deep understanding and love of traditional Chinese culture, and have the ability to express and spread traditional Chinese culture in English, they can guide students to learn and understand traditional Chinese culture more effectively in class, and help students improve their intercultural communication ability. At the same time, the teaching ability of teachers also determines whether they can effectively integrate traditional culture into teaching, so that students can learn and improve in a relaxed and pleasant atmosphere.

4. Strategies of Integrating Chinese Traditional Culture into College English Teaching

4.1. Selection and Integration of Teaching Content

In college English teaching, representative traditional Chinese literature can be selected for translation and interpretation, such as Selected Readings of the Analects of Confucius and fragments of Tao Te Ching. These documents not only help students understand ancient Chinese thoughts and culture, but also improve their English reading and translation skills.

And then the teaching content can combine festivals, customs and traditional cultural activities into the teaching content, such as the Spring Festival, the Mid-Autumn Festival, the Dragon Boat Festival, etc. By introducing the origin, celebration and related stories of these festivals, students will be able to describe and discuss these cultural phenomena in English while understanding the culture.

4.2. Innovation and Practice of Teaching Methods

Teachers can design role-playing and scenario simulation activities with traditional Chinese culture as the theme, so that students can use English to communicate in a simulated real environment. For example, the simulation of market transactions and festival celebrations in ancient China allows students to experience and spread Chinese culture in interaction.

By the way, teachers can encourage students to conduct in-depth research on a certain aspect of traditional Chinese culture in the form of group discussion or project cooperation, and present and report in English. This way can improve students' ability to work in a team and express Chinese culture in English.

4.3. Development and Utilization of Teaching Resources

The use of modern technology means to produce multimedia teaching resources containing Chinese traditional cultural elements, such as courseware, video, audio and so on. These resources can intuitively demonstrate the charm of Chinese culture and enhance students' interest in learning.

Make full use of network resources to collect English materials, videos and pictures related to Chinese traditional culture, so as to provide students with rich extra-curricular learning materials. At the same time, students can be guided to use the network platform for independent learning and interactive communication.

4.4. Establishment of Evaluation and Feedback Mechanism

In evaluating students' learning results, in addition to the traditional written test and oral test, students should also pay attention to the evaluation of cross-cultural communication ability, understanding and expression ability of traditional Chinese culture. The comprehensive evaluation can be made through students' classroom performance, group discussion results, project reports, etc.

In the teaching process, teachers should give timely feedback and guidance to students to help them correct mistakes and improve their ability to express themselves. At the same time, it is also necessary to encourage students to learn and communicate with each other to form a good learning atmosphere.

5. Conclusion

To sum up, this course emphasizes the importance of integrating traditional Chinese culture into college English teaching strategies, which not only enriches the content of language teaching, but also effectively promotes cross-cultural understanding. By using authentic cultural materials and innovative teaching methods, educators are able to create meaningful and productive learning experiences for students. Under the guidance of this teaching strategy, students can not only master English language skills, but also have a deep understanding of the essence and connotation of traditional Chinese culture. Through unremitting efforts and continuous exploration, we believe that this teaching strategy will play an increasingly important role in the field of college English teaching and lay a solid foundation for cultivating more outstanding talents.

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