

# Under the Background of “Belt and Road”, We Integrate Chinese Culture into College English Teaching in Universities

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**Abstract:** Cross-cultural exchanges and cooperation have become an important issue in the era of globalization. In this era, the interaction and cooperation between countries have become more frequent, and the international community has an increasingly urgent need for cross-cultural understanding and communication. China’s “Belt and Road” initiative, as a transnational cooperation and development program, provides new opportunities for the dissemination and promotion of Chinese culture on the international stage. The purpose of this paper is to explore how to integrate Chinese culture into college English teaching in universities to meet the cultural exchange needs of the “Belt and Road” initiative.

**Keywords:** Belt and Road; Chinese culture; English education; Cross-cultural education; Teaching Strategy

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## 1. The background and significance of the Belt and Road Initiative

The “Belt and Road” initiative has a profound historical background, dating back to the ancient Silk Road era. This ancient business route promotes the cross-cultural exchanges of goods, culture, religion and academia, and promotes the interaction between different civilizations. However, with the advent of the mid-20th century, this gradually declined. In 2013, This initiative focuses on connectivity, economic cooperation and cultural exchanges, and aims to strengthen cooperation and jointly develop among countries. The “Belt and Road” initiative has important significance in the economic and cultural fields. From an economic perspective, it promotes cross-border trade and investment, encourages trade cooperation among participating countries through improving infrastructure, trade routes and tariff reductions, and helps reduce trade costs, improve trade efficiency, and expand the market and business opportunities. At the same time, it has created a large number of jobs, promoted economic growth, strengthened financial cooperation, encouraged countries to cooperate in the investment and financial fields, and promoted the development of the international financial market<sup>[1]</sup>.

## 2. The theoretical basis of integrating Chinese culture into English teaching under the background of “Belt and Road”

### 2.1 Cross-cultural education theory

Intercultural education theory plays an important role in college English teaching. This includes cultural conflict theory, cultural adaptation theory, and cultural sensitivity theory. Cultural conflict theory highlights possible differences between cultures that can lead to conflict and misunderstandings. Therefore, English education can help students to identify and solve potential conflicts in cross-cultural communication. Cultural adaptation theory focuses on how individuals adapt to the new cultural environment, and in the context of “Belt and Road”, English teaching needs to help students adapt to Chinese culture to better understand Chinese cultural values and traditions. The theory of cultural sensitivity emphasizes cultivating students’ understanding and respect for different cultures. English education should encourage students to actively explore and respect Chinese culture, and cultivate their sensitivity to Chinese culture, so as to better integrate into the Chinese cultural environment. Using these theories together, English educators can provide in-depth cultural experience, strengthen the ability of cross-cultural communication, and achieve the goal of cultural exchange under the “Belt and Road” initiative.

### 2.2 Cultivation of cultural awareness

The cultivation of cultural consciousness is of great significance in college English teaching in universities. Students need to

understand the background and values of Chinese culture, even if they learn English. This helps students to understand the close connection between language and culture deeper. Cultivating students' cultural awareness can be realized through cultural discussion and comparison of cultural cases. By discussing the values, traditions and social habits in Chinese culture, students can have a more comprehensive understanding of Chinese culture. At the same time, comparing Chinese culture with their own culture helps students discover the similarities and differences between cultures, thus enhancing cross-cultural understanding. The cultivation of cultural awareness not only helps students to better integrate into the Chinese cultural environment, but also helps them to conduct more successful international exchanges in the context of "Belt and Road". Therefore, the cultivation of cultural awareness is essential in college English teaching, which helps students to establish the ability of cross-cultural communication and promote international cultural exchange<sup>[2]</sup>.

### **2.3 Teaching strategies and methods**

Teaching strategies and methods are of great importance in integrating Chinese culture into college English teaching in universities. To improve students' cultural awareness and cultural sensitivity, various teaching strategies can be adopted, such as cultural sensitivity education and cross-cultural communication skills training. These strategies help students to gain a deeper understanding of Chinese culture and foster their respect and understanding of different cultures to better integrate into the Chinese cultural environment. Cultural and educational activities, such as cultural exhibitions, lectures and visits, can also enrich the teaching experience and provide students with opportunities to experience Chinese culture for themselves. Interactive teaching methods, including role playing, simulated cultural exchanges and field trips, enable students to deeply experience Chinese culture deeply, not just the transmission of theoretical knowledge. Together, these teaching strategies and methods help students to better understand and integrate into Chinese culture, so as to achieve the cultural exchange goal in the context of "Belt and Road".

## **3. How to integrate Chinese culture into the practice of college English teaching in the context of "Belt and Road"**

### **3.1 Curriculum design practice**

In the context of the "Belt and Road" initiative, the practice of integrating Chinese culture into English teaching in universities requires a carefully designed curriculum and clear curriculum objectives to give students a deep understanding of the initiative. This includes imparting knowledge about the initiative history, context, and global impact, helping students to gain a deeper understanding of its importance to China and the international community and how to drive international cooperation. The teaching content of this part can include text materials, research reports and presentations related to the initiative, as well as the need to introduce Chinese culture modules to highlight the importance of Chinese culture in the initiative, since China is one of the main sponsors of the initiative. Students will have the opportunity to learn about Chinese cultural background, traditions and values to help them better understand Chinese participation. The course content of this section can include textbooks about Chinese culture, such as texts of traditional Chinese literature, art and history, as well as practical cultural experience activities such as calligraphy, Chinese painting and tea tasting ceremonies. In order to cultivate students' cultural awareness, various interactive teaching strategies are adopted. For example, organize cross-cultural discussions for students to explore the differences and commonalities between different cultures. Role-playing activities can also help students simulate the international communication situations in the Belt and Road initiative and improve their cross-cultural communication skills. Field trips are another important teaching strategy for students with a personal experience of Chinese culture and interaction with local people to better understand the practical application of the initiative. When selecting textbooks and resources, text and multimedia resources related to the initiative, such as international collaborative case studies and infrastructure development projects, should be preferred. These resources will help students to gain a deeper understanding of the practical application of initiatives and impact.

### **3.2 Teaching activities and project practice**

Under the background of "Belt and Road" initiative, it is of research significance to integrate Chinese culture into the practice of English teaching in universities. Through curriculum design, students can have a deeper understanding of the history, background and global impact of the initiative, and develop the ability to participate in international affairs and promote international cooperation. The introduction of the Chinese culture module helps to improve students' cultural awareness, including Chinese cultural background, traditions and values. Course materials include texts related to initiatives and Chinese culture, such as traditional literature, art, and history. Interactive teaching strategies, such as cross-cultural discussion and role-play, can help to deepen students' understanding of different cultural differences and commonalities, and develop cross-cultural communication skills. Field trips allow students to

experience Chinese culture and interact with locals to better understand the actual situation. The selection of textbooks and resources related to the initiative, such as international collaborative case studies, help students with a deeper understanding of the practical application and impact of the initiative. In summary, integrating Chinese culture into English teaching not only improves language skills, but also deepens the understanding of initiatives and China's role in international cooperation.

### **3.3 Practice of evaluation and feedback on teaching**

Evaluation and feedback play a crucial role in the practice of integrating Chinese culture into college English teaching in the context of "Belt and Road". The task of this part is to ensure that students can achieve the established course objectives at the end of the course. First, educators need to design appropriate assessment tools to assess students' language skills, cultural understanding, and cross-cultural communication skills. These assessment tools include regular quizzes, assignments, programs, and examinations, which must be aligned with the course objectives to ensure overall student development. Second, feedback is also an integral part of the evaluation. Through timely and targeted feedback, educators can help students to improve their learning, especially in cross-cultural communication skills. Educators can use oral and written feedback to provide students with specific advice and guidance to guide them on how to better understand and apply the knowledge of Chinese culture.

## **4. Conclusion**

To sum up, in the era of globalization, cross-cultural exchanges and cooperation have become crucial. China's Belt and Road initiative provides new opportunities and challenges for the development of Chinese culture on the international stage. We believe that integrating Chinese culture into English education will promote international friendship, deepen cultural mutual learning, and provide strong support for the common prosperity and development of all countries in the world.

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