

# An Analysis on the Integration Path of Chinese Traditional Culture and College English Teaching

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**Abstract:** This paper discusses the path of the integration of Chinese traditional culture and college English teaching, and puts forward specific implementation strategies. First of all, it analyzes the current situation of English teaching in colleges and universities, and points out that the existing teaching methods lack the integration of cultural elements and neglect of students' individual needs. Secondly, based on the theory of intercultural communication and bilingual teaching, this paper puts forward the theoretical framework of integrating Chinese traditional culture and English teaching. The practical strategy section discusses in detail the course design, teaching methods and assessment methods. The curriculum design focuses on the integration of traditional festivals, Chinese literature and art, and philosophy of history; the teaching method emphasizes storytelling and case analysis; the evaluation method adopts comprehensive ability testing, classroom participation, project-based learning achievement display and self-evaluation. The purpose of this study is to provide practical teaching strategies for college English teachers, so as to promote students' understanding of Chinese traditional culture and improve their English ability.

**Keywords:** Chinese traditional culture; College English; Integration

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## Introduction:

With the development of globalization, intercultural communicative competence has become one of the essential qualities of contemporary students. As the main language of international communication, English plays an important role in college teaching. However, simple language skills training has been unable to meet the overall development needs of students. The integration of Chinese traditional cultural elements into English teaching can not only enrich the teaching content, but also improve students' cross-cultural understanding ability. The purpose of this paper is to explore the integration path of Chinese traditional culture and college English teaching, and put forward specific teaching practice strategies.

## 1. The importance of bilingual teaching and cultural integration

Bilingual teaching method is a teaching method that combines the mother tongue and the target language, which aims to deepen students' understanding of the knowledge content through the alternate use of the two languages. The integration of traditional Chinese culture into English teaching can not only improve students' language skills, but also deepen their understanding and pride in their own culture. The application of cultural integration in teaching, especially the combination of Chinese traditional cultural elements and English learning, can stimulate students' interest in learning and enhance their understanding of cultural diversity.

## 2. Analysis of the current situation of college English teaching

### 2.1 Current teaching methods and strategies

At present, college English teaching mainly adopts the traditional teaching method and the student-centered interactive teaching method. The student-centered teaching principle pays more attention to student participation and practical application, such as group discussion, role-playing and project-based learning. Although these methods have achieved certain results in improving students' language skills, there are still some shortcomings, such as insufficient classroom interaction, lack of integration of cultural elements, and neglect of students' individual differences.

## **2.2 Student's learning attitude**

At present, college students' attitudes towards English learning are diversified. Some students have a positive attitude towards English learning and believe that English is an important tool to the international world; while others are bored or unmotivated by English learning because of the difficulty of English learning and the lack of practical application scenarios.

## **3. Practical strategy of integration**

### **3.1 Curriculum design**

#### **3.1.1 Combination of traditional festivals and customs**

In the English teaching content combined with Chinese traditional cultural elements, the introduction of traditional festivals and customs can greatly enrich the teaching content and enhance students' interest in learning. For example, when teaching "Living/Studying Abroad", courses can be designed in combination with traditional Chinese festivals or customs. In the class, students first learn about the challenges and gains of living abroad through reading materials. Then students are required to compare different lifestyles, to be simple, such as the Spring Festival and the New Year's Day, Mid-Autumn Festival and the Thanksgiving Day, etc. In this way, they would understand the traditional Chinese culture as well as western culture, and enhance their embodiment and significance in the life of studying abroad. Meanwhile, it also helps international students maintain their cultural identity and emotional connection in a foreign country. In addition, teachers can assign a writing assignment and encourage students to write a short essay to describe their opinion on study abroad. This kind of curriculum design not only stimulates students' interest and imagination in studying abroad and traditional Chinese festivals, but also enhances their ability to think, express and communicate in English, and at the same time deepens their understanding and respect for Chinese culture.

#### **3.1.2 Combination of history and philosophy**

The integration of Chinese history and philosophical ideas into English teaching can be achieved by discussing and analyzing historical events or philosophical perspectives. For example, in the teaching of "Living Green" lesson. In this class, students will learn basic concepts about environmental protection and sustainable lifestyles, and explore in English the application and importance of these topics in modern society. Teachers can provide relevant English materials, such as articles or case studies on green living and environmental protection practices, for students to read and analyze. In addition, teachers can also organize group discussions or debate activities to encourage students to discuss in English how to practice environmental protection concepts in daily life, and the significance of these practices to personal life and social development. This teaching method not only promotes students' in-depth understanding of environmental protection and sustainable development, but also improves students' ability to think and express in English <sup>[1]</sup>.

### **3.2 Applied methods**

#### **3.2.1 Story telling**

Storytelling is a very attractive teaching method, especially suitable for combining traditional Chinese culture with English learning. By telling stories with profound cultural and historical significance, teachers can stimulate students' interest and improve their language skills. For example, teachers can select classic fragments from *A Dream of Red Mansions* or ancient Chinese myths, adapt them into English, and then tell and discuss them in class. Teachers can encourage students to role-play and reproduce the storyline in English, which can not only help students better understand the content of the story, but also improve students' oral expression ability.

#### **3.2.2 Case analysis**

Case analysis is a teaching method that combines theoretical knowledge with practical situations, especially for exploring the interaction between culture and language. In English teaching, teachers can select practical cases related to Chinese traditional culture, such as successful cross-cultural communication cases, misunderstandings or conflicts caused by cultural differences between China and the West, for students to analyze and discuss. For example, you can provide some cases of Sino-foreign cooperation projects, so that students can analyze the cultural exchange and communication strategies, and how to overcome the challenges brought by cultural differences. In this way, students can not only learn how to use English and cross-cultural communication skills in practical situations, but also gain a deep understanding of the importance and influence of Chinese culture in international communication. This kind of teaching method helps to cultivate students' critical thinking, problem solving ability and intercultural communication ability <sup>[2]</sup>.

### **3.3 Assessment**

#### **3.3.1 Comprehensive test**

Design a test that includes two parts: language skills and cultural understanding. The language part can include reading

comprehension, writing, listening and speaking tests to assess students' English proficiency; the cultural understanding part can test students' mastery of traditional Chinese cultural knowledge through discussions on specific cultural topics or short essay writing. This kind of test not only evaluates students' language ability, but also examines how students apply cultural knowledge to language learning.

### **3.3.2 Presentation of the project-based learning**

At the end of the course, students are required to complete a project related to Chinese culture, such as a research report, cultural display or creative work, which is presented and evaluated. These projects can be completed by individuals or groups, and evaluation criteria include project creativity, depth of research, and presentation skills. Through project-based learning, students can not only deeply study a certain aspect of Chinese culture, but also improve their ability to use English in practice.

### **3.3.3 Self-assessment and reflection**

Students are encouraged to write self-assessment reports to reflect on their learning process, challenges and progress in the course. This self-assessment method can help students better understand their own learning styles, while improving their self-reflection skills and critical thinking <sup>[3]</sup>.

## **4. Conclusion**

Through the study of the integration path of Chinese traditional culture and college English teaching, the teaching strategies proposed in this paper not only help to improve students' English language skills, but also promote the in-depth understanding and respect of Chinese traditional culture. The implementation of this teaching mode is expected to cultivate talents with more international vision and cultural sensitivity. In the future teaching practice, teachers should continue to explore and innovate to make the teaching content and methods more close to the actual needs of students. At the same time, they should also pay attention to the diversity and effectiveness of evaluation methods to ensure the realization of teaching objectives.

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