

# Teaching Reform and Practice of An Overview of Chinese Traditional Culture Based on PIA Teaching Model

Ying Wang

School of Humanities and International Education, Xi'an Peihua University, Xi'an 710125, China

**Abstract:** In order to further enhance the Chinese cultural dissemination ability of English major students and effectively support the cultivation of English major talents, the teaching of the course An Overview of Chinese Traditional Culture has been reformed to improve students' ability to introduce Chinese culture in English. In the teaching, based on PIA teaching model, Chinese cultural related content is refined and local characteristic elements are integrated, allowing students to truly participate in cultural dissemination practice. In addition, by constructing a hybrid teaching approach of online and offline, innovating the digital teaching method, the teacher builds a new model to guide students to complete the process of understanding and applying knowledge, and truly achieving the goal of applying what they have learned into practice.

**Keywords:** Chinese culture; Teaching reform

## Fund Project:

Supported: by the research project on curriculum ideological and political education reform of Xi'an Peihua University in 2023 (Project No.: PHKCSZ202346): Reform and Practice of Ideological and Political Education to the Course An Overview of Chinese Culture by Integrating Regional Culture

## 1. Introduction

Chinese excellent traditional culture is precious treasure and cultural cornerstone of the Chinese nation, carrying rich historical and cultural heritage, containing profound significance and unique values. Inheriting Chinese traditional culture can help build cultural confidence. Cultural confidence is an important pillar that drives national development and social progress. It provides a strong spiritual strength and cultural heritage for the country, which can enhance its cohesion, self-confidence, and influence<sup>[1]</sup>.

In recent years, with the continuous promotion of the "the Belt and Road", various cultures interact and collide in the exchange and integration. Kramsch, a famous scholar, has pointed out that the purpose of integrating the culture of the mother tongue into teaching is to make language learners realize the importance of cross-cultural communication and to strengthen the foundation of foreign language learning<sup>[2]</sup>. By understanding one's own traditional culture, one can better understand the background and characteristics of other cultures, and achieve mutual respect and exchange between cultures. Therefore, for English majors, accepting excellent traditional Chinese culture helps to deepen cultural identity, broaden their knowledge, improve cross-cultural communication skills, and promote the inheritance and promotion of Chinese culture. Zeng Yanyu (2019) believes that "English major teaching should not only promote Western culture, but also pay more attention to the infiltration of Chinese culture, achieving an organic unity of knowledge transmission and value guidance.". How to integrate traditional Chinese culture into English major courses is worth pondering by educators<sup>[3]</sup>. Ni Nan (2020) proposed that promoting the cultivation of cultural confidence in teaching practice is an effective way to establish students' correct values and enhance their critical thinking ability<sup>[4]</sup>.

## 2. Major problems in teaching An Overview of Chinese Traditional Culture

The course An Overview of Chinese Traditional Culture is a compulsory course offered to English majors. Before the reform, teachers tracked and understood the learning situation of previous students on the course and found that there are some problems in the teaching which have limited the teaching results of this course. The detailed description is provided as follows.

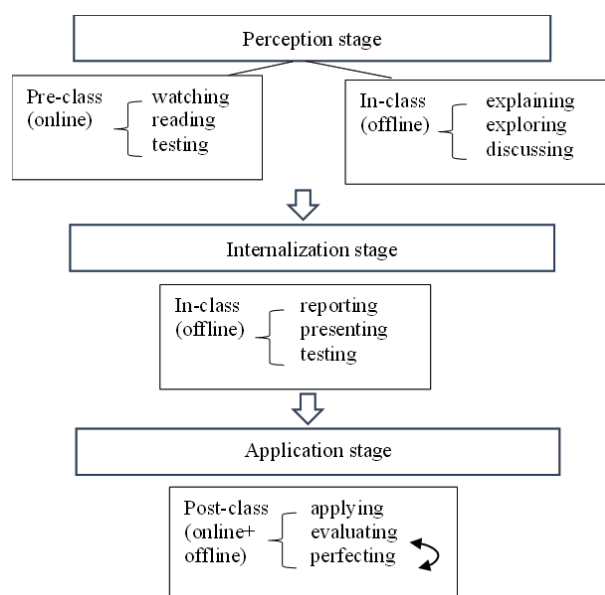
On the one hand, the teaching content is relatively single, mainly limited to textbooks. Due to the extensive knowledge related to Chinese culture, teachers cannot cover all aspects of cultural knowledge and can only select key points from textbooks for explanation. The textbook only provides an overall overview of knowledge related to Chinese culture. It's too broad theoretical, which is neither detailed nor closely related to the lives of students, making it uninteresting for them.

On the other hand, the teaching method is mainly based on lectures, and students' interests for participation of cultural practice is not high. Teachers do not attach enough importance to the cultivation of students' ability to participate in cultural practice, resulting in students being unable to apply what they have learned and participate in cultural dissemination.

### 3. Introduction to PIA Teaching Model

PIA teaching model develops from Production-oriented Approach (POA). This approach includes three teaching concepts, namely the Learning-centered Principle, the Learning-using Integrated Principle, and the Whole-person Education Principle (Wen Qiufang, 2015)<sup>[5]</sup>.

Based on the above concepts, the PIA three step teaching model is put forward, namely, perception, internalization and application. The teaching stages are shown below.



Perception stage: first, WRT teaching mode is adopted online, and students preview the content and complete the learning and testing of online resources online by watching, reading, and testing before class. Then, the EED teaching mode is adopted offline. By analyzing the online learning situation of students, the teacher guides students to further explore and think about the key and difficult points as well as new knowledge points by explaining them in class. Then, the teacher encourages students to have group discussions on the relevant key and difficult points, thereby helping students' understanding and absorption of new knowledge.

Internalization stage: RPT teaching method is adopted in the classroom teaching offline. Students report on the relevant knowledge points of personal exploration and group discussions. Students are required to give presentation in groups about their hometown's excellent culture. Finally, relevant knowledge points are selected for testing in order to help students internalize the new knowledge learned.

Application stage: AEP teaching method is adopted both online and offline after class. The teacher assigns practical culture tasks to students, allowing them to apply the knowledge they have learned to cultural practice. The teacher evaluates the students' cultural practice work and provides improvement suggestions. Students further improve their cultural works based on the teacher's opinions. Students upload their excellent cultural works to overseas social media so that students can truly participate in cultural dissemination practice. The process of evaluation and improvement is continuous to make students works better and better.

### 4. Reform Practice of An Overview of Chinese Traditional Culture Based on PIA Teaching Model

In order to solve teaching problems, guided by the PIA three step teaching model, a new teaching design is put into practice in the teaching of the course An Overview of Chinese Traditional Culture. The collaborative initiative of "resources→means plus modes→evaluation" is used to guide students to understand the importance of traditional Chinese culture for English major students.

## 4.1 Reform in teaching model

Based on PIA teaching model, students learn the course both online and offline. The specific teaching design is as follows:

**Before class:** The teacher builds online course by providing micro lesson videos, exercises, and extension materials related to each chapter's theme. Students familiarize themselves with the course content by watching micro lessons, courseware, and other materials related to the topic, and complete exercises to test the pre-class learning effect through the online platform and diagnose weak points before class. Teachers adjust the teaching content appropriately based on the pre-class learning effect of students.

**In class:** The teacher will focus on explaining the knowledge points that students have poor test results. Integrating Shaanxi regional elements into the explanation to make the relevant content more relevant to students' lives, thereby enhancing their interest in learning. Through group discussions and presentations, students are encouraged to further digest and absorb the knowledge they have learned. Each group is required to incorporate the local characteristics of their hometown into their reports on relevant cultural topics, making the content of these topics more relevant to their own lives and greatly enhancing their initiative in learning.

**After class:** Students need to complete practical assignments related to cultural themes, such as designing cultural themed activities, drawing cultural themed posters, translating cultural themed articles, etc. Teachers evaluate students' homework and rely on overseas resources to upload their homework to overseas media, completing cultural dissemination practices.

## 4.2 Reform in teaching content and evaluation method

The teacher deeply explores the elements of regional culture related topics in the course and adds introduction and learning of regional culture in the whole process of teaching, so that students can understand the uniqueness and charm of different regional cultures, and participate in the practice of spreading their hometown culture. By involving students in the cultural dissemination of their hometowns, the learning of this course can cultivate their values of patriotism and love for their hometowns.

Based on PIA teaching model, the teaching model is improved by extending the course content beyond class, encouraging students to conduct on-site investigations and experience regional culture, allowing them to personally experience the charm of regional culture, which helps deepen their understanding and recognition of Chinese culture, and also cultivate their practical abilities and innovative spirit. In addition, by posting students' cultural works on foreign media, the dissemination of Chinese culture will be implemented in practice.

Establish diversified evaluation methods, including classroom performance, course reports, practical assignments, group discussions, and group reports, to comprehensively understand students' learning situation and overall quality. Increase the proportion of assessment for students' practical abilities, allowing them to truly participate in the practice of spreading Chinese culture.

## 5. Conclusion

Foreign language teaching is the main way to implement cross-cultural education, promote cultural dissemination and exchange. Integrating Excellent Traditional Chinese Culture into teaching of English majors in schools can not only increase students' understanding and recognition of traditional Chinese culture, but also enhance their English language expression and cross-cultural communication skills. Foreign language teachers should strive to strengthen the ability of integrating excellent traditional Chinese culture into the teaching of English majors in universities, enhance students' national pride and their sense of mission to the country and society, and make them qualified two-way language and cultural communicators in the future.

## References:

- [1] Kramsch, Claire J. *Language and Culture* [M]. Oxford: Oxford University Press, 1998.
- [2] Li Xiaobin. Moral Teaching Practice in the Course of An Overview of Chinese Culture for English Majors [J]. *Higher Education of Social Science*, 2023, 24(02): 17-23.
- [3] Zeng Yanyu. Interpretation of Undergraduate Teaching Guidelines for English Majors [J]. *Foreign Language World*, 2019, 195(6): 2-8.
- [4] Ni Nan. The Construction and Cultivation of Cultural Position and Cultural Confidence from the Perspective of Sociocultural Theory [J]. *Journal of Social Sciences of Harbin Normal University*, 2020, 61(6): 142-146.
- [5] Wen Qiufang. Constructing a theoretical system of "Production-oriented Approach" [J]. *Foreign Language Teaching and Research*, 2015(4): 547-558.