

Research on Integrating Chinese Cultural Elements into College English ——Teaching Design of “the First Classroom+the Second Classroom”

Bin Liu

Foreign Languages Department of Hainan Tropical Ocean University , Sanya 572000, China.

Abstract: The main research content of this project is how to integrate Chinese cultural elements into the teaching content and practical activities of college English by using the teaching design of “the First class + the Second class”. The expression of Chinese cultural elements will be organically linked together through college English teaching design of “the First Classroom+the Second Classroom” to form a “teaching-doing-thinking” ecological chain.

Keywords: Chinese cultural elements; College English; Teaching design of “the First Classroom+the Second Classroom”

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Teaching practice is a constantly changing process that conforms to the needs of the times and influences the development of society at the same time. Good teaching practice cannot be separated from the analysis of the needs of the times. Careful teaching design is the key. College is a relatively free stage in the growth of students. Many students think that learning knowledge mainly means the learning of knowledge in the classroom, and often ignoring that learning outside the classroom is also an important continuation of knowledge learning. How to integrate Chinese cultural elements into the teaching design of “the first class + the second Class” of college English is to sort out and find the fusion point of the basic requirements of college English teaching and the elements of Chinese culture. We will dig deep into the cultural elements, and expand the content of each unit with a clear theme of cultural elements for reading, writing, audio-visual, audio-visual, translation and other “first class” teaching content practice and activity design on the basis of the content of existing college English teaching materials to enrich and improve the English teaching. Secondly, we should solidify the role of the “second classroom” to further stimulate students’ higher interest in learning and a stronger sense of participation, thus Chinese cultural elements can be deeply rooted in students’ consciousness and life behavior.

1. Main framework of the research

1.1 How to organically combine Chinese cultural elements with English courses

In the process of paying attention to students’ language learning, we integrate Chinese cultural elements into English courses, pay attention to students’ inner growth, attach importance to teaching ideas, emotions and values, help students improve their knowledge level, ability and awareness, better understand Chinese and world civilization and ideology and culture, and achieve the goal of shaping, changing and developing students.

1.2 How to skillfully integrate Chinese cultural elements according to the existing English teaching materials -- the New Generation of College English series

Each unit of the teaching materials of the New Generation of College English Comprehensive Course, the New Generation of College English Audio-Visual Speaking Course and the New Generation of College English Oral Course has a theme content, and the three teaching materials are all set around the learning of reading, writing, audio-visual and translation knowledge points. Dig deeply into the cultural and educational elements according to the content of each unit, from the small vocabulary to the big theme. Materials should not be limited to the cultural perspective of English, but should be combined with the cultural background of Chinese students to find content with universal human values, excellent Chinese culture and scientific development concepts in the new era. The form is also as far as possible in the information age students welcome the way to show.

1.3 How to play the solidification role of “the second class”

(1) Promote teaching through competition and encourage students to participate in English competitions: College English teaching team tries their best to cooperate with student departments and secondary colleges to form a “second class” teaching team to organize and guide students to participate in English competitions and activities. FLTRP, Foreign Teachers Association, Hainan Foreign Language Research Association and colleges and universities in Hainan Province will organize many high-quality competitions and activities every year, which can be used as an opportunity to encourage students to participate more and invest more, and enhance students’ integration and sense of achievement. In recent years, our students have achieved good results in these activities, such as the “Foreign Research Club” held in 2022. In the “National Talent Cup” English Speech, English Writing and English Reading competitions, our students have won 1 grand prize, 4 first prize, 3 second prize and 9 third prize respectively through their own efforts and teachers’ guidance. In the events that have just ended in 2023, our students have also won in many competition, and some students have successfully qualified for the national competition. Make full use of the opportunity of “FLTRP Cup” English Speech, writing and Reading Challenge to set topics matching socialist core values and traditional values so that students can clarify their outlook on life, world outlook and values in discussions and debates.

(2) Highlight the main body of students, create a campus cultural atmosphere: pay attention to people-oriented and students’ subjectivity, the second class has more time and space advantages than the first class. School is a place of education, and the main position to carry forward the Chinese spirit and sing the main melody. Let students become the main body of creating a cultural atmosphere, and carry out activities such as “Tell Chinese stories well, spread the voice of China” throughout the school to highlight Chinese culture and bring joy to the people. Let the majority of teachers and students in a strong cultural atmosphere be infiltrated in the rich cultural activities to improve.

(3) Improve college students’ social responsibility and participate in public welfare practice: social responsibility is a high-level emotion, which often has obvious situational and powerful infectivity. Students participating in more public welfare activities can not only enrich college students’ sense of responsibility, but also publicize Chinese culture to a greater extent. Public welfare will in turn strengthen college students’ responsible actions, for example, English display activities to publicize Chinese cultural elements, “cultural spark transmission” in summer social practice, and English public welfare activities, which can promote culture on street corners.

(4) Sensing the “e-era” and becoming a cultural forerunner in the network era. Contemporary young students are undergoing major changes in their growth environment, learning and life style, methods of exchanging information and ways of thinking, etc, which all require educators to take the initiative to get close to students, think from the perspective of students, help and serve students, meet students’ needs, and create kinds of platforms for students to communicate equally. Establish Wechat public accounts, QQ groups, Wechat groups and other We-media to carry out online college English “Chinese cultural elements” publicity activities, and share English videos instantly through QQ groups, Wechat groups and other ways.

2. The idea of integrating Chinese cultural elements into college English through the teaching design of “the first class + the second class”

Take the New Generation of College English Volume 1 (Basic Course) edited by Wang Shouren as an example. The book itself has been compiled according to the spirit of the reform document on college English teaching of the Ministry of Education and to a large extent combined with the actual college English teaching. The content of each unit is practical and is close to students’ life, and the form is diversified, including the traditional word analysis, exercises, grammar analysis of key and difficult points, the training of translation and writing, etc. Video, audio and micro-lessons are also used to enhance students’ learning interest and improve

their knowledge application ability. Some units also intentionally guide students to understand the differences between Chinese and Western cultures. On the basis of these contents, the research theme of this time is to emphasize how Chinese cultural elements can be combined with textbook content and further integrated and applied through the first class and the second class.

Take Unit 1 of Book 1 for example: The theme of this unit is “A New Journey in Life”, and the teaching object is freshmen who just enter the university. In this unit, the content of the Viewing/Listening part is “Living on campus”, the two articles are “Brave New Worlds” and “New Start, New Challenges”. They are very suitable for students’ lives and needs. The point of integration of Chinese cultural elements in the “First Class”, is to emphasize the importance of good environment for human development, and can introduce the Chinese traditional culture idioms and stories “Three Moves by Mencius’ Mother for a better neighborhood” and “Keep good men company and you shall be of the number”; As well as adjust themselves in time to adapt to the environment of the idiom stories “when in Rome, do as the Romans do” “wait for the rabbit” “carved boat and sword” and so on. The content of the “Second Class” is designed to organize an English competition with the theme of “Being the best tour guide in China” for the whole university freshmen, with the aim of introducing Chinese local cultural characteristics and cultural development. The content of the First Class focuses on the transformation of university life.

Take Unit 4 of Book 1 for example, the theme of this unit is “Life at Fingertips”, and the Viewing/Listening part is “Mobile payment in China”. The Reading sections are “Information and communication going global” and “Digital Retailing.” The setting of the “First classroom” can guide students to consider the changes in China’s cultural thoughts while China’s economic strength is gradually becoming stronger, combined with the “FLTRP” in 2024. The theme of “Understanding Contemporary China” was organized in the class, and the students’ understanding of the development of contemporary China was interpreted from different perspectives in different small groups. The setting of “Second Class” can be combined with the second article “Digital Retailing” of this unit. Based on “Internet”, students are allowed to design their own sales platform, which mainly focuses on Chinese cultural crafts. Students can set up a rich topic page of Chinese cultural products and search for information about related products, such as systematic introduction of goods with Chinese cultural characteristics. In this process, students can also truly understand the different characteristics of Chinese culture from small cultural products.

Taking these two units as examples, this paper holds that the idea of integrating Chinese cultural elements into college English through the teaching design of “the first class” and “the second class” of college English.

3. Establish a scientific curriculum assessment model

The final examination is conducted each semester. Test final score = Test paper score (50%) + the usual performance score (50%). Among them, the usual performance score is 100 points. Students’ attendance in the first class accounts for 10%, class participation accounts for 30%, homework accounts for 20%, and students’ participation in the “second class” activities accounts for 40%. At the end of the semester, the students’ scores will be published in the class group as a feedback to the students’ activities in this semester, and in this way it can also stimulate students’ passion and enhance students’ sense of achievement.

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