

# Research on the Integration of Chinese Culture into College English Teaching from the Perspective of “Product-oriented Approach”

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**Abstract:** The Product-oriented Approach (hereinafter referred to as POA) fully absorbs the essence of eastern and Western cultures, which is a new educational thought. With the help of POA theory and integrating it into college English classroom, the application process of efficient integration of Chinese culture and college English teaching can be well realized. Based on this, this paper discusses and analyzes the feasibility and practical measures of integrating Chinese culture into college English teaching practice from the perspective of output-oriented method.

**Keywords:** product-oriented approach; college English; Chinese culture; efficient integration; practical measures

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## Introduction

As an important platform for the dissemination of Chinese culture, university English classrooms should lead the important task of inheriting Chinese culture. Teachers can use the POA teaching method as an important teaching approach, organically combining it with university English classrooms to integrate the essence of Chinese and Western culture, and cultivate a new generation of college students with cultural inheritance and innovative development awareness<sup>[1]</sup>.

### 1. The feasibility of product-oriented approach (POA) in integrating Chinese culture into college English teaching

#### 1.1 Improving the cognitive level of college students

Integrating Chinese culture into university English classrooms from the perspective of POA can increase the fun of the classroom, continuously enhance students' interest and confidence in learning, integrate Chinese cultural factors with English knowledge, make college students aware of the important values of Chinese culture in the process of English learning, continuously enhance their national pride and cultural confidence, and strengthen their correct understanding and recognition of socialist core values.

#### 1.2 Helping cultivate students' critical thinking ability

The effective application of POA in college English classrooms can promote the inheritance and development of Chinese culture, establish a close connection between Chinese culture and social development, strengthen students' confidence in learning Chinese culture on the basis of internalizing

English knowledge, and enable them to have a critical awareness and ability to analyze and solve problems<sup>[2]</sup>.

### **1.3 Strengthening the communication and cooperation between teachers and students**

Through diversified teaching evaluation to let students change the thinking Angle of view, for their learning results in English class to repeatedly examine and reflection, let the students thoughts and emotional collision, and cultivate the students' thinking ability, let the students' learning perspective to expand and extend, let students can set up strong cultural self-confidence, have cross-cultural communication consciousness.

## **2. Analysis on the integration of Chinese culture into college English teaching from the perspective of “Product-oriented Approach”**

### **2.1 Instructional design**

In college English class, teachers can carry out the teaching practice activities of integrating Chinese culture into English classroom through POA teaching design. Before the practical activities are carried out, teachers should comprehensively consider all factors, such as teaching themes, teaching objects, output objectives and teaching materials. College English culture infiltration teaching is an implicit mode of cultural learning, and its cultural learning content should be more systematic and perfect.

#### **2.1.1 Teaching design instructions**

(1) The teaching theme is about the traditional Chinese festival culture elements, which can be based on a series of traditional Chinese festivals (Spring Festival, Lantern Festival, Cold Food Festival, Dragon Boat Festival, Mid-Autumn Festival, etc.). (2) For the Tomb-sweeping Day, which is a solar term and also a traditional festival, which requires students to complete different tasks in different semesters. (3) In the fourth semester, students' output task can be used to review their English knowledge points through “promoting learning through competition”.

In teaching practice, we integrate “solar terms”, “festival”, “Chinese” zodiac and other related cultural factors into English classes. The whole teaching cycle is distributed in four semesters of college English teaching, and each semester introduces a cultural element. According to the characteristics of Chinese cultural elements, we design the corresponding overall output goals and sub-goals. Finally, through the spoken and written English language presentation forms, the students can carry out the task-driven tasks such as personal presentation and group cooperation. In the whole teaching process, teachers lead students to build a good framework, so that students can gradually recognize and understand Chinese cultural elements, and finally realize the language output ability to tell stories of Chinese culture in English.

#### **2.1.2 Teaching process description**

(1) Classroom output-driven tasks can enable students to display through English speaking, writing, translation and other tasks. The output of cultural elements drives various forms, and also enables flexible conversion between various presentation modes, so that the whole output-driven goal is more efficient<sup>[3]</sup>.

(2) The output evaluation of output-driven tasks can be displayed in each teaching practice link.

In classroom teaching, in order to build the Chinese cultural communication community, teachers can implement the teaching design content through the whole process of output drive, output promotion and output evaluation in accordance with the POA concept. The difficulty of the whole teaching theme is

continuously promoted, through oral, written, test and debate. Teacher's theme content should also become more rich and more typical. The output scene should be timely and timely. For example, in the first semester, teachers can design online questions and answers according to the "solar terms", master the actual situation of students' cultural knowledge of solar terms, let students sort out the solar terms culture, and then design the output tasks related to the "24 solar terms".

## **2.2 Teaching practice process**

The whole teaching practice process specifically implements the teaching theme in the English classroom teaching every semester. Teachers can set input tasks in advance, so that students can read relevant books independently in their spare time, or study independently through the network platform. At the beginning of the semester, the teacher asked the students to output the tasks in the form of group cooperative exploration, and released the output driving tasks of each group in advance, allowing each group to independently collect data according to the corresponding output tasks, and sort out, summarize and summarize the input data. In the semester, teachers will carry out small cultural classes, fully respect the status of students as learning center, and realize the important teaching task of Chinese culture communication through the forms of students' personal display, group cooperation display and the overall output drive of the class<sup>[4]</sup>.

### Description of the teaching practice process

(1) Chinese culture is integrated into college English classes. Teachers should realize the input and output of English language and the input and output of Chinese culture, so that students can show it individually, but also show the results of group cooperation. (2) Students' personal presentation is mainly spoken English output, while group activities are presented in the form of spoken and written language integration.

In teaching practice, based on the "poems of 24 solar terms" poems, the teacher released the input task in the first semester. The whole output task focuses on poetry recitation to improve students' English pronunciation and expression. Students can choose the poems related to the solar terms, mainly by videos with different expressions in Both Chinese and English. The output task of group cooperation is mainly poetry appreciation, focusing on improving students' oral expression ability and written expression ability. It is a two-way display mode between oral expression and written expression, which is assisted through PPT or WORD documents. The group can select 1 to 2 representatives to introduce the relevant knowledge and deep meaning of poetry creation in the group.

Finally, the various forms of output are reasonably evaluated, and the best individual and the best group display are selected. In fourth semester arrangement "throttle" cultural class activities, teachers can according to the students of the output task material, let students to English vocabulary and the knowledge, when necessary teachers guidance, through the network test platform to detect, let the machine teaching evaluation, to complete the network output task of teaching evaluation<sup>[5]</sup>.

In this way, the whole practice link completes the driven output task through personal display and group cooperation. The output task changes from the shallow to the deep, and the output content is simple to complex, which gradually runs through the four semesters, better realizing the efficient integration of Chinese culture and college English class.

## **2.3 Teaching reflection**

Reflect on teaching after teaching from four aspects: teaching effectiveness, teaching gains, shortcomings, and improvement measures, take written notes, and promptly eliminate deficiencies and problems. In college English teaching, cultural learning is always a gradual, updated, and improved

process. Teachers should not only be good at exploring cultural elements in the textbook, but also design interesting games in the introduction part of the text. They can select some well-known Chinese classical figures from the text to provide characteristic descriptions, so that students can have a more thorough understanding of Chinese culture. Afterwards, the teacher will guide students to reflect on their teaching based on the design of the entire teaching activity. They should carry out talent reflection activities from the aspects of teaching effectiveness, teaching gains, shortcomings and deficiencies, optimization and improvement, and make written records to ensure timely resolution of problems. The integration and infiltration of Chinese culture in college English is a persistent teaching process. College English teaching should be good at exploring Chinese cultural factors in textbooks. For example, in the introduction of new courses, some familiar classical novel characters can be selected for interesting descriptions to design gamified teaching activities, greatly enhancing students' interest in learning. Afterwards, the teacher asked the students to describe the characteristics of the characters based on the important characters in classical novels, allowing them to master the important narrative element of character description. In addition, teachers also need to deeply explore extracurricular cultural teaching resources, deepen learning, and improve their cultural literacy. They should lead students to actively explore various types of Chinese cultural teaching resources outside of class, continuously expand the breadth and depth of Chinese cultural dissemination, lead students to actively explore Chinese cultural imprints, enhance their humanistic literacy, and fully integrate with English knowledge to build a complete Chinese cultural dissemination system<sup>[6]</sup>.

### **3. Conclusion**

To sum up, in the process of college English teaching, teachers to use POA to effectively into Chinese culture, through multiple teaching design, make Chinese culture and university English classroom teaching perfect fusion, make teaching methods with Chinese characteristics and international vision, make Chinese culture to better carry forward and inheritance, leading students to form cross-cultural communication consciousness, ultimately enhance students' cultural communication ability, for Chinese culture in the field of international heritage lay a solid foundation.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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