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# Strategies for Integrating Traditional Chinese Culture into College English Teaching under the Background of "New Liberal Arts"

Wenjin Zhou

Guangxi Normal University, Guangxi 541004

**Abstract:** Excellent traditional Chinese culture is the spiritual symbol and cultural gene of the Chinese nation, and the practical significance and historical value behind it is of key importance.<sup>[1]</sup> This article elaborates on the significance and existing problems of integrating traditional Chinese culture into college English teaching under the background of "new liberal arts", and explores the path of integrating excellent traditional Chinese culture into college English teaching, aiming to fully leverage the educational guidance advantages of excellent traditional Chinese culture and improving the quality and effectiveness of college English curriculum teaching.

**Keywords:** traditional Chinese culture, college English teaching, integration strategy

## Introduction

Under the background of the "New Liberal Arts", new requirements have been put forward for college English teaching. On the basis of basic principle of "establish morality and cultivate talents", higher education institutions should integrate college English with various courses, and actively promote the integration of traditional Chinese culture into college English teaching. College English teaching is not only limited in linguistic knowledge, but also encompasses cultural knowledge. Integrating traditional Chinese culture into college English teaching can better enhance the foresight of English curriculum teaching, further help teachers expand new thoughts for English curriculum teaching, and enable teachers to scientifically carry out educational analysis and research with cultural education development as the core.<sup>[2]</sup>

## 1. The necessity of integrating traditional Chinese culture into college English teaching under the background of "New Liberal Arts"

Improving the soft power of Chinese culture and promoting the construction of international communication capabilities are new goals for the development of education in China. In order to better enhance the soft power of Chinese culture, it is necessary to let traditional culture go global. Valuing the communication of traditional Chinese culture not only enhances students' cross-cultural communication skills, but also enables them to have a deeper understanding of the cultural connotations, and then inherit and carry forward traditional Chinese culture.

Integrating traditional Chinese culture into college English teaching and improving students' academic and cultural qualities are important aspects of advancing the new direction of college English teaching reform. Teachers are expected to appropriately integrate traditional Chinese culture into college English teaching, then students can be guided and educated unconsciously, and establish correct ideological values and moral qualities. Furthermore, it can stimulate students' self-reflection awareness in actively learning English, recognize their shortcomings, and enhance their abilities, thus firmly

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striving to learn with confidence and perseverance, and moving forward along the correct cognitive path. It can be seen that integrating traditional Chinese culture can provide ideological support for college English teaching, stimulate students' enthusiasm for learning English knowledge, and provide guarantees for improving students' English literacy and ability.

## **2. The reasons for the lack of traditional Chinese culture in college English teaching under the background of "New Liberal Arts"**

With the continuous deepening of China's educational reform and opening up, foreign cultures continue to enrich Chinese culture, influencing contemporary college students with unprecedented depth and breadth. However, it also inevitably brings some problems. In college English teaching, excessive emphasis on foreign cultures can lead to a lack of traditional Chinese culture, mainly due to the following reasons:

### **2.1 The teaching concept lags behind and fails to keep up with the times**

In college English teaching, the teaching concept of most teachers is outdated, it still adheres to the textbook as the foundation and the teacher as the leader. As a result, teachers only focus on imparting English theoretical knowledge and foreign culture in their teaching, cultivating students' basic methods of understanding and applying English skills, while neglecting the teaching of traditional Chinese culture. Over time, the awareness of integrating traditional Chinese culture into college English teaching becomes increasingly weak, making it more difficult to achieve the goal of integrating traditional Chinese culture into college English teaching, even problems such as cultural identity deviation and lack of cultural confidence may arise.

### **2.2 Single teaching methods and inadequate activity organization**

From a practical perspective, another reason for the lack of traditional culture in college English teaching is lack of various teaching methods to support. Language learning is a two-way interactive process that not only requires appropriate teaching methods to guide, but also requires students to actively cooperate and stimulate learning interest. However, teachers are currently limited by teaching tasks and duration in college English teaching, and the teaching methods used are too single, such as oral interpretation or new media courseware illustration. Even if teachers want to present English teaching content related to traditional Chinese culture, there is not corresponding contexts, which cannot help students appreciate the charm of traditional Chinese culture. Moreover, extracurricular activities in college English teaching are important carriers for the integration of traditional Chinese culture, but some higher education institutions have not actively organized related activities, which makes students have a limited understanding of traditional Chinese culture and do not know when, where, and how to express the terms of traditional Chinese culture in English.

### **2.3 The assessment mechanism is not sound**

The assessment mechanism can provide reference for the selection of English teaching content to a certain extent, but the current situation of college English teaching assessment overemphasizes the input of English language knowledge and foreign culture, and does not include traditional Chinese culture content in the evaluation system, resulting in the absence of traditional Chinese culture. And the exam values most students' mastery of the basic English knowledge about the teaching textbooks, without involving relevant content on traditional Chinese culture, this greatly reduces students' attention to traditional Chinese culture. There are no evaluation indicators related to grasping traditional Chinese culture in the assessment mechanism of college English, so the importance of integrating Chinese traditional culture into college English teaching is often overlooked. In short, traditional Chinese culture does not occupy a certain proportion in the college English assessment mechanism and is not given enough attention.

## **3. Strategies for integrating traditional Chinese culture into college English teaching under the background of "New Liberal Arts"**

Using the method of "moistening things silently" in integration teaching, tailoring teaching plans according to one's student's characteristics, constructing a reasonable teaching evaluation system. In this way, not only the students' English ability can be cultivated, but their cultural literacy, cultural confidence and value recognition can be also enhanced.

### **3.1 Exploring the elements of traditional Chinese culture**

The traditional Chinese culture is profound and extensive, with a wide range of content. In the teaching process,

teachers can explore relevant traditional cultural elements from the teaching content in advance to provide support for the promotion of integration. In terms of specific actions, college English teachers can conduct an in-depth analysis of all unit themes of textbooks and extract relevant elements of traditional Chinese culture. Furthermore, teachers can integrate traditional cultural content into English listening, speaking, reading, and writing activities through teaching design, thereby promoting students' understanding of traditional Chinese culture in the process of English learning. When introducing foreign holiday customs, teachers can benchmark traditional Chinese festival customs and extract traditional Chinese culture elements, and timely introduce the origin, meaning, celebration methods, etc., so that students can perceive cultural differences in English learning, deepen their understanding and cognition of traditional Chinese culture unconsciously, and enhance their cultural confidence and national pride.

### **3.2 Adopting multiple teaching methods**

Adopting multiple teaching methods can quickly inspire students' thinking abilities. In this process, the relevant situations created by the teacher allow students to conduct comparative analysis and exploration, providing conditions for the vivid and intuitive presentation of traditional Chinese culture, as well as ideas for integration teaching, thus better spreading traditional Chinese culture. For example, teachers can adopt task-based teaching method, that is, in college English teaching, teachers can implement teaching activities according to the process of "assigning tasks, executing tasks, and completing tasks". By assigning tasks related to traditional Chinese culture around the theme of English language, students' enthusiasm can be stimulated for actively learning about traditional Chinese culture, and they are required to implement these tasks in groups or as individuals. In this way, students can not only learn English knowledge and improve language proficiency, but also deepen their understanding and knowledge of traditional Chinese culture<sup>[3]</sup>.

### **3.3 Carrying out rich extracurricular activities**

In order to better integrate traditional Chinese culture into college English teaching, rich extracurricular activities are essential. Teachers can organize and carry out activities related to traditional Chinese culture in accordance with the college English teaching syllabus and relevant requirements, fully showcasing the charm of excellent traditional Chinese culture. At the same time, traditional Chinese culture can be organically integrated with teaching content, teachers can select corresponding themes, organize activities such as English short drama performances, English poetry recitations, English song performances, English speeches, and other types of English presentation activities, and encourage students to participate in these activities as individuals or groups. With these rich extracurricular activities, traditional Chinese culture can be better integrated into college English teaching, and students can inherit and promote traditional Chinese culture on the basis of exercising English application skills. The simultaneous exercise of language skills, as well as the cultivation of awareness of promoting and inheriting excellent traditional Chinese culture can promote the comprehensive development of college students.

### **3.4 Improving the evaluation and assessment system**

In the assessment process, in addition to students' English knowledge and abilities, it is also necessary to increase the indicators such as their recognition or understanding of traditional Chinese culture, their attitude towards traditional Chinese culture and their performance in English exhibition activities related to traditional Chinese culture, and quantify relevant evaluation indicators. In English exams, materials related to traditional Chinese cultural elements can be chosen as background materials or questions, such as introducing traditional Chinese festivals in reading comprehension, or selecting Chinese traditional proverbs, idioms, or ancient poems in short sentence translation questions. Integrating the evaluation content related to traditional Chinese culture into the college English teaching assessment and evaluation system can arouse the attention of teachers and students to traditional Chinese culture and enable college students to experience the value and unique charm of traditional Chinese culture in the process of English learning, thereby enhancing their cross-cultural communication skills<sup>[4]</sup>.

## **4. Conclusion**

Integrating traditional Chinese culture into college English teaching in the context of the "New Liberal Arts" is an important path to achieve the goal of "establishing morality and cultivating talents". College English teaching not only

shoulders the mission of cultural exchanges between the Eastern and the Western, but also the significant responsibility of inheriting and promoting traditional Chinese culture, enhancing national soft power, and sharing the precious spiritual wealth of humanity with people around the world. It can also help college students shape a correct outlook on life, worldview, and values, as well as good moral literacy. College students are supposed to understand the diversity and inclusiveness of traditional Chinese culture, actively exploring related knowledge to enhance cultural confidence, showcasing the characteristics of China's traditional ethnic culture, and spreading traditional Chinese culture to the world.

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