

# Implementation of Ideological-political Education in College English Courses: A Perspective of Traditional Chinese Culture

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**Abstract:** *Some students have low interest in ideological and political content, viewing it as an additional burden, resulting in insufficient classroom discussion and interaction, which affects teaching effectiveness. This article explores the application of ideological and political education in college English classrooms from the perspective of traditional Chinese culture and cultural confidence, aiming to enhance students' self-efficacy through Chinese culture. This article first outlines the practical significance of implementing ideological and political education in college English courses, and then extends to the design of school-based English courses with excellent traditional Chinese cultural dissemination capabilities. The specific measures include understanding traditional Chinese festivals, presenting festival customs and their related English expressions, simulating holiday scenarios for role-playing, and constructing a teaching evaluation system. Then, the study measures teaching effectiveness through classroom observation, actual student participation, and project outcome evaluation. Finally, the experimental results showed that the pre-test and post test p-values of English speaking in the experimental group and control group were 0.01 and 0.6, respectively. The p-values for cultural identity of the two were 0.01 and 0.75, respectively. The experimental group students showed stronger learning motivation and self-efficacy during cultural themed activities, and the improvement of cultural identity also enhanced their interest in learning English.*

**Keywords:** *Cultural Confidence; Chinese Traditional Culture; College English; Course Ideology and Politics; Student Participation*

## 1. Introduction

Many students lack participation in ideological and political content in the classroom, often viewing it as an additional burden, resulting in a lack of classroom discussion and affecting teaching effectiveness. Therefore, the question of how to best include outstanding traditional Chinese culture into college English courses while also boosting students' participation and self-assurance in their culture has grown in importance and requires immediate attention. In order to increase students' motivation to learn by raising their self-efficacy, this article will examine how ideological and political education is implemented in college English courses from the viewpoint of traditional Chinese culture. It will also offer fresh perspectives and workable solutions for English education in the modern day.

The article's main goal is to examine how political and ideological education is implemented in college English classes from the standpoint of traditional Chinese culture and cultural confidence. Firstly, the article introduces the core concepts and values of traditional Chinese culture, and elaborates on its importance in contemporary education. Next, the article analyzes the current status of ideological and political implementation in college English courses, pointing out the problems and challenges that exist. Then, the article explores in detail how to integrate traditional Chinese culture into English teaching, including specific teaching methods and case studies. Finally, the article summarizes the main findings of the study and proposes suggestions for future improvement, emphasizing the crucial role of cultural confidence in education. This structure aims to provide readers with a comprehensive perspective on how to effectively implement ideological and political education in English courses.

## 2. Related Works

Experts have long conducted specialized research on the integration of traditional culture into classroom education cases. Rahman & Ali conducted a qualitative study on how cultural adaptive teaching methods can help faculty and staff create an environment conducive to social and emotional learning for international students [1]. Anyichie et al. studied the ways in which teachers combine self-regulated learning with cultural adaptation teaching practices through multiple case studies and mixed methods, and analyzed student participation [2]. De Leersnyder et al. found through a survey of 360 new students at Dutch universities that there are many cultural misunderstandings in international classrooms, leading to a decrease in students' sense of integration and psychological security [3]. Eun explored the impact of professional development based on Vygotsky's sociocultural theory on ordinary classroom teachers, emphasizing the importance of addressing cultural and linguistic diversity [4]. Adebisi et al. explored the effectiveness of integrating STEM (Science, Technology, Engineering, and Mathematics) principles into accounting education, with a focus on analyzing their impact on student engagement, academic performance, diversity, and inclusivity [5].

Baraldi et al. analyzed audio and video recordings of three classroom activities to study the forms of agency of immigrant children as individual narrative authors of immigration trajectories, and found that language ability has a significant impact on this process [6]. Kurian et al. explored how teachers in a multicultural early childhood education classroom in an Indian school promote equality and inclusivity through ethical care [7]. Tai explored the learning situation of South Asian minority students in English medium classrooms in Hong Kong and found that English medium teachers use multilingual and symbolic resources to help students understand subject knowledge and meet the needs of students from different language and cultural backgrounds [8]. Eden explored strategies for cultivating cultural competence and inclusivity in education, emphasizing the enhancement of learning experiences through culturally sensitive teaching practices, professional development, and community engagement [9].

Murcahyanto & Mohzana described the background, input, process, and outcomes of a character education program based on school culture. Through evaluation mode analysis, it was found that planning and goal setting were relatively successful, but there were shortcomings in determining and prioritizing the main values of socialization [10]. The case study by Coyle et al. suggested that it was possible to explore how diversity can make more teenagers feel respected and successful in formal school environments by setting up a large amount of teaching funds [11]. Beloufa pointed out that the combination of literature and film has led to the emergence of literary adaptations, which have enlightening significance for EFL (English as a Foreign Language) classrooms [12]. The Hidalgo & Ortega-Sánchez found that in the past decade, research has focused more on language benefits rather than content learning, and the study design did not differ significantly between publication years and source countries. Therefore, further research is needed from a multidisciplinary perspective on different stages of education [13]. Waters & Orange's study examined educators' perceptions of successful STEM primary schools and found that STEM driven school culture, collaboration, and professional development are core elements [14]. Yeh et al. qualitatively demonstrated how cultural adaptive teaching methods can help faculty and staff create social and emotional learning environments that support the success of international students [15]. Existing research has made some progress in exploring the integration of cultural adaptation teaching and classroom education, indicating that multicultural teaching methods, CR-SRL frameworks, and professional development have a positive impact on student engagement, academic performance, and classroom inclusivity. However, there are still some bottlenecks in the research, including insufficient detailed analysis of different cultural backgrounds and incomplete revelation of the underlying mechanisms of cultural misunderstandings.

## 3. Methods

### 3.1 Practical Significance

The English classroom is the main battlefield for students to come into contact with the cultures of other countries, so the impact of cultural comparison between China and foreign countries is particularly evident in the English classroom. The more students learn about the cultures of foreign countries, the more they can deeply appreciate the national spirit and charm they contain. How to organically link Chinese culture with English language teaching, enhance students' cultural confidence, use English for cross-cultural communication, and promote Chinese culture has become an urgent issue

that needs to be addressed. Therefore, English teaching in China should create a cultural environment conducive to the healthy development of young people in the classroom, so that students can possess socialist modernization values.

### ***3.2 School based English Curriculum Design for the Dissemination Ability of Excellent Traditional Chinese Culture***

To understand and comprehend today's China, it is necessary to have a deep understanding of China's cultural heritage [16-17]. The excellent traditional Chinese culture contains many important elements, and its dissemination is a long and arduous task. The cultivation of students' English communication ability for excellent traditional Chinese culture through literacy enhancement courses based on the new curriculum standards for vocational English is still in the exploratory and practical stage. This also requires English teachers to effectively improve their cultural and political literacy. In a word, only by highlighting the charm of Chinese excellent traditional culture in the comparison of Chinese and Western cultures, and sticking to the Chinese cultural position, can teachers guide students to better understand their own culture, absorb the essence of Chinese civilization, and thus improve students' ability to spread Chinese culture and cultural self-awareness and self-confidence [18].

(1) Actively drawing on excellent traditional Chinese culture to develop and design school-based English courses

In the context of ideological and political education in the curriculum, the design of school-based English courses should be based on the actual situation of teachers, selecting textbooks that they are familiar with and have a certain foundation in, and deeply expanding and exploring the teaching content of school-based courses. For example, in school English courses, teachers can design teaching with traditional Chinese festivals as the theme. In the specific course design process, teachers can follow the following steps to advance:

1) Enabling students to understand the origin, development, and cultural heritage of traditional Chinese festivals, while cultivating their English listening, speaking, reading, and writing abilities. On this basis, the course will also introduce English expressions related to these festivals, such as the Spring Festival, Mid-Autumn Festival, lanterns, dragon dance, etc., and ask students to introduce the customs of these festivals in English.

2) In the design of course content, teachers can use resources such as pictures and videos to present holiday customs and their related English expressions to students, helping them master corresponding vocabulary and sentence patterns through a combination of audio-visual methods.

3) In practical teaching operations, teachers should actively guide students to engage in group cooperation, allowing students to create holiday scenarios based on different holiday simulations and engage in role-playing, allowing them to have English conversations about holiday introductions in the simulated environment. Such multi-party participation and practical activities help students deepen their understanding of English education in secondary vocational schools.

(2) Combining traditional cultural ideological and political themes, constructing a scientific and reasonable teaching evaluation system

In the context of ideological and political education in the curriculum, in order to integrate traditional cultural sciences into college English courses, it is not only necessary to find a practical and feasible integration path, but also to use cultural knowledge as a dimension for evaluation. In other words, cultural knowledge needs to be included in the teaching evaluation system to avoid the phenomenon of "two skins" in college English course teaching. Therefore, teachers should combine traditional cultural ideological and political themes to construct a scientific and reasonable teaching evaluation system.

One is to use daily records of activities related to traditional culture as an important reference for evaluation, such as traditional cultural knowledge debates, competitions, and promotional activities on campus, and to develop comprehensive evaluation indicators based on students' participation and performance.

The second is to actively provide students with credit incentives for cultural elective courses, which plays a good promoting role, stimulates their enthusiasm and initiative to learn traditional culture and English, and thus reflects the effective combination of English curriculum and traditional culture.

Specifically, information can be collected through literature review, interviewing inheritors,

consulting experts, and other methods to screen and evaluate intangible cultural heritage projects and related stories that represent excellent traditional Chinese culture, highlighting the core values and traditional virtues of Chinese culture. At the same time, we need to consider the diversity of stories, including intangible cultural heritage projects from different regions, ethnic groups, and art forms, to showcase the richness and diversity of intangible cultural heritage. The stories and experiences of inheritors, including the process of inheriting intangible cultural heritage, the challenges and struggles they face, as well as their love and perseverance for intangible cultural heritage, are touching and inspiring elements that can deeply penetrate people's hearts. Intangible cultural heritage projects with unique skills and craftsmanship characteristics can attract people's attention and admiration for intangible cultural heritage skills. The technology and materials used in the production process of these projects, as well as the uniqueness of the products, are all attractive highlights.

The third is to establish a scientific teaching evaluation system. Firstly, optimizing the evaluation criteria by incorporating traditional cultural awareness evaluation indicators into the assessment of students' mastery of English language knowledge and skills, focusing on the evaluation of English application ability, and comprehensively evaluating students' attendance, classroom performance, and participation in cultural activities. Secondly, a combination of segmented evaluation and graded evaluation is adopted to reasonably divide the grades based on students' differences, individualization, and abilities, achieving diversified evaluation criteria.

## **4. Results and Discussion**

### ***4.1 Experimental Design and Process***

The aim of this experiment is to verify whether integrating traditional Chinese culture into college English courses can effectively enhance students' cultural identity and English language proficiency. The experiment measures teaching effectiveness through classroom observation, actual student participation, and project outcome evaluation.

The experimental subjects are first-year English majors from a certain university, divided into an experimental group and a control group. Each group has 30 students. The experimental group was taught using the cultural confidence teaching method, while the control group was taught using conventional teaching methods.

(1) Theme activities of Chinese culture festivals: The experimental group learned one Chinese traditional festival every week, such as the Spring Festival, the Dragon Boat Festival, Mid-Autumn Festival, etc. In class, students are guided to learn about the cultural background of festivals and related English vocabulary and expressions through videos, text and images, such as "Spring Festival", "Dragon Boat Festival", "lantern", "mooncake", etc.

(2) Group collaboration cross cultural project: Students are divided into groups, and each group designs an English presentation material based on a Chinese cultural theme (such as Chinese calligraphy, Peking Opera, embroidery, etc.) to give an oral presentation, with a focus on explaining the history and significance of traditional culture in English. This task requires students to conduct research and preparation both inside and outside the classroom, cultivating their cultural confidence and language expression abilities.

(3) Role playing and simulation teaching: The experimental group conducts simulated scenario teaching, where students play the role of disseminators of Chinese culture and introduce it to foreign friends in English. For example, in the "simulated cultural exchange meeting", students introduce Chinese intangible cultural heritage skills in English and engage in interactive dialogue with "foreign" classmates to apply cross-cultural communication skills in practice.

The control group continued to use conventional English textbooks and courses, without particularly incorporating cultural content, with a focus on explaining and practicing language knowledge points.

### ***4.2 Experimental Results***

#### ***4.2.1 Enhancement of cultural identity***

Through classroom activity observation and task achievement evaluation, the experimental group students showed higher participation and enthusiasm in English projects related to Chinese culture.

Especially in cross-cultural projects and simulated teaching, students have a deeper understanding of cultural connotations. Compared with the control group, students in the experimental group were more confident in using English expressions when discussing Chinese culture, and showed a strong sense of cultural identity when introducing topics such as Chinese festivals and intangible cultural heritage techniques.

*Table 1: Statistical analysis of cultural identity*

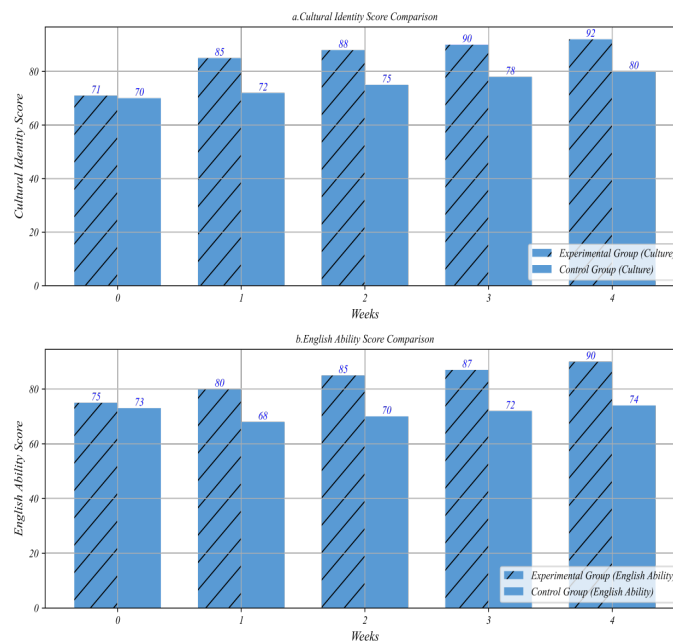
Group	Pre-test Mean	Post-test Mean	Mean Change	p-value
Experimental Group	6.2	8.5	2.3	0.01
Control Group	6	6.1	0.1	0.75

From the data in Table 1, it can be seen that the p-value of the experimental group is less than 0.05, while the p-value of the control group is greater than 0.05. The data analysis results indicate that there is a significant statistical difference between the pre-test mean and post test mean of the experimental group students. That is to say, the cultural identity of the experimental group students has significantly improved.

*Table 2: Statistical analysis of oral and writing abilities*

Group	Experimental Group	Control Group
Pre-test Mean (Speaking)	65	67
Post-test Mean (Speaking)	85	70
Mean Change (Speaking)	20	3
p-value (Speaking)	0.005	0.45
Pre-test Mean (Writing)	70	69
Post-test Mean (Writing)	88	72
Mean Change (Writing)	18	3
p-value (Writing)	0.01	0.6

From the data in Table 2, it can be seen that the mean values of oral and written tests in the experimental group and the control group are relatively close, excluding the interference factors of the two experimental groups. The data in Table 2 also reflects the mean p-value<0.05 of the pre - and post tests in the experimental group, which is statistically significant and indicates a significant improvement in the oral and writing abilities of the experimental subjects. Meanwhile, the p-value of the control group is greater than 0.05. That is to say, there is no significant improvement in the speaking and writing abilities of the control group.



*Figure 1: Improvement of language proficiency and cultural identity*

After 4 weeks of classroom learning, the experimental group show greater improvement in cultural identity and English language proficiency compared to the control group, as shown in Figure 1. The English proficiency scores of the control group remains almost unchanged (as shown in Figure 1 (b)).

#### 4.2.2 Improvement of English language ability

Through the final project presentation and classroom oral interaction evaluation, the experimental group students' oral expression ability and cross-cultural communication ability have significantly improved. The teacher observed that the students in the experimental group were more fluent in using English for practical expression, especially when discussing Chinese culture. Their vocabulary choices were more diverse and grammar errors were significantly reduced. In the final cultural display project, the overall performance of the experimental group was higher than that of the control group, especially in oral expression and written project reports, where the experimental group students were able to accurately describe complex cultural concepts in English.

#### 4.3 Discussion

After a period of classroom learning, the changes in the experimental group were further analyzed, and the results are shown in Figures 2 and 3.

##### 4.3.1 The impact of teaching cultural confidence on students' learning motivation.

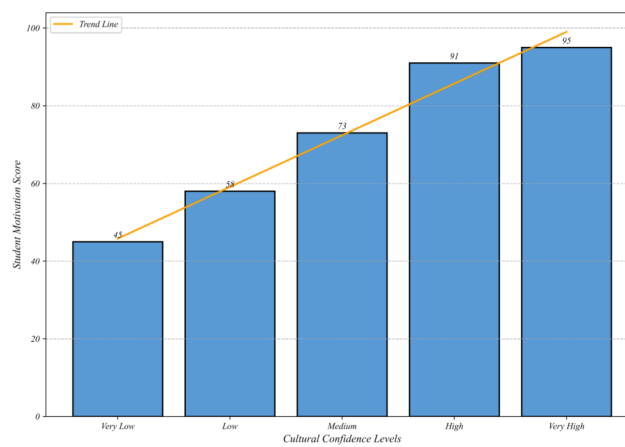


Figure 2: The impact of cultural confidence on students' learning motivation

The experimental results indicate that integrating traditional Chinese culture into English courses can effectively enhance students' cultural confidence and cross-cultural expression ability. The experimental group students showed stronger learning motivation and self-efficacy during cultural themed activities, and the improvement of cultural identity also enhanced their interest in learning English. This indicates that the cultural confidence teaching method plays an important role in stimulating students' intrinsic learning motivation, as shown in Figure 2.

##### 4.3.2 The impact of practical teaching activities on English application ability

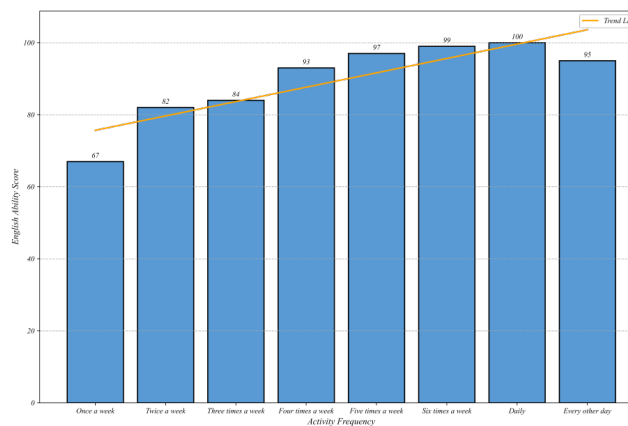


Figure 3: The impact of practical teaching activities on English application ability

From the data in Figure 3, it can be seen that the experimental group students not only improved their language skills through cross-cultural projects, role-playing and other practical activities, but more importantly, they learned to combine language and cultural knowledge, enhancing their practical

application ability in English. The higher the frequency of practical activities, the better it can improve students' English application ability.

## 5. Conclusion

From the perspective of ideological and political education in the curriculum, college English courses have undergone significant reforms, not only improving classroom teaching methods, but also placing greater emphasis on cultivating students' comprehensive abilities and core competencies. In the framework of cultural confidence, this article examines the efficacy of incorporating political and ideological education in college English classes from the viewpoint of traditional Chinese culture. Empirical studies have revealed that incorporating the best aspects of traditional Chinese culture into English instruction not only strengthens students' cultural identities but also considerably raises their level of English language competence. The experimental results indicate that students who participate in cultural themed activities exhibit stronger learning motivation and self-efficacy in the classroom, which stimulates their interest in learning English. The comparative analysis between the experimental group and the control group showed that the p-values of the pre-test and post test were both less than 0.05, indicating a significant improvement in the cultural identity and language ability of the experimental group. Based on classroom observation and actual evaluation of student participation, this article provides valuable reference for the integration of traditional culture and English teaching, emphasizing the importance of teachers in improving their cultural literacy and teaching abilities. Future research can further explore how to enhance students' cultural confidence and language abilities through more diverse teaching methods and evaluation systems in different cultural backgrounds, and promote the deep development of cultural identity.

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