

A Study on the Strategies of Integrating Traditional Culture into College English Teaching

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Abstract: *Traditional Chinese culture is the crystallization of the wisdom of the Chinese nation and an important way to enhance China's international image and expand China's international influence. In the current college English teaching, the teaching content and form are single, and the traditional cultural elements are less reflected. Teachers lack knowledge of traditional culture and cannot tell Chinese stories well in English. Students are easy to be influenced by foreign culture, and their awareness of traditional culture is not strong. In order to improve the students' culture communication ability, this paper discusses the form of integrating traditional culture into College English teaching and proposes the strategy of integrating the first classroom, the second classroom and the third classroom. It integrates traditional culture into College English teaching in an all-round and multi-angle way and provides new thinking for integrating traditional culture into College English teaching.*

Keywords: *traditional Chinese culture, College English, teaching, strategy*

1. Introduction

With the increasingly frequent exchanges between countries, cultural exchanges have become an important part of international exchanges. Traditional Chinese culture is broad and profound, and is the crystallization of the wisdom of Chinese people³. Traditional culture can help college students establish correct ideas and enhance national pride and cohesion. At present, College English teaching has made some achievements in cultivating students' language ability, but it pays less attention to traditional culture. By integrating traditional culture into College English teaching, college students can understand the essence of traditional Chinese culture while learning western culture, improve their cultural quality and cultural self-confidence, improve their ability to introduce traditional culture in English, and let more college students become inheritors and disseminators of traditional culture, tell Chinese stories well throughout the world, and carry forward China's excellent traditional culture.

2. The Current Situation of Integrating Traditional Culture into College English Teaching

2.1 Teaching

College English curriculum focus on general education. There are few elective and practical courses related to traditional culture, so it can not arouse college students' attention to traditional culture. Teaching materials are the main source of knowledge taught by teachers. At present, articles in College English teaching materials emphasize western culture too much and reflect Western values. There is little knowledge about traditional culture in the teaching materials^[1]. As a result, teachers do not attach importance to the teaching of traditional cultural knowledge in classroom teaching, ignoring the input of local excellent culture, and students rarely have the opportunity to express traditional culture in English. College English teaching pays attention to the teaching of language knowledge and the improvement of language skills, ignoring the cultivation of students' language application. Students can not apply what they have learned in life, resulting in poor English language expression ability of students, which also has a certain impact on the transmission of traditional culture.

2.2 Teachers

In College English teaching, teachers are important communicators of traditional culture. Because the education they receive pays attention to the teaching of western culture, the teachers' awareness of

traditional culture is weak, their cultural literacy is low, and their understanding of Chinese traditional culture is not deep enough. Due to the lack of relevant knowledge, they can not guide students to view the differences between Chinese and Western cultures dialectically. In the process of classroom teaching, teachers also overemphasize the teaching of language knowledge and Western culture, ignoring the humanistic nature of College English, which also leads to students' weak awareness of traditional culture¹. Teachers should have rich knowledge reserves and high cultural literacy. In addition to cultivating students' language skills, they should also impart traditional cultural knowledge in the classroom.

2.3 Students

In the information age, college students are easy to be influenced by western culture. They are keen to learn western culture and some even worship western culture blindly^[2]. They turn a blind eye to the broad and profound traditional culture and ignore the dissemination of excellent traditional culture. Because they know little about traditional culture, many college students can't introduce traditional culture in English when communicating with foreign friends. Because they can't dialectically view the differences between Chinese and Western cultures, college students are easy to be influenced by Western bad values, and will eventually praise western culture and ignore Chinese traditional culture. Therefore, it is necessary to carry forward traditional culture in College English teaching, so that college students can understand and promote traditional culture more comprehensively, introduce the real China to the world in English, expand China's influence in the world, and enhance China's international status.

3. The Necessity of Integrating Traditional Culture into College English Teaching

Chinese traditional culture is an important way for the world to understand China. In order to increase China's influence and discourse power in the world, it is necessary to integrate traditional culture into College English teaching, improve students' cultural communication ability, undertake the mission of cultural communication, innovate ways of cultural going out, and let Chinese culture go global.

3.1 Carrying Forward Chinese Traditional Culture

Chinese traditional culture is the crystallization of the wisdom of the Chinese people for thousands of years and the priceless spiritual treasure of the Chinese people. Traditional culture plays an irreplaceable role in the formation of College Students' world outlook, outlook on life and values. It is an important task for College English teaching to tell Chinese stories and spread the voice of China, let more college students understand Chinese traditional culture and help them establish correct ideas, which can enhance their national pride and cultural self-confidence and better carry forward Chinese culture.

3.2 Improving Cross-cultural Communication Ability

The main goal of College English teaching is to cultivate students' language skills, but at the same time, we should not neglect the cultivation of cross-cultural communication ability. To cultivate students' cross-cultural communication ability, students should not only understand the culture, history and customs of western countries, but also be familiar with Chinese traditional culture. Integrate traditional culture into College English teaching, help students understand the essence of traditional culture, cultivate students' awareness of cultural differences through the comparison of Chinese and Western cultures, be proud of Chinese traditional culture, promote equal communication between Chinese and Western cultures, and improve students' cross-cultural communication ability^[3].

3.3 Improving Teaching Quality

Integrating traditional culture into College English teaching can enrich teaching content, broaden students' knowledge, bring students fresh experience and improve their learning efficiency. Teachers can make use of rich network resources, introduce knowledge related to traditional culture inside and outside class, and organize diverse activities, so as to change the single teaching mode to a diversified teaching mode, stimulate students' enthusiasm for learning, and give students more opportunities to

express traditional culture in English. In order to integrate traditional culture into College English teaching, teachers will constantly learn more about traditional culture, seek the integration point between traditional culture and College English classroom, and carefully design integration strategies, which will also improve teaching quality accordingly.

4. Strategies of Integrating Traditional Culture into College English

College English is a public basic course, which is taught to all non-English majors in the University. It has a wide audience and is conducive to the dissemination of traditional culture. College English is both instrumental and humanistic, which also makes college English occupy a unique advantage in disseminating traditional culture. Integrating traditional cultural content into College English curriculum can innovate the teaching content and form of College English, enhance the classroom vitality of College English, and also contribute to the dissemination and inheritance of traditional culture. To integrate traditional culture into College English curriculum, we can adopt various strategies to integrate traditional culture in an all-round way.

4.1 Sticking to the First Classroom and Enriching the Teaching Content of Traditional Culture

College English classroom should not only teach the knowledge of western culture, but also supplement the relevant knowledge of Chinese traditional culture to enrich the classroom teaching content. The traditional classroom dominated by teachers is the main position for students to learn and the first classroom for teachers to impart knowledge. Therefore, we should stick to the first classroom and integrate traditional culture into classroom teaching.

Textbooks are the main source of knowledge imparted by teachers. Teachers can choose textbooks that reflect traditional Chinese culture, or make full use of relevant materials from existing textbooks. When compiling teaching plans and syllabuses, teachers should also reflect the content of traditional culture, so as to attract teachers' attention. Teachers can take the traditional cultural materials related to the unit theme as the main teaching line, expand more learning materials around the central idea it embodies, guide students to supplement relevant learning materials after class, and analyze cultural materials in depth under the guidance of teachers, so that students can have a more comprehensive understanding of Chinese traditional culture.^[4]

In the first few minutes of each class, students can make a keynote speech to introduce traditional culture. Students can choose the topic they are interested in, and display traditional culture in the classroom in the way of pictures and texts. This can not only improve students' oral ability, but also enable students to pay more attention to traditional culture. In the introduction of classroom teaching, teachers should select traditional cultural topics close to students' lives, use rich network pictures, audio, video and other resources to arouse students' interest in learning, and make students have a deeper understanding of traditional culture through teachers' guidance and students' group discussions.

In the process of text explanation, vocabulary and sentence pattern expressions related to traditional culture are supplemented, and materials are expanded according to knowledge points related to traditional culture in the text, so as to accumulate materials for students' oral output in the future and enrich students' knowledge reserves related to traditional culture. In the explanation of exercise, teachers can expand the traditional cultural content involved, such as CET4 translation exercises that embody Chinese cultural characteristics. In addition to explaining relevant cultural vocabulary and translation skills, teachers can supplement relevant background knowledge to deepen students' understanding of relevant topics.

4.2 Developing the Second Classroom and Carrying Out Various Activities

Due to the limitation of time and place, in addition to integrating traditional culture into the first classroom, we should also make full use of students' spare time, that is, the second classroom. Rich extracurricular teaching practice activities are carried out in the second classroom to create a relaxed and pleasant learning environment, attract more students to participate in activities, and cultivate students' traditional cultural awareness through the influence of cultural atmosphere⁴. The second classroom takes a variety of forms. It takes Chinese traditional culture as the theme, encourages students to participate in teaching practice, become propagandists and promoters of traditional culture, improve their ability to tell Chinese stories well in English, and improve their English application ability.

Teachers can carry out daily morning reading activities in the class, select materials related to the study of traditional culture, help students accumulate vocabulary and expression related to traditional culture, enrich students' knowledge reserves, and help students improve their English expression ability through day-to-day input. Teachers can recommend some English learning websites and official account, or use Rain Classroom or U-learning to share learning materials related to traditional culture, encourage students to learn relevant knowledge after class, and let them understand Chinese culture more deeply.

Teachers can also arrange students to read Chinese classic stories, such as fairy tales and idiom stories, select classic plots and adapt them into English short plays to experience the charm of traditional culture in role-playing. Students can take short English videos to introduce Chinese culture, which can introduce the characteristic culture of their hometown, or Chinese traditional festivals, intangible cultural heritage, etc. students are encouraged to upload videos to online platforms such as Tiktok and Weibo, so as to influence more people's awareness of traditional culture, improve people's cognition of traditional culture, let more people participate in the dissemination of traditional culture, and tell Chinese stories well throughout the world.

In addition, teachers can also rely on student associations to hold various competitions related to traditional culture, such as speech competitions, dubbing competitions, ancient poetry readings, drama performances and other forms of activities, so as to enhance the interest of college students in traditional culture and enhance their awareness of traditional culture.

4.3 Enriching the third Classroom and Caking Full Use of the Advantages of Modern Information Technology

Modern information technology provides technical support for College English teaching. Teachers should be trained in the ability to use information technology, make full use of modern information technology in College English teaching, and better help teaching practice. With the development of modern information technology, classroom forms have become more diversified. Teachers can regard the network platform supported by modern technology as the third classroom for students, give full play to the educational function of the network, and innovate the integration form of traditional culture.

In addition to traditional teaching forms, teachers can use some teaching apps, such as Rain classroom and U Campus, SPOC and some websites related to foreign language learning to adopt a hybrid teaching method combining online and offline in a more novel way and integrate traditional culture into College English teaching in an all-round way. Due to the limited content of traditional culture in the teaching materials, teachers can use the Rain classroom and U Campus to share some learning materials and videos related to traditional culture, such as the documentary Beautiful China, Hello China, Four seasons and other English videos, so that students can learn after class, accumulate relevant cultural vocabulary, understand different cultural themes, and enrich students' cultural background knowledge.

For the cultural theme reflected in each unit of the textbook, teachers can make micro class videos so that students can learn relevant content before class. Teachers can assign students oral or writing output tasks, and let students complete the output tasks of each unit through teacher guidance and classroom discussion in class, so as to improve their output ability.

On online platforms, such as the UMOOC platform of Chinese universities, many MOOC related to Chinese traditional culture have been opened. Teachers can ask students to watch MOOC and take notes after class. Students can choose a theme and display it in the form of speeches or videos in class. In addition, teachers can recommend relevant apps or official account to students, such as China Daily and so that students can choose what they are interested in.

5. Conclusion

College English is a public basic course which not only aims to cultivate students' language application ability and cross-cultural awareness, but also undertakes the important mission of carrying forward Chinese traditional culture. In the practice of College English teaching, we should adopt a variety of teaching strategies, organically integrate the first classroom, the second classroom and the third classroom, fully tap textbooks and extracurricular resources, carry out various forms of teaching practice, make full use of modern information technology, and integrate traditional culture in an all-round way, so that students can better understand traditional culture and cultivate their cultural

literacy in the process of learning language knowledge. Teachers should help improve students' understanding of traditional culture and boost their cultural confidence, improve their ability to tell traditional culture in English, and become the inheritor and disseminator of traditional culture.

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