

# *An Empirical Study on the Introduction of Chinese Excellent Traditional Culture in Vocational College English Teaching through Blended Learning*

--To improve the humanistic literacy of rural students

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**Keywords:** Blended learning in college english teaching, Excellent chinese traditional culture, Rural students

**Abstract:** This research team took Chinese excellent traditional culture as the link to compare Chinese and western cultures, guide rural students to understand the similarities and differences of cultural concepts and value systems between Chinese and Western, develop rural students' ability of critical thinking, cultivate and improve the humanistic literacy of rural students through blended learning.

## **1. Introduction**

At the beginning of 2020, a sudden outbreak of Covid-19 occurred. Many universities and vocational colleges began to explore the blended learning model of “online” + “offline”. As a new, effective, and multi-dimensional teaching model, it combines the advantages of traditional offline teaching and online teaching. It has become the mainstream of information-based teaching, and it has also become the basic form of education during the current epidemic.

## **2. Research Background**

### **2.1 Research Object**

Affected by the prevention and control of the epidemic, the object of this research is rural students from our college. Among them, 9 %of rural students have followed their parents to work and study in the economically developed cities since childhood, and 91% Of the rural students are from the economically backward and remote rural areas of Yunnan. Many rural students from remote rural areas and ethnic minority areas have left-behind experience. 43.81% of students grew up under inter-generational supervision. 65.82% of rural vocational students said that their parents often go out to work for a long time. Communicate less with them. When entering a vocational college, some rural students are significantly different from other students in terms of living standards, knowledge, expertise, and social experience. At the same time, due to the continuous improvement of the urban level in various prefectures and cities in Yunnan Province, there is a certain contradiction between social ideological concepts, values and the ideological values of rural

students. To a certain extent, rural student groups lack a certain degree of judgment and are vulnerable to the impact of Western culture. At the same time, facing the fierce competition and complex interpersonal relationship in the society, rural students are often unable to cope well. It is easy to produce some extreme psychological problems. Even individual students will make more extreme behaviors. Therefore, the introduction of Chinese excellent traditional culture into the mixed vocational English teaching will have an important impact on the knowledge system and values of rural students.

## 2.2 The Present Situation of Chinese Traditional Culture Teaching in Vocational College English Teaching

The important goal of college English teaching is to cultivate students' cross-cultural communication. At present, there is too much lack of Chinese excellent traditional culture in college English teaching. Basically, the teaching contents involved more Western culture than Chinese culture, and the learning contents and examination contents are the traditional culture and values of Western-language countries. At present, there is not much content about excellent Chinese traditional culture in the compilation of college English textbooks, the selection of texts, the formulation of syllabus in classroom teaching, and the revision of teaching plans. In English teaching, English teachers pay more attention to the grammar, vocabulary, translation. There are few the introductions of traditional Chinese culture or expression in English.

Due to the lack of profound Chinese traditional cultural heritage, only superficial learning is done for the purpose of learning English. As a result, most vocational students from rural areas have a little understanding of their own Chinese and Western cultures, and thus they cannot effectively cross-culturally. 73% of the rural students said that after entering the vocational college, they are still accustomed to relying on the teacher's dominant position and not accustomed to active learning mode. 79% of the rural students said that they lacked self-evaluation. 86% of rural students said that they still lack the awareness of modifying their learning strategies. 78% of rural students said that they had little knowledge and understanding of traditional Chinese culture. 49% of rural students said that they didn't finish the book *Five Thousand Years*, and 53% of students said that they had not read China's four masterpieces, 78% of students said they would fall asleep when they read the world-famous masterpieces. However, 65% of students think that mother tongue culture can promote their learning English culture. When asked whether it is necessary to strengthen the learning of Chinese excellent traditional culture in vocational English teaching, 93% of students think it is necessary to learn The English expression of Chinese excellent traditional culture.

In the era of globalization, English has the function of two-way cultural communication. In higher vocational English education, if teachers want to truly cultivate students' cross-cultural communication skills, they must balance the relationship between English culture and Chinese excellent traditional culture. When explaining Western culture, they cannot ignore our own culture and publicize our culture to the outside world.

## 3. Research Purpose

The excellent Chinese traditional culture is a concentrated expression of the Chinese nation's language habits, cultural traditions, ideological concepts, and emotional identity. It embodies the ethics, ideological character and value orientation generally recognized and widely accepted by the Chinese nation, and has extremely rich ideological connotations. President Xi Jinping pointed out that it is an important source for Chinese excellent traditional culture to cultivate the core values of socialism to deeply explore and elucidate the values of The Times, such as benevolence, people-oriented, honesty, justice and harmony, and seeking common ground.

Cultural self-confidence is the spiritual backbone of the Chinese nation. It embodies a strong centripetal force for the realization of the Chinese dream. Strengthening cultural self-confidence is also an inevitable requirement for socialism with Chinese characteristics to enter a new era. Therefore, this research group determined the connotation of the mixed vocational English learning activities under the core literacy, and carefully studied the production-oriented approach teaching theory proposed by Professor Wen Qiufang, relying on *New Concept Interactive English*. In each teaching link, the three principles of learning center, integration of learning and use, and whole-person education are taken into consideration. To help rural students realize the connection between their nation's ideology and culture and western language knowledge, and strengthen their national cultural emotions, help them learn to distinguish right from wrong, establish cultural self-confidence, and cultivate and improve rural student's humanistic literacy with the study of Chinese excellent traditional culture as the link.

The research group mainly carried out online and offline mixed teaching through network platforms such as U Campus, Rain Classroom and Learning Strong Country, combined with textbook content, to import Chinese traditional culture learning as a link, and through the development of cross-cultural communication skills, Chinese and Western cultural cognition and analysis of similarities and differences by developing intercultural communication skills. Lastly, we help rural students learn to distinguish between dross and essence, improve thinking logic judgment, and finally achieve cultural confidence. In summary, it means "learning, thinking, and acting".

#### 4. Research Process

This research group combines the introduction of the online and offline Chinese excellent traditional culture with the task type, emphasizing the initiative and participation of students from rural areas, and the individually targeted and instructional nature of teachers' classroom teaching. (instruction). Allow rural students to develop independently (learn to learn independently), establish a cultural foundation (cultivation and promotion of humanistic spirit and patriotism), and achieve social participation (learning to take responsibility) in blended English teaching.

##### 4.1 Teaching Diagnosis

The research team has diagnosed the rural students in listening, speaking, reading, writing and translating. According to diagnosis results, we will find out the problems of rural students, and then divided the students into three levels according to the individual differences. And three levels of rural students are free to combine in different levels for finishing online tasks. They can cooperate with each other, so that it has a certain degree of complementarity.

##### 4.2 Mixed English Teaching Design

Due to the limited offline classroom time, each teacher must collect, organize, and update useful extracurricular learning materials. And they would find out the different cultural backgrounds between their mother tongue and English, compare the cultural similarities and differences between the two languages, and formulate teaching goals and improve teaching links, and integrate unit content with Chinese excellent traditional content through offline classroom teaching.

The feedback time of the group is generally within 3 days, and English teacher will provide differentiated instruction for the students. Then we retrieve the online tasks, check the quality of feedback, and evaluate the task by teacher and classmates. In this way, it can be seen whether the students have understood the knowledge points of the unit or the opinions of the classmates, and on the basis of understanding, supplement, extend, correct or change the main points or opinions in the

task. Let students do active learning.

## 5. Class Demonstration

The research team demonstrated Unit 3 online and offline classroom design as follows:

Step 1 Offline teaching content:

① Theme content: Famous People- Tim Cook, after completing basic grammar, phonetics, vocabulary, and text teaching, the teacher will continue to guide students to think.

② According to the cultural background of different languages, the teachers of the research group compared famous Chinese and Western figures, closely following the theme of “pursuing a just cause for the common good”, and we introduced the knowledge of Zheng He's voyages to the West. The main purpose of Zheng He's voyages to the West was to promote the prestige of the Ming Dynasty, strengthen friendly exchanges with overseas countries, and promote the development of the economy along the route. He also initially established the diplomatic concept and ideological origin of the “A Global Community of Shared Future”. Contacting the current economic globalization development background, so that students can understand “All the people of the world are brothers”, China upholds the concept of “the world is the same, the world is the public” and does not agree You lose and I lose (I-win-you-lose), zero-sum games (zero-sum games), which in turn give students a sense of national pride and identity.

Step 2 Distribute online teaching content:

Group 1: Please introduce Lu Xun and make a 10-minute PowerPoint presentation.

Group 2: Please introduce someone who has touched you according to the prevention of novel coronavirus epidemic.

Step 3 Online task recovery and evaluation:

Group 1 and Group 2 are completely different tasks. Students carefully collect information and carefully design online tasks. Then the teacher will ask Group 1 and Group 2 to show their tasks in the offline class, and the teacher and classmates will evaluate the tasks together.

## 6. Research Results

Throughout the teaching process, the team teachers respect and emphasize the dominant status of rural students, cultivate and improve students' organizational, coordination, and management abilities, and allow students to fully participate in the entire teaching process. After one semester of training, 87.69% of rural students said that this teaching mode and teaching design effectively help them build self-confidence, improve interpersonal relationships, accumulate experience, and cultivate and improve personal cultural literacy.

## 7. Conclusion

Through the introduction of Chinese excellent traditional culture in blended learning and the task-based combination of teaching methods and teaching design, rural students can basically master the basic vocabulary related to the task content after completing each task, and gradually develop good English learning habits, they can use a reasonable and critical perspective to look at problems, analyze problems, and solve problems. This process is indeed to train and promote rural students to effectively improve their personal humanistic literacy.

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