

The Integration of Traditional Chinese Culture and Ideological-political Education in College English Courses: Challenges and Opportunities

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Abstract: The existing English textbooks have limited exposure to traditional Chinese culture and lack relevant cultural themes and ideological and political content. The article addresses the bottleneck of integrating existing culture into ideological and political construction, and proposes a series of specific and effective strategies such as extracting traditional cultural themes from English textbooks, linking them with reality to stimulate students' thinking, and assigning classroom tasks for ideological and political culture. In order to verify the effectiveness of the research strategy in this article, intervention tests are conducted on college students. The test results show that there is not much difference in indicators between the experimental group and the control group. However, after intervention, the experimental group scored significantly higher than the control group. In terms of cultural identity, the experimental group's score increased by 3.65 points, reaching 74.80 ± 5.88 , which was significantly higher than the control group's 72.15 ± 6.32 ($P=0.01$). In terms of ideological and political literacy, the experimental group's score was significantly higher than the control group's 68.40 ± 5.91 ($P=0.02$). In terms of national identity and patriotism, the scores of the experimental group increased to 73.00 ± 5.85 and 69.45 ± 5.92 , respectively, which were significantly higher than the control group's scores of 70.25 ± 6.12 and 66.88 ± 6.05 ($P=0.01$ and $P=0.03$).

Keywords: Course Ideology and Politics; Chinese Traditional Culture; College English Courses; Cultural Identity

1. Introduction

With the advancement of economic globalization, China's comprehensive national strength continues to improve, and its international influence is increasing day by day. China has begun to go global in the process of importing. To become more globally integrated, taking college-level English courses is essential. Combining political and ideological instruction with elements of traditional Chinese culture still faces many obstacles in the current stage of college English instruction, nevertheless. This includes the singularity of textbook writing, differences in teacher quality, and limitations in students' cultural cognition. Therefore, this article will explore effective ways to integrate excellent traditional Chinese culture and ideological and political elements into college English courses, aiming to provide theoretical support and practical reference for teaching reform in higher education.

Firstly, the article introduces the research background and purpose, clarifying the importance of combining political and ideological instruction with outstanding contemporary Chinese culture in college English classes; secondly, the article reviews relevant literature and analyzes the current research status and existing problems; next, the article explores in detail the difficulties and effective ways of incorporating traditional Chinese culture into the curriculum's framework of political and ideological instruction; subsequently, the article describes the research methods and experimental design, including the setting of experimental and control groups and intervention measures; finally, the article presents the research results and discussions, analyzes the data, and summarizes the contributions and practical application prospects of the research, providing suggestions for future education reforms.

2. Related Works

Experts both domestically and internationally have conducted relevant research on the integration of ideological and political education with traditional culture. Fortuna & Khadir pointed out that civic education is an important component of cultivating morality and ethics, aimed at shaping a society with noble values [1]. Pramono et al. explored the connection between technology integration in civics education and teacher self-efficacy and showed a positive correlation with a correlation coefficient of 0.839 and a significance of 0.000. They conducted a quantitative analysis using a self-efficacy questionnaire and a technology integration tool and found that sustained use of technology enhances learning [2]. Yang pointed out that optimizing packaging design courses from the perspective of ideological and political education has become an important issue in university teaching reform [3]. Jinhuan discussed the teaching reform in the course of "Operating Systems" by introducing ideological and political elements, applying a blended online and offline teaching mode, updating teaching content and assessment standards. Practice has shown that this teaching model not only enhances students' patriotism, but also improves the depth, innovation, and teaching quality of the curriculum [4]. Sautereau & Faas investigated how national identity is reflected in France's and Ireland's civic engagement, geography, and biography programmes. The results showed that the French curriculum focused more on national themes, while Ireland balances national, European, and international identities [5]. Haduong et al. suggest rebuilding the methods of civic education by integrating knowledge, skills, and attitudes to promote the development of citizenship [6].

Prayitno et al. explored how to develop a civic education curriculum based on Islam to enhance students' moral standards. The results indicated that the curriculum is based on the thirteenth set of courses, and teachers provide spiritual support in teaching, but need to improve their ability to grasp ideological and religious materials [7]. Graf et al. explored the emotions experienced by adolescents in civic education and their impact on learning, and applied the control value theory to analyze the sense of achievement emotions in classroom discussions and epistemological emotions when processing political information [8]. Bauml et al. conducted a qualitative analysis of the focus group discussions of 49 students in grades 5-9 during a one week summer civic education camp, revealing four key factors: the importance of adult guidance, activities that match development, educational diversity and opportunities for marginalized youth, and action citizenship as a curriculum mechanism to promote civic purposes [9]. Levine proposed the "Education for American Democracy" project, which aims to provide an example for discussing values and important experiences for institutions and individuals addressing curriculum content issues [10]. Ho & Barton advocated for incorporating critical harmony as a supplement to justice in civic education. They believe that critical harmony can provide students with a more comprehensive foundation for civic deliberation by exploring public issues such as housing and gender identity [11]. Zakiah et al. described the situation of multicultural values learning in primary schools through Pancasila and civic education subjects. It was found that the multicultural education module helped students to open up their attitudes towards differences in skin color, religion, ethnicity, and other factors [12]. Chivunda & Mupeta explored the relationship between global citizenship education and Zambian citizenship education, pointing out that global citizenship education reflects the shortcomings of Zambian citizenship education and emphasizing the complementarity between the two [13]. Tuhuteru analyzed the role of civic education in promoting diversity and tolerance in schools. The results indicated that civic education significantly enhances the diversity and tolerance of schools by helping students understand national values, rights, and obligations [14].

Existing research faces several bottlenecks in integrating international culture into civic education. Firstly, although studies have explored the differences and impacts of civic education curricula in different countries, there is a lack of systematic evaluation of the effectiveness of curriculum integration, particularly on how to effectively implement these curricula in diverse cultural contexts. Secondly, although teacher self-efficacy and technology integration have played a positive role in improving learning outcomes, specific strategies for optimizing these factors in different cultural contexts are still unclear. In addition, the evaluation of curriculum reform in existing research mostly focuses on short-term effects, and long-term follow-up studies are needed to verify its sustained impact. Overall, further exploration is needed on how to effectively integrate multicultural elements and local educational needs in the context of globalization to achieve the best results in civic education.

3. Methods

3.1 Difficulties in Integrating Excellent Traditional Chinese Culture into the Ideological and Political Construction of College English Courses

Incorporating superb traditional Chinese culture into the formulation of ideology and politics of college English courses is a complex and challenging task. From the aspects of course content design, teacher quality requirements, and student acceptance, the difficulties mainly lie in cultural differences between China and the West, teacher ability improvement, and student interest cultivation.

(1) Difficulties in course content design

Incorporating excellent traditional Chinese culture into college English courses requires redesigning and integrating course content. However, there are many difficulties in this process. Firstly, there are significant cultural differences between China and the West [15-16]. The college English curriculum mainly revolves around the English language and Western culture. How to integrate excellent traditional Chinese culture without violating the core objectives of the English curriculum has become a major challenge. The differences between Chinese and Western cultures make it difficult for students to deeply understand and accept the essence of traditional Chinese culture while learning English. The second is the complexity of textbook writing. The majority of college English textbooks currently in use are based on Western culture, and creating new textbooks that satisfy the demands of political and ideological education will cost a substantial amount of money and labor. Simultaneously, the creation of new textbooks necessitates the challenging but successful combination of language instruction with ideological and political education [17]. Thirdly, the teaching content is broad and profound. The excellent traditional Chinese culture is vast and profound, with numerous and profound contents. How to choose appropriate content in limited English courses and explain it in a simple and understandable way, so that students can understand the essence of traditional culture while learning the language, is a great challenge.

(2) Cultural guidance and inheritance cultivation have not been effectively implemented

From the proposal of the new curriculum standards to the latest revision of talent cultivation plans, it can be seen in the classroom that cultural awareness cultivation is placed in a very important position, but to implement it, substantial results need to be seen from the teaching of teachers and the learning of students. The setting of teaching objectives, arrangement of teaching content, connection of teaching links, implementation of teaching methods, and presentation of teaching effects by teachers are closely related to the cultivation of cultural literacy, and students are required to effectively practice under the guidance of teachers [18].

3.2 Effective Ways to Integrate Excellent Traditional Chinese Culture into University English Courses under the Background of Ideological and Political Education in the Curriculum

(1) Focusing on core values and extract traditional cultural themes from English textbooks.

In order to better logically and scientifically incorporate superb traditional Chinese culture into college English studies within the framework of ideological and political education in the curriculum, the first step is to extract the traditional cultural themes from English textbooks. Then, based on the extracted traditional Chinese cultural themes, the content of the textbooks should be reorganized, focusing on the fundamental principles of traditional culture. The core value system should be used to guide the entire textbook and carry out ideological and political theme teaching, so as to integrate the learning objectives of courses in college English that emphasize ideological and political instruction, and highlight the core values of traditional culture more prominently.

(2) Connecting with real life to stimulate students' thinking on real-world problems

To organically integrate traditional Chinese culture combined with English education at universities, and to enable students to grasp the thoughts, emotions, attitudes, and values contained in language and cultural knowledge through its surface, English teachers need to closely connect with students' daily lives and stimulate their thinking on practical problems. In the offline teaching stage, teachers can guide students to associate similar cases in real life based on the article to be taught, making students' learning more directional and enabling them to actively search and organize relevant materials, preparing for teacher-student interaction.

(3) Strengthening practical application and assign assignments containing ideological and political

cultural elements

Teachers can set up online activity assignments based on teaching objectives, which not only facilitates students to complete them in a timely manner, but also facilitates teachers to make timely corrections and evaluations. For the content design of activities or assignments, teachers can integrate some ideological and cultural elements to help students improve their thinking level and enhance their character cultivation through practical training.

(4) Improving teaching evaluation and leverage the diagnostic role of scientific evaluation

With the help of online platforms, teachers can improve their own teaching designs and evaluate students' learning situations. Through online and offline communication and exchange, they can understand students' learning experiences, opinions, and feelings, encourage students to comment on teachers' pre class, in class, and post class designs, and help teachers clarify the problems in their own teaching designs. At the same time, teachers should also timely evaluate students' learning situations, or set grading standards, organize students to conduct mutual evaluations, so that students can clarify their own English learning situation, and through mutual discussion, sharing, and comparison, students can understand their strengths and weaknesses in English learning, and then improve and perfect them.

(5) Upgrading teaching mode

In college English teaching, successfully integrating Chinese culture requires rethinking the teaching content and upgrading the teaching mode, making full use of online and offline resources. In recent years, blended learning has become a popular innovative teaching method, cleverly combining the advantages of online learning and face-to-face classroom teaching. In order to integrate Chinese cultural content into various aspects of college English teaching in a targeted manner, teachers can make full use of online resources. College students show a strong interest and sensitivity towards international affairs, and they are willing to engage with and discuss international trends. English news has become an effective way to connect textbooks with reality, in class and out of class, and Chinese university MOOCs, China Daily App, CGTN website, and other current affairs and hot topics related to Chinese culture provide English learning resources.

Before class, teachers can provide rich learning materials and resources through online platforms, such as classic literature on Chinese culture, audio and video materials, art works, etc. By driving tasks, students can learn about the basic concepts and important content of Chinese culture through self-directed learning before class. Teachers can design online discussions and interactive activities to guide students to think and communicate about Chinese culture, promoting their participation and cooperation.

4. Results and Discussion

4.1 Object and Method

4.1.1 Object

(1) Experimental group: Selecting two colleges from the 2024 freshmen of a certain university in A city, and randomly select two majors from each college. Selecting two classes for each major, for a total of 10 classes, with two classes having a large number of students, and selects two classes; two classes have fewer students, so three classes will be selected. In these classes, according to the formula for calculating the sample size of non-continuous variables, the experimental group was ultimately determined to be 5 classes with a total of 196 students.

(2) Control group: Two majors were randomly selected from two colleges, with two classes selected for each major, for a total of 10 classes. Among them, two classes had a larger number of students, and two classes were selected; two classes have fewer students, so three classes will be selected. Among these classes, the control group was ultimately determined to be 5 classes with a total of 186 students.

4.1.2 Method

(1) Experimental group intervention measures

Incorporating traditional Chinese culture (such as traditional festivals, Confucianism, classical literature, etc.) and ideological and political elements (such as patriotism, patriotism, etc.) into college English courses.

Through practical activities such as discussions, role-playing, and project-based learning, students are encouraged to understand the cultural distinctions between the West and China.

Students complete an English speech project on the theme of Chinese culture and globalization.

(2) Control group intervention measures

Adopting traditional English teaching methods without integrating traditional Chinese culture, as well as certain political and ideological aspects.

4.2 Data Statistical Analysis

The learning effect is the most direct reflection of the results of classroom intervention. For this purpose, the experiment directly compared and analyzed the students' grades, and the results are shown in Figure 1.

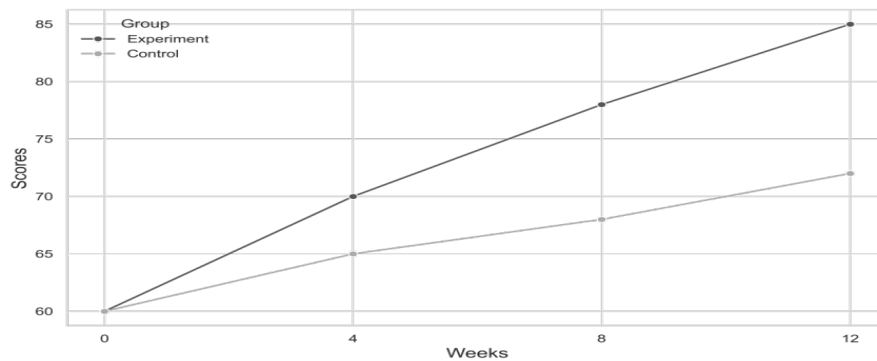


Figure 1: The impact of teaching intervention on learning outcomes

From Figure 1, it can be seen that the English scores of the experimental group continued to improve over the course of 12 weeks, especially in the latter half (weeks 8-12) where the improvement was significant. Although the performance of the control group also improved, the magnitude was relatively small. Through visual charts, the impact of teaching interventions on students' learning outcomes can be visually demonstrated. In English teaching classrooms, introducing ideological and political education based on traditional Chinese culture can strengthen students' self-efficacy and enhance their motivation to learn English.

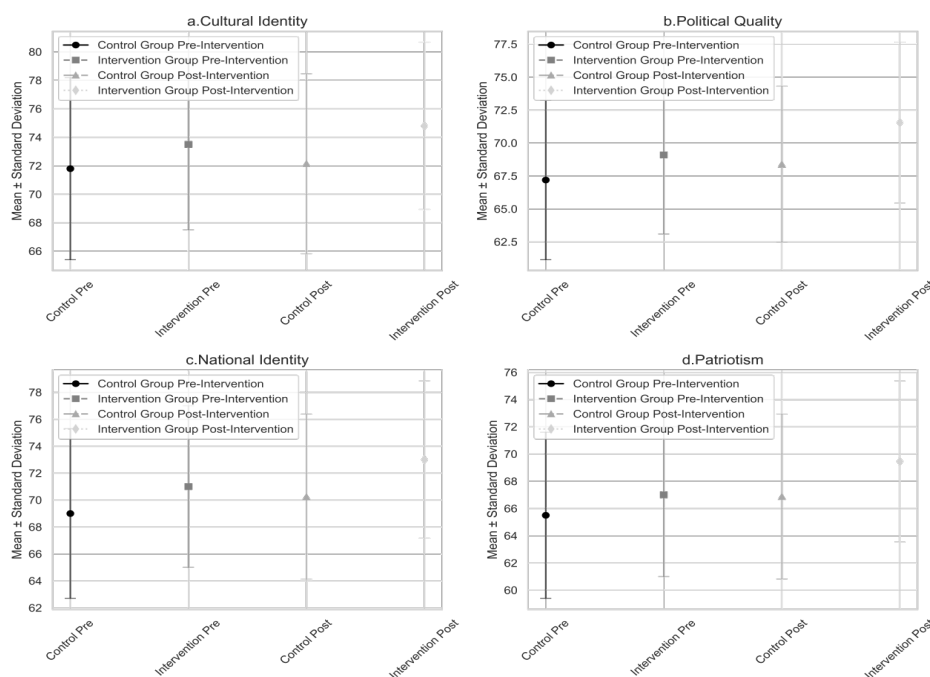


Figure 2: Comparison of Chinese cultural identity and ideological and political literacy between two groups of college students before and after intervention

The experiment compared the pre - and post performance of the control group and intervention group in four dimensions: cultural identity, political literacy, national identity, and patriotism. The experimental results show that before the intervention is implemented, the average score of the intervention group is higher than that of the control group in all dimensions, especially in cultural identity (73.50) and national identity (71.00). However, after the intervention is implemented, the scores of both the control group and the intervention group improve, with the patriotism score of the control group rising to 66.88 and the intervention group reaching 69.45, demonstrating the positive impact of the intervention measures, as shown in Figure 2.

The experiment collected participants' English scores, including mid-term and final exam scores. These scores reflect the learning outcomes of students before and after the implementation of intervention measures.

Table 1: Student evaluation

Evaluation Dimension	Control Group (Mean \pm Standard Deviation)	Intervention Group (Mean \pm Standard Deviation)
Relevance of Teaching Content	3.2 \pm 0.8	4.5 \pm 0.6
Student Engagement	3.0 \pm 0.9	4.4 \pm 0.5
Depth of Cultural Understanding	3.1 \pm 0.7	4.6 \pm 0.4
Course Satisfaction	3.3 \pm 0.8	4.7 \pm 0.5

From Table 1, it can be seen that the intervention group is significantly higher than the control group in all evaluation dimensions, indicating the effectiveness of the intervention measures. The significant differences in students' scores on cultural understanding depth and course satisfaction indicate that the intervention measures have successfully promoted students' cultural identity.

Collecting and organizing pre-test and post test data for the experimental and control groups, including four dimensions: cultural identity, ideological and political literacy, national identity, and patriotism. The experiment used Python for data analysis, mainly relying on the Scipy library to calculate t-values and p-values, as well as numpy and pandas for data processing. The results are shown in Table 2.

Table 2: Statistical analysis

Dimension	t-value	p-value	Cohen's d
Cultural Identity	2.45	0.022	0.58
Political Literacy	3.1	0.005	0.7
National Identity	2.85	0.008	0.65
Patriotism	3.2	0.004	0.72

In terms of cultural identity, the t-value is 2.45, p-value is 0.022, and Cohen's d is 0.58, indicating a significant difference between the experimental group and the control group, with a moderate effect size. The t-value of patriotism is 3.20, p-value is 0.004, and Cohen's d is 0.72, indicating a significant improvement in this dimension after intervention. Overall, these results indicate that the intervention measures adopted have achieved significant results in improving students' comprehensive literacy, and the changes between various dimensions have practical significance, as shown in Table 2.

In this experiment, the impact of integrating traditional Chinese culture and ideological and political education elements into college English courses on students' cultural identity and ideological and political literacy was analyzed.

The data in Figure 3 shows that the intervention group scored significantly higher than the control group in terms of "cultural identity" and "ideological and political literacy" by comparing the data between the control group and the intervention group. Especially in terms of cultural identity and ideological and political literacy, the intervention group showed a particularly significant improvement, indicating that integrating Chinese culture and ideological and political education into English courses can effectively enhance students' relevant literacy.

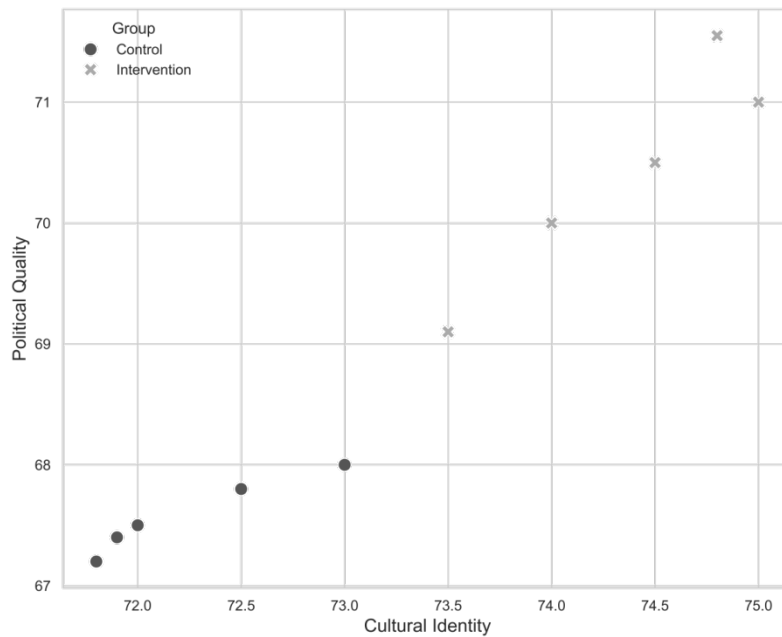


Figure 3: Correlation analysis between cultural identity and ideological and political literacy

5. Conclusion

In order to improve students' cultural identification and ideological and political literacy, this study examines how well-integrated traditional Chinese culture and political and ideological education can be included into college English courses. The findings of the study suggest that students' English learning outcomes can be markedly improved, and their feeling of national identification and patriotism can be strengthened, by naturally fusing parts of political and ideological thought with traditional Chinese culture. This not only helps students deepen their understanding and acceptance of local culture in language learning, but also provides empirical support for curriculum reform in higher education. Faced with the cultural challenges brought by globalization, educators should actively explore effective teaching strategies and promote the deep integration of traditional Chinese culture into foreign language teaching. In the future, curriculum designers and teachers need to strengthen innovation in textbook content, combine modern educational technology, create diverse teaching environments, and further stimulate students' learning interest and cultural awareness. In addition, it is recommended to provide training for teachers to improve their cultural literacy and teaching abilities, in order to ensure the deep integration of ideological and political education with language teaching.

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