

Current Situation and Strategy of Integrating Chinese Excellent Traditional Culture into English Reading Teaching in Senior High School

-- Take PEP High School English Textbook (2019 edition) as an Example

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Abstract: China's excellent traditional culture, which embodies the achievements of thousands of years of civilization, is our most precious treasure. The high school period is a key period for Chinese students to shape their values, and language carries the culture of various countries. Therefore, when learning English, high school students should integrate into the excellent traditional culture of our own country while learning Western culture, so as to achieve the purpose of English teaching. The value of integrating Chinese excellent culture into high school mainly lies in the two aspects of students' English learning and English application, and the path should start from the reform of teaching materials, teachers' quality and class type.

Keywords: Excellent Traditional Culture; High School English; English Teaching.

1. Introduction

It is the citizen's duty and responsibility to inherit and develop the excellent traditional culture of our country, and it is also the content that must be attached great importance in education and teaching.

The curriculum of basic education is the direct manifestation of the will of the state in the field of basic education, and plays a key role in cultivating morality and cultivating people. [1] As the new youth of The Times, high school students are undoubtedly the main force to spread Chinese culture. In addition, the learning ability of high school students is at its peak, so it is particularly important to pay attention to the combination of excellent traditional Chinese culture and English learning during this period.

2. Current Situation of Integrating Chinese Excellent Traditional Culture into Senior High School English Teaching

2.1. Teachers Pay More Attention to the Input of Language Knowledge

The new curriculum standard points out that high school English has the characteristics of instrumental and humanistic integration. Teachers regard discourse as a medium to help students acquire vocabulary and grammar and train their language skills, and pay insufficient attention to the cultural connotation and value of discourse.[2] For example, in the reading chapter of Unit 4 and Unit 5 of the compulsory high school English textbook of the 2019 edition, teachers will pay little attention to the grammar of these two units, that is, restrictive attributive clauses, which should be said to be one of the more difficult grammar to understand. However, the core of these two reading articles is to reflect the "support from all sides when there is difficulty" and "the enduring popularity of Chinese culture". If you only pay attention to speaking grammar, you will pay attention to the input of

language knowledge, and the output of cultural learning will have little effect.

2.2. The Integration of Traditional Culture Relies Too Much on Teaching Materials

The 2019 edition of senior high school English textbooks contains many articles and knowledge containing traditional culture, but the content is relatively limited, and most of them involve Western culture knowledge, such as the five reading articles of Compulsory two. From Problems to Solution, A Day in the Clouds, Stronger Together: How We Have Been Changed by the Internet, What's in A Name? As for The Virtual Choir, the five articles were basically based on foreign culture. If teachers relied too much on teaching materials, they could only extract some spiritual values from them, and could not convey such cultural values as "unity is strength", "One must use one's tools to do a good job" and "coexistence between man and nature" in combination with the excellent traditional Chinese culture. This is not conducive to cultivating students' cultural confidence and national pride, and is not conducive to Chinese culture going out. [3]

2.3. The Integration of Traditional Culture Lacks Innovation and Reform

Many teachers fail to guide students to analyze and study the differences and practices between Chinese and Western cultures from different perspectives, resulting in students failing to understand the similarities and differences between Chinese and Western cultures. [4] For example, in the third unit of compulsory Course 1, read the two articles in Chapter Living Legends, one is about the story of Chinese volleyball legend Lang Ping and the other is about the story of American basketball star Jordan. Many teachers just lead the students to read the article and extract their own spirit before giving up. If a teacher with innovative consciousness of these two articles, the story of two people will be marked with a "V" to represent their trough and peak, and the two "V" together will make a "W", which is the first letter of the English word win. Such innovation and reform may make students realize the

spirit and significance of never giving up brave struggle.

3. The Value of integrating Chinese Excellent Traditional Culture into High School English Teaching

3.1. Stimulate Learning Interest and Improve Language Ability

As far as the current situation of senior high school English teaching is concerned, teachers do not pay much attention to students' oral expression. Due to the large amount of input such as vocabulary and grammar in class, oral English is ignored, which leads to the phenomenon of "dumb English". [5] As a result, students cannot express the knowledge in their heads and even have difficulties in daily communication. Not to mention the use of English to learn the excellent traditional Chinese culture to spread abroad to the world. In order to avoid this situation, teachers should integrate excellent traditional culture into English teaching in an interesting and effective way, so as to stimulate students' learning interest and improve their language ability. Middle school is also a stage when students' learning ability is at its peak. Teachers should combine excellent traditional Chinese culture, dig out language knowledge points in articles, and combine the two.

3.2. Understand Cultural Knowledge and Carry Forward Traditional Culture

Chinese traditional culture is the premise of cultural exchanges. Only those who have their own Chinese traditional culture are qualified to carry out necessary cultural exchanges. Only when students are full of pride and confidence in Chinese traditional culture, can they be in an equal position in communication. [6] To have their own knowledge and understanding of Chinese traditional culture, students must have their own cognition and understanding, keep in mind the excellent traditional culture of China, and use the knowledge they have learned to introduce their own culture proudly. After students have mastered the language knowledge and Western culture in the textbooks, they should be able to discriminately integrate into the excellent traditional Chinese culture, so as to better promote our excellent traditional culture.

3.3. Overcome Cultural Barriers and Improve Cross-Cultural Communication Skills

When high school students acquire language ability, they become more interested in English learning, and have a certain understanding of traditional cultural knowledge, they can break through the barriers of cultural communication and reach the realm of integration of the two cultures. In high school English teaching, communication is a very important link, through communication to cultivate students' cultural consciousness, can help students to understand Western culture, enhance students' cultural heritage. [7] With the increasingly frequent cultural exchanges between China and the West, the integration of excellent traditional Chinese culture has greatly improved the traditional teaching methods, thus enabling students to expand their knowledge.

4. The Strategy of Integrating Chinese Excellent Traditional Culture into High School English Education

4.1. Dig Deep Textbooks to Show the Excellent Traditional Chinese Culture

4.1.1. The Multi-Modal and Typesetting Should Present More Excellent Traditional Chinese Culture

Multimodal refers to multiple modes of information, including text, images, video, audio, etc. In teaching materials, text and images are presented most often. This point can be well presented in the 2019 edition of the senior high school English textbook. For example, in terms of text, by looking at the catalog, you can see that many reading chapters are related to excellent traditional Chinese culture, such as chapters, Unit 5 of Compulsory Course 1 --The Chinese Writing System: Connecting the Past and the Present, it can be seen from the title that this chapter is about the Chinese writing system, and the Chinese writing system connects the past and the present. Therefore, when preparing the course of this chapter, teachers should focus on how the evolution of Chinese characters connects the past and the present. To reflect the preciousness of traditional Chinese culture. Also in this article, a picture of the evolution of Chinese characters is inserted, so that people can obviously see that this picture is telling the evolution of Chinese characters. Secondly, in terms of video and audio, teachers need to prepare representative videos and audio in combination with texts when preparing lessons, so as to infiltrate excellent traditional culture to students.

For example, in The reading chapter of The fourth unit of the Compulsory Edition, The Night The Earth Didn't Sleep, we know from the title and pictures that this article describes the Tangshan earthquake, the largest earthquake in China in the last century, but does this article only express the heavy casualties in the Tangshan earthquake? No, the author wants to highlight the spirit of the Chinese people to face the disaster together, overcome the hardships and finally rebuild their homeland by taking advantage of the heavy casualties. Then teachers can prepare documentary clips of the Tangshan earthquake in advance, or find out the images and videos before and after the earthquake, or find interviews with people who have experienced the earthquake. Let the students truly feel that human beings are so small in front of nature, but the power of human unity is so great. Isn't unity our Chinese excellent traditional culture? Therefore, teachers should be good at observing teaching materials and using multi-modes to present excellent traditional culture.

4.1.2. The Details of the Content Should be Dug Deep and the Excellent Traditional Culture Should be Clearly Presented

After determining the theme of an article, teachers can easily find the corresponding parts of excellent traditional Chinese culture. For example, in the first unit of Compulsory Course 2 of the Human Education Edition --From Problems to Solutions, many teachers believe that the spirit of building the Aswan Dam lies in the spirit of protecting cultural heritage of all mankind. Therefore, many teachers put the spirit reflected in this article in accordance with the "cooperation" and "protection of cultural heritage" in our excellent traditional Chinese culture, but in fact, there is another aspect of this article that many people will ignore, that is, to make full preparations before doing something, and the experts involved in the construction of the Aswan Dam can be said to

have made a series of full preparations. The workers responsible for handling have also practiced a lot of times, which corresponds to "the work must be good first", and also tells us not to do a thing blindly, to polish the tools to do things well, in order to "get twice the result with half the effort", if you add this Angle, this article for the presentation of excellent traditional culture is not better? Therefore, teachers should strive to make full efforts in the place that can present the excellent traditional Chinese culture.

4.2. Improve the Classroom and Classroom Links to Penetrate the Excellent Chinese Culture

At present, many English reading classes focus on the study of language knowledge, resulting in incomplete classroom links in many English classes. In fact, excellent traditional Chinese culture can be permeated in every link of reading class. The following is a detailed description of every link of reading class in high school.

4.2.1. Lead-In and Pre-Reading - Stimulate Interest

The introduction session is a good opportunity to penetrate the excellent traditional Chinese culture. At this stage, students can trigger multiple senses to arouse their interest.

For example, in the article Why Do We Celebrate Festivals, Unit 1 of compulsory Course 3, since this is an article related to festivals, in the lead-in section, teachers can make use of the discussion field to let students share their favorite Chinese festivals and the reasons. The purpose of this article is to tell us that festivals reflect people's hopes, beliefs, beliefs and attitudes towards life, etc., so when students share their favorite Chinese festivals, they should consciously let students talk about the main themes of this reading chapter. In this way, with interest, students will naturally receive cultural knowledge more effectively.

4.2.2. Create a Scaffolding for Students to Dig out the Excellent Traditional Chinese Culture During Reading

Reading is the most important link, teachers should set up a frame step by step to guide students to dig out the theme ideas, dig out the Chinese excellent traditional culture. Specifically, it is based on curriculum standards and teaching materials, relying on real situation creation, problem solving, cooperation and communication.

For example, in the reading chapter --A Day in the Clouds, Unit 2 of compulsory Course 2, this paper introduces what the author has seen, heard and felt. Then, students can be placed in the situation, and a series of tasks can be designed in the three stages of seeing, hearing and feeling. In the stage of seeing, students should focus on the beauty of nature. In the hearing stage, students were asked to have a group discussion to find out the reasons for the decline in the number of Tibetan antelope and what efforts people have made to help Tibetan antelope, and whether the students realized anything in the feeling stage. Through the three stages, students can clearly know that we should protect nature and protect wild animals, after reading the whole article, students will understand the true meaning of "the unity of nature and man", and will truly bear in mind the protection of nature and wildlife.

4.2.3. The Post-Reading Session Solidifies the Culture Learned

In the post-reading process, teachers should not only consolidate the knowledge of the class, but also consolidate the excellent traditional Chinese culture learned in the class.

Therefore, in the post-reading process, teachers can set a lot of tasks, such as retelling, micro-writing, debating and so on.

For example, in the reading chapter of Mother of Ten Thousand Babies, Unit 2 of compulsory Course 3, the whole article focuses on the different choices Lin Qiaozhi made in different periods, which reflects Lin Qiaozhi's "great love", many of which sacrifice themselves for others and for the country. In the post-reading section, perhaps teachers can hold a debate competition, and the topic of debate is whether they support Lin Qiaozhi's choice in each period. For example, when she was 18 years old, she chose to study medicine, gave up marriage, and promised not to get married for life. Lin Qiaozhi would inevitably bear huge pressure from public opinion if she made such a choice in the feudal era. Then students will certainly have different choices, students can appreciate Lin Qiaozhi's real greatness in the debate, as well as her sacred spirit of great Chinese excellent traditional culture.

4.3. The Combination of Different Classes Promotes the Integration of Traditional Culture

This article mainly discusses the reading class type, but the reading class type can also be combined with other classes, which can better promote the integration of traditional culture, for example, the typical reading class is combined with writing class and speaking class.

4.3.1. To Promote Reading and Writing into the Excellent Traditional Chinese Culture

Both reading ability and writing ability can promote students' expression ability, so after reading chapters, students can use writing to consolidate their knowledge in class and learn excellent traditional Chinese culture.

For example, in the reading chapter of Travel Peru, Unit 2 of Compulsory Course 1 of the Education Edition, although this article is to introduce Peru's tourist attractions, the professor will give students the main points of writing the travel manual, such as travel days, transportation means, accommodation and tourism activities, etc., but it will be hard to forcibly integrate the excellent traditional Chinese culture into other links. Therefore, in the writing class after reading, you can ask students how to write a tourist brochure about the tourist attractions in your country or city for foreigners to read? For example, Chongqing Jiefang Monument, a landmark building, is a must for foreign tourists to come to Chongqing, but many foreign tourists do not know the history of Jiefang Monument, so in addition to writing the necessary writing points in the travel handbook written by students, they can also introduce the historical deeds of Chongqing during the Anti-Japanese War and its significance in commemorating the victory of the Anti-Japanese War.

4.3.2. To Promote Reading and Speaking into the Excellent Traditional Chinese Culture

We mentioned "dumb English" earlier, that is to say, most students can do exercises and read, but they can't express themselves in language, which leads to communication barriers, not to mention learning and spreading excellent traditional Chinese culture. Then the oral training after reading and the integration of excellent traditional Chinese culture can solve this problem to a certain extent.

For example, Unit 4 Reading the passage --What's in A Name? This article mainly introduces the origin and process of the complete name of Britain, which also includes the

invasion of other countries that led to the change of culture, and finally the change of the country's name. After class, teachers can set such a discussion topic. In history, Heavy goods also suffered aggression from other countries, such as the War of Aggression against China and the War of Resistance Against Japanese Aggression. Why hasn't China's fine traditional culture changed or even changed? From here, students can explore the characteristics of some excellent traditional Chinese culture, such as the broad and profound Chinese civilization, diversity, and the struggle of the Chinese people. This reading class has better integrated into the excellent traditional culture of the Chinese nation.

5. Conclusion

Foreign language teachers shoulder the important mission of telling Chinese stories well, spreading the voice of China, explaining Chinese characteristics, and building China's international discourse power. High school students are in the critical period of shaping their learning ability and values, so it is feasible and necessary to integrate excellent traditional Chinese culture into high school English teaching. On the new journey, we must implement the educational task of cultivating virtues and educating people, and train good talents to spread the voice of China.

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