

The Approaches to Cultivating Chinese Cultural Communication Awareness in Senior English Teaching

Furong Yang^{1,*}, Hongyuan Wang²

¹ Postgraduate in Sichuan University of Science and Engineering, China

² Master supervisor in Sichuan University of Science and Engineering, China

* Corresponding author: Furong Yang (Email: 2518042429@qq.com)

Abstract: Under the current background of globalization, it is particularly important to cultivate Chinese cultural communication awareness in Senior English teaching. However, the current researches show that the content of Chinese culture in English textbooks is relatively insufficient, and students' awareness of cultural communication is very weak. In addition, students lack motivation in cultural learning, and teachers' teaching methods are too simple to arouse their learning interests. Therefore, the research aims to explore the approaches to cultivating students' awareness of Chinese cultural communication. The research results indicate that it is essential to fully explore Chinese cultural elements in teaching materials and design diversified cultural teaching activities. In order to stimulate students' interest in learning, teachers are required to innovate teaching methods, promote interdisciplinary integration and make full use of multimodal resources. These approaches are beneficial to enriching students' knowledge of Chinese culture, enhancing their cultural self-confidence, and ultimately cultivating their awareness of spreading Chinese culture.

Keywords: Chinese Culture; Cultural Communication; Senior English Teaching.

1. Introduction

The importance of cultural self-confidence has been emphasized in the report of the 19th National Congress. A prosperous culture means a prosperous country, and a strong culture means a strong nation. As an instrumental and humanistic subject, English education should focus on cultivating cultural awareness in order to achieve the goal of education. The English Curriculum Standard for Senior High Schools (2017 Edition, revised in 2022) clearly lists cultural awareness as one of the English subject core competencies, requiring students to acquire cultural knowledge, compare the similarities and differences, strengthen cultural self-confidence, and have certain ability of cross-cultural communication and dissemination of China culture.

However, the content about Chinese culture in English textbooks for senior high schools is relatively insufficient, which affects the cultivation of students' awareness of Chinese cultural communication to some extent. In practical teaching, students often encounter obstacles in reading and writing because of the lack of cultural context. Therefore, this paper summarizes the approaches to cultivating Chinese cultural communication awareness in Senior English teaching, in order to provide some reference for English teachers.

2. Literature Review

2.1. Researches on Cultivating Chinese Cultural Awareness in FLT at Home

In terms of the research on the situation of Chinese culture teaching, scholars at home mainly conducted corresponding research in junior and senior high schools. In senior high schools, most teachers and students have strong cultural awareness in practical teaching and learning, but some students still feel that they have difficulties in expressing Chinese culture in English according to the survey conducted by Gao (2019). Tang (2020) found a result that the integration

of Chinese culture in Senior English curriculum and teaching is not enough. For example, implicit cultural teaching content mining is insufficient, cultural values and cultural transmission are neglected, students' homework and exams almost do not involve the content of Chinese culture, there are problems in the teaching process of Chinese culture integration into the teaching is not comprehensive, teaching methods are single. Shan (2022) went deep into Senior English classes and found that teachers paid more attention to the comparison of cultural differences than to the comparison of cultural commonalities, and paid less attention to the understanding of Chinese culture and the teaching objectives at the communication level.

2.2. Researches on Cultivating Native Cultural Awareness in FLT Abroad

Studies on fostering Chinese cultural awareness in FLT lack overseas literature. Here's a review on enhancing cultural awareness in FLT. Lado (1957) stresses that cultural awareness means "knowing something about the world conditions, understanding the consequences of the essential human competence for creating unique cultures". Hanvey (1976) defines cultural awareness as understanding world dynamics and humanity's competence in shaping diverse cultures. Byram (1989) views language learning as cultural learning, which is a cognitive and communicative symbol in culture formation. He proposed that language was an important tool for human thinking and communication, it was adopted as the symbol of cognition, thought, communication and expression in people's daily life which participated in the concrete project of culture formation. Kramsch (2004) emphasizes that mastering a language transcends linguistic skills; it necessitates cultural knowledge and societal conventions to enrich learning experiences.

3. The Problems of Chinese Cultural Awareness Cultivation

3.1. Lack of Motivation and Interest in Cultural Learning

In Senior English teaching, students generally face the lack of interest and motivation in cultural learning. Guo (2020) pointed out that cultural content should be close to students' life to stimulate their interest in learning. However, the current students generally lack interest in the content of cultural learning, and it is difficult to actively invest time and energy in in-depth learning. This lack of interest often stems from boring teaching content, outdated teaching methods, and failure to effectively stimulate students' intrinsic motivation to learn. In addition, many students fail to fully realize the importance and value of learning cultural knowledge and lack a clear learning goal and direction. This leads them to feel confused and lack of motivation in the learning process, and it is difficult to maintain a lasting enthusiasm for learning.

3.2. Insufficient Proportion of Chinese Cultural Content in Textbook

At present, the Chinese culture content in Senior English textbooks is seriously insufficient, which has become an urgent problem in the field of education. Ren Ping's (2009) research deeply revealed the lack of Chinese culture in the textbooks at that time. Wu (2019) further pointed out that although the teaching materials are continuously updated, the dissemination of excellent Chinese culture is still insufficient, and they called on textbook writers to pay more attention to cultural diversity to avoid the negative impact caused by cultural imbalance. But the latest analysis by Zhang and Li (2022) intuitively demonstrates the unbalanced current situation of cultural presentation. They have found that the culture of the target language country occupies an absolute dominant position in the teaching materials, while the intensity of Chinese culture is relatively weak. Therefore, more scholars and educators have to pay attention to this issue, and devote themselves to enhancing students' cultural self-confidence and cross-cultural communication ability.

4. The Cultivation Approaches to Chinese Cultural Communication Awareness

4.1. To Explore Chinese Cultural Teaching Materials

In English teaching materials, the proportion of Chinese cultural content in English textbook is crucial but slightly insufficient. In order to make up for this shortcoming, teachers need to explore teaching materials creatively from multiple dimensions. First of all, it is necessary to classify the Chinese cultural content involved in the teaching materials. From cultural products to cultural practices, there are rich educational resources in every dimension. In particular, cultural figures, such as the Chinese Women's Volleyball team, are not only outstanding representatives in their respective fields, but also vivid embodiment of the Chinese cultural spirit. Through in-depth analysis of these cultural figures, it's easier to better understand and inherit their spiritual connotations.

Secondly, in order to promote students' understanding and identification of Chinese culture, teachers should actively

integrate rich knowledge about Chinese culture into daily teaching. Stern's (1983) discussion on the importance of social culture in EFL provides us with strong theoretical support. Scholars such as Hu & Gao (1994) and Chen (2001) further put forward multi-cultural teaching models and learning methods, which provide valuable references for us in teaching practice. The cultural input teaching model designed by Kang et al. (2002) emphasizes the student-centered principle and encourages us to use explicit cultural input materials, such as art architecture, geopolitics, etc., in order to stimulate students' learning interest and desire for inquiry.

Finally, in the concrete teaching process, it's necessary to pay special attention to discourse teaching, especially those chapters with Chinese cultural figures. These texts not only carry linguistic knowledge, but also carry cultural spirit. By guiding students to analyze these discourses in depth, teachers can help them better understand the spiritual connotation of Chinese cultural figures and stimulate their learning motivation and cultural confidence. For example, when teaching Unit 3 Chinese Women's Volleyball team, English teachers can analyze their spirit of unity and tenacious struggle on the court, and encourage students to integrate this spirit into their own study and life.

4.2. To Design Teaching Activities Flexibly

In Senior English teaching, teachers are not only the transmitter of knowledge, but also the disseminator of culture and the leader of students' thinking. Firstly, it's critical to combine the theme with contexts to deepen students' understanding of culture, so that students can deeply experience the charm of culture in the real language environment. The three thematic contexts, "man and self, man and society, man and nature", provide teachers with rich cultural teaching materials. Combining these thematic contexts, teachers can design a series of cultural experience activities closely connected with students' life. For example, teachers can plan a theme activity of "Chinese traditional festival cultural experience". Students are divided into groups and each group chose a traditional festival (such as Lantern Festival, Dragon Boat Festival, etc.) for in-depth discussion. In the preparation stage, students are required to independently collect and sort out relevant information about the selected festival, including the origin, historical background, traditional customs and special food. And students can use posters, PPT, videos and other forms to introduce the selected festival in English, and try to show the cultural connotation behind the festival. Through this process, students can not only enhance their self-learning ability, but also deepen their understanding and respect for Chinese culture.

Secondly, cultural contrast consciousness is an important part of cultural consciousness. It can not only meet the requirements of the curriculum standard for the cultivation of students' core qualities, but also improve the ability of students to understand the connotation of Chinese and foreign cultures. For example, when learning table manners unit, teachers can guide students to collect Chinese and Western table manners in groups. After that, each group demonstrated the etiquette differences between the two cultures in English, and explored the cultural reasons behind them, in order to deepen their understanding of the differences between Chinese and Western cultures. At the same time, it will also strengthen students' memory of Chinese cultural characteristics and stimulate their love and pride in Chinese

culture. Comparing the cultural differences between China and the west is helpful to establish students' awareness of cultural contrast, cultivate cross-cultural communication ability, and promote the identification and inheritance of Chinese culture.

4.3. To Innovate Teaching Methods

In order to cultivate students' awareness of Chinese cultural communication, teachers need to continue to explore and innovate teaching methods to fully stimulate students' learning interest and initiative. First of all, it is necessary to innovate the teaching methods so that students can have a deeper understanding and spread Chinese culture while learning English. In order to increase student engagement and interest, teachers can use a variety of teaching methods. For example, role-playing can be used when studying a unit on traditional Chinese art. Let students play the role of artists, art critics, tourists, and interact around a traditional art (such as calligraphy, Chinese painting, paper cutting, etc.). In the process of interaction, students need to express their views, ask questions and answer in English, so as to exercise their oral English expression ability and deepen their understanding of traditional Chinese art.

In addition, debate activities can be designed to allow students to debate on a topic related to Chinese culture. For example, such activities as "Should modern technology replace traditional handicrafts?" can stimulate students' thinking ability and critical thinking, improve their language skills and cultural literacy. The situational simulation method can also be used to simulate real scenes related to Chinese culture, so that students can personally experience the charm of Chinese culture. This method can enhance students' interest in learning and promote their in-depth understanding and love of Chinese culture.

4.4. To Promote Interdisciplinary Integration

Guo (2020) puts forward his views on the cultural content in textbooks from the perspective of students' cultural learning. These cultural contents should be closely aligned with the daily life, study and interests of Chinese students to meet their needs for self-discovery and self-expression, thus stimulating their interest in learning and further enhancing their motivation to learn English. At the same time, it also emphasizes the importance of interdisciplinary collaboration in Chinese culture learning to improve the learning effect. In Senior English teaching, teachers should not only pay attention to cultivating students' language ability, but also pay attention to their cultural awareness. In order to achieve this goal, teachers should actively implement the teaching strategies of interdisciplinary integration. For example, teachers can combine knowledge from other disciplines such as history or geography to help students gain a comprehensive understanding of Chinese culture. For example, when learning the text about Chinese history, teachers can introduce relevant historical events and character stories, so that students can have a deep understanding of the historical origin and development of Chinese culture.

In addition, the combination of geographical knowledge can make students feel the natural scenery and cultural landscape of China more intuitively, so as to enhance the understanding of the regional characteristics and diversity of Chinese culture. In addition to the traditional classroom teaching, it can also combine the knowledge of other disciplines to conduct interdisciplinary thematic exploration

and project-based learning activities. In this way, students can not only master the knowledge of English, but also become active disseminators of Chinese culture.

4.5. To Use Multi-modal Resources

In Senior English teaching, it is very important to cultivate students' awareness of Chinese culture communication. The application of multimodal teaching resources is of great importance to achieve this goal. Because multi-modal teaching resources can not only provide students with rich and diverse learning experience, but also help stimulate students' learning interest and enthusiasm. By combining video, audio, pictures and other forms of media, teachers can create a vivid learning environment, so that students can feel and understand Chinese culture more intuitively. For example, by showing pictures of traditional Chinese architecture and crafts, playing audio of traditional music, students can have a deeper understanding of the characteristics of Chinese culture and enhance their cultural identity. For example, when learning the text about traditional Chinese festivals, by playing relevant documentaries or short videos, students can intuitively feel the atmosphere and customs of festivals, so as to have a deeper understanding of the text content. By skillfully using these resources, teachers can effectively cultivate students' awareness of Chinese cultural communication, enhance their intercultural communication ability, and lay a solid foundation for cultivating talents with international vision.

In addition, with the development of information technology, network platforms and software tools provide a new teaching dimension for English teaching. On the one hand, teachers can use these platforms to publish after-school learning tasks and rich learning resources, so that students can also have independent learning and interactive communication at home. It not only broadens students' learning space, but also improves their learning efficiency. Through online testing, real-time discussion and resource sharing, teachers can guide students to participate in classroom activities more actively, enhance the interactive and practical learning, and improve the learning effect. On the other hand, customized websites like China Highlights provide valuable resources for students to learn about Chinese cultural communication. The website not only introduces the tourism information of China, but also shows the culture, history and customs of China in depth. Teachers can guide students through the site to learn relevant expression patterns and vocabulary to enrich their language and cultural input.

5. Conclusion

Under the background of globalization, Senior English teaching shoulders the mission of imparting language skills and cultural exchanges. Chinese culture teaching is not only an extension of language teaching, but also the key to cultivating global vision and cultural consciousness. In the future, teachers should continue to explore efficient cultural transmission methods. Teachers need to improve their cultural literacy and become the pioneers of cultural dissemination. At the same time, education departments and teaching materials should strengthen the innovative integration of Chinese cultural elements to ensure that teaching materials are cutting-edge and attractive. In addition, it is suggested to introduce more practical teaching, so that students can feel the cultural charm in the experience, and promote the deep integration of knowledge and ability.

References

- [1] Byram, M. (1989). Foreign Language Education and Cultural Studies. *Language, Culture and Curriculum*, 1 (1), 15-31.
- [2] Chen, S. (2001). Research on Language and Culture Teaching Strategies. Beijing: Beijing Language and Culture University Press.
- [3] Gao, Z. (2019). A Survey on the Current Situation of Integrating Chinese Culture into Senior English Teaching. Hebei Normal University.
- [4] Guo, B. (2020). The Cultural Mission of English Textbooks in the New Era and Its Realization Pathways. *Curriculum, Teaching Material, and Method*, 40 (9), 102-107.
- [5] Hanvey, R. G. (1976). Reading in Cross-cultural Communication. Cambridge, MA: Newbury House Publishers.
- [6] He, L. (2018). An Analysis of the Current Situation of Integrating Chinese Culture into Senior English Textbooks. *Journal of Teaching and Management*, 32 (12), 84-87.
- [7] Hu, W., & Gao, Y. (1997). Foreign Language Teaching and Culture. Changsha: Hunan Education Press.
- [8] Kang, S., & Wang, X. (2002). A Study on the Cultural Input Modes in English Teaching. *Journal of Xi'an International Studies University*, 3 (4), 56-60.
- [9] Kramsch, C. (2004). Language, thought, and culture. London, UK, and New York, NY: Blackwell Publishers.
- [10] Lado, R. (1957). Linguistic Across Cultures. Ann Arbor, MI: University of Michigan Press.
- [11] Ministry of Education. (2020). English Curriculum Standards for Senior High Schools (2017 Edition, Revised in 2020). Beijing: People's Education Press.
- [12] Moran, P. R. (2009). Teaching Culture: Perspectives in Practice. Beijing: Foreign Language Teaching and Research Press.
- [13] Ren, P. (2010). An Analysis of the Current Absence of Chinese Cultural Values in Senior English Textbooks: Taking the First Volume of PEP Textbooks as an Example. *Educational Science Forum*, 33 (9), 20-22.
- [14] Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford, UK: Oxford University Press.
- [15] Shan, H. (2022). A Survey and Analysis of the Current Situation of Integrating Chinese Culture into Senior English Classrooms. Hubei Normal University.
- [16] Tang, W. (2020). A Survey on the Current Situation of Integrating Chinese Culture into Senior English Teaching. Inner Mongolia Normal University.
- [17] Wu, C., Li, J., & Feng, H. (2019). Problems and countermeasures in compiling English textbooks for senior high schools under the background of new curriculum Standards. *Curriculum, Teaching Material, and Method*, 39 (8), 79-84.
- [18] Zhang, H., & Li, X. (2022). Development of an Analytical Framework for Cultural Presentation in English Textbooks. *Foreign Language Education in China*, 19 (2), 78-84.