

# Practice and Research on the Integration of Chinese Culture into College English Teaching in Colleges and Universities for Nationalities from the OBE Perspective

## Taking Unit 4 of "New Horizon College English (Reading and Writing Course) (Volume 1)" as an Example

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### ABSTRACT

The integration of Chinese culture into college English in colleges and universities for nationalities faces opportunities and challenges. In view of the current situation, the researchers have carried out a SWOT (strengths, weaknesses, opportunities, threats) analysis of the integration of Chinese culture into college English in colleges and universities for nationalities. It is believed that teaching design, teaching practice experience and reflection based on the OBE (outcome based education) concept can reflect the effectiveness of teaching innovation and help Chinese culture better integrate into college English teaching in colleges and universities for nationalities. Specifically, it includes "taking strengthening moral education and cultivating people as the guide, paying attention to the diversified design of teaching objectives", "taking learning as the center, promoting the characteristic innovation of teaching content", "taking students as the standard, determining the implementation of teaching strategies", "taking learning output as the carrier, evaluating teaching effectiveness", "taking effectiveness as the focus, forming teaching feedback and improvement measures".

**Keywords:** SWOT analysis, Chinese culture, OBE concept, Colleges and universities for nationalities, College English teaching practice and research.

### 1. INTRODUCTION

College English, as an important part of general education in colleges and universities, is a compulsory public course for non-English majors at the undergraduate stage. It has the characteristics of long class hours, wide audience, both instrumental and humanistic, and plays an important role in establishing morality and cultivating people. College English courses should not only improve students' English listening, speaking, reading, writing, translating and other language skills, but also cultivate students' awareness, understanding and appreciation of Chinese and foreign cultures. However, due to the unbalanced development of regional education, college English teaching in colleges and universities for nationalities is faced

with problems such as students' low level of cognition before Chinese culture and insufficient ability to tell "China story" in English. These problems have hindered the realization of the goals of the "College English Teaching Guide (2020)" and the "Guidelines for the Ideological and Political Construction of Higher Education Courses". Based on these problems, this topic intends to practice and study the integration of Chinese culture into college English teaching in colleges and universities for nationalities from the OBE perspective, trying to change the phenomenon of Chinese cultural aphasia in college English teaching in colleges and universities for nationalities, and then cultivate the cultural character and cultural vision of students in colleges and universities for nationalities, build up the awareness of Chinese national community

among students in colleges and universities for nationalities, and serve the external dissemination of Chinese culture.

## **2. SWOT ANALYSIS OF THE INTEGRATION OF CHINESE CULTURE INTO COLLEGE ENGLISH TEACHING IN COLLEGES AND UNIVERSITIES FOR NATIONALITIES**

Based on SWOT, this paper analyzes the feasibility and shortcomings of integrating Chinese culture into college English teaching in colleges and universities for nationalities, and gives full play to its advantages and suppresses its disadvantages to actively carry out teaching practice.

### **2.1 Strengths (S)**

First of all, the integration of Chinese culture into college English in colleges and universities for nationalities is conducive to strengthening moral education and cultivating people and helping students establish and practice core socialist values. In view of the composition of ethnic groups and the distribution of students' origins, the uneven level of students' English, the imbalance of language ability, the lack of thinking ability and other factors, college English teaching in colleges and universities for nationalities should be combined with the "College English Curriculum Guide (2020)" and the school's talent training program to improve students' comprehensive English literacy. In addition to imparting knowledge and improving students' comprehensive language application ability, it is also necessary to improve students' thinking ability, cooperation ability and innovation ability, as well as their understanding of multiculturalism and intercultural communication ability based on the curriculum in teaching, especially through college English teaching to implement the education concept of strengthening moral education and cultivating people to integrate socialist core values, traditional Chinese culture education Ideal and belief education into college English teaching, so as to promote the exchange and blending between students of different nationalities.

Secondly, the integration of Chinese culture into university English teaching in colleges and universities for nationalities facilitates the enhancement of students' cultural literacy and the development of their international communication

skills in ethnic diversity. General Secretary Xi has repeatedly stressed the need to build a strategic communication system with distinctive Chinese characteristics and to make efforts to improve international communication influence. The improvement of international communication ability is nothing but the use of foreign languages to tell and spread China's diverse culture and Chinese stories. In addition, the "College English Curriculum Guide (2020)" clearly states that "College English courses can cultivate students' understanding and interpretation of Chinese culture and serve the dissemination of Chinese culture to the outside world. [1]" Therefore, the integration of Chinese culture into university English teaching in colleges and universities for nationalities can better train students to use English to spread China's diverse ethnic culture and help build China's international communication capacity.

### **2.2 Weaknesses (W)**

Firstly, the teaching philosophy and teaching ability of teachers in teaching English in colleges and universities for nationalities need to be further updated and improved. The teaching concept and teaching ability of college English teachers in teaching largely restrict the effectiveness of integrating Chinese culture into college English teaching in colleges and universities for nationalities. However, "people usually regard English as a language tool, while ignoring its close relationship with culture, which leads English teaching staff to regard cultural elements as an indispensable role in arranging English teaching activities and content, and it is difficult to ensure the full integration of cultural elements in teaching. [2]" In other words, college English teachers pay more attention to the inculcation of English language knowledge and the improvement of students' pragmatic ability, that is, they pay too much attention to the instrumental nature of college English described in the "College English Curriculum Guide (2020)", while ignoring its humanistic nature, which leads to the lack of scientific guidance of cultural concepts and cultural self-confidence in the process of English learning, being unachievable of the true value of college English as a core course of public basic humanistic quality, and being unable to better implement the relevant guiding spirit of the "Guide".

Secondly, the classroom teaching content of college English in colleges and universities for nationalities is mostly based on the culture of

English-speaking countries, ignoring the importance of the introduction of Chinese cultural elements. The main carrier of classroom teaching content is textbooks, but "national culture is seriously lacking in the current college English textbooks. Whether it is "New Horizon College English" published by Foreign Language Teaching and Research Press or "New Version College English" published by Shanghai Foreign Language Education Press, the contents of the textbooks are mostly about the customs and customs of English-speaking countries, literary works or the selection of newspaper content, but none of the texts are related to Chinese national culture. [3]" In addition, even though some teachers pay attention to the humanity of college English in teaching and can implant certain cultural elements in teaching, most of the time they emphasize the input of the culture of English-speaking countries, and neglect the important role of Chinese culture in college English teaching. "Cross-cultural communication is not a one-way process, but a two-way process. There are 56 ethnic groups in China, each of which has created a splendid culture. These cultures are valuable spiritual wealth. Only external promotion can better preserve and inherit them. [3]"

### **2.3 Opportunities (O)**

The integration of Chinese culture into college English teaching in colleges and universities for nationalities conforms to the needs of the construction of new liberal arts in the context of the new era. "At a new point in history, it is the new mission of liberal arts to inherit the root of Chinese excellent culture, innovate cultural development, establish cultural confidence, and promote multicultural exchange and integration, that is, the requirements of the times for liberal arts. The cultivation of talents who study and inherit the excellent traditional Chinese culture and undertake the task of creative transformation and innovative development requires a new outlook for liberal arts education. [4]" As an important part of the construction of the new liberal arts, college English plays an important role in "cultivating students to establish correct outlook on life and values, enhance social responsibility and cultivate humanistic spirit on the basis of mastering scientific knowledge". [4] "In addition, the Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities clearly points out that it is necessary to "strengthen the education of excellent traditional Chinese culture, vigorously promote the national spirit with

patriotism as the core and the spirit of the times with reform and innovation as the core, educate and guide students to deeply understand the essence and value of the times of the Chinese excellent traditional culture, which stresses benevolence, people first, honesty, justice, harmony and harmony, and educate and guide students to inherit the Chinese culture to be full of Chinese heart, Chinese feelings and Chinese flavor. [5]" Both the needs of the new liberal arts construction and the ideological and political construction of the curriculum provide a good external opportunity for the integration of Chinese culture into college English teaching in colleges and universities for nationalities.

### **2.4 Threats (T)**

The geographical location and school conditions of colleges and universities for nationalities seriously restrict the integration of traditional Chinese culture into college English teaching in colleges and universities for nationalities. "From the perspective of the regional location of the colleges and universities for nationalities, except for 3 in the east and 2 in the middle, the remaining 16 are located in the west, which is consistent with the geographical distribution of ethnic minorities in China. [6]" As far as the author's unit is concerned, the school is located in Ganzi Tibetan Autonomous Prefecture, the Western Sichuan ethnic corridor. Due to its distance from big cities and inconvenient transportation, the possibility of communication and cooperation between the school and the outside world is greatly limited, and the opportunities for college English teachers to go out to learn and communicate are relatively small, which to some extent restricts the development space of the school to some extent, such as the level of running a school, the strength of teachers, the teaching concept of teachers, and the academic ability of teaching, having a large gap with the schools and the universities in the mainland and the central and eastern regions. At present, although the teaching concept and teaching level of college English teachers in colleges and universities for nationalities have generally improved compared with the previous ones, the progress is relatively slow and still needs to be updated with the times.

### 3. THE PATH CONSTRUCTION OF INTEGRATING CHINESE CULTURE INTO COLLEGE ENGLISH TEACHING IN COLLEGES AND UNIVERSITIES FOR NATIONALITIES FROM THE OBE PERSPECTIVE

The integration of Chinese culture into college English teaching in colleges and universities for nationalities is the need to achieve the fundamental task of strengthening moral education and cultivating people. How to integrate Chinese culture into college English teaching in colleges and universities for nationalities from the perspective of OBE is a question worth pondering. According to Li Zhiyi, "OBE emphasizes the following four questions: What are the learning outcomes we want students to achieve? Why should students achieve such learning results? How can we effectively help students achieve these learning

outcomes? How do you know that students have achieved these learning achievements? [7]" Now, taking the fourth unit of the college English textbook "New Horizon College English (Reading and Writing Course) (Volume 1)" used as an example, through the presupposition of teaching objectives, the use of teaching strategies, and the evaluation of learning effectiveness, teachers can present the teaching design, teaching practice experience and reflection of the integration of Chinese culture into college English from the perspective of OBE, and reflect the effectiveness of teaching innovation.

#### 3.1 *Paying Attention to the Diversified Design of Teaching Goals Guided by Strengthening Moral Education and Cultivating People*

The teaching objectives of Unit 4 of "New Horizon College English (Reading and Writing Course) (Volume 1)" are shown in "Table 1".

Table 1. Teaching objectives of Unit 4 of "New Horizon College English (Reading and Writing Course) (Volume 1)"

Teaching objectives	Essential factors
Knowledge-transference	① Language learning: students should be able to adhere to self-online learning, participate in learning in class and project output learning after class. For online learning before class, students should learn the relevant vocabulary of this class (such as civil, subsequent, etc.) in advance, be familiar with the key sentence patterns (It used to be that..., etc.), and make the mind map of the subject vocabulary. Show their mind map in the class, and increase their understanding of key words and related expressions through visualization and cooperative learning. After class, students can use the language knowledge input in the early stage to produce writing according to the assignment. ② Cultural learning: learn about the heroes at all times and in all countries, excavate the self-expression and national feelings of heroes in different cultural backgrounds, and take this as a clue in the process to deepen the understanding of Chinese and Western culture: for example, students can learn about the heroic deeds of Katoji, a model of the times who won the National Award for National Unity and Progress in Ganzi Tibetan Autonomous Prefecture, where the school is located, the growth and life history of local compatriots, and how the heroes of the Kangba Plateau serve the construction of the Chinese national community consciousness.
Ability improvement	① Learning ability: students can carry out self-learning on the theme of heroes, explore the literature related to the theme, sort out the literature, evaluate the literature, and cultivate research awareness and ability. Students can carry out mutual-aid learning in the mind map, the production of four palace patterns, the definition of heroes, the sentence patterns of key and difficult points, etc., and can establish the concept of cooperation and team awareness in the timely evaluation and process evaluation of teaching. ② Language ability: students can actively participate in and integrate into the classroom in terms of mind mapping, analysis of the text of the concept of the four squares, writing of the concept of the four squares, oral expression of the concept of the four squares, etc., dare to publish their own team's analysis and research results, and exercise the core qualities of the English discipline: language expression awareness, English learning language sense, etc. ③ Speculative ability: Through independent learning and concentrated learning, students should be able to comprehensively view the definition of heroes, the era connotation of heroes, and the esteem of heroes by all nationalities. Theory to practice, keeping righteous and being innovative Develop a dialectical materialist view of comprehensive and dynamic development and develop an awareness of problems and ecological evaluation.

Teaching objectives	Essential factors
Value leading	<p>① Understand the world trends and develop a sense of family and nation: General Secretary Xi Jinping points out that "China is currently in the best period of development since the modern era, and the world is in a period of great change unprecedented in a century, with both intertwining and mutually stirring". Students should understand that understanding the world's development trends and the new developments in the world today require more and more ordinary heroes to make their own contributions. Students should develop an awareness of issues, global awareness and national concerns, and foster a sense of family and patriotism.</p> <p>② Serve the cause of socialism and contribute to local development: heroes boost the development of the times and the country. In the construction of New China, numerous heroes have emerged, such as Qian Xuesen, Yu Min, Sun Jiadong, Yuan Longping, Huang Xuhua, Zhong Nanshan, Zhang Guimei, Qimei Duoji, etc. Students should learn the advanced deeds of these heroes, set up a sense of example, and always be ready to serve the cause of socialism with Chinese characteristics and contribute to the development of the nation and the local.</p> <p>③ Cultivate roots and cast the soul, enlighten the mind and moisten the heart: "adhere to the original mission of educating people and talents for the Party and the country". Let students learn to "recognize virtue" and "keep virtue". Through understanding the excellent qualities of heroes, learning their behaviors, and consciously practicing the core socialist values. Students should have both the spirit of dedication and the ability to practice. Through the ideological and political penetration of the curriculum, students can understand the internal relationship between the ego and the greater self, and stimulate their sense of responsibility and mission of the times.</p>

### 3.2 Taking Learning as the Center to Promote the Characteristic Innovation of Teaching Content

Through the mining of reading texts, students can cultivate their reading skills and strategies from perfect reading to writing (the strategy of telling and writing Chinese stories represented by Hero's four letters). The whole process is based on the four letters of the unit's theme "Hero" to analyze and understand the text, integrate the definition of heroes in the new era in a timely manner, and combine the emerging civilian heroes such as Mei Duoji and Gan Yu to infiltrate the ideological and political content of the course silently, and finally let students complete the presentation of A Great Hero in My Mind report in the form of a group.

### 3.3 Determining the Implementation of Teaching Strategies Based on Students

Using online and offline learning platforms, such as Xuetong, Muke and Yubin, the representative meaning of Hero is used to run through the teaching objectives and teaching process. From the pre-class listening warm-up and listening practice, the analysis of reading structure and content, to the final completion of the writing task, the four grid method is always used. According to students' cognitive characteristics and learning methods, the design is closely related to the hot spots of society and the times, and conforms to students' interest points and cognitive level. The

display segment takes the core demonstration of the unit project as the main framework, and trains students' reading skills of scanning by mining the reading text. Transition from reading perfection to writing (the strategy of telling and writing Chinese stories well represented by the four letters of Hero is harmony but not sameness; Establish brand new; opinion to the theme of the times; Related - integrating), the whole process is based on four-letter four-square grid method of the main clue of Hero (H-highlight, honor, hopeful; E-everyday hero, extraordinary, excellent; R-rush, respect, responsible; O-ordinary, offer, overcome).

### 3.4 Taking Learning as a Carrier to Evaluate Teaching Effectiveness

The teaching evaluation of this course mainly includes two methods: process evaluation and final evaluation. Formative evaluation is mainly completed through student self-evaluation, group mutual evaluation, teacher-student mutual evaluation, etc., and qualitative evaluation is achieved through final written tests. Process evaluation is embodied in the design of sub-objectives around the unit objectives of learning, and the assessment of students' mastery of teaching content through group discussion and teacher-student interaction. Final evaluation is reflected in the final evaluation through the mastery of unit knowledge points, unit tasks, completion of learning objectives, phased tests and final tests. Here, the researchers mainly discuss the formative

evaluation of the integration of Chinese culture into New Horizon College English from the perspective of OBE. Process evaluation also needs to be quantified, with a total score of 100 points, with student self-assessment accounting for 20%, group peer assessment accounting for 50%, and teacher evaluation accounting for 30%. The evaluation criteria are formulated from three dimensions: learning content (knowledge transfer corresponding to the teaching objectives), language skills (ability improvement corresponding to the teaching objectives), and value guidance (ideological and political education corresponding to the teaching objectives), reflecting the diversified characteristics of the evaluation system.

### ***3.5 Focusing on Effectiveness to Form Teaching Feedback and Improvement Measures***

The results show that the teaching practice of this unit has improved the students' interest in writing to a certain extent, mobilized their enthusiasm for English learning, and also improved their participation and independent learning ability. Students can understand the connotation and meaning of "Hero" in the contemporary era by combining themselves, explore the civilian heroes and their spirit in life through brainstorming and other forms, and arouse students' thinking about themselves and the society. At the same time, it also helps students to establish a sense of responsibility and realize the promotion from knowledge, ability to value. In the future teaching, it is necessary to further increase the evaluation methods and means of students' learning effectiveness, and strive to objectively and reasonably evaluate students' learning situation.

## **4. CONCLUSION**

Through the SWOT analysis of the integration of Chinese culture into university English in ethnic colleges, it is found that there are opportunities, advantages and challenges, and shortcomings, and the corresponding implementation path is further proposed based on the OBE concept, including: "paying attention to the diversified design of teaching goals guided by strengthening moral education and cultivating people", "taking learning as the center to promote the characteristic innovation of teaching content", "taking students as the center to determine the implementation of teaching strategies", "taking learning output as the carrier to evaluate teaching effectiveness",

"focusing on results to form teaching feedback and improvement measures". This study is an attempt to change the phenomenon of Chinese culture being lost in the teaching of English in colleges and universities for nationalities, to cultivate the cultural character and cultural vision of students of colleges and universities for nationalities, to forge a sense of Chinese community among students of colleges and universities for nationalities, and to serve the foreign dissemination of Chinese culture.

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