

Four Dimensions of Integrating Chinese Culture Into College English Teaching From the Perspective of Tyler's Basic Principles

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Integrating Chinese culture into college English can not only enhance students' humanities literacy and cultivate their cultural confidence, but also facilitate the inheritance and international dissemination of Chinese culture. Taking Tyler's curriculum framework as the starting point, this paper analyzes some factors that affect the integration of Chinese culture into the college English teaching and proposes some strategies for the integration of Chinese culture into college English teaching by innovating teaching objectives, enriching teaching contents, transforming modes of course delivery, and reconstructing the assessment system.

Keywords: Tyler's basic principles, Chinese culture, college English

Introduction

Over the past 40 years of reform and opening up, we have made great achievements in the field of English teaching. At the same time, with the advancement of economic globalization and integration, people's thoughts have been impacted by multiculturalism. Therefore, the inheritance and promotion of Chinese culture have encountered unprecedented challenges. As an important force for social progress, college students should shoulder the responsibility of promoting Chinese culture to the world. To promote Chinese culture to the world, college students not only need to master the tools (languages), but also need to be familiar with Chinese culture. If some Chinese culture can be introduced into the classroom and combined with the theme of each unit properly, students' understanding of Chinese culture is likely to be enhanced, and the same applies to the students' understanding of the language and culture of other countries. The improvement of college students' ability to spread Chinese culture is conducive to the spreading of Chinese voice worldwide which is of great importance at present.

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Status Quo of the Integration of Chinese Culture into College English Teaching

After investigation and research, the author finds that the class arrangement and teaching content of universities are primary based on the textbook, and rarely integrate into the excellent Chinese culture on the basis of the textbook. Some English teachers do not have sufficient knowledge of the excellent Chinese culture, and so they do not have a deep understanding of the necessity and importance of spreading Chinese culture in English. College students tend to continue their test-taking thinking in middle school, for they and their English teachers may not fully understand the humanistic nature of college English (Wang, 2019, p. 164). The articles in English textbooks which are mainly selected from British and American publications and magazines focus on cultural knowledge, local customs, values, moral concepts, and other aspects of western countries while lack materials covering the content and elements of Chinese culture. Even though there are some materials in the textbooks about Chinese culture, they are biased because they are compiled by western scholars. In class, English teachers tend to emphasize how should the students understand and adapt themselves to western culture, but rarely mention how to express and spread Chinese culture in English. Secondly, some teachers tend to overemphasize the learning of language itself and neglect the humanistic attributes of language education. Therefore, the cultivation of students' moral sentiments and cultural qualities is insufficient. From the perspective of language learning, it is important to improve the language skills, but the language learning is also a process full of cultural judgment, cultural conflicts, and cultural acceptance. The purpose of learning English is not only to understand the outside world, but also to communicate with other countries worldwide by publicizing Chinese culture through English. Finally, when it comes to the assessment, the students are asked to do the paper- and pencil-tests which focus on the basic English knowledge and ignore the comprehensive assessment of Chinese culture.

College English has both instrumental and humanistic functions. In terms of humanistic function, one of the important tasks of college English courses is to provide cross-cultural education. Therefore, integrating Chinese excellent culture into college English courses can not only enhance contemporary college students' understanding of Chinese excellent culture, improve their humanistic literacy, broaden their cultural horizons, but also facilitate the inheritance dissemination of Chinese excellent culture. It can also cultivate college students' awareness of cultural comparison, which is of great value in fostering contemporary college students' cultural confidence and national pride. In order to tell the Chinese story well and make the world hear Chinese voice, the teachers should integrate Chinese culture into college English teaching. This paper aims to propose some effective strategies for integrating Chinese culture into college English teaching from the perspective of Tyler's basic principles.

Overview of Tyler's Basic Principles

Ralph W. Tyler is a famous American educator and expert of curriculum theory. He is known as the "Father of Contemporary Curriculum Theory" and his *Basic Principles of Curriculum and Instruction* is known as the "Bible of Modern Curriculum Theory". *Basic Principles of Curriculum and Instruction* written by Tyler is the research paradigm for curriculum development and compilation. Tyler held that when designing a curriculum, teachers should be clear about four key issues: "What educational purpose the schools seek to attain", "How can learning experiences be selected which are likely to be useful in attaining these objectives", "How can learning experiences be organized for effective instruction", and "How can the effectiveness of learning experience be evaluated". Based on the development trend of curriculum theory, Tyler summarized the four steps of curriculum

development in the mid-1970s: determining educational objectives, selecting learning experiences, organizing learning experiences, and evaluating educational results (Cao, 2007). In short, according to Tyler's curriculum framework, a curriculum should include four basic elements: choosing and formulating objectives, selecting the learning experience, organizing the learning experience effectively, evaluating the learning experience.

Tyler's basic principles emphasize that teachers' understanding of the content of the course is "What to learn", that is, the teacher has to determine the educational objectives; the teacher has to determine "What to teach", which is the content of the course; the teacher has to design and implement the plan, that is how the course is presented; and students' feedback of the teaching effectiveness, that is "How well you teach", thus reflecting "the effectiveness of the students' learning", that is the evaluation method (Luo, 2020). The four curriculum elements are closely linked to continuously promote the improvement of curriculum quality and the systematization of teaching courses, thus forming an effective cycle.

Strategies for Integrating Chinese Culture into College English Teaching

On the basis of the four elements of the curriculum framework proposed by Tyler, this paper explores how to integrate Chinese culture into college English teaching from the four dimensions of teaching objectives, teaching content, presentation models of the lesson, and teaching evaluation. All the examples are from *New Progressive College English Integrated Course*, Book 2.

Innovating Teaching Objectives by Adding Value Cultivation

According to Tyler, "What educational purpose the school seeks to attain" aims to solve the problem of determining teaching objectives (Luo & Xiong, 2023). New concepts, such as "new liberal arts" require us to update teaching objectives and increase the cultivation of values on the basis of traditional language objectives, knowledge objectives, and quality objectives. The cultivation of value objectives should be added in order to achieve the integration of Chinese culture which can solve the problem for whom we cultivate talents. In order to meet the needs of the talents training, college English teachers should focus on cultivating students' core competence of English subject and improving their cross-culture communication skills. Integrating Chinese culture into college English teaching and teaching college English from a comparative perspective between China and foreign countries can not only deepen students' understanding of Chinese culture, cultivate their critical thinking, but also prevent blind worship with the enhancement of national pride and cultural confidence.

Enriching Teaching Content by Integrating Chinese Culture into Teaching

Tyler held that the selecting of educational experience must contribute to the achievement of teaching objectives (Luo & Xiong, 2023). What kind of educational experience should be provided to students to achieve these goals is precisely the problem of choosing learning experience, that is, the selecting of teaching content. According to *A Guide to College English Teaching* (College Foreign Language Committee of the Ministry of Education, 2020), teachers can integrate relevant knowledge of Chinese culture into all the aspects of teaching which includes lead-in, explanation of key vocabulary and sentence patterns, text analysis, and exercise.

Integrating Chinese culture into lead-in. A proper lead-in can not only expand students' knowledge, but also help students understand the theme better by broadening their minds. Therefore, teachers can integrate the excellent traditional Chinese culture into lead-in naturally in combination with the theme. When it come to the topic of Unit 3—love, in the preview stage, firstly, students can read Shakespeare's *Romeo and Juliet*, and then

students collect some relevant materials and tell the story of “Butterfly Lovers” in English. They can compare these two love tragedies from a cultural perspective which is conducive to the formation of a correct view of love.

For thousands of years, love has always been the most beautiful emotion in the world, and there are countless literary works and folk tales in the East and the West that deserve to be praised.

Integrating Chinese culture into vocabulary learning. The effectiveness of learning vocabulary in a specific context is much better than memorize the word by rote. The English teachers can integrate socialist core values and traditional Chinese culture into sentences. For example, there is a key phrase “slip away” in Unit 3. After explaining the meaning, the teacher can ask students to translate a sentence from Zhu Ziqing’s *Transient Days*. “Counting up silently, I found that more than 8,000 days have already slipped away from my fingers”. Through the translation of this example, students can not only master the usage of the phrase “slip away”, but also learn the importance of cherishing time. Then, the teacher can ask students to brainstorm and think about ancient Chinese poems about cherishing time. Through this kind of integration and infiltration, students will have a deeper understanding of Chinese culture, and teachers also naturally bring ideological and political elements into college English teaching.

Integrating Chinese culture into analysis of text. Most college English courses are excerpted from original British and American texts. These contents are not only authentic in language, but also introduce foreign cultural traditions and customs. In the process of explaining the text, if the teacher can integrate Chinese culture properly in combination with the theme, if the teacher can make a comparison between cultures of Chinese and foreign countries, the students are likely to strengthen their own cultural position in understanding foreign cultural concepts. In the process, students can establish connections with the knowledge they have already mastered and achieve comprehensive integration by comparing between the cultures. This allows students to talk thoughtfully and deeply about Chinese culture, which can promote the college students to achieve mutual learning among civilizations and strengthen their cultural confidence.

Integrating Chinese culture timely into exercises. When teacher explain the exercises on the text book, the Chinese culture can also be integrated properly. For example, the main text of Unit 3 is “Why do friendships end?”. The author Allison Hunter mainly analyzes several reasons for the end of friendships. There is an assignment for the students to discuss with their partners about some models of long-standing friendship. They can refer to both historical or well-known figures and people around you. Many people want to make friendship last forever. What are the secrets of long-standing friendship? How to define a “good friend” and what qualities a good friend should have? In ancient China, sworn brothers or sisters are called “eight-bow friends”, because ritually when they swear to be brothers or sisters, they need to bow down eight times, and to worship eight pairs of great friends in history, who are respected as ideal models for true friendship such as friendship between Guan and Bao, friendship of soul mates, cross-generational friends, and friendship for life and death, etc. The teacher can ask the students to work in groups and pick one story, search the internet for the story, and tell it to the class. They are examples of the Chinese nation’s emphasis on love, righteousness, and friends. Throughout the ages, there are countless ancient poems praising friendship. The teacher can ask students to translate these verses, and then compare them with translations by famous writers to see where their translations are poor. In this way, students can not only improve their ability to use language, but also receive the influence of traditional Chinese culture and learn Chinese wisdom from the ancients, which will help students establish a correct view of friendship.

Updating Presentation Models

The realization of the teaching content structure needs to rely on suitable teaching methods. There are two effective teaching presentation methods for college English courses integrating Chinese culture.

Firstly, the teacher can impart some basic knowledge in class and students develop their skills outside class. For example, the theme of the Unit 5 is “Pioneers of flight”. The text focuses on Wanhua’s legendary, Howard Hughes’s spruce goose, and Leonardo da Vinci’s futuristic ideas. Although these three incredible people come from different places and have different cultural backgrounds, their fascination with flying, their courage to explore, and their spirit of innovation are worthy of learning for future generations. In class, the teacher can give an in-depth explanation of the three people’s “flying dream”. After class, students can search for ancient Chinese flying myths and stories, such as “Chang’e” flying to the moon, Kuaifu chasing the sun, etc.; the students can try to analyze the reason that why China’s spacecraft is named “Chang’e”, “Jade Rabbit”, “Tiangong”, “Shenzhou”, etc.

Secondly, college English teaching can adopt the mixed teaching method—combining online and offline together which can extend the classroom teaching to the online and expand the teaching space and time. Traditional text-based books cannot present the subtleties of Chinese culture in an all-round way. Teachers can use multimedia to provide students with rich extracurricular learning activities to demonstrate the charm of Chinese culture which can deepen students’ understanding of Chinese culture and cultivate students’ self-cognitive ability and autonomous learning consciousness.

In the era of artificial intelligence, college teachers should make full use of information technology and online open courses, and actively create a diverse teaching and learning environment for the college students.

Reconstructing Evaluation System by Integrating Chinese Culture

Tyler held that the main purpose of evaluation is to assess whether educational goals have been achieved (Luo & Xiong, 2023). How can we determine whether these objectives are being achieved? The teaching evaluation system will have an important impact on teachers’ teaching and students’ learning. Clear teaching objectives can guide reasonable teaching activities, and clear teaching evaluation can achieve good teaching results. *A Guide to College English Teaching* (College Foreign Language Committee of the Ministry of Education, 2020) points out that evaluation should cover all aspects of curriculum design, and comprehensively use various methods and means including formative evaluation and summative evaluation, while proportion of Chinese culture should be appropriately increased in both evaluation methods.

Many teachers think of evaluation as a synonym for paper- and pencil-tests. It is true that paper- and pencil-test is an effective way to get evidences about several kinds of student behavior. For example, if the teacher wishes to check what knowledge students have acquired, it may be easily gotten from paper- and pencil-tests. Paper- and pencil-test is a useful device to check whether the students can analyze and deal effectively with various types of verbal problems, with vocabulary, with reading, and a number of other types of skills and abilities. In recent years, content related to Chinese culture has appeared on the national college English test for many times. In order to help students improve their scores on Chinese culture in the CET-4 and CET-6 exams, college English teachers can check students’ knowledge about Chinese with paper- and pencil-tests. However, there are a great many other kinds of desired behaviors which represent teaching objectives which are difficulty to assess by paper- and pencil-test.

Teachers change the single assessment method based on knowledge assessment in their minds. In order to encourage the students to learn Chinese culture in their daily life, the proportion of the of relevant knowledge of Chinese culture can be increased in regular group assignments sand classroom activities. In addition to evaluating students' learning effect from the aspect of the mastery of knowledge, they can also comprehensively evaluate students' corresponding values and cultural literacy.

Conclusion

College English, as a compulsory public basic course and core general education course, plays an irreplaceable and important role in talent cultivation. In the process of learning English, it is inevitable to involve English-speaking countries' culture and values. If students uncritically accept the thinking patterns and values of English-speaking countries, the mainstream socialist values will be impacted. College English teachers should actively integrate relevant Chinese culture into their lessons and guide students to view western culture and core values critically. By critically examining western culture on the basis of comparison, the college students can also view, understand, and identify with Chinese culture from a broader perspective, which is conducive to the establishment of correct values and enhancement of cultural confidence.

Guided by Tyler's principles, four strategies are proposed for integrating Chinese culture into college English teaching. First, it suggests that value cultivation objectives can be added so that we can cultivate qualified people for the future society. Second, the teachers can enrich the teaching content by increasing the proportion of Chinese culture which is of great value in cultivating the cultural confidence of contemporary college students. What's more, it suggests that the teacher should combine the offline the online models together and can make full use of the convenience of the multimedia teaching facility. Finally, the teachers had better adopt the summative evaluation and process evaluation, and appropriately increase the proportion of evaluation of Chinese culture in both evaluation methods.

In a word, this paper explores effective strategies for colleges to effectively integrate Chinese culture into college English teaching, so that college English classroom can become a cradle for cultivating socialist builders and successors who can tell Chinese stories well, spread Chinese voice, and shape China's good image worldwide.

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