

The Value, Challenges and Path of Integrating Chinese Culture into Higher Foreign Language Teaching from the Perspective of Students

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Abstract

This study focuses on students from Guangzhou City University of Technology and investigates their views on the value and challenges of integrating Chinese culture into higher foreign language teaching, as well as their preferred pathways for this integration through a questionnaire survey. The findings are as follows: 1. Students have a positive attitude and willingness to introduce Chinese culture in English, but their abilities need enhancement; 2. Over half of the students face issues such as superficial understanding and low learning motivation, with challenges arising from the disconnect between foreign languages and local contexts in teaching; 3. Students prefer pathways such as storytelling in class, increasing traditional cultural content, and engaging in extracurricular cultural practices. To achieve effective integration, it is essential to tackle these issues comprehensively by focusing on student development and improving teaching, thereby enhancing the positive role of Chinese culture in higher foreign language teaching.

Keywords: Chinese culture, college foreign language teaching, students' perspective, value, challenges and paths

1. Introduction

With the accelerated progress of globalization, the status of foreign languages in China's higher education has become increasingly prominent. However, its significance has long gone beyond simple language skill training and shoulders the important task of spreading Chinese culture to the world. Chinese culture, as an important part of the world's cultural diversity, has rich historical connotations, unique philosophical thoughts and a profound humanistic spirit. Integrating Chinese culture into foreign language teaching in colleges and universities is not only the requirement of the times for higher education to serve the national strategy, but also shoulders the important mission of cultivating students' spiritual and cultural cultivation and strengthening cultural self-confidence. At the same time, college foreign language courses have the dual attributes of humanity and instrumentality, and are also the key ways to cultivate students' intercultural communication ability and the ability to spread Chinese culture. These two abilities are irreplaceable in conducting international dialogues and enhancing international discourse power. Although many studies have explored the challenges and practical paths of integrating Chinese culture into higher - level foreign language teaching, most of them are from the perspective of teachers, focusing on optimizing teaching strategies, strengthening the guidance and education of college students, improving teachers' cultural literacy, and balancing the contents of Chinese and Western teaching materials. There are few studies that deeply analyze the value, paths, and challenges faced from the perspective of students. By exploring the value, challenges and paths of integrating Chinese culture into foreign language teaching through the students' perspective, this study fills the gap in existing research where fewer studies have analyzed this issue from the students' perspective. In fact, previous studies have paid little attention to students' needs and expectations in terms of communication skills, teaching practice, and the selection of knowledge content. This study aims to examine the current situation of integrating Chinese culture into higher - level foreign language teaching through students' thinking and experience, dig deep into the root causes of problems, and put forward targeted solutions and suggestions. At the same time, it will deeply analyze its value, explore feasible paths, and face up to the challenges. Specifically, this study examines the relevant situation from the perspective of students, making up for the gap in perspective; and through questionnaires on students, it understands students' views on the value and challenges of integrating Chinese culture into higher - level foreign

language teaching, as well as their preferred integration paths and other needs, providing a direction for subsequent teaching improvements and filling the gap in in - depth understanding of students' needs. It is hoped that this study can provide a reference for foreign language education reform, promote the effective integration of Chinese culture into higher - level foreign language teaching, and help cultivate talents with an international vision and cross - cultural communication abilities.

2. Literature Review

From the perspective of teachers, This study further explores the impact of integrating Chinese culture into foreign language teaching on students' learning outcomes and intercultural competence, citing relevant empirical findings such as the research on integrating excellent traditional Chinese culture into foreign language teaching focuses on optimizing teaching strategies (Zhong Qing et al., 2021), strengthening the guidance and education of college students (Tang Bin, 2022), improving teachers' cultural literacy and balancing the content of Chinese and Western textbooks (Mao Can, 2023; Peng Bing zhuan, Hong Zhaoyue, 2023; Wang Zijun, 2024). Its value lies in enhancing cultural self-confidence and expanding the influence of Chinese civilization (Meng Xianjun et al., 2024). The challenges include cultural absence, context disconnection, and separation of knowledge transfer and quality cultivation (Li Tao et al., 2023).

Integrating Chinese culture into foreign language teaching is of profound significance for students' growth. It can enhance their cultural confidence and sense of identity, improve language learning outcomes, and promote cross-cultural understanding and the cultivation of cross - cultural skills. For example, Byram (1997) argued that integrating culture into foreign language teaching can help students develop intercultural communicative competence, which is essential for effective communication in a globalized world. Internationally, South Korea integrates Korean traditional clothing and etiquette culture into English teaching, which not only enhances students' cultural pride but also promotes the dissemination of its national culture. Japan integrates vocabulary related to its food culture into English teaching, improving students' English vocabulary learning results. Canada, taking advantage of its multicultural educational environment, guides students to compare local culture with that of the target language country, strengthening students' cross - cultural adaptability. These experiences highlight the remarkable effectiveness of the cultural integration teaching model.

This study also clearly identifies research gaps, such as fewer related studies from the perspective of students. Students believe that the challenges lie in communication skills, teaching practice and the selection of knowledge content. Teachers should consider more about students' interests and increase the dissemination of knowledge and classroom cultural teaching practice (Liu Yun, 2023).

Currently, there are deficiencies in the research on integrating Chinese culture into foreign language teaching. There are relatively few empirical studies, lacking quantitative data support, which makes it difficult to deeply explore the impacts of different integration methods on students' learning outcomes and cross - cultural abilities. Most of the existing teaching models remain at the theoretical discussion stage. The research on the practical application effects in different regions and at different levels of schools is not in - depth enough, and there is a lack of localization and differential adaptation. The cultural evaluation system is imperfect, and a scientific and comprehensive set of evaluation indicators has not yet been formed to measure the teaching effectiveness. In the future, more empirical studies need to be carried out, focusing on optimizing the adaptability of teaching models and strengthening the research on the cultural evaluation system.

3. Research Design

3.1 Research Questions

This paper mainly attempts to answer the following questions: ① From the perspective of students, what is the value of integrating Chinese culture into higher foreign language teaching? ② According to students' experiences, what problems exist in integrating Chinese culture into higher foreign language teaching? What are the causes? ③ How do students think Chinese culture can be integrated into higher foreign language teaching?

3.2 Sample Characteristics

This paper takes the student group of Guangzhou City University of Technology as the research object. Guangzhou City University of Technology was selected as the research site because it offers a diverse range of majors, including both foreign language - related and non - foreign language - related majors. This diversity allows for a comprehensive exploration of students' different backgrounds and their attitudes towards the integration of Chinese culture into foreign language teaching. Moreover, the university has been actively promoting educational reforms in recent years, which provides a suitable environment for this research. The sample composition is 64 foreign language major college students (accounting for 41.83%) and 89 non-foreign language major college students (accounting for 58.17%). The student sample objects include 22 freshmen undergraduates (accounting for 14.38%), 43 sophomore undergraduates (accounting for 28.1%), 67 junior undergraduates (accounting for 43.79%) and 21 senior undergraduates (accounting for 13.73%), covering majors such as English, business English, Japanese, accounting, investment, visual communication design, financial engineering, new energy vehicles, artificial intelligence and so on.

3.3 Research Methods

This study adopts a questionnaire survey. The questions in the questionnaire covered students' understanding and exposure to excellent traditional Chinese culture, the basic situation of integrating Chinese culture into English courses, value recognition, existing problems and reasons, as well as suggestions. The student questionnaire consists of two parts: ① Personal background information, including major, grade, name, mobile phone number; ② Questionnaire items, a total of 26, including 16 single-choice questions, 10 multiple-choice questions and enumeration questions. Among them, there are 5 single-choice questions in the form of agreement level scale (strongly agree, agree, general, disagree, strongly disagree). 153 valid questionnaires were recovered.

Subsequently, the Wenjuanxing platform is used to carry out data - analysis work. With the help of descriptive statistical analysis methods, the collected data are systematically analyzed to provide a basis for subsequent research and discussion.

4. Results and Discussion

4.1 Current Situation of Integrating Chinese Culture into Higher Foreign Language Teaching

Regarding the integration of Chinese culture in higher foreign language teaching, the questionnaire survey involves students' understanding and contact degree of Chinese culture, the actual integration situation of this culture in the classroom, and students' interest level and ability performance.

Regarding students' understanding and contact degree of Chinese culture, the data shows that in terms of understanding excellent traditional Chinese culture, 43 students (28.1%) chose "Strongly Agree", and 64 students (41.83%) chose "Agree"; when it comes to frequently contacting elements of excellent traditional Chinese culture in daily life, 54 students (35.29%) chose "Strongly Agree", and another 52 students (33.99%) chose "Agree". This indicates that students have a certain understanding and contact with Chinese culture, but there is still room for improvement. Regarding the proportion of integrating excellent traditional Chinese culture into English classrooms, 47 students (30.72%) chose "Strongly Agree", and 62 students (40.52%) chose "Agree"; in evaluating the integration effect, 55 students (35.95%) said "Strongly Agree", and 59 students (38.56%) said "Agree"; when it comes to the difficulty of integrating excellent traditional Chinese culture with English learning, 37 students (24.18%) thought it was relatively difficult, and 72 students (47.06%) thought it was relatively high; as for the integration situation of excellent traditional Chinese culture in specific courses, 84 students (54.9%) were involved in English audiovisual courses, 87 students (56.86%) in comprehensive English courses, 103 students (67.23%) in English reading courses, 95 students (62.09%) in intercultural communication courses, and 22 students (14.38%) mentioned other courses (including online videos, college English, English courses, and surveys of English-speaking countries). This shows that the integration of Chinese culture in English classrooms has achieved certain results, and students generally recognize the proportion and effect of its integration. Nevertheless, the difficulty of integration is still significant, and it is urgent to overcome this challenge by optimizing teaching strategies and enhancing students' abilities. At the same time, the degree of integration of Chinese culture in various English courses is uneven, and more attention should be paid to the integration of Chinese culture in curriculum planning and teaching implementation in the future to achieve the balance and deepening of cultural teaching. From the perspective of students' interest in Chinese culture and their ability to tell Chinese culture in English, the data shows that in terms of being willing to introduce excellent traditional Chinese culture in English, 55 students (35.95%) chose "Strongly Agree", and 59 students (38.56%) chose "Agree"; in terms of the ability to introduce excellent traditional Chinese culture in English, 37 students (24.18%) chose "Strongly Agree", and 44 students (28.76%) chose "Agree"; in terms of being able to accurately express

relevant terms of the learned excellent traditional Chinese culture in English, 42 students (27.45%) chose "Strongly Agree", and 48 students (31.37%) chose "Agree". This indicates that although students are interested in introducing Chinese culture in English, their actual abilities and mastery of terms need to be improved. In general, the integration of Chinese culture in higher foreign language teaching has achieved certain results. Students have a relatively common understanding and contact with Chinese culture, and its integration in the classroom has also been recognized by students. However, students' actual ability to introduce Chinese culture in English needs to be strengthened, especially in the accurate expression of terms.

In addition, students feel that the difficulty of integration is relatively high, which may require further optimization of teaching methods and materials to reduce the learning difficulty and improve the learning effect.

4.2 Value Connotation of Integrating Chinese Culture into Higher Foreign Language Teaching

Rong Xianxian (2022) pointed out that the introduction of excellent traditional Chinese culture into college English teaching has profound contemporary values. It is an important measure to implement the fundamental task of "fostering virtue through education", helps to tell Chinese stories well to the outside world, and is also a practical need for innovating college English teaching. Zhong Qing et al. (2021) also emphasized the importance of integrating traditional Chinese culture into college foreign - language teaching, believing that it is conducive to the inheritance and promotion of traditional culture. Guo Jiabin and Ma Jie (2023) similarly argued that the integration of Chinese outstanding traditional culture into higher foreign language education is of great value in carrying out the ideology of the curriculum, responding to the development of disciplines, safeguarding cultural security, and serving foreign strategies.

Excellent traditional Chinese culture has rich connotations, including cultural elements such as language and writing, philosophical thoughts, literature and art, music and dance, traditional festivals, religious beliefs, and etiquette norms. With its uniqueness and richness, traditional Chinese culture has formed a charming cultural system. China has put forward the educational principle of "educating people with culture, influencing people with culture, and strengthening the foundation with culture", advocating the integration of Chinese culture into higher foreign language teaching, aiming to implant the traditional cultural genes into the cultural blood of individual students while improving college students' English level, enhancing students' cultural self-confidence and language application ability, improving their comprehensive quality, and helping the international exchange of traditional Chinese culture.

When investigating students' recognition of the view that "excellent traditional Chinese culture has a positive impact on English", the vast majority of students expressed a positive attitude. Specifically, the total number of students who chose "strongly agree" and "agree" reached 127, accounting for 83.01% of the total number of surveyed students. This result shows that most students believe that excellent traditional Chinese culture has a positive promoting effect on English learning.

The questionnaire also investigated the direct and potential values of integrating excellent traditional Chinese culture into higher English teaching. In terms of direct value, more than half of the students believe that this integration can improve their practical application ability of language, enhance the cultural expression ability, boost the competitiveness in job hunting and promote cross-cultural understanding, and the recognition degrees in these aspects all exceed 59%. In addition, more than 60% of the students believe that this will enhance their interest in foreign language learning, and nearly 44% of the students believe that this will help cultivate innovative and critical thinking. These data show that integrating excellent traditional Chinese culture into English teaching can effectively improve students' language skills, cultural understanding and personal development.

In terms of potential value, the data also shows students' high recognition. More than half of the students believe that this integration helps improve personal comprehensive quality, cultivate international vision, promote cultural self-awareness and inheritance, cultivate correct values and good qualities, and enhance cultural self-confidence and identity. Among them, the recognition degrees of promoting cultural self-awareness and inheritance, cultivating international vision and cultivating correct values and excellent qualities all exceed 70%. These results show that the integration of excellent traditional Chinese culture can not only improve students' personal qualities, but also deepen their understanding and recognition of their own culture, and at the same time cultivate them to become talents with international vision.

In general, the integration of Chinese culture into higher English teaching has many positive impacts on students. It can not only improve their language ability and cultural understanding, but also promote the comprehensive development of personal qualities and the formation of international vision. This integration strategy is of great significance for cultivating globally competitive talents and inheriting cultural values.

4.3 Challenges of Integrating Chinese Culture into Higher Foreign Language Teaching

4.3.1 Students' Learning Attitudes, Motivations and Abilities

In the stage of higher education, foreign language teaching is not only the transfer of language knowledge, but also a bridge for cultural exchange and understanding. As a treasure in the world's cultural treasury, the integration of Chinese culture into higher foreign language teaching is of great significance. However, to put this grand goal into practice, we face a series of challenges, among which the deficiencies in students' learning attitudes, motivations and abilities are particularly prominent. First, students' learning attitudes directly affect the teaching effect. The research found that 81 students (52.94%) chose "lack of learning enthusiasm". In the fast-paced modern life, some students may not pay enough attention to foreign language learning for various reasons. They may be more inclined to pragmatism and think that learning foreign languages is mainly to cope with exams or job hunting, rather than to deeply understand and appreciate the culture carried by foreign languages. This utilitarian learning attitude makes the integration of Chinese culture become superficial and difficult to penetrate into people's hearts. Secondly, students' learning motivation is the internal driving force for learning. 80 students (52.29%) chose "low learning interest". In the stage of higher education, students often face multiple pressures and choices, and their learning motivation may be dispersed. For foreign language learning, especially the learning of Chinese culture, if there is no strong interest or clear goal as support, students are easy to lose the motivation for learning. Moreover, the difference in students' learning abilities is also a major challenge. The numbers of students who chose "superficial understanding of Chinese culture", "limited cross-cultural communication ability" and "limited English expression ability" are 69 (45.1%), 105 (68.63%) and 59 (38.56%) respectively. Language learning requires good language perception, memory and logical thinking abilities. However, students lack the experience of communicating Chinese culture with people from different cultural backgrounds and are unaware of the cultural cognition and acceptance levels of their counterparts. As a result, they don't know how to adjust their expressions during communication. For example, when communicating with foreign friends about Chinese traditional festivals, due to not knowing how much the other party knows about Chinese festivals, they may not be able to introduce them accurately and vividly. The English - learning environment in China mostly focuses on the cultures of English - speaking Western countries, and there is a lack of an atmosphere for communicating Chinese culture in English. In their daily study and life, students rarely have the opportunity to talk about Chinese culture in English. Lacking practice, they have insufficient expressive abilities. For instance, in class, teachers mainly teach Western cultural knowledge, and students lack partners and scenarios for discussing Chinese culture in English after class. Students' abilities in these aspects are uneven, resulting in difficulties in synchronous progress in the teaching process. Understanding and absorbing Chinese culture requires higher cultural sensitivity and cross-cultural communication ability, which is a relatively high threshold for some students.

4.3.2 Teachers' Teaching Methods and Abilities

Integrating Chinese culture into higher foreign language teaching is of great significance for enhancing students' cultural self-confidence and improving the national cultural soft power. However, in this process, the limitations of teachers' teaching methods and abilities have become an unavoidable challenge. First, teachers' teaching methods directly affect the teaching effect. In the survey, the numbers of students who chose "disconnection between foreign language context and local context", "separation between foreign language teaching and quality cultivation" and "single teaching method and means" are 81 (52.94%), 105 (68.63%) and 68 (44.44%) respectively. In traditional foreign language teaching, teachers often focus on the transfer of language knowledge and ignore the integration of cultural elements. This teaching method may lead to students' understanding of Chinese culture remaining on the surface and being difficult to deeply understand and absorb. Secondly, teachers' cultural teaching ability is also a major challenge. 101 students (66.01%) chose "teachers lack corresponding Chinese cultural literacy". Chinese culture is extensive and profound, involving multiple fields such as philosophy, literature, art and history. If teachers want to effectively integrate Chinese culture, they need not only solid language teaching ability, but also extensive cultural knowledge reserve and profound cultural understanding ability. However, not all teachers have such abilities.

4.3.3 Selection of Textbooks and Resources

In the wave of globalization, the importance of foreign language teaching is becoming increasingly prominent. However, when we examine the current situation of foreign language teaching, we find that the integration of Chinese culture into foreign language teaching is facing the dilemma of a shortage of textbooks and resources. This problem not only affects the quality of foreign language teaching, but also hinders the external spread and exchange of Chinese culture. First, textbooks are an important carrier of teaching activities, and the richness and suitability of their content directly affect the teaching effect. The data shows that 90 students (58.82%) chose "insufficient textbook resources". In the process of integrating Chinese culture into foreign language teaching, the ideal textbooks should be able to systematically introduce all aspects of Chinese culture, including philosophy, literature, art and history, and be able to combine with language learning, so that students can deeply understand and experience the charm of Chinese culture while learning the language. However, in reality, there is a relative lack of Chinese culture textbooks suitable for higher foreign language teaching. The existing textbooks may have single content and lagging updates, and it is difficult to meet the teaching needs. Secondly, limited resources are another challenge. 107 students (69.93%) chose "limited channels for foreign exchanges and few practical opportunities". Language learning is not only the accumulation of knowledge, but more importantly, practice and application. In the process of integrating Chinese culture into foreign language teaching, students should have the opportunity to participate in various practical activities, such as cultural exchanges, social practices and volunteer services. These activities can enable students to feel and experience the charm of Chinese culture in practice and deepen their understanding and recognition of Chinese culture. However, due to resource limitations and teaching arrangements, students have relatively few practical opportunities, which restricts the effective integration of Chinese culture to a certain extent.

4.4 Paths of Integrating Chinese Culture into Higher Foreign Language Teaching

Integrating Chinese culture into higher foreign language teaching is a systematic project that requires the joint efforts of colleges and universities, teachers and students. From the perspective of students, we can effectively promote the integration of Chinese culture into higher foreign language teaching by enhancing students' understanding and interest in Chinese culture, increasing opportunities for international exchange and practice, improving teachers' cultural literacy and teaching abilities, and optimizing textbooks and resources. This approach not only enhances students' cross-cultural communication skills but also improves their overall qualities. This study further analyses the reasons for students' difficulties in integrating Chinese culture and English learning, including students' lack of understanding of and interest in Chinese culture; lack of language environment and few opportunities for students to engage in cross-cultural communication; teachers' lack of specialized knowledge and training related to Chinese culture; and lack of systematic teaching materials and resources and proposes the following corresponding solutions.

4.4.1 Enhancing Students' Understanding and Interest in Chinese Culture

In the questionnaire, when asked about the preferred pathways for learning about the excellent traditional Chinese culture in this teaching method, a significant 75.82% of students opted for "reading and discussing English materials on excellent traditional Chinese culture." This indicates a strong desire among students to gain a deeper understanding of Chinese culture through reading relevant English materials, suggesting that universities should strengthen the recommendation and guidance of such resources in their courses. Additionally, 57.52% of students chose "English situation simulation and role-playing," reflecting a preference for experiential learning methods. To address the issues of students' superficial understanding and lack of interest in Chinese culture, universities should enhance the development of cultural courses. They could introduce specialized courses on the overview of Chinese culture, systematically covering various aspects such as history, philosophy, literature, and art. Furthermore, by employing diverse teaching methods such as case studies, situational teaching, and group discussions, students can be more deeply engaged in cultural learning. For instance, when explaining ancient Chinese literary works, students could be divided into groups to perform role-playing, experiencing the emotions and cultural connotations of the characters in the works, aligning with students' interests. Collect students' feedback through teaching evaluations to understand the integration effects of Chinese culture in different courses. Adjust teaching contents and methods in a timely manner according to the feedback, optimize the integration strategies among courses, and ensure the balanced and effective integration of Chinese culture in various English courses.

In addition, by utilizing modern information technology, such as multimedia teaching and online learning platforms, the charm of Chinese culture can be showcased. In the questionnaire, regarding "how to better integrate excellent traditional Chinese culture into higher foreign language teaching, 73.86% of the students believed that "introducing more multimedia teaching resources with elements of excellent traditional Chinese culture" should be adopted. By playing relevant documentaries and film clips, students can more intuitively experience the profoundness of Chinese culture. It is also possible to organize students to visit cultural exhibitions, museums, etc., to enhance students' cognition and interest in Chinese culture in practice.

4.4.2 Increasing Students' Opportunities for International Communication and Practices

The questionnaire results show that students face significant limitations in channels for international communication and few practical opportunities. 64.71% of the students believe that "holding foreign language activities with the theme of excellent traditional Chinese culture" should be a priority. Given the limited channels for international communication and few practical opportunities, universities should actively expand foreign exchange projects, establish cooperative relationships with foreign universities, and carry out student exchange programs, summer schools and other activities, so that students have the opportunity to communicate and spread Chinese culture in the real foreign language context. At the same time, encouraging students to participate in international cultural exchange activities, such as international cultural festivals, academic seminars, etc., can enhance their intercultural communication abilities.

On campus, various cultural practical activities can also be organized. For example, holding Chinese culture foreign language speech contests and foreign language drama competitions aligns with the 73.2% of the students who chose "language practice projects (such as speeches on the theme of excellent traditional Chinese culture)", allowing students to hone their English expression and intercultural communication ability in practice. It is also possible to establish Chinese culture foreign language learning clubs to provide a platform for students to communicate and learn.

4.4.3 Improving Teachers' Chinese Cultural Literacy and Teaching Ability

Teachers play a key role in integrating Chinese culture into higher foreign language teaching. In the questionnaire, 76.47% of the students believed that "strengthening the training of teachers in excellent traditional Chinese culture" can better promote the integration of culture into teaching. In view of the problem that teachers lack corresponding Chinese cultural literacy, colleges and universities should strengthen teacher training. They can regularly organize teachers to participate in special training on Chinese culture and invite experts and scholars to give lectures to improve teachers' understanding and grasping ability of Chinese culture. At the same time, encourage teachers to carry out teaching research and explore foreign language teaching methods and means suitable for the integration of Chinese culture. As Kramersch (2009) suggested that, using project - based learning to integrate culture into foreign language teaching, which allows students to explore cultural topics in depth through practical projects. Organize collective lesson - planning and teaching seminar activities for teachers of different courses. Teachers jointly discuss how to integrate Chinese culture from different perspectives in their respective courses to avoid content duplication or omission. For example, teachers of English reading and translation courses collaborate to select appropriate Chinese - culture texts for reading and translation exercises. This not only improves students' language abilities but also deepens their cultural understanding.

Teachers themselves should also keep learning and improving. They can deepen their understanding of Chinese culture by reading relevant cultural books, research papers, etc. In the teaching process, teachers should focus on the organic combination of Chinese culture and foreign language teaching, and flexibly use various teaching methods, such as cultural contrast teaching and cultural infiltration teaching, according to the actual situation of students and teaching content to improve teaching effects.

4.4.4 Optimizing Textbook Resources

Textbooks are an important basis for teaching. In the questionnaire, 53.59% of the students believed that "adding relevant content of excellent traditional Chinese culture in textbooks." is helpful for the integration of culture into teaching. To solve the problem of insufficient textbook resources, colleges and universities should organize the compilation of foreign language textbooks suitable for the integration of Chinese culture. Colleges and universities should establish standards for integrating Chinese culture into various English courses, clarifying the goals, content, and extent of integration for each course. For example, define the proportion of cultural topics in comprehensive English courses and the number of Chinese culture cases in cross - cultural communication courses to ensure overall coordination. The content of textbooks should cover all aspects of Chinese culture and pay attention to the organic combination with foreign language teaching. Cultural topics can be set in textbooks

to introduce relevant knowledge of Chinese culture, and through exercises, case analysis and other ways, enable students to master Chinese culture knowledge while learning foreign languages.

In addition, network resources can also be utilized to develop electronic textbooks and online courses. Network textbooks can update and supplement content more flexibly to meet the learning needs of students. At the same time, through the online course platform, remote teaching and interactive teaching can be realized to improve teaching efficiency.

5. Conclusion

Integrating Chinese culture into higher foreign language teaching is not only the requirement of the times for higher education to serve the national strategy, but also shoulders the mission of cultivating students' spiritual and cultural accomplishment and fortifying cultural confidence. Integrating Chinese culture into higher foreign language teaching is a task of great value and full of challenges.

By implementing Chinese culture education in foreign language teaching, students' interest in learning, elevates their cultural literacy, enables them to express culture using foreign languages, and promotes their intercultural communication. However, challenges such as students' difficulties in cultural understanding and expression, limited channels for international communication, few practical opportunities, and insufficient teaching resources and methods. In terms of integration paths, there is a need for diversified teaching methods, strengthened practical activities and the integration and expansion of resources. In the future, it's necessary to deepen teaching reforms, enhance teacher training and textbook development; strengthen practical components, increase students' practical opportunities, and improve the evaluation system; promote students' autonomous learning, cultivate their awareness and ability, and utilize information technology. Through the efforts of all parties, overcoming difficulties and achieving effective integration, it cultivates talents with both cultural depth and cross-cultural communication skills, and inherits and spreads Chinese culture.

The limitations of this study are primarily related to the sample and data collection methods. The study selected specific student groups from a particular school or region as research subjects, which may limit the representativeness of the sample. This restriction could affect the generalizability of the research findings to a broader student population. Additionally, the study mainly relied on questionnaires and lacked in-depth interviews. Without direct communication with students, it may be difficult to fully understand the complex emotions and profound thoughts behind their responses, potentially missing some important qualitative information.

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