

Research Article

Effective Approaches to Integrating Splendid Traditional Chinese Culture into College English Teaching

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Abstract

From the perspective of globalization and the construction of cultural confidence, integrating traditional Chinese culture into college English teaching is a key measure to achieve the unity of the instrumental nature of language and the value of cultural education. At the same time, this helps to broaden the path for college English teachers to educate students more effectively. This article focuses on this issue, clarifying the significance of integrating excellent traditional Chinese culture into college English teaching; it analyzes the preparatory work for this integration from three aspects: optimizing teaching materials, strengthening the construction of the teaching staff, and integrating teaching resources. On the base of full preparation, this paper proposes five integration measures: deeply exploring cultural elements in teaching materials, innovating classroom teaching methods, building practical teaching platforms, improving the teaching evaluation system, and strengthening campus cultural support. These measures comprehensively ensure the combination of language teaching and cultural inheritance, and help to enhance the quality of college English teaching and the effectiveness of education to a new height. Ultimately, it is demonstrated that this integration path not only enhances students' cross-cultural communication skills but also helps them to firmly establish cultural confidence, achieving the educational mission and contemporary value of college English teaching.

Keywords

Splendid Traditional Chinese Culture, College English, Teaching Preparation, Effective Approaches

1. Introduction

In the new international environment, university English shoulders significant missions such as talent cultivation and cultural dissemination. Integrating Chinese excellent traditional culture into it not only broadens the path of cultural inheritance but also effectively addresses the issue of "students' difficulty in expressing local culture in cross-cultural communication". Moreover, it will provide resource support for the cultivation of teachers who possess both an international perspective and cultural confidence. Therefore, it is of great practical significance to deeply explore the significance,

preparatory work, and effective paths of integrating Chinese excellent traditional culture into university English teaching.

2. The Significance of Integrating Excellent Traditional Chinese Culture into University English Teaching

Integrating excellent traditional Chinese culture into university English teaching holds significant importance, which

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is manifested in several aspects.

From a teaching perspective, English teaching is essentially a language teaching. Language and culture are closely related. Integrating Chinese excellent traditional culture into it can enrich the teaching content and form and construct a teaching content system that promotes two-way interaction between Chinese and Western cultures. In the meantime, it prevents students from only "inputting" Western culture during learning, breaks the "Western-centered" teaching limitation, enhances the teaching interest and depth through the integration model of "language + culture", achieves the teaching upgrade from "language tool" to "cross-cultural communication ability", and lets them be placed in a broader contextual space, thereby constructing a more complete and systematic language and culture system, ensuring that the classroom is more attractive and influential, and thereby stimulating students' learning interest and cultural identity. [1] Moreover, it also enhances the depth and breadth of university English teaching.

From the perspective of student development, integrating Chinese excellent culture into university English teaching can help students not only master English language skills but also deepen their understanding and identification of local culture, meet their needs for cross-cultural communication, enhance their ability to precisely express local culture, and thereby facilitate equal dialogue between cultures. [2] As a result, their cross-cultural communication skills will be significantly improved. Moreover, students can master the English expression of related cultural content and cultivate the cross-cultural expression ability of "telling Chinese stories well in English", which is beneficial for strengthening their cultural confidence and initiative in cross-cultural communication. This will lay a solid foundation for them to disseminate Chinese excellent culture in international exchanges in the future. For instance, students could introduce Confucian's "benevolence" ideology, Taoist's "harmony between man and nature" concept, and traditional Chinese calligraphy and painting art to foreign friends. This not only enhances students' bilingual expression and cross-cultural communication skills, but also guides students to establish correct cultural values and strengthen national identity. [3] At the same time, the wisdom contained in traditional culture such as self-cultivation and moral establishment, as well as the integration of knowledge and action, can also subtly nourish students' character and contribute to the shaping of their comprehensive qualities.

From the perspective of cultural inheritance and development, universities are important platforms for cultural inheritance and innovation. Integrating splendid traditional Chinese culture into university English teaching has opened up a modern and internationalized new path for cultural inheritance. Through the international language of English, traditional culture can break through geographical and language barriers and be recognized and understood by a wider international audience. In the teaching process, students' exploration,

organization, and English interpretation of traditional culture are a process of cultural re-creation. [4] For example, transforming traditional mythological stories into English short plays, and translating classical poems into rhyming English poems, allow traditional culture to regain new vitality in the contemporary context. This approach not only realizes the dynamic inheritance of traditional culture but also promotes the exchange and mutual learning between Chinese culture and diverse cultures around the world, injecting new impetus into the innovation of culture. Integrating splendid traditional Chinese culture into university English teaching enables students to clearly see the unique charm and profound heritage of Chinese culture in the comparison of Chinese and Western cultures. For instance, the inclusiveness of Chinese culture, the concept of harmonious coexistence, and the long history of inheritance. When students can proficiently explain the essence of Chinese culture in English to the world, a sense of national pride and cultural confidence will arise spontaneously. [5] This confidence not only supports students in maintaining an equal dialogue posture in cross-cultural communication but also transforms into an internal driving force for cultural inheritance and development, laying a solid foundation for building a socialist cultural power.

3. Preparations for Integrating Excellent Chinese Traditional Culture into College English Teaching

3.1. Optimizing the Content of the Teaching Materials

The design and implementation of university English teaching is based on the textbooks, optimizing the content of the textbooks, which helps to more comprehensively and effectively integrate Chinese excellent traditional culture. Based on this, before the teaching, universities need to organize professional teams to systematically review the existing English textbooks, analyze the distribution of cultural content, and clearly identify the integration points of Chinese excellent traditional culture. Then, in accordance with the requirements of the university English teaching syllabus and the language proficiency of students at different grades, select the content suitable for integrating traditional culture, such as philosophical thoughts, traditional festivals, literary classics, etc.

When integrating Chinese excellent traditional culture into university English textbooks, it is also necessary to avoid an overly rigid approach. One can select English articles that contain elements of traditional culture from the reading materials, or interpret the original English articles from the perspective of traditional culture. Regarding vocabulary and grammar, teachers can design exercises based on the English expressions of traditional culture words. For writing teaching and oral training, topics related to traditional culture can be

designed. On this basis, supplementary materials for traditional culture English teaching can be compiled to ensure that the main textbook and the supplementary materials together form a complete textbook system, and broaden the integration paths of Chinese excellent traditional culture. Centered on "language carrier + cultural core", select traditional cultural materials (such as traditional festivals, intangible cultural heritage skills, philosophical thoughts, etc.) that are suitable for college students' cognitive levels, and integrate them deeply with English language knowledge points (vocabulary, grammar, pragmatics). [6] This not only ensures the professionalism of language teaching but also realizes the natural infiltration of traditional culture.

3.2. Strengthening the Construction of the Teaching Staff

Teachers are the main responsible persons for conducting English teaching and integrating Chinese excellent traditional culture into it. Their cultural literacy and teaching ability will have a direct impact on teaching effectiveness, cultural dissemination and inheritance effectiveness. Based on this, universities should focus on cultivating the various abilities and qualities of teachers. Regular special training on Chinese excellent traditional culture can be organized, with experts in traditional culture giving lectures to ensure that teachers come into contact with and understand the core connotations, historical development, spiritual values, etc. of traditional culture, and ensure that they systematically master traditional culture knowledge.

In addition, we organized a discussion event titled "Integrating Chinese Excellent Traditional Culture into University English Teaching", where teachers gathered together to exchange experiences, share insights and achievements, and work collaboratively to solve the integration problems. Moreover, through specialized training, teaching research activities, interdisciplinary exchanges, etc., we aimed to enhance teachers' traditional culture literacy and English teaching skills, helping them master the "culture translation" technique, which enables them to accurately convert traditional culture content into expressions suitable for English teaching, avoiding cultural transmission errors. [7] At the same time, we provided opportunities for in-school teachers to participate in teaching research projects, topic studies, and foreign cultural exchange activities, helping them broaden their international horizons, enhance their research and innovation capabilities in integrated teaching, and significantly improve their job competence.

3.3. Integrating Teaching Resources

Abundant teaching resources can ensure the smooth implementation of integrated teaching. Therefore, teachers should fully integrate various teaching resources. When collecting and integrating paper resources, in addition to opti-

mizing the textbooks, they should also collect and sort out English books, periodicals, newspapers and other materials related to traditional culture, and build a dedicated teaching resource library for convenient storage and retrieval. When collecting and integrating digital resources, they should fully utilize the network platform, deeply explore valuable and high-quality online resources, and establish an "online + offline" resource system. [8] Online, they integrate English interpretation videos of traditional culture, bilingual picture books, academic literature, etc.; offline, they collaborate with libraries, cultural centers and other institutions, introduce physical exhibits, lectures by cultural inheritors, etc., to enrich the teaching scenarios and enhance students' cultural experience. Such as English documentaries on traditional culture themes, open classes, podcasts, etc., and also create original digital resources such as micro-lessons and teaching videos, and upload them to the school's online teaching platform for students to watch and learn at any time.

At the same time, universities should establish long-term cooperative relationships with cultural institutions outside the campus, including museums, art galleries, and heritage preservation bases. By leveraging the combined efforts to integrate various cultural resources, a variety of on-site teaching activities can be launched to ensure that students can fully appreciate the charm of traditional culture and learn to express and communicate precisely in English. Through the integration of diverse resources, the foundation for integrated teaching can be strengthened.

4. Effective Approaches for Integrating Excellent Chinese Traditional Culture into College English Teaching

4.1. Deeply Exploring the Cultural Elements of the Teaching Materials to Achieve the Integration of Culture and Language

The teaching materials provide directions for teachers to carry out teaching. To ensure that the integration of Chinese excellent traditional culture is more natural, teachers can delve deeper into the cultural elements in the materials and further clarify the integration points.

When students read English articles about Western festivals, customs, and values, teachers can guide them to compare and analyze similar contents in China's excellent traditional culture. For example, when students read about the Western festival "Thanksgiving", the teacher can introduce the traditional Chinese culture of "filial piety" and guide them to compare the connotations, expression methods, and cultural significance of the two. Then, they can explain their understanding in English. In vocabulary teaching, teachers can base on some culturally-colored words and introduce corresponding traditional Chinese cultural words, explaining their cul-

tural background and connotation differences. For instance, when explaining "dragon", comparing the negative image of "dragon" in Western culture with the auspicious symbolic meaning of "dragon" in traditional Chinese culture, students can understand the semantic differences of words in different cultures and avoid misunderstandings. In writing teaching, teachers can base on the writing themes of the textbooks and ingeniously integrate content from China's excellent traditional culture. For example, after the teacher assigns the writing task of "write an article about 'traditional skills'", they can guide students to focus on traditional Chinese skills, and then explain the historical origin, technical characteristics, and cultural value of traditional skills such as paper-cutting, embroidery, and pottery art in English. In oral language teaching, teachers should design oral practice based on the dialogue themes in the textbooks and integrate traditional culture. If the textbook focuses on "family values", teachers can guide students to discuss traditional Chinese family ethical concepts in English, such as "respecting the elderly and caring for the young" and "defending the country and protecting the homeland", integrating language application with cultural expression to ensure that China's excellent traditional culture truly "takes root" in the classroom.

In addition, teachers can design specialized translation teaching to enhance students' language appreciation and cultural interpretation abilities. Teachers can select classic quotes from "The Analects" and "Tao Te Ching" (such as "What you do not want for yourself, do not impose on others" and "The way follows nature"), and design a three-step teaching method: first, guide students to analyze the characteristics of the Chinese sentence structure and cultural connotations; then, compare the translation strategies of different versions (such as those by Robert J. Lindsay and Gu Hongming) (literal translation/interpretation, handling of cultural-loaded words); finally, have students write sentences in English based on campus life scenarios (such as interactions among classmates and teamwork), achieving the combination of "language output + cultural expression". Similarly, teachers can design teaching based on traditional festival themes: to strengthen cross-cultural comparison and communication skills. Taking "Spring Festival" and "Mid-Autumn Festival" as examples, design activities of "decomposition of cultural elements - construction of English expressions - cross-cultural dialogue": first, sort out the core elements of the festivals (such as New Year's Eve dinner, moon-gazing ceremony, reunion culture), teach students to master relevant English vocabulary and sentence structures (such as "family reunion dinner", "moon-gazing ceremony"); then, guide students to compare the cultural differences of Western festivals (such as Christmas, Thanksgiving Day), and discuss in groups "How to introduce Chinese festivals to foreign friends", and finally present the results in the form of "festival-themed speeches" and "English poster design".

4.2. Innovating Teaching Methods in the Classroom to Enhance the Effectiveness of Cultural Education

The traditional imparting-based teaching method is outdated and fails to stimulate students' interest in learning, which is not conducive to the comprehensive and in-depth integration of Chinese excellent traditional culture. Therefore, teachers should actively innovate teaching methods to enhance the interest and interactivity of teaching, and after changing students' passive learning into active exploration, improve the effectiveness of integrating traditional culture.[9].

Teachers can apply the situational teaching method in English classes, aiming to create an immersive experience for students. For instance, by integrating the teaching content to create vivid scenarios related to traditional culture, such as "Spring Festival family gatherings" and "Mid-Autumn Festival moon appreciation" scenarios, it can meet students' needs for contextual communication, allowing them to use English to make festival greetings, introduce festival customs, and share festival feelings, etc. In this way, students can have a more intuitive understanding of traditional culture, which is beneficial for improving their oral English expression skills.

Teachers can adopt the case teaching method in English classes, aiming to deepen students' understanding of the connotations of traditional culture. For instance, teachers can select representative cases of outstanding Chinese traditional culture such as "Confucius' educational thoughts", "the historical significance of the Silk Road", and "the health preservation concepts of traditional Chinese medicine", and convert them into English case materials. They can guide students to read and analyze the cases, and then discuss the cultural spirit embodied in the cases in English. The teacher observes from the side and appropriately inspires and guides the students, helping them to understand the cultural connotations from multiple perspectives, and thereby mastering the relevant English expressions.

Teachers can adopt the group cooperative learning method in English classes, aiming to better cultivate students' cooperative skills and inquiry abilities. Teachers can assign English learning tasks such as "conduct research on the current situation of traditional customs and write an English report" and "create English posters on traditional culture themes and present and explain them", requiring them to complete these tasks in groups. During the cooperative learning process, students need to have clear divisions of labor and cooperate with each other to ensure that they go through the complete learning process of "data collection, analysis and discussion, and task completion", and also gradually deepen their understanding and comprehension of traditional culture in the subsequent "result presentation and multi-dimensional evaluation", thereby enhancing their overall English application skills and teamwork abilities to a new level.[10].

4.3. Building a Practical Teaching Platform and Enhancing Cultural Application Skills

English is a language, and the ultimate goal of English teaching is application. Based on this, teachers should actively provide students with practical platforms and also offer them opportunities to express and disseminate Chinese excellent traditional culture, helping them lay a solid foundation in English and enhance their ability to disseminate culture, avoiding the superficial integration of Chinese excellent traditional culture.

Teachers can organize English competitions with themes related to traditional culture, such as speech contests, debate competitions, drama performances, and essay contests. For the speech contest, themes like "The Traditional Virtues I See" and "The Innovation and Development of Traditional Culture" can be set to ensure that students deepen their understanding of traditional culture through English expression. In the English drama performance competition, students are encouraged to boldly adapt segments from traditional literary classics such as "Dream of the Red Chamber" and "Journey to the West", and then perform them in English. Such designs and arrangements can fully stimulate students' learning enthusiasm and help improve their English expression skills and cultural interpretation abilities.

Teachers can carry out campus cultural activities to create a strong atmosphere of "integrating traditional culture with English learning". For instance, they can organize the "Traditional Culture English Festival" event, where students can listen to English lectures on traditional culture, showcase and view English calligraphy, communicate in English about traditional handicrafts and complete corresponding operations. In this way, students can fully experience the charm of excellent traditional Chinese culture, thereby enhancing their awareness of cultural inheritance and their ability to apply English.[11].

Teachers should also actively expand the channels for off-campus practical activities. They can rely on cooperation with enterprises, communities, and cultural institutions to increase students' opportunities for off-campus practice, and also ensure that students understand and experience traditional culture in various forms. For example, they can organize students to enter enterprises, tourist attractions, etc., and provide free introductions of Chinese traditional culture and local customs to foreign friends. Or they can jointly carry out "English Interpretation of Traditional Culture" activities with museums, and have students serve as volunteer interpreters to explain the cultural stories behind the cultural relics to foreign tourists. Through these off-campus practices, students' English application skills can be exercised, and their sense of responsibility and mission in spreading culture can be enhanced.

4.4. Improving the Teaching Evaluation System to Ensure the Quality of Integrated Education

Evaluation is an important part of university English

teaching, so it is necessary to integrate it with traditional culture. Teachers can establish a diversified and process-oriented evaluation system to comprehensively reflect students' language skills and cultural literacy, and make it serve the improvement of subsequent strategies for integrating excellent traditional culture.

In terms of the evaluation content, in addition to focusing on students' mastery of language knowledge and skills such as English vocabulary, grammar, reading, and writing, it is also necessary to focus on their understanding and expression abilities of excellent traditional Chinese culture. [12] For example, when teachers evaluate students' oral skills, they can explore whether they can introduce traditional cultural content clearly and accurately in English; when evaluating writing skills, they can explore whether students can deeply elaborate on the connotation and value of traditional culture in English. Moreover, evaluating students' cultural awareness and cross-cultural communication skills, to see if they can effectively convey excellent traditional Chinese culture.

In terms of the evaluation method, it should possess two characteristics: innovation and diversity. It should assist teachers in conducting formative evaluation and summative evaluation. Formative evaluation focuses on the teaching process. Teachers can complete the evaluation by considering various aspects such as students' classroom performance, homework completion, and group cooperation outcomes. Summative evaluation can be conducted through final exams or project assessments, comprehensively examining students' comprehensive language application skills and cultural literacy. [13] Relying on formative evaluation and summative evaluation, it ensures that the evaluation is more comprehensive and objective, providing a reliable basis for teachers to identify problems in students' learning and cultural integration and formulate targeted solutions.

As for the evaluators, apart from teachers, students can also be involved, and even parents can be invited to participate in the evaluation. The evaluators' status should be affirmed. Generally speaking, after the teacher's evaluation, students should be encouraged to conduct self-evaluation and mutual evaluation. By using students' self-evaluation, they can consciously reflect on their shortcomings in learning and understanding traditional culture, recognize their own strengths, and also use this to set goals for future efforts to achieve. Relying on peer evaluation, a classroom atmosphere of mutual learning and common progress can be created, which will better motivate students' enthusiasm and initiative for learning.

4.5. Strengthening the Support of Campus Culture and Creating a Harmonious and Inclusive Atmosphere

A favorable campus cultural atmosphere can subtly influence students' learning attitudes and cultural literacy. [14] This also provides significant support for integrating excellent

Chinese traditional culture into university English teaching. Based on this, teachers should actively participate in campus cultural construction, creating an atmosphere where "traditional culture and English learning are integrated". This ensures that students receive the influence of traditional culture in the "second classroom" of the campus, thereby enhancing their enthusiasm for learning English and inheriting culture.

To create a strong atmosphere of "integration of traditional culture and English learning", teachers can utilize the English publicity boards in the campus to introduce traditional festivals, historical figures, traditional arts, etc. in English; make use of some areas in the library and teaching buildings to display English books and periodicals related to traditional culture, allowing students to read freely; and use the campus radio to broadcast the "English Broadcast on Traditional Culture" program, regularly disseminating knowledge about traditional culture and related English expressions.

In addition, teachers can also participate in the establishment and development of campus clubs, such as the English Literature Club, the Association of Traditional Culture Enthusiasts, and the English Drama Club, etc. While encouraging students to participate, they can also help them carry out a variety of club activities. For example, the club can hold regular English salons on traditional culture themes, ensuring that all club members sit together and discuss traditional culture topics in English; hold English reading sharing sessions on traditional culture, allowing students to express their thoughts, experiences, and gains from reading traditional culture books in English; organize English adaptations and rehearsals of traditional dramas, helping students develop their cultural interpretation and English expression skills. In this way, students' campus life can be enriched, and their cultural awareness and English application abilities can be strengthened.

Finally, teachers can invite experts and scholars from both domestic and international sources to organize lectures and forum activities related to traditional culture. For instance, inviting English teaching experts to explain the methods and techniques for effectively integrating traditional culture into teaching, and inviting traditional culture scholars to interpret the connotations of traditional culture in English, can broaden students' paths of English learning and also expand their exposure to traditional culture. While strengthening their language foundation, it gradually deepens their understanding and comprehension of traditional culture. [15] On this basis, teachers can encourage students to actively participate in the exchanges and interactions after the lectures, so as to better hone their English listening and speaking skills and thinking abilities.

5. Conclusion

Integrating excellent traditional Chinese culture into university English teaching is a challenging yet meaningful task. Relevant teachers need to identify the integration points based

on the actual teaching situation and select appropriate integration methods. They can adopt strategies such as "deeply exploring cultural elements in the textbooks", "innovating classroom teaching methods", "building practical teaching platforms", "improving the teaching evaluation system", and "strengthening campus cultural support" to ensure that traditional culture is fully and deeply integrated into the English classroom, fully activating the vitality and enthusiasm of the English classroom. This also provides important support for teachers in cultivating new era talents with an international perspective, cultural confidence, and cross-cultural communication skills. I firmly believe that with the continuous efforts of teachers, there will eventually be rich rewards.

Author Contributions

Shan Wu is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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