

# Integrating Chinese Cultural Elements in English Reading Curriculum

Cailian Wei

College of Foreign Languages, Pingdingshan University

DOI: <https://doi.org/10.51244/IJRSI.2023.1012055>

Received: 11 December 2023; Revised: 21 December 2023; Accepted: 25 December 2023; Published: 15 January 2024

## ABSTRACT

This paper discusses the importance and methods of integrating Chinese cultural elements into English reading courses. By analysing some real-life cases, this paper proposes strategies for integrating Chinese cultural elements in English reading courses with a view to increasing students' interest, broadening their horizons, and promoting the development of intercultural communicative competence. Incorporating Chinese cultural elements in the English reading course helps to achieve the objectives of the course and improve the quality of teaching.

**Keywords** — English reading course; Chinese cultural elements; cross cultural communication; teaching strategies

## INTRODUCTION

With the continuous development of globalization, English, as the main language of international communication, plays an increasingly important role in education. In higher education in China, English reading course, as an important part of English education, aims to cultivate students' reading ability, language sense and cross-cultural communication ability. However, traditional English reading courses tend to focus more on western culture and overlook the cultural heritage of China. Therefore, how to integrate Chinese cultural elements into English reading course has become a topic worth discussing.

An example of a complicated and strategic plan that significantly improves the quality of the educational experience is the introduction of components of Chinese culture into English reading courses in higher education. This provides students with the opportunity to learn about Chinese culture. This integration is not simply about adding new content to the curriculum; rather, it is also about developing a greater awareness and appreciation of cultural diversity, which is becoming increasingly important at a time when our society is getting more and more globalised.

Understanding the cultural distinctions that exist, as well as the events that are occurring in the present, is one method that might be helpful in attaining this integration. In order to foster students' grasp of cross-cultural communication while also boosting the depth of the reading material, educators may juxtapose the cultures of China and the United States of America and tie them to current events. This would achieve both of these goals simultaneously. This method, which was introduced to the public (Wu, 2021), not only improves the content of the reading material but also helps to create an awareness of the subtleties that are shared across different cultures.

By incorporating personal experiences into English lectures and placing an emphasis on traditional Chinese literacy practices, it is also possible to equip students with a more comprehensive understanding of both languages and cultures. As a result, students will be better equipped to learn. Hughes (2001) made the remark that this method makes it feasible to successfully bridge the gap between the two cultures, boosting the students' capacities in terms of both language and culture.

Through the application of Byram's evaluation model and James' analytical framework, it is possible to better arrange and make more comprehensive the absorption of elements that are associated with Chinese culture. According to the conversation that took place between He and Zhang (2021), Byram's method makes it simpler to analyse and mix cultural issues, whilst James' framework makes it simpler to teach a wide range of subjects. When this methodical technique is utilised, it ensures that cultural components will be introduced into the English reading curriculum in a manner that is not only thorough but also balanced.

The combination of these two systems has the potential to yield a great number of benefits. The first benefit is that it significantly increases the student's interest in learning as well as their motivation to acquire new knowledge. According to Wu (2021), the inclusion of English reading resources that are pertinent to Chinese culture may lead to a higher understanding of students' cultural background while they are learning English. This is something that can be accomplished through the use of English reading resources. The second benefit is that it broadens the perspectives of students from all around the world, which is something that Pan et al. (2022) underlined in the year 2022. As a result of globalisation, there is a growing appreciation for the importance of comprehending and honouring the numerous cultures that are present in the globe. This is a very important topic that deserves to be kept in mind. Last but not least, as Jin and Cortazzi (2006) have pointed out, this integration plays a crucial role in the development of students' cross-cultural communication abilities. This is a capability that is vital in the connected world of today, as it allows students to communicate effectively across cultural boundaries.

On the other hand, the implementation of this strategy is not going to be without its proportion of challenges. Choosing appropriate instructional tools that create a balance between the goals of English language learning and the cultural features of Chinese culture is one of the most critical obstacles that must be overcome. Furthermore, in order to ensure that the assimilation of Chinese culture does not take precedence over the primary goal of English language training, it is necessary to organise and carry out the programme carefully. In addition, it may be challenging to effectively engage students who come from a range of cultural backgrounds within a curriculum that primarily places a focus on Chinese culture.

It is possible for educators to find solutions to these issues by employing instructional approaches and practical case studies in their classrooms. According to research conducted by Angelova and Zhao (2016), it was discovered that if students are encouraged to study and compare cultures, it may boost their knowledge of both Western and Chinese cultures as well as their pleasure in both. In order to demonstrate this, the fact that students took part in the research was included. Moreover, Yu and Van Maele (2018) pointed out that it is of the highest significance to provide students with the chance to acquire a more thorough sense of intercultural awareness. This is something that should be emphasised to students.

It may be concluded that the introduction of elements of Chinese culture into English reading courses in higher education is a method of instruction that is not only innovative but also dynamic. In addition to fostering the academic development of students, it also helps to construct a solid foundation for the student's future personal and professional development. By promoting the development of talents that have both a strong sense of national identity and an international viewpoint, this form of education makes significant contributions to the future progress of both China and the global community. These contributions may be made by fostering the growth of talents.

## **THE IMPORTANCE OF CHINESE CULTURAL ELEMENTS IN ENGLISH READING COURSES**

With the development of globalization, cross-cultural communicative competence plays an increasingly important role in English education. It is of great significance to incorporate Chinese cultural elements into

English reading courses.

### **A. Enhancing Students' Interest and Motivation in Learning**

One of the most important strategies that significantly enhances the overall quality of the educational experience is the introduction of components of Chinese culture into English reading lessons that are taught in higher education. The objective of this section of the paper is to analyse the importance of these components in increasing the amount of interest and motivation that students have in studying for the purpose of boosting the learning experience. This topic is supported by a number of beneficial teaching practices that have been created via the process of academic research.

The introduction of Chinese cultural components into English reading programmes not only helps to boost student engagement and motivation but also serves to strengthen students' comprehension of both English culture and Chinese culture. This is because the Chinese culture is fundamentally different from the English culture. It is possible to achieve this dual enrichment through the utilisation of a wide range of innovative instructional methodologies.

Multidimensional classroom teaching is one of these ways. It lays an emphasis on components of Chinese traditional culture in addition to teaching concepts and practices that are suitable to the classroom setting. Through the incorporation of profound cultural awareness into the subject matter that is being taught, this strategy, as stated by Wang (2018), considerably improves the overall quality of the educational experience. The use of network penetration and practice education, as Chen and He (2022) note, makes use of digital platforms and practical activities, such as cultural workshops, in order to create a learning environment that is more immersive and participative. This is accomplished through the use of the internet. The gap that exists between academic comprehension and practical application may be successfully bridged by the usage of this method.

The creation of a multilateral curriculum system, which was proposed by Lingying (2016), contains core, special purposes, and optional courses. This is an extra point of interest that should be taken into consideration. The incorporation of aspects of Chinese culture into English reading curricula is made possible by this comprehensive framework. By utilising this approach, it is ensured that students will have a comprehensive educational experience that takes into account the many needs and interests that they have.

This integration is also significantly aided by the contributions provided by a wide range of instructional approaches. According to Wang and Zhou (2016), it is feasible to accommodate a variety of learning styles and preferences by adopting a number of teaching ways. Some examples of these approaches are group discussions, role-playing, and individual reading. Not only does the combination of these different methods of education increase the student's capacity to learn, but it also contributes to the development of an atmosphere in the classroom that is more accepting of all of the kids.

In conclusion, Wu (2021) emphasised the importance of comparative cultural analysis, which allows students to discover similarities between the cultures of China and England and to connect these similarities to present events that are taking place all over the world. This approach not only assists students in acquiring a more thorough understanding of the culture but also provides them with context and significance, which in turn makes the process of learning more exciting and relevant for them.

Educators have the ability to create a dynamic and fascinating learning environment by employing a range of effective teaching strategies, which were discussed in the paragraph that came before this one. Not only does this environment make it possible for students to improve their reading skills in English, but it also assists them in developing a greater awareness and knowledge of Chinese culture. This approach not only makes learning more relevant and engaging for students, but it also equips them with the essential skills

necessary for effective communication across cultural barriers in a world that is becoming increasingly globalised. This is a significant benefit for students. As a consequence of this, integration plays a vital role in the academic and personal development of students, therefore preparing them to develop into well-rounded individuals who have a global perspective.

## **B. Broadening Students' International Perspective**

One of the most important pedagogical strategies that is utilised in the sphere of higher education is the integration of Chinese cultural features into English reading courses. This is accomplished, in particular, through the utilisation of comparative cultural teaching approaches. The objective of this method, which is backed by academic research, is not limited to only boosting students' grasp of Chinese culture; rather, it plays a significant role in widening students' global perspective and strengthening their ability to interact with others from different cultural backgrounds.

The use of comparative cultural teaching strategies can result in a broad variety of benefits for the institutions that implement them. In the first place, the student's ability to carry on conversations is considerably improved as a result of the use of these tactics. Therefore, students are able to develop into more effective communicators within the framework of a global environment, as stated by Rao (1996). This strategy decreases the reliance on strategies that include rote memorisation, which in turn helps students enhance their communication skills. The implementation of this shift is required in order to provide students with the appropriate level of preparation for the complex needs of international communication.

Furthermore, the use of these teaching methodologies offers a significant contribution to the formation of a more global viewpoint among the students. The findings of a study that was carried out by Lingying (2016) show the significance of students acquiring an understanding of China's influence and engagement in the global arena in order to enhance their cultural sensitivity and international perspective. This understanding is something that is vitally required in a society that is getting more interconnected, where global awareness is just as important as specific local knowledge.

The process of growing intercultural awareness also includes the utilisation of comparative cultural teaching methods, which is a crucial component of the process. According to Yu and Van Maele (2018), students are able to get a more comprehensive grasp of international events and global problems by examining the growth and characteristics of China as well as other nations. This is something that may be accomplished via the investigation of China's growth and characteristics. Students really need to have this heightened awareness in order for them to be able to successfully navigate and actively participate in a wide range of cultural circumstances.

In addition, these methods are of great significance in the process of enhancing the cultural education that is being provided. Through the implementation of comparative cultural training, pupils have the opportunity to cultivate a solid sense of national identity and cultural self-confidence, as Wu (2021) emphasises. It is absolutely necessary for students to have this foundation in order for them to be able to actively engage in and contribute to activities that include communication across cultural boundaries. It will be possible for them to successfully spread Chinese culture as a result of this.

Lastly, but certainly not least, the development of talents that are internationalised is one of the most significant outcomes that may be achieved via the use of these instructional methodologies. The findings of Pan et al. (2022) indicate that students are equipped with a Chinese spirit, an international viewpoint, and the ability to communicate across cultural boundaries. According to what the authors have mentioned, these methods are in line with the contemporary requirements of talent training and the growth of society.

When it comes to introducing aspects of Chinese culture into English reading courses, comparative cultural

teaching techniques are highly effective in higher education. This is especially true when it comes to combining various aspects of Chinese culture. Not only do they make it possible for students to have a more thorough understanding of their own culture, but they also equip them with the information, skills, and perspectives that are necessary for contributing to the global community in an actionable and well-informed manner. Educators are able to give children an education that is both all-encompassing and focused on international issues by employing these tactics. As a result, students are better prepared to deal with the challenges and opportunities that come with living in a global world.

### **C. Cultivating Students' Intercultural Communication Competence**

Reading courses in English that incorporate elements of Chinese culture place a significant focus on the development of students' capacities to communicate successfully across cultural borders. This is done within the context of English reading programmes. Research conducted in academic institutions has led to the development of a number of effective tactics. These strategies not only help students become more aware of the characteristics and values of different cultures, but they also provide them with the key skills that are necessary for effective communication in a wide range of cultural contexts.

The usage of direct interpretation and role-playing is a method that is particularly notable, particularly when taking into consideration the differences that exist between the cultures of China and England. According to Zhao (2019), the implementation of this technique results in a significant enhancement of the academic capabilities of students in terms of intercultural communication. Through the utilisation of this methodology, students are able to successfully navigate and appreciate the complexities of various cultural perspectives.

When it comes to the process of broadening the perspectives of pupils, the inclusion of digital resources and online interactions is a vital component that must be included. Students have the chance to engage with a range of viewpoints and cultural circumstances through the use of these digital platforms, which, as Su et al. (2021) have pointed out, gives them the opportunity to get practical experiences in intercultural communication.

In addition, it has been demonstrated that the implementation of case studies and simulated negotiations in educational settings is an excellent way to build the capability to communicate successfully across cultural borders. By putting their knowledge to use in authentic communication situations, students are able to successfully cross cultural differences and communication barriers, as the author Li (2020) emphasises. These tactics allow students to effectively navigate these obstacles.

By participating in seminars that are centred on intercultural communication, this learning process also benefits significantly from the engagement of participants. As a result of their participation in these seminars, students are provided with the chance to get practical experience, which helps them to study and appreciate cultural nuances, as well as enhance their communication methods within an environment that is nurturing.

In addition, the introduction of guest lecturers who come from a range of cultural backgrounds contributes to an overall improvement in the quality of the educational experience. Students have the chance to be exposed to real and various points of view when they are invited to participate in classroom discussions by persons who have had a range of cultural experiences. This further develops the students' awareness and respect for the many different cultures that exist in the world.

In conclusion, in order to achieve the goal of providing students with an educational experience that encompasses all aspects of their lives, it is necessary to include these many effective methods in English reading programs that incorporate aspects of Chinese culture. Students not only enhance their ability to

speak in English as a result of this experience, but they also become more equipped to interact with individuals from a variety of cultural backgrounds in a manner that is both polite and productive. As a result of the use of these educational strategies, students are equipped with the information and skills necessary to make a positive contribution to a global society that is becoming more interconnected. These strategies are an essential component in the development of students as global citizens. Enhance students' cultural confidence

By learning Chinese cultural elements in English, students can better understand and pass on the excellent traditional Chinese culture and enhance their cultural self-confidence. This will help to foster a sense of national pride in students and prepare them to showcase Chinese culture on the international stage in the future (Chen & Li, 2018).

## **THE PRESENTATION OF CHINESE ELEMENTS IN COLLEGE ENGLISH READING TEXTBOOKS**

Wang Tianrui (2021) studied the presentation content and integration methods of Chinese elements in college English textbooks, based on *Think English · Reading Critically (Volume 1-4)* published by Foreign Language Teaching and Research Press in 2018. The editors highlight the importance of infiltrating the concept of cross-cultural communication in the teaching materials, so these can typically present the current situation of Chinese elements in college English reading textbooks.

Wang (2021) has read through four textbooks and found that the textbooks present typical Chinese elements which depend on the reality of Chinese society and incorporates them in various ways and forms. The characteristics include the following aspects:

The content of Chinese elements in the textbooks is mainly about modern culture. Among the Chinese element reading contents, there are 23 traditional cultural items (23.5%); 67 modern cultural items (68.4%); 7 items (7.1%) of real people in history or reality, and 1 item (1%) of fictional characters. The Chinese element content involves the modern culture content most, and contains many to have the new time characteristic Chinese element, such as the immigration incident, "The existence of emptiness", modern parenting and other issues widely discussed in modern Chinese society (Wang, 2021, p.28).

The way of integrating Chinese elements in teaching materials is mainly related to social culture and personal experience. The editors collect representative Chinese elements and rely on Chinese culture in the text of the textbook, showing multi-level and exquisite characteristics. These integration methods promote students to improve the cultural structure and improve the cross-cultural communication quality. Among them, there were 57 (58.2%) ways of integrating Chinese elements with social culture; 32 ways of integrating Chinese elements into personal experience (32.6%), and 9 ways of integrating Chinese elements into national affairs (9.2%). It can be seen that the integration of Chinese elements in this textbook attaches importance to the connection between social culture and personal experience.

The presentation of Chinese elements in the textbook is mainly based on cross-cultural reflection. There are 62 items (63.2%) related to Chinese elements in cross-cultural reflection. It can be seen that cross-cultural reflection is the main form of textbook combining Chinese elements. In general, students form groups to explain Chinese elements by comparing the differences between China and foreign countries in a certain field, so as to enhance cultural identity. The teaching material sets thinking questions that cover Chinese elements, a comparative perspective between China and the rest of the world will lead students to explore the differences between China and the rest of the world in terms of child discipline, traditional dress, immigration, new media language and cyberspace.

## **STRATEGIES FOR INTEGRATING CHINESE CULTURAL ELEMENTS INTO ENGLISH READING COURSES**

### **A. Selecting Reading Materials Related to Chinese Culture**

This research is going to focus on the many approaches that may be employed in order to include components of Chinese culture into English reading curricula. To be more particular, this research will be placing a strong focus on the selection of reading materials that are related to the culture of China. It is vital to have this selection approach in place in order to guarantee that the materials not only correctly depict the depth of Chinese culture but also correlate with the educational requirements and interests of the students. This is why it is essential to have this procedure in place.

The practice of concentrating on the traditional culture of China is one approach that has shown to be quite effective. According to the suggestions given by Wang (2018), it is feasible to ensure that students have a complete understanding of Chinese culture by selecting materials that place a focus on aspects of traditional Chinese culture and combining these aspects into English reading education. This is to ensure that students are able to acquire a comprehensive understanding of Chinese culture. Students have the opportunity to cultivate a more meaningful relationship with the subject matter via the use of this approach, so they acquire an understanding of the historical and cultural worth that lies behind the content.

To add insult to injury, the implementation of adaptive approaches is an absolute must in order to make the learning process more pertinent and engaging for the student. You and You (2013) highlight the need to utilise short papers, short response questions, workshops, and resources that are related to the cultures that students originate from. This is one of the most significant things that they underline. By utilising these strategies, it is possible to personalise the educational experience in order to meet the diverse needs of the students, which ultimately results in an increase in the student's level of engagement and comprehension.

In addition, the selection of reading materials must to be prioritised with the primary intention of increasing intercultural awareness as the primary objective. According to Yu and Van Maele (2018), students should be encouraged to choose, examine, and offer questions about English literature that touches upon aspects of Chinese culture. They also highlight the value of picking materials that stimulate such activities. In addition, students should be encouraged to identify and pose questions about these works. Not only does this method assist students in developing their analytical skills, but it also assists them in better comprehending the complexities of many cultures, which in turn serves to build intercultural understanding.

To summarise, in order to be able to develop an English reading programme that is not only engaging but also instructive, it is essential to select reading materials with great care that encompass a wide variety of aspects of Chinese culture. It is important that these reading materials include a wide range of topics, from historical figures and traditional celebrations to difficulties that are now being faced by society. Genuine, educationally valuable, and suited to the many phases of learning that kids are now experiencing are the requirements that must be met by these useful resources. By incorporating materials that are so comprehensive and abundant in cultural content, teachers have the capacity to significantly enhance the English reading skills of their pupils, as well as to broaden their understanding of Chinese culture and increase their pleasure of it. As a result of this integration, students are more equipped to interact with the world as individuals who are well-informed and culturally sensitive. This integration plays a vital role in the formation of a global perspective among students. Overall, students are better prepared to deal with the world.

## B. Designing Colorful Classroom Activities

This research investigates the development of engaging classroom activities as a method for successfully incorporating aspects of Chinese culture into English reading curricula. To be more specific, this research concentrates on the ways in which these activities might be beneficial to pupils. The creation of these activities is an imperative necessity if one wants to maintain the students' attention and assist them in acquiring a more profound understanding of Chinese culture. It is possible for academic research to give support for a broad variety of activities that have the ability to attract the attention of students, promote their participation, and develop their cultural and linguistic abilities.

An example of a method that is advantageous is the utilisation of a number of different educational techniques. According to Chen and He (2022), the authors emphasise the necessity of combining a number of different instructional tactics, such as classroom instruction, network penetration, practical education, and the construction of campus cultural institutions. This version ensures that aspects of Chinese culture are included in English reading courses in a way that is fully seamless. This is done in order to suit a broad variety of learning techniques and preferences.

Along with the introduction of interactive activities, this integration also includes the incorporation of other vital components. According to Duan (2016), the use of responsibility reports, a variety of classroom activities, self-access study, and online education are all feasible ways that may be utilised to facilitate the development of students' comprehension of cultural comparison. The use of these activities not only provides opportunities for more in-depth study on the subject matter but also provides a rise in the level of student participation.

The implementation of a paradigm that integrates traditional classroom education with online learning is yet another key strategy that may be utilised. It has been suggested by Jia et al. (2021) that the integration of offline cultural events, such as lectures and debates with online resources and massive open online courses (MOOCs) has the potential to dramatically improve the quality of the learning experience. This blended technique strikes a balance between traditional and digital learning environments, which ultimately results in an educational experience that is both more dynamic and comprehensive, thanks to the combination of the two.

The participation-based language learning approach is yet another method that has been shown to be effective in incorporating components of Chinese culture into English reading curricula. According to Jin and Cortazzi (2006), a paradigm that integrates cognitive, creative, cultural, and emotional components is something that should be considered. Through the use of this approach, students are provided with an all-encompassing educational experience, which in turn assists them in developing a more thorough grasp of both language and culture.

It is especially beneficial for kids who are younger to participate in activities that are based on the topic they are learning about. Integrated language learning and culture learning may be accomplished through the use of tactics such as early teacher preparation and the utilisation of graphic organisers, as stated by Huang (2003). Those who are just beginning their journey will gain a great deal from this method since it establishes a solid foundation for the learning of language as well as the comprehension of cultural information.

In conclusion, educators are able to build a dynamic and immersive learning environment by introducing a number of activities that are both participative and diverse. This allows for the creation of a truly immersive learning environment. Not only do these activities assist students in developing a deeper understanding of Chinese culture, but they also contribute to the development of their mastery of the English language, their



capacity for critical thinking, and their capacity to communicate successfully across cultural borders. Students will be better prepared for the challenges and opportunities that come with being a global citizen if they are able to communicate with one another in a multicultural society in a manner that is more effective and courteous. This technique allows students to interact with one another in a manner that is more effective and polite.

### **C. Focusing on Teacher-Student Interaction and Student-Student Interaction**

This research analyse the substantial relevance that interactions between students and teachers have in the effective inclusion of Chinese cultural components into English reading classes. Specifically, this research will focus on how these interactions might help students better understand one another. Research carried out in academic environments has shed light on a number of strategies that have the potential to enhance these interactions, contributing to an overall improvement in the quality of the learning experience.

Identifying and addressing issues that arise about interaction inside the classroom is one of the most significant tactics. According to Li-Ping (2017), it is vital for educators to address concerns such as the strategies of inquiry, the allocation of speaking time, and the encouragement of students to ask questions. These are all difficulties that need to be addressed. Furthermore, the capacity to make effective use of language and multimedia in the classroom is an essential component that plays a significant role in the development of dynamic interactions.

A third key component is the incorporation of aspects of Chinese culture into the interactions that take place inside the institutional setting of the classroom. Rao (1996) is of the opinion that teachers might include these elements in a classroom that is focused on the teacher while simultaneously moving away from strategies that rely on rote memory. Not only does this approach make the learning environment more interesting, but it also fills it with cultural richness, which eventually leads to an enhancement in the quality of the educational experience.

Additionally, the use of certain interaction tactics is essential to the improvement of the effectiveness of interactions that take place in and around the classroom. It has been suggested by Lu (2011) that certain strategies, including Clarification Requests, Confirmation Checks, Comprehension Checks, Conversational Adjustments, and Self-Repetition, have the potential to significantly enhance the quality of interactions, which in turn can result in a more productive learning environment.

The inclusion of additional tactics, such as fostering student-to-student contact, has the potential to contribute to improvements in both the effectiveness of teaching and the level of student involvement. It is demonstrated in the essay written by Li-ping,(2018) that there are numerous strategies that may be utilised to increase the level of active student participation and collaboration. Techniques such as jigsaw, information gap, subject discussion, debate, and group work are included in this category of tactics.

In addition to this, it is essential to place an emphasis on involvement that is centred on meaning. In the post that Li-Ping (2017) makes a case for improved questioning strategies and urges students to start asking questions. This may result in students having a more in-depth understanding of the material and a greater level of engagement with it.

To recap, educators are able to give students a dynamic and interesting learning environment by employing a wide range of instructional strategies. Not only does this environment assist students in developing a more profound understanding of Chinese culture, but it also assists them in enhancing their proficiency in the English language and their capacity to communicate successfully across cultural borders. The process of transforming students into global citizens who are equipped with the information, talents, and perspectives necessary to make a positive contribution to a global community that is linked is only possible via the

implementation of such an approach, which is fundamental to the process.

## CONCLUSION

This research studied not only the value of introducing Chinese cultural components into English reading lessons but also the strategies that are utilised in order to do this. This research brought attention to the significant influence that this practice has on the development of students' intercultural communicative skills, the broadening of their worldwide viewpoints, and the cultivation of talents that possess both national pride and global competitiveness. The integration of these two ideas not only helps students to gain a more thorough grasp and appreciation of China's cultural past but also enables them to effectively illustrate the special appeal and value of Chinese culture within the framework of a globalised world. This is because the combination of these two ideas allows students to obtain both of these things.

The findings of this study led to a number of significant discoveries, one of which was that the incorporation of components of Chinese culture into English reading lessons results in a significant rise in the degree of interest that students had in learning. The usual approach to teaching language skills has been superseded by this method, which has evolved into a holistic exchange of information regarding intellectual and cultural aspects. Providing students with the chance to get familiar with English materials that are related to Chinese culture gives them a unique perspective on their cultural heritage, which in turn boosts their passion and devotion to learning English.

Additionally, a reading curriculum in English that incorporates elements of Chinese culture plays a key role in supporting students in identifying the relevance of cultural diversity, which in turn broadens their view of the world. This is because the programme helps students recognise the significance of cultural diversity. When considering the context of globalisation, it is of the highest significance to have an understanding of and respect for the many different cultures that are out there. Students not only gain the skills necessary to participate in international exchanges more successfully, but they also develop a stronger cultural awareness and a higher degree of self-confidence when they study Chinese culture. This is because they obtain the skills essential to participate in international exchanges.

Furthermore, this integration plays a big role in strengthening the students' capacity to communicate successfully across cultural borders, which is a huge benefit. When students engage with English materials that cover Chinese culture, they have the chance to gain an awareness of proper communication skills in a range of cultural situations. This is because they are exposed to the culture of China. Due to the fact that students will most likely be exposed to multicultural environments in their future personal and professional lives, it is becoming increasingly necessary for students to develop this skill.

There are a range of benefits that may be obtained by adding components of Chinese culture into English reading lessons, as indicated by the outcomes of research that was conducted in an academic setting. In addition to enhancing the learning experience that the students have to give, they make a significant contribution to the student's personal and professional development both personally and professionally. This method includes a component that revolves around learning a language through participation. The cognitive, creative, cultural, and emotional aspects of language learning are all incorporated within this strategy, as stated by Jin and Cortazzi (2006). According to Zhang (2021), it also leads to major gains in reading abilities as well as the capacity to communicate across cultural barriers. Wu (2021) draws attention to the fact that it not only enhances cultural education but also contributes to the development of a solid sense of national identity and cultural self-confidence.

The incorporation of Chinese cultural elements into English reading lessons is a strategy that is not only capable of diversifying the content of educational programmes but also of instilling a sense of pride and respect for one's own culture as well as the cultures of others. This is a way that incorporates both strategic

and creative approaches.

In conclusion, this method is an example of a strategy that is both strategic and technologically advanced. In addition to preparing students for interactions with members of different foreign communities, the implementation of this technique assists students in enhancing their overall academic success, cultural awareness, and personal development. It is through the cultivation of individuals who possess both a global perspective and a strong feeling of national identity that this type of education makes significant contributions to the future progress of China as well as the global community as a whole.

## REFERENCES

1. Wang, T. R. (2021). A study on the presentation of Chinese elements in college English reading textbooks. *Modern Communication* (19), 27-30.
2. Angelova, M., & Zhao, Y. (2016). Using an online collaborative project between American and Chinese students to develop ESL teaching skills, cross-cultural awareness and language skills. *Computer Assisted Language Learning*, 29(1), 167– <https://doi.org/10.1080/09588221.2014.907320>
3. Chen, H., & He, S. (2022). An Exploration on the Coupling Path of Excellent Traditional Chinese Culture and College English from the Perspective of Cultural Confidence. *2022 3rd International Conference on Mental Health, Education and Human Development (MHEHD 2022)*, 519– <https://www.atlantis-press.com/proceedings/mhehd-22/125975736>
4. Duan, L. (2016). A Study of Fostering College English Students' Awareness of Cultural Comparison in Chinese Classrooms. *Open Journal of Social Sciences*, 04(05), Article 05. <https://doi.org/10.4236/jss.2016.45013>
5. Huang, J. (2003). Activities as a vehicle for linguistic and sociocultural knowledge at the elementary level. *Language Teaching Research*, 7(1), 3– <https://doi.org/10.1191/1362168803lr112oa>
6. Hughes, H. J. (2001). Review essay: China's new revolution. *English Studies*, 82(2), 172–
7. Jia, Y., Miao, Y., & Jiang, X. (2021). A Study of Blended Teaching & Learning Model in College English Cultural Courses. *1st International Conference on Education: Current Issues and Digital Technologies (ICECIDT 2021)*, 440– <https://www.atlantis-press.com/proceedings/icecidt-21/125957239>
8. Jin, L., & Cortazzi, M. (2006). Changing Practices in Chinese Cultures of Learning. *Language, Culture and Curriculum*, 19(1), 5– <https://doi.org/10.1080/07908310608668751>
9. Li, X. I. E. (2020). Task-driven and College English Curriculum Based Intercultural Competence Cultivation in Police University. *DEStech Transactions on Social Science, Education and Human Science*. <https://scholar.archive.org/work/6bjs2nprx5ehpiawqn6deg2tky/access/wayback/http://dpi-proceedings.com/index.php/dtssehs/article/download/34425/33009>
10. Lingying, T. (2016). Exploration on Cultivation of College Students' Cross-Cultural Communication Competence in College English Teaching.
11. Li-Ping, L. (2017). Strategies to improve teacher-student interactions in senior schools in western China. *US-China Foreign Language*, 15(2), 76–
12. Li-ping, L. I. U. (2018). Strategies to Improve Student-Student Interaction in Senior High English Teaching in Western China. *Sino-US English Teaching*, 15(8), 373–
13. Lu, Y. (2011). A tentative study of how to improve the effectiveness of classroom interaction. *Studies in Literature and Language*, 2(3), 84.
14. Pan, R., Yang, M., & Duan, L. (2022). Research on the Paths of Cultural Education in College English Teaching. 171– <https://doi.org/10.2991/assehr.k.220107.032>
15. Rao, Z. (1996). Reconciling Communicative Approaches to the Teaching of English with Traditional Chinese Methods. *Research in the Teaching of English*, 30(4), 458–
16. Su, J., Aryanata, T., Shih, Y., & Dalsky, D. (2021). English as an International Language in Practice: Virtual Intercultural Fieldwork between Balinese and Chinese EFL Learners. *Changing English*, 28(4), 429– <https://doi.org/10.1080/1358684X.2021.1915748>

17. Wang, L. (2018). On Chinese Cultural Penetration in College English Reading Teaching. *Theory and Practice in Language Studies*, 8(12), 1684. <https://doi.org/10.17507/tpls.0812.15>
18. Wang, W., & Zhou, C. (2016). Effective strategies to improve English teaching. *Information Science and Management Engineering*, IV, 1, 217–
19. Wu, S. (2021). The Necessity of Integrating Public English Course into Chinese Culture Education in Higher Vocational Colleges. *Journal of Contemporary Educational Research*, 5(2), Article 2. <https://doi.org/10.26689/jcer.v5i2.1829>
20. You, X., & You, X. (2013). American content teachers' literacy brokerage in multilingual university classrooms. *Journal of Second Language Writing*, 22(3), 260–
21. Yu, Q., & Van Maele, J. (2018). Fostering Intercultural Awareness in a Chinese English Reading Class. *Chinese Journal of Applied Linguistics*, 41(3), 357– <https://doi.org/10.1515/cjal-2018-0027>
22. Zhang, X. (2021). A Study on the Introduction of Cross Cultural Communication in English Reading Teaching from the Perspective of Cross Culture. *Curriculum and Teaching Methodology*, 4(4), 11–
23. Zhao, Q. (2019). Vocabulary Learning Based on Cultural Connotation in College English. 2nd International Seminar on Education Research and Social Science (ISERSS 2019), 487– <https://www.atlantis-press.com/proceedings/iserss-19/125910998>.