

Research on the Strategy of Integrating Chinese Excellent Traditional Culture into Second Foreign Language Teaching Based on Data Analysis

Feng An

{826084548@qq.com}

School of International Education, Wuhan Technology and Business University, Wuhan, China

Abstract. Based on the actual situation of the second foreign language curriculum, this paper analyzes the current situation of the integration of excellent traditional Chinese culture into the second foreign language curriculum by using the questionnaire survey method, and puts forward corresponding strategies to promote the innovative development of teaching based on data analysis, hoping to provide useful references for further deepening the reform of "curriculum ideology and politics".

Keywords: Data analysis, Chinese excellent traditional culture, Second foreign language, Strategy research

1 Introduction

Cultural prosperity leads to national prosperity, while strong culture leads to strong nation. The inheritance and promotion of Chinese excellent traditional culture is the need to promote the connotative development of foreign language education, and it is also the foundation of foreign language education in China. The integration of Chinese excellent traditional culture and foreign language teaching needs to be implemented in reality. As the first foreign language mastered by foreign language majors, the second foreign language can not only broaden the knowledge of foreign cultural understanding and improve the ability of cross-cultural communication for foreign language majors, but also increase the employment weight for foreign language majors and cultivate correct outlook on life, world outlook and values. Therefore, the organic combination of Chinese excellent traditional culture and professional knowledge teaching of second foreign language can not only improve students' interest in learning and national pride, but also cultivate students' feelings of home and country and international vision. In order to improve the effectiveness of integrating excellent traditional Chinese culture into the second foreign language course teaching, this study finds out the problems existing in integrating excellent traditional Chinese culture into the second foreign language course for English majors through a questionnaire survey, and puts forward corresponding strategies to provide useful references for further deepening curriculum reform and innovation.

2 Survey objects and methods

Wuhan Technology and Business University, as a local private undergraduate college, has set up an English undergraduate major in the School of Economics and Business Foreign Languages. This major offers three second foreign language courses, Japanese, French and Korean, for junior students to choose from. According to the training plan for English majors, the second foreign language course is arranged in the first and second semesters of junior year, with a total of 48 hours and 3 credits.

The author selected junior English majors of Grade 2019 and Grade 2020 as the survey objects, and independently designed the questionnaire <Investigation on the Current Situation of Integrating Chinese Excellent Traditional Culture into the Second Foreign Language Curriculum for English Majors>. The questionnaire is divided into four parts. The first part is personal information, including the respondents' gender, grade, school, second foreign language and other related information. The second part is a survey on the cognition of Chinese excellent traditional culture and its integration into second foreign language textbooks and classrooms. The third part is a survey on the influence of Chinese excellent traditional culture on professional knowledge learning. The fourth part is a total of 20 questions.

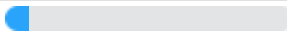
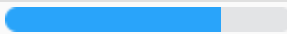
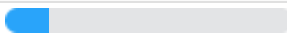
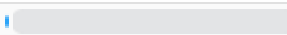
Due to the epidemic situation, questionnaires were mainly made by Questionnaires software, and online surveys were mainly conducted. Teachers who taught as a second foreign language distributed the questionnaires on QQ group and WeChat group in the class. A total of 210 questionnaires were received, and 210 questionnaires were valid, with a recovery rate and an effective rate of 100%. The collected data will be processed and analyzed by means of classified statistics, cross analysis and user-defined query.

3 Survey results and analysis

3.1 Cognition of the connotation of Chinese excellent traditional culture

The survey results show that 8.1% of the students said they knew it very well, 75.71% knew it to some extent, 15.24% knew it little, and 0.95% basically didn't know it. As shown in Table 1.

Table 1. How do you know about Chinese excellent traditional culture?

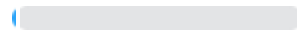
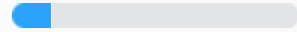

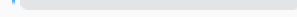
Option	Subtotal	Proportion
Know very well	17	 8.1%
Have a certain understanding of	159	 75.71%
Know less	32	 15.24%
Basically do not understand	2	 0.95%

3.2 Recognition of the integration of Chinese excellent traditional culture into the second foreign language curriculum

When asked, "Do you think it is necessary to learn Chinese excellent traditional culture?" At that time, 83.81% of the students said they should take its essence and discard its dross, 13.81%

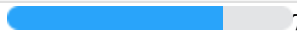
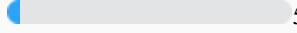
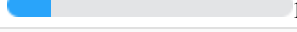
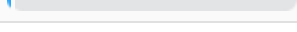
said they should completely inherit and carry forward it, 1.43% said it was out of date and should be completely discarded, and 0.95% said it didn't matter. As shown in Table 2.

Table 2. Do you think it is necessary to learn Chinese excellent traditional culture?

Option	Subtotal	Proportion
It is out of date and should be completely discarded.	3	 1.43%
Should be completely inherited and carried forward.	29	 13.81%
We should take its essence and discard its dross.	176	 83.81%
It doesn't matter.	2	 0.95%

Regarding "Do you agree with the integration of Chinese excellent traditional culture into the second foreign language classroom teaching for English majors?" 76.67% of the students agree, 16.19% disagree, 5.24% disagree and 1.9% don't care. As shown in Table 3.

Table 3. Do you agree that Chinese excellent traditional culture should be integrated into the second foreign language classroom teaching for English majors?

Option	Subtotal	Proportion
In favor of	161	 76.67%
Disapproving	11	 5.24%
Disapproving or objecting	34	 16.19%
It doesn't matter	4	 1.9%

3.3 Chinese excellent traditional culture is involved in the second foreign language textbooks.

According to the survey data, 42.86% of the students said it was average, 36.19% said it was less involved, 16.19% said it was rich, and 4.76% said it was not involved. As shown in Table 4. In addition, 67.14% of the students said that Chinese excellent traditional culture can be appropriately added to the textbooks of second foreign languages, but learning international culture as a second foreign language is still the main thing, and 26.19% of the students said that learning Chinese excellent traditional culture should be as important as learning the culture of second foreign languages. As shown in Table 5.

Table 4. What do you think of the excellent Chinese traditional culture in the second foreign language textbooks for English majors?

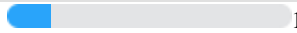
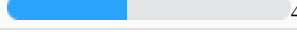
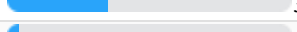
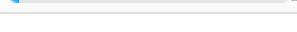
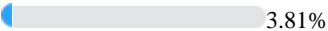
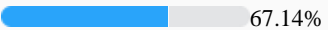
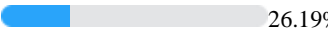
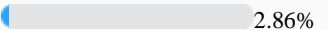
Option	Subtotal	Proportion
Relatively rich	34	 16.19%
general run of things	90	 42.86%
Less involved	76	 36.19%
Not involved	10	 4.76%

Table 5. Do you think it is necessary to increase the proportion of Chinese traditional culture in the existing second foreign language textbooks?

Option	Subtotal	Proportion
It's not necessary. It's enough to learn the cultures of small language countries.	8	 3.81%
It can be increased appropriately, but it is still based on learning the cultures of various small languages.	141	 67.14%
It is necessary, and it should be as important as the study of the cultures of small language countries.	55	 26.19%
There is no need at all. The textbooks are quite good now.	6	 2.86%

3.4 Teachers' Integration into Chinese Excellent Traditional Culture in Teaching

The proportion of teachers explaining Chinese excellent traditional culture in lectures is 11.43%, 57.14% occasionally, 23.81% rarely and 7.62% never. As shown in Table 6. Therefore, 85.71% of the students usually get the excellent Chinese traditional culture through network communication, and 47.14% of the students think that the vocabulary of Chinese excellent traditional culture is insufficient and they don't know how to express it in foreign languages, which is also the main reason that affects the topic exchange of Chinese excellent traditional culture. As shown in Table 7.

Table 6. Will your teacher explain the excellent Chinese traditional culture in the lecture?

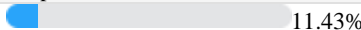
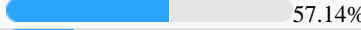
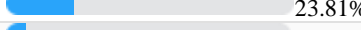
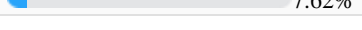
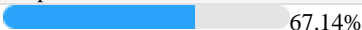


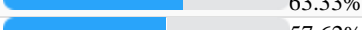
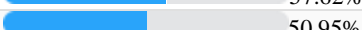

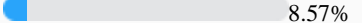

Option	Subtotal	Proportion
Often involved	24	 11.43%
Occasionally involved	120	 57.14%
Less involved	50	 23.81%
Never involve	16	 7.62%


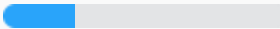
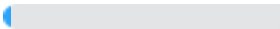
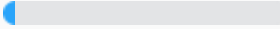
Table 7. What are your usual ways to acquire Chinese traditional culture?

Option	Subtotal	Proportion
Classroom learning	141	 67.14%
Extracurricular books	158	 75.24%
Network communication	180	 85.71%
Social propaganda	133	 63.33%
Visits to places of interest	121	 57.62%
Social practice	107	 50.95%
School cultural activities	106	 50.48%
other	18	 8.57%

3.5 The Influence of Chinese Excellent Traditional Culture on Professional Knowledge Learning

According to the survey results, 67.62% of the students said that learning Chinese excellent traditional culture can increase their wisdom and promote the study of professional knowledge, 25.24% said that it has a general impact on the study of professional knowledge, 4.76% said that it has no direct impact on professional knowledge, and 2.38% said that it is distracting and limiting the study of professional knowledge. As shown in Table 8.

Table 8. What do you think of the influence of Chinese excellent traditional culture on professional knowledge learning?

Option	Subtotal	Proportion
Increase wisdom and promote the study of professional knowledge.	142	 67.62%
The impact on professional knowledge learning is average.	53	 25.24%
Distract one's energy and limit the study of professional knowledge.	5	 2.38%
There is no direct impact.	10	 4.76%

4 The present situation of the integration of Chinese excellent traditional culture into the second foreign language curriculum

4.1 The content of the textbook involves less

Teaching materials are an important carrier for teachers to impart knowledge and students to acquire knowledge.[1] At present, the foreign language textbooks used as a second language mainly introduce professional knowledge and national society and culture, and less involve the foreign language expression of Chinese excellent traditional culture. Therefore, in the process of teaching, some teachers only teach professional knowledge on the basis of teaching materials, and less integrate into Chinese excellent traditional culture, so it is difficult for students to learn Chinese excellent traditional culture in class. Or some teachers have integrated Chinese excellent traditional culture in the teaching process, but due to the lack of vocabulary and knowledge of students, it is difficult for teachers to integrate Chinese excellent traditional culture in class. Therefore, as a foreign language teacher, we should carefully explore the integration of Chinese excellent traditional culture into foreign language teaching, select the discourse materials to spread Chinese excellent traditional culture, and strengthen the construction of second foreign language teaching materials.

4.2 Difficult to integrate into teaching

At present, the second foreign language teaching is mainly in the form of teachers' lectures, and the teaching content is usually vocabulary expression, grammar, dialogue and after-class exercises.[2] It is believed that a second foreign language is a learning tool, which unilaterally pursues students' passing rate in exams. Teachers pay more attention to the teaching of professional knowledge, ignoring the cultivation of students' application ability and communication ability, and lacking the cultivation of students' humanistic feelings and values. In this case, it is difficult to integrate Chinese excellent traditional culture into teaching. Therefore, in the actual teaching process of a second foreign language, while cultivating students' language skills, we should effectively integrate the educational content of Chinese excellent traditional culture with language knowledge throughout the whole teaching design, so as to promote students' personal accomplishment, professional ability, moral level and communication ability, strengthen their sense of belonging and identity to China excellent traditional culture, and increase their cultural self-confidence.

4.3 The teaching form is relatively simple

In traditional language teaching, teachers do not teach students in accordance with their interests and characteristics, but adopt a full-time teaching method, lacking interaction with students, so that students can memorize words and dialogues and practice sentence patterns repeatedly, just to cope with the exam. As time goes by, students will lose their motivation to learn, their enthusiasm for class participation and their interest in learning a second foreign language. Therefore, under the background of the new curriculum reform, second foreign language teachers must innovate teaching thinking, improve teaching concepts, enrich teaching forms, teach students in accordance with their interests and characteristics, attach great importance to the inheritance of Chinese excellent traditional culture, and reasonably integrate into the second foreign language teaching process to promote students' development and improve teaching quality.

4.4 Lack of curriculum ideological and political awareness

As a foreign language teacher, I usually have experience in studying abroad or working, and I am more or less influenced by foreign culture and ideas. When teaching professional basic knowledge, we pay little attention to the excellent traditional culture of our country, which can not properly shape students' values and ideology. The comprehensive quality of teachers is an important factor affecting college students' thoughts, words and deeds and their success. Therefore, as a teacher of the second foreign language course, we should continue to study ideological and political theory, carry forward the excellent Chinese traditional culture, constantly improve the humanistic quality, establish the ideological and political consciousness of the course, integrate ideological and political education with professional knowledge teaching, enhance teachers' sense of mission and responsibility in teaching and educating people, and guide students to establish correct values.

5 Countermeasures and suggestions

5.1 Select course materials and compile comprehensive teaching materials

At present, the textbooks used in the second language are basically used by small language majors, which are rich in content and difficult for English majors to learn a second language. The contents of the textbooks pay too much attention to grammar and expression, and the teaching materials mainly introduce the language and culture of the target language, thus ignoring the influence of western culture on students' values and ideology. Therefore, when compiling textbooks for the second foreign language course, we should not only choose the language and cultural knowledge of the second foreign language, but also consider the situation and ideological content of the teaching content, appropriately increase the reading of Chinese excellent traditional culture and current affairs, and select the text materials to spread Chinese excellent traditional culture. Only by strengthening the study, understanding and application of the culture of the target country and comparing and analyzing the cultural differences between the mother tongue and the target country can we establish our cultural self-confidence, deeply understand the discourse thinking and logic in different cultural backgrounds, and communicate equally in cross-cultural communication.

5.2 Grasp classroom teaching and optimize curriculum design

Classroom is the main channel to implement Chinese excellent traditional culture education, and grasping classroom teaching is the key. Traditional second language classes focus on the training of language skills, lacking the optimal design of courses. Teachers should break through the traditional classroom and introduce relevant knowledge of humanities, social sciences and cultural traditions when cultivating students' professional language skills, so that students can be competent for cross-cultural communication and certain cross-professional communication. In the process of learning language and culture, we should guide students correctly, prevent blind worship of foreign cultural customs and values, encourage students to introduce China's excellent traditional culture in foreign languages, tell the story of China well, improve their ability to express and spread China culture in foreign languages, enhance their national pride, strengthen their cultural self-confidence, and cultivate international talents with China feelings and international vision.

5.3 Innovating teaching forms and enriching teaching contents

Teachers should dig deep into the elements of Chinese excellent traditional culture, innovate various teaching forms and integrate Chinese excellent traditional culture in the process of second language teaching. In the process of teaching, we should teach students in accordance with their aptitude and be flexible and interactive. Teachers can choose to introduce Chinese etiquette culture, food culture, costume culture, art culture and other related contents, and also choose the hot topics that students are most concerned about through various new media platforms, such as WeChat, QQ, Weibo, etc., and quote them in specific teaching to further improve the overall teaching efficiency.[3] The university should make full use of modern information technology, mobile network platform and WeChat official account and other forms that students like to promote Chinese excellent traditional culture. Open up a column of Chinese excellent traditional culture on the network platform, and regularly push articles on traditional culture. [4] At the same time, we will increase the intensity of offline activities, such as traditional painting and calligraphy competitions, Chinese poetry recitation competitions, and traditional cultural knowledge competitions.[5] Therefore, in the process of integrating Chinese excellent traditional culture into second foreign language teaching, teachers need to have a subtle influence on students, innovate teaching forms and enrich teaching content on the basis of understanding their own mother tongue culture.

5.4 Enhance cultural accomplishment and establish the consciousness of "course ideological and political education"

With the construction of "Curriculum Ideological and Political Education", teachers are both explorers of "Curriculum Ideological and Political Education" and practitioners of teaching activities and teaching objectives. Teachers should establish the consciousness of "ideological politics in curriculum", have noble moral sentiments, constantly enhance personality charm, infiltrate moral education into the teaching process, and strive to enhance students' recognition and practice of socialist core values. In the second foreign language class, some teachers only teach language knowledge, thinking that students' moral education is undertaken by ideological and political courses, and has nothing to do with professional courses. In addition, most foreign language teachers have experience in studying abroad or studying abroad, which may be influenced by the culture and ideas of the countries where they study abroad and lack sensitivity to

their traditional culture. Therefore, in the process of integrating Chinese excellent traditional culture into a second foreign language, teachers should establish the consciousness of "thinking about politics in courses", improve the accomplishment of Chinese excellent traditional culture, organically combine professional teaching with Chinese excellent traditional culture education, make good use of classroom teaching, and guide students to establish a correct world outlook, outlook on life and values.[6]

6 Concluding remarks

With the constant changes of the times, under the background of curriculum reform in the new era, second foreign language teachers should establish a sense of curriculum ideology and politics, be proficient in Chinese excellent traditional culture and the essence of Chinese traditional culture, and achieve mastery in the course of lectures [7]. Select high-quality materials of Chinese excellent traditional culture, and compile a series of teaching materials for the second foreign language. While cultivating students' language skills, the humanistic spirit and cultural connotation contained in language knowledge run through the whole teaching design, inspiring and guiding students, enriching teaching content, innovating teaching forms, enabling students to deepen their understanding of Chinese traditional culture in a subtle way, encouraging students to introduce China's excellent traditional culture in foreign languages, telling good stories about China, improving students' cross-cultural communication ability and global competitiveness, and enhancing national pride and competitiveness.

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