

The Integration of Qilu Culture with College English Teaching from the Perspective of Cultural Self-confidence

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Abstract

In terms of fostering cultural self-confidence, it is crucial for college English teaching to instill a deep cultural awareness within students. This involves encouraging them to articulate their own cultural perspectives, enhancing their intercultural communication skills, and placing considerable emphasis on seamlessly blending cultural and language education. By seamlessly integrating Qilu culture into the fabric of college English teaching, we can effectively achieve the desired educational outcomes centered around cultural self-confidence, thereby guiding students in developing a thoughtful cultural mindset. The methodology employed in this study combines descriptive quantitative research methods and qualitative research methods. A comprehensive set of questionnaires was distributed to 30 teachers and 208 students, with statistical tools such as mean, standard deviation, correlation analysis, and multiple regression analysis utilized for data analysis. Furthermore, to validate the research findings, in-depth interviews were conducted with 20 students and 13 teachers. The outcomes of the study affirm that the incorporation of Qilu culture in English teaching significantly enhances college students' intercultural communication abilities within the realm of English learning.

Keywords

College English, Traditional culture, Cultural self-confidence, Qilu culture.

1. Introduction

The College English Teaching Guide (2020 edition) unequivocally emphasizes a crucial aspect of college English courses: the facilitation of cross-cultural education with a humanistic perspective. Language, being the vessel of culture, holds an indispensable role within it. Beyond merely acquiring proficiency in English for communication, students are encouraged to delve into the intricate tapestry of foreign societies and cultures. The aim is not only to exchange advanced science, technology, or professional information but also to foster a profound understanding of diverse cultures. This, in turn, nurtures their intercultural communication skills, transcending linguistic boundaries and promoting a more comprehensive worldview.

2. The Value of Integrating Qilu Culture into College English Teaching from the Perspective of Cultural self-confidence

New Era College English is dedicated to enhancing international communication skills and nurturing individuals adept in the intricacies of international communication and proficient in global languages[1]. In alignment with the ethos of various Qilu culture schools, an emphasis on compassion and affection towards people and entities prevails. Figures like Guan Zhong and Yan Ying advocate for political actions that benefit and enrich the populace, resonating with the people's sentiments and adhering to their customs and desires. Enduring for millennia, the

responsibility of restoring Qi and fostering peace has been meticulously refined, exemplifying the enduring legacy of Chinese civilization. The dynamic spirit of Qilu culture, marked by innovation and progression, stands as the wellspring of its vitality, showcasing the exceptional innovation within Chinese civilization. Honesty, revered as the cornerstone of daily conduct in Qilu culture, is articulated by Guan Zhong, emphasizing its paramount importance for rulers. He posits that honesty forms an unbreakable bond, uniting the world and serving as the key to industry and commerce prosperity. Qilu culture encompasses a plethora of exemplary values, including the ethical principle of treating others as one wishes to be treated, a life philosophy emphasizing harmony without distinctions, the path of self-cultivation through sincerity and integrity, and an unwavering commitment to continuous learning and teaching. In the realm of College English teaching, a focus on fostering cultural awareness becomes pivotal. Students are encouraged to comprehend and respect their own national heritage while cultivating an understanding and appreciation for diverse cultures. Educators play a crucial role in imparting cross-cultural communication skills and motivating students to articulate their cultural perspectives in English. Incorporating cultural topics relevant to students, such as national history, customs, and creativity, enables them to express their insights in English, thereby honing language skills comprehensively. By integrating Qilu culture into English teaching, students not only enhance their language proficiency but also develop effective communication with individuals from diverse cultural backgrounds. The incorporation of Qilu cultural and literary works, historical events, and artistic creations into the curriculum allows students to discern connections and disparities between cultures. Additionally, teachers can guide students in understanding and applying nonverbal elements in cross-cultural communication, including facial expressions, body language, and social etiquette. In this holistic process, students emerge with improved language expression, listening, reading comprehension, and writing abilities, establishing a foundation for seamless cross-cultural interactions.

3. The Curriculum Design of Integrating Qilu Culture into College English Teaching

3.1. Teaching preparation

This study adopts descriptive quantitative research methods and qualitative research methods. A questionnaire was distributed to 30 teachers and 208 students. Statistical tools such as mean, standard deviation, correlation analysis and multiple regression analysis are used in the study. In addition, 20 students and 13 teachers were interviewed to verify the research results. 208 students were divided into two groups. There were 69 males and 35 females in the observation group, aged 19-22 years, with an average age of (19.54 ± 0.48) , and 68 males and 36 females in the control group, aged 19-22 years, with an average age of (19.95 ± 0.98) . The control group was given regular English teaching, while the observation group was integrated with Qilu culture to carry out English classroom teaching, and the cross-cultural communication ability of the two groups was compared. The data were processed by SPSS 21.0 statistical software. The measurement data is represented by $(\bar{x} s)$ by t-test; The counting data is expressed by the rate (%) by χ^2 test. $P < 0.05$ means that the difference is statistically significant.

3.2. The evaluation indicators

In line with Byram's cross-cultural competence model (1997), this paper meticulously assesses students' cross-cultural prowess across various dimensions. It delves into their attitudes, knowledge base, interpretation and communication skills, as well as their discovery and interaction aptitude, all while emphasizing critical cultural awareness. The evaluation comprises 20 thought-provoking questions, each contributing to a total score of 20 points, where surpassing 15 points marks an outstanding performance. At the foundational level,

cultivating a cross-cultural attitude stands as the cornerstone of English cross-cultural learning. This implies that students must foster a mindset that respects and cherishes the diversity inherent in various cultures. It calls for an openness to different cultural concepts, values, and behaviors across the globe. This cultivated attitude not only aids in adapting to diverse cultural settings but also in establishing harmonious cross-cultural relations. Moving up the ladder to the second tier, the acquisition of cross-cultural knowledge emerges as a pivotal skill in English cross-cultural learning. Proficiency in comprehending the historical context, social structures, customs, and linguistic nuances of different cultures equips students to grasp and articulate the intricacies of each other's actions and expressions. This depth of understanding enhances their ability to navigate the complexities of cross-cultural interactions with finesse[2]. By delving deeply into the intricacies of diverse cultures, students pave the way to dispel misconceptions and prejudices stemming from cultural disparities. At the third tier, mastering cross-cultural interpretation becomes paramount in the realm of English learning. This skill empowers students to discern the parallels and distinctions between various cultures, articulating them adeptly. Such proficiency ensures a more precise conveyance of thoughts in cross-cultural communication, steering clear of potential conflicts and misunderstandings. Moving forward, the fourth level entails honing the skills of cross-cultural discovery and interaction—a pinnacle in English cross-cultural learning. Here, students actively explore and grasp novel aspects and concepts within different cultures, engaging in meaningful communication with individuals from diverse backgrounds. This advanced competency not only enhances cultural adaptability but also amplifies the efficacy of cross-cultural communication, facilitating seamless integration into varied cultural contexts. Ascending to the fifth level, the culmination of English cross-cultural learning manifests in the formation of critical cultural awareness. This pinnacle proficiency empowers students to scrutinize ideas and practices across different cultures, rejecting blind acceptance in favor of independent thinking and judgment. Individuals endowed with critical cultural awareness excel in navigating the challenges and enigmas inherent in cross-cultural communication, fortifying their ability to adapt and thrive in diverse cultural landscapes.

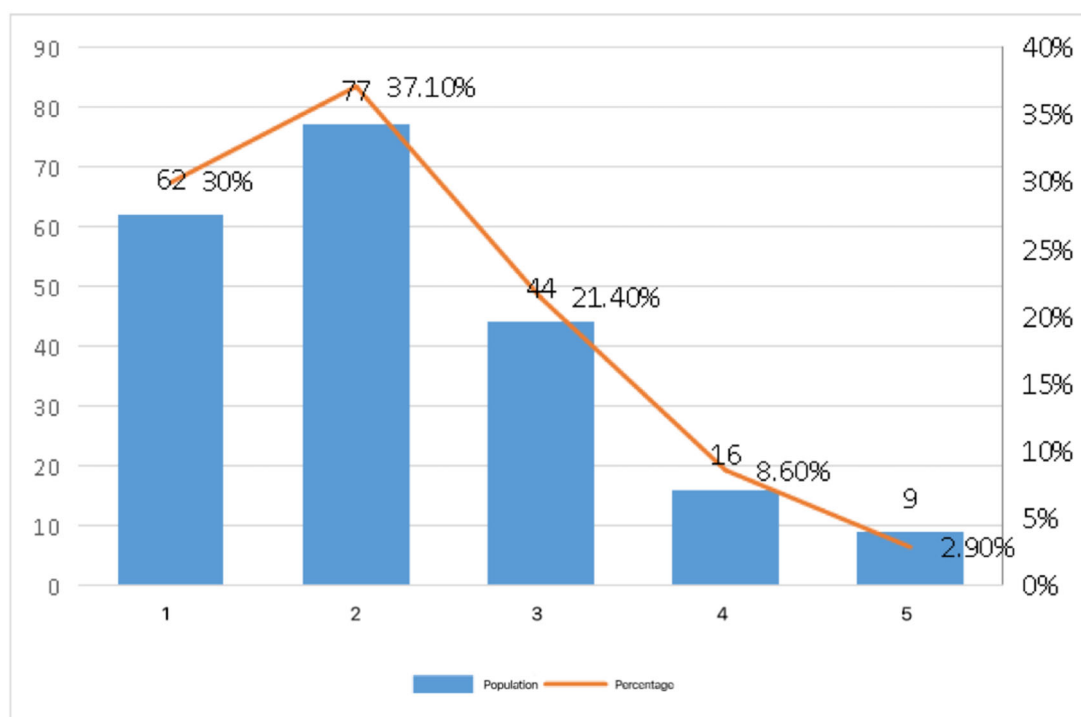


Figure 1. Summary of specific results of pre-test

According to the results of the pre-test, most students are at the second and third levels so they have a certain cross-cultural knowledge and attitude. At the same time, they have certain skills of explanation and connection but they are still lacking in discovering interaction and critical cultural awareness. English cross-cultural learning is a long-term process, which requires continuous study and practice to improve one's cross-cultural communication ability.

3.3. The teaching process of incorporating benevolence thought

Teaching objectives

- A. Understanding the background and core concepts of Confucian benevolence
- B. Understanding the importance of Confucian benevolence to interpersonal relationships and social harmony
- C. Cultivating students' sense of social responsibility and caring for others

Teaching materials

- A. Relevant introductions and texts of Confucianism (articles, books, videos, etc.)
- B. Relevant texts or articles in college English textbooks
- C. Organizing students to participate in the discussion of issues or activities

Teaching process

- A. Introduction (5 minutes): Teachers should introduce the concept and background of Confucian benevolence, so that students can better understand and Confucianism. It is essential to study their teaching such as Analects (Analects of Confucius) and Mencius (Mencius) as well as relevant secondary sources in English. Reading comments and analysts by scholars who have translated the texts into English can provide valuable insights. It also can stimulate students' interest in the theme through relevant pictures, videos or short stories.
- B. Concept explanation (10 minutes): Teachers should introduce the core concepts of Confucian humanity such as benevolence, loyalty and etiquette, and its important position and influence in ancient China society.
- C. Text analysis (15 minutes): Teachers should select an article or text in a college English textbook, and ask students to read and analyze the content of caring for others and paying attention to social harmony, and discuss the embodiment of this idea in this text.
- D. Student discussion (20 minutes): Teachers should organize students to discuss in groups, give them some questions about friendship, family, community and other topics, and encourage students to discuss with Confucian benevolence and share their views and experiences.
- E. Student presentation (15 minutes): Teachers should ask students to present the results of their discussion. Students can choose to speak on behalf of the group and invite other students to ask questions or express their opinions.
- F. Reflection and summary (10 minutes): Teachers should guide students to summarize and think about the importance of Confucian humanity in contemporary society, and combine their own learning and life experience to think about how to apply these thoughts to their daily study and communication.

Teaching evaluation

- A. Student participation: Teachers can observe the degree and quality of students' participation in discussion and presentation.
- B. Students' understanding of Confucian humanity: Through students' oral expression or written homework, teachers can evaluate their understanding and application ability of this thought [3].
- C. Students' critical thinking ability: Teachers can assess students' ability to ask questions, analyze and think critically in the discussion.

Teaching extension

A. Teachers can lead students to conduct more in-depth discussions, invite sociologists or China cultural experts to give lectures or discussions, and further deepen students' understanding and concern about Confucian humanity. Students can be organized to carry out relevant community service activities, and their sense of social responsibility and caring for others can be strengthened through practice.

B. Teachers should integrate the responsibility of studying the classic into the writing of college English teaching.

Teaching objectives

A. Students can understand the concept of cultivating Qi and thoughts and the significance of taking responsibility

B. Students can use their English knowledge to write a short essay about personal responsibility.

Teaching Steps

A. Teachers play a pivotal role in guiding students through discussions on the profound concepts of fostering peace and assuming responsibility, thereby expanding their intellectual horizons. This paper provides a succinct overview of the context and significance surrounding the cultivation of Qi, the management of peace, and the shouldering of responsibility. Its aim is to kindle students' curiosity and engagement in these vital subjects. To further enhance understanding, educators can distribute relevant articles or video materials, encouraging students to delve into them and extract examples of responsibility highlighted in the content. It is crucial to integrate this exploration within the English learning process. While comprehending the philosophies of Confucius and Mencius may pose a challenge due to the translation of ancient Chinese teachings, it is undeniably feasible through diligent study and research. For a more accessible grasp, this paper introduces specific English vocabulary terms that aid in unraveling the teachings of Confucianism and Mencius. Teachers can elucidate the thoughts of these ancient philosophers, with Confucius emphasizing self-cultivation for societal well-being and advocating benevolent governance. Mencius, on the other hand, delves into the cultivation of one's personality and the art of governing, culminating in the Confucian value pursuit of harmonizing self-cultivation, family management, national governance, and global tranquility.

B. Educators can empower students by fostering open discussions and inviting them to articulate their perspectives. Encouraging students to reflect on their daily responsibilities and providing concrete examples can deepen their understanding. Additionally, instructors should facilitate group discussions, prompting students to collaborate on a comprehensive report. This report should delve into their interpretation of the impact of Confucius and Mencius' philosophies on Chinese society, demonstrating their grasp of responsibility and the ability to articulate it in English. Equally important is guiding students in planning their own writing content and offering valuable writing tips and skills.

C. Students began to write their own personal responsibility essay, asking them to use some specific words and sentence patterns, such as Virtue (德) refereeing to moral Excellence, Goodness, and Righteousness, benevolence (仁) meaning benevolence, and humanity, filial piety (孝) refereeing to respect, care, and obedience towards one's parents and ancestors, etiquette (礼) meaning creating harmonious interactions between individuals and society, righteousness (义) meaning doing the right thing morally and ethically, wisdom (智) referring to the ability to make sound judgments and decisions. In order to strengthen English writing ability, students can exchange and edit each other's short articles to help them improve their writing skills and grammar knowledge. Also, students can show their essays and discuss them in groups or classes.

D. Teachers comment and give feedback on students' short essays, and encourage them to further improve their writing ability.

Teaching evaluation

A. The active degree of students' participation in discussions and group reports

B. Students' writing quality and grammatical accuracy

C. Whether students can clearly express their views and understanding in the discussion part

4. Qilu Culture into College English Teaching Effect Analysis

(A) Analysis of the survey results

Table 1. Comparison of Cross-cultural Ability between Two Groups of Students

Group	n	Attitude	knowledge	Interpretation of connection	Interactive discovery	Critical culture
Observation group(population)	104	102	98	96	69	58
Control group(population)	104	95	89	76	46	23
X ²	-	4.656	2.626	16.903	6.893	5.092
P	-	>0.05	>0.05	<0.05	<0.05	<0.05

From the results of investigation and analysis, students' cross-cultural ability has been significantly improved after one semester's study.

(B) Summary of interview results

By interviewing 20 teachers, college English teachers generally believe that integrating Qilu culture into college English listening, speaking, reading and writing training will have a positive impact on students' cultural self-confidence and cross-cultural communication ability. Qilu culture, as one of the excellent traditional cultures in China, has rich connotations and unique characteristics. By studying Qilu culture, students can learn about the glorious history of China's ancient civilization and inherit and feel the good traditions of the Chinese nation. Teachers can enhance students' sense of identity with their own cultural identity and improve their cultural self-confidence to let them learn and use English more actively [4].

5. Conclusion

In conclusion, the significance of cross-cultural communication cannot be overstated. It's an indispensable skill that opens doors to a richer understanding of the diverse world we live in. Delving into other cultures allows students to grasp the intricacies of different thought processes, values, and behaviors, fostering a profound appreciation for the global tapestry of humanity. Integrating Qilu culture into English teaching offers a unique gateway to unlocking a deeper comprehension of Chinese culture and the mindset of its people. This immersive approach equips students with the tools to communicate more effectively, bridging gaps and building meaningful connections across borders. Beyond cultivating respect for diverse cultures, it enhances students' communicative competence and adaptability, empowering them to navigate the complexities of a cross-cultural environment with confidence and grace.

Acknowledgments

The project is 2022 Shandong Province Undergraduate Teaching Reform Research Project. The research project name is The Integration of Qilu Culture with College English Teaching from the Perspective of Cultural Self-Confidence. The project number is M2022620.

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