

## *Original Paper*

# A Strategic Study on the Integration of Chinese Culture into the Course of "College English Audiovisual and Speaking" under the Background of Cultural Self-confidence

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### **Abstract**

*This paper discusses the importance and implementation strategies of integrating Chinese culture into College English Audiovisual and Speaking Course under the background of cultural confidence. By analyzing the role of traditional Chinese culture in English teaching, this paper emphasizes the importance of integrating Chinese culture into teaching to expand students' knowledge, improve comprehensive quality, cultivate cultural self-confidence, enhance cultural communication and improve teaching level. This paper diagnoses the problems existing in the current English audio-visual speaking course, including the lack of understanding of traditional Chinese culture, ignoring language and cultural differences, and the lack of confidence in traditional culture among college students. In response to these problems, this paper proposes a series of improvement strategies, including integrating more cultural factors into teaching, strengthening teachers' cultural sensitivity training, student-centered promotion of cultural self-confidence, active participation of families, and clarifying the goals and contents of cultural self-confidence in teaching. This study aims to provide theoretical basis and practical guidance for English education practice, promote the inheritance and development of traditional Chinese culture, enhance students' cultural self-confidence, and effectively improve the quality of English teaching*

### **Keywords**

*cultural self-confidence, Chinese culture, cultural integration, College English Audiovisual and Speaking Course*

## **1. Analysis of the Importance of Introducing Traditional Culture into College English Audiovisual and Speaking Course**

### *1.1 Expand Knowledge and Promote English Learning*

In the context of globalization, language is not only a tool of communication, but also a carrier of cultural transmission. As the most popular second language learning field in the world, integrating

traditional culture into the teaching process, especially introducing traditional Chinese culture into the audio-visual speaking course, is of great significance for students to broaden their knowledge and enhance English learning.

The introduction of traditional culture can enrich the learning content of students, so that English learning is no longer limited to the study of the language itself, but in a broader cultural background. According to research, if the language learning can be combined with the corresponding cultural background, the implicit meaning and cultural differences in the language can be better understood, thus improving the efficiency of language learning (Luo Zhan, 2014: 37-40). For example, by explaining Chinese traditional festivals, historical stories and classic literature, students can not only increase their understanding of Chinese culture, but also ignite their interest in learning English, so that they can acquire the ability of cross-cultural communication while learning the language.

From the perspective of cognitive psychology, the introduction of culture aids to build a more diversified and three-dimensional knowledge structure conducive to language learning. Piaget's theory of cognitive development emphasizes that the construction of knowledge is achieved through the continuous adjustment and extension of existing knowledge (Piaget, 1952). Integrating elements of traditional Chinese culture into audio-visual English teaching can provide students with new cognitive symbols and situations, and spur them to extend their current language knowledge structure, so as to better master English.

The integration of culture can also assist students establish the context of learning English, making the learning process more natural and meaningful. Vygotsky's sociocultural theory points out that learning is a social process that occurs through interaction with others in a specific cultural context (Vygotsky, 1979). By introducing Chinese traditional culture into the English audio-visual speaking course, it can not only offer students with a real communication situation, but also propel their cognitive development in the social and cultural context.

To sum up, introducing Chinese traditional culture into College English Audiovisual and Speaking Course can not only expand students' knowledge and enrich their learning content, but also improve the efficiency and effect of English learning. This teaching mode helps students to have a good grasp of the language skills and enhance the ability of cross-cultural communication, laying a solid foundation for their future communication and cooperation in the context of globalization

### *1.2 Ameliorate Comprehensive Quality and Cultivate Cultural Self-confidence*

In the current educational background, cultural self-confidence has become an pivotal issue, especially in the field of language teaching, and its significance is self-evident. As an important means to improve students' English listening and speaking ability, the integration of Chinese traditional culture can not only increase students' comprehensive quality, but also effectively foster their cultural self-confidence.

Cultural self-confidence refers to the identification and confidence of one's own culture. In the tide of globalization, the strong input of Western culture makes some students confused in cultural identity, which has a negative impact on students' psychological development and personality shaping. By

introducing traditional Chinese culture into the English audio-visual speaking course, students can have a deeper understanding of Chinese culture while learning English, thus enhancing cultural self-confidence (Hu, 2012: 345-362).

Improving comprehensive quality is not only the accumulation of knowledge, but also the shaping of values, ways of thinking and behavior patterns. Chinese traditional culture has profound history and contains rich philosophical thoughts, moral concepts and life wisdom. Integrating these cultural elements into English teaching can assist students better understand and respect different cultures in cross-cultural communication, enhance their international vision and cross-cultural communication ability, and comprehensively reinforce the comprehensive quality of students (Bennett, 2008:13-31).

In addition, the cultivation of cultural self-confidence is also an essential way to enhance national soft power. With the increasing importance of China on the international stage, the dissemination and promotion of Chinese culture has become singularly critical. The dissemination of Chinese culture through audio-visual English speaking courses can not only accelerate the internationalization of Chinese culture, but also strengthen students' sense of responsibility and mission as cultural disseminators (Huang Chunyan, 2019: 63-64).

Therefore, integrating Chinese traditional culture into College English Audiovisual and Speaking Course is a teaching strategy that meets the requirements of The Times to improve students' comprehensive quality by enhancing their cultural cognition, respect and self-confidence. This is not only conducive to the comprehensive development of students, but also has great significance in promoting the inheritance and development of Chinese culture and improving the soft power of national culture.

### *1.3 Spread Chinese Culture and Reinforce Cultural Soft Power*

With the acceleration of globalization, cultural soft power has become an vital part of national competitiveness. As a country with a long history and rich culture, the dissemination of Chinese culture through College English Audiovisual and Speaking Course is not only the embodiment of cultural confidence, but also an effective way to ameliorate the country's cultural soft power.

Cultural soft power refers to the ability to attract and persuade others through culture to achieve one's own goals, including the attraction of culture, the influence of values and the communication power of cultural products (Jiang Yingzhou, 2013: 41-45). Chinese traditional culture contains profuse philosophical thoughts, ethics and artistic achievements, which are crucial components of Chinese cultural soft power. Introducing these cultural elements to students through audio-visual English speaking courses can not only increase students' knowledge and understanding of Chinese culture, but also help to enhance the international influence of Chinese culture.

As the main language of international communication, English is an important channel to spread Chinese culture. Integrating traditional Chinese culture into College English Audiovisual and Speaking Course enables students to learn about Chinese history, culture, art and other aspects while learning language skills. This not only helps to build a bridge of cross-cultural communication and stimulate

mutual understanding and respect of cultures, but also assists to spread Chinese culture globally and perfect China's international image and cultural influence (Wang Zhuo, 2024:65-74).

In addition, spreading Chinese culture also has a boon to cultivate students' international vision and global competitiveness. In the teaching process, teachers can design relevant teaching content and activities based on the characteristics of Chinese culture (Zhang Wenjuan, 2016: 106-114+147), such as the celebration of traditional Chinese festivals, the reading of classical Chinese literature works, and the introduction of Chinese historical figures. These activities can not only enhance students' understanding and interest in Chinese culture, but also foster their intercultural communication skills, laying the foundation for their future communication and cooperation in the international arena.

Therefore, the dissemination of Chinese culture through College English Audiovisual and Speaking Course is not only a recognition and inheritance of the value of traditional Chinese culture, but also an effective way to increase the soft power of Chinese culture. This teaching model is not only conducive to the personal development of students, but also helps to enhance China's status and influence in the international community.

#### *1.4 Increase the Teaching Level and Enhance the Ability of Cultural Communication*

In contemporary education, the teaching level of teachers and the cultural transmission of courses have a profound impact on students' learning experience and results. Especially in the audio-visual English speaking course, the integration of Chinese traditional culture can not only enrich the teaching content, but also effectively improve the teaching level of teachers and the cultural communication power of the course, so as to promote the all-round development of students and the establishment of cultural self-confidence.

College English Audiovisual and Speaking Course integrated with Chinese traditional culture can provide more diversified and rich teaching content, which can not only stimulate students' interest in learning, but also help students understand and appreciate the unique charm of Chinese culture while learning English. By integrating traditional Chinese cultural elements, such as poems, stories, historical events and cultural customs, teachers can design innovative and interactive teaching activities, which can effectively ameliorate class participation and learning motivation, so as to improve teaching level (Zhang Xuexin, 2014:5-10).

Integrating Chinese traditional culture into English teaching can enhance the cultural transmission of the curriculum. In the context of globalization, language learning is not only about mastering a communication tool, but also about understanding and respecting different cultures (Sun Youzhong, 2016:1 +17-22). The dissemination of Chinese culture through audio-visual English speaking courses can not only promote international cultural exchange and understanding, but also reinforce students' awareness and ability as cultural disseminators. This teaching strategy is helpful for students to build a bridge of cross-cultural communication and strengthen their cultural transmission power in the international arena (Jin, 2002:53-64).

In the process of integrating into Chinese traditional culture, teachers can also continuously improve

their professional ability and cultural accomplishment. In order to effectively integrate cultural elements into teaching, teachers need to have a deep understanding and research of traditional Chinese culture, which can not only increase teachers' cultural self-confidence, but also set a positive example for students to learn and further improve their teaching level (Yang Jincai, 2020:11-14).

Therefore, integrating Chinese traditional culture into English audio-visual speaking course is an effective way to improve teaching level and enhance cultural communication. This teaching strategy can not only enrich the teaching content, stimulate students' learning interest, but also promote cross-cultural communication and understanding, and cultivate students' cultural confidence and international vision.

## **2. Cultural Deficiency in English Audio-visual Speaking Course Teaching**

### *2.1 Lack of Understanding of Our Traditional Culture*

In today's English teaching practice, although educators have realized the importance of culture in language teaching, there is still a lack of understanding of traditional Chinese culture in many College English Audiovisual and Speaking Course. This lack of culture not only affects students' awareness and respect for local cultures, but also limits their ability to communicate and interact effectively in the context of globalization.

Traditional Chinese culture contains a wealth of knowledge in the fields of history, literature, philosophy, and art, all of which are important parts of the unique identity and values of the Chinese nation. However, in many College English Audiovisual and Speaking Course, the teaching materials and teaching contents tend to focus on the introduction of Western culture and the lifestyle of English-speaking countries, while ignoring the integration of traditional Chinese cultural elements (Wu, 2001: 191-194). Such biased cultural teaching not only makes students lack of understanding and identification of their own culture, but also makes them lack of necessary cultural background knowledge in cross-cultural communication, which is difficult to carry out effective cultural communication and exchange.

The lack of understanding of traditional Chinese culture also affects students' cultural confidence and identity. Cultural confidence is built on the basis of deep understanding and identification of local culture. If students are always in a subordinate position in the process of English learning, it is difficult to form self-confidence and pride in their own culture (Du Zhengming, 1998:7-15). This situation not only limits the personal development of students, but also is not conducive to the inheritance and development of Chinese culture.

The lack of understanding of traditional Chinese culture also affects teachers' teaching design and implementation. Teachers are the important media of cultural transmission, and their cultural knowledge and consciousness directly affect the selection and presentation of teaching content. If teachers themselves do not know enough about traditional Chinese culture, it is difficult to integrate relevant cultural elements into the teaching process effectively, and it is difficult to design teaching

activities that can reflect Chinese cultural characteristics (Wu Ping, 2007:37-45).

Therefore, to solve the problem of insufficient understanding of traditional Chinese culture in College English Audiovisual and Speaking Course, it is not only necessary to enrich and update the teaching content and integrate more traditional Chinese cultural elements, but also to strengthen the training and learning of teachers on traditional Chinese culture and improve their cultural awareness and communication ability. Only in this way can we truly enhance students' cultural self-confidence and enhance the influence and dissemination of Chinese culture.

## *2.2 Ignore the Differences between English and Chinese*

In the teaching of audio-visual speaking courses, it is common to ignore the differences between English and Chinese languages, which not only affects the students' understanding of the deep cultural connotation of the language, but also limits the improvement of their cross-cultural communication ability. There are significant differences between English and Chinese in expression habits, grammatical structure, phonetic system and vocabulary use, which are deeply rooted in their different cultural soils and ways of thinking.

From the perspective of grammatical structure, English, as a Western language, is more rigorous in its grammatical structure, emphasizing the logical order of subject, verb, object, while Chinese is more flexible in its grammatical structure, often paying more attention to the expression of meaning groups. This structural difference reflects the difference in thinking modes between the East and the West (Tang Yanling, 2011: 501-511+639). Ignoring this difference may make it difficult for students to accurately grasp the grammar rules in learning English and affect the accuracy of language expression.

From the perspective of vocabulary use, there are often differences between English and Chinese in the vocabulary used to express the same concept. This difference is not only at the linguistic level, but also at the cultural level. For example, although the Chinese word "home" and the English word "home" both refer to the place of living, the Chinese word "home" carries far more family concepts and cultural emotions than the English word "home" (Zhang Jie, 2012: 78-80). If students do not pay attention to the difference in the use of words, it will affect their understanding of cultural connotation and the cultivation of cross-cultural communication ability.

The difference of phonetic system can not be ignored. English phonetic system has more phenomena such as consonant linking and loss of blasting, while Chinese phonetic system is relatively simple. Such differences make students face great challenges in learning English pronunciation, especially when imitating English pronunciation and intonation, they are easily influenced by their mother tongue, resulting in accent problems and affecting the fluency and accuracy of communication (Han, 2013:26-30).

Therefore, in the process of teaching design and implementation of College English Audiovisual and Speaking Course, the differences between English and Chinese must be fully considered. By means of comparative teaching and scenario simulation, students should be helped to deeply understand the differences in expression modes, thinking habits and cultural connotations of the two languages, so as

to improve students' language application ability and cross-cultural communication ability.

### *2.3 Ignore the Differences between Chinese and Western Cultures*

In the teaching practice of English audio-visual speaking course, the neglect of the cultural differences between China and the West is a problem that cannot be ignored. This neglect not only weakens the cultural education function of the curriculum, but also limits students' ability to effectively communicate and understand different cultures in the context of globalization. There are profound differences between Chinese and Western cultures in values, ways of communication, habits of thinking, etc. These differences have an important impact on the use and understanding of language.

From the perspective of values, Western culture is more inclined to individualism, emphasizing individual freedom and independence, while Chinese culture attaches more importance to collectivism, emphasizing community harmony and family ties (Yang Xiaohong, 2014: 101-110). This fundamental difference in values is directly reflected in language expression and communication. For example, Westerners tend to express their views and needs directly in communication, while Chinese prefer implicit and indirect ways of expression to avoid conflicts and keep face. If this difference is ignored in College English Audiovisual and Speaking Course, students may encounter obstacles in cross-cultural communication and fail to accurately understand and cope with communication methods in different cultural backgrounds.

There are also significant differences in thinking habits between China and the West. Western culture tends to be logical and analytical, while Chinese culture attaches more importance to intuitive and holistic thinking (Hofstede, 1984: 81-99). This difference is also reflected in the use and understanding of language. Westerners tend to pursue clear logic and clarity in expression, while Chinese may pay more attention to the creation of artistic conception and the transmission of emotions in narration (Zhang Hongping, 2013: 68-70). If we do not pay attention to this point in College English Audiovisual and Speaking Course, students may ignore the cultural logic behind English when understanding and using English, which will affect the effectiveness of communication.

The differences in communication etiquette and social habits are also important aspects of the differences between Chinese and Western cultures. For example, in Western cultures, looking someone straight in the eye is seen as a sign of honesty and confidence, while in Chinese culture, excessive eye contact may be considered impolite. This seemingly small cultural difference in behavior, if ignored in audio-visual English teaching, may lead to misunderstandings and embarrassment in the actual cross-cultural communication.

Therefore, the teaching design and implementation of College English Audiovisual and Speaking Course should fully consider the differences between Chinese and Western cultures. Through case analysis, role playing and other teaching methods, students should be helped to have a deep understanding of the characteristics and communicative habits of different cultures and cultivate their intercultural communicative competence, so as to participate in global communication more effectively.

### **3. Introduction of Chinese Traditional Culture into College English Audiovisual and Speaking Course**

#### *3.1 College Students Lack Confidence in Traditional Culture*

In the context of globalization, English has become an important international communication tool, which makes English education highly valued around the world. However, in the course of English audio-visual speaking, although the cultivation of language skills is emphasized, it is insufficient to integrate into traditional Chinese culture, especially in enhancing students' confidence in their own culture. To some extent, this situation leads to the lack of college students' sense of identity and confidence in their traditional culture.

At present, in some College English Audiovisual and Speaking Course, there is less content of Chinese traditional culture, which leads to fewer opportunities for students to contact and understand their own traditional culture. This lack of emphasis on traditional culture education, to a certain extent, affects students' knowledge and understanding of traditional Chinese culture, and then affects their confidence in their own culture (Peng Xiaoyan, 2013:111-113). When students are learning and using English, they tend to have a sense of cultural inferiority in the face of Western culture and lack of sufficient knowledge of Chinese cultural background, which leads to a lack of confidence in their own traditional culture.

Due to the influence of globalization and cultural homogenization, some college students are more exposed to and use internationalized products and information in their daily life, and they are not familiar with or pay enough attention to the forms and contents of their own traditional culture. In this case, they often lack the ability and confidence to introduce Chinese culture to foreigners in international exchanges, and even prefer to use foreign cultural elements for self-expression in some cases (Tong, 2011: 55-69).

The existing education system and educational evaluation system often pay more attention to the cultivation of language skills and academic achievements, but pay less attention to the cultivation of cultural education and cultural confidence. Due to the limitations of this education model, although students have made progress in language skills, their cultural self-confidence and cultural communication ability have not been correspondingly improved (Li, 2023:13-17).

Therefore, in order to improve college students' confidence in traditional culture, it is necessary to strengthen the teaching content of traditional Chinese culture in College English Audiovisual and Speaking Course, and let students deeply understand and experience the charm of Chinese culture through various teaching activities, so as to enhance their pride and confidence in their own culture. At the same time, it is also necessary to reform the existing educational evaluation system and incorporate the achievements of cultural education into the evaluation system to promote the all-round development of students

#### *3.2 The Setting of Cultural Confidence is Missing from the Curriculum*

In the current design and implementation of College English Audiovisual and Speaking Course, the



lack of cultural confidence has become a problem that cannot be ignored. Cultural confidence refers to the recognition, respect and confidence of one's own culture, which is an important embodiment of a nation's cultural soft power. However, the existing College English Audiovisual and Speaking Course tend to focus more on the training of language skills and neglect the cultivation of cultural confidence, which weakens students' sense of identity and pride in their own culture to a certain extent.

In current College English Audiovisual and Speaking Course, the selection of course content tends to introduce Western culture and display western lifestyle, while ignoring the integration of traditional Chinese cultural elements. This phenomenon is not only reflected in the compilation of textbooks, but also in the design of teaching activities (Zhang, 2010: 383-402). Due to the lack of systematic introduction and in-depth discussion of Chinese traditional culture, it is difficult for students to obtain a deep understanding and identification of their own culture from the course, which directly affects their confidence in their own culture.

The choice of teaching methods is also an important factor that leads to the loss of cultural confidence. At present, many College English Audiovisual and Speaking Course are more teacher-centered teaching mode, ignoring the differences of students' subjective status and cultural background (Wang Yan, 2023:243-247). This teaching mode is difficult to stimulate students' interest and desire to explore their traditional culture, and is not conducive to the cultivation of students' cultural self-confidence.

The imperfection of the curriculum evaluation system is also a key factor, and the current curriculum evaluation often focuses too much on the test of language skills, while ignoring the evaluation of cultural knowledge and cultural confidence (Han Ling, 2020:65-69). The design of this evaluation system has virtually reduced the status of cultural teaching in the curriculum, making teachers unwilling or unable to invest enough time and resources in teaching to cultivate students' cultural self-confidence.

Therefore, in order to improve the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, it is necessary to clarify the cultivation goals of cultural confidence in the course design, select more teaching contents that can reflect Chinese cultural characteristics, adopt teaching methods that pay more attention to students' subjectivity and cultural interaction, and improve the curriculum evaluation system to include the cultivation of cultural confidence in the evaluation indicators. To promote students' confidence and pride in their own culture.

### *3.3 Teachers' Neglect of the Importance of Cultural Self-confidence*

In the course of audio-visual English speaking, teachers play a crucial role, their teaching philosophy, the choice of teaching content and the application of teaching methods have a direct impact on the quality and effect of the course. However, in the current teaching practice, some teachers' neglect of the importance of confidence in Chinese culture has become a significant obstacle to the integration of traditional Chinese culture into English teaching.

Due to the influence of traditional English teaching mode, some English teachers overemphasize the training of language skills and ignore the importance of cultural education. They may think that the

main purpose of language learning is to master basic skills such as listening, speaking, reading and writing, and pay insufficient attention to the teaching of cultural connotations and values behind the language (Wang, 2020:267-271). This concept leads to the lack of systematic introduction and in-depth discussion of traditional Chinese culture in curriculum design and teaching practice, and students lose the opportunity to enhance cultural confidence through language learning.

Some teachers lack understanding and recognition of traditional Chinese culture, and may have doubts about the value and modern significance of traditional culture. In this case, it is difficult for teachers to convey the charm of Chinese culture with a positive and confident attitude in the teaching process, and it is difficult to stimulate students' interest and confidence in traditional culture (Liu, 2020:54-56). This attitude and concept of teachers are passed on to students invisibly, which makes students lack sufficient motivation and self-confidence in the process of cultural learning.

Teachers may also lack effective methods and strategies to integrate traditional Chinese culture into English teaching. Even though some teachers recognize the importance of cultural education, due to the lack of relevant training and guidance, they may not know how to properly introduce Chinese cultural elements into English teaching and how to design teaching activities that can promote students' cultural confidence (Zhang Yan, 202:119-121).

Therefore, in order to improve the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, it is necessary to strengthen cultural education and training for teachers, raise their awareness of the importance of cultural confidence, enhance their understanding and confidence in Chinese traditional culture, and provide them with effective strategies and methods for integrating cultural knowledge into language teaching. In order to better guide students to understand and identify with their own traditional culture in teaching, to build cultural self-confidence.

#### **4. How to Improve the Quality of Introducing Chinese Traditional Culture into College English Audiovisual and Speaking Course**

##### *4.1 Integrate more Cultural Factors into English Teaching*

In order to improve the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, the design of teaching content must pay more attention to the integration of cultural factors. This not only helps to improve students' language skills, but more importantly, it can enhance students' understanding and confidence in their own culture, thus enhancing their cultural soft power.

The course content should contain rich elements of Chinese traditional culture. These elements can be Chinese historical stories, traditional festivals, folk culture, classic literary works, artistic expressions, etc. (Li Li, 202:111). By integrating these cultural elements into all aspects of listening and speaking teaching, students can not only learn English knowledge, but also deeply understand and experience the charm of traditional Chinese culture. For example, teachers can design some listening materials with Chinese Spring Festival and Mid-Autumn Festival as the background, or let students introduce Chinese

calligraphy, Peking Opera and other cultural characteristics through English speeches.

Teaching methods should encourage students to actively explore and experience Chinese culture. The traditional teaching mode is often taught by teachers and passively accepted by students, which is difficult to stimulate students' interest and initiative in cultural learning (Wang Hui, 2021:171-172 +174). Therefore, teachers should adopt more interactive and experiential teaching methods, such as group discussion, role play, cultural experience activities, etc., so that students can deeply feel the connotation of Chinese culture in practical operation and interactive communication.

The evaluation system should also fully consider the integration of cultural factors. Traditional language teaching evaluation tends to pay too much attention to the correctness of language forms and neglect the understanding and application of cultural content (Jin Yan, 2020:2-9). When designing evaluation, teachers should set up some evaluation indicators to examine students' mastery of cultural knowledge and cultural application ability, such as cultural research reports, cultural keynote speeches, etc., so that students can show their understanding and application of traditional Chinese culture.

Therefore, in order to improve the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, it is necessary to integrate more cultural factors into the design of course content, adopt more interactive and experiential teaching methods, and fully consider cultural factors in the evaluation system, so as to promote students' in-depth understanding and identification of Chinese traditional culture, so as to build strong cultural confidence.

#### *4.2 Strengthen Teacher Training and Learning to Enhance Cultural Sensitivity*

In the context of a globalized education, English teachers not only have to teach language skills, but also guide students to understand and appreciate diversity from different cultural backgrounds. Therefore, strengthening the training of teachers and enhancing their cultural sensitivity is one of the key strategies to improve the quality of the introduction of traditional Chinese culture into College English Audiovisual and Speaking Course.

Teacher training should include the basic knowledge of traditional Chinese culture and the understanding of deep cultural values. Many teachers may have a certain understanding of Chinese history, literature, art and other fields, but may not have a deep understanding of the deep values, ways of thinking and social customs behind these cultural elements (Lu Lihong, 2006:104-105). Through systematic training, teachers can grasp the essence of Chinese culture more comprehensively, so as to integrate relevant cultural content more effectively in the teaching process, and guide students to deeply understand and appreciate their own culture.

The training of teachers should also involve the improvement of intercultural communication ability. In the context of globalization, English teaching is not only the transfer of language knowledge, but also a bridge of cultural exchange and understanding. Teachers need to have a high degree of cultural sensitivity and intercultural communication ability in order to correctly understand and deal with communication barriers and misunderstandings that may occur in different cultural backgrounds (Cheng Lianghong, 2014: 36-43). Through training, teachers can learn how to deal with cultural

differences in teaching and how to use appropriate examples and materials to reduce cultural bias and promote cultural understanding.

Teacher training should also emphasize the development and application of innovative teaching methods. With the development of educational technology, teachers can use multimedia resources, network platforms and other modern teaching tools to enrich the content and form of teaching (Liu Fengxing, 2022:151). The training should teach teachers how to effectively use these tools to demonstrate the unique charm of Chinese culture, and how to design interactive and experiential teaching activities to enhance students' learning interest and cultural experience.

Therefore, strengthening the training of teachers, improving their cultural knowledge, intercultural communication ability and innovation of teaching methods are crucial to improving the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course. Through such training, teachers are able to more effectively integrate Chinese culture into their teaching and cultivate students' cultural confidence and global perspective.

#### *4.3 Student-centered Promotion of Cultural Confidence*

To improve the quality of the introduction of Chinese traditional culture in College English Audiovisual and Speaking Course, it is necessary to put students in the center of teaching, so as to effectively cultivate and enhance their cultural confidence. This requires teaching not only to pay attention to the transfer of language knowledge and skills, but also to the establishment of cultural identity and the transmission of cultural values.

The teaching content should be designed closely around the interests and needs of students, and elements of traditional Chinese culture should be integrated into the curriculum in an attractive way. Through diverse teaching activities such as storytelling, role playing, and cultural project research, students can have a deep understanding of traditional Chinese culture through personal participation and experience (Dai Chenli, 2022: 69-72). For example, we organize students to study projects with the theme of traditional Chinese festivals, so that they can comprehensively understand the historical background, cultural significance of festivals and their embodiment in modern society through collecting materials and teamwork.

Teachers should encourage students to actively explore and express their views and feelings on traditional Chinese culture. Create an open and inclusive atmosphere in the classroom, and encourage students to share their views and experiences on Chinese culture, even their troubles and doubts about cultural differences (Hu Mengdie, 2022:161-163 +173). Such exchanges not only enhance students' understanding of Chinese culture, but also promote the development of their critical thinking and cross-cultural communication skills.

The design of evaluation mechanism should pay more attention to the cultivation of students' cultural self-confidence. The traditional evaluation system often takes the mastery of language skills as the main evaluation index, but neglects the cultivation of students' cultural understanding and application ability (Ma Shutao, 2022:55-57). Teachers can set some tasks related to Chinese culture, such as

traditional Chinese culture speech, traditional culture essay, traditional culture art creation, etc., as part of the course evaluation, so as to encourage students to explore Chinese culture in depth and enhance their self-confidence in practice.

Therefore, through student-centered teaching design, creating diversified and interactive learning activities, encouraging students to actively explore and communicate, and building a more comprehensive evaluation mechanism, students can effectively improve their understanding and identification of traditional Chinese culture in College English Audiovisual and Speaking Course, thus enhancing their cultural confidence.

#### *4.4 Families Cooperate in the Implementation of Traditional Cultural Education*

In the process of improving the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, the role of the family cannot be ignored. The family is the first social environment in which an individual grows up and has a profound impact on personal values, cultural identity and language learning. Therefore, family education plays a vital role in cultivating students' cultural self-confidence, promoting the inheritance of traditional Chinese culture and improving the efficiency of English learning.

Families can teach traditional Chinese culture to their children through practical activities in daily life, such as the celebration of traditional festivals, the learning and experience of traditional Chinese art, and the telling of family history (Fan Qingze, 2023:68-75). This natural cultural influence can not only enhance children's cognition and understanding of traditional Chinese culture, but also cultivate their pride and self-confidence in their own culture.

Parents' attitude and behavior have a great influence on children. If parents can actively show their children respect and love for traditional Chinese culture, such as by reading classical Chinese literature and participating in traditional cultural activities, such a power of example can effectively encourage children to learn and appreciate their own culture (Ge Bin, 202:11-17). In addition, parents can also encourage their children to introduce Chinese culture in English to foreign friends to enhance their children's ability and confidence in cultural communication in English.

Effective communication and cooperation between home and school is also essential. Schools should actively communicate with parents and encourage parents to participate in their children's learning process when developing audio-visual English courses and cultural and educational activities. For example, schools can organize family culture Day activities, inviting parents and children to participate together, showing the charm of traditional Chinese culture, and promoting parents and children's in-depth understanding and experience of Chinese culture (Qu Ailian, 2018: 4-7+16).

Therefore, the family plays an important role in improving the quality of the introduction of traditional Chinese culture into College English Audiovisual and Speaking Course. Through the daily cultural practice of the family, the positive demonstration of parents, and the close cooperation between the family and the school, the students' cultural self-confidence can be effectively enhanced, the inheritance and development of traditional Chinese culture can be promoted, and the effect of English learning can

be improved.

#### *4.5 Make Clear the Goal and Teaching Content of Cultural Self-confidence in Teaching*

In order to improve the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, the fundamental task is to clarify the goal and teaching content of cultural self-confidence in teaching. This is not only the core of teaching design, but also the key to cultivating students' cultural self-confidence and promoting cultural inheritance and development.

The setting of teaching objectives should focus on improving students' knowledge and understanding of traditional Chinese culture, and enable students to deeply feel the unique charm and profound heritage of Chinese culture through specific teaching activities and contents (Yuan Weiwei, 202:88-90). Specific goals include but are not limited to: understanding the basic knowledge of traditional Chinese culture, including history, philosophy, art, festivals, etc.; To cultivate students' appreciation of Chinese traditional culture and critical thinking; Improve students' ability to introduce Chinese culture in English and enhance their confidence in cross-cultural communication.

The selection and organization of teaching content should closely revolve around teaching objectives, take into account both breadth and depth, and pay attention to the authenticity and diversity of culture. For example, content such as traditional Chinese festivals, classic literature, historical figures, philosophical ideas, etc. can be incorporated into the teaching plan, while taking care to link these content with students' life experiences and interests, so that students can learn through participation and experience (Zou, 202:19). In addition, the teaching content should also include the discussion of the spread and influence of Chinese culture in the context of globalization, as well as the strategies and methods on how to properly express and share Chinese culture in cross-cultural communication.

Teaching content should be presented in a variety of ways, using case analysis, group discussion, role playing, project-based learning and other teaching methods to stimulate students' interest in learning and enthusiasm for participation. At the same time, multimedia technology and network resources are used to enable students to intuitively feel the richness and vividness of Chinese culture (Ni Xiaoyan, 2022:131-132).

Therefore, it is a fundamental strategy to improve the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course to clarify the goal and content of cultural self-confidence in teaching. Through well-designed teaching objectives and contents, as well as diversified teaching methods, students' cultural cognition and self-confidence can be effectively enhanced, and the inheritance and development of traditional Chinese culture can be promoted.

## **5. Conclusion and Prospect**

### *5.1 Conclusion*

Centering on the theme of "The strategy of integrating Chinese culture into Audio-Visual English Speaking in the context of cultural confidence", this study deeply discusses the importance, existing problems and improvement strategies of introducing Chinese traditional culture into Audio-visual

English speaking courses. Through the analysis of cultural elements in English teaching, this paper emphasizes the necessity and urgency of enhancing students' cultural self-confidence in the context of globalization and multiculturalism.

(1) This study points out that the introduction of traditional Chinese culture into College English Audiovisual and Speaking Course is of great significance for expanding students' knowledge, promoting English learning, improving comprehensive quality, cultivating cultural self-confidence, spreading Chinese culture, and improving cultural soft power and teaching level. This not only helps students to form a comprehensive world view and values, but also lays a solid foundation for them to confidently demonstrate Chinese culture in international exchanges.

(2) This paper diagnoses the cultural deficiencies in current College English Audiovisual and Speaking Course, including the lack of in-depth understanding of traditional Chinese culture, the neglect of the differences between English and Chinese languages, and the differences between Chinese and Western cultures. To a certain extent, these problems affect students' identification and respect for local culture, and limit their cultural vision and cross-cultural communication ability.

(3) This study discusses the current situation of the introduction of traditional Chinese culture into College English Audiovisual and Speaking Course, including the lack of confidence in traditional culture among college students, the lack of cultural confidence in the curriculum, and teachers' neglect of the importance of cultural confidence. The existence of these problems shows that we need to pay more attention to the status and role of cultural education in teaching practice.

(4) This paper proposes a series of strategies to improve the quality of the introduction of Chinese traditional culture into College English Audiovisual and Speaking Course, including integrating more cultural factors into teaching, strengthening teachers' training and learning, promoting student-centered cultural confidence, implementing traditional cultural education with the cooperation of families, and clarifying the objectives and teaching contents of cultural confidence in teaching. The implementation of these strategies will help build a more comprehensive, in-depth and effective cultural teaching system, thus planting the seeds of cultural confidence in the minds of students and laying a solid foundation for their all-round development and future international exchanges.

To sum up, integrating Chinese traditional culture into College English Audiovisual and Speaking Course is not only a challenge, but also an important opportunity to improve teaching quality and promote the all-round development of students. In today's era of cultural globalization, it is all the more important to strengthen cultural self-confidence, let the treasures of traditional Chinese culture become a bridge connecting the world, and contribute to the building of a community with a shared future for mankind.

## 5.2 Prospect

Future research can be further deepened from the following aspects:

(1) Quantitative research and empirical analysis: Quantitative research methods are adopted to collect data for empirical analysis through questionnaires, experimental teaching and other means, so as to

verify the effectiveness and feasibility of the strategies proposed in this study.

(2) In-depth study of cross-cultural communication: In-depth study of the specific impact of Chinese and Western cultural differences on English audio-visual teaching, and study how to effectively promote the exchange and integration of Chinese and Western cultures on the basis of respecting cultural differences.

(3) The change of teachers' roles: This paper studies how English teachers change their roles from knowledge imparts to culture guides and disseminators under the background of cultural self-confidence, and the impact of this change on teaching results.

(4) Application of technological means: Explore the application of modern information technologies, such as artificial intelligence and virtual reality, in traditional cultural education, and study how to use these technologies to improve teaching efficiency and learning experience.

Through the in-depth study of the above directions, it is expected to further improve the integration effect of Chinese culture in the course of "English Audio-visual Speaking", promote the formation of cultural self-confidence, and strengthen the construction of China's cultural soft power.

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