

A Study on the Integration of Chinese Excellent Traditional Culture into Senior English Teaching

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Abstract

High school English teaching serves as a crucial stage in nurturing students' linguistic skills and intercultural communication abilities, and its importance cannot be overstated. Therefore, it is of far-reaching significance to strengthen the integration of culture, especially the penetration of Chinese excellent traditional culture in high school English teaching. However, the current English teaching at the high school level still leaves much to be desired in terms of emphasizing culture. This study aims to explore effective ways of incorporating China's excellent traditional culture into high school English teaching, analyzing in depth the current situation of culture teaching in high school English teaching as well as specific and feasible strategies. It is hoped that this study will draw the attention and initiative of English teachers and provide guidance for them in implementing the integration of traditional culture into subject teaching.

Keywords

Chinese culture aphasia; English teaching in senior high school; Chinese Excellent Culture

1. Introduction

Language and culture depend and influence on each other respectively. Language and culture are inseparable. They influence and shape each other across the time. Language, as a part of culture, also the carrier of culture, while at the same time; culture also restricts and influences language.

With the advancement of science and technology across the world, the communication between each country is more connected. Today's cultural exchanges have transcended the limitations of time and space and brought countries closer together. Therefore, language plays a role in improving each country's relation with others. However, various ideologies and cultures are constantly colliding in international exchanges. It is important and urgent to explore how to enhance the charm of Chinese excellent culture on the world stage. Cultural confidence needs to be cultivated

among the youth and new forces need to be injected into the team of inheritors of China's outstanding traditional culture. Therefore, the English classroom should respond to this situation by integrating the study of Chinese traditional culture into all aspects of English teaching in high school. English teachers should also enhance students' sense of national cultural identity through diversified means.

2. Literature Review

2.1. The Concept of Culture and Chinese Culture

2.1.1. The Definition of Culture

According to the Longman Advanced American Dictionary (2003 Version), "culture" is the attitudes and beliefs about something that are shared by a particular group of people or in an organization. Taylor (1871) firstly proposed the definition of the culture. He defines that culture is a complex synthesis, which contains knowledge, arts, religion, mythology, statutes, customs, the abilities and habits which human beings can acquire from their social community. Chastain (1976) argued that culture is divided into two kinds in a modern sense, namely, the narrow sense and the broad sense. Culture, in a narrow sense, refers to artistic or academic content, such as literature, history, geography, education, and the various kinds of entertainment provided to people. In a broad sense, culture refers to different ways of life, which comprises people's habits, customs, traditions, etc. Goodenough (1987) defines that culture is a universal output and exists in every corner of the human social life.

After classifying the definition of culture, the specific classification of culture should be presented. There are representative classifications of culture:

Hu Wenzhong (1991) divided culture into three types: material culture is formed and behaved by human beings will, institutional culture is formed and behaved by law, human behavior, and conceptual culture is formed and behaved by human feelings, values, thoughts, etc.

Niu Xinsheng (2002) divides culture into five categories: Conceptual culture refers to all cultural factors related to human world outlook and values. Material culture refers to practical articles manufactured through human processing and transformation, including tools, utensils, food etc. Spiritual culture refers to cultural factors reflecting human civilization, including literature, art, music, film, etc. Social culture is the social relations and ties that embody political, economic and educational aspects. Behavioral culture refers to all cultural factors related to various human behaviors, including interpersonal behaviors, etiquette norms, codes of conduct, etc., as well as non-communicative general social behaviors, such as vacation and leisure, love and marriage, lifestyle, customs, etc.

The concept of culture is constantly changing with different assessment criteria, and the classification of culture is also diverse. But it is sure that culture is stored in every corner of human life, and constantly affects human daily life in its own way.

2.1.2. The Definition of Chinese Culture

Chinese culture is created by the Chinese nation in the course of thousands of years of development, compared with foreign cultures outside China. Zhang(1996) illustrates that the basic spiritual connotation of Chinese culture can be roughly divided into four basic concepts, namely "harmony between man and nature", "people-oriented", "vigorous and self-improvement" and "harmony is the most precious". Zhang (2001) proposed that Chinese culture also contains social system that contains ancient books on literature, history, medicine, health preservation, agronomy, and astronomy and calendar calculation. Li (2013) defines Chinese culture as a national sense culture: the so-called Chinese culture is a form that actually created by the Chinese nation.

Based on these views, Chinese culture has long-standing history which influences people and society deeply through thousands of years, enabling learners to gain a profound comprehension of the multifaceted essence of Chinese cultural heritage; and Chinese culture can improve the moral quality of Chinese people, enhance human dignity; besides, it can inspire people to constantly strive for self-improvement. Lastly is to increase the sense of national cultural identity, to connect with the real culture and to serve the people of culture and education.

2.2. The Concepts of Aphasia and Chinese Aphasia

2.2.1. The Definitions of Aphasia

Aphasia, a term derived from the Greek word "áphasia," meaning "speechlessness" or "inability to speak," is a complex neurological condition that affects an individual's ability to communicate through language.

"Aphasia" is a medical term, which means disorders caused by partial impairment of the brain's language control. People with aphasia lose the ability to express ideas, understand spoken and written language and have difficulty in reading, writing, and expressing what they want to say due to brain injury(Zhang Shuang, 2024).

In the second half of the 19th century, aphasia's symptoms are associated with the location and extent of involved brain tissue. Shi Xiaorong (2023) proposed that if a man is afflicted, although he is able to move his mouth and utter words and understands what others are talking about, he may be unable to form the words by himself, which means they cannot put the separate words together as a sentence.

He Zhaoxiong (2010) held that aphasia refers to language loss or disorders due to the lesions in the brain areas specialized for language, which can be caused by a stroke, a tumor, or other brain injuries.

Besides, once we leave the discourse of western literature, there is little way to speak, living like an academic "dumb". Then the word "aphasia" is also used in the field of language teaching.

2.2.2. The Definitions of Chinese Culture Aphasia

"Chinese Culture Aphasia" is a term coined to describe the inability of Chinese learners of English, particularly in higher education settings, to effectively express Chinese cultural content in English during cross-cultural interactions(Wang Yue et al, 2023). This phenomenon is not limited to linguistic ineptitude but stems from a lack of adequate knowledge and proficiency in expressing Chinese cultural elements in the English language. In recent years, many researches have been conducted and found that Chinese students lack the ability to express Chinese culture in English, which means that students do not know how to express Chinese culture in English after years of English learning.

Gao Yihong (1994) proposed that Chinese culture plays a positive role in English language learning after studying a large number of corpora.

Yang Shaoshuang (2022) defined Chinese culture aphasia as students being incompetent in expressing Chinese culture in English to others when he or she is in intercultural communication.

Deng Yun (2016) mentioned that Chinese culture aphasia refers to the absence of Chinese culture in intercultural communication

Therefore, in English teaching, only by balancing between the target culture and Chinese culture can help students to stand in a fair position in intercultural communication.

2.3. The Concept of Culture Input

Cultural Input is a concept involving cultural exchange and learning, which refers to the process by which an individual or a group of individuals, in the process of contacting and integrating into a foreign culture, actively or passively absorbs, accepts and internalizes these cultural elements. Specifically, Cultural Input refers to the process of individuals or groups absorbing and internalizing the knowledge, values, beliefs, customs, arts and other cultural elements of a foreign culture through direct or indirect means (such as reading, observing, exchanging, learning, etc.) in cross-cultural communication[18].

The concept was first proposed by Zhao Xianzhou in 1989. Zhao held that cultural differences are normal in foreign language learning process. The interaction and communication between different ethnic groups or social groups is cultural input. He also points out that the input of communicative culture needs to be regulated through language. Thus, culture input and language teaching are coexisting in the foreign language teaching. This definition will clear the scope for the follow-up research and lay a foundation for the pedagogical implications.

2.4. The Necessity of Integrating Chinese Culture in English Teaching

The integration of Chinese culture in English teaching is a crucial aspect of modern language education that holds significant necessity and benefits for both learners and educators alike. This approach not only enriches the learning experience but

also fosters cross-cultural understanding, communication skills, and cultural awareness.

Chinese Culture Aphasia is caused by the lack of Chinese culture integration, which may lead to the failure of intercultural communication(Ou Aipin,2024). Therefore, it is of great significance to integrate Chinese culture in English teaching.

Chen Na (2022) points that the differences between cultures must be understood in English teaching and the comparison between Chinese and Western cultures should be made from different perspectives.

Jin Chunji(2022) analyzes the importance and necessity of integrating Chinese culture into English Teaching in senior high school from three aspects: firstly, comparing the similarities and differences between Chinese and Western cultures; the second is to find out the close relationship between Chinese culture and English teaching based on the background of the times and society; the third is to analyze from the existing literature.

3. Theoretical Foundations

3.1. Input Hypothesis

In the 1980s, the Input Hypothesis was proposed by Krashen, an American linguist, in *Principles and Practice in Second Language Acquisition*. This hypothesis has significantly impacted the field of applied linguistics and provided a valuable theoretical basis for second language learning and foreign language teaching (Krashen 1985:86). He holds the view that enough and abundant comprehensible input is the key factor in the course of second language acquisition process of a learner

According to Krashen (1985), comprehensible input consists of four characteristics, namely, comprehensible, interesting and relevant, not grammatically sequenced, and sufficient "i+1". Among them, sufficient "i+1" is of great importance. For language learners, it means that they should have sufficient input then they can create a sufficient output. . Based on that, Krashen came up with a key term: "i+1". In the term, "i" mainly refers to a learner' s current stage or level, while "i+1" means the stage or level that is higher than the learner' s current level. The acquisition will happen naturally if the input is comprehensible and appropriate for the language learner

The particular benefits of comprehensible input in language acquisition can be applied to English teaching. That is to say, in culture teaching, teachers should provide comprehensible input to the students as much as possible. Only by inputting a large amount of language materials, can learners reach the point where they can express their output in a completely fluent and natural way.In the process of foreign language teaching, there must have enough language input, because a large number of comprehensible input is a necessary condition for language learning, and language materials exposed to learners must be true and the language activities must be real and effective.

Based on that, teachers can make full use of modern multi-media equipment in the infiltration of Chinese culture to enhance the knowledge and interest in teaching and stimulate students' curiosity for related knowledge. By doing so, it can promote students' effective input of Chinese culture. What is more, teachers can also expand students' input of Chinese culture through the combination of in-class input and out-of-class input. In conclusion, it is of great guiding significance to use Krashen's input hypothesis scientifically and reasonably for teaching Chinese culture in foreign language teaching.

4. The Absence of Chinese Culture in High School English Classrooms

4.1. The Phenomenon of "Chinese Cultural Aphasia" in Textbooks

The phenomenon of "Chinese Cultural Aphasia" within high school English textbooks represents a notable deficiency in the current curriculum. This term, coined by scholars to describe the inability to articulate Chinese cultural elements in English, highlights a significant gap in the educational materials designed to foster cross-cultural communication skills. Many textbooks prioritize the introduction of Western cultures, customs, and traditions, often neglecting the inclusion of Chinese cultural content. Consequently, students encounter limited exposure to the English expressions for concepts rooted in their own cultural heritage, such as traditional festivals ("Spring Festival," "Mid-Autumn Festival"), historical events, and philosophical thoughts. This imbalance not only undermines their capacity to communicate effectively about their own culture but also hinders the development of a holistic understanding of global cultures.

The classroom is filled with English cultural content, and students' single-minded acceptance of English culture will gradually limit their vision and thinking as well as their sensitivity to traditional Chinese culture. In order to meet the learning needs of high school students and the requirements of the curriculum standards, integrating Chinese excellent traditional culture into textbooks and expanding the proportion of Chinese excellent traditional culture is a task that the writers of textbooks need to think about now.

4.2. Students' Cultural Awareness Needs Strengthening

Culture is the national soul and soft power of a country. In the context of the information age, the sources of information resources have become more extensive, which has increased the requirements for people's ability to read and recognize information. In this context, how to correctly guide students to cultivate their cultural self-confidence, so that they can form correct cultural values and pay active attention to the excellent traditional Chinese culture is an urgent problem to be solved.

Despite the growing recognition of the importance of cultural competence in language learning, students' traditional cultural awareness remains underdeveloped in many high school English classrooms. This lack of awareness stems from several factors, including limited exposure to Chinese cultural content in textbooks and instructional materials, as well as inadequate guidance from educators in fostering cultural sensitivity and appreciation. Consequently, students often struggle to articulate their cultural identities and values in English, leading to a diminished sense of cultural pride and confidence in cross-cultural interactions. At present, most students are not used to thinking in English and the English expressions used are not very authentic. When translating texts related to Chinese culture, the translation results are often unsatisfactory due to students' insufficient knowledge of local culture and poor language skills. Especially for the translation of Tang and Song poems, which are representative of Chinese culture, if students fail to understand the profound ideological connotations of ancient poems, it is difficult for them to reproduce the original beauty of the poems when translating. This will prevent foreign readers from savoring the subtleties of ancient Chinese poems, thus affecting the smooth progress of cultural exchanges.

To address this issue, educators must actively incorporate Chinese cultural elements into their teaching practices, engaging students in discussions, activities, and assignments that promote a deeper understanding and appreciation of their own cultural heritage.

4.3. Neglect of Chinese Culture in Classroom Instruction

Classroom instruction in high school English frequently overlooks the integration of Chinese culture, perpetuating a pattern of cultural imbalance. In the context of the college entrance examination education system, some teachers focus on explaining what is needed for the examination, and are accustomed to letting students learn and master the language knowledge through repeated memorization and doing exercises, and seldom expand the cultural knowledge beyond the textbooks for students. In the actual teaching process, teachers tend to focus primarily on linguistic skills and Western cultural knowledge, assuming that these are sufficient for successful cross-cultural communication. However, this approach neglects the crucial role that understanding and communicating one's own culture plays in building bridges between different cultural groups. Some teachers fail to use diversified teaching methods and cannot effectively utilize multimedia, so the classroom teaching atmosphere is not active enough, and students are not enthusiastic in learning, not to mention that they are not interested in learning about the contents of the excellent traditional Chinese culture. The lack of emphasis on Chinese culture in classroom instruction deprives students of the opportunity to develop the linguistic and cultural competencies necessary for effective intercultural exchange.

English is a tool for intercultural communication. The enhancement of English ex-

pression ability is a strong support for students' effective output in later cultural communication. Whether in the English classroom or in the English textbooks, the appearance of geography, culture, history and other related contents of the English-speaking countries is nothing to be ashamed of, but it is also necessary for Chinese culture to come into the English classroom.

To rectify this situation, educators must prioritize the integration of Chinese cultural content into their lesson plans, adopting strategies that facilitate the comparison, analysis, and discussion of both Western and Chinese cultures. This approach will not only enrich students' learning experiences but also equip them with the skills and knowledge required to navigate the complexities of the globalized world.

5. The Necessity of Integrating Chinese Culture into High School English Education

5.1. The Need for Inheritance and Dissemination of Chinese Culture

The integration of Chinese excellent traditional culture into high school English education is imperative for the inheritance and dissemination of this rich heritage. As the future custodians of society, students have a responsibility to preserve and promote their cultural roots. By incorporating Chinese cultural elements into English language learning, students gain not only linguistic skills but also a deeper understanding and appreciation of their cultural identity. This process fosters a sense of continuity and respect for the past, ensuring that valuable traditions, customs, and values are passed down to future generations. Furthermore, as English becomes an increasingly global language, the ability to communicate about Chinese culture in English enhances the international visibility and influence of China's cultural heritage.

Chinese civilization has a long history and has left behind countless classical cultural treasures, such as ancient Chinese poems, operas, and the thoughts of sages. Teachers' incorporation of Chinese excellent culture in high school English teaching practice not only helps to cultivate and improve students' cultural competence, but also helps to promote the inheritance and development of traditional culture.

5.2. The Need to Enhance the Quality of English Language Teaching

Chinese culture is not highly valued in the high school classroom, and the classroom is an important way for students to obtain information, so it is necessary for teachers to seize the opportunity to emphasize the importance of Chinese culture, introduce students to the excellent traditional culture, and lay a solid foundation for students to tell the story of China and disseminate the voice of China[22].

The inclusion of Chinese traditional culture in high school English classes is essential for improving the overall quality of language teaching. In the process of reading English articles and understanding the cultural background of British and American countries, teachers can appropriately introduce relevant Chinese cultural content to

enrich students' knowledge base, broaden their horizons, continuously improve their ability to process and discern information, and strengthen students' ability to analyze and solve problems using logical thinking. By diversifying the content and context of language instruction, educators can create more engaging and meaningful learning experiences for students. When students are exposed to cultural materials that resonate with their own experiences and values, they become more motivated to learn and retain information. This cultural relevance also encourages critical thinking and promotes deeper understanding of linguistic nuances and nuances in cultural expression.

As a result, students develop more comprehensive English language skills, including the ability to communicate effectively in cross-cultural contexts.

5.3. The Need to Strengthen Cultural Confidence

Cultural confidence is a necessity of the times and an intrinsic craving of the learner. It is necessary for students to understand and respect western culture and understand cultural differences, as well as to have a sense of national cultural subjectivity[23].

The integration of Chinese excellent traditional culture into high school English education is crucial for enhancing cultural confidence among students. Cultural confidence is the common value belief of the Chinese nation rooted in excellent traditional culture, which can resist the erosion of undesirable culture in the complex process of cultural exchanges and enable people to consciously resist wrong ideas. Young people are at the critical stage of establishing values, and the English curriculum, as one of the main subjects, also carries the responsibility of cultivating cultural confidence, and the ultimate goal of teachers is to build an English classroom with Chinese characteristics.

By providing opportunities for students to learn about, discuss, and express their cultural identity in English, educators can foster a positive self-image and a sense of belonging to a broader cultural community. While reading English articles, students have to receive explanations about the background of the articles and the relevant cultural general knowledge. In the process of understanding foreign cultures, students will naturally compare them with their own country's culture, and only when students have a comprehensive and objective understanding of Chinese culture will they develop a correct attitude towards foreign cultures. Learners should not only learn to express about Chinese culture, but also have cultural self-confidence, love national culture, and enjoy publicizing Chinese characteristics. This cultural confidence empowers students to navigate the complexities of global interactions with poise and confidence, enabling them to contribute actively to the exchange of ideas and perspectives on the world stage.

6. Strategies for Integrating Chinese Excellent Culture into English Classrooms

6.1. Incorporation into Textbooks and Curriculum Materials

To effectively integrate Chinese excellent culture into English classrooms, it is crucial to incorporate relevant content into textbooks and curriculum materials. Teaching materials need to incorporate elements of Chinese culture, emphasize the integration and penetration of traditional culture, enable students to systematize their knowledge of Chinese culture, and create conditions for students to explore Chinese culture in depth in a targeted and effective manner.

In the process of preparing teaching materials, it is an important task to rationally select the contents of teaching materials, and articles reflecting Chinese cultural traditions, the spiritual pursuits and lifestyles of Chinese people are all excellent materials. This can be specifically achieved by selecting or developing readings, case studies, and exercises that showcase aspects of Chinese culture, such as historical events, literature, art, festivals, and traditional customs. By integrating these materials into existing English language courses, students are exposed to both linguistic and cultural elements simultaneously, fostering a deeper understanding of both. Additionally, incorporating multimedia resources, such as videos, audio clips, and interactive online materials, can enhance the engagement and relevance of the cultural content, making it more accessible and appealing to students.

6.2. Innovative Teaching Methods and Curriculum Design

Innovative teaching methods and optimized curriculum design are essential for effective integration of Chinese traditional culture into English language learning. In this process, teachers should exert their subjective initiative, make appropriate adjustments to the teaching mode, and penetrate Chinese culture more naturally. This involves adopting a student-centered approach that encourages active participation, collaboration, and critical thinking. Teachers can design project-based learning activities that require students to research, analyze, and present information about Chinese cultural topics in English. Role-playing, simulations, and debates can also be utilized to simulate cross-cultural interactions and deepen students' understanding of cultural differences and similarities. Furthermore, blending traditional teaching methods with technology, such as the use of educational apps, online platforms, and virtual reality tools, can provide students with immersive and interactive learning experiences that enhance their engagement and comprehension.

6.3. Enhancing student subjectivity

Enhancing student subjectivity and promoting active learning are vital strategies for successful integration of Chinese traditional culture into English classrooms. Student subjectivity refers to the capacity of students to take control of their own learning, making decisions, and engaging in meaningful tasks. To empower students, teachers can provide choices in learning activities, encourage self-assessment and reflection, and facilitate peer-to-peer learning opportunities. For example, teachers

should make full use of the pre-class preparation session, so that students can look up relevant knowledge of traditional Chinese culture in relation to the course content. Teachers can also directly prepare for students cultural materials they are interested in, such as folklore, kung fu, tea ceremony, etc., and ask students to read and appreciate them on their own before class and complete the corresponding pre-study tasks. These pre-course preparation activities can arouse students' interest in learning and stimulate their willingness to use English vocabulary to express Chinese traditional culture. Students can be also given the autonomy to select cultural topics of interest for research projects or participate in cultural exchange programs with native English speakers who share an interest in Chinese culture. Additionally, by incorporating self-directed learning tasks and open-ended questions, teachers can stimulate critical thinking and foster creativity, enabling students to actively engage with and contribute to the cultural discourse. Teachers can also organize debating activities, which helps students to acquire correct cultural views and values in the debate

By fostering an environment that values student voice and encourages independent inquiry, teachers can nurture a generation of globally-minded and culturally-competent English language learners.

7. Conclusion

The integration of Chinese excellent traditional culture into senior English teaching represents a significant shift in educational practices, aimed at fostering cultural awareness, linguistic proficiency, and cross-cultural communication skills among students. Through this study, it has become evident that the incorporation of Chinese cultural elements into English classrooms not only enriches the curriculum but also enhances students' learning experiences and promotes a deeper understanding of their own cultural heritage.

By combining excellent Chinese culture with language learning, teachers can enhance students' cultural understanding and humanistic literacy, as well as help them accumulate cultural heritage, and enhance teachers' need to actively explore and innovate in the teaching mode, create a good language teaching environment for students, enhance students' sense of cultural exchange, and cultivate the ability of Chinese culture to communicate with the outside world.

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