Research on the Integration of Chinese Culture into the Flipped Classroom Teaching Model of College English

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Abstract: With the continuous advancement of globalization, the importance of cultural exchange and dialogue has become increasingly prominent. Therefore, it is particularly important to integrate Chinese culture into college English teaching. By analyzing the current situation of integrating Chinese culture into college English teaching at Xinjiang Institute of Technology, it was found that there are problems such as a single cultural teaching method and insufficient students' ability to output Chinese culture in current college English teaching. Based on the three links of self-directed learning before class, interactive communication during class, and consolidation and expansion after class in flipped classroom, this study constructs a flipped classroom teaching model of integrating Chinese culture into college English to enhance students' interest and enthusiasm for learning Chinese culture, improve their cross-cultural communication ability, and provide useful references and inspirations for the reform of college English teaching.

1. Overview of Flipped Classroom Teaching Model

Flipped classroom, also known as "inverted classroom" or "reverse instruction", originated in the 1990s, based on the peer instruction method proposed by professor Eric Mazur at Harvard University. This teaching method guides students to watch designated videos before class, read textbooks in advance, review knowledge, ask questions, and engage in discussions in class to ultimately solve difficult problems[1]. In 2000, Maureen Lage, Glenn Platt, and Michael Treglia from the University of Miami in the United States adopted the "inverted classroom" model. That same year, J. Wesley Bake first formally proposed the concept of "classroom flipping" at the 11th University Teaching Conference[2]. In 2004, Salman Khan produced a series of short teaching videos for his cousin's remote tutoring and uploaded them to the Internet, which marked the significant development of flipped classroom teaching model[3]. In 2007, Jonathan Bergmann and Aaron Sams, teachers at Woodland Park High School in Colorado, USA, adopted the "flipped classroom" teaching model in the classroom[4-5]. In 2011, Salman Khan used previously produced video materials to establish the well-known online education platform Khan Academy, and shared his ideas and practical achievements in TED talks. Since then, the flipped classroom teaching model has attracted widespread attention worldwide, and related practical and research activities

have rapidly emerged[6-7].

Although the exploration of flipped classroom teaching model in China started relatively late, experts and frontline teachers in the field of educational technology have always maintained a high level of attention to it. Since 2011, flipped classroom has been applied in foreign language teaching in China. In the wave of educational informatization reform, it is based on constructivist theory and relies on modern information technology as an innovative teaching model, opening up new paths for foreign language teaching reform. Chinese foreign language teachers actively introduce and integrate it into their teaching activities[8]. From 2014 to 2017, the number of research on flipped classroom teaching continued to increase, but from 2018 to 2020, the development speed of research slowed down and even slightly decreased[9]. But currently, flipped classroom is still one of the important means for universities and colleges to reconstruct the classroom.

2. The Current Situation of Integrating Chinese Culture into College English Teaching

(1) Emphasis of language teaching over cultural teaching

In order to help students master more basic English knowledge, enhance their English foundation reserves, and be able to cope with final exams and English CET-4 and CET-6 exams, teachers emphasize more on students' mastering of language knowledge such as vocabulary, sentences, and grammar. In the classroom, their focus is mainly on teaching vocabulary, texts, and exercises to impart language knowledge. However, cultural teaching is mainly achieved through classroom lead-in. Teachers provide students with insufficient opportunities to comprehensively use language and deeply understand culture, and fail to fully utilize the humanistic nature of college English courses. Therefore, it is not conducive to the cultivation of students' language proficiency and the improvement of their cultural literacy.

(2) A single cultural teaching method

Due to the large class capacity, large number of students, limited class hours, insufficient time for cultural discussions, and limited number of rounds for cultural scene presentations, some teachers adopt a teacher centered cultural teaching method, teaching cultural points through lectures, and students can only passively receive knowledge. The teacher centered cultural teaching method ignores the subject status and subjectivity of students' cultural learning. In addition, some teachers have failed to effectively utilize learning resource platforms and intelligent teaching tools, thus unable to provide students with diverse cultural learning materials, unable to meet the individualized cultural learning needs of students, and unable to effectively monitor and feedback on students' learning processes, accurately evaluate students' learning effectiveness, and effectively demonstrate students' learning outcomes.

(3) Lack of initiative in student cultural learning

Students only focus on mastering language knowledge, and the guidance of teachers is not sufficient. Students do not have a deep understanding of the profound connotation and charm of Chinese culture, and do not realize the significance of Chinese cultural output for cross-cultural communication. Therefore, they cannot deeply recognize the necessity of learning Chinese culture. In addition, some teachers have a single teaching method, which lacks teacher-student interaction in teaching, and students lack cooperative and practical learning, which is not conducive to stimulating students' interest in learning Chinese culture. In addition, self-directed learning lacks feedback and evaluation mechanisms, making it difficult for students to shift their learning awareness from passive learning to active learning.

(4) Insufficient cultural output ability of students

Students have insufficient understanding of Chinese culture, coupled with limited content on Chinese

culture in textbooks and insufficient input and output opportunities for Chinese culture, which makes it difficult for students to express their own culture well in the target language. Students are relatively familiar with the English expressions of western food, customs, festivals , etc. On the contrary, when asked about Chinese food, such as rice dumpling, braised pork , mapo tofu, kungpao chicken, etc., Chinese customs, such as setting off firecrackers, pasting couplets, tomb sweeping, etc., and Chinese arts, such as paper cuttings, embroidery, shadow play, Chinese knots, etc., students can not properly express and introduce them in English, which will lead to unbalanced information exchange in the process of cross-cultural communication, and affect their cross-cultural work, study and cooperation.

3. Feasibility of Integrating Chinese Culture into the Flipped Classroom Teaching Model of College English

(1) Support of teaching model and teaching platforms

With the help of MOOC online learning platforms, students can engage in self-directed learning before class, while classroom time can be used for interactive discussions, collaborative learning, and practical applications[10]. Flipped classroom emphasizes that students learn new knowledge independently through videos, reading materials, and other means before class, while in the classroom, they should focus on the internalization, application, and discussion of knowledge. This teaching model breaks the limitations of time and space, enhances students' initiative and participation in learning, effectively improves classroom teaching effectiveness, and promotes the achievement of teaching goals [11]. By constructing a "MOOC+Rain" flipped classroom teaching model to integrate Chinese culture into college English, high quality MOOC learning resources provide students with systematic and high-quality self-directed learning content[12], while Rain Classroom interactive intelligent teaching platform promotes students' comprehensive participation in the entire learning process[13-14].

(2) Continuous deepening of teaching reform

Xinjiang Institute of Technology attaches great importance to the reform of college English teaching, and explicitly requires that the compilation of curriculum outline and the design of course must follow the principles of "student-centered" and "demand-oriented" to improve students' comprehensive abilities and use information technology to reform and innovate the teaching model and methods of college English to improve the efficiency and quality of teaching. In addition, the school is committed to enhancing teachers' awareness and ability to integrate Chinese culture into college English teaching through various channels such as carrying out mutual listening and evaluation activities and demonstration course competitions among teachers, and encouraging teachers to apply for projects on integrating Chinese culture into college English teaching, which aim to help students better inherit and spread Chinese culture while mastering English.

(3) Gradual updating of teachers' teaching concepts

With the deepening of college English teaching reform, English teachers have begun to actively learn and practice the educational philosophy and teaching methods of flipped classroom, actively utilizing online learning resource platforms such as China University MOOC and UMOOCS, as well as smart teaching tools such as U-Campus, Smart Tree, and Rain Classroom, to carry out a combination of online and offline flipped classroom teaching. Teachers have begun to pay attention to integrating Chinese culture into college English teaching to fully implement the moral education goals of the curriculum, and shift the teaching philosophy from "teacher centered" to "student-centered", paying more attention to students' personalized needs. They begin to not only attach importance to the imparting of language knowledge, but also focus on cultural teaching, emphasizing the "output" link, driving the entire learning process through "output" activities, and

improving students' cultural output ability.

4. Construction of the Flipped Classroom Teaching Model for Integrating Chinese Culture into College English

(1) Regarding teachers

Before class, teachers upload MOOC learning tasks and PPTs on Rain Classroom, and send a list of output tasks in various forms including oral presentations, performances, cultural exhibitions, etc., so that students can learn MOOCs independently and prepare corresponding output tasks. At the same time, teachers monitor students' learning situation, interact with students and evaluate pre class learning effectiveness through Rain Classroom to ensure that students can gain a preliminary understanding and recognition of Chinese culture before class, laying a foundation for in-depth learning and discussion in the classroom.

In class, first of all, teachers use the Rain Classroom tool to activate the classroom, communicate and interact with students and solve the problems encountered in pre class MOOC learning. Secondly, teachers guide students to showcase cultural recommendations, situational performances, and other output tasks to enhance their application abilities in Chinese culture. Finally, teachers encourage students to engage in group discussions, peer evaluations and cultural comparisons between China and foreign countries to enhance their output ability and international perspective, and provide positive feedback on students' performance in the classroom.

After class, teachers send a list of Chinese culture expansion learning materials to students through Rain Classroom to recommend Chinese culture MOOC expansion learning content, and assign related homework and expansion tasks, such as writing English short articles on cultural themes or conducting cultural research. According to the flipped classroom evaluation system, teachers evaluate students' self-directed learning and improve the flipped classroom teaching plan based on the data from Rain Classroom and students' learning situation.

(2) Regarding students

Before class, firstly, students independently study the MOOC learning materials and PPTs sent by the teacher through Rain Classroom, actively input Chinese culture, and interact with the teacher through Rain Classroom to improve cultural literacy. Secondly, students attempt to complete the output tasks assigned by the teacher, such as translating Chinese culture into English and promoting Chinese culture, to improve the level of Chinese culture English output, and participate in discussions in the Rain Classroom discussion area.

In class, firstly, students actively participate in classroom discussions related to Chinese culture MOOC learning and express their own views and opinions. Secondly, students showcase the output tasks through oral presentations, cultural promotion, speeches, performances, and other methods to enhance cultural output. Finally, through group cooperation, discussions, peer evaluations, and other activities, students deepen their understanding of Chinese culture and improve their communication skills.

After class, students learn the extended learning resources recommended by the teacher selectively according to their own learning situation and interests to further expand their knowledge of Chinese culture. And students complete relevant assignments and expansion tasks, such as producing cultural English short videos, conducting cultural research, etc., to further consolidate the knowledge learned and form a conscious awareness of self-directed learning of Chinese culture. Finally, student write a reflection log on Chinese cultural learning, which not only consolidates knowledge of Chinese culture, but also drives the output of Chinese cultural language again.

5. Implementation Strategies for Integrating Chinese Culture into the Flipped Classroom Teaching Model of College English

(1) Select suitable MOOC learning resources

When choosing MOOC learning materials for college English flipped classrooms, we should ensure that they are integrated with Chinese cultural elements. While achieving the teaching objectives of each unit theme, these learning materials should cover the study of Chinese culture, history, and traditions related to the unit theme. In this way, students can not only master the content of the unit theme, but also learn more knowledge of Chinese culture and its English expressions, laying a foundation for their discussion of the unit theme content and English output of Chinese culture. At present, the college English course on MOOC learning platforms, such as the moral education section of the college English MOOC course at Zhengzhou Sias College, fully integrated with Chinese culture, can be used as a flipped classroom learning content. Each unit of this course has set three moral teaching objectives related to Chinese culture, and raised three related questions. Through a combination of pictures and text, students are guided to solve problems. The teaching objectives and thinking are clear. In the process of solving problems, students can naturally improve their ability to express Chinese culture in English.

(2) Enhance teachers' cultural literacy

In addition to reading books and watching movies and TV shows, systematically studying MOOC courses on Chinese culture in English can effectively enhance teachers' cultural literacy. For example, studying MOOC courses such as Introduction to Chinese Culture of Donghua University of Technology, English Talks about China of Hubei University, and Chinese Society and Culture of Tsinghua University can help improve teachers' knowledge system of Chinese culture. This not only provides methodological references for teachers to integrate Chinese culture into college English curriculum design, but also enriches the Chinese culture expansion learning content sent by teachers to students in flipped classrooms. At the same time, it also helps to enhance teachers' ability to express Chinese culture in English, laying a solid foundation for teaching Chinese culture in English. In addition, teachers can also participate in cultural lectures by experts and scholars, conduct research on cultural topics, and participate in cultural exchange activities, such as visiting historical sites, attending traditional festivals and celebrations, to personally experience and feel the charm of Chinese culture to better interpret the profound connotations of Chinese culture in the classroom.

(3) Enhance teachers' intelligent teaching ability

Schools can set up a Rain Classroom QQ group or WeChat group to provide real-time technical support for teachers who encounter difficulties while using Rain Classroom, and encourage teachers to use multimedia resources, online learning platforms, and interactive teaching tools to design and implement blended learning between online and offline. At the same time, schools can invite educational technology experts from Rain Classroom to provide online or offline smart teaching training for teachers. By organizing online communication between English teachers in the school and teachers and experts from other universities, sharing cutting-edge concepts and practical cases of smart teaching, helping teachers master the latest smart teaching methods, and creating interactive and rich Chinese cultural learning classrooms. Regular teaching lectures can be held to help teachers proficiently apply the smart teaching methods to flipped classroom teaching. A communication and cooperation mechanism can be established to promote the exploration and mutual learning of flipped classroom teaching methods among teachers.

(4) Emphasize the cultivation of students' cultural output ability

Teachers need to set effective learning tasks to promote students' ability to express Chinese culture

in English, including cultural input and output tasks. Students can independently learn Chinese cultural knowledge through MOOC videos, reading materials, and other means, and have sufficient knowledge reserves and English expression accumulation related to Chinese culture to better complete the cultural output tasks arranged by teachers. At the same time, cultural output tasks and cultural input tasks should be connected, and students' language output activities can take various forms, such as group cooperation, individual presentations, case analysis, scenario simulations, etc. Teachers need to continuously optimize the flipped classroom output task guidance plan to ensure that students' output task activities can effectively enhance their cultural output ability. In addition, teachers provide more practical opportunities for students' cultural output by organizing English speech competitions, video production competitions, oral activities, and translation practices related to Chinese culture, allowing students to enhance their cultural output abilities through practice.

(5) Optimize the flipped classroom evaluation mechanism

In the implementation process of integrating Chinese culture into the flipped classroom of college English, it is necessary to strengthen the monitoring of students' learning process and improve the evaluation system of the flipped classroom to enhance students' external learning motivation. The evaluation system should include an assessment of students' cultural learning to evaluate their mastery and application of Chinese culture. The evaluation should cover students' online learning participation, classroom participation, homework quality, daily test scores, and final exams to comprehensively evaluate the formative process of students' Chinese culture learning. At the same time, students' self-evaluation and peer evaluation should be strengthened to promote students' self reflection and mutual learning. Teachers should provide timely learning feedback to students, help them recognize their learning shortcomings, and provide improvement suggestions. At the same time, based on the implementation of flipped classrooms, they should continuously adjust and improve the evaluation system to promote the deep integration of Chinese culture in college English flipped classrooms.

6. Conclusion

The lack of Chinese culture in college English teaching is not conducive to students' cultural cognition and can also limit their language application ability. The application of the "MOOC+Rain Classroom" flipped classroom teaching model, which integrates Chinese culture into college English, and extends students' learning activities from inside the classroom to outside. The rich Chinese culture learning resources and interactive teaching methods can stimulate students' interest in learning Chinese culture and their sense of self-directed learning. As an applied undergraduate college, Xinjiang University of Technology should strengthen the cultivation of students' language application ability and cultural output ability in college English teaching to fully play the role of college English in talent cultivation and enable students to better cope with various problems and challenges encountered in cross-cultural communication.

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