

Original Research Article

Open Access



Thoughts and Practices on Integrating Outstanding Traditional Chinese Culture into Secondary Vocational English Teaching: A Case Study Based on FLTRP's Basic Module 1 for Secondary Vocational English

Jia-Jia Zhang*

Hainan Banking School, Haikou, Hainan, 570206, China

*Correspondence to: Jia-Jia Zhang, Hainan Banking School, Haikou, Hainan, 570206, China, E-mail: 13700484119@163.com

Abstract: In the context of globalization, English, as a universal language, plays a vital role in all types of educational institutions. However, while emphasizing its practicality and international relevance, it is equally important not to overlook its close connection with cultural inheritance. For secondary vocational students, who are at a critical stage in shaping their worldview, outlook on life, and values, integrating outstanding traditional Chinese culture into English teaching can not only enrich the curriculum and enhance student engagement, but also foster cultural confidence and promote their all-round development. Therefore, this paper takes Basic Module 1 of the Foreign Language Teaching and Research Press (FLTRP) English textbook for secondary vocational education as a case study to explore thoughts and practical approaches to incorporating traditional Chinese culture into vocational English teaching.

Keywords: Outstanding traditional Chinese culture; Vocational English; Cross-cultural communication; Teaching practice

Introduction

Outstanding traditional Chinese culture is a treasure of the Chinese nation, rich in philosophical thought, moral values, literary and artistic achievements, as well as scientific wisdom. Integrating it into English teaching not only broadens students' international horizons—enabling them to appreciate and understand the unique charm of different cultures while learning a foreign language—but also

inspires patriotism and a strong sense of national pride. In the wave of globalization, preserving and promoting one's own cultural identity is a responsibility and mission that no country can afford to ignore. Therefore, it is essential to adopt effective and scientific teaching methods to ensure the comprehensive integration of traditional Chinese culture into English education, thereby enhancing the overall quality of teaching and learning.



© The Author(s) 2025. **Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, sharing, adaptation, distribution and reproduction in any medium or format, for any purpose, even commercially, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made.

1. The Necessity of Integrating Outstanding Traditional Chinese Culture into Vocational English Teaching

1.1 Enhancing Cultural Confidence and Inheriting National Spirit

Outstanding traditional Chinese culture is the spiritual treasure formed through the long historical development of the Chinese nation. It embodies the Chinese people's philosophical beliefs, moral values, and aesthetic ideals. In the context of globalization, the influx of foreign cultures has exerted a profound influence on the values of young people. Incorporating traditional culture into vocational English education enables students to gain a deeper understanding of their cultural roots while learning English, thus enhancing cultural confidence^[1].

1.2 Promoting Cross-Cultural Communication Skills

In the era of globalization, cross-cultural communication has become a vital indicator of comprehensive competence. Whether for future employment or further studies, vocational students are likely to encounter individuals from diverse cultural backgrounds. Integrating traditional Chinese culture into English teaching allows students to better appreciate cultural diversity and inclusiveness through comparisons between Chinese and Western cultures. By learning about Western customs and values in English, while also expressing Chinese cultural elements in English, students engage in a two-way cultural dialogue. This not only fosters mutual understanding and respect but also helps bridge cultural divides.

1.3 Enriching Teaching Content and Increasing Engagement

Traditional English teaching often emphasizes grammar and vocabulary acquisition, which may result in monotonous and uninspiring classroom experiences. Introducing outstanding traditional Chinese cultural content can diversify instructional materials and enhance student interest and participation. The rich resources of Chinese literature, art, history, and philosophy can be creatively integrated into English teaching—for example, by having students translate classical poems or retell idiom stories in English. Such practices strengthen language application skills while allowing students to appreciate the profound richness

of Chinese traditional culture^[2].

2. Thoughts and Practices on Integrating Traditional Chinese Culture into Secondary Vocational English Teaching: A Case Study Based on FLTRP's Basic Module 1 for Secondary Vocational English

2.1 Vocabulary Instruction

First, select vocabulary from Basic Module 1 that is closely related to vocational students' daily study and life, such as pen, notebook, library, dormitory, sports meeting, etc. Categorize these words into themes like learning supplies, campus life, and extracurricular activities to prepare for systematic vocabulary instruction. To integrate elements of traditional Chinese culture, the concept of the "Four Treasures of the Study" (writing brush, ink, paper, and inkstone) can be introduced to explain traditional Chinese writing tools and associated cultural significance. Teachers can display real objects or pictures to help students visualize the charm of traditional stationery. Explain the historical evolution of words like pen and ink, their roles in traditional Chinese culture, and guide students to compare modern pens with ancient brushes to deepen cultural understanding. Use vocabulary games or memory contests to consolidate the learned terms. Next, introduce traditional values in Chinese campus culture, such as respecting teachers and unity among peers, and relate them to terms like library and classroom. Role-playing and situational simulations can be used to help students practice vocabulary in realistic campus scenarios, improving their spoken English and vocabulary application. Guide students to discuss cultural differences between Chinese and Western campuses to cultivate cross-cultural awareness and communication skills. In vocabulary expansion sessions, introduce traditional extracurricular activities such as Tai Chi, calligraphy, and paper cutting. Relate these to vocabulary like sports meeting and art club, and explain their English expressions and cultural connotations. Organize hands-on experiences like basic Tai Chi movements or calligraphy practice so students can immerse themselves in cultural experiences and learn to describe them in English. Once students have mastered the basics, expand their vocabulary with terms related to study (e.g., study hard, concentration) and life (e.g., routine, hobby)^[3].

2.2 Dialogue Instruction

At the beginning of dialogue lessons, scenario-based introductions can be used. For instance, students might be role-playing participants in an international student exchange meeting with peers from different countries, including China. The theme could be “The Study and Life of Vocational Students.” Teachers can use short videos or images to present the background, objectives, and participants of the event, thereby introducing the lesson theme. Briefly explain potential cultural differences and communication challenges that Chinese students may face during such exchanges to spark student curiosity and engagement. Based on the dialogue samples in the textbook, teachers can incorporate elements of traditional Chinese culture to build typical dialogue templates^[4].

2.3 Reading Instruction

For the reading section, teachers can use questions, discussions, or relevant images and videos to introduce the topic and pique student interest. For example, ask, “What do you think the daily life of Chinese vocational students is like?” to guide students to share their thoughts. Using titles, images, or introductory sentences, students can predict the main idea or structure of the reading, which helps cultivate their prediction and reading strategies. After reading independently, students underline unfamiliar words and complex sentences. Teachers provide guidance on basic reading strategies like skimming and scanning to improve efficiency. Comprehension questions focused on details (such as characters, events, time, and place) ensure thorough understanding.

In the cultural interpretation phase, teachers direct students to identify traditional cultural elements within the text—such as learning values (diligent study, respect for teachers), lifestyle habits (early to bed and early to rise, moderate diet), or customs (Spring Festival visits, Mid-Autumn moon appreciation). Use discussion and cultural background information to deepen students’ understanding of the embedded cultural messages.

2.4 Writing Instruction

To introduce writing lessons, teachers can use multimedia to display relevant images, videos, or audio about traditional Chinese culture—such as festival celebrations, traditional handicraft making, or

stories of historical figures—to inspire curiosity. Guide students in discussing the characteristics and values of traditional Chinese culture (e.g., respect for elders, frugality, solidarity). Review relevant vocabulary, grammar, and sentence structures, especially those related to vocational students’ study and life. Provide students with culturally relevant vocabulary, such as traditional festival, filial piety, and handicraft, to expand their language repertoire. Based on the unit theme “The Study and Life of Vocational Students,” assign writing topics incorporating traditional cultural elements, such as “My Favorite Traditional Festival in Vocational School” or “The Influence of Traditional Culture on My Study and Life.” Teach students to outline their essays to ensure clear structure and logical coherence. Encourage the use of learned vocabulary, grammar, and expressions while integrating traditional culture into the writing, such as describing festival customs, telling traditional stories, or explaining traditional virtues^[5].

2.5 Teaching Outcomes

Integrating outstanding traditional Chinese culture into the unit School is Interesting of Basic Module 1 has shown significant teaching outcomes across vocabulary, dialogue, reading, and writing instruction. Students expanded their vocabulary with terms like calligraphy and paper-cutting, gaining a deeper understanding and appreciation of Chinese culture. The combination of vocabulary learning and cultural background enhanced their interest and memory retention, making word acquisition more engaging. In dialogue practice, students role-played traditional cultural scenarios, such as celebrating festivals or introducing traditional crafts. This boosted their oral expression and communication skills, helping them incorporate cultural elements into English conversations and strengthening cross-cultural communication competence. Reading materials included traditional festivals, historical stories, and folk customs, enriching students’ cultural knowledge and broadening their global outlook. The integration of culture into reading comprehension improved both language understanding and cultural literacy. Writing tasks focused on traditional culture, such as describing festival experiences or discussing traditional virtues. These helped students enhance their writing and critical thinking skills while learning to express Chinese cultural concepts in English, fostering cultural

confidence and national pride.

2.6 Future Directions

Despite the positive outcomes, some areas for improvement remain in the integration of traditional culture into vocational English teaching. Future directions include:

(1) Deepening cultural content: Future lessons should select more representative and meaningful cultural elements to better enrich students' cultural literacy.

(2) Optimizing instructional methods: Explore diverse teaching approaches, such as using multimedia to present cultural content or organizing cultural experience activities to improve student engagement.

(3) Enhancing cross-cultural comparison: Strengthen the contrast between Chinese and Western cultures during instruction, guiding students to analyze similarities and differences to develop cross-cultural awareness and a global perspective.

Conclusion

In conclusion, integrating outstanding traditional Chinese culture into secondary vocational English teaching is both a challenging and promising endeavor. It not only enhances students' language proficiency and cultural literacy, but also promotes the exchange and integration of Chinese and foreign cultures. Through continuous exploration and practice, more effective approaches can be developed to incorporate traditional Chinese culture into English education, thereby

contributing to the cultivation of a new generation of secondary vocational students who possess both an international perspective and a deep appreciation for their cultural heritage.

References

- [1] Fan Fuping. A Study on Integrating Outstanding Traditional Chinese Culture into Higher Vocational English Teaching [J]. *Journal of Jiyuan Vocational and Technical College*, 2023, 22(1): 23–26.
- [2] Zhang Ting. Exploring the Path of Integrating Outstanding Traditional Chinese Culture into Higher Vocational English Teaching [J]. *English Square*, 2023(4): 78–82.
- [3] Huang Lirong. Design and Practice of Integrating Outstanding Traditional Chinese Culture into Higher Vocational English Teaching from the Perspective of “Curriculum Ideology and Politics” [J]. *Overseas English*, 2023(17): 208–210.
- [4] Wang Zhifeng. Exploring the Integration of Outstanding Traditional Chinese Culture into Higher Vocational English Education from an Intercultural Perspective [J]. *Journal of Anhui Business College of Vocational Technology (Social Science Edition)*, 2023, 22(2): 77–80.
- [5] Ding Lijuan. Teaching Practice of Integrating Outstanding Traditional Chinese Culture into Higher Vocational English Curriculum from the Perspective of Cultural Confidence [J]. *English Square*, 2023(15): 81–84.