

Research on the Integration Path of Traditional Chinese Culture into College English Teaching under the Blended Teaching Model

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Abstract: *Integrating traditional Chinese culture into college English teaching serves as a vital part of cultural inheritance and holistic learner development. The emerging blended teaching model expands students' learning scenarios beyond conventional in-class teaching, while the integration of online learning resources substantially enriches the informational scope of textbook-based content. This paper conducts preliminary exploration and analysis on how to leverage the blended teaching model to better embed traditional Chinese culture into college English teaching practices.*

Keywords: traditional Chinese culture; blended teaching; college English teaching; cultural integration

INTRODUCTION

The Importance and Inevitability of Fully Incorporating Traditional Chinese Culture into College English Teaching

Against the backdrop of globalized educational development, mainstream academic consensus in higher education emphasizes that the cultivation of talents in higher learning institutions fundamentally addresses three core issues: what kind of talents to cultivate, how to cultivate them, and for the sake of what to cultivate them. Moral cultivation and value guidance shall be taken as the core link, with the guidance of cultural cognition and positive values integrated into the whole process of education and teaching practice. By implementing comprehensive education that runs through the entire teaching process and covers all educational dimensions, we can further promote the high-quality development of higher education undertakings.

As the advanced stage of formal education, colleges and universities, alongside primary and secondary education, bear the vital responsibility of knowledge dissemination and holistic talent cultivation. The profound traditional culture embodies the timeless wisdom of predecessors, shedding enduring light on contemporary and future societal advancement.

Against the current globalized educational landscape, the orientation of college English teaching calls for corresponding adjustment: shifting to facilitating equal, constructive cross-cultural dialogue

with the West, with a focus on inheriting inherent cultural roots and enhancing cultural awareness in teaching practice.

How to effectively integrate the concepts of traditional Chinese culture, which embody integral moral and value guidance, into college English classroom teaching; in the digital and networked information environment, what teaching approaches to adopt to enhance students' perception of cultural differences between the East and the West; and how to nurture students into competent talents with robust global literacy and proficient cross-cultural communication skills have become a pressing focus in current college English teaching.

Analysis of the Current Situation of College English Teaching in Higher Education

The conventional college English teaching mode primarily focuses on knowledge delivery, with moral and value guidance largely assigned to dedicated ethics-related courses. This approach runs counter to the widely recognized educational principle that moral development should be integrated throughout the entirety of teaching and learning practices.

College English instructors tend to overprioritize the cultivation of students' English knowledge, as well as their language comprehension and productive skills. Driven by the prevalent focus on CET-4 and CET-6 examinations, the teaching remains constrained by an exam-centric mindset, similar to that found in primary and secondary English education.

The teaching process overlooks that a core goal of nurturing well-rounded talents for societal advancement lies not only in guiding students to attain proficient English proficiency, but also in seamlessly integrating cultural values rooted in traditional heritage into language instruction. This integration serves to lay a solid foundation for fostering students' cross-cultural awareness and positive value orientation in the course of language learning.

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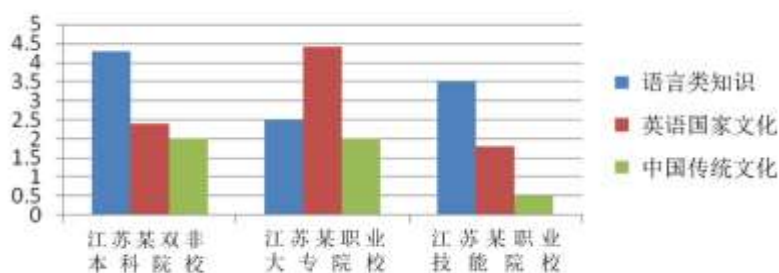
with the principles of holistic and immersive education that permeates the full scope of teaching activities, the focus should be on shaping students' integrity, fostering their rational worldview, outlook on life and values, and enhancing their cultural confidence. In this way, students can confidently share cultural narratives rooted in their own background during cross-cultural interactions, deliver authentic and insightful perspectives in global communications, and showcase the depth and richness of their native culture to the world through English.

Students in numerous comprehensive universities draw their enrollment from diverse regions across the country, and some institutions also admit international students from Eastern Europe and Africa on a regular basis. Given existing language barriers and the diversity in religious and cultural backgrounds among learners, college English, as a foundational general course, assumes a core responsibility: to equip domestic students with the competence to articulate their perspectives accurately in English during interactions with international peers and global contacts, while facilitating cross-cultural mutual understanding and respectful dialogue.

In recent years, in alignment with the prevailing talent cultivation benchmarks in higher education, colleges and universities have advanced the integration of moral and value guidance into curricula through various initiatives. These measures include developing exemplary courses infused with value-oriented content, building dedicated faculty teams for related pedagogical practices, compiling teaching materials embedded with value-aligned elements, and launching specialized online platforms for relevant learning and academic exchanges at some institutions.

In addition, the development of student-oriented value guidance platforms, the organization of demonstration lectures integrating value-focused elements into college English teaching, and the hosting of high-level international academic exchange forums have offered valuable insights for frontline teaching practitioners.

Relevant research data indicates that while notable progress has been achieved in integrating moral and value guidance into university courses, the integration and popularization of traditional cultural elements within such value-oriented teaching remain insufficient, especially in the context of specific course instruction practices.



(Fig.1. The focus level of different teaching contents in college English courses of three institutions in Jiangsu Province)

Note: Blue represents Linguistic Knowledge, red represents Culture of English-Speaking Countries, green represents Traditional Chinese Culture.)

Feasibility Analysis of the Blended Teaching Model for Integrating Traditional Chinese Culture into College English Teaching

Blended teaching is a contemporary pedagogical model in the digital era that combines the merits of conventional in-class teaching and online instruction. The effective integration of these two teaching approaches can expand students' learning horizons and enrich the breadth of accessible learning resources.

That said, the implementation of the blended teaching model imposes notable requirements across three key dimensions. First, it relies on adequate digital and technological infrastructure. Second, it demands teachers' competence in student organization, classroom management and learning resource integration. Third, it hinges on students' proactive engagement and learning motivation.

Currently, blended teaching has been implemented with notable success in certain urban higher education contexts. Credit-based shared course initiatives have been rolled out for tertiary institutions within the target urban regions. Distinct from standard MOOCs, these courses require students to engage in self-directed learning via video modules in virtual settings, alongside participating in small-group discussions in in-person classroom environments.

The overarching goal of this blended teaching model is to develop high-quality course offerings and make such courses accessible to all participating institutions, thereby facilitating the sharing of premium educational resources across the wider academic community involved.

Rational Application of Blended Teaching Model in College English Teaching

The widely adopted *New Horizon College English* textbook incorporates abundant elements of traditional Chinese culture, which lend themselves to in-depth exploration and cross-cultural comparative analysis. Each text within the textbook offers students a valuable window to perceive the world, and its inherent scope and insights can be further enriched through the integration of traditional Chinese cultural perspectives.

For instance, one English text features Chinese-American parents reminding their children to handle rice with utmost care, in line with the timeless notion that every grain of rice stems from diligent labor. This subtle emphasis on cherishing each grain of rice allows instructors to unpack the profound cultural reverence for crops and the land deeply embedded in traditional Chinese culture. Following the discussion of this cultural nuance, educators can guide students to recite Li Shen's well-known poem *Sympathy for the Farmers*, with the lines "Under the scorching noon sun, they hoe up weeds; their sweat drips down onto the soil where seedlings grow". Building on this, instructors can further expand the topic to Pearl S. Buck's *The Good Earth trilogy*—a Nobel Prize-winning literary work that offers sincere, vivid portrayals of Chinese peasant life and their connection to the land.

Additionally, if students demonstrate strong interest in the topic, instructors can guide them to conduct research via online databases or library resources regarding the emphasis placed on granary and altar construction in traditional Chinese architectural design, while explaining that such practices reflected the ancients' profound emotional bond with the land. After class, learners can be tasked with reading and reflecting on time-honored sayings relevant to the land drawn from traditional Chinese literary classics. Through a sequence of integrated online and offline teaching activities and targeted guidance, students can be gradually encouraged to reflect on the cultural concept of cherishing one's homeland and explore the underlying implications of kinship culture. By guiding students to connect discrete textbook knowledge points with the extended meanings and inherent essence of traditional Chinese culture, learners can gain an appreciation of the cultural essence of traditional China and the distinctive cultural affinity for the land while engaging in English learning.

After

class, students can be organized into small groups to conduct online research and engage in independent study of Li Bai's *Thoughts in the Silent Night* and He Zhizhang's *Homecoming after a Long Absence*. In the process, instructors can guide students to contemplate the emotional connotations and cultural implications embedded in the poems, fostering a deeper understanding of the cultural sentiments conveyed through the literary works.

Infusing traditional Chinese cultural content into English teaching also helps nurture young learners with noble moral integrity and positive value orientations. To realize this educational goal that extends beyond basic language acquisition, the application of blended teaching approaches is both necessary and feasible.

College English foundational courses are geared toward first-year undergraduate students who have formed preliminary worldviews, outlooks on life and values. University education serves as a transitional stage for young learners prior to entering society, and acts as a critical juncture for advancing moral development as a core educational priority. At this stage, students have developed near-adult cognitive capacities, possess a strong eagerness to explore the wider world, yet still retain a degree of youthful inexperience. This makes them a key group for guided cultivation of stable, rational value orientations through targeted academic and cultural instruction, so it is particularly important to foster the shaping of students' sound worldviews, outlooks on life and values via content integrated with textbook materials in classroom teaching.

In practical teaching practice, instructors need to design diverse interactive activities for college English sessions. Students can be pre-divided into groups to explore designated themes from multiple cultural perspectives, access relevant cultural video resources via MOOC platforms, organize gathered materials to form structured viewpoints, and then conduct in-class thematic discussions and analytical exchanges. Based on the traditional cultural elements embedded in textbooks, specialists in traditional Chinese culture can be invited to deliver themed lectures in English classes, either in person or through video-based interactive sessions. This enriches the multidimensionality of offline teaching, and provides students with more diversified channels to develop in-depth understanding of traditional Chinese culture.

For post-class assignments, students can be instructed to leverage cutting-edge artificial intelligence tools to deepen their exploration of extended cultural knowledge, and submit reflective essays articulating their personal perspectives through online platforms. The teaching process for each unit adopts a blended teaching framework structured as pre-class online preview → in-class multi-perspective group discussion → post-class online extension learning → offline research in library settings, which serves to reinforce the retention of key knowledge points among learners.

Moreover, in practical teaching scenarios, international participants can be invited to join students' group discussions centered on textbook-based knowledge points. Alternatively, practitioners specializing in traditional Chinese intangible cultural heritage can be invited to deliver in-class demonstrations, after which students are asked to elaborate on the name and core essence of the

featured cultural heritage in English. The rational integration of online video resources, offline group discussions, and flipped classroom approaches also generates notable pedagogical benefits. Instructors should not be restricted to a single teaching mode; instead, they are encouraged to adopt innovative pedagogical strategies characterized by heuristic guidance, multi-dimensional information input, and learner-led critical dialogue, so as to foster students' capacity for innovative and critical thinking.

The aforementioned pedagogical approaches have been implemented by the researcher over a full academic year, with students demonstrating high levels of satisfaction regarding the teaching content. In follow-up teaching interviews, participants noted that such diversified teaching modalities have deepened their comprehension of Eastern and Western cultural divergences. The effective implementation of the blended teaching model has also boosted students' enthusiasm for English learning, with a noticeable reduction in in-class distractions caused by mobile device use. Notably, discussions anchored in video resources, supplemented by audio-visual materials, allow students to gain a more vivid and intuitive perception of authentic cultural differences.

For instance, in a textbook unit themed around accomplished entrepreneurs, the researcher introduced both the experiences and cultural contexts of Western entrepreneurs, and guided students to conduct online research on prominent business figures in Chinese history who made remarkable contributions to societal development. A specific focus was placed on the notable contributions of Henry Fok to his home region and broader community. Additionally, centering on the textbook knowledge point that "the protagonist loved flying and joined the Yale Flying Club", the researcher presented narratives of early Chinese aviators who devoted themselves to their aspirations, highlighting distinguished young aviators in modern Chinese history who dedicated their lives to pursuing their ideals. Through the exploration of such historical narratives, students gained profound insights into the philosophical sentiment conveyed by the line: "To serve the greater good, one would not hesitate to sacrifice; personal peril pales in comparison to such a cause."

After class, students are encouraged to visit local former residences of eminent figures and historical heritage sites to engage with the contextualized historical culture and reflect on connections between historical contexts and contemporary perspectives. For this unit, learners were assigned to locate Chinese and English renditions of *The River All Red* and recite both versions, fostering a deepened appreciation for the literary merit and cultural connotations embodied in the work.

On the surface, college English textbooks may appear concise, with a primary focus on vocabulary and grammar relevant to CET-4 and CET-6 assessments. Yet in-depth exploration reveals ample opportunities to identify and unpack embedded elements of traditional Chinese culture across the content.

The Role of College English Instructors in the Teaching Process

For all college English instructors, involvement in priorities in contemporary higher education presents both challenges and opportunities. This requires instructors to continuously expand their

knowledge and understanding of traditional Chinese culture while further strengthening their professional competencies. A well-known educational maxim holds that instructors must possess profound expertise to effectively impart knowledge to their students. The design of each teaching activity should be grounded in stimulating students' learning interest and fostering their in-depth critical thinking.

Developing a Core Offline Teaching Team

The effective integration of traditional Chinese cultural elements into college English teaching relies not only on the adoption of blended teaching approaches, but also hinges on developing a core teaching team with strong moral integrity, professional dedication, and a commitment to guiding students in their cognitive and cultural development. Within the team, regular seminars focusing on Eastern and Western cultural studies should be organized; members are expected to continuously deepen their understanding of traditional Chinese culture, and conduct regular reflections and evaluations upon the completion of each teaching unit. Only through the effective execution of each of these steps can the overall quality of college English teaching be enhanced in a substantive manner.

As a foundational course, college English caters to a large and diverse student cohort, while the professional capacity of individual instructors is inherently limited. Establishing a core teaching team thus exerts a far-reaching impact on advancing teaching quality. Priority may be given to selecting instructors with established expertise in Eastern and Western cultural studies to deliver open demonstration classes, building an exemplary teaching cohort, and enabling core team members to provide guidance for ongoing teaching practices. Alternatively, dedicated teaching groups can be organized to host regular reading sessions and academic seminars. Within these groups, instructors share lesson planning insights, maintain feedback records regarding students' perceptions of English courses, conduct peer classroom observations, invite teaching supervisors to attend sessions, and carry out periodic comprehensive teaching reviews involving instructors, supervisors, and students. They engage in multi-stakeholder discussions with university administrators and academic experts on teaching modalities and effectiveness, facilitating teaching enhancement through collaborative learning and achieving mutual progress between teaching practice and student learning to foster well-rounded, high-caliber talents.

How to properly weave and integrate traditional cultural content into each class session, allowing the essence of traditional Chinese culture to be imparted subtly and naturally? Instructors can treat individual courses as discrete focal points and the broader college English teaching team as a cohesive whole, advancing teaching content in a progressive, systematic, and prioritized manner. They can develop micro-lectures, deliver themed lectures, invite peers to attend in-person classes, exchange teaching insights, and draw on each other's pedagogical approaches to better refine and promote sound teaching philosophies. A high-quality class not only clarifies key knowledge points, but also emphasizes diversified pedagogical methods and engaging teaching content, so as to motivate students to participate actively in classroom interactions.

Developing High-Quality Exemplary Teaching Cases

Favorable teaching outcomes are inseparable from the development of high-quality teaching cases. First, core instructors are required to design innovative lesson plans and diverse pedagogical approaches, drawing on insights from offline seminars and resources compiled via online channels. Feasible teaching schemes are then finalized through collective brainstorming in team discussions. Taking into account evaluations from teaching supervisors, peers, and students, several well-received, classic and effective lesson plans are screened from across different teaching units. Other instructors may make appropriate adaptations to these exemplary lesson plans—revising, supplementing, or streamlining content in line with their students’ actual English proficiency levels. They can also incorporate their own teaching styles and supplementary elements tailored to varied teaching themes, while documenting students’ post-class feedback in a timely manner. Through regular team seminars, members review and analyze the strengths and weaknesses of the implementation process for each teaching unit, with the outcomes serving as a reference for subsequent collective lesson preparation. Outstanding teaching cases can be documented in textual or video formats, and then promoted and shared on higher-tier academic and teaching platforms.

Establishing an Online Instructor Learning and Sharing Platform

Leveraging existing website infrastructure, a dedicated subsection for college English teaching should be created. This subsection regularly features successful team-based teaching cases, sets up a dedicated column focused on culture-integrated teaching practices, and uploads downloadable traditional culture-related teaching resources for instructors’ reference. Instructors can also directly share promising pedagogical ideas developed during the lesson preparation for specific units via the platform, to realize efficient resource sharing across the teaching team. Polished lesson plans, instructional videos, student feedback summaries, and responses to frequently raised teaching queries are made downloadable on the platform, facilitating timely and streamlined oversight of the entire teaching process.

High-quality teaching that earns positive student recognition is inherently aligned with fostering students’ moral development. To deliver impactful instruction to students, instructors must first engage in regular self-reflection and self-improvement. The platform can also regularly feature exemplary educators and teaching teams from peer institutions, whose commitment to education serves as an inspiration for other instructors to uphold the professional dedication of wholehearted devotion to teaching and commitment to nurturing learners to their full potential.

Rational Integration of Artificial Intelligence into Instructors’ Lesson Preparation

The rapid advancement of artificial intelligence (AI) offers diversified options and abundant teaching resources for instructional practices. Given the vast and heterogeneous resources AI can generate for each lesson theme, the selection of suitable teaching content hinges entirely on instructors’ comprehensive grasp of the core implications and extensible dimensions of textbook texts. Instructors’ competence in information screening and in integrating theoretical content with practical

contexts shapes the effectiveness of teaching outcomes. To conduct sound comparisons and selections of updated and existing information, continuously refresh pedagogical ideas closely aligned with textbook content, and acquire new vocabulary and expressions, instructors need to keep abreast of evolving academic and societal developments. When elaborating on specific characters in texts, instructors can leverage AI tools in advance to gather extended cultural information related to the background of information linked to the background of the featured characters, thereby deepening students' understanding of relevant cultural contexts and linguistic expressions. For instance, when delivering a lesson on the figure of Huang Danian from a college English textbook, instructors can use AI to compile details regarding his educational and professional background during the lesson preparation phase, or assign students to watch related introductory videos as pre-class preparation.

Meanwhile, in classroom instruction, instructors can design activities that apply AI tools to explore topics such as contemporary trends in youth studying abroad, the return rate of overseas-educated students, and the historical context of Chinese students who pursued studies in the United States during the Qing Dynasty via the Boxer Indemnity Scholarship Program—exemplified by Zhan Tianyou, who applied his acquired knowledge to professional endeavors after completing his studies. By comparing and analyzing these sets of information, students are encouraged to pursue international academic opportunities if feasible, and to draw inspiration from historical and modern figures who integrated overseas learning with contributions to their home communities, embodying the value of “absorbing advanced international knowledge to enhance personal and societal development.”

In the lesson preparation phase, instructors can use AI to gather perspectives from ancient scholars on youth's pursuit of knowledge and societal contribution, then organize students to engage in group discussions on the theme of studying abroad and career development. This approach fosters students' reflective thinking on global learning and personal growth in a subtle manner. The flexible application of AI in lesson preparation extends beyond information provision: instructors can also utilize AI to draft teaching plans, frameworks, learning objectives, and feasible classroom activities for each unit. They can select targeted plans based on the specific class profile, reconstruct and integrate them with unit texts and students' existing academic foundations, aiming to design classroom activities that bridge theory and practice to achieve tangible teaching outcomes. For high-achieving students, instructors can encourage them to use AI to research stories of individuals who applied their expertise to societal advancement, and present their findings in class through language output formats such as oral presentations, written essays, or public speaking. When adopting a collective lesson preparation model, instructors can divide responsibilities within the team—with some members tasked with using AI software to gather contextual information—including cultural implications and historical backgrounds—related to key content in the texts. Other team members can be tasked with defining tailored learning objectives for diverse class groups and designing feasible plans for in-class activities. Ultimately, group discussions are conducted to finalize the corresponding teaching protocols and extended learning content. By

harnessing the strengths of artificial intelligence, and through a systematic process of information screening, adaptation, and reconstruction, the instructional content delivered in actual college English classes is significantly enriched and enhanced compared with conventional approaches, while teaching methodologies are rendered more diverse and dynamic.

That said, artificial intelligence remains a tool designed to support pedagogical practices, and mechanical replication or over-reliance on such tools is not advisable. Instructors should endeavor to enhance their own analytical and cognitive competencies, and conduct pedagogical re-design based on the specific characteristics of their classes, students' psychological and individual traits, as well as the intrinsic themes of the texts and core requirements of language learning.

Guiding Students' Pre-class, In-class, and Post-class Autonomous Learning through Artificial Intelligence

Drawing on the Production-oriented Approach (POA) developed by Professor Wen Qiufang, English learning should enable students—under instructors' guidance or through their own initiative—to attain the instructional goal of applying linguistic knowledge to practical use, via pre-class and in-class engagement with textbook content paired with post-class reflection and assessment. This goes beyond over-reliance on exam-focused drills aimed at passing standardized language proficiency tests such as CET-4 and CET-6. The fundamental goal of English instruction is to empower students to articulate their own perspectives in English, while acquiring complex sentence structures and new vocabulary through textual learning; this constitutes effective linguistic output.

Instructors should proactively leverage AI software to support students in developing autonomous learning frameworks, allowing learners to elaborate on their perspectives regarding textbook content from personally relevant angles beyond formal classroom sessions. Prior to class, instructors can divide students into study groups and assign each group to research key information related to the target unit, including uncommon vocabulary, complex syntactic structures, core figures, and associated cultural and historical contexts. During instruction, students' initiative can be fostered by inviting groups to deliver in-class presentations or reports. These student-generated outputs complement instructors' pre-prepared teaching content, maximizing students' exposure to valuable learning information.

Post-class, differentiated assignments can be deployed via AI-enabled platforms based on students' varied proficiency levels, with real-time learning data tracked through backend systems. Students receive timely reminders to review and consolidate key vocabulary and passages, and are encouraged to proactively leverage mainstream AI tools to support their independent learning. As an AI-driven language optimization tool, Grammarly can assist students in proofreading grammatical errors in self-authored drafts and refining their linguistic expressions during independent study. The mind-mapping functionality across the MetaSeek suite helps students construct thematic frameworks for target learning units and rectify flaws in their written output. The AI translation feature of Youdao aids students in avoiding awkward expressions and inappropriate lexical choices in English-Chinese

translation tasks.

That said, over-reliance on translation tools is not advised. Instead, students are encouraged to consult AI-generated translations as references when working on paragraph-level translation, draw on the merits of these versions, and seek clarification from instructors regarding translation accuracy and idiomaticity whenever uncertainties arise. When engaging with translated versions of classic cultural content within texts, students can use AI to retrieve multiple renditions; under instructors' guidance, they conduct textual comparisons and identify optimal translation approaches, thereby enhancing their capacity for independent linguistic expression. This pedagogical approach applies well to pre-class translation tasks involving classical texts in college English textbook units. When introducing translations of such classical works, instructors can guide students to use AI tools to retrieve multiple translations of the same sentence beforehand, compare these renditions against the textbook version, and discuss the relative strengths and weaknesses of each. In doing so, students not only strengthen their English writing and translation competencies, but also develop a more profound understanding of the essence of traditional Chinese culture.

CONCLUSION

College English instruction in higher education undertakes the vital mission of inheriting the essence of traditional Chinese culture while facilitating holistic learner development. A high-quality college English course not only imparts linguistic knowledge, broadens students' global perspectives, and enriches their knowledge reserves to support cross-cultural communication, but also guides them to develop a strong cultural identity, along with rational and inclusive perspectives amid the dynamics of global cultural exchange. The integration of traditional Chinese cultural content into teaching can leverage the prevailing blended teaching model, combined with emerging instructional tools such as artificial intelligence, to enrich teaching content and expand available resources, which in turn effectively stimulates students' motivation for autonomous learning. Building on the foundation of conventional classroom teaching, this approach deepens the thematic connotations and extends the contextual dimensions of textbook texts, driving students to engage in in-depth inquiry and learning.

The instructional process should not be limited to pure linguistic knowledge transmission. Instead, while guiding students to master the target language, it should help them cultivate sound value orientations, foster a profound appreciation and respect for the essence of traditional Chinese culture, and strengthen their cultural awareness and confidence. To transform single-dimensional English teaching into an interdisciplinary learning paradigm, instructors play an indispensable role in this pedagogical reform. As English educators, they must continuously broaden their academic horizons and optimize their knowledge frameworks by deepening their understanding of traditional Chinese culture, to better support the integration of cultural and linguistic teaching objectives.

They also need to leverage diverse blended pedagogical approaches integrating artificial intelligence, online learning, and offline discussions to continuously refine and enhance instructional content.

Meanwhile, they should prioritize student engagement and teaching effectiveness, establish a robust post-course assessment system, and revise lesson plans dynamically based on students' actual learning outcomes. In this way, a positive teaching cycle can be formed to deepen and expand students' learning depth and breadth. To align with the evolving demands of contemporary education, every college English instructor—both individually and collaboratively—must continuously enrich their professional knowledge and cultural repertoire. This enables them to support the overarching educational priorities of fostering holistic learner development and delivering cohesive, process-oriented education in higher education contexts. Additionally, they should actively commit to the meaningful mission of disseminating the essence of traditional Chinese culture through English, and facilitating effective international communication of Chinese cultural narratives to global audiences.

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