

Integration of Traditional Cultural Resources into College English Curriculum: Challenges in the Metaverse Era

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ABSTRACT

We are in an era profoundly reshaped by the technological revolution. As the epitome of the next generation of Internet forms, the meta universe is rapidly infiltrating into the field of education with its immersion, interactivity and conceivability, bringing a historic opportunity for the paradigm shift of the traditional teaching mode. Under the macro picture of the in-depth development of globalization, strengthening cultural confidence and promoting the innovative development of Chinese excellent traditional culture have become major strategies at the national level. College English course, as a part of the cultivation of internationalized talents in higher education, shoulders the important task of telling Chinese stories in the common language of the world and promoting the dialogue between Chinese and Western civilizations. Under the dual drive of technology wave and cultural mission, exploring how metauniverse technology can enable excellent traditional cultural resources to be integrated into College English curriculum constitutes a topic of great cutting-edge value.

KEYWORDS

Metacosmic technology; Excellent traditional culture; Colleges and universities; College English courses; realistic dilemma

1 Introduction

Although the prospect is broad, we must be soberly aware that the current research and practice mostly focus on the prospective description of the bright prospect of the application of meta universe education, or the repeated demonstration of the necessity of the integration of traditional culture. However, there is a lack of sufficient in-depth examination of the practical difficulties that the two will inevitably encounter in the process of deep integration. Blind technological optimism can easily lead to huge investment and little effect, and may even make traditional culture misunderstood, superficial or alienated in the process of "digitalization". Therefore, this paper aims to go beyond the mere appearance of technology application, and directly point to the core contradiction. It systematically analyzes the practical difficulties faced by integrating excellent traditional cultural resources into the construction of College English Curriculum in the five dimensions of concept, content, technology, subject and evaluation in the era of metacosmic technology, in order to provide a feasible path for the sustainable development of this reform.

2 The interactive logic between metacosmic technology and college English curriculum construction

2.1 Technical characteristics of meta universe

Metauniverse is the integration of a series of cutting-edge digital technologies, which is characterized by the construction of a virtual shared space parallel to the physical world, persistent and highly immersive. Its technical core is first expressed as deep immersion. Through virtual reality, augmented reality and other wearable devices, it provides users with visual, auditory, and even tactile multi-dimensional sensory simulation, blurs the boundaries of virtual reality, and creates a "sense of presence" of being born in its environment. The second is the super dimensional interactivity, which goes beyond the traditional plane interaction of clicking. Users can enter the virtual world with a customized digital avatar, interact with environmental elements in real time, and socialize, collaborate and co create with other users and artificial intelligence agents, realizing the paradigm shift from "human-computer interaction" to "human-computer interaction". Furthermore, sustainability. Blockchain technology provides ownership protection for digital assets in the meta universe, while AI drives the massive generation of content and the intelligent evolution of context, and jointly maintains the operation and development of the economic system and cultural ecology of the virtual world.

2.2 Impact on English courses

The rise of metacosmic technology is fundamentally reshaping the form of College English Curriculum in Colleges and universities, and making it from the traditional two-dimensional plane teaching to a new stage of three-dimensional scene. The most significant change is that metauniverse technology has greatly expanded the field boundary of language learning. The English classroom is no longer limited to a fixed physics classroom, but can instantly switch to any simulation scene that needs the target language for communication, whether it is the street cafe in London, the New York Stock Exchange, or the virtual venue of international academic conferences. The process of language learning has

changed from knowledge inculcation to skill acquisition through embodied experience. On this basis, the meta universe gave birth to the deep innovation of the teaching mode. The traditional "teacher lecture - students' passive acceptance" mode was completely deconstructed and replaced by inquiry learning centered on students' digital avatars. Students become the protagonists in the virtual scene. In order to complete project tasks, solve practical problems or perform role plays, they must actively "use" English for communication, negotiation and expression, which greatly stimulates the learning motivation. The cross-cultural communication ability in the core literacy has been refined in virtual practice.

2.3 Possibility of combination with traditional cultural resources

The immersive digital space constructed by metauniverse makes it possible to solve the long-term dilemma of "Chinese Cultural Aphasia" in College English courses. On the one hand, the metauniverse can restore and reproduce the cultural situation. Through three-dimensional modeling technology, the remote, fragile or immovable cultural heritage, such as the exquisite murals of Dunhuang Mogao Grottoes, the architectural aesthetics of the deep palace of the Forbidden City and even the performance scene of a set of chimes of marquis Zeng Yi, can be vividly reproduced in the virtual world. Students can wear devices and "walk" among them. In the strong cultural shock, they naturally have the urgent desire to describe, explore and share in English, so as to transform the learning of cultural knowledge into internal cultural identity. On the other hand, metauniverse has helped realize the leap from "cultural experience" to "cultural creation". Students can visit the virtual cultural space, and can also participate in the construction of a digital garden, design a digital dress with traditional patterns with the help of tools, or have a cross time and space English dialogue on "benevolence" or "etiquette" with AI generated ancient philosophers. The creation process itself is the deepest understanding of culture, and the final digital works have become a new carrier to show Chinese wisdom and convey Chinese voice in the world language, truly realizing the effective cross-cultural communication between China and foreign countries.

3 The practical value of integrating excellent traditional cultural resources into college English courses

3.1 Guiding Role of ideology

In the current era of globalization and multicultural agitation, the main value of the deep integration of excellent traditional cultural resources into College English curriculum lies in its heavy ideological leading role. It directly responds to the fundamental problem of "who to cultivate" in Colleges and universities. Through English, a worldwide language carrier, it effectively solves the dilemma of "Chinese Cultural Aphasia" that has long existed in the field of foreign language teaching, and guides students to establish a solid cultural subjectivity in the integration of Chinese and Western cultures. When students vividly explain the ecological wisdom of "harmony between man and nature", "harmony but difference" and the ideal pursuit of "harmony in the world" to the world in English in the virtual meta universe scene, students become active interpreters of Chinese wisdom. The change from the perspective of "the other" to the identity of "the subject" has greatly enhanced the students' cultural self-confidence and made them able to be humble, rooted and meaningful in cross-cultural communication. At the same time, with the main purpose of patriotism ideological education, the new technology of metauniverse is used to effectively integrate the deeds of various outstanding historical figures emerging in different historical periods of the founding of new China, and use more vivid and effective technical means to give full play to the appeal and persuasion of education and teaching, so as to guide college students to establish scientific beliefs and lofty ideals, shape noble moral qualities, and cultivate patriotism.

3.2 The Contribution of Teaching

From the micro level of teaching theory, the organic integration of excellent traditional cultural resources has brought significant functional value upgrading for College English curriculum, and greatly improved the teaching efficiency. Excellent traditional cultural resources provide very real and meaningful contextual materials for English learning. The boring language learning is embedded in vivid cultural projects such as "the wisdom of go games", "the emphasis on tea ceremony etiquette", "the artistic conception of classical poetry", and makes students more immersive into the specific deeds of some outstanding historical figures, so that language learning has become a warm, content and purposeful communicative practice, so as to effectively stimulate students' internal learning motivation. Traditional cultural resources also greatly enrich the connotation of intercultural communication teaching. The cultivation of intercultural competence in traditional courses often focuses on the understanding of western culture, while integrating traditional culture constructs a two-way balanced intercultural perspective. In addition to learning how to understand different cultures, students are also simultaneously practicing how to effectively output their own culture. In the simulated international communication scene, students introduce, explain, debate and negotiate on Chinese cultural issues, which directly

temper the students' hard core ability to tell Chinese stories in English, and truly realize the "internalization" and "externalization" of higher education and teaching. Therefore, the empowerment of metauniverse technology enables traditional cultural resources to be transformed from static text description into three-dimensional dynamic experience that is accessible, interactive and perceptible, creating an immersive and playful learning environment, and achieving a high degree of unity of instrumentality and humanity.

3.3 Social impact

Beyond the walls of the campus, excellent traditional cultural resources are creatively disseminated through college English courses, and its social effects reflect the deep mission of higher education to serve the society and lead culture. The most direct social effect is to provide talent support for the national strategy. As China moves closer to the center of the world stage and the "belt and road" initiative is further promoted, the country urgently needs a large number of international talents who are proficient in foreign languages, Chinese culture and strong cultural output ability. The construction of this course is to meet this major demand, through systematic teaching, cultivate professional forces competent for the international communication of Chinese culture in a large scale, and lay a talent foundation for improving the national cultural soft power. With the help of its talent advantages, universities use digital technology to archive endangered and precious traditional cultural resources and convert them into teaching resources. The process itself is the activation and protection of cultural heritage, enabling the old wisdom to obtain a new life form in the hands of the young generation, and effectively promoting the innovative development of traditional culture in contemporary society.

4 Analysis of the practical dilemma of integrating excellent traditional cultural resources into college English curriculum construction

4.1 Teaching philosophy

At present, in the process of promoting the integration of traditional culture into College English curriculum, the primary dilemma stems from the fuzziness and lag of teaching philosophy. For a long time, College English teaching has been generally positioned as an instrumental language course. Its teaching goal focuses on improving students' basic skills such as listening, speaking, reading, writing and translation, and coping with various standardized examinations. Culture teaching, especially the foreign language expression of Chinese culture, has always been regarded as secondary, additional or even dispensable content. The deep-rooted "instrumental rationality" thinking has greatly squeezed the space for the integration of traditional culture. Even under the policy advocacy, many teaching managers and teachers' understanding of "integration" generally remains superficial, which is simply equivalent to inserting several Chinese cultural words and introducing several traditional festivals or historical figures into the existing textbooks. They fail to establish the ability to "tell Chinese stories well in English" as the literacy goal that the curriculum must achieve.

4.2 Teaching Content

At the level of teaching content, the dilemma is mainly reflected in the systematic lack of high-quality teaching resources. Although there are numerous excellent traditional Chinese cultural resources, there are few mature content systems that can be directly applied to college English classroom. The existing resources generally have the problem of "three more and three less", that is, there are more scattered knowledge points and less systematic theme modules; There are more static text and picture descriptions, but less interactive digital resources suitable for immersive experience; There are many direct translations or simple introductions of Chinese original materials, but few authentic English materials that have been interpreted across cultures, conform to the laws of international communication and the cognitive habits of target language audiences. As a result, teachers often have to invest a lot of time in searching, screening, compiling and designing resources in teaching practice, which is no different from personal secondary entrepreneurship, which is difficult and costly. And the transformation of content faces the paradox that it is difficult to have both "depth" and "interest". The simple element collage can not convey the charm of culture, and it is difficult to find the appropriate language for too profound philosophical thoughts and ethical concepts to effectively convey to non professional students in limited class hours, which is very easy to fall into the dilemma of being superficial or being too high and too few.

4.3 Teaching methods

The traditional college English classroom is still dominated by teacher centered language knowledge teaching, which is unable to teach systematic cultural content and guide in-depth cultural reflection. Although project-based learning and task-based teaching methods have been advocated, how to design complex teaching tasks that can not only accurately carry the connotation of traditional culture, but also naturally integrate the language training objectives poses a

challenge to teachers' curriculum design ability. The original intention of the introduction of new technologies such as metauniverse is to solve this dilemma, but its application methods may produce new risks of alienation. Some practices pursue the novelty and cool of technical forms too much, and the created teaching contents are weakly related. Students' immersion in them deviates from the goal of language learning and cultural exploration, and becomes a technology game of "VR for VR".

4.4 Learning Environment

At the physical technology level, building a high-quality meta universe teaching scene requires strong hardware support, a stable high-speed network environment and a professional software development team. Its high construction, operation and maintenance costs are difficult for most ordinary colleges and universities to bear. Even if it is put into construction at the initial stage, the subsequent updates and iterations are difficult to guarantee, and it is easy to become a flash in the pan "model project". And the performance of terminal equipment owned by students is uneven, which may aggravate the inequality of educational opportunities. At the level of institutional environment, there is a lack of effective incentive and guarantee mechanism. The development of interdisciplinary teaching resources requires the in-depth cooperation of English teachers, technical experts, traditional culture scholars and even Museum librarians. However, the internal departments and departments of colleges and universities are heavily fortified and lack of a normalized cooperation platform.

4.5 Student Perspective

As the main body of learning, students' English Learning under the long-term examination oriented education has led many students to form a utilitarian view of learning. Their learning energy is highly focused on the certificate examination which can improve scores and get results quickly. They generally lack internal interest in the cultural content that needs to be infiltrated for a long time, and think that it has little relevance with the "practical" employment goal, so they take a perfunctory attitude subjectively. On the other hand, due to the weakness of humanistic education in primary and secondary schools, many college students' understanding of the excellent traditional culture of their country is scattered, simple and even misleading. It is even more difficult to require them to express in depth in English cultural concepts that cannot be clearly explained in Chinese, which can easily lead to students' fear of difficulties in classroom tasks.

5 Conclusion

Under the background of globalization, promoting the integration of Chinese excellent traditional culture into College English curriculum is not only the internal requirement of responding to the national cultural strategy and enhancing the international communication ability, but also the inevitable path for higher education to realize the fundamental mission of morality and talents. Although emerging technologies such as metauniverse have opened up new possibilities for immersive and interactive teaching, their application is still accompanied by multiple challenges of concept, content, method and supporting environment. Their practical exploration has gone beyond the simple teaching reform, and is more about how to build a Chinese language system in the world context and how to cultivate talents of the new era with both cultural confidence and language competence. The process is bound to be full of complexity, which urgently needs the continuous practice and innovation of relevant education staff.

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