

Pathways for Integrating Traditional Culture into College English Curricula in the Metaverse Era

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ABSTRACT

We are at a historical node where technology profoundly reshapes the social form. The concept of meta universe, supported by technology clusters such as virtual reality, augmented reality, artificial intelligence and blockchain, has opened up a broad Xinjiang region for innovation and Reform in the field of education. At the same time, promoting the creative transformation and innovative development of Chinese excellent traditional culture has become a major strategy at the national level. As the main position of cultural inheritance, higher education shoulders the era mission of cultivating youth's cultural confidence and cross-cultural communication ability. Therefore, exploring how to use the emerging technology paradigm of metauniverse to organically integrate the extensive and profound excellent traditional cultural resources into the College English curriculum system is a profound change related to the innovation of teaching mode, the reconstruction of cultural identity and the upgrading of talent training paradigm, which has important theoretical value.

KEYWORDS

Metauniverse; Excellent traditional culture; College English; Curriculum construction

1 Introduction

This paper aims to respond to the above practical needs, and systematically explore the feasible path of integrating excellent traditional cultural resources into the construction of College English Curriculum in the era of metacosmic technology. Based on this, the article focuses on "path exploration", trying to build a four in one practice model covering the optimization of teaching content, the innovation of teaching methods, the development of teaching resources and the diversification of teaching evaluation, aiming to provide an operable action plan for front-line teaching practice.

2 Opportunities and challenges for College English courses in the metauniverse Era

2.1 Opportunities

Metauniverse technology has brought revolutionary opportunities for the connotation and extension of College English curriculum, and injected new vitality into it. The primary contribution of metauniverse technology is to completely solve the long-standing dilemma of "lack of context" in traditional culture teaching. By constructing a high fidelity virtual cultural field, students can "place themselves" in the magnificent palaces of the Forbidden City, in front of the gorgeous colors of Dunhuang murals, or in the noisy streets of the market in the Song Dynasty, and realize the identity transition from bystanders to Experiencers. The embodied immersion experience has greatly stimulated students' interest in learning, and it is also the cultivation of language learning ability from boring vocabulary and grammar memory to solving practical problems in the real context. Yuancosmos provides students with an excellent practice platform to express Chinese culture in English. Students can have a cross time and space dialogue with virtual historical figures, introduce the past and present of a bronze to global visitors in English, and even collaborate to participate in a virtual intangible cultural heritage craft workshop. In the creative construction, the "telling Chinese stories in English" is internalized from a slogan into a natural language and cultural ability, and finally effectively reverse the dilemma of "Aphasia" of Chinese culture in College English class.

2.2 Challenges

The road to meta universe education is not smooth, and its integration with college English curriculum has multiple practical challenges. Technical barriers are the first obstacle to bear the brunt. High quality vr/ar equipment, stable high-speed network environment and the development and maintenance of customized virtual learning space require high cost investment, which makes colleges and universities with scarce resources flinch. At the same time, the vast majority of College English teachers lack adequate technical training. How to design and guide teaching activities in the meta universe, and how to organically integrate technical tools with teaching objectives and cultural content, have become huge problems in front of them, which easily lead to the formal application of "technology for technology", but weaken the teaching effect. In addition, how to protect the data privacy of students in the virtual space, how to prevent the

psychological alienation and addiction tendency caused by long-time immersion, and how to define the norms of words and deeds in the virtual world are still unresolved issues. These challenges together warn us that the combination of meta universe and education must be carefully promoted. Any blind introduction without careful consideration may be counterproductive. We must keep a sober and critical review of its potential risks while enthusiastically embracing technology.

3 Defining Connotation and Positioning Value of Fine Traditional Cultural Resources

3.1 Core Elements of Fine Traditional Culture

Chinese excellent traditional culture is not scattered pearls and jade, but a profound and organic unified conceptual system, whose core elements profoundly shape the value orientation of the Chinese nation. The Confucian philosophy of "benevolence loves others" has established the ethical foundation, emphasizing the moral norms of "benevolence, righteousness, propriety, wisdom, and trustworthiness" and the worldly sentiment of "cultivating oneself, governing the country, and pacifying the world", pursuing the organic unity of individual moral perfection and social harmony and order. The Taoist wisdom of 'Dao follows nature' provides another philosophy of life, advocating the unity of heaven and man, tranquility and non action, and profoundly revealing the way of coexistence between humans and nature, individuals and their hearts, containing the ancient wisdom of sustainable development. The Mohist philosophy of "universal love, non aggression", the Legalist philosophy of "reform for strength", and even the philosophical pursuit of "unity of knowledge and action" have enriched the spiritual connotation of this system, demonstrating the inclusiveness of Chinese civilization in embracing all rivers. These ideological essences are externalized in concrete carriers such as vast literary classics, exquisite architectural sculptures, unique opera paintings and calligraphy, and rich and colorful folk festivals, collectively forming a complete value ecosystem that integrates philosophy, ethics, art, and lifestyle, providing an inexhaustible treasure trove of content for its integration into modern education. At the same time, outstanding historical figures emerging in different historical periods have played an important role in the establishment and promotion of China's excellent traditional cultural ideas. Especially in terms of patriotic education, the outstanding historical figures and deeds that emerged in various stages of the founding of the People's Republic of China not only have important educational value for guiding college students to establish scientific beliefs and lofty ideals, shape noble moral qualities, and cultivate patriotic emotions, but also further elevate the excellent philosophical ideas and spiritual connotations of traditional Chinese values such as "self-cultivation, family harmony, national governance, and world peace", "reform for strength", and "unity of knowledge and action".

3.2 Embedding Significance in College English Teaching

3.2.1 Broadening Students' Cultural Horizons in College English

The integration of excellent traditional Chinese cultural resources into university English courses has the primary value of greatly expanding students' cultural perspectives, freeing language learning from the confines of mere tools and elevating it to a profound cultural journey. Traditional college English teaching has long focused on understanding Western culture, which helps students understand the world but inadvertently creates an asymmetry in cultural perspectives. The systematic injection of local cultural resources has constructed a two-way or even multi-directional cultural lens, allowing students to not only learn how to "see the outside world" but also how to "see themselves in the outside world" when learning English. Students use English as a medium to re-examine, interpret, and interpret philosophical concepts of Chinese civilization such as "worldview," "harmony in diversity," and "the doctrine of the mean," as well as the deep meanings behind cultural symbols such as festivals, cuisine, and traditional art.

3.2.2 Fostering China's Discourse Expression in Cross-Cultural Communication

In today's era of deepening globalization, cross-cultural communication is also a dialogue and game of discourse systems. The integration of excellent traditional cultural resources provides important content confidence for college students to construct a Chinese discourse system in cross-cultural communication. For a long time, the narrative about China in the international discourse field has often been dominated by Western discourse frameworks, and even misunderstood. Many students, although possessing good language skills, suffer from a lack of effective output ability on the core concepts of Chinese culture, falling into the dilemma of "being unable to speak rationally and unable to spread what they say". Systematically learning to express concepts such as "ren", "li", and "dao" in accurate English, explaining the ecological concept of "harmony between heaven and man", the governance wisdom of "people-oriented", and even introducing the artistic conception of a Tang poem and the charm of a calligraphy work, is essentially a foundation work

for language proficiency. Students have mastered a narrative style rich in Chinese spirit and highlighting Chinese values, which can effectively correct cultural misunderstandings and actively share Chinese wisdom and propose Chinese solutions in equal communication, truly achieving a leap from "language communication" to "ideological dialogue" and enhancing China's influence in international cultural exchanges.

3.2.3 Cultivating Cultural Confidence in College English Students

In the current era of multicultural collision, cultural confidence is a more fundamental, profound, and enduring force in the development of a country or a nation. The most profound value of integrating excellent traditional culture into college English courses lies in providing a vivid field for cultivating young people's cultural confidence. Cultural confidence stems from a profound understanding of one's own cultural origins, a sincere recognition of its excellent value, and a firm belief in its vitality. When students can fluently introduce the glorious achievements and contemporary values of Chinese civilization to the world in English, a sense of pride arises from within. The establishment of this confidence goes beyond simple national emotional venting and is based on rational cognition and cross-cultural comparison. By comparing Chinese and Western philosophy, art, and values in the English context, students can have a clearer understanding of the universal significance of Chinese culture and objectively view the strengths of other civilizations, thus abandoning cultural inferiority or arrogance and forming a peaceful, open, and firm cultural mentality. The cultural confidence rooted in bloodline and verified through dialogue can be transformed into the calm demeanor of students when they step onto the world stage, enabling them to truly become the new generation youth with a "heart for the motherland and a vision for the world". They can maintain their cultural roots in any cultural environment and feel proud of it.

4 Exploring Curriculum Development Pathways Empowered by the Metaverse

4.1 Optimizing Teaching Content through Metaverse Enablement

The intervention of metaverse technology has led to a deep reconstruction of the content of college English courses from flat knowledge transmission to three-dimensional and contextualized cultural experiences. Its core lies in the creative transformation of traditional cultural resources using digital technology, transforming static and abstract cultural knowledge into accessible, interactive, and perceptible dynamic narratives. The course content has been expanded to virtual Dunhuang caves restored based on high-precision 3D scanning technology. Students can "step into" them, observe every detail of the murals up close, and understand their artistic style by clicking to trigger authentic English explanations; It can be a digital reconstruction of the Grand Canal scene based on historical documents and archaeological discoveries, where students navigate the virtual river as "boat people" and complete tasks such as cargo transactions and weather challenges in English, thus gaining a profound understanding of the operational mechanism of this economic lifeline. The teaching content is thus endowed with strong narrative power, and language and cultural knowledge points are seamlessly embedded into realistic task contexts, allowing students to naturally use language while completing a deep understanding of cultural connotations in the process of solving problems, ultimately constructing a new content system with English as the medium and Chinese cultural immersion experience as the core.

4.2 Innovating Instructional Methods through Metaverse Enablement

The metaverse environment has given rise to revolutionary innovations in teaching methods, completely overturning the traditional "teacher led, student listening" model and shifting towards student-centered creative learning. The focus of teaching methods is on "learning by doing" and "learning by acting". For example, in the unit about Chinese gardens, traditional image displays are replaced by VR supported virtual field investigations. Students work in groups to complete treasure hunting and decryption games in the replicated Humble Administrator's Garden. They must communicate and collaborate in English, identify landscape features, and understand the meaning of plaques and couplets in order to pass the level. In the study of Peking Opera, AR technology allows students to "transform" into a character in the drama "Sheng Dan Jing Mo Chou" by wearing virtual costumes and facial capture technology. They can learn to sing, recite, do and fight movements, introduce their character's personality traits, the symbolic meaning of costumes and props to their peers in English, and even perform an impromptu cross-cultural dialogue performance. Highly gamified and role-playing immersive tasks greatly stimulate students' desire to express themselves, transforming language output from a classroom practice to a natural communicative behavior driven by real needs, thus efficiently honing their language comprehensive application ability in deep interaction.

4.3 Developing Educational Resources via Metaverse Integration

The development of teaching resources in the metaverse is an interdisciplinary and systematic project that goes beyond traditional text, audio, and video, and moves towards an intelligent resource ecosystem that integrates 3D models, virtual environments, digital twins, and intelligent agents. The development of teaching resources should follow the principle of combining cultural accuracy, technological immersion, and teaching applicability. On the one hand, it is necessary to deepen cooperation with cultural institutions, museums, and intangible cultural heritage protection centers, using technologies such as laser scanning, photogrammetry, and ultra-high resolution image processing to digitize the collection of precious cultural relics, historical sites, and intangible cultural heritage performances, and establish a high-quality "Chinese Cultural Digital Asset Library". On the other hand, English education and linguistics experts need to collaborate with digital artists and programmers to inject educational soul into digital assets, including designing multi-level English annotations, captions, and background knowledge bases for them; Write task scripts embedded in virtual scenes; Develop a virtual historical character or cultural tour AI assistant that can engage in intelligent Q&A with students. The final formed resources can be repeatedly called upon by different courses and teaching activities, forming a constantly updated Chinese cultural metaverse educational resource library.

4.4 Diversifying Instructional Evaluation with Metaverse Analytics

The data traceability characteristic of the metaverse provides excellent technical conditions for breaking the traditional single evaluation mode and constructing a multi-dimensional evaluation system that combines process, performance, and comprehensiveness. Evaluation can run through the entire virtual learning journey, and the system automatically records students' process data, such as their exploration path in the virtual scene, the number of interactions with cultural objects, the duration and complexity of English conversations with AI characters or peers. The focus of evaluation has shifted towards the assessment of students' creative cultural output achievements, such as the quality of virtual Chinese courtyards and English guided tours designed by student groups, performance videos generated during role-playing tasks, and in-depth comparative analysis reports written on a certain cultural phenomenon. These achievements can comprehensively reflect students' cultural understanding, language proficiency, critical thinking ability, etc. The evaluation subject has also changed from one teacher to multiple, introducing AI based language output automatic analysis and evaluation, peer evaluation, and students' self reflection reports, thus forming a three-dimensional evaluation network that integrates quantitative data and qualitative analysis, and more comprehensively measures students' comprehensive literacy improvement.

5 Conclusion

The rise of metaverse technology is triggering profound changes in the educational ecosystem, providing a historic opportunity to solve the dilemma of traditional culture being "silent" and "marginalized" in English teaching in universities. It prompts us to re-examine how to cultivate new era talents with both mother tongue cultural foundation and global competence in global dialogue, and how to safeguard the authenticity of culture and educational ethical values in the integration of virtual and reality.

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