

Study on the Strategy of Integrating Zhejiang Red Culture into College English Teaching in the Context of Cross-cultural Communication

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ABSTRACT

The integration of Zhejiang red culture into college English teaching in the context of cross-cultural communication is helpful to improve students' cognition of the history of Zhejiang red revolution, and enhance students' ability to tell Chinese stories well in English. However, to achieve this goal, teachers should ensure the authenticity and historicity of the content, emphasize the interactivity and sense of participation in teaching, and advocate the adaptability and personalization of the content. And they should combine multimedia and information technology to explain Zhejiang red culture, introduce the case analysis to strengthen students' understanding of Zhejiang red culture and organize language practice activities to improve students' cross-cultural communication ability, so as to effectively promote the deep integration of Zhejiang red culture and college English teaching under the background of cross-cultural communication.

KEYWORDS

cross-cultural communication; Zhejiang red culture; college English teaching

As an inseparable part of Chinese revolutionary history, Zhejiang red culture carries profound historical and cultural values. Integrating Zhejiang red culture into college English teaching can effectively strengthen students' understanding of their own culture, cultivate their pride, and improve their ability to tell Chinese stories to the world in English. This paper will explore the value implication, teaching principles and implementation strategies of integrating Zhejiang red culture into college English teaching under the background of cross-cultural communication, in order to promote the innovation of higher English education and cultivate more English talents with cultural confidence.

1 The Value Implication of Integrating Zhejiang Red Culture into College English Teaching in the Context of Cross-cultural Communication

1.1 Enhance Students' Understanding of the History of Zhejiang Red Revolution

Integrating Zhejiang red culture into college English teaching in the context of cross-cultural communication can significantly improve students' understanding of the revolutionary history in the region. Integrating Zhejiang red culture into English teaching not only helps students in Zhejiang to examine local culture from a new perspective, but also provides a window for students from other regions and countries to understand Chinese culture. For example, through meticulous

curriculum design, English teachers guide students to discuss the importance of Zhejiang in the early activities of the Communist Party of China, analyze the influence of these historical events on the political and social structure of People's Republic of China, and how these historical factors are integrated into modern cultural narratives, which not only helps students acquire relevant language knowledge and enriches students' historical knowledge, but also stimulate students' interest in Zhejiang's red cultural heritage ^[1].

1.2 Enhance Students' Ability to Tell Chinese Stories Well in English

Teachers integrate Zhejiang red culture into college English teaching practice, which significantly improves students' ability to tell Chinese stories in English. In the context of globalization, the integration of Zhejiang red culture into English teaching helps to train students to accurately and vividly introduce and explain the unique red historical and cultural elements of China, especially of Zhejiang, in English, thus greatly broadening students' international vision and improving their cross-cultural communication ability. In addition, English, as an international language, is an important tool to convey Chinese red culture. In the process of learning how to tell Chinese red stories in English, students are also learning how to understand and respect the expressions of other cultures, which helps students to show stronger confidence in international communication.

2 The Principle of Integrating Zhejiang Red Culture into College English Teaching in the Context of Cross-cultural Communication

2.1 Ensure the Authenticity and Historicity of the Content

Under the background of cross-cultural communication, teachers should ensure the authenticity and historicity of Zhejiang red culture in college English teaching. The teaching practice of English teachers must be based on concrete historical facts and in-depth historical insights to ensure that the information conveyed to students is authentic and credible. To this end, teachers should widely refer to historical documents, authoritative academic research and first-hand materials to ensure that every historical event, person and cultural phenomenon is based on sufficient historical evidence to avoid misreading or biased interpretation of history. In addition, teachers should emphasize the complexity and multi-dimensionality of history in their teaching, and encourage students to critically analyze and discuss historical events in order to cultivate students' historical thinking.

2.2 Emphasize the Interactivity and Sense of Participation in Teaching,

To integrate Zhejiang red culture into college English teaching in the context of cross-cultural communication, it is necessary to strengthen the interactivity and sense of participation in teaching, so as to enhance students' participation and interest through interactive learning, and encourage them to explore and understand the course content more actively. For example, English teachers can enhance the interest and dynamicity of teaching through group discussions, role-playing, debates and the use of multimedia resources, and enable students to understand the historical value of Zhejiang red culture from multiple perspectives and at a deeper level ^[2].

2.3 Advocate the Adaptability and Personalization of the Content

To integrate Zhejiang red culture into college English teaching under the background of cross-

cultural communication, teachers need to emphasize the adaptability and personalization of teaching content. The teaching content and methods chosen by English teachers should be adjusted according to students' learning needs, backgrounds and interests, so as to optimize teaching effectiveness and stimulate students' learning motivation. At the same time, teachers should adjust the difficulty and speed of teaching according to students language level to improve students' learning efficiency and interest, so that students can more effectively understand and absorb Zhejiang red culture in the cross-cultural communication environment.

3 The Teaching Strategies of Integrating Zhejiang Red Culture into College English in the Context of Intercultural Communication

Under the background of cross-cultural communication, in order to integrate Zhejiang red culture into college English, teachers should combine multimedia and information technology to thoroughly explain Zhejiang red culture, introduce case studies to strengthen students' understanding of Zhejiang red culture, and organize language practice activities to improve students' cross-cultural communication ability, so as to effectively promote the deep integration of Zhejiang red culture and college English teaching.

3.1 Combine Multimedia and Information Technology to Explain Zhejiang Red Culture in Depth

First, universities should establish a comprehensive digital archive, which is dedicated to collecting and displaying historical documents, pictures, videos and audio materials related to Zhejiang red culture. At the same time, teachers should regularly scan and upload these original documents and visual materials, so that students can directly access first-hand historical information, so as to enhance the authenticity and depth of learning. Secondly, universities should develop interactive learning tools, such as timeline software and virtual reality experience, to guide students to explore key locations and historical events of Zhejiang red culture in a virtual environment, and enable students to deeply feel the on-site atmosphere and era background of historical events without going to the scene. In addition, teachers can use the online education platform to hold webinars and special lectures, and invite experts and historians of Zhejiang red culture to give in-depth explanations and answer questions, so that more students can participate in academic discussions and improve their learning enthusiasm and participation through real-time interactions^[3]. Finally, a continuously updated content sharing platform should be established, such as the social media and blog, so that students can publish study notes, research reports or video materials about Zhejiang red culture, share their knowledge with wider audience, and get more learning inspiration and improvement suggestions through online interactions. In this way, the teaching content of Zhejiang red culture will be more vivid, which will greatly increase students' interest and engagement in learning, and deepen their understanding of this unique cultural topic.

3.2 Introduce Case Studies to Strengthen Students' Understanding of Zhejiang Red Culture

First, teachers should select representative events or figures of Zhejiang red cultural as the core content of case study. Teachers should provide detailed background materials, such as the historical background, key figures, the course and historical impacts of the event, and present them in English for in-depth analysis by students. Second, teachers should design specific case study activities, such

as group discussions, role-playing or debates, so that students can experience and analyze historical events from a variety of perspectives. In role-playing activities, teachers can guide students to play the roles of revolutionaries, local officials or ordinary people, and stimulate them to discuss and express their views and actions through simulated historical scenes. Third, teachers should guide students to write historical event analysis reports or papers in English, and provide academic writing guidance, such as the correct use of citations and the construction of argumentation framework, so as to deepen students' understanding of history and exercise their English academic writing ability. Fourthly, in order to enhance the interaction and obtain the immediate feedback, teachers can use online discussion boards or video conferencing tools to conduct real-time discussions, guide students to express their views on the platforms and obtain direct feedback from teachers to enhance their sense of participation, thus helping students to use English confidently in academic discussions^[4]. Fifthly, teachers can share students' case analysis reports or project results in a wider academic circle, such as showing them in the school's English academic festivals, online academic forums or relevant academic conferences, so that students can contact and absorb views and feedback from different backgrounds, thus further improving students' academic communication and critical thinking skills.

3.3 Organize Language Practice Activities to Improve Students' Cross-cultural Communication Ability

First, teachers can organize simulated international conferences on the theme of Zhejiang red culture, and guide students to simulate representatives of different countries, and discuss issues such as cultural heritage protection and international cooperation in history education. During this process, students are required to use English for professional communication. Second, universities can cooperate with international schools or educational institutions to conduct cultural exchange visits using English as a medium. For example, universities can invite foreign students and teachers to visit Zhejiang, to visit historical sites related to red culture, and hold workshops and discussions. Students need to prepare English guide materials to introduce the historical background and cultural influence, so as to significantly improve their language practice ability through such personal introduction and exchange activities^[5]. Third, teachers can guide students to write and perform English plays with the theme of Zhejiang red culture, and guide students to perform according to historical stories or key events, so as to make students deeply understand the characters of historical figures and the background of events through script writing and role playing, and improve their oral English and expression skills. Fourth, universities can hold English essay and speech competitions on the theme of Zhejiang red culture to encourage students to explore the influence of Zhejiang red culture on modern society and express and share it in English, thereby improving students' writing and public speaking skills and deepening their understanding of the value of Zhejiang red culture.

4 Conclusion

In today's globalized world, college English education not only teaches students language skills, but also serves as an important platform for cultural exchange and understanding. The integration of Zhejiang red culture into college English teaching can not only enrich the teaching content, but also provide students with a unique perspective of in-depth understanding of Chinese revolutionary history and cultural spirit, strengthen students' understanding of and respect for local culture, and develop their ability to express local culture in an international language. With the continuous

advancement of the internationalization of education, this kind of integrated teaching will show greater potential and value, and make greater contributions to global cultural exchange and understanding.

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