

Research on the Integration of Jianghai Culture into College English Teaching Based on Project-based Learning

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Abstract: This paper explores the importance, existing problems, and optimization strategies of integrating Jianghai culture into college English teaching. It analyzes the uniqueness and diversity of Jianghai culture as well as its unique value under the globalization background. It points out the lack of Jianghai culture content in current college English textbooks, as well as the difficulties in implementing project-based learning in college English teaching and the low acceptance of students. To address these issues, corresponding optimization strategies are proposed, including enriching the content of Jianghai culture in college English textbooks, improving the application of project-based learning in college English teaching, and increasing students' interest and understanding of Jianghai culture. Through specific cases and strategic suggestions, this paper aims to provide useful references for integrating Jianghai culture into college English teaching, promote students' in-depth understanding and cognition of Chinese culture, and improve their cultural literacy and cross-cultural communication skills.

Keywords: Jianghai Culture; College English Teaching; Project-based Learning; Cultural Identity

1. Introduction

With the acceleration of globalization, cross-cultural communication ability has become one of the important goals of talent cultivation. As an important part of Chinese culture, Jianghai culture, with its unique geographical characteristics, historical evolution, and cultural connotations, provides rich materials and inspiration for college English teaching. However, in the current college English teaching, the lack of Jianghai culture content, difficulties in implementing

project-based learning, and low interest in Jianghai culture among students are still widespread. This paper aims to explore the integration and application of Jianghai culture in college English teaching, propose optimization strategies to enrich teaching content, improve teaching effectiveness, and promote students' in-depth understanding and cognition of Chinese culture.

2. Characteristics of Integrating Jianghai Culture into College English Teaching Based on Project-Based Learning

2.1 The Uniqueness and Diversity of Jianghai Culture

As an essential component of the diverse cultural system of the Chinese nation, Jianghai culture, with its unique geographical features and historical evolution, demonstrates rich connotations and diverse forms^[1]. The geographical characteristics of Jianghai culture are mainly reflected in its vast river and sea areas, where the Yangtze River and the Yellow Sea converge, forming a unique natural landscape. This natural landscape not only breeds abundant natural resources but also provides unique conditions for the formation and development of Jianghai culture. In terms of historical evolution, Jianghai culture has undergone a long and complex development process. Since ancient times, the Jianghai region has been an important channel for cultural exchanges between the north and the south, where the Central Plains culture, Wu-Yue culture, marine culture, and other cultures have mingled and collided, forming the unique cultural character of Jianghai culture. This mingling and difference make Jianghai culture possess both the commonality of Chinese culture and its own unique personality. Under the background of globalization, the unique value of Jianghai culture is becoming increasingly prominent. With the in-depth development of globalization, the exchange and

integration of different cultures have become an inevitable trend. Jianghai culture, with its open and inclusive cultural characteristics, actively absorbs and learns from the excellent elements of other cultures, constantly enriching its cultural connotations. At the same time, it also provides useful experience and enlightenment for cultural exchange and integration in the process of globalization^[2].

2.2 Characteristics of Project-Based Learning in College English Teaching

Project-based learning is a teaching method that focuses on students and promotes their learning through the completion of practical projects. In college English teaching, project-based learning has unique characteristics and advantages. It emphasizes students' initiative and participation. In traditional teaching models, students often passively receive knowledge, while project-based learning requires students to actively participate in the design and implementation of projects, completing project tasks through independent learning and cooperative learning. This learning method can stimulate students' interest and motivation in learning, improving their learning initiative and enthusiasm^[3]. Project-based learning emphasizes teamwork and communication skills. In college English teaching projects, students need to form groups to complete tasks together, which requires them to communicate and collaborate fully. Through teamwork, students can not only improve their English proficiency but also cultivate their teamwork and communication skills, laying a solid foundation for their future career development. Project-based learning focuses on the practical application of knowledge. In projects, students need to apply the knowledge they have learned to practical problems and test and consolidate the knowledge through practice. This practical application teaching method can help students better understand and master knowledge, improving their ability to apply knowledge and solve problems^[4].

2.3 The Necessity of Integrating Jianghai Culture into College English Teaching

Integrating Jianghai culture into college English teaching is necessary. As an important component of the diverse cultural system of the Chinese nation, Jianghai culture possesses rich

cultural connotations and unique cultural characters^[5]. By integrating Jianghai culture, it can help students better understand and recognize Chinese culture, improving their cultural literacy and cultural self-confidence. Integrating Jianghai culture into English teaching can enhance the practicality of the language. As a frontier region for opening up, the Jianghai region has extensive international exchanges and cooperation. By integrating Jianghai culture, English teaching can be made more relevant to real life and practical needs, helping students better master and use English for international communication. Integrating Jianghai culture into college English courses also has educational value. By studying and understanding Jianghai culture, students can appreciate the broad and profound nature of Chinese culture and its diversity and inclusiveness, cultivating their patriotism and cultural identity. The open, inclusive, enterprising, and innovative spiritual qualities in Jianghai culture can also have a positive impact on students, inspiring them to constantly pursue progress and development^[6].

3. Issues in Integrating Jianghai Culture into College English Teaching through Project-based Learning

3.1 Lack of Jianghai Culture Content in College English Textbooks

Upon analyzing current college English textbooks, it is not difficult to notice the significant absence of Jianghai culture content. Although the textbooks strive for a wide range of content, they often overlook the characteristics of regional culture, especially the important component of Jianghai culture. The mention of Jianghai culture in textbooks often remains superficial, lacking depth and breadth, and unable to truly showcase the unique charm and historical background of Jianghai culture. This lack of Jianghai culture content has adversely affected students' cultural cognition, preventing them from deeply understanding Jianghai culture through textbooks and thus lacking recognition and identification with this regional culture. This deficiency also limits students' understanding and respect for multiculturalism, which is unfavorable for cultivating their global perspective and cross-cultural communication skills. The necessity of increasing Jianghai

culture content in textbooks is self-evident, which helps to make up for the current textbooks' deficiencies in regional culture and enrich the cultural connotations of the textbooks. By studying and understanding Jianghai culture, students can better recognize and understand the diversity and inclusiveness of Chinese culture, enhance their cultural self-confidence, and also improve their cross-cultural communication skills, laying a solid foundation for their future career development and international exchanges.

3.2 Difficulties in Implementing Project-based Learning in College English Teaching

Although project-based learning has many advantages in college English teaching, it faces quite a few difficulties in actual implementation. Project-based learning requires students to possess a high level of autonomous learning ability and teamwork spirit, which is a significant challenge for some students. They may not adapt to this new learning method well, resulting in poor learning outcomes. Teachers may also encounter some issues when implementing project-based learning, such as how to design appropriate teaching projects, how to provide effective project guidance and evaluation, etc. These issues require teachers to possess high professional literacy and teaching experience; otherwise, the implementation effect of project-based learning may not be satisfactory. To address these difficulties, strategies can be adopted to strengthen the cultivation of students' autonomous learning ability and teamwork spirit, helping them better adapt to project-based learning. Providing teachers with relevant training and guidance to enhance their professional literacy and teaching abilities, and establishing a sound project evaluation and feedback mechanism to ensure that the implementation effect of project-based learning can be effectively monitored and improved.

3.3 Low Acceptance of Integrating Jianghai Culture into College English Teaching among Students

When investigating students' attitudes and perspectives on integrating Jianghai culture into college English teaching, it is indeed found that some students hold reserved or opposing opinions. There may be some underlying

reasons behind this attitude. Some students may be influenced by traditional educational concepts, believing that the core purpose of English learning is to cope with exams and job hunting, and may separate English learning from cultural learning, considering the two as unrelated. This perspective ignores the role of cultural learning in improving language proficiency, promoting cross-cultural understanding and communication. Jianghai culture may be relatively unfamiliar and distant to some students due to differences in geography, history, and culture. They may lack understanding and recognition of Jianghai culture, making it difficult for them to resonate and develop interest. This sense of strangeness may hinder their initiative and enthusiasm in actively learning and exploring Jianghai culture.

To improve students' acceptance of integrating Jianghai culture into teaching, a series of measures need to be taken. It is necessary to strengthen the guidance and education of the importance of cultural learning for students, letting them realize the positive role of cultural learning in improving comprehensive quality, broadening international horizons, and enhancing cross-cultural communication skills. Diverse teaching activities and practical opportunities can be organized to stimulate students' interest in learning, such as organizing field visits, cultural lectures, folk customs experiences, etc., allowing students to personally experience the charm of Jianghai culture. Designing English project tasks with Jianghai cultural characteristics can enable students to understand and disseminate Jianghai culture while completing tasks. It is also necessary to establish effective incentive mechanisms and evaluation systems to stimulate students' learning motivation and participation, such as setting up cultural learning scholarships, excellent project exhibitions, and other reward mechanisms to recognize students who have achieved outstanding results in Jianghai culture learning. Additionally, cultural learning performance can be included in the curriculum evaluation system to guide students to attach importance to and actively participate in teaching activities that integrate Jianghai culture.

4. Optimization Strategies for Integrating Jianghai Culture into College English

Teaching through Project-based Learning

4.1 Enriching Jianghai Cultural Content in College English Textbooks

Addressing the lack of Jianghai cultural content in current college English textbooks, it is proposed to increase the content related to Jianghai culture in the textbooks, aiming to enrich the teaching materials, enhance students' cultural literacy, and foster their cross-cultural communication skills. Textbook compilers should delve deeply into the rich materials of Jianghai culture in terms of history, geography, and humanities. Jianghai culture, as an essential part of China's long-standing culture, boasts profound historical deposits, unique geographical environments, and diverse cultural landscapes, providing valuable resources for English teaching. By introducing articles, cases, and exercises related to Jianghai culture, students can naturally learn about and appreciate the charm of Jianghai culture while studying English. English textbook cases with Jianghai cultural characteristics can be designed, focusing on historical figures, famous scenic spots, folk customs, and other aspects of the Jianghai region. These cases can create authentic scenarios for students, making them feel as if they are immersed in the world of Jianghai culture. For example, a text on a famous historical figure in the Jianghai region can be written to introduce his/her life story and contributions to Jianghai culture. Alternatively, an exercise on the unique folk customs of the Jianghai region can be designed to allow students to understand and experience local cultural characteristics while completing the exercise.

While enriching Jianghai cultural content, it is also necessary to explore how to balance the cultural diversity and depth of the textbooks. The textbooks should not only focus on Jianghai culture but also cover other regional cultures and international cultures to cultivate students' global perspective and cross-cultural communication skills. By introducing cultural elements from different regions and countries, students can gain a more comprehensive understanding of worldwide cultures, enhancing their cultural inclusiveness and international competitiveness. When introducing Jianghai culture, the textbooks should also pay attention to the depth and breadth of the content, introducing both the

basic knowledge and characteristics of Jianghai culture as well as exploring its historical origins, cultural connotations, and social values. By deeply analyzing the historical background, development trajectory, and social impact of Jianghai culture, students can better understand and identify with this regional culture, improving their cultural literacy and cultural identity, which also helps to inspire students' love and awareness of inheriting Chinese culture.

4.2 Improving the Application of Project-based Learning in College English Teaching

To improve the application of project-based learning in college English teaching and integrate it with Jianghai culture, a series of English teaching project cases that conform to the unique characteristics of Jianghai culture can be carefully planned. These projects aim to enhance students' English proficiency and cross-cultural communication ability from the unique perspective of regional culture, while deepening their understanding and love for Jianghai culture. For instance, a project named "Exploring the Historical Changes of Jianghai Region" can be designed. In this project, students will research the historical development of Jianghai region in groups, including important historical events, figures, and their impacts. Students need to search for information, write reports, and create PPTs to present their research findings to the class in English. This not only helps students gain a deeper understanding of the history of Jianghai region, but also exercises their English presentation skills. Another project, "Inheritance and Development of Folk Culture in Jianghai Region," can encourage students to explore the folk culture of Jianghai, such as traditional handicrafts, folk arts, and festival customs. Students can conduct field research, interview local residents, and create videos to record and showcase the charm of these folk cultures. During the project, students need to write reports in English and present their research findings to the class, which can not only deepen their understanding of Jianghai folk culture but also improve their cross-cultural communication skills.

To enhance the effectiveness of the implementation of project-based learning, a series of strategies need to be adopted. Teachers

should plan and design the projects thoroughly, clarifying the project objectives, tasks, and requirements, which helps ensure the smooth progress of the projects and enables students to gain benefits from the process. Teachers should strengthen their guidance and supervision of student projects, providing timely feedback and suggestions. This helps students correct errors, adjust their directions, and ensure the successful completion of the projects. Teachers should also encourage cooperation and communication among students to cultivate their teamwork spirit and communication skills. Furthermore, teachers should be encouraged to innovate the practice of project-based learning. They can design more diversified and personalized project tasks by combining the actual situation of Jianghai region and students' interests and hobbies. For example, teachers can organize students to conduct field research activities in Jianghai region, allowing them to experience and appreciate the charm of Jianghai culture firsthand. Modern technological means, such as virtual reality (VR) and augmented reality (AR), can also be utilized to provide students with a more vivid and intuitive learning experience. Through these English teaching projects with Jianghai cultural characteristics, it is believed that students' interest and enthusiasm for English learning can be stimulated, their English proficiency and cross-cultural communication ability can be improved, and they can better understand and appreciate Jianghai culture, fostering their cultural self-confidence and national pride.

4.3 Enhancing Students' Interest and Cognition of Jianghai Culture

To deepen students' interest and cognition of Jianghai culture, it is necessary to not only integrate it into classroom teaching but also enhance their learning experience through a series of colorful English extracurricular activities. These activities aim not only to allow students to gain a deeper understanding and recognition of Jianghai culture but also to inspire their learning enthusiasm, improve their English proficiency, and enhance their cross-cultural communication skills. We can plan a series of English extracurricular activities themed around Jianghai culture, of which cultural lectures are an essential part. We can invite experts and scholars in the field of

Jianghai culture to deliver insightful explanations, enabling students to understand the history, development, and characteristics of Jianghai culture from a professional perspective. Cultural exhibitions are also a platform to visually showcase the charm of Jianghai culture, displaying cultural relics, artworks, folk articles, etc. from the Jianghai region, allowing students to experience the unique charm of Jianghai culture personally. In addition to lectures and exhibitions, cultural experience activities can be organized for students to participate in firsthand, such as visiting famous scenic spots in the Jianghai region, such as ancient buildings and ancient villages, to learn about the historical background of Jianghai culture through practice. Students can also be organized to participate in folk activities, such as making traditional handicrafts and tasting local cuisine, to experience the charm of Jianghai culture in person.

During the activities, multimedia resources can also be utilized to enhance students' learning experience. By playing scenic documentaries and folk customs videos from the Jianghai region, students can visually feel the uniqueness of Jianghai culture. These video materials are not only visually appealing but also help students better understand the essence and value of Jianghai culture. Students should also be encouraged to communicate in English during the activities. English corners, English speech contests, and other sessions can be set up to allow students to practice their English proficiency in a relaxed and enjoyable atmosphere, improving their English proficiency. Project cooperation can also be organized for students to exercise their teamwork spirit and communication skills in the process of completing projects. Through the implementation of these measures, it is believed that students' interest and enthusiasm for Jianghai culture can be inspired, their cultural literacy and cultural identity can be improved, and these activities can not only enrich students' after-school life but also lay a solid foundation for their comprehensive development. These activities can also help students better understand Chinese culture and cultivate their national pride and cultural confidence.

5. Conclusion

By deeply analyzing the importance, existing problems, and optimization strategies of Jianghai culture in college English teaching, specific solutions have been proposed. Enriching the content of Jianghai culture in textbooks can enable students to gain a more comprehensive understanding and recognition of this regional culture, improving their cultural literacy and cross-cultural communication skills. Improving the application of project-based learning in college English teaching can stimulate students' interest and motivation, enhancing their autonomous learning ability and teamwork spirit. By carrying out English extracurricular activities themed around Jianghai culture, inviting Jianghai cultural experts for lectures and exchanges, and utilizing multimedia resources to showcase the charm of Jianghai culture, students' interest and recognition of Jianghai culture can be enhanced, and their cultural self-confidence and global vision can be cultivated. The implementation of these optimization strategies will contribute to promoting the innovation and development of college English teaching and make positive contributions to cultivating talents with a global vision and cross-cultural communication skills.

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