

# The Integration of Chinese Excellent Traditional Culture into Vocational College English Teaching from the Perspective of Artificial Intelligence

ZHANG YING-TING

*School of International Cooperation  
Guangdong Polytechnic of Science and Technology  
Zhuhai, Guangdong, China, 519090*

## Abstract

*Through investigating the current situation of the integration of Chinese excellent traditional culture into English teaching, this study finds that the existing problems include the lack of the corresponding English teaching resources, students' weak motivation for learning Chinese excellent traditional culture in English, and the unbalanced proportion of Chinese culture and foreign culture in English teaching. Therefore, the proposed solutions are to build an online sharing platform for Chinese culture in English teaching, to carry out interdisciplinary collaborative teaching and diversified cultural experience activities, and to infiltrate English teaching through multi-dimensional comparison of Chinese culture and foreign culture, so as to help college students grasp the English competence in order to spread Chinese culture and tell Chinese stories in foreign languages.*

**Keywords:** integration; Chinese excellent traditional culture; English teaching; higher vocational colleges

## I. INTRODUCTION

In the context of rapid advancements in artificial intelligence, the objectives of foreign language education now extend beyond mastery of linguistic knowledge, development of language skills, intellectual growth, and cultural education. Empowered by sophisticated AI technologies, contemporary foreign language pedagogy exhibits unprecedented characteristics of personalization, intelligence, and efficiency. As the carrier of culture, language instruction—supported by artificial intelligence—can more precisely analyze learners' needs, deliver immediate feedback, and offer adaptive learning pathways, thereby enhancing both learning efficiency and intercultural communication capabilities. For Chinese English learners, AI-assisted approaches facilitate not only systematic acquisition of language knowledge and skills, but also immersive cultural experiences through technologies such as virtual reality (VR) and augmented reality (AR), further deepening their dual understanding of both target language cultures and the rich traditions of Chinese civilization.

## II. LITERATURE REVIEW

Nevertheless, cultural instruction in current English language teaching remains predominantly focused on the cultures of the target language, notably those of English-

speaking countries, with insufficient attention paid to the transmission of outstanding traditional Chinese culture. (Liu, 2016)The value systems of vocational college students are especially susceptible to external influences from target language cultures, often resulting in challenges to the maintenance of national cultural identity and the stability of personal values. (Jiang & Ren, 2019)

In March 2014, the Ministry of Education issued the “Guiding Outline for the Enhancement of Education in Outstanding Traditional Chinese Culture” (Li & Zheng, 2019), explicitly advocating for the systematic integration of traditional Chinese cultural education into curricular and textbook frameworks, thereby providing both policy support and strategic direction for the convergence of artificial intelligence and foreign language teaching. Kramsch (1993) underscores that foreign language learning is not merely the acquisition of new communicative modes, but also involves constructing a bridge between the home culture and the target language culture, thereby advancing linguistic cognition and comprehension. Xu (2015) recommends narrating stories of traditional Chinese virtues in English within the classroom context, which enriches students’ vocabulary while simultaneously promoting the transmission of exemplary Chinese traditions. Yin (2018) asserts that the English classroom should serve as a venue for Sino-Western cultural exchange, assisting students in the formation of correct cultural values and cultural confidence. AI technologies, through big data analysis and adaptive learning algorithms, are capable of customizing individualized cultural learning content for each student, thus enhancing cultural sensitivity and expanding international perspectives while fostering a stable sense of cultural identity. Against this backdrop, the present study seeks to investigate the status quo of the integration of outstanding traditional Chinese culture into English learning for vocational college students, to analyze the emerging opportunities and challenges for cultural instruction under the empowerment of artificial intelligence, and to provide scientific and systematic reference points for educational authorities, English instructors, and students.

### **III. METHODOLOGY**

#### **1. Research Approach**

This study employed both testing and questionnaire instruments to investigate the current status of integrating Chinese Excellent Traditional Culture into English teaching. Drawing upon relevant literature, a questionnaire entitled “Test of English Expressive Ability for Chinese Excellent Traditional Culture and Survey on Current Teaching Practices” was devised for this research.

#### **2. Research Design**

A random sampling method was adopted, with vocational college students from Guangdong Province serving as the primary survey subjects. In total, 300 tests and questionnaires were distributed to students, with 287 tests and questionnaires ultimately collected. Of these, 285 valid tests and 283 valid questionnaires were obtained for analysis.

3. Data Analysis

(1) Students’ Weak English Expressive Ability for Chinese Excellent Traditional Culture and Lack of Familiarity with Its Connotations

The “Chinese Excellent Traditional Culture English Expressive Ability Test” comprised 10 translation items centered on Chinese Excellent Traditional Culture and 5 knowledge-based items (in English). As indicated in Table 1, students generally possessed low English expressive ability regarding Chinese Excellent Traditional Culture, with an average accuracy rate of only 29% for translation items; for item 9 (translation of “Zizhi Tongjian”) and item 10 (translation of “Four Books and Five Classics”), the correct response rate was below 10%. The results for items 11 to 15 further suggest that students lack familiarity with the intrinsic knowledge of Chinese Excellent Traditional Culture.

Table 1. Results of the Chinese Excellent Traditional Culture English Expressive Ability Test

Question Number	1	2	3	4	5	6	7	8
Accuracy Rate	35%	48%	30%	23%	27%	33%	32%	46%
Question Number	9	10	11	12	13	14	15	
Accuracy Rate	7%	9%	8%	4%	6%	8%	3%	

(2) High Support for Integrating Chinese Excellent Traditional Culture, but Insufficient Practical Engagement

Student attitudes towards the integration of Chinese Excellent Traditional Culture in English teaching were measured by a five-point Likert scale, with response options ranging from "Strongly Agree," "Agree," "Neutral," "Disagree," to "Strongly Disagree," assigned 5 to 1 points respectively. Owing to space limitations, this article discusses four representative survey items. Students expressed positive attitudes and high interest in the inclusion of Chinese Excellent Traditional Culture in their English learning. However, this interest has not translated into substantive action, as students tend to pay insufficient attention to knowledge acquisition and accumulation, and rarely engage in independent learning of relevant materials outside the classroom.

Table 2. Results of Students’ Attitude Assessment toward Integration of Chinese Excellent Traditional Culture into English Teaching

No.	Survey Item	Mean (N = 283)
1	It is necessary to integrate Chinese Excellent Traditional Culture into English learning.	4.13
2	I am very interested in learning to express Chinese Excellent Traditional Culture in English.	3.62
3	I value learning and accumulating English expressions related to Chinese Excellent Traditional Culture.	2.45
4	Outside class, I actively consult English books and watch videos about Chinese culture.	1.29

(3) Limited and Superficial Integration of Chinese Excellent Traditional Culture in English Teaching

The extent of integration was also assessed using the Likert scale, with four representative survey items selected for illustration herein. Results show that English teachers consciously introduce elements of Chinese Excellent Traditional Culture into their teaching, but the degree of emphasis remains inadequate, and the presence of

related knowledge in English assessment is low. There is an observable imbalance between the representation of English-speaking cultures and Chinese culture in English textbooks. Moreover, the comparative teaching of Chinese and foreign cultures in English classes remains at a basic, descriptive level and lacks critical engagement.

**Table 3. Assessment Results on the Extent of Integration of Chinese Excellent Traditional Culture into English Teaching**

No.	Survey Item	Mean (N = 283)
1	English teachers extensively integrate Chinese Excellent Traditional Culture into their lessons.	2.53
2	English textbooks contain abundant materials on Chinese Excellent Traditional Culture.	2.47
3	English textbooks contain abundant materials on the cultures of English-speaking countries.	4.27
4	English assessments often involve expressing Chinese Excellent Traditional Culture in English.	2.42
5	English teachers frequently guide us to critically compare Chinese and foreign cultures.	0.85

**4. Findings**

This study conducted a detailed analysis of the survey data and identified three primary factors underlying the current issues in integrating Chinese Excellent Traditional Culture into English teaching:

**(1) Insufficient English Learning Resources for Chinese Excellent Traditional Culture**

Although information technology has become widely adopted in contemporary teaching practice, traditional English textbooks continue to serve as the core instructional resources. While knowledge pertaining to Chinese culture does appear in some textbooks, its proportion remains noticeably lower than that of the cultures of English-speaking countries.(Tian, 2020) Furthermore, the presentation of Chinese cultural knowledge within these materials lacks systematic structure, and the distribution across listening, speaking, reading, writing, translation, and cultural components is imbalanced. Notably, 80% of students reported that their primary means of learning English expressions related to Chinese Excellent Traditional Culture were through English classes and textbooks. Beyond these sources, they rarely accessed additional related resources. Compared with the abundance of materials introducing English-speaking countries, English-language resources dedicated to the introduction of Chinese culture remain relatively scarce.

**(2) Weak Motivation for Learning Chinese Excellent Traditional Culture**

Although most students recognize the significance of disseminating Chinese Excellent Traditional Culture, their motivation for learning it remains insufficient, which is one reason for their generally low ability to express Chinese Excellent Traditional Culture in English. First, Chinese cultural content is rarely featured in English assignments and assessments, leading the majority of students to believe that learning English expressions for Chinese culture contributes minimally to higher grades or the development of language skills. Consequently, students devote little time to practicing such expressions and seldom proactively seek out relevant learning materials. There is also a prevailing lack of awareness among students that learning English

representations of Chinese culture can simultaneously enhance their general language abilities and intercultural communication competence.

### **(3) Imbalanced Representation of Chinese and Foreign Cultures in English Teaching**

Chinese Excellent Traditional Culture receives insufficient attention in both English curriculum design and teachers' instructional planning. Faced with examination pressures, English teachers tend to prioritize training students' language skills and explaining the cultures of English-speaking countries, relegating Chinese culture to superficial coverage without in-depth comparison of cultural connotations. Such teaching practices reflect a lack of confidence in promoting native culture. Moreover, students' overall familiarity with Chinese Excellent Traditional Culture remains low. These internal and external factors together contribute to the current low level of English expressive ability concerning Chinese Excellent Traditional Culture among young learners.

## **III. DISCUSSION**

Currently, vocational college students exhibit unsatisfactory levels of English expressive ability and motivation regarding Chinese Excellent Traditional Culture, with relevant English resources remaining scarce and notable asymmetries between the teaching of target language cultures and that of Chinese Excellent Traditional Culture in English education. In response, this study proposes three strategies for reference.

### **1. Building Intelligent Platforms for English Teaching of Chinese Culture**

Given the rapid development of artificial intelligence technologies, vocational institutions should fully leverage digital means to construct intelligent and shared online platforms dedicated to English teaching of Chinese culture. Utilizing advanced technologies such as natural language processing, big data analytics, and adaptive learning, these platforms can realize the automated retrieval, filtering, and continuous updating of English resources on Chinese Excellent Traditional Culture, ensuring that corpora remain current and diverse, covering translated classics, policy documents, and multimodal materials like intangible cultural heritage videos. Integration of speech recognition and automated grading features can further provide instantaneous feedback and personalized training for students' productive skills—including listening, speaking, reading, writing, and translation—thus addressing the shortcomings of traditional textbooks in cultivating cultural output competence. Through learning analytics, platforms can automatically monitor student progress in expressing Chinese Excellent Traditional Culture in English, and supply teachers with dashboard-based analyses to enable the precise refinement of instructional strategies. For example, in units such as "Food and Culture," platforms can dynamically generate virtual reality (VR) modules comparing banquet etiquette in Chinese and Western contexts, allowing students to undertake immersive oral practice and receive AI-generated reports on grammar and cultural expression accuracy, thereby comprehensively enhancing cultural expression and autonomous learning effectiveness.

### **2. AI-Empowered Interdisciplinary Teaching and Cultural Practice**

To further improve vocational students' interest and intercultural competence in learning Chinese Excellent Traditional Culture, interdisciplinary collaborative teaching

and diverse cultural experiences should be fostered, facilitated by AI technologies. Intelligent lesson planning systems can integrate key concepts from history, politics, and other disciplines to construct cross-disciplinary knowledge graphs and automatically generate bilingual teaching case libraries, such as "Modern Interpretations of Confucian Statecraft." Natural language processing can identify students' interest hotspots, recommending experiential cultural activities such as Hanfu revival or celebration of traditional festivals, and supporting VR Peking Opera experiences or AI-driven script creation, enriching classroom formats. Multimodal assessment mechanisms, underpinned by AI teaching assistants, can automatically log students' performance in activities like English storytelling competitions with Chinese themes, recording the accuracy and depth of cultural expression and incorporating these data into course evaluations, thus promoting holistic development. Post-class, educators may extend English teaching through supplementary activities drawing on institutional and local resources, such as "Sinology English Corners" or recruiting student ambassadors for campus promotion of Chinese Excellent Traditional Culture, thereby strengthening cultural confidence.

### **3. AI-Based Deep Comparative Teaching of Chinese and Foreign Cultures**

From the perspective of artificial intelligence, comparative integration of Chinese and foreign cultures in English teaching should emphasize analytical depth and real-time interaction. Intelligent cultural analysis tools can examine the profound differences between Chinese and Western cultural symbols—for example, the "round heaven and square earth" metaphor in chopstick philosophy versus the pragmatic Western use of knives and forks—with visualized comparison charts supporting classroom debate and critical thinking. In intercultural communication simulations, AI can flag cultural sensitivities such as collectivism-individualism contrasts, helping avoid superficial comparisons and guiding students to reflect on the philosophical and social backgrounds underlying cultural distinctions. Furthermore, AI can continuously capture current affairs in the context of globalization, such as the international dissemination of tea culture, and automatically design debate topics and essay prompts, encouraging students to compose research reports (e.g., "Ecological Perspectives in Dietary Ethics: A Comparative Study of East and West"), thereby cultivating critical thinking and intercultural communication skills. Through these AI-empowered strategies, English teachers can more accurately balance the representation of Chinese and foreign cultures, maintain intercultural sensitivity, and support vocational college students in simultaneously mastering language skills and strengthening cultural confidence and global competence.

## **IV. CONCLUSION**

This study, grounded in the context of education's AI-driven transformation, systematically explores the current status and innovative pathways for integrating Chinese Excellent Traditional Culture into vocational English teaching. The findings show that AI provides diverse and robust technical solutions to effectively integrate Chinese Excellent Traditional Culture into English instruction. By constructing intelligent teaching platforms and integrating cutting-edge technologies such as natural language processing, big data analytics, and virtual reality, educators can ensure dynamic updates and personalized delivery of resources, offer immersive cultural experiences, and afford precise feedback, thus significantly enhancing students'

motivation and autonomy in learning. Moreover, through adaptive learning algorithms and analytic systems, AI assists teachers in identifying weaknesses in students' cultural expression and supports precise instructional decisions and individualized guidance, thereby raising classroom efficacy. In this process, cultural practice activities relating to Chinese Excellent Traditional Culture transcend traditional temporal and spatial constraints, achieving deep integration of cultural cognition and linguistic output, and effectively promoting Chinese cultural heritage, cultural identity, and national pride among vocational students. Additionally, AI-enabled English education achieves a balance in Sino-Western cultural communication, fostering students' critical cultural dissemination abilities and global perspectives. Overall, AI technology not only expands the depth and breadth of Chinese Excellent Traditional Culture's transmission in English teaching but also promotes the transformation from "one-way cultural input" to "mutual civilizational exchange," laying a solid foundation for cultivating a new generation with both cultural confidence and international competence. Continued innovation in integrating AI and cultural education will enhance the strategic role of English teaching in cultural transmission and dissemination, ultimately achieving the educational mission of telling China's stories and sharing Chinese wisdom through English.

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