

A Pathway to Intercultural Competence and Global Perspectives: Integrating Chinese *Bashu* Culture into College English Education

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Abstract

This study explores the integration of Bashu (present Sichuan and Chongqing province) culture into college English courses in China, and its effectiveness in enriching curriculum content and enhancing students' intercultural communication skills and global perspectives. By embedding elements of Bashu history, art, customs, technology, and literature into English teaching, students gain a deeper understanding of the uniqueness of Bashu culture while improving their ability to articulate and disseminate local culture in English. The findings underscore the importance of incorporating cultural elements into language teaching to promote students' comprehensive language application abilities. To sustain and expand such educational practices, the study emphasizes the need for proactive measures from policymakers and educators. Establishing collaborative mechanisms with cultural and academic institutions is also recommended to provide richer resources and broader practical platforms for students. Researchers could develop and refine evaluation tools to measure the long-term impact of cultural integration on students' language proficiency and cultural understanding, as well as examine the varying responses of students from different cultural backgrounds to Bashu culture instruction, thereby refining teaching strategies and content. Future studies could also broaden the research scope to include a variety of university types and disciplines to assess the generalizability of the teaching approach.

Keywords

Bashu Culture
College English Course
International Communication
teaching Strategies

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1. Introduction

1.1. Characteristics of Bashu culture and the importance of its international communication

Bashu culture, originating from the Sichuan and Chongqing regions in southwest China, is renowned for its profound historical heritage and unique geographical environment. The core features of Bashu culture include its rich intangible cultural heritage (such as Sichuan Opera, calligraphy and Sichuan liquor or cuisine)^[1], ancient historical and cultural sites (such as the well-known archaeological site - Sanxingdui and Qingyang Taoist Palace), a variety of technological and artistic techniques (such as salt mining and its deep drilling techniques, the Dujiangyan irrigation system, the invention of papermaking, the technique of processing tea leaves, and the techniques for raising silkworms and harvesting silk), and deep-rooted folk traditions and artistic forms^[2-3]. These cultural characteristics not only shape the regional cultural identity^[4], but also provide abundant resources for international cultural exchanges^[5].

In terms of international communication, Bashu culture has been effectively promoted through various channels. As shown in the document, the international communication strategy of traditional music includes visualized communication methods and utilizes the halo effect to enhance cultural attractiveness and recognition. In addition, the status of Chengdu and Chongqing as culinary capitals has also become an important factor in attracting international tourists, further promoting the international image of Bashu culture^[6-8].

The international communication of Bashu culture not only enhances its global influence but also promotes the preservation and innovation of culture, contributing significantly to regional economic development and global exchanges of cultural diversity.

1.2. The relationship between college English education and cultural communication competence

College English curriculum, as an important platform for language and cultural education, plays a crucial role in cultivating students' cultural communication competence. By integrating Bashu cultural elements into English teaching, it is not only possible to enrich teaching content and stimulate students' interest in learning but also to enhance their intercultural communication skills^[9]. For example,

by studying Bashu history, literature, and art, students can gain a deeper understanding of cultural differences and improve their communication and expression skills on the international stage. Additionally, cultural teaching activities in English courses, such as cultural seminars, role-playing, and field trips, can directly enhance students' practical operational skills and innovative thinking.

1.3. The unique role and responsibility of university in cultural communication education

Universities play an indispensable role in cultural communication education. Due to their strong media resources and technical support, they have inherent advantages in promoting the international communication of culture. Universities can cultivate students' ability to effectively promote regional cultures such as Bashu through their professional educational platforms. These universities' responsibility lies in not only teaching students how to use tools and technologies for cultural communication but also cultivating their cultural sensitivity and innovative abilities to ensure that cultural communication activities respect the essence of the original culture and can creatively adapt to the needs of globalization. Through these educational activities, universities can contribute to global cultural exchanges, promote the continuous development of culture, and enhance international understanding, which is their unique social responsibility and mission^[10].

2. Research questions and methods

2.1. Research questions

This study aims to explore how to effectively integrate the cultivation of Bashu culture's international communication competence into college English courses in universities, in order to enhance students' intercultural communication and international perspectives. Specific research questions include:

How can unique elements of Bashu culture be introduced through curriculum design, making it closely integrated with English learning?

How can diverse teaching methods, such as practical cases and multimedia teaching, be used to improve students' understanding and communication ability of Bashu culture?

Additionally, this study will explore how to establish an effective evaluation mechanism to quantify students' improvement in cultural communication competence, ensuring consistency between teaching effectiveness and objectives. Through these research efforts, this study aims to provide theoretical and practical support for the reform of college English courses in universities.

2.2. Research methods

This study employs multiple research methods to ensure a comprehensive analysis of integrating Bashu culture's international communication competence into college English courses in universities. Firstly, through literature analysis, this study will review existing theoretical and practical literature on cultural communication, educational integration, and language teaching to establish a theoretical framework. Secondly, curriculum analysis will be used to assess the cultural elements already integrated into current English courses in universities and identify potential areas for improvement.

Furthermore, this study will adopt teaching experiment methods by designing and implementing teaching modules with Bashu cultural content, observing and analyzing students' learning responses and development of cultural communication competence. For this purpose, data will be collected, including student assignments, project reports, classroom performance records, and feedback from teachers and students. These data will be processed through quantitative and qualitative analysis methods. Quantitative data will include comparisons of pre- and post-test scores, while qualitative data will be evaluated through content analysis to assess students' deep learning and understanding of Bashu culture.

Through these comprehensive methods, this study aims to propose specific strategies and recommendations to optimize the cultivation of Bashu culture's international communication competence in college English courses in universities.

3. Theoretical framework

This study will combine multiple theoretical approaches to explore how to integrate the cultivation of Bashu culture's international communication competence into college English courses in universities.

3.1. Cultural soft power theory

Cultural soft power refers to a country's ability to enhance its international status and image through cultural attractiveness and the influence of its values. As one of China's important regional cultures, Bashu culture possesses a strong cultural soft power with its rich history, art, and traditions. Integrating Bashu culture into college English courses can showcase the unique charm of Chinese culture to the international community, enhancing cultural identity and influence. University teachers can effectively cultivate students' ability to use Bashu culture for international communication, thereby strengthening the country's cultural soft power^[11].

3.2. Intercultural communication theory

Intercultural communication theory emphasizes the importance of effective communication in different cultural contexts. The theory suggests that understanding cultural differences and developing intercultural communication skills are crucial for successful international communication. Integrating elements of Bashu culture into English courses in universities can help students understand and respect the uniqueness of different cultures, thereby improving their sensitivity and adaptability in intercultural communication. Specific teaching activities, such as role-playing, cultural seminars, and case studies, can enhance students' intercultural communication skills and boost their confidence and effectiveness in international communication^[12].

3.3. Educational integration theory

Educational integration theory advocates integrating various subject contents into the educational process to enhance learning effectiveness and students' overall development. Integrating cultural content into language teaching can not only enrich teaching materials but also strengthen students' language application skills and cultural understanding abilities. As a rich educational resource, Bashu culture can stimulate students' interest in learning and improve their language learning effectiveness through methods such as multimedia, project-based learning, and interactive teaching^[13]. For example, by analyzing literary works, artistic forms, and historical events in Bashu culture, students can gain a deeper understanding of the essence of Bashu culture.

while learning English, thereby enhancing their overall quality and international perspectives.

4. Case analysis

4.1. Curriculum content design

In college English courses in China, for example, for media majors such as broadcasting and hosting, converged media, and broadcasting engineering, relevant content related to Bashu culture can be designed and integrated. In practice, historical elements can be introduced (explaining the origin and key events of Bashu culture), artistic elements can be appreciated (such as Sichuan embroidery, bamboo weaving, liquor techniques, etc.), and literary elements can be selected (such as reading works by Bashu authors, such as Guo Moruo's poetry and Ba Jin's novels).

Besides, In order to broaden the knowledge base of our university students and enhance their understanding of Sichuan's traditional science and technology culture, it is imperative to integrate extracurricular materials into the English language classroom. One such valuable resource is *Science and Civilisation in China* by the British historian of science, Joseph Needham (1900-1995). Specifically, teachers can draw from volumes that discuss significant Chinese innovations such as papermaking and the well-drilling extraction techniques from the Sichuan region^[14]. By incorporating these materials, students will not only learn about the historical and technological advancements of China but also develop a comparative cultural perspective. This approach aims to equip students with the ability to communicate the rich heritage of Sichuan's traditional science and technology to an international audience, fostering a deeper appreciation for the cultural and scientific contributions of this region to the world.

By incorporating these elements into college English courses, students can be guided to actively understand, learn, and grasp the profound connotations of Bashu culture, cultivate their ability to tell Bashu stories in English, and thereby enhance their intercultural communication skills^[15]. This will contribute to the cultivation of high-quality college talents and promote the overseas dissemination of excellent traditional Chinese culture.

4.2. Teaching methods and strategies

Interactive and project-based teaching methods can be

adopted, such as establishing Bashu culture workshops for teaching classes, organizing students to participate in various related cultural activities. Role-playing activities can be conducted, where students can play historical figures of Bashu or act as promoters of Bashu culture, simulating dialogue for external promotion^[16]. Case studies can be conducted using specific examples of intercultural communication, such as the "Overseas Chinese Media Exploration of Bashu Culture" event organized by the All-China Federation of Returned Overseas Chinese and the Sichuan Federation of Returned Overseas Chinese in 2024, to research and analyze the communication strategies and effects of Bashu culture in the international community.

4.3. Curriculum Implementation Steps

The implementation primarily involves three aspects. Firstly, teacher training is conducted, providing professional training on Bashu culture and teaching methods for teachers and formulating specific teaching content. Secondly, the designed curriculum is implemented, conducting regular teaching activities and recording them. Finally, student feedback is collected to adjust and optimize the curriculum content and teaching methods based on students' feedback on the course content and teaching methods.

4.4. Course Evaluation and Feedback

Course evaluation mainly includes two aspects. Firstly, student work analysis is conducted to assess the completion of students' projects, such as promotional speeches, short videos, etc. Secondly, cultural cognition tests are conducted using relevant quizzes to assess students' mastery of Bashu cultural knowledge.

Feedback mainly includes student questionnaires and teacher observation records. Firstly, student satisfaction and learning effectiveness are surveyed through questionnaires. Secondly, student satisfaction and learning effectiveness are surveyed through questionnaires.

4.5. Core Factors of Successful Cases

Successful teaching not only depends on teachers' professional competence and students' active participation but also requires well-designed curriculum content and effective evaluation and feedback mechanisms. These

factors work together to form an organic whole that promotes learning effectiveness, allowing the teaching of Bashu culture to be successfully implemented and developed in universities^[17].

4.5.1. From teachers' perspective

- (1) Teachers need to possess in-depth knowledge of Bashu culture and English teaching abilities to accurately convey the uniqueness and complexity of culture.
- (2) Teachers should be able to flexibly adjust teaching strategies based on students' learning needs and responses, adopting diverse teaching methods such as interactive and project-based learning.

4.5.2. From students' perspective

- (1) Students' proactive learning attitude and interest in Bashu culture are important factors for the successful implementation of the course.
- (2) Group discussions, role-playing, and cultural workshops can be used to promote student interaction, enhancing the depth and breadth of learning.

4.5.3. From the perspective of teaching

- (1) Teaching content needs to be closely related to current cultural and social development to increase the practical significance of learning.
- (2) Curriculum design should focus on practicality, enabling students to apply the knowledge they have learned to actual intercultural communication and career development.

4.5.4. From the perspective of evaluation mechanisms:

- (1) Diversified evaluation methods, such as project evaluation, oral reports, and cultural cognition tests, should be adopted to ensure comprehensive evaluation of students' learning outcomes.
- (2) Student and teacher feedback should be collected regularly, and teaching content and methods should be adjusted based on the feedback.

5. Challenges and strategies

Challenges and potential issues that may arise during the exploration, along with corresponding strategies for addressing them, are presented in **Table 1**. Identifying these potential issues and preparing corresponding

Table 1. Challenges and Strategies in Teaching and Spreading Bashu Culture

	Challenges	Strategies
Understanding and Adaptation to Cultural Differences	Students may lack a thorough understanding of the deep meanings and subtle nuances of Bashu culture, especially for cultural elements that differ significantly from their own cultural background.	Provide more cultural explanations and background information, and use activities such as case studies and role-playing to help students better understand and experience the uniqueness of Bashu culture.
Limitation of Teaching Resources	High-quality teaching resources may be difficult to obtain, particularly English textbooks and multimedia resources related to Bashu culture.	Utilize existing online resources, such as online databases and cultural exchange websites, or collaborate with cultural institutions to develop specialized teaching materials.
Teachers' Professional Competence	Teachers may lack experience and ability to effectively integrate Bashu cultural knowledge into English teaching.	Provide professional training for teachers, including training on the history, art, and social background of Bashu culture, as well as intercultural teaching methods.
Students' Acceptance and Participation	Students' interest and participation in Bashu culture may vary greatly due to differences in personal backgrounds and learning motivations.	Design more attractive and interactive teaching activities, such as cultural workshops and on-site visits, to enhance students' learning motivation and participation.
Suitability of Evaluation Methods	Traditional language learning assessments may not be sufficient to comprehensively evaluate students' understanding and communication abilities of Bashu culture.	Develop and adopt more diverse evaluation tools, such as project presentations, cultural cognition tests, and reflective learning journals, to more accurately assess students' learning outcomes.
Consistency and Sustainability of the Curriculum	Maintaining the consistency of course content and updating it as necessary over time may be challenging.	Establish a continuous curriculum review and update mechanism, regularly collect feedback and the latest educational research findings to ensure the timeliness and relevance of the course content.

strategies in advance can effectively improve teaching quality and student learning outcomes, making the teaching of Bashu culture more in-depth and widespread.

6. Conclusion

This study demonstrates the effectiveness and necessity of integrating Bashu culture into college English courses. By incorporating elements of Bashu history, art, customs, technology and literature into English teaching in universities, not only is the curriculum content enriched, but students' intercultural communication skills and international perspectives are also significantly enhanced. Students can gain a deeper understanding of the uniqueness of Bashu culture through this teaching mode, while also improving their ability to express and disseminate local culture in English. This educational practice proves the importance of integrating culture into language teaching in promoting students' comprehensive language application abilities.

To support the continued development of such courses, policymakers and educators need to take proactive measures. Policymakers should consider providing more resources, such as financial investment and professional training, to support the development of teachers and

curricula. Educators, especially curriculum designers and teachers, need to continuously explore and implement innovative teaching methods, such as project-based learning and interactive teaching, to maintain the attractiveness and educational effectiveness of teaching activities. At the same time, establishing cooperation mechanisms, such as collaborating with cultural institutions and other academic institutions, can provide richer resources and broader practical platforms for teaching.

Although this study has achieved certain results, there are still some limitations, which provide room for future research directions. For example, this study mainly focuses on the application in media universities, and future research can be expanded to other types of universities and disciplines to explore the possibilities and effects of integrating Bashu culture into a broader educational context. Additionally, the evaluation methods and tools used in this study can be further optimized and diversified to more comprehensively evaluate the long-term impact and deep-seated effects of integrating culture into teaching. Future research can also explore the differences in responses to Bashu culture teaching among students with different cultural backgrounds to optimize teaching strategies and content.

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