

# Study on the Application and Reformation of Bilingual Teaching of the Course Introduction to Chu Culture

Chuan Lu

School of Humanity and New Media, Yangtze University, Jingzhou 434021, China

## Abstract

Based on the construction of the Yangtze university courses in bilingual as the research object, the content of courses, bilingual construction is analyzed and illustrated, and argues that in the process of bilingual courses in Chinese universities, should pay attention to further develop students' English ability, professional knowledge as the main content of cross-cultural communication, and the bilingual course design is of great importance to China's local universities.

## Keywords

**Bilingual Teaching; Educational Reform; Chu Culture.**

## 1. Introduction

Bilingualism is the coexistence of two languages in the same language collective. This is the need for long-term economic and cultural exchanges. For China, bilingualism has always existed. Chinese, as the official language of China, is actually the second language of some ethnic minorities for a long period of time. In the places where ethnic minorities live, bilingualism is very prominent. In the 1960s, the purpose of bilingual teaching in the West is to make immigrants or countries with diversified cultures, so that immigrants can integrate into the local society faster and use two languages as one of the methods of class teaching. However, in an international perspective, the situation of Chinese people using Chinese, English or other foreign languages at the same time has not really taken shape. True bilingualism requires speaking two languages as well as one's own [1].

After years of practicing and researching, bilingual teaching mode and language status have been differentiated and recognized nowadays. Western scholars divide bilingual teaching models into *additive bilingual education* and *subtractive bilingual education*. In terms of teaching, the two models both use the second language for teaching, but the difference is that the scholar promotes the students to become bilingual talents, while the latter makes the second language replace the mother tongue or the first language. Bilingual education is divided into *balanced bilingual education* and *unbalanced bilingual education*, both of which are based on the importance of different languages in the curriculum [2].

Since the 21<sup>st</sup> century, bilingual teaching has been implemented in most of the universities in China [3]. The courses are not only limited to English language courses, but also gradually developed into the teaching of other subjects and majors, and has become an important form of university teaching. The bilingual courses of Chinese traditional culture have also had a lot of practical teaching experience in China [4]. Bilingual teaching of traditional culture is of great value and significance in promoting Chinese college students to spread traditional culture abroad and promote their ability of intercultural communication in the future.

## 2. Chu Culture and its World Spread

Jingzhou is the capital city of the State of Chu in the pre-Qin period, so there are a large number of tombs and relics of the State of Chu in Jingzhou, which is the mainstream culture of the South

China in the pre-Qin period and has a great influence on the surrounding culture [5]. According to the research of Chinese scholars, Chu culture is a unique culture in South China during the Eastern Zhou Dynasty [6]. The burial space is mainly in the urban area of today's Jingzhou city and its surroundings, and the relics include the city walls and building bases of the capital of Chu and the county towns of Qin Dynasty. Since the 1970s, Chinese archaeologists have discovered a large number of tombs of the State of Chu in Hubei, Hunan, Henan, Jiangxi, Jiangsu and some other provinces. They have unearthed a large number of bronze wares, lacquer wares, bamboo slips, and a small amount of silk textiles that are not easy to preserve. The knowledge of Chu culture has been continuously accumulated and disseminated by the discovery of a large number of archaeological materials, as well as the ancient Chinese records of *Chu Ci* documents, the philosophical and literary authors of *Laozi* and *Zhuangzi*, as well as Musical Instruments and art forms based on archaeological and documentary materials. The study of Chu culture has strong vitality in the study of Chinese regional culture.

The study of Chu culture in the West is also very enthusiastic. In addition to Chinese scholars' academic research on Chu culture in the west [7], the introductory articles on Chu culture have played a very important role in arousing the attention of Chu culture in the world. Gopal Sukhu, an American scholar, has translated and studied the *Chu Ci*, which is a representative of Chu literature works in Chu culture and has a certain influence [8].

### 3. Bilingual Curriculum Construction and Reform of Introduction to Chu Culture

The Colleges and universities of China have played an extremely important role in the course of the study, protection and modernization of traditional culture. Yangtze University is a university located in Jingzhou City, Hubei Province, which is an important birthplace of Chu culture.

#### 3.1. Course Capital Construction

The course is sponsored by the academic affairs office of the school, and the funding is mainly used for the printing of additional teaching materials. The total class time of the course is 32 class hours, each class hour is 45 minutes, and each class has 2 class hours.

The construction of the bilingual course began in September 2014, and the main contents of the course construction include: 1. Translation of course Chinese handouts. 2. Modification of teaching objectives. Before this course in the bilingual teaching, the main teaching goal is "understand the basic achievement of Chu culture", after the implementation of bilingual teaching, the teaching goal is changed, guiding students to understand the basic achievement of Chu culture, at the same time, to communicate with other people in English for basic and more familiar, can use English to introduce or academic exchanges about Chu culture.

After the teaching research in 2014-2019, the teaching objectives of the course have been determined. *Introduction to Chu Culture (Bilingual)* is a professional elective course for major of History in the college. This course mainly teaches the basic concepts of Chu culture in Chinese and English. It aims to reflect the characteristics of Chu culture in Chinese regional culture. To understand the important content of Chu culture, learn to understand and read English literature of Chu culture; Through the study of this course, students can also be familiar with the translation of the ancient books related to the culture of *Chu*, and introduce the knowledge of the culture of *Chu*. To further cultivate students' ability to conduct bilingual cultural and academic exchanges, and improve the intercultural communication ability of students, is also conducive to the international dissemination of traditional Chinese culture.

In terms of the design of the course content, the Chu culture with unique regional characteristics in the pre-Qin period of China is taken as the main content, and the Chu culture

is comprehensively explained from the aspects of history, philosophy, literature, painting, sculpture, music, dance, folklore, science and technology by combining the new discoveries and latest research results of Chu cultural archaeology.

### 3.2. Curriculum Content Design and Reform

**Table 1.** Curriculum framework and content design of the bilingual course Introduction to Chu Culture

Chapter	Name	Context	English Pate	Class Hour
Lecture One	Introduction	1.The concept of Chu, Chu culture and Jingchu Culture; 2.The six pillars of Chu culture 3.Five Spirits of Chu Culture	The presentation of the concepts	4
Lecture two	Pluralistic and Coexisting Chu Philosophy	1.The spirits and academy of Chu 2.The spirit of <i>Yuzi</i> 3.The spirit of <i>Laozi</i> 4.Confucianism in the Chu bamboo slips	Introduction to the spirits and academy of Chu	4
Lecture three	Brilliant Chu Literature	1.Temporal and spatial characteristics of <i>Chu Ge</i> 2.Literature of <i>Qu Yuan</i> and <i>Chu Ci</i> 3. <i>Song Yu</i> and Literature of <i>Fu</i>	Introduction to <i>Chu Ge</i> , <i>Qu Yuan</i> and <i>Song Yu</i>	4
Lecture Four	Colorful Chu Painting	1.Lacquer painting of <i>Chu</i> 2.Introduction to Chu paintings 3.The characters of Chu painting	Introduction to Chu paintings	4
Lecture Five	Fantastic Chu sculpture	1.The types of sculpture 2.Introduction to Chu sculpture 3.The characters of Chu sculpture	Introduction to Chu sculpture	4
Lecture Six	Music and Dance of the State of Chu	1.Chu Musical Instruments 2.Chu melody 3.Chu dance	An overall introduction to Chu Musical Instruments	4
Lecture Seven	Chu folk customs	1.Eating customs of <i>Chu</i> 2.The dress and accessories of <i>Chu</i> 3.The Marriage Custom of <i>Chu</i> 4.The faith and custom of <i>Chu</i>	Introduction to the folks of Chu	4
Lecture Eight	Innovative Chu Technology	1.Bronze metallurgy 2.Silk weaving and embroidery 3.Paint technology	Introduction to Bronze metallurgy, embroidery and painting technology	4

In terms of the bilingual nature of the curriculum, there are mainly the following important work plans: First, to further improve the teachers' English expression and listening and

speaking ability in traditional culture, regional culture and the history of Chu State. The second is to improve the handout, part of the content of English translation, and Chinese content together for the reference of teachers in class (Tab.1).

## 4. Teaching Cases and Exploration

Teaching consists of preparation before class, teaching in class, after-class evaluation and so on. Among them, teaching in class is the most important part. In the teaching process of the bilingual course, how to combine the bilingual teaching with the course contents of traditional culture and regional culture needs to be designed from the perspective of the bilingual teaching of each small knowledge points. In the long-term teaching process, according to the overall situation of the students, the author displays the teaching materials in Chinese and English in various ways in the classroom. By teaching professional knowledge, the teacher also embeds the content of the English part, and carries out bilingual teaching on the basis of grasping the language ability of the students.

### 4.1. Teaching Case Analysis

#### 4.1.1. Separate Display

The context: The State of Chu was diversified, which were sharing common language, common language, culture and psychological quality in long-term intercourse, wars and integration with the ancients from reaches of Yellow River and Yangtze River. - *The History of the State of Chu*, by Wei Chang.

In the process of teaching, adopt the following methods: 1. Show the concept in Chinese firstly, and introduce the author of the book, next with the origin of the concept and description. According to the content in Chinese characters on the PowerPoint, further introduce the geographical environment and cultural background of the State of Chu, which are different from the northern China at that time. Therefore, there is a big difference with the northern Chinese culture. 2. Review the Chinese section in English, including Professor Wei Chang, *The History of the State of Chu*, and the uniqueness of the Chu people. 3. Use the PowerPoint to show the concept of Chu people in English, and highlight the key words, such as *Common language*, *Common language*, *Culture and psychological quality* and *Integration*. To help students understand the inner meaning of English texts.

#### 4.1.2. Mixed Display

The context: The mainly types of bronze ritual vessels of Chu

Chinese characters of "Qing Tong Li Qi": bronze ritual vessel

Chinese characters of "Qing Tong Jiu Qi": bronze wine vessel

Chinese characters of "Qing Tong Bing Qi": bronze weapon

Chinese characters of "Qing Tong Yue Qi": bronze music instrument

Music instruments: bronze drum, bronze bells and small bells etc.

Bronze weapons: spears, swords, arrowheads, arm-armors, iron-sword with bronze handle.

(Note: Following with Chinese characters of the paragraph above.)

The teaching process is as follows: 1. Introduce the main types of Chu bronzes in Chinese, especially the differences between Chu bronzes and those of the Zhou Dynasty, the official dynasty in northern China at that time; 2. Introduce the names of the main types of Chu bronzes in English. Teachers speak the names directly so that students can intuitively see the relevant English words and achieve the teaching purpose of language input. 3. Ask students to retell or basically restore the teacher's introduction to the types of Chu bronzes.

### 4.1.3. Monolingual Display

The context: The earliest evidence of silk was found at the sites of *Yangshao* culture in Xia County, Shanxi, where a silk cocoon was found cut in half by a sharp knife, dating back to between 4000 and 3000 BCE. The species was identified as *bombyx mori*, the domesticated silkworm. Fragments of primitive loom can also be seen from the sites of *Hemudu* culture in Yuyao, Zhejiang, dated to about 4000 BCE. Scraps of silk were found in a *Liangzhu* culture site at *Qianshanyang* in Huzhou, Zhejiang, dating back to 2700 BCE. Other fragments have been recovered from royal tombs in the Shang Dynasty (1600-1046 BCE).

In the course of teaching, the following teaching steps were taken: 1. The background of Chu silk weaving and embroidery culture was directly displayed on the PowerPoint in English; 2. The teacher explained in Chinese in class, focusing on the excavation of silk in the Eastern Zhou Dynasty and the basic situation of silk in the State of Chu. 3. Read the English Part of the PowerPoint and let the students to practice English translation in class. 4. Ask the students to give a speech about this part in English.

## 5. Discussion and Conclusion

The above three specific cases are just some of the basic applications in the course of the lecture. as a matter of fact, for Chinese students, English learning is greatly influenced by the National College Entrance Examination, whose purpose is to get a good score. Under this purpose, Chinese students' listening and speaking ability has not become the main object of assessment. Therefore, it has become an important issue in English education in China.

Based on the specific implementation of the bilingual courses above, the lecturers put forward the following important questions according to the investigation of teaching practice and effects:

- (1) Is it necessary for bilingual teaching of traditional Chinese culture?
- (2) If bilingual teaching of traditional culture is necessary, what is it?
- (3) What is the target of the bilingual course teaching?
- (4) What is the significance of *Introduction to Chu Culture* to the academic exchange platform for the students?
- (5) How can bilingual teaching strategies be more effective?

Is it necessary to set up bilingual courses of traditional culture? From the perspective of students, English will not only enable them to further use English for professional study, but also enable to have the ability of cross-cultural communication in future academic exchanges. From the perspective of teachers, teachers can improve their English proficiency in the process of teaching, and at the same time promote the improvement of professional level. For local colleges and universities in China, the opening of bilingual courses is conducive to strengthening cooperation and exchanges with universities around the world, especially for international students, and helps to enrich the curriculum system for international students. For the course of *Introduction to Chu culture*, it is conducive to cultivating talents with intercultural communication ability for Hubei Province of China, and it is also of great significance to improving the visibility of local universities to the world.

The bilingual teaching of Chinese traditional culture, which can effectively make college students have already learned English in listening, speaking, reading and writing ability, of related professional knowledge in the field of bilingual training and learning, and with independent, in-depth study of professional English ability, a basic knowledge of traditional culture with English translation and the ability to communicate.

## Acknowledgments

This paper is supported by the 2018 University-level Teaching Research Project of Yangtze University, Hubei, PRC (Project Number: JY2018021).

## References

- [1] A. Y. Huang: Research on Bilingual teaching theory and practice(Shanghai People's Publishing House, Shanghai,2011), p.295.
- [2] H. D. Jiang: A new study on bilingual education(Xinhua Press, Beijing 2006), p.28-29.
- [3] W.Wang and X. L.Curdt-christiansen: Translanguaging in a Chinese-English bilingual education programme: a university-classroom ethnography, *International Journal of Bilingual Education and Bilingualism*, Vol.22(2019)No.3,p.322-337.
- [4] G. Y. Zhang: A Review on the Study of Chinese and English Bilingual Courses in Traditional Chinese Studies, *Campus English*,(2014)No.33,p28-29.
- [5] Di Mu. etc: The features as a county of Chu State: chemical and metallurgical characteristics of the bronze artifacts from the Bayilu site, *Archaeological and Anthropological Sciences*, Vol. 11(2019) No.3, p.1123-1129.
- [6] S. T. Wang: Summary of Chu Culture (Hubei People Press, Wuhan,2013), pp1-18.
- [7] Thomas Lawton (Ed.): *New perspectives on Chu culture during the Eastern Zhou Period* (Princeton University Press, New Jersey,1991), pp.178-183.
- [8] Gopal Sukhu: *The Songs of Chu: An Anthology of Ancient Chinese Poetry by Qu Yuan and Others*, (Columbia University Press, USA, 2017).