Research on College English Blended Teaching Design from the Perspective of Cultural Confidence

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ABSTRACT
In the new era, strengthening cultural confidence and promoting the spread of Chinese culture have put forward new requirements for college English teaching. In view of the problems of traditional teaching, such as emphasizing language and neglecting culture, single mode and insufficient function of cultural education, guided by cultural confidence, this paper integrates the advantages of online and offline blended teaching, reconstructs the teaching content system integrated into Chinese excellent culture, optimizes the teaching process of "pre-class language and culture bedding infiltration-in-class cognitive ability training generation-after-class cross-cultural communication practice output", and constructs the teaching design mode of the coordinated development of language skills and cultural literacy. Practice shows that this model enhances students' national cultural identity and confidence, improves their English cross-cultural communication ability, promotes the innovation of college English teaching mode, and provides reference for college English cultural education and mixed teaching practice.

Keywords: *Cultural confidence, College English, Blended teaching, Teaching design.*

1. INTRODUCTION

At present, Chinese traditional culture has been paid more and more attention, and has been regarded as an important way to enhance the soft power of national culture. Wen Qiufang (2014) pointed out: Chinese college students should have the ability to explain Chinese culture, describe the image of China and explain the characteristics of China's system in English.[1] College English integrates instrumentality and humanity. In teaching, it is necessary to strengthen local culture, improve students' cross-cultural communication ability, and lay a solid foundation for "telling Chinese stories well and spreading Chinese voice well".[2] However, due to the lack of Chinese cultural elements in college English textbooks, the lack of Chinese cultural knowledge reserves of teachers themselves, and the lack of English expression ability,[3] the cultural imbalance of "emphasizing the West and neglecting the local" is widespread in college English teaching, and students' self-confidence and ability to spread Chinese culture in English are relatively lacking.

With the in-depth implementation of the "Guiding Outline for Ideological and Political Construction of Curriculum in Colleges and Universities", the educational function of college English in "fostering virtue through education" has been raised to a new height. General Secretary Xi Jinping has emphasized the need to "help the world understand China, the Chinese people, the Communist Party of China, and the Chinese nation". This places new demands on university English instruction, requiring it to transcend the limitations of traditional language skills training and place greater emphasis on strengthening cultural communication skills in order to foster cross-cultural communication abilities. At the same time, the advantage of the blended teaching mode is the organic combination of online autonomous learning and offline interactive practice, thus providing technical support and scene carrier for the cultivation of cultural confidence in English teaching. This paper intends to change the classroom as the core, integrate knowledge, ability, values and other elements, optimize the integration of teaching content; supported by the mode change, relying on modern information technology, the

blended teaching model is used to create a teaching environment combining online and offline, in-class and out-of-class. Through systematic teaching design, the macro abstract concept of cultural confidence is transformed into concrete and operable teaching behavior.

2. THE DESIGN PRINCIPLES OF COLLEGE ENGLISH BLENDED TEACHING BASED ON CULTURAL CONFIDENCE

Teaching design is the core of the development of college English teaching, and it is also the basis and guarantee for the effective implementation of the curriculum. With the improvement of the country's comprehensive national strength, it has become a new era proposition to tell the Chinese story to the world, spread the Chinese voice, and enhance the international discourse power. At the same time, with the development of educational intelligence and information technology, new and higher requirements have been put forward for English teaching. Therefore, college English teaching design should follow the following principles:

2.1 Value Guidance, and Fostering Virtue Through Education

Sun Jisheng (2025) stressed that “In the future, China needs to pay attention to the dissemination of ideas, values, behaviors and ways of thinking, so that the world can better recognize and understand China 's propositions, China's policies and China's behaviors”.[4] While imparting language knowledge and cultivating ability, English teaching should pay more attention to the shaping of value guidance and cultural confidence. On the basis of language, the whole process of teaching runs through the cultivation of morality, realizes the conjugate cultivation of international consciousness and national mission, forms an open and inclusive mentality, and achieves solid language knowledge, correct values and noble moral sentiment.

2.2 Mutual Learning Between China and the West, and Self-centeredness

Nowadays, the goal of college English teaching has changed from simple language teaching to the realization of cultural exchange and mutual learning. Wang Shouren (2022) believed that the teaching of Chinese culture in college English can “spread the voice of China through various channels and tell the stories of ordinary Chinese people in various ways”, show the image of China to the world and promote the exchange and mutual learning of Eastern and Western civilizations.[5] In the process of teaching, it is necessary to not only guide students to learn the achievements and wisdom of civilization carried by English language, but also train students to base themselves on the position of Chinese culture, explain China in English, examine the world with Chinese wisdom. In cultural comparison and mutual learning, it is also necessary to adhere to the principle of self-centeredness and self-use in , so as to cultivate new people of the times who have a global vision and can take root in the land of China.

2.3 Online and Offline Deep Integration

Online and offline deep integration refers to the reconstruction of the whole teaching process under the support of digitalization, which is an important direction of college English teaching reform in the new era. On the basis of the core objectives of college English teaching and the needs of talent training, the teaching resources, contents, methods, processes and evaluation are integrated in an all-round way. Under the guidance of value, ability and data, the teaching mode of "online autonomous learning before class-in-class and offline interactive guidance-online deepening and expansion after class" is constructed. This kind of online and offline organic connection and complementary teaching breaks the time and space barriers of learning, promotes the transformation of teaching from a single mode to intelligent teaching, enables students to transform from passive acceptance to active inquiry, and realizes the improvement of teaching quality and educational effect.

2.4 Combination of Learning and Application, and Focusing on Output

For a long time, college English teaching has focused on the explanation of language knowledge, resulting in problems such as "focusing more on input than output" and "disconnection between learning and application". Accordingly, in teaching, there is a must to adhere to the application orientation of language. On the basis of the combination of learning and application, we should closely integrate language knowledge, cultural connotation and real communication scenarios, guide students to consolidate their knowledge and enhance their ability through practice, and realize the coordinated development of input and output.

Specifically, with the goal of "telling Chinese stories in English", relevant cultural tasks will be designed to promote students' ability to transform from knowledge learning to cultural expression and communication. In addition, the output orientation is integrated into online and offline teaching activities in an all-round way, so as to improve the comprehensive language application ability and international communication ability, and cultivate compound applied talents for the society.

2.5 Multi-evaluation, Comprehensive Education

Evaluation is a key link in college English teaching, which plays an important role in the test of teaching effect, the guidance of students' learning and the implementation of educational goals. The traditional single evaluation form focuses on the process of results, which is difficult to fully reflect the teaching effect and students' comprehensive quality. The construction of a diversified, three-dimensional and whole-process evaluation system takes into account the guidance of knowledge, ability and value, and pays attention to individual differences and all-round development, giving full play to its guiding and stimulating role. In this way, the unity of knowledge imparting, ability training and value guidance of college English teaching can be truly realized, the teaching quality and students' quality can be improved, and "promoting teaching, learning and educating by evaluation" can be realized.

3. COLLEGE ENGLISH BLENDED TEACHING DESIGN PATH FROM THE PERSPECTIVE OF CULTURAL CONFIDENCE

3.1 Construction of Thematic Culture Teaching Content System

Based on language ability, focusing on cultural self-confidence and education orientation, anchoring the goal of international communication, taking "cultural inheritance - red gene - time value - civilization mutual learning" as the logic, integrating online and offline resources to form modular cultural content.

3.1.1 Tradition Culture Module

With the cultivation of cultural confidence as the core, teachers should deeply integrate Chinese excellent traditional culture and English teaching to realize the coordinated development of language learning and cultural inheritance. Through the understanding of traditional culture such as philosophy, literature and art, folk festivals and so on, and analyzing the historical origin and spiritual connotation behind it, teachers can establish cultural knowledge reserve, realize the cognition and recognition of Chinese culture, and establish the consciousness of cultural inheritance. On this basis, through the comparison of Chinese and Western cultural differences, students are guided to dialectically view the value of traditional culture and deepen cultural understanding. Relying on language output and practical application, students' ability to interpret traditional culture in English is cultivated and cultural communication is implemented.

3.1.2 Red Culture Module

Based on the goal of the unity of instrumentality and humanity of college English courses, teachers should pay attention to the core connotation of red culture, combine its contemporary value, and achieve the goal of international expression and communication. It is necessary to focus on the red spirit such as the concept of red culture, typical historical events and cultural symbols, and lay the foundation for students' red cultural knowledge and English language expression. Combined with the inheritance and development of the red spirit in the new era, students can deepen the understanding of the revolutionary history and feel the value of the red gene. Through the integration of red resources, revolutionary history and language output practice, students can tell Chinese red stories well in English, and realize the improvement of language ability, the recognition of red spirit and the transmission of Chinese spirit.

3.1.3 Time Value Module

Against the background of the new era, college English teaching should meet the needs of national development, and it has important theoretical and practical significance to construct the leading and practical value module of the times. Based on the growth background of students in the new era, this module explains the core connotation of the value of the times from the three levels of individual, society and country. It requires students to master the dimensions of core values such as ideals and beliefs, family and country feelings, moral cultivation and practical innovation. Combined with the reality of learning and life, it clarifies the

individual's responsibility, and can transform the value concept into specific actions to improve self-cultivation. This module is an important position to practice the socialist core values and build a comprehensive education in colleges and universities. It has an irreplaceable function for students' ideological guidance and spiritual shaping.

3.1.4 Civilization Mutual Learning Module

English is not only a tool for communication, but also a bridge for dialogue among civilizations. The integration of the concept of mutual learning of civilizations in teaching makes it an inevitable requirement of the times. Based on the local culture, this module guides students to express the connotation of their own cultural civilization in English, build cultural confidence, and then expand multicultural knowledge. In learning, they can recognize the cultural differences between China and foreign countries, respect the diversity and commonality of civilization, and form an equal, inclusive, open and confident attitude. English teaching from this perspective pays attention to cultural symbiosis and civilized dialogue, so that students can not only spread Chinese excellent culture to the world, but also dialectically view and understand the essence of Western civilization, realize the equal two-way communication between Chinese and foreign civilizations, and then deeply understand and practice the era value of civilization mutual learning.

3.2 Building a Three-stage Blended Teaching Design of Pre-class - In-class - After-class

Under the guidance of the value of cultural confidence, there is a necessity to follow the construction standard of "two gender one degree", reasonably increase the difficulty of the course, broaden the breadth and depth, build a mixed teaching with classroom teaching as the main body, rely on the online learning platform, expand the second classroom to strengthen the practice, and build a closed-loop model of "pre-class online independent input preheating - in-class deep interaction internalization - after-class expansion practice output". Through this progressive method of pre-class input to build a solid foundation, in-class internalization to enhance understanding, and after-class output to give ability, cultural self-confidence is subtly integrated into the whole process of college English teaching. The goal is to improve students' Chinese-English bilingual expression ability, cross-cultural critical thinking ability and international communication literacy.

3.2.1 The Use of Modern Information Technology to Explore the Independent Input — Cultural Preheat Perception and Language Foreshadowing

"China Education Modernization 2035" (2019) regards "accelerating education reform in the information age" as one of the strategic tasks. With the deep integration of information technology and education, the traditional teaching mode of college English has been changed, and a new era of intelligent teaching has arrived. Through the empowerment of information technology, it provides unprecedented opportunities for college English teaching in terms of enriching teaching materials, enhancing teaching and interaction, and breaking through the time and space constraints of teaching. Through the integration of autonomous tasks and digital resources, students can lay language knowledge and perceive cultural themes at this stage. According to the unit theme, the cloud arranges pre-class preview tasks. At the same time, relevant materials such as Chinese traditional culture, Chinese and Western cultural comparison, and current news are placed on the course platform for students to learn independently, clarify learning requirements, and improve the familiarity with classroom content. At the same time, driven by the task of cultural inquiry, students are asked to further consult and upload relevant materials around the theme, so that teachers can view the preview situation and learn to teach. In this process, teachers grasp their ideological trends in real time according to the students' discussion content, so as to guide the classroom more pertinently. Through the above activities, students can lay a solid language foundation, perceive relevant cultural content, and enter the classroom with problems.

3.2.2 Digital Technology Empowering Classroom Teaching — Cultural Internalization and Critical Thinking Ability Generation

General Secretary Xi Jinping (2023) emphasized that "digitalization of education is an important breakthrough for China to open up a new track for educational development and shape new advantages in educational development".[6] Digital technology provides a strong support for college

English teaching reform. In teaching practice, based on the core needs of students' cultural internalization and critical thinking ability generation, digital technology is fully integrated to build an interactive and immersive integrated teaching model. Combined with pre-class online preview, task-oriented, according to relevant topics, combined with students' cognitive ability, integrated into Chinese cultural value and emotional connotation, design diversified blended teaching activities to ensure the pertinence and efficiency of classroom teaching. At the same time, with the help of digital technology to innovate classroom teaching mode, such as using online collaboration tools, project-based learning software, debate platform, etc., teachers can create interdisciplinary and cross-cultural scenarios, design group discussions, role-playing, cross-cultural debate and other teaching activities, stimulate students' learning initiative and interest, guide students to think and think independently, and finally realize the internalization of cultural knowledge through the interactive generation of knowledge and the wisdom transmission between students. In this process, teachers summarize and feedback students' achievements, and pay attention to the guidance of values, so that students can not only flexibly use cross-cultural communication skills, but also establish Chinese cultural confidence. This teaching mode enables students to infiltrate culture in language learning, internalize literacy in speculative inquiry, and subtly achieve classroom teaching objectives.

3.2.3 Integrating Resources, and Broadening the Second Classroom — Knowledge Transfer Innovation and Cultural Output Communication

As an important extension of the first lesson of college English, the second classroom is of great importance to the cultivation of modern compound talents. Hu Zhuanglin (2004) pointed out that "in the Chinese English environment, who can simulate or construct the environment of contact and use of English (that is, the second classroom), who will get better teaching effect". [7] The second classroom is an important carrier to stimulate teaching innovation, realize knowledge expansion and transfer, and promote cultural output and dissemination. Based on the practical transformation of knowledge and the extension of ability, the classroom relies on flexible and diverse forms of practice, integrates online and offline resources, provides students with interactive and immersive learning practice scenarios, and exercises students' cultural communication ability. At the same time, the second classroom can break through the scope of school education, move towards a broad “big society”, and guide students from “true learning” and “true understanding” to “true belief” and “true use”. On the one hand, it is to bring in. There is a must to absorb the fresh teaching materials in the "social classroom", such as facing the power of role models (excellent alumni, moral models), deepening the understanding and recognition of the theme of education, and enhancing the appeal of education. On the other hand, it is to go out. The society is the melting pot of the soul of educating people. It is necessary to flexibly use the educational effectiveness of regional social resources, build a multi-cultural communication practice scene, broaden and innovate the path of cultural output communication, and enhance the international communication power and influence of Chinese culture.

3.3 Constructing a Multi-curriculum Evaluation Model Based on Blended Learning

A scientific and reasonable evaluation system is an important guarantee for teaching and educating people. Under the guidance of the value of cultural self-confidence, the blended teaching design of college English needs to construct a corresponding multi-evaluation model. This course takes language and culture as the core evaluation content, takes into account the teaching process and results, and relies on online and offline diversified teaching methods to build a multi-dimensional and multi-subject evaluation system. In the evaluation dimension, cultural confidence is the key indicator, which not only examines basic language skills, but also incorporates cultural literacy, learning process, and application practice ability into the assessment system, highlighting practice orientation and ability development. The evaluation subject focuses on teacher evaluation, combined with students' self-evaluation, peer evaluation, and online artificial intelligence evaluation to improve the efficiency and accuracy of evaluation. Process evaluation mainly includes the evaluation of learning before, during and after class. The evaluation of students' preview before class is mainly to understand students' mastery and cognition of related topics, so as to lay a foundation for the subsequent targeted arrangement of classroom teaching content and task setting. The main evaluation of students'

participation in classroom activities, the role of the main body, as well as the communication and cooperation, critical thinking and other ability literacy displayed in the process; after class, it focuses on evaluating students' ability to understand and apply, and encourages students to practice what they have learned in many ways.

4. CONCLUSION

The era has put forward new requirements for college English teaching. Based on cultural confidence, this paper constructs a blended teaching design framework for college English from the perspective of cultural self-confidence in view of the current practical difficulties in teaching, such as insufficient integration of Chinese cultural content, solidification of teaching mode, lack of information technology assistance and single evaluation system. Through the integration of online teaching resources and scenes, the teaching process of "preheating before class - internalization in class - expanding output after class" is designed. At the same time, a multi-subject, multi-dimensional and multi-faceted whole-process teaching evaluation system is built to promote college English teaching from "knowledge transfer" to "cultural education", and to contribute to the cultivation of modern compound talents with cultural confidence and international vision. Looking forward to the future, it is a must to actively conform to the trend of intelligent and information-based development of education, focus on cultural confidence, continue to conduct in-depth research, further explore the principles, standards and construction of hybrid teaching design and evaluation system, and promote teaching to a new height.

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