

# On Integrating English Teaching With Telling Chinese Fashion Story for Graduate Students in Arts College

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Based on the current situation of English teaching for graduate students in an Arts college in China, this paper combs the characteristics of English teaching for graduate students, analyzes the current situation of English study, and combines specific cases based on the English course, explores the connotations of moral education, inherits and innovates the expressions of the essences of traditional Chinese culture, and integrates the moral education with the school characteristics before class, in class, and after class. And in the whole process, the teacher should play a role as a good guider, and students-centered teaching methodology will be adopted. Then the moral teaching will be carried out and the students' cultural confidence will be increased. Just by telling Chinese fashion story, postgraduate English teaching and education will be pushed forward to boost the construction of China's cultural soft power, and even make it much easier to the Chinese fashion culture's Going Out.

*Keywords:* English teaching, moral education, integration

## Introduction

The Higher Education Department of the Education Ministry emphasized in its work points in 2022 and 2021 that it should continue to deepen the reform of English teaching in colleges and universities, and promote the construction of new liberal arts in different fields and types of colleges and universities. How to implement the instruction of the Ministry of Education in English teaching for graduate students by integrating the characteristics of the students and the characteristics of the university, and make moral education and graduate students' English teaching together, has become one of the tasks to be explored and tackled urgently.

## The Reasons of Integration of English Teaching With Moral Education for Graduate Students in Arts College

Any school as an important base for the country to cultivate talents, and all the subjects offered played the role of educating. To graduate English teaching, we should use our classroom teaching as the main channel of education, and adhere to it in the improvement of moral education to meet the demands of students' growth and development, and each lesson should also keep its responsibility, so as to form a synergistic effect. Besides that, in December 2016, at the National Conference, the moral education throughout the whole process of teaching was clarified so as to push forward the development of China's higher education. We should adhere to the unity

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of explicit education and implicit education, explore the moral education resources contained in other courses and teaching methods, and realize the full and all-round education of all staff. This requires us to think deeply about the curriculum concerned with moral education.

As we know that, each subject has its own characteristics and strengths in education. Compared with other subjects, the importance of English courses is particularly prominent in education. First, English courses are widely available, and almost every student has to learn English courses. Second, English courses integrate instrumental humanism and speculative nature. The teaching content focuses on Chinese and foreign languages and cultures, which helps to cultivate students' humanistic qualities and deepen their feelings of family and country. The comparison between Chinese and Western cultures in English teaching helps to cultivate students' thinking ability, improve their international vision, and enhance their recognition and inheritance of excellent Chinese culture. English itself, as a language tool for communication, helps students enhance their language and culture practice ability and build a bridge between Chinese and foreign languages and cultures, which guides students to take their professional advantages and helps Chinese excellent culture to go out to some extent.

From mentioned above, it can be found that the moral education of English courses should be based on the teaching materials, take moral education as the basic task of education, and explore and give full play to the resources and functions of moral education, just like salt dissolved in water, and form a synergistic effect between the whole process of English teaching and moral Education.

### **The Practice of Integrating English Teaching With Moral Education for Graduate Students in Arts College**

Art college students have active thinking, strong perceptual understanding, rich and delicate emotions, but their English foundation is uneven, how to integrate moral education into English course teaching, requires us to understand the needs of students well, and the content of the teaching material well, so as to explore the teaching material in English teaching. Taking the material from Steve Jobs's Commencement Address at Stanford University in 2005 as an example, and the title is "You've got to find what You love Got to find what you love" teaching, study the moral educational parts in the material and explore all-round education.

#### **Cases Study of Moral Education Based on the Contents of Text**

The content of Unit 2 in the New English textbook for graduate students is digested from Steve Jobs' Speech, and the title is "You've got to find What You Love". The features of the speech have clear logic, good narration, and full of emotion. The students will be asked to download the video and read after it by themselves before class, and has a role-play in class so as to encourage students to imitate the successful speaker who is full of self-confidence and certainty of career success.

In the course of classroom teaching, the first step of moral education to the Chinese graduate students is how to spend their campus life. It was Jobs' mother that was an unmarried and pregnant as a graduate student, so it was inconvenient to raise Jobs and she had to give him away. She agreed to sign the adoption contract after Jobs' step-parents promised to provide college education to Jobs in the future. After learning the painful experience of childhood to Jobs, the teacher may inspire the student to think about their own life, it is not easy for most students, owing to their parents' devotion, he or she can gain the chance to go on with their graduate study, etc. When the students are in the emotional resonance of being grateful, the teacher may organize the

students to have a classroom group discussion, inspire, and guide students to properly handle the relationship between education and marriage, to cultivate the students' sense of responsibility to their family. This means that the teacher should not only teach knowledge in a systematic and scientific way, but also pay attention to the establishment of a multi-dimensional relationship between knowledge, people, and life. The teacher should put him or her selves in others' shoes and help students have a good balance between life and study, and have a correct value latitude, so that knowledge orientation and value guidance can be realized together in the emotional resonance of the moral value.

The second step for moral education in the classroom was the story about Jobs's interest in learning how to write beautiful calligraphy, even though none of this seemed to have any practical application at the time. But 10 years later, Jobs designed it all into the Mac in his first Macintosh computer, creating the world's first computer with beautiful typography. From this, teachers can inspire students to combine professional characteristics, enumerating outstanding alumni, mobile phone emoticon designer, ByteDance, the national reputation of clothing material experts, Olympic clothing designers and so on. The students are encouraged to be proud of their Alma mater and its alumni, and determine to work hard, study hard, and achieve a brilliant life in the future.

Based on the impressive story of Steve Jobs, the teacher asked the students to read the original sentence of the text,

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life. (Li, 2012)

After a loud reading and thinking, the students will have a good comprehension of the text, and will have a further thinking about their own campus life, some students say they will more cherish their campus life, and cherish all the past experiences too. All these will help the students gain much courage to challenge themselves, and pursue their own goals more clearly.

The third story Jobs tells us in the text is never losing faith, and believing that what you are doing is a great job and it will be eventually paid off. The teacher inspires the students to tell their own stories or tell the stories of people around them that they admired, maybe the characters of the story are so ordinary, and even what happened to them are trivial, but as long as there is a goal in mind, overcome difficulties and keep making efforts, the process itself to any one is great. In this way, the teacher broadens the students' views and strengthens the ideal relationship between the teacher and the students through such interaction. At this time, the teacher introduces the story that happened to our General Secretary Xi Jinping many years ago, who insisted on reading when he worked in Shaanxi province. With the help of vivid pictures and micro video presentation in both English and Chinese, the students were encouraged by the integration of moral education and English learning.

The fourth story of moral education in class is Steve Jobs' reflection on his attitude towards life. He encouraged young people to Stay Hungry and Stay Foolish. Obviously, it seems contrary to the common sense for teachers to inspire students to check the Internet. Is there anything new about modern medicine? To cultivate students' critical thinking ability in such questioning, first of all, literal translation between English and Chinese cannot be carried out simply. After translation, we must ask ourselves whether this is human language and whether readers can understand it. Secondly, dare to ask, is the celebrity right? At the same time,

we should also hold a heart of awe, the famous aphorism is profound, full of philosophy, how to translate it properly, not superstitious others, to believe in yourself.

It is such encouragement, inspiration, and guidance that make students use network resources to check their different opinions. In actual fact, American scientists recently acquired a study confirming that hunger will improve people's learning ability and memory, and make a person more intelligent. According to a report in the journal *Nature Neuroscience*, previous research has found that people produce mucosa called GHRELIN when they are hungry. A recent study by scientists at Yale University and his colleagues found that the hormone also affects nerve cells in areas of the brain responsible for learning. Animal test showed that the hormone can significantly promote the learning and memory in mice<sup>1</sup>. So, stupid does not resulted from hungry. And the same time, the teacher introduced his or her own current academic research results into the classroom teaching, that is the cultural coordinate translation theory, which means sharing more in common in cross-cultural translation is much better than stressing the differences. And the translator should respect the original, trying to coordinate the cultural differences between source language and target language to pursuit for the proper version. Based on the further understanding of the translation practice, the students are encouraged to have the brain storming, various versions have been made beyond the teachers' expectation, such as “只有时刻像饥饿的人扑在面包上一样热爱学习，才能战胜愚蠢” (zhi you shike xiang ji e de ren pu zai mianbao shang yiyang re ai xuexi, cai neng zhan sheng yu mei), “拒纳新知，必将愚蠢” (ju na xin zhi, bi jiang yu chun), “求知若渴，拯救愚昧” (qiu zhi ruo ke, zheng jiu yu mei), and so on. Then the teacher further inspires students to show great respect to the original, try to be faithful to the original and inherit traditional Chinese culture, and reflect the advantages of Chinese language characteristic. After full discussion between the students, finally there are several translations versions, such as “好学若饥，谦卑若愚” (haoxue ruo ji, qianbei ruo yu), “求知若渴，大智若愚” (qiu zhi ruo ke, da zhi ruo yu), “放空自己，不断进取” (fangkong ziji, buduan jinqu), etc., which are generally recognized by students. Considering the context, the proper will be accepted. It is a truth that there is no best inversion, only the better one will be made sooner in different context.

When the translation skills will be taught in the classroom English teaching, the teacher may also give more examples to help the students take right attitude towards the epidemic condition, there are some classic expressions to suggest people to take care in this special condition, such as “This year's visit, next year's visit”; “People who don't see you don't want you”; “I don't like it when you come”; “You are in my heart”; “I hope people will stay together for a long time and meet again next year”; and “Quarantine, No human Right, No quarantine, no Human Left”. After analyzing the different language features of English and Chinese, the teacher may also introduce some interesting and innovative expressions taking great advantages of both English and Chinese, such as “Geli (隔离), I see you; Bu Geli (不隔离) ICU”. All these give the students deep impressions and inspire the students to make full use of the advantages of the bi-linguistic, to cultivate their own critical thinking and expressions.

### **Cases Study of Moral Education Integrating With English Teaching Considering the School Characteristics**

Based on Steve Jobs' speech in the English textbook for graduate students, the moral education material closely related to the textbook content, and it has been permeated into the knowledge. In the process of experience or current class-room activities, the integration of value rationality, tool rationality, and current

<sup>1</sup> Retrieved from <https://www.bohe.cn/article/view/62622.html>.

affairs education has improved students' bilingual conversion skills, thinking ability, teamwork ability, and study planning for the postgraduate stage. However, English teaching material content is mostly written by the western writers after all, which will inevitably make the illusion to the students in the process of study year after year, and may mistakenly assume that the western sage is popular. In order to avoid such dangers or challenges existing in English course, what the teachers should do next is to encourage students not to be superstitious to the western sages, there are lots of outstanding sons and daughters of the Chinese nation too. As textile and clothing art college students, study English well, and be positive response to the national call, so as to serve national development. The students should learn how to tell the story of the ecliptic husband's mother—Huang Dao Po, but also learn about APEC leaders clothing designers, and the Olympic Games clothing designer's story, also must learn to tell the story of the professional development of Arts school, to learn to adopt the accepted approaches to the foreigners to tell the traditional Chinese Costume story.

Aroused by the story of Jobs, the teacher helps the students think about the similar Chinese story in fashion history. Such as the fashion idiom *Cutting the Fabric to Admonish the Husband*, tells us the story that happened in ancient China. It was said that there was a woman who was the wife of Le Yangzi, one day when her husband suddenly returned home from a far place where he studied. Yue Yangzi asked him the reason for his return. Yue said. "I was homesick and miss you very much, having been away for such a long time." After hearing what Yue said, Yue Yangzi took up a scissors and walked to the loom, saying,

to wave the clothes, I first reel the silk thread off cocoons and then weave the cloth with one after another silk thread inch by inch. If I snip the clothes, all my previous efforts are wasted. Studying is also like this. You should acquire new knowledge every day, thus making your morality better and better. You come back leaving your studies unfinished, which is just the same as spoiling the half-finished clothes. (*Cutting the Fabric to Admonish the Husband*, Tang & Cai, 2008, p. 254)

Yue Yangzi was deeply moved by his wife's words. Then, he went back to his studies and didn't return home for seven consecutive years.

Then, the teacher may also ask the students to share some other reasonable stories associated with fashion, such as *Against the Current in Fashion*, which is a story about a couple from the State of Lu who almost made a wrong planning in life, because they did not know the living customs of different places. They went to the State of Yue to do a shoe and hat business before they know the local people never wear shoes and hats in their daily lives. The wisdom of ancestors and the charm of traditional Chinese culture are integrated in the accumulated English stories of costumes, which gradually improves students' confidence in Chinese culture.

At the same time, based on school characteristics, the teacher guides the students to be aware of the moral education part before- and after-class, and also assigns the homework, such as study the cultural connotations of campus sculpture Zhongshan suit, paying more attention to the connotations of Zhongshan suit. The students gave a report in the class and shared the information about Zhongshan suit, which had four pockets, rather than the three hidden pockets in western suits, and the four pockets adhering to Chinese concepts of balance and symmetry. Long after Sun Yat-sen's death, popular mythology assigned a revolutionary and patriotic significance to Zhongshan Suit: Bag cover for the inverted pen-holder, meaning to rule the country; Five buttons on behalf of the administrative legislative judicial examination supervision five separation of powers; Three buttons on the cuff represent the three principles of the people's livelihood; The whole back represents national unity; Collar for lapel closed on behalf of rigorous governance concept; The reverse-mountain-shape "Brush-stand-covers" represent the thought of respecting culture and promoting education; and The five

buttons represent the five rights in constitution: administration, legislation, judiciary, examination, and supervision. The three buttons at the sleeve opening mean the Three People's Principles: Nationalism, Democracy, the People's Livelihood; the Four Pockets have the Morale of the Four Virtues about "Sense of Propriety, Justice, Honesty and Honor of Chinese nationality"; The four buttons on the pocket means the four rights enjoyed by the people: election, dismissal, making, and review. The following PPT is what the authors made for her class (see Figure 1).



Figure 1. Two pictures of PPT used in the authors' class for the Zhongshan Suit.

Then, the teacher may lead the students to say more about the “New Chinese Suit”, which takes root in traditional Chinese culture, transfers the spirit of dress etiquette, innovates the clothing design, and helps to build the national image in the new era. The PPT is shown below in Figure 2.



Figure 2. A picture of PPT used in the authors' class for the New Chinese Suit.

### Reflections on Moral Education Integrating With Graduate English Teaching

Moral education goes along with Graduate English teaching in the whole process. As a teacher, he/she should play his or her leading role before-class, in-class, and after-class, guide the students to build up the good relationship between Graduate English study with fashion culture study, so as to promote Chinese fashion culture Going-out. At the same time, the teacher should also adopt the teaching methodology, that is the students-centered graduate English teaching. Under the teacher's guidance, students will gain the courage and self-confidence to make a challenge to themselves, trying to adopt the new technology to enlarge their own views and gain much more useful resources, taking part in the school activities for their future professional

development. For example, the teacher may introduce the Chinese traditional costume culture course, the costume idiom, and culture to the students, telling interesting fashion story to the students, even arouse the students share some story about somebody who they are familiar with, such as Dunhuang's daughter, Mr. Chang's brilliant achievements and her family inheritance, especially Mr. Chang Shuhong, who was a very famous scholar, and devoted himself to Funhuang through his life, and the other famous scholars, such as our pre-president, Mr. Liu, and the other winter Olympics designers' impressive story, and even some students, the Winter Olympics volunteers' story, female militia for National Day's story, and so on. All these stories happened to someone that we are familiar with, ranging from the costume culture to the academic research projects, and including cross-cultural communication. The students' various professional skills, including story clip and micro video recording, make the moral education from before-class preparation, to the in-class attendance, and even to the after-class complement, to be carried out step by step in English teaching. Through group members' discussion, mutual assistance between students, and the cooperation between teachers and students, the students' language skills and moral education have been improved, and their academic vision has been broaden, the friendship between us had been deepened, and the cultivating mind and craftsman spirits in graduate English teaching in Arts school is becoming more and more popular nowadays.

### Conclusion

Based on the textbook content and school-based characteristics of graduate English teaching, the teacher explores and expands the moral education elements of the textbook before-class, inspires and encourages students to interact with each other in-class, guides the students to grasp knowledge in a friendly, harmonious, and good classroom environment, cultivates the students' craftsman spirit, improves their ability of thinking, and manages to tell some good stories of Chinese clothing culture in English. After-class, the teacher asks the students to continue to enrich and improve the theme-related moral educational content of the text, expands the width and breadths of moral education, increases the depth and thickness of English learning, and finally achieves the appropriate integration of English teaching and moral education, so as to benefit from such teaching practice.

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