



of expressing Chinese culture in English. For instance, in 2014, the Ministry of Education issued the "Guidelines for Strengthening Education in Excellent Traditional Chinese Culture," emphasizing the integration of traditional Chinese culture into education to promote the holistic development of young students, instill national confidence, and prepare them as successors and builders of socialism. In 2017, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on the Inheritance and Development of Excellent Traditional Chinese Culture," stressing the importance of integrating moral education with cultural education. These directives highlighted the need to incorporate Chinese culture into various levels of education, from elementary to higher education.

The Ministry of Education's "High School English Curriculum Standards" (2017 edition) included cultural knowledge as one of the six key elements of high school English courses. It provided detailed requirements for cultural knowledge in compulsory and elective courses and listed cultural awareness as one of the four core competencies in English education. This set new standards for cultural awareness and offered a theoretical foundation for implementing cultural teaching in high school English. Since the introduction of the 2017 curriculum standards, educators have increasingly recognized that to achieve the goals of English teaching, cultural education must be integrated with language instruction. Teachers are expected to incorporate cultural contexts, backgrounds, and meanings into their English teaching, thereby enhancing students' cultural awareness and cross-cultural communication skills.

Under the new curriculum standards, high school English teachers, as front-line educators, must consciously undertake the responsibility of promoting Chinese culture. They must cultivate an awareness of cultural dissemination, improve their cultural teaching abilities, and help students build cultural confidence. The ultimate goal is for students to learn about Chinese culture and be able to tell Chinese stories in English.

## 1.2. Research Significance

With the ongoing reform of basic education, adapting to the requirements of the new high school English curriculum standards, accelerating the implementation of quality and innovative education, and fostering students' patriotism, global vision, and cross-cultural communication skills are crucial. In recent years, high school English education has often focused on subject knowledge, neglecting cultural content, leading to a disconnect between English learning and practical application. Nowadays, both teachers and students have begun to pay more attention to the culture of the target language, often neglecting Chinese culture. This has resulted in students being unable to effectively express local culture or engage in meaningful cross-cultural communication, hindering the development of patriotism and core competencies. Therefore, the key challenge is how to effectively integrate Chinese culture into high school English teaching to enhance students' cross-cultural communication skills.

Hanvey (1979) emphasized the need to consider the interaction between different cultures in cross-cultural communication. This study aims to investigate students' and teachers' awareness of Chinese culture in English teaching, explore the benefits of integrating Chinese culture, and identify effective methods for this integration. The goal is to guide students to actively explore ways to improve their ability to express local culture in English, laying a

foundation for their future development and analyzing the impact of cultural integration on students.

This study explores new teaching models in the context of contemporary educational reforms, supplementing and expanding innovative educational concepts and teaching methods, enriching the content of high school English teaching, and providing suggestions for future research in this field.

From the practical perspective, firstly, this study analyzes existing problems and explores feasible teaching methods by investigating the current state of Chinese cultural integration in high school English teaching. Secondly, it offers practical references for front-line teachers, enabling them to adjust and improve their teaching methods based on student differences and regional contexts. Lastly, the study aims to enhance students' ability to distinguish between Chinese and foreign cultures, cultivate patriotism, and develop cross-cultural communication skills.

## 2. Literature Review

### 2.1. Definition of Chinese Culture

Brown (1994) defined culture as "the shared beliefs, customs, and ways of life of a group of people living in a specific geographic location." Scholars have different views on what constitutes Chinese culture. Cui Gang believes that Chinese culture mainly refers to the excellent traditional culture accumulated over thousands of years of Chinese history and the basic national conditions of contemporary Chinese society. This includes academic thought, religion, institutions, education, literature, art, science, technology, architecture, history, language, and more. Chinese culture encompasses material culture, institutional culture, behavioral culture, and psychological culture with Chinese ethnic characteristics. The Chinese culture discussed in this study is a concept contrasted with "foreign culture." It is the culture created by the Chinese nation throughout its long history of formation and development, suitable for the physical and mental development of middle school students and comprehensible and acceptable to them, including aspects such as history, geography, traditional customs, cultural practices, local customs, behavioral norms, lifestyle, literature, art, and values. It not only includes traditional culture passed down to this day but also modern culture that keeps pace with the times.

### 2.2. Definition of Chinese Culture Integration

The concept of Chinese culture has already been explained. What does "Chinese culture integration" mean? The authoritative Chinese dictionary "Cihai" provides three explanations for the term "integration": first, it refers to the phenomenon where water or another solution from a low-concentration solution passes through a semi-permeable membrane into a high-concentration solution; second, it refers to the process where military forces infiltrate deep into enemy territory or rear through gaps in enemy deployments or favorable terrain; third, it refers to the process by which a force gradually enters or merges into another area (mainly used for abstract concepts). This study primarily adopts the third interpretation, meaning the process by which an abstract concept slowly merges into another, thereby having an immersive and subtle influence. Therefore, "Chinese culture integration" refers to the process of incorporating Chinese culture into high school English teaching, where teachers actively educate students about Chinese culture during English instruction. In this integration process, teachers must not only teach the Chinese cultural knowledge presented in the textbooks but also introduce Chinese

culture through language teaching materials or the target language culture, even when the textbooks do not explicitly include it. Most importantly, this integration should not become a separate course on Chinese culture or change the nature of the English curriculum. It should also help enhance students' overall English proficiency and cultivate their intercultural communication awareness. The goal is for students to master some English expressions for describing Chinese culture, thereby using English to spread Chinese culture, enhancing their national consciousness, and improving their intercultural communication skills. Chinese culture teaching is an essential part of cultural education in Chinese English classrooms. To investigate the current state of Chinese cultural education in high school English classrooms, this study needs to be conducted in the context of cultural teaching in English instruction.

### 2.3. Research on Cultural Teaching

Lado and Byram, in the early stages, focused on cultural teaching methods and the transmission of cultural background knowledge. Through cultural comparison, they aimed to enhance mutual understanding between cultures. Lado (1957) advocated for cultural comparison during the process of cultural introduction, helping foreign language learners overcome the confusion caused by a lack of cultural background knowledge. Seelye (1988), in his research on intercultural communication strategies, pointed out that cultural comparison could improve learners' intercultural communication skills, thereby achieving the bidirectionality and effectiveness of intercultural communication. Byram (1989) identified three types of cultural teaching: comparative cultural teaching, cultural transmission teaching, and investigative cultural teaching. Teachers and students generally prefer comparative cultural teaching. By comparing different cultures, the similarities and differences between cultures can be highlighted, aiding students in understanding and absorbing cultural knowledge. Investigative cultural teaching refers to teachers and students utilizing resources such as books and the internet to investigate and learn about cultural background knowledge, requiring active participation from both. Transmission teaching involves teachers directly transmitting knowledge to students, being the most widely used and traditional cultural teaching method. Liddicoat (2004) argued that one of the ways to improve the effectiveness of intercultural communication is by emphasizing cultural comparison methods during the introduction and teaching of culture. As cultural teaching developed, teaching methods became increasingly refined and diverse, with researchers paying more attention to learner factors. For instance, Franca (2004) listed six types of cultural teaching methods, including creating a favorable environment, selecting cultural information, analyzing cultural works, equal comparison, role simulation, and cognitive expansion based on existing levels. He urged teachers to fully consider students' actual levels and choose appropriate cultural teaching methods accordingly, to promote the cultural education of the English discipline.

Some scholars have paid particular attention to methods of conducting cultural education in high school English teaching. For instance, Xiang Hongyan (2008) suggested that using objects and pictures, cultural background introductions, supplementary reading materials, performances and games, free classroom discussions, and mutual sharing could promote the cultivation of students' intercultural awareness. This research provides specific methods, but its weakness lies in the overlapping and incomplete descriptions of these methods.

Additionally, the "New Curriculum Standards" also mentioned specific measures for teaching cultural knowledge, summarized as follows: First, combine textbook content to help students further understand the cultural background knowledge of English-speaking countries; second, provide background information and design relevant scenarios for reinforcement practice; third, recommend relevant reading materials and organize diverse activities; fourth, integrate extracurricular reading to create a cultural environment; fifth, conduct appropriate exchanges with foreign schools and students to enhance students' language skills and intercultural communication abilities. The cultural teaching measures in the "New Curriculum Standards" provide strong guidance and high operability for integrating Chinese culture into high school English classrooms, offering practical and feasible methods for cultural teaching that inform the design of Chinese culture teaching methods in this research.

## 3. Research Design

Based on a comprehensive review of relevant literature and related theoretical foundations, and building on previous research, this study investigates the understanding and implementation of Chinese culture integration from the perspectives of both teachers and students. First, through a series of surveys, we assess teachers' cultural literacy, analyze the teaching methods used for cultural integration, and their impact on the classroom. Discussions with teachers are conducted to explore improvement methods. Then, the study examines students' views on expressing Chinese culture in English and evaluates their ability to do so. Finally, the study summarizes the existing problems in cultural integration and proposes solutions from both teachers' and students' perspectives.

### 3.1. Research Questions

- 1) How can teachers effectively integrate Chinese culture into English classrooms?
- 2) How can teachers cultivate students' sense of national pride?
- 3) How can students effectively absorb Chinese culture through English learning?
- 4) How can teaching help develop students' intercultural communication skills?

### 3.2. Research Methods

#### 3.2.1. Questionnaire Survey

This study's questionnaire (see Appendix) is a survey on junior high school students' attitudes and behaviors towards learning English expressions of Chinese culture. The questionnaire consists of three parts: the first part is Chinese to English translation, with 20 questions; the second part is English to Chinese translation, with 10 questions; and the last part is a written expression task. The purpose of this survey is to understand the students' attitudes and understanding of Chinese culture in English learning and assess the current state of Chinese culture integration in high school English teaching at School C.

#### 3.2.2. Teacher Interviews

Based on the results of the questionnaire survey, the author designed a semi-structured interview outline to explore teachers' understanding of Chinese culture integration in English teaching, their grasp of the Chinese cultural content and requirements outlined in the "New Curriculum Standards," and the specific implementation of Chinese culture teaching in English classrooms, as well as the factors influencing this.

## 4. Survey Results and Discussion

Through discussing the results of the questionnaire surveys and interviews with teachers and students, we aim to summarize the implementation status of cultural teaching in high school English teaching and the main factors affecting its effectiveness, and to provide corresponding suggestions for improving cultural teaching in high school English teaching.

### 4.1. Analysis of Questionnaire Survey Results

The purpose of this capability test was to assess the ability of students in the action research class to express Chinese culture in English. The test consisted of three parts: the first part involved Chinese-English translation of cultural terms (40 points), the second part involved English-Chinese translation of Chinese idioms (30 points), and the last part was an English introduction to Chinese New Year customs (30 points). The scoring standard for the written expression section was based on the "Provincial High School Entrance Examination English Composition Scoring Standards" (see Appendix B for specific scoring rules). Three people (the researcher and two other English teachers) independently scored the papers, and the average score was taken. If the difference between the scores of two people exceeded 6 points (inclusive), a fourth person was invited to review. The other two parts of the test were evaluated by the researcher. A total of 56 capability test papers were distributed, and 56 were recovered, with a recovery rate of 100%. The test results were input into SPSS 20 for mean statistical analysis.

The statistical results show that most respondents could not accurately express Chinese culture in English. Among the various sections, the Chinese-English translation section had the highest accuracy rate at 37.4%, followed by the English-Chinese translation section at 36.5%, and the written expression section had the lowest accuracy rate at 32.3%. This indicates that without any English prompts, respondents found it challenging to introduce Chinese traditional festivals in English. Overall, the researcher found that the test results were not ideal, and the respondents' ability to express Chinese culture in English was low, reflecting the current lack of Chinese culture in high school English teaching at School C.

### 4.2. Analysis of Interview Findings

To further understand the current state of Chinese culture integration in high school English teaching at School C, the researcher interviewed four English teachers. The main topics of the interview included teachers' attitudes towards integrating Chinese culture into junior high school English teaching, the importance teachers place on Chinese culture in English teaching, how they handle Chinese culture content in textbooks, and their suggestions for integrating Chinese culture into junior high school English teaching.

From analyzing the interview results, the researcher identified the following issues:

- 1) Teachers' understanding of Chinese culture teaching is inconsistent with their teaching practice. Almost all teachers recognize the importance of Chinese culture in English teaching, but due to tight teaching schedules and heavy teaching tasks, they focus on transmitting language knowledge and preparing students for English exams, neglecting students' learning of Chinese culture.

Teacher A: "I think it is still necessary to integrate Chinese culture. Although English mainly studies the cultures of English-speaking countries, appropriately introducing some Chinese culture in teaching can help students understand the culture of the target language countries, promoting their foreign language learning, and cultivating their language abilities and intercultural communication awareness."

Teacher B: "I usually don't pay much attention to integrating Chinese culture in the classroom. Teachers are under heavy teaching tasks and tight teaching schedules. Besides, the high school entrance exam does not cover this aspect, so I think it is unnecessary."

- 2) Teachers have a deep understanding of how to integrate Chinese culture into English teaching under the current teaching conditions. Two teachers mentioned that they had considered integrating Chinese culture into daily teaching but did not know how to enhance students' Chinese culture education using existing resources.

Teacher A: "Actually, I have thought about strengthening students' Chinese culture education in teaching, but due to the relatively tight classroom time and heavy teaching tasks, I don't have extra time to do this, nor do I know how to find the time to do it, so I don't pay much attention to the integration of Chinese culture."

Teacher B: "I also want to integrate Chinese culture into my teaching, but with limited class time and heavy teaching tasks, I don't know how to squeeze in more time for it, so I haven't paid enough attention to the infiltration of Chinese culture."

### 4.3. Problem Identification and Cause Analysis

Through the questionnaire survey and teacher interviews, the researcher gained a deeper understanding of the current state of Chinese culture integration in high school English teaching at School C and conducted an analysis:

- 1) Overall, the current state of Chinese culture integration in high school English teaching is not ideal. English teaching lacks Chinese cultural content, as evidenced by students' low ability to express Chinese culture in English, insufficient emphasis on learning Chinese culture in English, and students' incorrect attitudes towards learning Chinese culture in English. Teachers neglect students' learning of Chinese culture and do not pay attention to cultural teaching methods in the process of cultural teaching.
- 2) Based on the analysis of previous survey results, the reasons for students neglecting Chinese culture learning in English can be summarized as follows: first, students are not interested in learning Chinese culture in English; second, students do not fully understand the importance of Chinese culture in English learning. The reasons why teachers neglect Chinese culture teaching in English are as follows: first, due to tight English class schedules, teachers do not have extra time to conduct cultural education for students; second, English textbooks contain limited Chinese cultural content, and under the current teaching resources, teachers find it difficult to integrate Chinese culture; third, teachers' own knowledge of Chinese culture is insufficient.





apply the cultural knowledge they have learned, enhancing their enthusiasm for cultural learning and cultivating their cultural awareness and international understanding.

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