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# Study on the Integration of Chinese Culture into Senior High School English Teaching Strategies

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**Abstract:** This paper expounds the necessity of integrating Chinese culture into senior high school English teaching. Analyzing the current situation of integrating Chinese culture into high school English teaching, such as high school English teachers' awareness of Chinese culture teaching needs to be improved, Chinese culture materials in textbooks are lacking, and the teaching objectives of the new curriculum standard have not been fully implemented. To explore the strategy of integrating Chinese culture into high school English teaching. It is believed that English teaching in high school should not be limited to the explanation of language knowledge and the study of Western culture, but should also guide students to undertake the mission of inheriting and spreading Chinese culture.

**Keywords:** Chinese culture; Senior high school; English teaching strategies

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The integrated education mode of high school English and Chinese culture is adopted in order to meet the needs of education reform, help students expand their horizons, improve their comprehensive quality, and better adapt to the development needs of the future society. It is also the call of the development of the times, providing students with more opportunities for language practice and improving students' cross-cultural communication ability. Integrating Chinese culture into English teaching can not only enrich the teaching content, but also help students better understand and know China, and enhance students' interest and cognition of Chinese culture, which is worthy of in-depth study. This paper mainly expounds the strategy of integrating Chinese culture into high school English teaching, hoping to play a reference role in the reform of high school English teaching.

## 1. The necessity of integrating Chinese culture into high school English teaching

Chinese culture plays an irreplaceable value in high school English learning and is also the core content of cultivating students' cultural consciousness. Specifically speaking, the necessity of infiltrating Chinese culture in high school English teaching mainly includes the following three points.

### 1.1 It helps to improve the present situation of English teaching in senior high school

Under the pressure of exam-oriented education, current senior high school English teaching still focuses on the explanation of words, syntax and grammar to achieve the purpose of exam-oriented education, ignoring the significance of culture in language teaching. As a result, students cannot flexibly use English knowledge in communication even if they have certain listening, speaking, reading and writing abilities. For a long time, English teaching in high school still adopts the teaching method of reading from text, focusing only on the input of target language culture, ignoring the output of mother tongue culture, which leads to the imbalance of cultural ecosystem. Therefore, integrating Chinese culture into senior high school English teaching is helpful to explore new ideas in English teaching, improve the effect of English teaching, and meet the requirements of the new curriculum standard for English teaching to cultivate students' cross-cultural communication ability.

### 1.2 It helps to cultivate students' correct values

Senior high school English teachers are not only responsible for imparting basic English knowledge and communicative skills, but also for transmitting values and cultural information under the background of quality education. Chinese culture is not only the treasure of our country, but also the core component of our human history and national spirit. High school English teachers integrate some basic knowledge of Chinese cultural values into their daily teaching, which can help students shape good moral character, cultivate their international perspective and cultural confidence.

### 1.3 It helps to tell Chinese stories well and spread Chinese culture

In recent years, the communication between China and other countries in the world is increasingly frequent, and the international influ-

ence is also increasing. In cross-cultural communication, in order to achieve the balanced development of two cultures, it is necessary to pay attention to both the import of target language culture and the export of mother tongue culture in the process of cultural transmission. The Curriculum Standards clearly stipulate the teaching objectives of senior high school, pointing out that English teaching in senior high school should not only achieve the transmission of knowledge content, but also pay attention to the realization of teaching objectives, emphasizing that English teaching should have long-term goals and pay attention to the cultivation and improvement of students' core qualities. Therefore, contemporary students should shoulder the burden of inheriting and spreading Chinese culture.

## **2. The current situation of integrating Chinese culture into senior high school English teaching**

With the improvement of China's comprehensive national strength, the excellent traditional Chinese culture with a long history has increasingly attracted people's attention. However, in the current English teaching in senior high schools, they only stay on the language knowledge itself and lack the teaching of cultural content, and it is difficult for them to undertake the historical mission of exporting Chinese culture.

### **2.1 Teachers' awareness of Chinese culture teaching needs to be improved**

Under the background of exam-oriented education and application, high school English, as a major subject, has a direct impact on students' performance. Therefore, high school English teachers still aim to improve students' performance and teach according to the exam syllabus, ignoring the important significance and status of culture in language teaching. In addition, most senior high school English teachers have a background in traditional Chinese culture, to a certain extent, it has affected the enthusiasm and enthusiasm of Chinese culture teaching.

### **2.2 The lack of Chinese cultural material in the textbooks**

As the main position of classroom teaching and the main medium of students' learning, the textbook determines the teaching content and teaching focus to a certain extent. However, at present, many versions of high school English textbooks lack Chinese culture materials, and most of them introduce the unit theme with the introduction of Western culture as the main line. From the perspective of theme and content, the proportion of Chinese culture is obviously lower than that of Western culture, the materials of Chinese culture teaching are obviously lacking, and cultural teaching is ignored in the process of language teaching, which makes it difficult to train cross-cultural communication talents with international vision.

### **2.3 The teaching objectives of the new curriculum standard have not been fully implemented**

Curriculum Standards emphasizes that students should master language knowledge and basic skills while developing cross-cultural communication ability, deepen understanding of the culture of the motherland, enhance patriotic feelings, and strengthen cultural self-confidence. However, some teachers did not carefully study the new requirements put forward by the new curriculum standard for teachers' teaching, nor did they measure the level students should reach in learning Chinese culture in actual English teaching, resulting in the phenomenon of Chinese culture aphasia in high school students and weak intercultural communication ability.

## **3. The strategy of integrating Chinese culture into senior high school English teaching**

This paper analyzes the significance of infiltrating Chinese culture in high school English teaching, and probes into the effective strategies of infiltrating Chinese culture in English classroom.

### **3.1 Excavate the content of teaching materials and strengthen cultural self-confidence**

High school English textbooks are rich in content, diverse in theme, and contain a lot of cultural knowledge in the text. Therefore, teachers can dig deep into the cultural connotation of the textbook reading text, guide students to compare Chinese and Western cultures on specific cultures, and properly combine the text content with Chinese culture to enhance students' cultural confidence. In the process of preparing lessons, high school English teachers should properly find out the compatibility between the content of the textbook reading text and Chinese culture, and show it to students in appropriate teaching links, so that students can be inspired by the wisdom and charm of Chinese culture, and effectively enhance students' cultural confidence.

### **3.2 Improve the comprehensive teaching level of senior high school English teachers**

As the main person in charge of teaching activities, only with strong cultural ecological awareness and solid cultural knowledge can teachers help students cultivate cross-cultural communication awareness and undertake the mission of inheriting and developing Chinese culture. In addition, when organizing classroom teaching activities, teachers should adopt the bidirectional cultural ecological teaching model, create a multicultural situation in the introduction and explanation of the classroom, show students the style of different cultures, and clarify their responsibilities in the inheritance, development and dissemination of Chinese culture.

### **3.3 Innovate teaching activities, feel the charm of Chinese culture**

Chinese culture is the crystallization of wisdom and hard work of the Chinese people for generations. In order to make students more

deeply feel the profound and rich connotation of Chinese culture, it is difficult to achieve only by relying on fragmented reading activities in class. High school English teachers should make bold innovations in the teaching mode of reading and properly organize some practices to inherit and carry forward Chinese culture, so as to promote students to understand Chinese culture systematically and comprehensively and feel the charm of Chinese culture.

#### 4. Conclusion

In short, the ultimate goal of high school English teaching is to cultivate students' learning ability, thinking quality, cultural awareness and language ability, among which cultural awareness refers to understanding Chinese and foreign cultures and identifying with excellent cultures, so as to help students establish correct values, strengthen cultural beliefs, and enhance national pride and social responsibility. This requires high school English teachers to expand the scope of cultural knowledge teaching in the cultivation of cultural awareness, and infiltrate excellent traditional Chinese culture into it, so that students can enhance their cross-cultural awareness and communication ability between China and foreign countries and eventually become the root and noble socialist successors.

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