

Problems and Countermeasures of Integrating Excellent Traditional Chinese Culture into High School English Teaching

Kun Li*

Taiyi Branch of Xi'an No. 26 Middle School, Xi'an 710001, Shaanxi, China

**Author to whom correspondence should be addressed.*

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: In the teaching of high school English in China, attention is paid to giving full play to the teaching value, and students are encouraged to conduct in-depth learning based on the cultural backgrounds of English-speaking countries. Although traditional teaching methods have achieved certain teaching results, the proportion of excellent traditional Chinese culture is insufficient, which is not conducive to improving students' cross-cultural communication ability and can hardly meet the needs of educational development. Therefore, in the teaching practice of high school English, teachers need to attach importance to the infiltration of traditional culture and create a high-quality classroom atmosphere. From the perspective of high school English subjects, this article discusses the significance of integrating excellent traditional Chinese culture into teaching, analyzes the existing problems in English teaching, and proposes specific integration strategies. The aim is to carry out high-quality English teaching and ensure the healthy growth of students.

Keywords: Excellent traditional Chinese culture; High school; English teaching

Online publication: July 5, 2025

1. Introduction

In the context of the information age, cultural exchanges are becoming more and more frequent. The process of economic and information integration is deepening, and the integration of various cultures is urgent. The teaching of the English subject helps improve students' literacy, enables them to conduct good international exchanges, and master English communication skills. The high-school stage is a crucial period for students to form their values. Therefore, in the teaching practice of high-school English, teachers need to attach importance to the integration of excellent traditional Chinese culture, help students understand English-speaking cultures, and effectively inherit and promote excellent traditional Chinese culture. At the same time, a good English classroom can enable students to master English and develop a good sense of cultural confidence.

2. Significance of integrating excellent traditional Chinese culture into high-school English teaching

The new curriculum standards clarify the value of English knowledge, learning and application, not only emphasizing that English is an international common language but also promoting the innovation of high-school English classroom teaching^[1]. Through English teaching practice, teachers can help students understand English and clarify the value of inheriting traditional Chinese culture. In the current era, most English teachers have a deep understanding of the content of the new curriculum standards and actively try to infiltrate traditional-culture content into English classrooms. Based on the requirements of the new curriculum, teachers need to pay attention to improving students' awareness of national culture and appropriately enrich the curriculum content^[2]. In the teaching process, the organic integration of traditional-culture elements can help students understand cultural connotations and develop good cultural literacy.

In addition, high-school students are in a crucial period of value formation. Students often learn English cultural knowledge in a speculative and creative way^[3]. The integration of excellent traditional Chinese culture helps enrich teaching content, build a high-quality English classroom, deepen students' understanding of culture, improve their English expression ability, and vividly tell traditional stories. Therefore, teachers need to strengthen guidance and encourage students to participate in English classrooms to comprehensively and systematically learn and understand traditional culture.

3. Problems in integrating excellent traditional Chinese culture into high-school English teaching

3.1. Lack of expansion of cultural knowledge

High school teaching faces the pressure brought by the college entrance examination. English teachers, affected by factors such as class hours and lesson preparation, ignore the infiltration of traditional-culture elements in the teaching practice process^[4]. Due to limited teaching time, to complete the class-hour tasks, teachers' teaching content is restricted by textbooks. They pay too much attention to the formation of students' language abilities and lack in-depth exploration of textbooks. The traditional-culture content contained in textbooks has not been fully demonstrated^[5]. For example, in the English reading-teaching session, teachers often focus on the explanation of words, grammar, etc., and rarely explain cultural knowledge, making it difficult for students to understand the connotations of traditional culture. In addition, in the teaching-evaluation process, teachers mainly focus on language-knowledge teaching and pay little attention to cultural literacy. As a result, students lack the driving force to learn traditional-culture knowledge, and it is difficult for them to strengthen their cultural confidence.

3.2. Teachers' cultural awareness needs to be improved

Although traditional culture plays an important role in high-school English teaching, some teachers believe that traditional culture is not the core of English teaching. These teachers focus on improving students' language and practical skills in the teaching practice of high-school English, while the learning of traditional culture is usually carried out in other subjects^[6]. Some teachers mistakenly believe that over-emphasizing traditional culture in English classrooms is likely to slow down the teaching progress, distract students' learning attention, and hurt the overall teaching quality.

4. Countermeasures for integrating excellent traditional Chinese culture into high-school English teaching

4.1. Clarify teaching objectives and infiltrate traditional culture

Language is a symbol of communication and contains rich cultural connotations. In the teaching of high-school English, teachers need to attach importance to cross-cultural communication, show the cultural characteristics of their nation, and highlight its importance. Thus, in subsequent communication, students can express their thoughts well and spread Chinese culture. Teachers can clarify the teaching objectives of core literacy, actively integrate excellent traditional-culture elements, and create a good classroom environment.

Teachers' concepts can deeply influence students' knowledge-learning attitudes and are related to the achievement of teaching objectives. Based on this, teachers need to comprehensively understand English teaching activities, grasp the knowledge connotations, and use English textbooks as a carrier to explore the excellent traditional Chinese culture contained in them. Teachers can integrate history, geography, and other content into the English classroom teaching to help students develop a mother-tongue awareness and enhance their sense of identity with traditional culture^[7]. At the same time, teachers can create English-expression situations of traditional culture to expand and innovate textbook content. Teachers can also make more use of Internet resources to expand English-teaching content, set scientific and reasonable teaching objectives, and effectively cultivate students' ability to express traditional culture. In addition, high-school English is not only a subject knowledge but also a carrier for spreading traditional culture^[8]. Therefore, teachers need to pay attention to improving students' language skills and cultivating their cultural qualities. They should integrate traditional culture into listening, speaking, reading, and writing in a timely manner and, according to different contents, infiltrate knowledge of history, literature, etc., truly integrating traditional culture into English-knowledge teaching and giving full play to the instrumental and humanistic nature of the English subject.

4.2. Explore curriculum resources and cultivate comprehensive abilities

In the teaching of high-school English, in order to improve students' core literacy, teachers need to attach importance to the development of curriculum resources, pay attention to the infiltration of life elements, and make good use of carriers such as the Internet and classrooms to expand English-teaching resources^[9]. Schools can organize teachers to develop school-based textbooks with local-cultural characteristics, providing a guarantee for infiltrating traditional culture into English-teaching activities. The content of high-school English textbooks can affect the implementation of teaching and is related to the achievement of teaching objectives. More content about traditional culture can be added to high-school English textbooks, enabling students to express themselves and cultivating their cultural confidence^[10]. The accumulation of students' culture is a long-term process. If a large amount of traditional culture is integrated in a short period, it is likely to increase students' learning pressure and lead to the opposite teaching effect. Therefore, in the teaching-practice process, teachers need to guide students and find teaching entry points to effectively stimulate students' enthusiasm for knowledge exploration. Teachers can integrate cultural content such as festivals, dramas, and intangible cultural heritages to expand English-teaching content and have a subtle influence on students, helping them master excellent traditional Chinese culture. For example, in the process of listening practice, materials related to traditional culture can be played to help students learn English vocabulary related to traditional culture in advance. When teaching reading comprehension content, teachers can select materials related to traditional culture and encourage students to master English expression skills while solving reading comprehension problems. In the teaching of English writing, teachers can assign writing tasks related to traditional culture and encourage students to describe

traditional festivals and cultural stories in English, helping students deeply understand traditional culture and develop a good sense of national identity^[11]. At the same time, teachers can use the form of speech competitions to encourage students to tell the content of traditional culture in English, effectively improving their storytelling ability. Through textbook-drama performance activities, students can be required to create traditional-culture stories in groups and tell them in the form of English dramas. Through the implementation of these activities, traditional culture can be effectively integrated, helping students understand course knowledge and effectively improving teaching quality.

In addition, in the teaching of high-school English, through the infiltration of traditional culture, the diversity of traditional culture can be shown. By using a combination of knowledge, concepts, and words formed by diverse cultures, students can have a broad knowledge of English. The infiltration of traditional culture is comprehensive. Teachers need to pay attention to different contents of English textbooks and integrate traditional culture in a timely manner to enhance students' participation enthusiasm^[12]. By expanding English-teaching content, students can understand the background of English and deepen their understanding of traditional culture, develop a good sense of cultural confidence, effectively inherit traditional culture, and promote the improvement of students' cross-cultural communication ability.

4.3. Carry out cultural exchanges and enhance participation enthusiasm

In order to help students appreciate the charm of traditional culture, teachers can carefully plan and carry out teaching-significant cultural activities. For example, teachers can organize students to visit museums to help them feel the profundity of our country's history and understand the charm of traditional culture. Teachers can also strengthen guidance to enable students to participate in inspiring-question exchanges, helping them feel cultural differences and deepen their understanding of different cultures^[13]. In the teaching of high-school English, to enable students to understand different cultures, teachers can expand learning resources, such as classic books and films, and encourage students to carry out independent learning for in-depth exchanges. In addition, teachers can use multimedia technology, such as videos and audio, to visually display the content of traditional culture, optimize English-learning resources, make them more vivid and intuitive, and deepen students' understanding of knowledge. Due to the differences in students' interests and hobbies, teachers can design diverse cultural-exchange activities, such as English singing and lectures, to encourage students to understand English-speaking cultures and develop good cross-cultural communication abilities^[14]. At the same time, teachers can also design various cultural-exchange activities, such as Chinese food cooking and drama performances, to help students experience traditional culture. In these activities, students can introduce traditional culture in English, improving their professional abilities. Through the implementation of cultural-exchange activities, the teaching environment can be optimized, students can be effectively motivated, and mutual understanding and respect can be truly achieved.

4.4. Strengthen the construction of the teaching staff and improve teachers' literacy

First, teachers need to master traditional cultural knowledge and form good core values. Teachers can actively participate in school-based training to master traditional culture, such as poems, history, and traditional stories. At the same time, teachers also need to understand the values of traditional culture, recognize traditional Chinese ideological concepts, such as Confucianism and Taoism, so as to effectively adjust English-teaching activities and improve teaching quality.

Second, teachers need to have the ability to organically integrate traditional culture and English teaching. In

the practice of high-school English classrooms, teachers can communicate with each other and share advanced teaching concepts, and then integrate traditional cultural knowledge into English teaching. For example, the infiltration of elements such as poems and historical figures can help students master English and feel the connotations of traditional culture.

Third, teachers should master a variety of teaching methods and have the ability to adjust teaching^[15]. Facing different teaching contents, teachers can flexibly use a variety of teaching methods, such as classroom teaching, group communication, and cultural experiences, according to the actual situation of students, making teaching activities more scientific, enhancing students' participation enthusiasm, helping them understand the essence of traditional culture, and developing good professional abilities.

Fourth, teachers should have the literacy of interdisciplinary teaching and continuously optimize English classrooms. Excellent traditional Chinese culture covers many aspects, such as language, literature, and history. In order to effectively integrate traditional culture into English classrooms, teachers need to pay attention to improving their cross-cultural communication abilities, promoting the integration of knowledge from different disciplines, helping students understand the connotations of traditional culture, and actively participating in knowledge learning.

5. Conclusion

In conclusion, integrating excellent traditional Chinese culture into high-school English teaching is of great significance. To create a good classroom environment, teachers need to attach importance to exploring the value of traditional culture and continuously carry out diversified teaching to give full play to teaching advantages. Through the infiltration of traditional culture, it helps improve students' cultural literacy, enables them to actively participate in English classrooms, and develop good comprehensive skills. Specifically, teachers can change their teaching concepts, develop curriculum resources, organize cultural-exchange activities, etc., to effectively inherit excellent traditional Chinese culture, help students master English knowledge, and develop good cultural-inheritance abilities.

Funding

2023 Shaanxi Province "Fourth Five-Year Plan" educational science project, "English Teaching in Senior High Schools Focusing on Excellent Chinese Culture" (Project No.: SGH23Y0116)

Disclosure statement

The author declares no conflict of interest.

References

- [1] Liu M, 2024, Problems and Countermeasures of Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *Journal of Changchun Education Institute*, 40(6): 105–109.
- [2] Wang J, 2024, Practice of Integrating Excellent Traditional Chinese Culture into High-school English Teaching from the Perspective of Cultural Confidence. *Jilin Education*, 2024(34): 47–49.

- [3] Liu F, 2024, Research on Strategies for Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *Teacher*, 2024(32): 54–56.
- [4] Xu C, 2024, Enlightenment of College Entrance Examination English Test Questions on High-school English Teaching from the Perspective of Excellent Traditional Chinese Culture. *English on Campus*, 2024(8): 181–183.
- [5] Duan X, 2024, Integration of Excellent Traditional Chinese Culture into High-school English Teaching. *English Journal for Middle School Students*, 2024(2): 93–94.
- [6] Zhang S, 2023, Research on High-school English Teaching Based on Promoting “Excellent Traditional Chinese Culture”. *Contemporary Family Education*, 2023(24): 157–160.
- [7] Zhao Y, 2023, How to Integrate Excellent Traditional Chinese Culture into High-school English Classrooms. *English Pictorial (Senior High School Edition)*, 2023(31): 91–93.
- [8] Xie J, 2023, Research on Innovative Models of Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *English on Campus*, 2023(31): 67–69.
- [9] Xu B, Yang H, Wang Y, 2023, Research on the Innovation of Models for Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *Chinese Loose-leaf Anthology (Traditional Culture Teaching and Research)*, 2023(6): 103–105.
- [10] Wen F, 2023, Inheritance of Traditional Culture in English Teaching: Effective Paths for Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *Proceedings of the 2nd “Research Forum on Efficient Classrooms and Effective Teaching Models” of Educational Theory and Management in 2023 (Special Topic 3)*, Yueyu Middle School, Meijiang District, Meizhou City, Guangdong Province, 3.
- [11] Zheng J, 2022, Analysis of High-school English Lesson Examples Integrating Excellent Traditional Chinese Culture: Taking Traditional Chinese Virtues as an Example. *English Teachers*, 22(20): 83–87.
- [12] Zhou Y, 2022, Research on the Innovation of Models for Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *The 16th Volume of “Exploration of Curriculum and Teaching Reform under the ‘Double Reduction’ Policy”*, Hubin Senior High School, Gaochun District, Nanjing City, 2.
- [13] Xie K, Zhang Q, 2022, Research on the Innovation of Models for Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *Journal of Tonghua Normal University*, 43(1): 113–119.
- [14] Deng Y, 2020, Research on Strategies for Integrating Excellent Traditional Chinese Culture into High-school English Reading Teaching. *English Teachers*, 20(16): 49–51.
- [15] Mo Y, 2020, Practical Exploration of Integrating Excellent Traditional Chinese Culture into High-school English Teaching. *English Teachers*, 20(14): 154–156 + 161.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.