

# An Exploration of English Teaching Reform from the Perspective of International Dissemination of Excellent Chinese Culture

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**Abstract:** The international dissemination of excellent Chinese culture is a key strategy for building a community with a shared future for mankind and enhancing China's national image. Based on the frontier of English teaching reform in the new era, this paper deeply explores how to integrate excellent traditional Chinese culture into the whole process of English teaching to achieve the dual goals of cultivating language skills and shaping cultural confidence. To this end, this paper proposes constructing a new teaching paradigm of "two-way mutual learning". By reconstructing the curriculum content system, innovating multi-modal teaching methods and improving the evaluation mechanism, students are guided to tell Chinese stories well in standard and authentic English. It aims to explore a reform path that can not only consolidate students' language foundation but also enhance their cultural communication ability, so as to support the cultivation of new-era foreign language talents with a global vision and national feelings, and effectively help Chinese culture go global.

**Keywords:** Excellent Chinese culture; International dissemination; English teaching; Existing dilemmas; Reform paths

**Online publication:** June 30, 2026

## 1. Introduction

With the in-depth implementation of the "Outline for Building a Strong Educational Country" and the convening of the 2025 High-end Forum on the International Dissemination of Excellent Traditional Chinese Culture, the mission of English education has shifted from mere language acquisition to an important carrier of civilizational mutual learning and cultural export. A review of the current situation of English teaching in colleges and basic education shows that the long-standing "one-way" cultural input model has resulted in many students being proficient in Western festivals and customs but unable to accurately express the connotations of traditional festivals such as the Dragon Boat Festival and Mid-Autumn Festival in English, which seriously restricts the international expression of Chinese stories. Faced with this challenge, English teaching reform is imperative. This paper analyzes the pain points and difficulties of cultural integration in current teaching, demonstrates the necessity of systematically integrating excellent cultural genes into English

classrooms, and aims to make English classrooms a bridgehead for the international dissemination of Chinese culture through the renewal of teaching concepts and path innovation.

## **2. Overview of excellent traditional Chinese culture and international communication**

The international communication of excellent traditional Chinese culture has achieved remarkable development in recent years. It has evolved from “content going global” to “ecological co-construction”, and from single symbol display to dialogue among civilizations. It is an important path to strengthen the cultural subjectivity of the Chinese nation and improve the Global Civilization Initiative. Moreover, the communication content has shifted from traditional operas and calligraphy to phenomenal digital cultural IPs such as “Black Myth: Wukong” and “Ne Zha: The Devil’s Birth.” Through modern presentation and technological empowerment, traditional narratives are transformed into universal human languages, breaking the “cultural othering” in content communication<sup>[1-3]</sup>. The communication pattern has also shifted from output-dominated to terminal interaction, adopting the communication methods of “combining hardness with softness” and “balancing importance and lightness”. It relies on the grand context built by international events such as the World Games, shapes a high-credible “first-person” space among civilizations through major international events such as the SCO Summit, and empowers the international community through light communication modes such as immersive experience of overseas internet celebrities and social media fission communication, thus building a three-dimensional pattern integrating credible space of heavy communication and atmosphere of light communication. Seven departments, including the Ministry of Education, issued opinions on further promoting the inheritance and development of excellent Chinese language and culture, defining the fundamental role of language as a carrier of civilization at the departmental regulatory level, and promoting the communication of excellent traditional Chinese culture to be diversified and internationalized. The communication pattern has also entered a new stage of exploration with the simultaneous development of central media, local city images, university think tanks and non-governmental forces, realizing a three-dimensional pattern with vertical integration<sup>[4]</sup>. This not only demonstrates the cultural credibility of Chinese-style modernization, but also applies the traditional wisdom of universal harmony and coexistence to the mature international value transformation of building a community with a shared future for mankind without distortion; meanwhile, it reflects the gradual shift of Chinese cultural communication from passive output to active leadership, echoing human emotional values in the world and laying the foundation for boosting national cultural soft power.

## **3. Existing dilemmas of English teaching from the perspective of international communication of excellent Chinese culture**

### **3.1. Deviated target orientation and lack of communication function**

At present, the goal of English teaching is still to master language knowledge and cultivate language skills, overemphasizing examination-oriented ability while ignoring the cultivation of cultural literacy and students’ cultural communication ability, even without relevant requirements in the setting of teaching objectives. English teaching is bound to become a training ground for language teaching skills, and language teaching and cultural communication have not been integrated to generate greater energy. The author believes that the teaching method of emphasizing language over culture will cultivate a group of foreign language talents who can do English exercises but cannot express the connotation of excellent Chinese culture in English and do not have the ability to spread excellent Chinese culture in English. Although some teaching contents involve cultural output, they are limited to the input and output of Western culture, which can be said to be an imbalance between Chinese and Western cultural communication<sup>[5]</sup>.

### **3.2. Unbalanced teaching content and lack of cultural elements**

Teaching content is the core carrier of English teaching and an important way of cultural communication. The content of English textbooks in China is mostly based on Western culture, with less content involving excellent Chinese culture, which is mostly marginalized, scattered, superficial, and lacks systematicness and depth. Whether it is primary and secondary school English textbooks or college English textbooks, the excavation and presentation of excellent cultural elements such as traditional Chinese culture, traditional virtues, folk customs, and literary classics are insufficient, making it difficult to guide students to understand the connotation of excellent Chinese culture. At the same time, the lack of content comparing Chinese and Western cultures in textbooks cannot help students recognize the uniqueness of Chinese culture in cross-cultural comparison, and is not conducive for students to convey Chinese culture to foreign friends in English. In some English textbooks, the cultural section is mostly a non-core section, and Chinese cultural content is mostly scattered vocabulary presentation, lacking the interpretation of deep cultural connotation.

### **3.3. Monotonous teaching method and insufficient communication effect**

Teaching still adopts traditional “lecture-based” and “instilling” teaching methods, focusing on explaining language knowledge and reciting, lacking interactivity, experience and practicality. Cultural teaching is mainly based on teachers explaining cultural background knowledge, and students receive it passively without active participation and practice, unable to perceive the inside and value of culture. It is impossible to innovate teaching methods, make full use of modern educational technology and cross-cultural communication resources, create real cross-cultural communication scenarios for students, and truly improve students’ cultural communication ability and innovative practical ability. Some teachers have the awareness of integrating culture but lack the means and methods. In addition, there is a problem of superficial technical application, so that digital resources are not deeply linked with teaching objectives and language practice.

### **3.4. Incomplete teaching evaluation and neglect of literacy assessment**

Teaching evaluation is mainly based on written and oral tests, focusing on students’ language knowledge and skills, lacking effective assessment and evaluation of students’ cultural literacy, cross-cultural communication ability and cultural communication ability. The evaluation standard is too single, ignoring the evaluation of students’ cultural expression ability, cultural understanding ability and cross-cultural adaptation ability, leading both students and teachers to ignore the importance of cultural teaching and cultural communication, making it difficult to promote the in-depth integration of English teaching and the communication of excellent Chinese culture<sup>[6]</sup>. Whether it is in-class exercises, unit tests or final exams, the assessment focuses almost on grammatical structure, vocabulary spelling and reading comprehension skills, lacking the assessment of cultural understanding and expression ability. This evaluation orientation makes it difficult for cultural teaching to be truly implemented.

## **4. Exploration of the path of English teaching reform from the perspective of international communication of excellent Chinese culture**

### **4.1. Optimize teaching objectives and highlight the core demand of cultural communication**

The traditional English teaching objective focuses on the acquisition of language skills, that is, practice in listening, speaking, reading, writing and translating, while ignoring the cross-cultural communication function that

language should have as a cultural carrier. Therefore, under the grand background of exporting excellent Chinese culture, the two major goals of English teaching need to be transformed from language instrumentality to humanity and instrumentality. “Telling Chinese stories well and spreading Chinese voice well” should be taken as the common core demand of English teaching, that is, teaching objectives should cultivate students’ ability to output English fluently, and cultivate students’ literacy of interpreting Chinese culture, expressing Chinese views and handling cross-cultural communication problems in English<sup>[7,8]</sup>. This requires teachers to re-embed the index of cultivating cultural confidence in the curriculum outline, so that students can comprehend the essence of Chinese culture in the learning process, and even apply what they have learned, innovate and practice, and communicate abroad. Educators should also break away from the shackles of Western-centrism, not take Anglo-American culture as the only reference frame, and build a two-way cultural care, so that students can perceive differences in comparison and build common ground in communication. Then, English classrooms will no longer be a simple language training ground, but a frontier for Chinese culture to go global, and the students cultivated will be interdisciplinary talents with both an international vision and national feelings.

#### **4.2. Enrich teaching content and integrate excellent Chinese cultural elements**

For a long time, most of the materials selected for English textbooks are from Britain and the United States, involving their literary works, social customs and historical allusions. While absorbing a lot of Western culture, students find it difficult to express their own excellent traditional culture. Therefore, the reform is bound to develop English teaching content with unique Chinese characteristics, and intersperse excellent traditional Chinese cultural elements into each module of English teaching step by step, systematically and deeply. The Confucian thought of “benevolence”, the Taoist concept of “harmony between man and nature”, the charm of poetry, calligraphy and painting, and the health-preserving wisdom and essence of traditional Chinese medicine are transformed into vivid English language teaching materials. The content of English teaching should not only introduce ancient Chinese civilization, but also keep pace with the times and show a China that integrates ancient and modern and develops rapidly. Teaching content should involve China’s contemporary development achievements, such as high-speed rail, aerospace exploration, targeted poverty alleviation, and ecological civilization construction. Teachers should deeply explore the cultural heritage in the article when preparing lessons, set points of comparison between Chinese and Western cultures, guide students to understand Western culture, and learn to tell Chinese stories well in English. For example, in addition to Christmas, festival-themed lessons should further explore the festival connotation and family ethics of the Spring Festival and Mid-Autumn Festival; the environmental protection theme contains the Chinese ecological wisdom of “moderate use”, making reasonable plans and responding to the concept of sustainable development in life practice. With content reconstruction and cultural confidence, English classrooms will nurture the inheritance and innovation of Chinese culture. Students will naturally form cultural identity through language acquisition, and acquire the cultural corpus and expression strategies to spread China to the world.

#### **4.3. Innovate teaching methods and improve the practical effect of cultural communication**

Innovating teaching methods is not achieved overnight. Teachers can use modern information technology means, such as VR and AR, to create immersive scenarios of Chinese core culture, allowing students to create communication scenarios with foreign friends in the simulation, give students an English material, let students independently make an introduction to the Forbidden City or the Great Wall in English, or perform a traditional Chinese kung fu show, and effectively complete a cultural output task. In addition, task-driven

and project-based learning (PBL) should also be vigorously promoted, such as asking students to complete and share micro-videos of “telling Chinese stories in English”, holding Chinese Rhyme English speeches, and arranging English versions of excellent Chinese plays. While completing tasks, students take the initiative to search for relevant knowledge, sort out cultural knowledge contexts, and temper language organization skills<sup>[9]</sup>. The author believes that the cooperative learning mode is also crucial. Through group discussions, role-playing and other forms, students are encouraged to conduct in-depth dialogues on cultural differences between China and the West, and cultivate their critical thinking and cross-cultural empathy. Teachers should also play the role of guides and collaborators, provide timely support, and help students overcome “Chinese cultural aphasia”, that is, the dilemma of having nothing to say or improper expression when facing Chinese cultural topics. Through the innovation of these methods, English teaching has become more vivid, interesting and effective, and has effectively improved the majority of students’ self-confidence and practical ability to spread excellent Chinese culture to the world.

#### **4.4. Improve the teaching evaluation system and strengthen the assessment of cultural literacy**

The current English evaluation mechanism often overemphasizes the accuracy of language forms and scores in standardized examinations, ignoring the comprehensive consideration of students’ cultural awareness, cross-cultural communication ability and Chinese cultural expression ability. To a certain extent, this evaluation orientation restricts the in-depth development of teaching reform. Therefore, it is necessary to build a diversified, whole-process and multi-dimensional evaluation system, and include cultural literacy as a core evaluation indicator. Firstly, the evaluation content should be expanded from simple language knowledge testing to a comprehensive assessment of the depth of understanding of Chinese culture, English expression ability and cross-cultural attitude, increase the proportion of oral interviews, writing tasks and translation practices involving Chinese cultural themes, and examine whether students can appropriately and accurately explain Chinese concepts in English. Secondly, the evaluation method should break the limitation of “one test determines the grade”, introduce formative evaluation, pay attention to students’ cultural exploration process, project participation performance and teamwork ability in daily learning, establish student learning files, and record their growth track in cultural communication. Thirdly, the evaluation subject should be diversified. In addition to teacher evaluation, student self-evaluation, peer evaluation and industry expert evaluation should be introduced, and even international perspective evaluation feedback can be considered to more objectively measure students’ cross-cultural communication effect<sup>[10]</sup>.

In addition, the evaluation standard should be hierarchical and developmental, including both basic cultural common sense assessment and high-level innovative communication ability evaluation, encouraging students to innovate in inheritance. In this way, the strategic goal of English education in cultivating international talents with global competitiveness and Chinese soul can be truly realized, providing solid talent support and institutional guarantee for the international dissemination of excellent Chinese culture.

## **5. Conclusion**

To sum up, from the grand perspective of international dissemination of excellent Chinese culture, English teaching reform is not only an innovation of teaching methods, but also a profound cultural consciousness and a reshaping of educational mission. Construct a curriculum system integrating excellent traditional Chinese culture and implement teaching strategies in the form of “dual communication”. When English meets intangible cultural heritage and classrooms connect the world, students can not only improve the hard power

of cross-cultural communication, but also build the soft foundation of cultural confidence. Looking forward to the future, English education should continue to deepen the connotation of “new liberal arts” construction, empower with digital technology and artificial intelligence, and create a more contemporary and international cultural communication classroom. Let us work together to contribute unique Chinese wisdom to building a community with a shared future for mankind!

## Funding

This work was supported by the General Project of Philosophy and Social Science Research in Jiangsu Higher Education Institutions under the project From “Misreading” to “International Recognition”: A Study on Constructing an Effective Discourse System for the External Communication of Chinese Culture (Project No. 2025SJYB1169).

## Disclosure statement

The author declares no conflict of interest.

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