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A RESEARCH ON THE CHINESE CULTURAL CONTENTS OF NEW SENIOR ENGLISH FOR CHINESE STUDENTS' BOOKS (2019 VERSION) FROM THE PERSPECTIVE OF NEW CURRICULUM STANDARD

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ABSTRACT

The “General High School English Curriculum Standards (2017)” clarifies that cultural awareness is one of the curriculum goals and Emphasis on respecting and tolerating cultural diversity while strengthening the study of Chinese culture. Through questionnaire survey, it is found that students' motivation and interest in Chinese Culture is strong. Through Text analyzing, it is found that in New Senior English for Chinese Students' Books (2019 version), the proportion of Chinese culture has increased significantly and there is a wide range of Chinese culture. However, there are problems such as unbalanced distribution of various cultural factors and less involvement of ethnic minority culture. Therefore, attention should be paid to the balanced allocation of all elements of Chinese culture in the revision of textbooks. In the use of textbooks, Chinese cultural elements should be fully explored and the importance of Chinese cultural infiltration in English education should be emphasized.

KEYWORDS: Chinese culture; Senior high school textbooks; New Curriculum Standard

1. INTRODUCTION

With the quickening pace of economic globalization and informatization, China's international influence is increasing day by day, and great changes has taken place in the internal and external environment of English education. Therefore, English education is endowed with a new historical mission. Traditional English education is one-way learning of the target language and culture, ignoring the important role of native culture in English learning, which results in the phenomenon of "Chinese cultural aphasia". From Professor Cong's point of view, if the lack of Chinese and western culture content in English teaching in the past led to the "communication barriers" in international communication, then the nearly blank situation of Chinese culture content in English teaching has a more serious impact on international communication (Cong, 2000).

To change this situation, the “General High School English Curriculum Standards (2017)” clarifies that cultural awareness is one of the curriculum goals, requiring “strengthening cultural self-

confidence, forming a good character of self-esteem, self-confidence, and self-reliance, and possessing a certain degree of cross-cultural communication and the ability to spread Chinese culture.

English textbooks, as the main means and tools for Chinese students and teachers to learn and teach English at the present stage, play an important role in the implementation of English courses. Choosing and using appropriate textbooks is an important prerequisite for completing the teaching content and achieving the teaching goals.

2. Analysis on the integration of Chinese culture into English teaching of senior high school

2.1 Research Process

In order to research the situation of Chinese culture integration into English class and students' attitude towards Chinese culture, the author conducted a survey in urban and rural high schools in a city of Henan province.

The author conducted a survey on the integration of Chinese culture into urban and rural high schools in a city of Henan province. As the cultural factors is less concerned in rural high school because of the underachievement in English. One rural high school and two urban schools were selected. To be specific, the text books used in the rural high school are PEP edition, while the ones in the two urban schools are BNU edition.50 students were randomly selected from each school as the survey object, and a total of 150 questionnaires were distributed, of which 144 were valid.

2.2 Result and discussion

Table 1 Students Questionnaire Survey--Scale

Number	Question	Completely Agree	Agree
Q1	It is necessary to learn our national culture in foreign language learning.	81.25%	11.81%
Q2	Chinese culture can play a positive role in English learning.	69.44%	19.44%
Q3	In English class, the teacher often teaches Chinese culture.	52.08%	24.31%
Q4	When you study English or communicate with foreign friends, you are deeply aware of the need to strengthen the study of Chinese culture for cultural exchange.	68.06%	18.06%
Q5	You want to learn more about Chinese culture in English learning.	75%	13.89%
Q6	You hope the teacher can teach more knowledge related to Chinese culture in English class.	77.08%	13.19%
Q7	The current English textbooks contain enough knowledge of Chinese culture.	35.42%	19.44%
Q8	You agree that there should be more Chinese cultural elements in English textbooks.	68.06%	18.75%

Q9	In general, you are satisfied with the content of Chinese cultural elements in current English textbooks.	34.03%	35.42%
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As it showed in Table 1, Q1 to Q6 is to investigate students' motivation and attitude towards Chinese culture learning. Based on the result, we can see that most of the students think learning Chinese culture is very necessary and hope the teacher can teach more knowledge related to Chinese culture in English class. They have strong motivation and interest to learn Chinese culture in English class.

Q7 to Q8 are designed to know the students' need of Chinese culture in textbook. According to the above data, most students hope to learn more about Chinese culture in English class. However, a small number of students do not have a very positive attitude towards learning Chinese culture. To expand the influence of Chinese culture in the world, we must have a thorough understanding of our culture, so as to build a strong cultural country.

Q9 is about students' evaluation of the cultural content of textbooks. Based on the above data, there are still a large number of students who are not satisfied with the content of Chinese cultural elements in English textbooks. So, it is suggested to improve the compilation of the content of Chinese cultural elements in textbooks.

Table 2 Students Questionnaire Survey—Multiple Choice 1

1.Your goal of English learning.	Percentage
A. To improve English level to cope with future work.	83.33%
B. To appreciate English literature, music and art.	51.39%
C. To understand the culture of English-speaking countries.	56.25%
D. To learn English expressions of Chinese culture in cross-cultural communication.	69.44%
E. Other.	5.5%

Table 3 Students Questionnaire Survey—Multiple Choice 2

2. How would you like to learn Chinese culture?	Percentage
A. In class.	81.94%
B. By newspapers and magazines.	57.64%
C. By TV, movies, the Internet.	92.36%
D. In school activities	79.17%
E. Other.	1.39%

Table 2 and Table 3 are the results of multiple choices, which are designed to investigate the objectives of English learning and the preference of learning Chinese culture. From the tables, we can see that students' enthusiasm of learning Chinese culture is very high. They hope to get Chinese culture knowledge through a variety of ways. Schools and teachers should offer more help to students with their Chinese culture learning. However, some students should also have a correct attitude, not only to learn a foreign language for exam or work, but to cultivate the cultural awareness.

As to the final open question, it is highly suggested to add more Chinese traditional culture and Chinese history knowledge such as folks and allusions in the textbooks. And it is also suggested to learn culture in a more entertaining way.

3. Analysis on Chinese Cultural Contents of New Senior English for Chinese Students' Books (2019 version)

3.1 Research object

According to the statistics of The National Textbook Reference Guide for Provinces and Cities in December 2010, 79% of senior high school English textbooks in China are taught are used in PEP version, 30% in FLTRP and 14% in BNU version. Other versions are used in a few areas. We can see that PEP edition are most widely used. The PEP edition of high school English textbooks are moderate in difficulty and more representative than other editions.

Since the 2017 edition of the new curriculum standard issued, high school English teaching materials are also updated in 2018. According to the Ministry of Education each province will start to use the latest version in fall semester of 2022. Therefore, this paper selects New Senior English for Chinese Students' Books (2019 version) to analyze the characteristics of Chinese culture in English textbooks. In order to carry out quantitative research, the author selected 25 units of reading input materials from compulsory books 1-3 and optional compulsory Books 1-2 as the analysis objects.

3.2 Research Questions

The main research questions in this paper include the following aspects:

- (1) what is the proportion of Chinese culture in New Senior English for Chinese Students' Books (2019 version)? Is there a balance between Chinese and foreign cultures?
- (2) Does the configuration of Chinese culture in the 2019 edition meet the requirements of Chinese culture knowledge in the 2017 edition of the new curriculum standard?
- (3) What are the feasible suggestions for the revision and utilization of Chinese cultural elements in the textbooks?

3.3 Research Process

3.3.1 Proportion of Chinese culture in New Senior English for Chinese Students' Books (2019 version)

Kachru divide culture into five categories: target language culture, mother tongue culture, contrastive culture, common culture, non-target language and non-mother tongue culture. According to this classification, the cultural contents in NSEC can be divided into 5 parts as showed in Table 4.

Table 4 The culture configuration in reading materials of NSEC

Culture Categories	Examples	Amount	Proportion
Target Language Culture	Compulsory book 3 Unit 3 Diverse Cultures-A Travel Journey About San Francisco	9	36%
Chinese Culture	Compulsory book 1 Unit 5 Language Around the World-The Chinese Writing System	7	28%
Contrastive Culture	Optional Compulsory book 1 Unit 4 Body Language-Listening to How Bodies Talk	4	16%
Common Culture	Optional Compulsory book 1 Unit 2 Looking into the Future-Smart Homes to Make Life Easier	2	8%
Other Culture	Compulsory book 2 Unit 2 Travel Around-Travel Peru	3	12%

As shown in Table 4, among the 25 units reading materials in 5 textbooks of compulsory 1-3 and optional compulsory 1-2, 9 of them are still mostly related to target language culture, accounting for 36%. The second is Chinese culture, accounting for 28%, although the number is less than the target language culture, but the gap is not very big; The rest are comparative culture, other culture and common culture, accounting for 16%, 12%, 8% respectively.

3.3.2 Statistics of Culture with a big C and culture with small c of Chinese culture in New Senior English for Chinese Students' Books (2019 version)

Allen & Valette (1997) divide culture into two categories: Culture with a big C and culture with small c. Culture with a big C focus on all aspects of human civilization, including art, building, music, literature, technological achievements, etc. culture with small c regards culture as a number of characteristics, such as social groups, lifestyle, custom, etc. According to this classification, the cultural contents in NSEC can be divided as showed in Table 5 and Table 6.

Table 5 Culture with a big C in NSEC

Books Classification	Book 1	Book 2	Book 3	Optional book 1	Optional book 2	Proportion
	Literature			1		
Art	1	2		0		9%
Attractions	4	2		3		28%
Scientific			1	2		9%
Achievement						
Ecology						12%
Natural Disaster	2					6%
Philosophy						3%
Religion	1		2	4		3%
Figures	1				1	21%
Characters	9	10	4	9	1	6%

Table 6 Culture with a Small c in NSEC

Books Classification	Book 1	Book 2	Book 3	Optional book 1	Optional book 2	Proportion
	Festival Culture			4		
Food Culture					4	29%
Social	2					14%
Organization						
Mutual	1		1			14%
Relationship						
Good Quality	1		1			14%

As can be seen from Table 5, in terms of Culture with a big C, there are 33 places. Among them, the proportion of Attractions and figures rank highest, accounting for 28% and 21% respectively, including The Terracotta Warriors and The Magao Grottoes and the leading figures such as Qian Xuesen, Yuan Longping, etc. In terms of ecological protection, four rare species such as giant panda, Tibetan antelope and Siberian tiger are involved, accounting for 12%. In terms of artistic and scientific achievements, three are involved, accounting for 9% each. In terms of artistic achievements, the traditional Chinese musical instrument- pipa and other scientific and technological achievements, such as artemisinin, hybrid rice and space exploration are mentioned. In terms of natural disasters and characters, there are two, each accounting for 6%. In terms of natural disasters, Tangshan earthquake and Wenchuan earthquake are mentioned. In terms of characters, the evolution process of Chinese characters is

involved. And the philosophy and religious culture are only involved in one part, accounting for 3 parts respectively

In terms of culture with a small c, there are 14 in total (see Table 6), among which festival culture and food culture are mostly involved, each accounting for 29%. Festival culture includes Lantern Festival, Spring Festival, Dragon Boat Festival and Mongolian traditional festival, Nadam Fair. Food culture involves Sichuan cuisine, Hunan cuisine, Shandong dumplings and Xinjiang sheep. Among them, social organization mentioned the associations in the university; the mutual relationship involved the relationship between the competition opponents; and the good quality involved the spirit of returning money and not being unselfish.

4.Results and Suggestions

4.1 Results

4.1.1 Analysis of the proportion of Chinese culture

Generally speaking, in 2019 version of NSEC, the problems of the target language culture being dominant and Chinese culture aphasia have changed. The proportion of Chinese culture has been greatly increased, and the proportion of target language culture and Chinese culture has been relatively balanced. These changes meet the requirements of cultivating students' "cultural awareness" in the national curriculum standards (2007 version) and also show the emphasis on protecting Chinese culture and strengthening cultural identity.

4.1.2 Analysis of Capital C and Small c culture of Chinese culture

The 2019 version of NSEC covers a wide range of Chinese culture contents, and the materials are true and logical. However, there are two problems. Firstly, The distribution of different cultures is unbalanced. For instance, in the culture with a Capital C, the culture of Attractions account most. And the followings are leading figures, religion, literature. Economic, industrial, political and other aspects are not mentioned. Secondly, Minority cultures are less involved.

4.2 Suggestions

4.2.1 Suggestions for Textbook Revision

Firstly, balance all aspects of Capital C culture of Chinese culture. The contents of China's foreign economy and politics can be appropriately added in the revision of textbooks so that students can truly understand the important position of Chinese civilization in world history. Secondly, increase the involvement of small C culture of Chinese culture. Through the penetration of small c cultural to help students form correct values and moral feelings. Thirdly, the content of ethnic minority culture should be appropriately increased. Ethnic minority culture is an indispensable part of Chinese culture, and the inclusion of ethnic minority culture is conducive to the construction of a complete image of Chinese culture, as well as ethnic unity

4.2.2 Suggestions on the use of textbooks

When using the new textbooks, we should pay attention to the importance of Chinese cultural infiltration in English education. First of all, we should make full use of the Chinese culture materials in the textbooks to enhance students' national pride, establish cultural confidence, help them accumulate English expressions related to Chinese culture, and improve their ability to express Chinese culture in English. Secondly, we should fully excavate the material of comparative culture in the textbook, and appropriately supplement the reading material of cultural contrast, so as to make up the deficiency of systematic comparative culture in the textbook. We should help students to have a deep understanding of their own culture and western culture, broaden their international vision and effectively improve their ability of cross-cultural communication.

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