

A Review of the Thematic Content and Presentation Methods of Chinese Culture in Domestic High School English Textbooks

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Abstract: This study systematically reviews the thematic content and presentation methods of Chinese culture in domestic high school English textbooks from 2011 to 2024. By comparing the textbooks of the People's Education Press Edition (PEP) and the Foreign Language Teaching and Research Press Edition (FLTRP), combined with 32 literatures, the topic types, presentation methods and version differences were analyzed. Research has found that both editions of the textbooks in 2019 have optimized the content of Chinese culture. The themes of the PEP Edition cover ideological concepts and humanistic history, but the distribution is uneven. The content of the Foreign Language Teaching and Research Press version is closely related to life, with strong systematic cultural knowledge. It has added niche and modern inheritance content. In terms of presentation, the PEP Edition has shifted from textual narration to multiple media, but the integration of some modules is not satisfactory. The Foreign Language Teaching and Research Press version uses text, images and cross-cultural comparison activities, but the proportion of cultural illustrations is relatively low. Version comparisons show that the Foreign Language Teaching and Research Press version has more advantages in the integration of Chinese and Western cultures and the cultivation of cross-cultural abilities, while the PEP version focuses on the direct inheritance of traditional culture. The existing research has problems such as sample limitations, insufficient exploration of cultural connotations and lack of teaching effect evaluation. Future research needs to expand the sample range and deepen the analysis of the synergy effect of presentation methods to enhance students' understanding and dissemination ability of Chinese culture.

Keywords: High School English Textbooks, Chinese Culture, Thematic Content, Presentation Method, Textbook Comparison.

1. Introduction

General Secretary Xi Jinping has repeatedly emphasized at key meetings such as the National Conference on Ideological and Publicity Work and the 19th National Congress that we must tell China's stories well, spread China's voice effectively, and present a true, multidimensional, and comprehensive image of China. Since the 18th National Congress of the Communist Party of China, the Party Central Committee with Comrade Xi Jinping at its core has, from the strategic perspective of realizing the great rejuvenation of the Chinese nation, incorporated the inheritance and development of excellent traditional Chinese culture into the national strategic framework.

Based on the national strategy and policy of strengthening cultural publicity and exchanges with foreign countries, new requirements have also been put forward for English education in our country. The "Guidelines for Incorporating Excellent Traditional Chinese Culture into Primary and Secondary School Curricula and Textbooks" clearly states the "3+2+N" subject coverage requirements, emphasizing that the English subject needs to systematically integrate traditional culture in line with the demands of cross-cultural communication. [32][33] The "General Senior High School English Curriculum Standards (Revised in 2020)" further lists "cultural awareness" as a core literacy, requiring textbooks to enhance students' understanding and recognition of China's fine traditional culture through comparisons between Chinese and foreign cultures. [30][31]

Teaching materials are the basic elements of English teaching [1], and they are an important foundation for

cultivating students' cultural awareness and achieving the learning and dissemination of Chinese culture. What kind of cultural content is presented in English textbooks and how to present such cultural content are of vital importance to cultural teaching. An in-depth study of the Chinese cultural elements in high school English textbooks is conducive to optimizing the compilation of textbooks and making them better meet the requirements of the curriculum standards. Meanwhile, it can also provide guidance for teachers' teaching practice, [27] help teachers make more effective use of teaching materials resources, and enhance students' cultural awareness and cross-cultural communication skills.

Meanwhile, a line of research has been done to analyze the content of Chinese culture in the English textbooks, centering on the theme, presentation method as well as comparative analysis among different versions of teaching materials. [1][11][14][16][18][20][23](Sun, 2019; Yi, 2020; Tang, 2022; Ma Yingchao, 2022; Sheng, 2023; Yang, 2024; Wu et al., 2024) In terms of research method, most of the scholars use content or text analysis method and comparative analysis method (Liu, 2021; Yuan, 2023; Si, 2024), [5][12][17] and some use corpus tools for analysis and research y establishing a corpus by oneself. (Sui, 2022; Huang, 2023) [15][28]

To my knowledge, few systematic review has been conducted to provide a panoramic description of the research in the content of Chinese culture in English textbooks integrating all these areas. Thus, the present study sought to fill this gap in knowledge by conducting a systematic review of the current state of Chinese culture being integrated into English textbooks analyzing research, identifying gaps and limitations, and proposing recommendations for future

research directions and pedagogy.

2. Past Reviews of Chinese Culture Contents in English Textbooks

Few synthesis reviews are conducted on research on Chinese culture contents in English textbooks.

For example, in Chang and Yang's quantitative-qualitative study (2023), they review 270 papers on English teaching materials published in China's 15 key foreign language journals from 1962 to 2022, supported by CiteSpace, and the results present the status quo of English teaching materials research in the past 60 years. Comprehensive as it is, this study doesn't focus on the analysis of English textbooks for the middle school stage and the content of Chinese culture in the textbooks. [24]

Qiu's review on the cultures in new high school English textbooks in the past ten years through literature study and point out some problems and inadequacy. (2013) It summarizes the classification of culture in textbooks and the evaluation of the cultural content in textbooks (such as the evaluation of the People's Education Edition textbooks, the evaluation of the new and old editions of the PEP Edition textbooks, and the evaluation of the comparison between the PEP Edition and the Beijing Normal University Edition). However, in this literature review, the cultures focused on by the research not only include domestic cultures but also international cultures, etc., but do not focus on Chinese culture. [26]

Zhuang (2023) reviews and analyzes the research literature on the presentation of Chinese culture in domestic middle school and university English textbooks from 2011 to 2021, starting from three aspects, the types of culture in English textbooks, the ways of cultural presentation, and the evaluation criteria. The findings show that research on the presentation of Chinese culture in English textbooks has become a hotspot, focusing mainly on middle school and university textbooks. However, studies specifically targeting these levels are limited, especially regarding non-mainstream versions and junior high school materials. Existing research lacks depth, systematic analysis, and timeliness. New high school textbooks have addressed the earlier issue of focusing on external over internal aspects. They now employ explicit, implicit, and multimodal methods to present Chinese culture. Middle school textbooks by the People's Education Press favor explicit presentation, while the Foreign Language Teaching and Research Press and university textbooks mainly use implicit methods. Currently, all English textbooks increasingly adopt multimodal approaches, combining text and images. [25]

The research by Yu et al. (2023) indicates that the number of published papers on the cultural content of college English textbooks has risen in a wave-like manner over the past decade. The research hotspots are mainly concentrated in three aspects: Chinese culture and cultural confidence, textbook design and ideological and political education in courses, and college English teaching and cultural deficiency. The research has evolved from the evaluation and analysis of textbook culture in the nascent stage, through the research on cultural confidence and aphasia in the exploration stage, to the stage focusing on ideological and political education in courses and moral education. At present, there are problems such as single methods, ignoring students' perspectives and insufficient practical research in the research. In the future, it

is necessary to enrich the research methods, implement the "student-centered" concept and expand the research scope to build a bridge of ideological and political education in foreign language courses. [29]

However, these researches focus on the cultural presentation of English textbooks of universities, but does not precisely focus on the cultural content and presentation methods of the middle school stage.

Shen (2019) pointed out that the research on the cultural content of domestic high school English textbooks from 2003 to 2018 mainly focused on the compilation and selection of cultural content. There are problems such as scattered distribution, lack of systematicness and single presentation form in the writing aspect. There are problems in the selection, such as insufficient local culture, superficial content and gender discrimination in some teaching materials. The existing research has deficiencies such as overlapping and ambiguous cultural classification frameworks and rough statistical units in quantitative research. In the future, a more comprehensive classification framework needs to be constructed, refined research methods should be adopted, and the design of teaching materials that strengthen cultural confidence and communication ability in combination with the new curriculum standards should be carried out. [2]

Additionally, it can be seen that the past reviews predominantly centered on the separate analysis of one version of a textbook published at a specific time point and the comparative analysis of two different versions of textbooks published at the same time. However, there are relatively few studies on the analysis of one version of a textbook revised at different times (i.e., the analysis of new and old textbooks of one version).

As the new curriculum standard regards culture awareness as one of the five course objectives and increases the requirements for students' culture education, the study of Chinese culture in high school English textbooks is becoming increasingly important. Similarly, in this study, I aim to provide a comprehensive view of the thematic contents and presentation methods of Chinese culture in domestic high school English textbooks by encompassing all relevant areas. By doing so, I hope to offer a more complete understanding of the integration of Chinese culture into domestic high school English textbooks.

3. Research design

3.1. Research questions

The research questions of the study are as follows:

- 1) What themes and contents of Chinese culture are included in domestic high school English textbooks?
- 2) What methods does the textbook adopt to present Chinese culture, and what are the effects of these presentation methods?
- 3) What are the similarities and differences among different textbook versions?

3.2. Research Method

In this study, a subject search was conducted on CNKI, with the publication time set from "2011-01-01" to "2024-12-31". Fuzzy matching was carried out with the subject as "High School English Textbooks + Chinese Culture". A total of 40 journal articles were retrieved, and 15 articles with the highest relevance were manually screened out. There were a total of 35 dissertations, and 16 were manually screened out.

A total of 32 articles specifically studying the presentation of the theme of Chinese culture in high school English textbooks from 2011 to 2024 were obtained. Among them, only two were published in CSSCI Chinese core journals. Since the visualization tools cannot present which version of the textbook the relevant research specifically analyzed and the characteristics of the presentation of Chinese culture in the textbook, after carefully screening out the relevant literature, this study further carefully read the relevant literature and made a summary by using a combination of qualitative and quantitative methods such as text analysis.



Figure 1. Search Results

4. Result

4.1. The Changing Trend of the Number of Relevant Literatures

The research literature on Chinese culture in high school English textbooks from 2011 to 2024 has generally shown an increasing trend. During the period from 2011 to 2013, the number of published papers was relatively small. During the period from 2014 to 2019, the number of published papers remained stable at 1 to 3. From 2021 to 2025, the number of related literatures increased significantly, totaling 29. The attention paid to this research topic has been continuously increasing, but overall, the number of related studies is still relatively scarce.

4.2. Analysis of the Research Object

Among the numerous editions of high school English textbooks, the People's Education Edition (with 17 articles) has been analyzed the most frequently regarding the content and presentation methods of Chinese culture, followed by the Foreign Language Teaching and Research Press (with 11 articles). The editions that have been analyzed less frequently are the Oxford Edition, Shanghai Education Edition, Hebei Education Edition, Yilin Edition and Ren'ai Edition. Meanwhile, a total of 5 papers have conducted a comparative analysis of the thematic content and presentation methods of Chinese culture in the textbooks published by the People's Education Press and the Foreign Language Teaching and Research Press.

In this study, the research subjects are the literatures of the high school English textbooks published by People's Education Press and Foreign Language Teaching and Research Press.

5. Discussion

5.1. Research Question 1

5.1.1. PEP Edition

High school English textbooks of PEP version, as widely

used teaching materials in China, the themes and presentation methods of Chinese culture contained in them have always been research hotspots in the field of education. Based on different versions of textbooks, scholars have conducted research from multiple perspectives such as the core literacy of the English subject, corpus analysis, and version comparison, aiming to analyze the setting and presentation characteristics of the thematic content of Chinese culture in the textbooks, and provide references for optimizing textbook compilation and enhancing students' cultural awareness.

By comparing the 2007 edition with the 2019 edition of the textbooks, the research of Yang (2024), Ma Yingchao (2022), and Tang (2011) all found that the 2019 edition of the textbooks has made significant improvements in the thematic content of Chinese culture. [18][20][22] Sun (2019) pointed out in her research that the 2007 edition of textbooks contains relatively less content on Chinese culture. [14] In terms of regional culture, it focuses on the cultures of Britain and the United States as well as its own culture, and involves less of China's excellent traditional culture and comparative culture. In terms of cultural types, there are more cultures related to local customs, history, geography and lifestyle, while there are fewer cultures related to ways of thinking and values, and literature and art are not involved. The content of Chinese culture in the 2019 edition of the textbooks has increased, and the themes are more diverse and rich, covering aspects such as ideas and concepts, humanistic history, science and technology craftsmanship, folk customs, etc. At the same time, it also includes traditional festivals, historical culture, contemporary society and other contents (Tang, 2011; Ma Yingchao, 2022; Yang, 2024). [18][20][22] However, there is still an imbalance in the theme distribution of Chinese cultural content in textbooks of different periods. For instance, in the 2019 edition of textbooks, the proportion of folk customs and traditions is relatively high, while the content related to literature and art is relatively small (Ma Ziyu, 2022). [4]

Sui's NOW corpus based study (2022) found that 2019 versions of the keywords in the state of the Chinese culture, daily and achievements are distributed in class, but over sixty percent of the words in the textbooks and corpus frequencies are low, with only "tea" and "calligraphy" is in the textbook and corpus are high frequency words. [15] Tang (2022) pointed out that the themes of Chinese culture in the PEP Edition textbooks cover aspects such as history, geography, and traditional customs, but the presentation of certain cultural themes is not in-depth or comprehensive enough. [16] Peng (2022) holds that the PEP Edition textbooks still have deficiencies in reflecting China's social reality and contemporary culture, and the presentation of traditional culture is not comprehensive or in-depth enough. [19] In addition, Ma Yingchao (2022), Fang (2022), and others all pointed out that although the 2019 edition of the textbooks incorporated traditional Chinese cultural elements such as traditional festivals, historical stories, and cultural heritages, some parts were not deep enough and the exploration of the spiritual connotations of traditional culture was insufficient. [18][21] Sheng's research (2023) also indicates that the PEP Edition textbooks contain a certain amount of Chinese cultural content, but the proportion in the overall cultural content may not be ideal. Moreover, there is room for improvement in the selection and presentation depth of cultural themes, and the interpretation of some cultural themes is not in-depth enough. [23]

5.1.2. Foreign Language Teaching and Research Press Edition

Many scholars have conducted research on the thematic content and presentation methods of Chinese culture in the high school English textbooks published by Foreign Language Teaching and Research Press, providing a rich perspective for us to deeply understand the elements of Chinese culture in the textbooks.

In the aspect of Chinese culture thematic content, Li (2020) pointed out that the FLTRP involved in the high school English textbook (2019) a compulsory part of Chinese culture content rich variety. For instance, in each unit of Compulsory Course 1, local culture is reflected through the experiences of Chinese students, family stories, the cultural symbol of red-crowned cranes, and the terraced fields on the dragon's spine, etc. Compulsory Course 2 introduces the cooking method of Kung Pao chicken, traditional festivals such as the Spring Festival, Chinese martial arts, and city symbols, etc. Compulsory Course 3 mentions Tu Youyou, National Highway 318, and ancient painter Han Gan, etc. [3] Ma Ziyu (2022) believes that the teaching materials cover festival culture (such as the Spring Festival and the Mid-Autumn Festival), food culture (such as dumplings and roast duck), architectural culture (such as the Forbidden City and the Great Wall), art culture (such as Peking Opera and traditional Chinese painting), folk culture (such as paper-cutting and dragon and lion dances), historical culture (such as the ancient Silk Road and the Four Great Inventions), as well as traditional values (such as filial piety and benevolence). [4] Yuan (2023) mentioned that the new textbooks have a richer and more comprehensive content on the theme of Chinese culture, covering traditional festivals, art, cuisine, historical sites, customs, values, etc. They have also added elements of niche traditional cultures and the modern inheritance and development of traditional culture. [5] Xie Yujie et al. (2022) indicated that the compulsory high school English textbook published by Foreign Language Teaching and Research Press contains cultural elements such as traditional festivals, art, historical figures, scenic spots and historical sites, cuisine, customs, and traditional values. [6] Sun (2023) has found that the proportion of illustrations featuring Chinese cultural elements in textbooks has increased, covering aspects such as cultural figures (Yuan Longping, Qian Xuesen, etc.), cultural products (traditional architecture, cuisine, art forms, etc.), cultural practices (traditional festival activities, artistic creations, etc.), and cultural information (natural landscapes, etc.). [7]

Comprehensively speaking, scholars generally think that the FLTRP version of high school English teaching materials on Chinese culture thematic content covers widely, involves multiple areas of traditional cultural elements, and the new teaching material abundance of the content is in ascension.

5.2. Research Question 2

5.2.1. PEP Edition

In terms of presentation methods, the 2007 version of the teaching materials is relatively simple, mainly based on textual narration, and has relatively weak appeal and influence on students (Tang, 2011; Yang, 2024). [20][22] The 2019 edition of textbooks is more diverse in presentation methods. The research of Yang (2024), Ma Yingchao (2022), and Tang (2011) indicates that the new edition of textbooks has added auxiliary elements such as pictures and charts, and utilized various media such as pictures, charts, and audio,

enhancing the intuitiveness and interest of cultural content. [18][20][22] Tang (2022) mentioned that the presentation methods of textbooks have also changed in different periods. The use of pictures has become more rich and diverse, and the textual expression has also paid more attention to guiding students' understanding of cultural connotations. [16]

Sui's study (2022) showed that in the concrete presentation on Chinese culture focuses on key words in the textbooks and corpus alone now, at the same time both the co-occurrence. Cultural co-occurrence is the concept that when introducing festivals, cultural heritages, and language themes, foreign related content is often mentioned. Cultural uniqueness is mostly presented in complete texts. [15] In addition, the teaching materials present Chinese culture through various means such as direct description in the text, illustrated display, and after-class exercises to guide thinking (Ma Yingchao, 2022; Tang, 2022; Fang, 2022). [16][18][21] The text mainly consists of narration and introduction. The reading materials expand cultural knowledge, and the after-class exercises guide students to think and discuss culture. However, Ma Yingchao (2022), Peng (2022), Fang (2022), etc. all pointed out that there are problems such as low integration, lack of systematicness and coherence among various parts. [18][19][21] Sheng's research (2023) also points out that although textual narration mainly introduces cultural knowledge, it is relatively plain. Pictures assist in the presentation of cultural content to a certain extent, but they still need to be strengthened in stimulating students' interest and guiding them to think deeply about cultural connotations. [23]

5.2.2. Foreign Language Teaching and Research Press Edition

In terms of presentation, Li (2020) proposed that cultural content is evenly distributed within the context of the three major themes, with differences in quantity distribution among different units and modules. It mostly appears in the form of expository texts, and new forms such as new media discourse have been added. Through different sections of the textbook, it is presented in various forms such as text and pictures. [3] Zhou (2024) holds that using the content of the text and teaching activities as carriers, such as allowing students to compare Chinese culture by telling the cultures of English-speaking countries. [8] Sun (2023) pointed out from the perspective of visual grammar that illustrations of Chinese cultural elements mostly adopt interactive methods such as medium and long distances, and the composition mainly focuses on the central core information, but the proportion presented in the main body part is relatively small. [7] Ma Ziyu (2022) mentioned that it should be presented through various forms such as text reading, listening, after-class exercises, pictures and charts. The text introduces the content and connotation, the listening involves relevant dialogues, the exercises guide thinking and discussion, and the pictures and charts provide intuitive display. [4] Yuan (2023) pointed out that the new textbooks present themselves in a more diverse way, utilize more pictures and multimedia resources, integrate relevant content in unit Settings, and increase cross-cultural comparisons. [5] Xie Yujie et al. (2022) indicated that the presentation mainly relies on texts, dialogues, and exercises. Texts describe cultural elements, dialogues demonstrate applications, and exercises cultivate communication capabilities. [6]

All in all, scholars generally think that the FLTRP version of high school English teaching materials on the presentation,

a variety of forms, using a variety of carrier and means, but there are also part of the cultural elements such as illustrated in the main present problems such as less than. Subsequent research can further explore how to optimize the presentation of Chinese cultural content in teaching materials to enhance students' understanding and dissemination ability of Chinese culture.

5.3. Research question 3

5.3.1. An Overview of the Research on the Thematic Content of Chinese Culture in the Two Editions of Textbooks

In terms of the thematic content of Chinese culture, numerous studies have shown that there are both similarities and differences between the two editions of textbooks. He (2021) pointed out that the topics of the two editions of the textbooks are rich and both meet the specific requirements for cultural knowledge in the curriculum content of the "General Senior High School English Curriculum Standards (2017 Edition)". All of them cover various themes such as sports, literature and art, food, festivals, etc. However, the themes of the Foreign Language Teaching and Research Press textbooks are closer to students' lives, and the arrangement based on the theme context makes their cultural knowledge more systematic. [9] Song Guoyu (2021) holds that both editions of the textbooks attach great importance to cultural teaching, with a rich variety of cultures, but both are dominated by spiritual culture. However, there are differences in the specific distribution and proportion of units. For instance, the PEP Edition of textbooks involves more units on history and culture, while the Foreign Language Teaching and Research Press edition also attaches great importance to history and culture, but its distribution in other cultural categories is different from that of the PEP Edition. [10]

Yi (2020) study found that in terms of proportion in Chinese culture, are more than outside research version of the proportion of small; In terms of Chinese cultural types, the PEP Edition and the Foreign Language Teaching and Research Press Edition mainly focus on behavioral culture and social culture respectively, while conceptual culture is relatively lacking. In terms of the contemporaneity of Chinese culture, the PEP Edition lacks content on traditional Chinese culture. [7] Si (2024) proposed that in the selection of cultural content for the PEP Edition textbooks, more emphasis should be placed on the inheritance and promotion of China's fine traditional culture, such as poetry, traditional festivals, and historical stories. The Foreign Language Teaching materials Edition also presents Chinese culture in the selection of cultural content, but pays more attention to the integration and contrast of Chinese and Western cultures. [12] Que (2017) mentioned that there are many similarities in the theme selection of the two editions of textbooks, both covering multiple themes such as characters, geography, art and literature, and 13 themes overlap. However, there are also some missing theme categories in each. For instance, the PEP Edition lacks themes related to economy and education, while the Foreign Language Teaching and Research Press edition lacks themes related to agriculture. Moreover, both editions of the textbooks are lacking in the introduction of political culture and religious culture. [13]

Overall, the two versions in the Chinese cultural thematic content is relatively rich, and attaches great importance to the cultural and historical culture. However, there are differences in cultural proportions, the focus of cultural types,

contemporaneity, and the coverage of specific theme categories. The FLTRP Edition stands out in terms of cultural systematicness, the integration of Chinese and Western cultures, and the coverage of traditional culture. The PEP Edition, on the other hand, has its own characteristics in the direct manifestation of traditional cultural inheritance and the distribution of historical and cultural units.

5.3.2. An Overview of the Research on the Presentation Methods of Chinese Culture in the Two Editions of Textbooks

Regarding the presentation methods of Chinese culture in the textbooks published by PEP and FLTRP, different studies have also presented diverse conclusions. He (2021) found in his research that in terms of cultural regions, the cultural content of the target language and the comparative cultural content account for a relatively large proportion in the foreign Research edition textbooks. The content of native language culture, world culture and other cultures accounts for a large proportion in the textbooks of the PEP Edition. In terms of cultural functions, both editions of the textbooks are oriented towards knowledge and cultural content, but the proportion of communicative cultural content in the foreign research edition textbooks is relatively large. The presentation methods of cultural content in both editions of textbooks are relatively diverse. However, the FLTRP Edition textbook has more advantages from the perspective of communicative culture in cultivating students' multicultural awareness. [9] Song (2021) pointed out that the cultural content in both editions of the textbooks is unevenly distributed and presented mainly in the form of text. However, the content of the PEP Edition textbooks mainly presents cultural content in sections such as listening and speaking, reading and thinking, and exercise books. The cultural content of the textbooks published by FLTRP mainly focuses on expanding thinking, understanding the meaning of the text and language application. [10]

Yi (2020) in terms of presentation, the two versions the Chinese culture is mainly in the form of words and images combined with; In terms of the comparison methods of Chinese culture, the comparison methods of the PEP Edition are not as rich as those of the FLTRP Edition. Textbooks published by FLTRP guide students to make cultural comparisons in various ways and have relatively more advantages in cultivating students' cross-cultural awareness. [7] Si (2024) mentioned that in terms of cultural presentation, the PEP Edition textbooks mostly adopt forms such as texts, illustrations, and exercises, emphasizing the use of context to enable students to feel and understand culture. In terms of cultural presentation, the FLTRP textbooks place greater emphasis on the cultivation of cross-cultural communication skills. Through forms such as dialogue, discussion, and task-based activities, students are enabled to learn and apply language and culture in practice. [12] Que (2017) pointed out that the textbooks of FLTRP edition have a "Cultural Corner" section, which is often used to supplement or balance cultural content, enhancing cultural diversity and internationality. The PEP Edition textbooks do not have a dedicated "Cultural Corner". The reading materials in the "Using language" section reflect cultural content and are usually a continuation of the main story of the unit. There is no special design in terms of cultural balance. In terms of the use of pictures, as students' grades increase, the pictures in the FLTRP edition textbooks become more diverse and international, and pictures featuring Chinese faces are used more frequently in

the lower grades. The PEP Edition textbooks contain a large number of cartoon pictures, which to a certain extent can weaken the influence of culture. Meanwhile, the real-life pictures in them present Chinese and foreign cultures relatively fairly. [13]

Taken together, the two versions on the cultural presentation have adopted a variety of forms, but each has focus. The FLTRP Edition has characteristics in terms of the emphasis on cultural regions, the proportion of communicative culture, the way of cultural comparison, the activities for cultivating cross-cultural communication abilities, as well as the setting of cultural corners and the diversity of pictures. The PEP Edition textbooks have developed their own characteristics in terms of the distribution of cultural content in different parts of the textbook, the presentation mainly based on text, and the use of cartoon pictures.

6. Conclusion

This review conducts research on the thematic content and presentation methods of Chinese culture in domestic high school English textbooks. By sorting out the relevant research on the textbooks published by the People's Education Press and Foreign Language Teaching and Research Press, it answers three preset research questions and draws the following conclusions.

In the aspect of Chinese culture thematic content, PEP edition and FLTRP Edition are constantly optimized, 2019 edition of teaching materials is the old content more rich. The themes of the 2019 edition of the textbooks published by the People's Education Press cover multiple fields such as ideological concepts and humanistic history, but there is an unbalanced distribution of themes. The textbooks published by Foreign Language Teaching and Research Press cover a wide range of topics. The content of the new textbooks has been significantly enriched and is closer to students' lives. The cultural knowledge is more systematic. Although both editions of the textbooks attach great importance to spiritual culture and historical culture, there are differences in the proportion of culture, type focus, contemporaneity and coverage of specific themes.

On presentation, both versions from single to multiple, PEP 2019 edition teaching material to increase the auxiliary elements such as images, audio, but part of the presentation has such problems as insufficient alignment. Textbooks published by Foreign Language Teaching and Research Press present cultural content through various carriers and means, but there are also situations where the proportion of cultural element illustrations in the main body is insufficient. In addition, the Foreign Language Teaching and Research Press edition textbooks have advantages in terms of cultural and regional emphasis, the proportion of communicative culture, and the cultivation of cross-cultural communication skills, while the People's Education Press Edition textbooks have developed their own characteristics in content distribution and the use of pictures.

In the aspect of the comparison between two teaching material versions, the two versions in Chinese cultural thematic content is relatively rich, and have adopted a variety of forms in the presentation, but each has focus. The Foreign Language Teaching and Research Press has performed outstandingly in aspects such as cultural systematicness, the integration of Chinese and Western cultures, the coverage of traditional culture, and the cultivation of cross-cultural

communication skills. The PEP Edition has unique features in the direct manifestation of the inheritance of traditional culture, the distribution of historical and cultural units, the presentation mainly based on text, and the use of cartoon pictures.

Existing research is mainly focused on PEP edition and FLTRP Edition of high school English teaching material of Chinese cultural thematic content and presentation. At the content level, analyze the cultural fields covered by the teaching materials and compare the differences in cultural quantity, richness and theme distribution among different versions. In terms of presentation methods, pay attention to the characteristics and issues of media such as text, pictures and audio; The similarities and differences between the two versions of the textbook were also compared. Its advantage lies in the diverse perspectives, and it conducts in-depth analysis by using various methods such as corpora and version comparisons. Closely combine with teaching practice to provide references for textbook compilation and teaching improvement; The improvement trend of teaching materials is presented through version comparison. However, the drawbacks are also quite obvious. The research scope is limited to two editions of textbooks and cannot reflect the overall situation. Some studies have not delved deeply into cultural connotations, have insufficient exploration of the synergistic effect of presentation methods, and lack long-term tracking and evaluation of the effectiveness of textbook usage.

In general, the existing research shows that the domestic high school English teaching materials on Chinese culture thematic content and presentation has made some progress, but there are still space optimization. These studies not only contribute to an in-depth understanding of the characteristics and deficiencies of current teaching materials, but also provide references for textbook writers to optimize the content and presentation methods of teaching materials and for teachers to carry out cultural teaching.

This research systematically sorts out the relevant achievements, clearly answers the research questions, deeply compares the two editions of textbooks, clarifies the characteristic differences, and provides references for textbook compilation and teaching. However, this study only focuses on the textbooks published by People's Education Press and Foreign Language Teaching and Research Press. Future research can expand the sample range of textbooks, explore more diverse research methods, further explore the presentation patterns of Chinese culture in high school English textbooks, and enhance students' understanding and dissemination ability of Chinese culture.

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