

A Study on the Strategies for Integrating Chinese Excellent Traditional Culture into Senior High School English Teaching

-- Under the Context of the Outline of the Plan for Building a Strong Education Nation (2024 - 2035)

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Abstract: In June 2023, the Central Committee of the Communist Party of China and the State Council issued the Outline of the Plan for Building a Strong Education Nation (2024-2035) (hereinafter referred to as the Outline). The Outline was formulated to thoroughly implement the strategic plan for accelerating the building of a strong education nation set forth at the 20th National Congress of the Communist Party of China. It outlines the main measures for achieving this goal, including optimization measures for basic education, higher education, vocational education, and more. The Outline emphasizes the importance of ideological and political education in cultivating a new generation capable of shouldering the mission of national rejuvenation. This has profound implications for basic education, particularly in the process of integrating Chinese Excellent Traditional Culture into senior high school English teaching. Against the backdrop of the Outline, this paper examines the problems currently existing in the integration of Chinese Excellent Traditional Culture into senior high school English teaching. Based on these problems and the measures for building a strong education nation mentioned in the Outline, it proposes teaching strategies. These strategies can foster students' cultural confidence and cultivate their cross-cultural communication competence.

Keywords: Chinese Excellent Traditional Culture; Senior High School English Teaching; Construction Plan Outline; Intercultural Communication.

1. Introduction

Since the 18th National Congress of the Communist Party of China, the General Secretary has emphasized the importance of enhancing cultural confidence from the strategic height of the nation. Cultural confidence is reflected in a nation's or a country's profound recognition of its cultural values and its firm belief in the future development of its culture. In China, cultural confidence refers to the recognition and high confidence in the Chinese excellent traditional culture. The Chinese excellent traditional culture is the essence of Chinese civilization's wisdom. It constitutes the spiritual pillar of the Chinese nation and the core of its civilizational progress. In the field of education, especially in senior high school English teaching, the inheritance and promotion of Chinese excellent traditional culture have become a hot topic of public concern. This teaching practice is of great significance to the development of education and has far-reaching implications for cultural inheritance.

With the release of The Outline of the Plan for Building a Strong Education Nation (2024 - 2035) (hereinafter referred to as the Outline), the development of China's education sector has been endowed with new historical missions and contemporary connotations. The Outline explicitly proposes to shape a new pattern of cultivating virtue and talent, and train new-era youth who can shoulder the great mission of national rejuvenation, highlighting the key role of education in cultivating well-rounded individuals in terms of moral, intellectual, physical, aesthetic, and labor education. Meanwhile, the Senior High School English Curriculum Standards (2017 Edition, 2020 Revision) further clarifies the goals and directions of senior high school English education. The aim of senior high school English teaching is to cultivate

students' core literacy through the study of English courses, enhance their comprehensive language application ability, and promote their all-round development. However, there are still some problems in the current senior high school English teaching. For example, teachers' cultural literacy and teaching ability are insufficient, teaching methods are singular and lack innovation, teaching materials and resources are limited, and the exam-oriented education orientation squeezes the space for cultural teaching. These problems, to a certain extent, restrict the development of students' core literacy.

This paper will start from the problems existing in the integration of Chinese excellent traditional culture into senior high school English teaching, analyze the current problems and their causes in senior high school English teaching, and explore corresponding solutions in combination with the requirements of the Outline, in order to provide useful references and insights for the reform and development of senior high school English teaching, and contribute to the realization of China's goal of building a strong education nation.

2. The Significance of Integrating Chinese Excellent Traditional Culture into Senior High School English Teaching

With the in-depth reform in the field of education, senior high school English teaching is also facing stricter standards. Teachers are actively exploring and innovating teaching methods to meet the new requirements. Integrating Chinese traditional culture into senior high school English teaching provides students with a platform to gain a deep understanding of both Chinese and Western cultures.

Moreover, it is of great significance for enhancing students' cross-cultural communication abilities, promoting their all-round development, and strengthening their cultural confidence.

2.1. Inheriting and Promoting Culture, and Consolidating Cultural Confidence

The role of foreign language education in fostering students' cultural confidence is becoming increasingly prominent. The General Secretary has pointed out that cultural confidence is the fundamental, deep-seated, and enduring force for the development of a country and a nation; cultural confidence and prosperity are the cornerstones for achieving national rejuvenation[1]. During the senior high school years, students' personal values, philosophy of life, and understanding of the world are in the formative stage. Integrating elements of Chinese traditional culture into English teaching can deepen students' understanding of their own cultural traditions, enhance their sense of identification and pride in their local culture, and play a positive role in shaping their cultural confidence. Students can gain a deeper understanding and appreciation of the charm and value of Chinese culture while learning English, and can more confidently showcase the charm and splendor of Chinese excellent traditional culture in cultural exchanges. In this way, during the process of senior high school English teaching, teachers can not only inherit and promote Chinese excellent traditional culture, but also help students consolidate their cultural confidence.

2.2. Enriching Teaching Content and Improving Students' Comprehensive English Proficiency

Integrating Chinese traditional culture into senior high school English teaching can enrich teaching resources. The introduction of traditional culture provides a wealth of localized materials for English teaching, making the teaching content more culturally rich and closer to students' real-life experiences. This not only broadens the sources of teaching materials, but also provides more diversified learning content for students, which helps to stimulate their interest in learning and enhance the attractiveness and effectiveness of teaching. In this way, students can gain a deep understanding of China's history, literature, and art while mastering language skills, and improve their learning enthusiasm and cultural literacy.

The cultivation of cultural confidence and the improvement of comprehensive English proficiency complement each other. After deeply understanding the essence of Chinese culture, students can more accurately use English to explain Chinese culture and effectively tell Chinese stories. Integrating traditional culture into English teaching can enhance students' language application abilities and cross-cultural communication skills, making them more confident and efficient in the international environment. Based on this, students' national pride, cultural identity, and English language skills can all be improved. The cultivation of cultural confidence and the improvement of comprehensive English proficiency complement each other.

2.3. Promoting Students' Cross-Cultural Communication and Enhancing Discourse Confidence

In the current educational environment that emphasizes moral education first, cultivating cross-cultural

communication skills for senior high school students has become particularly important. Cross-culture constitutes the core content of the English subject and is also an important link in promoting cultural exchanges between China and the West.

Teachers and students working together to inherit and promote Chinese excellent traditional culture plays an important role in enhancing students' cultural confidence and shaping them into cultural envoys with a global vision. Cultural confidence, which stems from a profound understanding and identification of local culture, provides a solid foundation for students to present a positive image of China on the international stage.

3. Problems and Causes in Integrating Chinese Excellent Traditional Culture into Senior High School English Teaching

Driven by the new college entrance examination reform, current senior high school English teaching is gradually shifting from the singular transmission of language knowledge to the cultivation of core literacy. However, there are still some problems in current senior high school English teaching. These problems include insufficient teachers' cultural literacy and teaching ability, singular and non-innovative teaching methods, prominent limitations of textbooks and teaching resources, and the exam-oriented approach squeezing the space for cultural teaching. To a certain extent, these problems restrict the development of students' core literacy.

3.1. Insufficient Teachers' Cultural Literacy and Teaching Ability

Teachers are the controllers of the classroom, and their cultural foundation directly affects students' absorption and understanding of Chinese excellent traditional culture. Teachers first need to have profound cultural literacy in order to accurately and deeply convey the essence of both Chinese and Western cultures to students [2]. However, some teachers have weak cultural literacy themselves. When facing students' needs for English expressions of Chinese culture, teachers themselves are at a loss, further exacerbating students' cultural aphasia [3]. This deficiency in cultural knowledge and weak cultural literacy make teachers often at a loss when facing students' questions about cultural connotations, resulting in students' understanding of cultural connotations remaining only on the surface of the text, and they are unable to deeply appreciate the essence of culture.

In terms of cultivating students' cross-cultural communication ability, teachers also have obvious shortcomings. Due to the lack of relevant knowledge and cultural teaching experience, teachers' actual ability to master English and Chinese traditional culture is limited. It is difficult for senior high school English teachers to fully display the charm of red culture in the classroom, and they have not deeply explored the connotations and values of red culture, resulting in students' understanding of red culture remaining on the surface [4]. In their teaching, they often only focus on the transmission of language knowledge, pay little attention to the comparison of Chinese and Western cultures, and fail to guide students to deeply understand the differences in values, ways of thinking, and behavioral habits under different cultural backgrounds. This makes students prone to

misunderstandings and conflicts in actual cross-cultural communication. At the same time, teachers generally lack the teaching skills to organically integrate cultural elements with language knowledge, and it is difficult for them to design teaching activities that can both stimulate students' interest and effectively convey cultural knowledge. In addition, affected by the concept of exam-oriented education, some teachers overly rely on exam-oriented teaching, investing a large amount of time and energy in explaining and training exam-oriented knowledge points such as grammar and vocabulary, thus neglecting the exploration of cultural connotations. This makes English teaching become a purely language skill training, deviating from the original intention of English teaching to cultivate students' cross-cultural communication ability and cultural literacy.

3.2. Singular Teaching Methods and Lack of Innovation

The problem of singular teaching methods in current senior high school English classroom teaching is very prominent. Teachers are mostly limited within the traditional teaching framework and devote too much energy to the teaching of grammar, vocabulary, and sentence patterns. The classroom is filled with repeated explanations and mechanical exercises. However, the cultivation of emotions, attitudes, and values has not received the attention it deserves. More importantly, teachers rarely actively integrate red culture or Chinese traditional cultural elements into their daily teaching, making it difficult for students to establish confidence and awareness of spreading local culture in English learning. This greatly hinders the realization of the goal of cultivating students' ability to spread Chinese culture in English [4].

In terms of senior high school English cultural teaching, teachers rarely use diversified teaching methods such as situational simulation and task-based activities in real classrooms, making it difficult for students to experience cultural differences in real language environments and greatly reducing the effectiveness of cultural teaching. Some teachers' application of cross-cultural content is usually reflected in simple cultural introductions or case analyses. These contents are often lacking in depth and breadth, and it is difficult to arouse students' interest and resonance [5]. Teachers often only simply introduce some cultural background knowledge, lacking in-depth analysis and discussion of the underlying reasons for cultural phenomena, and are unable to let students truly understand the connotations and essence of culture. In addition, in today's era of rapid development of information technology, many teachers have not fully utilized modern technology or interdisciplinary resources to innovate teaching forms, such as using multimedia technology to display cultural scenes, conducting online cross-cultural communication activities, or enriching cultural teaching content by combining knowledge from history, geography, and other disciplines. This makes English classroom teaching forms monotonous and dull, and unable to meet the learning needs of students in the new era.

3.3. Prominent Limitations of Textbooks and Teaching Resources

Textbooks, as an important carrier of teaching, play a very important role in senior high school English cultural teaching. Although many senior high school English textbooks have updated their content design and added themes and topics closely related to real life, they still seem insufficient in

integrating cross-cultural elements. The texts, dialogues, and exercises in the textbooks often focus on presenting language knowledge and explaining grammatical points, and the introduction of values, historical traditions, and social customs under different cultural backgrounds is relatively lacking [5]. The proportion of cultural elements such as red culture, Chinese traditional culture, and cross-cultural content in the current English textbooks is low, and the content is superficial, lacking systematicness and depth. Cultural content is mostly simply mentioned as background knowledge for language learning, and there is a lack of thematic design, which prevents students from comprehensively and deeply learning and understanding cultural knowledge. For example, when it comes to Chinese traditional culture, the textbooks often only select some simple festival introductions or descriptions of traditional customs, without deeply exploring the historical origins, philosophical ideas, and values behind the culture.

In addition to the problems of the textbooks themselves, teachers' ability to explore cultural elements in the textbooks is also insufficient. Many teachers only teach according to the textbook content and fail to fully exert their subjective initiative to expand and extend the cultural elements in the textbooks. At the same time, schools and teachers generally lack expansion resources related to local culture, such as vivid cultural cases and rich audio-visual materials, making cultural teaching lack vividness and appeal. Teachers often face the dilemma of having no rice to cook in teaching, making it difficult to carry out high-quality cultural teaching activities.

3.4. Exam-oriented Approach Squeezes Cultural Teaching Space and Teaching Evaluation is One-sided

The college entrance examination, as the baton of senior high school education, has a profound impact on English teaching. Faced with the pressure of the college entrance examination, senior high school English teachers often neglect the integration of Chinese excellent traditional culture into teaching due to tight class hours and heavy lesson preparation tasks. Within the limited teaching time, some teachers aim to complete the class tasks, focusing only on the content of the textbook and paying attention to the cultivation of students' language abilities, without deeply analyzing the connotations of Chinese excellent traditional culture contained in the textbook or expanding the classroom content [6]. Under the pressure of the college entrance examination, English teaching shows a clear tendency of utilitarianism. Teachers overly focus the classroom on language knowledge training and exam-taking skills, neglecting the cultivation of students' cultural literacy and values. Moreover, since the college entrance examination has relatively few tests on cultural knowledge, cultural expansion content is often regarded as a secondary task and is seriously insufficient in class hour allocation. In order to improve students' exam scores, teachers have to compress cultural teaching time and spend more time explaining grammar, vocabulary, and conducting exam training.

Due to the serious problem of exam-oriented approach, teaching evaluation also has serious one-sidedness. The current teaching evaluation system only focuses on students' language abilities, such as scores in listening, reading, and writing, and lacks assessment of students' cultural literacy. This evaluation method makes teachers and students focus their energy on improving language skills and pay little

attention to cultural learning. Students mostly aim at passing exams when learning English, and their motivation to learn cultural knowledge is insufficient. Students are only satisfied with mastering knowledge points related to exams and neglect the understanding of cultural connotations and the improvement of cultural literacy. Such a teaching evaluation model is not conducive to students' all-round development and the cultivation of cross-cultural communication abilities.

4. Strategies for Integrating Excellent Traditional Chinese Culture into Senior High School English Teaching

Based on the current situation and challenges discussed earlier regarding the integration of Chinese excellent traditional culture into senior high school English teaching, this section will propose effective strategies. These strategies are grounded in the Outline and the issues identified in senior high school English teaching. They also build upon the existing strategies proposed by previous researchers to provide a comprehensive approach to integrating Chinese excellent traditional culture into senior high school English teaching.

4.1. Enhancing Teachers' Cultural Literacy and Teaching Ability

The Outline's call for building a high-quality professional teacher workforce to lay a solid foundation for a strong education nation is crucial for addressing the issue of insufficient teachers' cultural literacy and teaching ability. [7]

Teachers need to fully recognize the key role of their cultural literacy in students' growth and be motivated to enhance it actively. Enhancing teachers' cultural literacy can be approached from multiple angles. First, the cultivation of the spirit of educators should be integrated into teacher training. Strengthening the mission of cultural education in teacher training and regarding the in-depth study and inheritance of Chinese excellent traditional culture as an essential part of the spirit of educators throughout their professional development is vital. Second, schools should actively encourage teachers to combine ideological and political education with cultural education in their teaching. Integrating senior high school English cultural literacy education into teachers' ideological and political work, such as studying relevant policy documents and organizing cultural seminars, can enhance teachers' awareness of the importance of cultural teaching and their sense of responsibility in conveying cultural connotations. Third, for prospective teachers, higher education needs to optimize teacher education curricula and improve the teacher education system. This involves adding courses on the study of Chinese and Western cultural classics, cross-cultural communication theory and practice, etc., in normal universities and teacher training programs to enrich teachers' cultural knowledge base and enable them to accurately understand and deeply explain cultural connotations.

Moreover, enhancing teachers' teaching ability is also an important means of improving their cultural literacy. First, skill training and assessment should be strengthened in the comprehensive teacher training and various levels of research and training systems. During the training, schools and organizers should include modules on cultural and language integration teaching methods and strategies for cultivating

cross-cultural communication abilities. After the training, relevant units should regularly conduct follow-up training and assessments to ensure that teachers have mastered and can skillfully apply these teaching techniques. Second, schools should actively promote teaching practice and exchange. Schools should encourage teachers to participate in innovative teaching practice activities, such as cross-cultural teaching open classes and demonstration lessons, providing platforms for teachers to showcase and share their cultural teaching experiences. In addition to participating in exchange activities, teachers should also regularly organize visits to schools with outstanding cultural education achievements to learn from advanced experiences and enhance their teaching abilities.

4.2. Innovating Teaching Methods to Stimulate Students' Interest in Learning

The Outline's proposals to expand practical and online education spaces, promote students' healthy and comprehensive development, implement the national education digitalization strategy, and facilitate AI-driven educational transformation provide valuable guidance for senior high school English teachers to innovate their teaching methods.

First, teachers need to adopt diversified teaching methods to expand practical and online education spaces. The Outline calls for exploring an integrated education mechanism that combines in-class and out-of-class activities, on-campus and off-campus resources, and online and offline learning[7]. This provides a basis for senior high school English teaching to adopt diversified approaches. Teachers can integrate online and offline resources, using online platforms to conduct English teaching activities such as online English communication and online course learning. At the same time, teachers can organize offline practical activities, such as English drama performances and English cultural experience activities, to enrich teaching forms and enhance students' enthusiasm and participation.

Second, teachers can design interdisciplinary thematic activities to promote students' healthy and comprehensive development. The Outline emphasizes the comprehensive implementation of quality education, strengthening the cultivation system of moral, intellectual, physical, aesthetic, and labor education, and accelerating the improvement of shortcomings in physical education, aesthetic education, and labor education[7]. Based on this, senior high school English teachers can draw on educational methods from other disciplines and combine English teaching with content from other subjects to design interdisciplinary thematic activities. For example, they can create activities such as sports event reporting in English combined with physical education, or art appreciation and introduction in English combined with aesthetic education. This broadens students' learning horizons and cultivates their comprehensive quality and innovative thinking abilities.

Third, teachers can leverage the national education digitalization strategy to provide diverse learning methods for students. The Outline proposes to promote integration, intelligence, and internationalization, strengthen and effectively utilize the National Smart Education Public Service Platform, establish a digital education system with horizontal and vertical connectivity and collaborative services, and develop new types of digital educational resources[7]. Senior high school English teachers can fully

utilize digital resources and platforms to provide diverse learning methods for students. Teachers can use online education platforms for personalized learning and employ virtual reality technology to simulate English language environments. Meanwhile, teachers can also use digital tools for interactive teaching, such as online quizzes and real-time feedback, to enhance the fun and effectiveness of teaching.

Fourth, teachers need to innovate teaching methods and means by introducing AI into senior high school English classrooms. The Outline proposes strengthening curriculum system reform, optimizing discipline and major settings, establishing and improving digital literacy standards for teachers and students, deepening AI-driven teacher team building, creating AI education models, and constructing cloud-based schools[7]. These measures provide technical support and directional guidance for the innovation of senior high school English teaching methods. Teachers can use AI education tools, such as intelligent English learning software and intelligent voice evaluation systems, to provide personalized learning paths and precise teaching feedback for students. Additionally, teachers can use AI platforms to conduct online English communication and intelligent tutoring activities to expand students' learning channels and improve teaching quality and efficiency.

4.3. Optimizing Textbooks and Teaching Resources

The Outline's call for creating high-quality textbooks that cultivate the soul and enhance wisdom, expanding practical and online education spaces, and implementing the national education digitalization strategy are important means to address the limitations of textbooks and teaching resources.

First, senior high school English textbooks need to build a Chinese-characteristic English textbook system. The Outline proposes creating high-quality textbooks that cultivate the soul and enhance wisdom, implementing the national authority over textbook construction, and reflecting the will of the Party and the state[7]. Strengthening the construction of key textbooks for the research and construction project of Marxist theory in the new era, promoting the construction of ideological and political course textbooks, and launching a series of original China-themed textbooks to create an independent textbook system are essential. This requires senior high school English textbooks to aim for cultivating the soul and implementing the national will in textbook construction. Relevant departments need to focus on developing English textbooks guided by Marxist theory, creating a series of original China-themed textbooks that integrate ideological and political elements, such as Chinese Culture English Reader and New Era Political English. The basic education stage needs to develop scientific textbooks in line with cognitive laws and selectively introduce high-quality international textbooks as supplements. This requires the Ministry of Education to take the lead in establishing a dynamic textbook evaluation mechanism, organizing subject experts to review and update content every three years.

Second, schools need to expand practical and online education spaces. Implementing the Outline's measures to expand practical and online education spaces in senior high school English teaching requires collaborative efforts from schools, teachers, and educational departments[7]. Senior high school English teachers can design practical activities based on textbook content. For example, teachers can organize English theme debates, cross-cultural situational

simulations, and community service translation practices to guide students to transform language knowledge into practical application abilities. Schools should integrate digital resources and build English learning online platforms by developing micro-course resource libraries, creating online language practice communities, and conducting multinational school-to-school cloud exchanges to break through the time and space limitations of traditional classrooms. Additionally, senior high school English teaching can leverage dual-teacher classrooms and other blended teaching models to invite foreign teachers or industry experts for online interaction, broadening students' international horizons. In this process, teachers need to establish a diversified evaluation system, incorporating students' participation in practical activities and collaboration in online learning into the assessment scope, forming a three-dimensional education pattern of integrating classroom, practice, and online.

Third, schools need to implement the national education digitalization strategy to enrich senior high school English teaching resources. The Outline calls for promoting integration, intelligence, and internationalization, strengthening and effectively utilizing the National Smart Education Public Service Platform, establishing a digital education system with horizontal and vertical connectivity and collaborative services, and developing new types of digital educational resources[7]. This will greatly enrich senior high school English teaching resources. Teachers can fully utilize the vast English digital resources on the smart education platform, such as online courses, teaching videos, and virtual simulation experiments, to provide personalized and diversified learning materials for students. Additionally, schools can build their own English teaching resource libraries. With the help of digital technology, schools can achieve the joint construction and sharing of teaching resources, improving the utilization efficiency of resources.

4.4. Weakening the Exam-oriented Approach and Expanding Cultural Teaching Space

The Outline's call for deepening comprehensive education reform and stimulating the vitality of education development is an effective way to address the issue of the exam-oriented approach squeezing cultural teaching space.

First, the state needs to deepen education evaluation reform. In line with the Outline's requirements, the comprehensive reform of college entrance examinations should build an examination or assessment content system that guides students' comprehensive development in moral, intellectual, physical, aesthetic, and labor education, focusing on strengthening the assessment of students' key abilities, subject literacy, and thinking qualities [7]. In the English subject, the examination content can appropriately increase the assessment of knowledge related to Chinese excellent traditional culture and cross-cultural communication abilities, reducing the emphasis on purely exam-oriented content such as grammar and vocabulary. Schools at all levels need to guide teachers to focus on the cultivation of cultural literacy and values in teaching, changing the current utilitarian teaching tendency.

Second, schools need to advance the use of information technology to empower examination and evaluation reform. Teachers can use information technology to achieve comprehensive and precise evaluation of students' English learning process. In addition to assessing students' language skills, teachers can also evaluate their cultural understanding

and cross-cultural communication abilities through online tests and project-based learning. This makes teaching evaluation more comprehensive and diverse, prompting teachers to reasonably arrange cultural teaching content in their teaching.

5. Conclusion

Under the backdrop of globalization and the strategy of building a strong education nation, integrating excellent traditional Chinese culture into senior high school English teaching is not only an educational mission bestowed by the times, but also an important pathway for cultivating new-era talents with cultural confidence and an international perspective. This study, based on the core requirements of The Outline of the Plan for Building a Strong Education Nation (2024 - 2035) and the Senior High School English Curriculum Standards (2017 Edition, 2020 Revision), has conducted an in-depth analysis of the real challenges faced in the process of cultural integration in current senior high school English teaching. The structural shortcomings of teachers' cultural literacy and teaching ability, the singularity and lack of innovation in teaching methods, the limitations of teaching materials and resources, and the compression of cultural teaching space by exam-oriented approaches. The roots of these problems involve both the lag in updating educational concepts and the deep-seated contradictions between traditional teaching models and the educational needs of the new era. In response to these issues, this paper proposes a systematic set of solutions, emphasizing a four-dimensional approach with teachers' literacy enhancement at the core, teaching method innovation as the driving force, optimization of teaching materials and resources as the foundation, and evaluation system reform as the guarantee. By strengthening teachers' cultural education awareness and interdisciplinary integration capabilities, constructing blended online and offline practical teaching scenarios, developing curriculum resources that reflect Chinese characteristics and cultural depth, and leveraging digital technology to promote diversified teaching evaluation, the synergistic development of language ability cultivation and cultural literacy enhancement can ultimately be achieved. This exploration not only echoes the essential requirement of cultivating the soul and casting the foundation in the construction of a strong education nation, but also provides a practical framework for

solving the problem of cultural aphasia in English teaching.

Looking to the future, as the deep integration of artificial intelligence and education and the deepening of the concept of curriculum ideology and politics continue to evolve, the cultural education function of English teaching will become more prominent. How to achieve an organic unity of cultural inheritance and innovation in subject teaching, and how to construct a Chinese discourse system through cross-cultural dialogue, still require continuous in-depth exploration by educators at both theoretical and practical levels. Only by embedding the genes of Chinese excellent traditional culture into the entire process of English education can we truly cultivate new-era talents who are rooted in local culture and possess global competence, thereby providing a lasting cultural impetus and talent support for the construction of a strong education nation.

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