

# **A Study on the Cultural Representation in Secondary School English Textbooks Categorized by Curriculum Standards Themes**

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**Abstract:** This study conducts a systematic analysis of the cultural content in FLTRP compulsory textbooks for senior high school (2019 edition). The study employs content analysis method, based on the thematic classification outlined in the Curriculum Standards and the framework for analyzing cultural representation in English textbooks developed by Zhang and Li. The study is conducted across three dimensions: cultural region, cultural form and mode of presentation. It finds that the textbooks are dominated by international culture, followed by the cultures of target-language countries (primarily the UK and the US) and Chinese culture, whilst the cultures of other countries are represented to a lesser extent. Cultural forms are predominantly cultural practices and cultural products, whilst cultural concepts and communities are underrepresented; presentation methods are mainly cultural discourses, with insufficient design of output activities. The study recommends balancing the geographical distribution of cultures, enriching cultural forms and output activities, and strengthening the deep integration of themes and culture, thereby providing guidance for textbook compilation and teaching practice.

**Keywords:** Secondary School English Textbooks; Cultural Representation; New Curriculum Standards; Cross-Cultural Awareness

## **1. Introduction**

Teaching materials, as an important component of foreign language education, are not only the key basis for teachers to determine teaching content and plan teaching methods, but also the core resource for learners to carry out language learning[1,2]. Exchanges and mutual learning among civilizations are an important driving force for the progress of human civilization and

the peaceful development of the world. The exchange and mutual learning among civilizations should not be premised on either respecting or belittling one civilization. As an important carrier of cultural content and a significant resource for implementing curriculum objectives [3], high school English textbooks should present multicultural content to meet the demands of The Times for cultural exchange and integration, and to develop students' cross-cultural abilities as well as their understanding of relative cultural knowledge and values [4].

The General Senior High School English Curriculum Standards (2017 Edition, Revised in 2022) (hereinafter referred to as the "New Curriculum Standards") emphasizes that the selection and organization of course content should be guided by themes, focusing on the three major thematic categories of "man and self", "man and nature", and "man and society". Relying on discourse, it integrates learning requirements such as language knowledge, cultural knowledge, language skills, and learning strategies. Presented in the form of unit content. The new curriculum standards implement the core literacy of the English subject, adhere to the concept of cultivating people through culture, attach great importance to the cultivation of students' cultural awareness in English courses, and require teachers to fully explore and utilize the cultural resources in the teaching materials. In view of this, this study mainly conducts a cultural presentation analysis of the 2019 edition of Foreign Language Teaching and Research Press compulsory high school English textbooks based on the theme classification of the new curriculum standards and Zhang's [5] framework for the analysis of cultural presentation in English textbooks, providing a reference for the development and utilization of cultural teaching resources in English classroom teaching.

## 2. Literature Review

The cultural content in English textbooks plays a crucial role in helping learners master the target language, acquire cross-cultural communication skills, and develop an understanding of relative cultural knowledge and values [6]. Although the cultural analysis research on foreign language textbooks can be traced back to the 1960s [7], it has only gradually become the focus of academic attention in the past decade. Existing studies have conducted in-depth analyses from aspects such as values [8] and cultural forms [9]. Most studies are conducted from a country-specific perspective. For instance, Yamada systematically examined which countries' cultures were presented in six sets of Japanese English textbooks based on the classification of inner circle countries, outer circle countries and extended circle countries' cultures [10]. Keles and Yazan [11] adopted Yuen's [12] cultural type framework (cultural practice, cultural product, cultural concept, cultural figure) and Kachru's concentric circle model (inner circle, outer circle, extended circle). A diachronic study was conducted on the cultural presentation of the five editions of the English textbook *New Headway* (for the primary school stage) published by Oxford University Press [13]. It was found that from the first edition in 1993 to the fifth edition in 2019, the textbook has always only emphasized the culture of the target language country, followed by more cultures of European countries, while the presentation of cultures of non-European countries is very rare. The unbalanced proportion of regional culture presented in teaching materials will affect the cultivation of students' global awareness.

Similar to foreign research, domestic studies also focus on the content of cultural presentation [5,7], but there are deficiencies in the attention paid to the methods of cultural presentation. As Guo pointed out, the current way of cultural presentation is rather general [14]. Most studies only calculate the cultural proportion based on the frequency of regional cultural presentation, the number of discourse, etc. [7], which lacks systematicness and scientificity. For instance, Chinese scholars have examined the presentation of cultures of various countries in English textbooks in different regions [4,12,15]. Yuen analyzed the presentation of cultural types and countries in two sets of secondary school English textbooks, China by calculating the

frequency of cultural occurrence [12]. To break through the limitations, Zhang and Li constructed and improved the "Analysis Framework for Cultural Presentation in Foreign Language Textbooks" (hereinafter referred to as the framework) [5]. This framework conducts a scientific and systematic analysis and statistics of the cultural content in the teaching materials from three dimensions: geographical location (the culture of the target language country, Chinese culture, the culture of other countries, and international culture), cultural presentation forms (cultural products, cultural figures, cultural practices, cultural concepts, cultural communities), and cultural presentation methods (explicit and implicit). Based on this framework, Zhang and Li conducted quantitative statistics and qualitative analysis on the cultural presentation in a certain set of high school English textbooks in the 2019 edition [7]. This framework has been widely applied in the analysis and research of cultural presentation in language textbooks: Scholars Li analyzed the cultural presentation in Russian English textbooks [16], and scholars Zhang et al. conducted a comparative analysis of cultural content in Chinese and German textbooks [17]. In recent years, research on Chinese culture in textbooks has also injected new perspectives into cultural studies in textbooks. Yang Yinhua and Jiang Ting conducted a systematic textual analysis of Chinese culture in current primary and secondary school textbooks, constructed an analytical framework for the integration and presentation of Chinese culture, and innovatively proposed the classification of "cultural ecology", focusing on ecological behaviors and ideas in ecological protection [18]. To sum up, there is currently a lack of empirical research on the cultural presentation of newly published high school English textbooks under the background of the new curriculum standards in China.

## 3. Cultural Presentation Analysis Framework

Based on the analytical framework for cultural presentation in English textbooks [5], the author adjusted the cultural presentation (Table 1.), according to the classification of cultural dimensions by Yang and Jiang [18].

The geographical dimension is divided into the culture of the target language country, the native language culture of the learner, the culture of other countries and international culture. In

addition to cultural products, cultural practices, cultural concepts, cultural figures and cultural communities [5], the form dimension as Table 2. shows, incorporates the “cultural ecology dimension” [18], focusing on ecological behaviors and ideas in ecological protection. The presentation methods are divided into explicit and implicit (if the cultural content appears in

the input materials, the cultural presentation method is explicit; if it appears in the practice activities, the presentation method is implicit). They mainly include five types: cultural discourse, cultural knowledge section, pictures/introduction, background cultural information and activities/exercises, and are respectively detailed into different carriers [7].

**Table 1. Analysis Framework of Cultural Presentation Content in Foreign Language Textbooks [5]**

Geographical Dimension	Form Dimension
Culture of the Target Language Country	Cultural Products
Chinese Culture	Cultural Practices
Culture of Other Countries	Cultural Concepts
International Culture	Cultural Figures
	Cultural Communities
	Cultural Ecology

**Table 2. Analytical Framework for Cultural Presentation in Foreign Language Textbooks [5]**

Presentation	Explanation
Cultural Discourse	The input and exercise sections use discourses themed on one or more different cultural contents.
Cultural Knowledge Part	The input section introduces cultural knowledge sections on one or more different cultural contents.
Pictures/Quotations	The input and exercise sections present pictures and quotations that reflect cultural contents.
Background Cultural Information	The input and exercise sections provide background knowledge to help understand the cultural information in the above-mentioned cultural contents, pictures, quotations, or other explicit modules, including personal names, place names, media names, etc.
Activities/Exercises	The activities/exercises themselves: including cultural understanding, cultural expression, and language learning activities/exercises that contain cultural contents

When conducting cultural presentation analysis, the author assigns different weights to different cultural carriers, ranging from 1 to 10 points. Different weights are assigned to different presentation methods, and the intensity is calculated ( $\text{intensity} = \text{weight} \times \text{frequency}$ ), thereby more scientifically judging the proportion and role of different regional cultures in the presentation of textbooks [5]. This study aims to examine the presentation of culture under the new curriculum standards. Therefore, it will conduct statistics on the presentation of cultural content according to the three major theme categories and their respective theme groups in the curriculum standards.

## 4. Research Design

### 4.1 Research Questions

This study attempts to answer three questions: Under the background of the new curriculum standards, 1) What regional or national cultures are presented in the compulsory high school

English textbooks published by Foreign Language Teaching and Research Press? 2) What are the characteristics of the presentation of cultural forms in the compulsory high school English textbooks published by Foreign Language Teaching and Research Press? 3) What are the characteristics of the cultural presentation methods in the compulsory high school English textbooks published by Foreign Language Teaching and Research Press?

### 4.2 Selection of Research Materials

This study selects the compulsory high school English textbooks published by Foreign Language Teaching and Research Press in 2019 (a total of three volumes, hereinafter referred to as “English”) as the research object, mainly based on the following two considerations: Firstly, the existing research is relatively lacking in the analysis of cultural presentation in the new textbooks revised based on the General Senior High School English Curriculum Standards (2017 Edition) [5,7]. Secondly, this set of teaching materials enjoys a high degree of

popularity and representativeness across the country and can well reflect the current cultural presentation situation in high school English teaching.

### **4.3 Research Process**

This study employs content analysis to statistically analyze all elements related to culture (such as text, images, sentences, etc.) and determine the frequency and percentage of different dimensions. Based on all the texts, cultural knowledge sections, pictures, introductions, background cultural information and exercises in the compulsory high school English textbook of the Foreign Language Teaching and Research Press of the “Framework”, the author conducted a careful analysis and assigned values to the presented contents with obvious cultural characteristics. To enhance the accuracy and credibility of the analysis, the author first conducted a pre-analysis of one unit of the textbook based on the content and presentation method presented in the framework. If there were any uncertainties, they were promptly discussed with another researcher. Afterwards, the author analyzed each volume of the teaching materials one by one, searched and identified the cultural content presented in “English” page by page, and encoded and statistically analyzed it in an Excel table based on the framework. After the coding is completed, calculate the percentage of each category of cultural content in the three compulsory course books, and present the data in table form. Regarding the issue of “weight”, refer to the criteria for assignment in the framework proposed by Zhang and Li [5]. For instance, a text that fully presents the novel written by O’Henry (an American cultural product) will be awarded 10 points and counted as one appearance. Multiply the two to obtain the total weight of the text. In the cultural knowledge section, four festivals around the world are introduced: the Dragon Boat Festival in China, Thanksgiving Day in the United States, International Labor Day, and Freedom Day in the United States. These four festivals all belong to the multicultural knowledge section and have the same proportion. Each festival will be assigned a value of 4, and the frequency is recorded as 1. The product of the two gives a weight of 4. The “Did you know” part before listening is uniformly processed as the background knowledge section.

## **5. Results and Discussion**

The new curriculum standards emphasize organizing teaching content under the guidance of themes. Under the background of the new curriculum standards, the themes of units are mainly divided into three categories: “Man and Self”, “Man and Society”, and “Man and Nature”. The compulsory teaching materials of Foreign Language Teaching and Research Press consist of three volumes. The first three units of the first volume focus on life and study under the subject category of “Man and Self”, the fourth unit is about social services and interpersonal communication under the theme category of “Man and Society”, and the last two units are about the theme category of “Man and Nature”. The theme distribution of the two volumes of Compulsory Textbook Two and Compulsory Textbook Three is similar. The first four units focus on different theme groups under the theme category of “Man and Society”, while the last two units pay attention to different contents under the theme category of “Man and Nature”. The compulsory textbooks cover the main cultural contents under most of the three major thematic categories. The geographical regions, ways and forms of cultural presentation under different themes all vary.

### **5.1 Cultural Region**

Through coding analysis, Table 3. shows the intensity and proportion of cultural presentation in different regions. It was found that the presentation intensity of the target language country culture and international culture in “English” is the greatest, but at the same time, Chinese culture and other countries’ cultures have not been ignored. This is consistent with the analysis results of Zhang and Li [7] on the entire set of high school English textbooks.

Among them, the presentation intensity (shown in Table 4.) from high to low is international culture, target language culture, Chinese culture and cultures of other countries. The weight of international cultural presentation is 803 points, accounting for 57.05%, ranking first and far exceeding other cultures, such as classic sayings and the concept of friendship, cultural practices, such as sports competitions and ocean exploration, as well as cultural products, such as world public welfare organizations. International culture can help students understand the “common culture” of the world, which is

conducive to cultivating students' international awareness [19]. The integration of international culture in the English textbook is very important and helps cultivate students' awareness of the community with a shared future for mankind. However, the presentation of some international

cultures seems to be based on the selection of materials by the textbook authors in the context of the three major themes, without obvious cultural implications. This might also be the reason for the relatively high intensity of international cultures [7].

**Table 3. The Intensity and Proportion of Cultural Presentation in Different Regions**

Region	Country	Intensity	Proportion of Intensity
	USA	98	7.05%
	UK	150	10.79%
	Canada	16	1.15%
	Australia	12	0.86%
International Culture	—	793	57.05%
Chinese Culture		220	15.83%
Cultures of Other Countrie	France	28	2.01%
	Italy	38	2.73%
	Portugal	16	1.15%
	Africa	4	0.29%
	Netherlands	10	0.72%
	Switzerland	5	0.36%
Total		276	1

The cultural presentation intensity of the target language country was 276 points, ranking second, with an intensity ratio of 19.856%. Among them, American and British cultures are dominant. In the target language countries' cultures, American and British cultures account for 89.9%, while other target language countries have not received much attention [7]. The presentation intensity of British culture is 150 points, accounting for the highest proportion. The presentation intensity of American culture is 98 points. In addition, a small amount of Canadian and Australian cultures are also involved. The systematic presentation of the cultural content of the target language country can effectively help students deeply understand the national culture and unique customs of English-speaking countries. While building a cultural cognition bridge for English learning, it can also truly cultivate cross-cultural awareness. Take the cultural knowledge section of the first unit of "Book 2" as an example. The textbook vividly presents the characteristic British food culture, such as black sausage, blue cheese and Haggis belly. This cultural implantation not only enables students to understand the diversity of food cultures in different countries, but also cultivates their respect and understanding of different cultures through specific cases, making language learning and cultural perception form an organic whole and effectively enhancing cross-cultural communication literacy.

The presentation intensity of Chinese culture in

the English textbook (220 points) is also very high, accounting for 15.83%, which is not much different from the proportion of culture presented in the target language country and is consistent with the research results of Zhang and Li [7]. The content of mother tongue culture in the English textbook is presented in a diversified and systematic way, covering the cultural heritages of ethnic minorities such as the Zhuang and Yao people, traditional festival customs like the Lantern Festival and the Dragon Boat Festival, role models of The Times like Tu Youyou, as well as food culture symbols such as hot pot and Kung Pao chicken. These cultural symbols are not only vivid carriers of Chinese civilization, but also contain profound cultural connotations and value concepts. Taking the fourth unit of "Book 2" as an example, the textbook presents the facial makeup art of Sichuan Opera face-changing, the folk customs of lion dance, the language wisdom of crosstalk and the formulaic performance of Peking Opera in a three-dimensional way through a combination of high-definition pictures and text analysis, enabling students to understand the aesthetic value of traditional art through intuitive perception. This multi-dimensional presentation approach not only helps students build a systematic understanding of their mother tongue culture but also effectively cultivates their cross-cultural communication skills through English expression training. What is particularly important is that diverse narratives of mother

tongue culture enable students to lay a solid foundation of cultural confidence in their English learning, foster the awareness of “telling China's stories well in English”, and ultimately form a closed loop of “cultural understanding - cultural identification - cultural dissemination” capabilities, shouldering the mission of cultural dissemination in the new era.

The presentation intensity of cultures from other countries was 101 points, accounting for 7.27% of the cultural presentation. The international cultures in the “English Textbook” cover many countries, including European countries such as Canada, France, the Netherlands, and Switzerland, as well as African countries such as South Africa and Ethiopia. The fourth unit of Book 3 presents the Spanish oil painting “The Persistence of Memory”, the Italian opera “Turandot” and the French sculpture “The Thinker” through pictures in a visual way. These artworks from different countries embody distinct cultural values and regional characteristics.

The cultural presentation under the three major thematic categories varies in emphasis due to the different focuses of the themes, ranging from individual cultural cognition to social cultural levels, and then to the cultural equal dialogue between humans and nature, thus constructing a rich and diverse cultural display system. Under the theme category of “Man and Self”, cultural presentation focuses on international culture and the culture of the target language country. Among them, the cultural intensity of the target language country is 103 points, and the international cultural intensity is 73 points. The culture of the target language country occupies a more important position in the construction of individual cultural cognition, highlighting the emphasis of this theme on the connection between individuals and specific cultural contexts. Under the theme of “People and Society”, regional cultures present a distinct hierarchical distribution. The proportions, from high to low, are international culture, Chinese culture, target language country culture and cultures of other countries. This ranking indicates that when discussing social issues, international culture is given top priority, reflecting the significance of a multicultural perspective in the context of globalization. Chinese culture, as the main culture, ranks second, reflecting its crucial role in social cultural identity. The culture of the target

language country is in a relatively lower position compared to that of other countries and constitutes a supplementary part of the social and cultural landscape. In the theme category of “Man and Nature”, the cultural presentation is led by international culture and accounts for the highest proportion. The culture of the target language country comes second. It is worth noting that under this theme, the proportion of Chinese culture is the same as that of other countries’ cultures, and together they form a relatively balanced cultural pattern. This presentation might be intended to emphasize that when dealing with the relationship between humans and nature, different cultures have equal say and jointly provide wisdom for ecological issues.

## **5.2 Cultural Form**

In terms of cultural forms, it was demonstrated different features (Table 5). The English textbook places the greatest emphasis on cultural practice (541 points), followed by cultural products (412 points), cultural ecology (238 points), and cultural figures (139 points). The presentation intensity of cultural concepts and cultural communities is far less than that of the first four cultural presentation methods. Among them, the two most common forms of presentation are cultural practice and cultural products, which is consistent with the research results of Zhang and Li on the cultural presentation forms of high school English textbooks [7].

From a geographical perspective, target language countries place greater emphasis on cultural practices (113 points) and cultural products (88 points), such as the concrete forms of British food culture and literary works. Cultural products are the most direct content in cultural education, possessing the advantage of intuitive teaching and helping students quickly enter cultural contexts and understand cultural content. Cultural practice is closely related to daily life, helping students gain a deeper understanding of different cultures and serving as a bridge to cultivate students’ cross-cultural awareness. Chinese culture is also mainly composed of cultural products (72 points) and cultural practices (78 points), with cultural figures and cultural concepts as supplementary. In the English textbook, Chinese culture focuses on the characteristics of life and typicality [7], such as traditional festival customs, traditional

cuisine, Peking Opera and other arts, and achieves cultural infiltration through scenarios close to students' lives. The cultures of other countries form an intensity sequence of "cultural products > cultural figures > cultural ecology". For example, in Unit5 of Book3, "What an adventure!" The cultural knowledge discourse in the unit introduces figures such as Portuguese explorers Magellan and Vasco da Gama, and Italian explorer Columbus, along with their

deeds. This unit connects the history of exploration at home and abroad and their historical influences, highlighting the bridging role of cultural figures in cross-cultural narratives. International culture, as the cultural type with the highest proportion, places the greatest emphasis on cultural practice (350 points), followed by cultural products (210 points) and cultural ecology (169 points).

**Table 4. Cultural Forms and Cultural Regional Presentation Intensity of Different Thematic Categories**

Theme Category	Region	Frequency	Weight	Proportion of Intensity	Forms of cultural presentation	Frequency	Intensity	Proportion of Intensity
Man and Self	The culture of the target country	9	73	5.16%	Cultural Product	11	65	35.40%
					Cultural Practice	8	49	25.80%
	International Culture	22	103	7.28%	Cultural Community	12	62	38.70%
Man and Society	The culture of the target country	26	141	9.96%	Cultural Product	51	298	39.20%
	International Culture	74	436	30.81%	Cultural Practice	54	325	41.50%
	Chinese Culture	27	158	11.17%	Cultural Concept	7	16	5.30%
	Cultures of Other Countries	7	37	2.61%	Cultural Figure	17	100	13%
Cultural Community					1	1	0.70%	
Man and Nature	The culture of the target country	12	79	5.58%	Cultural Ecology	43	238	50.50%
	International Culture	54	264	18.66%	Cultural Practice	28	157	32.90%
	Chinese Culture	10	62	4.38%	Cultural Concept	2	6	2.30%
	Cultures of Other Countries	9	62	4.38%	Cultural Figure	5	35	5.80%
Cultural Product					7	30	8.20%	

**Table 5. The Intensity of Cultural Forms Presented in Different Regions**

Form	Region				Total Intensity
	The culture of the target country	Chinese Culture	Cultures of Other Countries	International Culture	
Cultural Figure	38	40	28	33	139
Cultural Practice	113	78	—	350	541
Cultural Concept	6	4	2	10	22
Cultural Communities	32	—	—	31	63
Cultural Products	88	72	42	210	412
Cultural Ecology	16	26	27	169	238
Total Intensity	293	220	99	803	1177

Among the three major thematic categories, the "Man and Self" category focuses on three forms of cultural presentation: cultural practice, cultural community, and cultural products. Together, these three form a diverse path for interaction between individuals and culture. Under the category of "human beings and society", the forms of cultural presentation show a distinct primary and secondary distribution. Among them, cultural practice and cultural

products account for the highest proportion and are the core forms of cultural presentation in this category. However, the proportion of cultural concepts, cultural communities and cultural figures is relatively low. The organization of cultural concepts and cultural communities, as well as cultural figures, are relatively in a secondary position. The cultural presentation within the theme category of "Man and Nature" centers on cultural ecology, accounting for as

high as 50.5%, highlighting the fundamental and dominant role of ecological culture in natural issues. Cultural practice, as a secondary and important form of presentation, plays a significant role in the practical activities of handling the relationship between human beings and nature. In contrast, the proportion of cultural concepts, cultural figures and cultural products is far lower than the former two, reflecting the high attention of this theme to the natural ecology itself and its related practices. The three major thematic categories, based on their respective core connotations, have formed differentiated layouts in cultural presentation forms, jointly building a diverse cultural display

system.

### 5.3 Cultural Presentation Methods

As demonstrated in Table 6, the proportions of cultural presentation differ significantly among various regions. Overall, the most intense form of cultural presentation is cultural discourse (948 points), followed by cultural expression practice (207 points). At the same time, it complements the cultural knowledge section, background information, picture introduction and other contents, fully recognizing and appreciating cultural knowledge and internalizing it through expression, cultivating students' cultural awareness

**Table 6. Intensity of Cultural Presentation in Different Regions**

Mode	Region				Total Intensity	
	The culture of the target country	Chinese culture	Cultures of other countries	International culture		
Cultural Discourse	240	160	58	490	948	
Cultural Knowledge Sections	8	4	24	4	40	
Pictures/Quotations	10	6	2	40	58	
Background Cultural Information	4	2	1	14	21	
Activities/ Exercises	Cultural Expression	8	16	3	180	207
	Cultural Comprehension	8	6	6	6	26
	Language Practice	2	3	3	8	16
Total	280	197	97	742	1316	

In the presentation of target language culture in English textbooks, the proportion of cultural discourse is significantly higher than that of other cultural presentation methods. Although such input materials can help students understand the cultures of English-speaking countries, there are relatively few corresponding cultural expression output designs, which indicates that the textbook does not emphasize the narration and dissemination of the target language country's culture [7]. The presentation of international culture is also dominated by cultural discourse, followed closely by corresponding cultural expressions, forming a relatively balanced input-output structure. The input of Chinese culture in textbooks is greater than the output. This phenomenon may be related to the fact that the research scope is limited to the three compulsory volumes of textbooks, and thus there is a deviation from the relevant research results of other high school English textbooks. The cultures of other countries are mainly introduced through cultural discourse and cultural knowledge sections, aiming to help students understand and appreciate multiculturalism.

Under the three major thematic categories, the

characteristics of the cultural presentation forms of the three major thematic categories are clear: "Man and Self" focuses on the self-exploration of individuals in cultural communities, products, and practices; "Man and Society" focuses on the dynamic and static presentation of cultural practices and products at the social level. "Man and Nature" takes cultural ecology as its core, combines practice to demonstrate the coexistence of culture and nature, and international culture is often an important content carrier in various fields, reflecting the idea of cross-cultural education and the integration of multicultural perspectives in the teaching materials.

In the category of "man and nature", cultural regions include two types: the culture of the target language country and international culture. The international culture (intensity 103) is higher than the target language country culture (intensity 73). The proportion of content related to international culture is more prominent, and students are exposed to more content about the "connection between self and culture" at the international cultural level. The forms of cultural presentation mainly consist of cultural communities (intensity 62), cultural products

(intensity 65), and cultural practices (intensity 49). The proportion of cultural communities is the highest. Through community interaction, it helps students establish cultural connections from an individual perspective and explore the relationship between themselves and culture.

Under the theme of “People and Society”, cultural regions cover the cultures of the target language countries, international cultures, Chinese cultures, and cultures of other countries. Among them, international culture is far ahead, followed by Chinese culture (with an intensity ratio of 11.17%) and the culture of the target language country (with an intensity ratio of 9.96%), while the proportion of cultures from other countries is relatively low (with an intensity ratio of 2.61%). The teaching materials reflect that under the subject of “people and society”, they focus on presenting cultural interactions at the social level through international culture, while integrating local culture and the culture of the target language country to build a diverse social and cultural perspective. Under the dimension of cultural presentation forms, cultural practice (with an intensity ratio of 41.50%) and cultural products (with an intensity ratio of 39.20%) are dominant, and their combined proportion exceeds 80%, far higher than that of cultural figures, cultural concepts, and cultural communities. This indicates that “Man and Society” focuses on the dynamic practice and static products of culture in society. Through these two forms, it presents the operation and interaction of social culture, enabling students to understand the connection between culture and social structure as well as group life.

Under the theme of “Man and Nature”, the geographical distribution involves the culture of the target language country, international culture, Chinese culture, and the culture of other countries. The frequency of international culture (18.66%) ranks first, while the culture of the target language country (intensity proportion 5.58%), Chinese culture (intensity proportion 4.38%), and the culture of other countries (intensity proportion 4.38%) are relatively balanced but have a low proportion. In the theme of “Man and Nature”, international culture serves as the main carrier, presenting the connection between culture and nature from an international perspective while supplementing the perspectives of diverse regional cultures. In the forms of cultural presentation, cultural

ecology (intensity 238, intensity ratio 50.50%) holds an absolute dominant position, followed by cultural practice (intensity 157, intensity ratio 32.90%), while cultural figures, cultural concepts, and cultural products account for a relatively low proportion. Highlighting the theme of “Man and Nature” and focusing on “cultural ecology”, through cultural practice, students can deepen their understanding and recognize the gestation, development and mutual influence of culture in the natural ecology.

## **6. Conclusion**

Based on the theme classification of the new curriculum standards and the cultural presentation analysis framework of English textbooks by Zhang Hong and Li Xiaonan this study conducted a systematic analysis of the cultural presentation of the compulsory high school English textbooks published by Foreign Language Teaching and Research Press (2019 Edition), and mainly reached the following conclusions:

From the perspective of cultural regions, international culture is presented with the greatest intensity. The content covers classic quotes, sports competitions, world public welfare organizations, etc., which is conducive to cultivating students’ international awareness and awareness of a community with a shared future for mankind. In the target language country’s culture, British and American cultures are dominant, while Canadian, Australian and other cultures are less involved. The presentation of Chinese culture encompasses diverse contents such as the cultural heritage of ethnic minorities, traditional festivals, and role models of The Times. The cultures of other countries cover many nations such as those from Europe and Africa, but their intensity is relatively low. These findings are consistent with previous research. The teaching of the target language’s culture is integrated throughout English lessons, and the teaching materials incorporate the cultures of different ethnic groups, reflecting the diversity of cultural representation.

In terms of cultural presentation methods, cultural discourse is the most important presentation method, followed by cultural expression exercises. Cultural knowledge sections, pictures/introductions, background cultural information, etc. complement each other. The culture of the target language country and the international culture are mainly based on

cultural discourse, with the input volume exceeding the output volume. The cultures of other countries are mainly input through cultural discourse and knowledge sections. Consequently, the approach varies according to regional cultural contexts. For the target language country and Chinese culture, there is a greater emphasis on textual presentation, supplemented by cultural understanding and expression. For other countries' cultures, the focus is more on cultural understanding.

In terms of thematic category association, under the theme of "Man and Self", cultural presentation focuses on international culture and the culture of the target language country, with forms mainly consisting of cultural practices, communities and products. The theme of "Man and Society" focuses on international culture, supplemented by Chinese culture and the culture of the target language country. The forms are mainly cultural practices and products. The theme of "Man and Nature" is led by international culture, with cultural ecology, highlighting the core position of ecological culture. Therefore, the forms of presentation are related to the thematic category. For the presentation forms, cultural practice account for a significant proportion, which is consistent with the previous research.

The above research offers some suggestions for front-line teachers and textbook editors. For textbook compilers, in terms of cultural regions, the presentation of regional cultures should be balanced. In the presentation of international culture, efforts should be made to enhance the selection of content with clear cultural connotations and reduce the excessive use of materials without obvious cultural implications. Increase the presentation of cultures from other target language countries. Increase the proportion of cultures from other countries, especially those from Asia, Africa, Latin America and other regions. This can be achieved by introducing their traditional arts, folk festivals and so on through discourse, activities and other forms. Enrich cultural forms and enhance the presentation of cultural concepts and cultural communities. For instance, incorporate the values and social structures of different cultures into the theme of "People and Society", and showcase the interaction of cultural communities through activities such as group discussions and role-playing. Continue to improve the cultural presentation methods. In

light of the cultures of the target language countries, increase the design of cultural expression and output, such as setting up writing tasks like "Introducing the cultural customs of English-speaking countries" and conducting cross-cultural dialogue and debate activities, to enhance students' cultural communication capabilities. To balance the input and output of Chinese culture, a special section on "Telling Chinese Stories in English" should be added to the subsequent units of the compulsory textbooks. Through activities such as speeches and short video production, students' cultural expression abilities can be enhanced. To optimize the presentation form of the cultural knowledge section, methods such as a combination of text and images and mind maps can be adopted to enhance the intuitiveness and systematicness of cultural knowledge.

Under the background of the new curriculum standards, the deep integration of themes and cultures should be strengthened: in the theme of "Man and Self", activities related to "cultural identity recognition" should be designed in combination with the content of cultural communities to guide students to think about the positioning of individuals in diverse cultures. Under the theme of "People and Society", more international cultural cases can be introduced to carry out exploration activities on "global cultural issues", such as comparing the operation models of public welfare organizations in different countries, to cultivate students' global perspective.

Teachers should fully explore and utilize the cultural resources in teaching materials in their instruction, adopt methods such as situational teaching and cross-cultural comparison, and guide students to deeply understand the cultural connotations. For instance, when explaining British food culture, compare the differences with Chinese food culture to cultivate students' cross-cultural awareness. Designing diverse cultural evaluation methods should not only focus on students' mastery of cultural knowledge, but also pay attention to the assessment of their cross-cultural communication skills and cultural dissemination capabilities, such as through project works, cross-cultural communication scenario simulations, etc. In line with the development of The Times, incorporate emerging cultural contents, such as digital culture and the application of new media in cross-cultural

communication, to make the presentation of textbook culture in the classroom more contemporary.

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