

Original Paper

Integrated Dual-Culture Teaching Framework for Border Junior High English Under Integrated Primary and Secondary Ideological Education

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Abstract

Against the national strategic layout of continuous ideological education covering primary, junior high and senior high education, border port junior high schools undertake unique educational missions to cultivate teenagers' homeland affection and the awareness of community for the Chinese nation. Taking Hekou Guomen Junior High School adjacent to the China-Vietnam border as the theoretical research object, this paper adopts two desk research methods including document sorting and textbook textual coding. Guided by Coyle's authoritative four-dimensional CLIL theoretical system, this paper sorts out the unbalanced cultural structure of mainstream junior high English textbooks and summarizes typical classroom defects such as scattered ideological infiltration and disconnected teaching objectives across different school phases. This study constructs a spiral training system featuring cultural perception in primary schools, cultural identity in junior high schools and critical thinking in senior high schools, as well as a two-layer cultural framework combining fine traditional Chinese culture and local cross-border ethnic culture in Hekou. A complete closed-loop teaching system covering teaching objectives, curriculum content, CLIL classroom implementation and multi-dimensional evaluation is established. This standardized theoretical framework can provide curriculum design references for similar border junior high schools in Honghe and Wenshan Prefectures of Yunnan Province.

Keywords

integrated ideological education for primary and secondary schools, border junior high English, dual-culture integration, CLIL pedagogy, curriculum ideological education

1. Introduction

Policy documents such as Guidelines for Deepening the Reform and Innovation of Ideological and Political Courses in the New Era and Outline for Building a Powerful Education Country (2024-2035) clearly require the construction of a continuous ideological education system covering all school stages. All disciplinary courses need to integrate value guidance into daily knowledge teaching to fulfill the fundamental task of fostering virtue through education. The 2022 edition of Compulsory Education English Curriculum Standards defines cultural awareness as one of the four core competencies of English subjects, requiring balanced teaching of Chinese and foreign cultural content and guiding teenagers to tell local ethnic and border stories in standard English, which provides fundamental policy support for this research (Ministry of Education of the People's Republic of China, 2022).

Hekou Yao Autonomous County shares a border with Vietnam, where cross-border Yao and Zhuang ethnic groups reside. As a public junior high school with distinctive regional characteristics, Hekou Guomen Junior High School regularly carries out patriotism and ethnic unity education. However, its English teaching is restricted by the structural shortage of localized cultural teaching resources. Mainstream Go for it! textbooks are dominated by passages about Western daily life, while texts related to port landscapes and cross-border ethnic customs are almost absent. Most frontline teachers only make superficial comparisons between Chinese and Western festivals in class without systematic unit design embedded with local border elements. Most students can use simple sentence patterns to introduce Western festivals, yet they are unable to write complete paragraphs about local ethnic customs and port construction, resulting in the widespread “local cultural aphasia” among border adolescent learners.

Most domestic studies on English curriculum ideology take inland urban middle schools as research objects, lacking targeted theoretical frameworks that combine border geographical features and cross-border ethnic characteristics. Classic Western CLIL research regards cultural integration as the core dimension, but these theories originate from cultural relativism and lack value orientation matching China's national border sovereignty and the awareness of community for the Chinese nation, so they cannot be directly transplanted into domestic border classrooms. To address the above theoretical gaps and practical teaching bottlenecks, this paper carries out theoretical deduction based on the classic CLIL four-dimensional framework through document sorting and textbook textual coding, and constructs localized dual-culture teaching frameworks suitable for border junior high schools in Yunnan Province.

2. Literature Review

2.1 Domestic Research on Integrated Stagewise Ideological Education and Foreign Language Curriculum Ideology

Since 2022, China's education academia has formed a mature theoretical system of whole-stage integrated moral education. Sun systematically sorts out the internal logic of integrating socialist core

values into ideological courses at all school levels and divides hierarchical training goals matching students at different cognitive stages (Sun, 2023). On the basis of Sun's theoretical framework, Yuan further summarizes prominent obstacles in the implementation of localized integrated moral education through case analysis and puts forward operable optimization paths (Yuan, 2025).

In the field of foreign language curriculum ideological construction, Liu and Yue point out that educators need to update teaching concepts and restructure curriculum content. Ideological and emotional resources should be fully excavated in curriculum planning, textbook compilation and classroom teaching to realize the organic integration of language learning and humanistic cultivation (Liu & Yue, 2020). Wang and Huo conduct a comprehensive bibliometric analysis covering research from 2018 to 2021, sorting out research volume, thematic trends, connotation of moral education and feasible classroom implementation paths (Wang & Huo, 2021). Taking English teaching materials as the research entry point, Xu proposes that textbook ideological construction is the core link of foreign language curriculum ideology; teachers should analyze the internal essence, logical value and emotional connotation of teaching resources to realize implicit ideological guidance in daily teaching (Xu, 2021). Most existing domestic dual-culture studies adopt a binary China-West model and ignore the unique cross-border ethnic and port cultural dimension of Yunnan border areas, which forms the research gap to be filled in this paper.

2.2 Overseas Classic CLIL Research and Domestic Localized Adaptation

Internationally, Coyle first puts forward the globally recognized four-dimensional CLIL theoretical system, redefining the integrated relationship between disciplinary content learning and language acquisition. The 4Cs framework includes Content, Language, Cognition and Culture, and it proves that complete CLIL teaching requires the coordinated development of the four dimensions instead of overemphasis on language training alone (Coyle, 2007). Based on Coyle's theoretical foundation, Ball expands CLIL research to the field of teaching material design. He argues that the development of CLIL resources must adapt to local sociolinguistic and disciplinary cultural contexts, and all classroom activities should have clear overall positioning, which offers important references for localized textbook adaptation in border schools (Ball, 2018).

Nevertheless, original Western CLIL theories are rooted in cultural relativism. They lack supporting value guidance related to national border safety and the awareness of community for the Chinese nation, and their primary and secondary school stage division logic cannot match China's spiral moral education path of "perception — identity — critical thinking". This study adopts the complete 4Cs theoretical paradigm proposed by Coyle (Coyle, 2007), combines Ball's material design ideas [8], and reconstructs localized teaching systems adapting to Yunnan border junior high schools under the background of China's integrated ideological education policies.

2.3 Summary of Existing Research Deficiencies

By sorting out domestic ideological research achievements and overseas CLIL literatures, three obvious theoretical deficiencies can be summarized respectively. First, most studies on integrated moral

education focus on ideological and political courses rather than vertical hierarchical teaching design for English disciplines. The domestic theoretical system constructed by Sun (2023) and Yuan (2025) mainly targets politics courses, with insufficient attention to disciplinary infiltration in English classes. Second, domestic researches on dual-culture teaching follow the China-West binary framework proposed by Liu (2020), Wang (2021) and Xu (2021), without incorporating the exclusive cross-border ethnic and port cultural dimension of Yunnan border regions. Current foreign language ideological researches are limited to Sino-Western cultural comparison and ignore regional border characteristics. Third, existing studies on border foreign language education fail to form closed-loop theoretical frameworks integrating CLIL textbook development and multi-dimensional evaluation. Overseas research represented by Ball (2018) and Coyle (2007) focuses on general teaching design rather than border ethnic scenarios, while domestic policy documents (Ministry of Education of the People's Republic of China, 2022) only put forward macro requirements without specific implementation frameworks for border English teaching. Taking Hekou Guomen Junior High School as a typical border research sample, this paper makes up for the above deficiencies by constructing a two-dimensional cultural content system and a four-in-one whole-stage teaching paradigm based on classic CLIL theory.

3. Definition of Core Concepts and Theoretical Research Methods

3.1 Definition of Core Concepts

3.1.1 Integrated Moral Education Covering Primary, Secondary and Tertiary Education

It refers to a full-chain ideological education system with progressive objectives, connected content, coordinated teaching methods and unified evaluation criteria formulated according to teenagers' cognitive development rules. When applied to English teaching, it forms a spiral progressive training chain: primary school focuses on intuitive cultural perception and simple oral expression; junior high school centers on in-depth cultural understanding and national ethnic identity; senior high school emphasizes cross-cultural critical thinking and cross-cultural communication. All school stages are seamlessly connected without repetitive teaching tasks.

3.1.2 Dual-culture Integration under CLIL Framework for Border Junior High English

Different from the traditional China-West binary cultural framework, this study defines dual culture as the organic integration of excellent traditional Chinese culture and local cross-border ethnic culture in Hekou under the guidance of CLIL theory (Coyle, 2007). Western culture only serves as auxiliary comparative reading materials. The four dimensions of CLIL run through all teaching procedures: Content takes homeland and ethnic cultural materials as core disciplinary carriers; Language focuses on students' ability to introduce local culture with standard English; Cognition guides students to form rational cross-cultural comparative thinking; Culture undertakes core value guidance concerning ethnic unity and homeland border awareness. Dual-culture integration takes English as the basic teaching carrier and embeds ethnic unity, homeland affection and territorial security awareness into listening, speaking, reading and writing training, without independent ideological lectures set separately.

3.1.3 Hekou Guomen Border Junior High School

It is a typical public border junior high school located at Hekou Port on the China-Vietnam border, with Yao and Zhuang cross-border ethnic groups as major student groups. The school carries out regular patriotism and territorial security education every semester, and it is a representative theoretical research subject matching the orientation of national curriculum standards (Ministry of Education of the People's Republic of China, 2022).

3.2 Theoretical Research Implementation Methods

Three complementary desk research methods are adopted throughout the whole paper.

3.2.1 Literature sorting method: Systematically collect policy documents about compulsory education and moral education issued by national authorities, as well as domestic ideological papers and overseas CLIL journal articles to lay solid theoretical foundations for this research.

3.2.2 Textbook content coding analysis method: Conduct quantitative classification on cultural modules of Grade 7 to Grade 9 *Go for it!* textbooks, calculate the proportion of Chinese culture, Western culture and local border culture in each unit, and theoretically summarize the unbalanced cultural structure of teaching materials by drawing on existing textbook ideological research results.

3.3.3 Comparative theoretical deduction method: Compare mainstream overseas CLIL theoretical paradigms, combine domestic integrated ideological education policy requirements, and deduce spiral stage objectives and two-dimensional cultural systems suitable for border regions of Yunnan Province.

3.3 Four-in-one Closed-loop Theoretical Framework Guided by CLIL

Based on CLIL four-dimensional theory and the spiral logic of integrated ideological education, this study constructs an interconnected complete theoretical teaching system consisting of four dimensions:

3.3.1 Objective integration: Each teaching unit sets paired objectives covering English language competence and homeland & ethnic ideological literacy, fully matching the Language and Cognition dimensions of CLIL.

3.3.2 Content integration: Build a two-tier cultural resource bank including traditional Chinese culture and Hekou cross-border ethnic culture, which is embedded and matched with textbook units as the core Content carrier of CLIL, drawing on mature localized CLIL resource design ideas.

3.3.3 Methodology integration: Design layered CLIL classroom activities including content reading, group cultural comparison and thematic output, with the Culture dimension as the internal value thread running through all teaching links.

3.3.4 Assessment integration: Combine formative evaluation, summative evaluation and stage tracking evaluation, and establish four-dimensional evaluation indicators including English application ability, cultural cognition, homeland affection and border responsibility awareness.

4. Theoretical Analysis of Teaching Difficulties and CLIL Integrated Teaching Logic

4.1 General Teaching Deficiencies of Border Junior High English

Based on textbook coding and cross-literature comparison, four prominent classroom difficulties of

border junior high English are summarized theoretically. Firstly, mainstream textbooks show severely unbalanced cultural structure. Statistical collation shows Western daily cultural materials account for 76% of total cultural content, while excellent traditional Chinese culture only accounts for 18%. Texts related to Hekou port construction, cross-border ethnic customs and territorial security are nearly blank, which cannot meet the patriotic education demands of border schools and is consistent with the core conclusion of existing textbook ideological research. Secondly, most English teachers lack systematic CLIL-based unit design schemes for dual-culture teaching. They only display scattered festival pictures before class without complete teaching plans integrating border and ethnic themes. Thirdly, students generally suffer from local cultural aphasia: they can recite simple English sentences introducing Western festivals yet cannot form coherent passages describing local ethnic customs and port development, leading to severe imbalance between cultural input and output. Fourthly, teaching objectives are disconnected among school stages. Primary school only covers basic cultural vocabulary memorization while senior high school focuses on cross-cultural criticism, creating an identity cultivation gap in junior high school as the transitional phase.

4.2 Spiral Progressive Stage Connection Theoretical Design

Following the spiral ideological education logic of “perception — identity — critical thinking”, three levels of hierarchical teaching objectives are divided under the CLIL framework. The primary school stage focuses on intuitive perception of cultural symbols and simple oral sentences about ethnic customs to complete basic training of CLIL Language and Content dimensions. As the core connecting node, junior high school concentrates on in-depth cultural understanding and national ethnic identity, requiring students to deliver short English speeches about hometown border stories with Cognition and Culture as key training targets. The senior high school stage targets cross-cultural critical thinking and argumentative writing to realize comprehensive improvement of the four CLIL dimensions proposed by Coyle. Teaching tasks increase in difficulty progressively to avoid repetitive content and achieve continuous cultivation of students’ cultural literacy across all school stages.

4.3 Two-dimensional Cultural Content Matching Logic for CLIL Content Dimension

Combined with unit themes of *Go for it!* textbooks, two standardized cultural modules are theoretically constructed as core Content carriers of CLIL teaching, following Ball’s localized material design principle. The module of excellent traditional Chinese culture matches textbook units themed on festivals, family ethics and moral education, covering traditional festivals, national virtues and red revolutionary stories along border areas. The Hekou border ethnic culture module matches units about daily life, characters and nature, integrating Yao-Zhuang folk customs, port development records and national border safety knowledge. Moderately selected Western reading passages serve as comparative materials to cultivate inclusive cross-cultural vision while consolidating students’ national cultural identity. The matching list of textbook units and cultural resources can be sorted into standardized theoretical outlines for frontline border English teachers’ reference.

4.4 Three Types of CLIL-oriented Theoretical Classroom Teaching Strategies

On the basis of Coyle's complete 4Cs CLIL theory, three operable classroom teaching paths are deduced for border junior high schools. First, thematic comparative CLIL teaching takes core textbook topics as carriers to organize group discussions on mainstream Chinese culture, local Hekou ethnic culture and Western culture, guiding students to express independent cultural identity under rational cognitive guidance. Second, project-based CLIL micro tasks set semester-long thematic assignments named *Introduce My Hekou Hometown*. Students collect local cultural materials independently and finish brief classroom presentations, integrating content learning and oral language output. Third, border immersive CLIL situational teaching simulates port reception and cross-border communication dialogues in class, embedding patriotism and territorial security education through authentic local border cases without rigid indoctrination. All three strategies take the Culture dimension as internal value support.

4.5 Multi-dimensional Theoretical Evaluation Logic

A multi-dimensional composite evaluation model is theoretically built to measure the overall implementation effects of four-dimensional CLIL teaching. Formative evaluation accounts for 60% of the total score, including classroom display of CLIL cultural tasks and weekly themed writing tasks for inspecting cultivation effects of Language and Content dimensions. Summative evaluation occupies 40% of the total score, with additional short-answer questions about local border culture in final examinations to test students' cultural cognition capacity. Stage tracking evaluation establishes continuous cultural growth files for Grade 7 to Grade 9 students to record annual progress in their English expression of local culture. Four core evaluation dimensions are formulated: English language application competence, cultural cognition level, homeland affection and ethnic unity awareness.

5. Theoretical Innovation and Research Significance

5.1 Theoretical Innovations

First, perspective innovation: This research integrates four interrelated research dimensions including whole-stage integrated ideological education, regional characteristics of border port schools, junior high English teaching and CLIL dual-culture pedagogy, filling theoretical blanks of border English curriculum ideological education research. This research combines domestic ideological research results and overseas CLIL classical theories to form a localized theoretical system suitable for China's border ethnic regions. Second, content innovation: It breaks the traditional China-West binary cultural research framework and defines exclusive two-dimensional localized cultural composition suitable for Yunnan border areas, forming unique cultural matching logic embedded in CLIL Content dimension by drawing on Ball's localized material design concept. Third, practical innovation: The complete closed-loop theoretical system covering stage connection, cultural matching and multi-dimensional evaluation can be flexibly adjusted and applied to various border junior high schools in Yunnan Province.

5.2 Theoretical Significance

This study enriches localized theoretical outcomes of integrated ideological education in basic foreign language disciplines based on the research conclusions of domestic scholars. It expands the applicable scope of Coyle's classic four-dimensional CLIL pedagogy and Ball's material design theory in multi-ethnic border junior high classrooms, and provides a complete spiral stage classification research paradigm for follow-up regional ethnic foreign language education studies.

5.3 Practical Significance

The CLIL-based theoretical framework and cultural matching logic proposed in this paper can be directly used as curriculum design references for Hekou Guomen Junior High School and other border schools in Honghe and Wenshan. Teachers only need to replace regional cultural materials following Ball's CLIL material design logic to adapt this system to local teaching conditions. The research effectively relieves the long-term shortage of localized cultural teaching resources summarized by domestic frontier education studies, and cultivates teenagers with comprehensive English proficiency, stable cultural confidence and clear homeland-border responsibility awareness.

5.4 Research Limitations

This paper only completes pure theoretical deduction based on classic CLIL theory and domestic foreign language ideological research system without long-term continuous classroom practice data support. Follow-up research can cooperate with multiple border schools to carry out semester-long teaching experiments so as to optimize the whole framework. Besides, current cultural matching logic is only designed for *Go for it!* textbooks; supporting cultural resources can be supplemented in future research by referring to existing textbook construction research.

6. Conclusion

This paper constructs a complete dual-culture integrated teaching theoretical system guided by Coyle's classic CLIL four-dimensional framework under the macro background of national integrated moral education policies. By means of systematic document sorting, policy interpretation and textbook textual coding, this paper sorts out four core practical difficulties in English teaching of border junior high schools. Following the spiral logic of staged moral education, this study establishes a cross-stage connected cultivation system and innovatively puts forward a two-dimensional cultural framework centered on excellent traditional Chinese culture and local cross-border ethnic culture of Hekou. A closed-loop teaching system covering teaching objectives, curriculum content, CLIL-oriented classroom methodologies and multi-dimensional evaluation is constructed, matched with three standardized operable CLIL classroom strategies and supporting cultural resource matching logic.

The theoretical model abandons the separated mode of independent ideological preaching lectures. It embeds ethnic unity, homeland affection and territorial security education into daily English listening, speaking, reading and writing via CLIL cultural comparison tasks, thematic micro-projects and border immersive situational tasks, solving two core practical dilemmas of border schools: insufficient

localized cultural materials and disconnected stage cultivation goals. The complete teaching logic can be directly referenced and flexibly adjusted by English teachers of ethnic border junior high schools in Yunnan Province. Future relevant research can expand reading text lists, collect folk cultural materials from southwest border provinces, and adopt long-term classroom tracking data to further improve the whole CLIL dual-culture teaching system for border junior high English.

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