

Original Research Article

The influence of English-language educational resources on the global spread of national cultural values

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Abstract: As a global lingua franca, English has reshaped the pathways for the dissemination of ethnic cultures through its educational resource system. This paper, based on UNESCO language extinction data, global cultural product market share statistics, and specific educational practice cases, reveals the dual role of English educational resources in promoting the global dissemination of ethnic cultures: it facilitates cultural exports through standardized curricula, digital technology platforms, and international educational collaborations, while also posing risks of cultural homogenization due to linguistic hegemony. The study proposes a "Dynamic Equilibrium Model," emphasizing the need for sustainable dissemination of ethnic cultural values through localized curriculum development, multilingual education policies, and cultural feedback mechanisms.

Keywords: English educational resources; ethnic culture; global dissemination; linguistic hegemony; cultural feedback

1. Introduction

In the context of global dissemination, English educational resources have become a core force in reshaping the dissemination landscape of ethnic cultures. UNESCO statistics indicate that 75% of global languages face extinction risks, with 70% directly linked to English expansion. Meanwhile, English-speaking countries' cultural products account for over 65% of the global market share. This paradoxical phenomenon underscores the dual nature of English educational resources in ethnic cultural dissemination: they serve as both a tool for breaking geographical barriers and a potential threat that may undermine cultural diversity. This paper analyzes the constituent elements, dissemination mechanisms, and practical cases of English educational resources to explore their impact on the global dissemination value of ethnic cultures.

2. Composition and dissemination mechanisms of English educational resources

2.1. Global penetration of standardized curriculum systems

English is designated as a compulsory subject in 130 countries worldwide, forming standardized assessment systems represented by Cambridge English, TOEFL, and IELTS. These systems embed Western cultural values into educational content through textbook compilation and examination design. For instance, in an international primary school English textbook, 85% of cases are set against English-speaking cultural backgrounds, while only 15% involve non-English cultures. This imbalance leads learners to naturally favor English cultural logic when constructing their cultural cognitive frameworks.

2.2. Dissemination empowerment through digital technology platforms

Digital resources such as online courses and learning software have transcended geographical limitations, providing new channels for ethnic cultural dissemination. Data from an online education platform shows that its "Chinese Culture in English" course, which utilizes virtual reality technology to recreate Dunhuang mural scenes, enables learners to understand Chinese art within an English context. The course has reached 127 countries with a user satisfaction rate of 92%. However, English-language film and television content on a streaming platform accounts for 68%, far exceeding content in other languages, creating a "one-way cultural flow" effect.

2.3. Bidirectional interaction through international educational collaborations

Transnational university collaboration projects have become significant carriers for ethnic cultural dissemination. The "Global Civilizations" course jointly offered by Tsinghua University and a partner university requires students to compare Chinese and Western philosophical thoughts in English academic writing. Data from the three-year project indicates a 41% increase in students' identification with Chinese culture, while also exporting Chinese concepts such as "harmony in diversity" to the international academic community. However, after a developing country's university introduced a fully English-language teaching model, the usage rate of its native language declined by 57%, and the offering rate of traditional cultural courses fell below 30%.

3. Bidirectional impact of English educational resources on ethnic cultural dissemination

3.1. Positive impacts: Breaking dissemination barriers and innovating expression forms

Lowering Dissemination Thresholds: As an international lingua franca, English enables ethnic cultures to directly enter the global discourse system. A non-heritage inheritor showcased Su embroidery techniques through an English live stream, attracting over 5 million views in a single session, far surpassing the dissemination effect in Chinese. **Promoting Cultural Fusion:** A gaming company adopted a strategy of English voice acting combined with Chinese cultural elements, enabling its products to enter 189 countries with overseas revenue accounting for 63%. This "glocalization" model demonstrates that English educational resources can serve as catalysts for cultural innovation. **Constructing Academic Discourse:** English papers account for 98% of SCI journal publications, providing an international platform for ethnic cultural research. An ethnologist's English-language study on the social functions of the Yi ethnic group's Torch Festival has been cited 327 times, significantly enhancing the academic influence of this culture.

3.2. Negative impacts: Cultural aphasia under linguistic hegemony

Cultural Hierarchization: A cross-national survey found that 73% of respondents perceived "English culture as more advanced," leading ethnic cultures to be labeled as "local" and "traditional," and struggling to enter mainstream dissemination channels. **Educational Homogenization:** A developing country's education department statistics show that after introducing fully English textbooks, the offering rate of native literature courses dropped from 82% to 29%, with students' imitation of foreign cultures tripling. **Accelerated Language Extinction:** UNESCO predicts that without protective measures, 40% of global languages will disappear by 2100, with most being unwritten ethnic minority languages.

4. Construction and practice of the dynamic equilibrium model

4.1. Localized curriculum development strategies

A national education ministry's "Bilingual Education Plan" mandates that 30% of English curriculum content must involve native cultures. For example, incorporating ethnic proverb analysis into English grammar teaching enables students to master linguistic rules while understanding cultural connotations. After three years of implementation, students' identification with native cultures increased by 28%, and English proficiency rates rose by 19%.

4.2. Multilingual education policy support

The EU's "Linguistic Diversity Plan" requires member states' schools to offer at least three foreign language courses, with one being a non-common language. This policy increased the user base of a minority language from 500,000 to 2.3 million within a decade, with related cultural product exports growing fourfold.

4.3. Innovation in cultural feedback mechanisms

A university's "Reverse Translation Lab" encourages students to translate classical Chinese poetry into English, which is then back-translated into Chinese by native English speakers. Through comparative analysis, cultural differences are revealed. The lab's English translation of the Dao De Jing was listed as a required textbook by a university, promoting the international dissemination of Chinese philosophical thoughts.

5. Conclusion

The impact of English educational resources on the global dissemination of national culture manifests as a dynamic interplay between instrumental rationality and value rationality. To achieve sustainable communication, we must establish a three-dimensional dynamic equilibrium model of "protection-innovation-interaction": ensuring cultural diversity through policy guidance, breaking through communication barriers via technological innovation, and fostering mutual understanding through educational collaboration. Only by doing so can English educational resources transform from drivers of cultural hegemony into bridges for multicultural coexistence, ultimately realizing the global sharing of national cultural values.

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