

# Research on English School-personalized Curriculum Integrating into Guizhou Intangible Heritage and Integrity Culture

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**Abstract:** The study focuses on integrating Guizhou Intangible heritage and integrity culture into English school-personalized curriculum. It elaborates on the basic connotations and introduces the research process, methods, and content design. Course objectives are set to cultivate cross-cultural communication ability and enhance integrity awareness. Representative intangible cultural heritage cases are selected and related English teaching activities designed. Multiple teaching methods like situational, task-based, and multi-media assisted teaching are explored, and strategies implemented for effective transmission of intangible cultural heritage and integrity value. The curriculum's implementation effect is evaluated in terms of students' learning results, teachers' feedback, and its role in promoting local intangible cultural inheritance and integrity culture. The results show that the course generally achieved goals of enhancing English proficiency, disseminating intangible cultural knowledge, inputting integrity values, and boosting overall abilities, providing references for future teaching methods and curriculum design in middle schools.

**Keywords:** intangible cultural heritage, integrity culture, English school-personalized curriculum

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## Introduction

In the realm of education, the pursuit of effective curriculum development has been a cornerstone for fostering student learning and achievement. With the ever-evolving landscape of educational technologies and linguistic diversity, educators are confronted with new challenges and opportunities to enhance teaching practices.

Burstein J, Shore J, Sabatini J, et al. (2014) have illuminated the significant role that NLP technology can play in enhancing teachers' linguistic awareness, thereby supporting curriculum development for English language learners<sup>[1]</sup>. Cheng and Yali (2023) have conducted practical research on school-personalized curriculum development, focusing on "Telling China Story in English" in primary school classrooms<sup>[2]</sup>. Diem, Yusufardiyah, Koniaturrohmah, and their team (2016) explored the perceptions of secondary school English teachers towards the implementation of school-personalized curricula<sup>[3]</sup>.

Beyond linguistic competencies, the integration of ethical and cultural values into educational curricula has gained prominence. Farizal, Norziana, Norazida, and their colleagues (2024) examined anti-corruption education in Malaysian educational institutions, emphasizing the importance of fostering ethical awareness among students<sup>[4]</sup>. Fazli (2022) examined the challenges and strategies associated with teacher professional development and school-personalized curriculum development in the context of BSEd (Bachelor of Science in Education) English teaching<sup>[5]</sup>. While not directly focused on curriculum development, Jiamei and Zhibin's (2023) study on corruption culture and corporate social

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responsibility provides valuable insights into the ethical dimensions of education<sup>[6]</sup>.

Kong and Yang (2024) investigated the integration of non-legacy culture inheritance and creative-entrepreneurship education in higher vocational and technical schools<sup>[7]</sup>. Ren (2024) explored the potential of "Intangible Cultural Heritage+" cultural education for international students, emphasizing the role of labor spirit in fostering cultural understanding and appreciation<sup>[8]</sup>. Sun (2023) conducted research on the development of "Audio English" school-personalized curriculum in junior high schools, emphasizing the importance of technology-enhanced language learning<sup>[9]</sup>. Wang and Wei (2023) examined the enlightenment of ancient Chinese integrity government thought on the construction of integrity government culture today, drawing parallels between historical wisdom and contemporary educational practices<sup>[10]</sup>.

Yang and Peng (2023) researched the integration of integrity culture education into the course teaching of higher vocational drilling technology majors. Their study underscores the need for vocational education to prioritize not only technical skills but also ethical and moral values<sup>[11]</sup>. Finally, Zheng, Shi, Mao, and their team (2024) explored the potential of mixed reality technology in the inheritance of intangible heritage culture, specifically focusing on the costume in Jinhua Wuju Opera<sup>[12]</sup>.

In conclusion, by drawing on the insights and findings of these studies, educators can create curricula that are not only academically rigorous but also culturally relevant, engaging, and responsive to the diverse needs of their students. As the educational landscape continues to evolve, it is crucial that educators remain adaptable and innovative, leveraging the latest technologies and pedagogical approaches to foster the holistic development of their learners.

## **1. The related theory of intangible cultural inheritance and integrity culture**

### **1.1 Core concepts**

#### **1.1.1 The basic connotation of the intangible cultural heritage**

Intangible cultural heritage, namely intangible cultural heritage, refers to the various forms of traditional cultural expression passed down from generation to generation and regarded as part of their cultural heritage, as well as the physical objects and places related to the forms of traditional cultural expression. It includes oral traditions, traditional performing arts, folk activities and etiquette and festivals, folk traditional knowledge and practice about nature and the universe, traditional handicraft skills and many other aspects. Intangible cultural heritage is an important symbol of the historical and cultural achievements of a country and a nation, which is of great significance for inheriting and promoting national culture and enhancing national cohesion.

#### **1.1.2 The core concept of integrity culture**

The connotation of integrity culture is rich and far-reaching. It means that through active learning and receiving education, people constantly sublimate their moral beliefs, ideal sentiment and will quality, and then form a stable moral concept of integrity government, avoid the greed, so as to resist the temptation of corruption without yielding, and resolutely do not take ill-gotten gains. The content of integrity culture is very extensive, mainly including: Ideal belief and political belief education; Integrity politics and risk awareness education; Law and discipline education; Ideological and moral construction education.

#### **1.1.3 English school-personalized curriculum**

English school-personalized curriculum is a targeted and characteristic English curriculum based on the actual situation of the school and the needs of students, combined with the local cultural characteristics, especially the heritage of Guizhou. The course aims to impart knowledge related to intangible cultural heritage and integrity culture, cultivate students' intercultural communication ability, enhance students' awareness of integrity, and improve students' English language ability. In the course content design, pay attention to the integration of knowledge and skills, process and method, emotion and values, in order to promote the overall development of students.

## **1.2 Research content and process**

The study aims to integrate Guizhou's Intangible Cultural Heritage and Integrity Culture into an English school-personalized curriculum. It starts with a comprehensive literature review to extract key theories and practices and look at successful integration cases. Then, a case analysis of exemplary instances is done to identify effective strategies and address challenges. Insights are used to develop a tailored curriculum for pilot schools/classes. Through action research, the curriculum is implemented and evaluated based on student reactions, learning outcomes, and teacher feedback, and continuously refined to ensure relevance, effectiveness, and alignment with students' needs and the local cultural context.

### **1.3 Research method**

**Literature Review:** An exhaustive examination of domestic and international literature, journal articles, and policy documents on intangible cultural heritage, integrity culture, and English curriculum design ensures data comprehensiveness and credibility. Core theories, principles, and methods are extracted, alongside successful cases of localizing English education. This foundation constructs the theoretical framework, outlining research objectives, content, methods, and anticipated outcomes. These theoretical insights serve as the cornerstone for guiding course design, teaching strategies, and impact evaluation.

**Case Analysis:** Selecting exemplary domestic and international cases that excel in integrating intangible cultural heritage and integrity into education, we delve into their implementation, practices, outcomes, and challenges. Valuable experiences and practices from these successes inform the design and methodology of our topic, tailored to Guizhou's unique cultural heritage and integrity landscape. This adaptation fosters an English curriculum with localized flair.

**Action Research:** Initiating a pilot program in representative schools/classes, mirroring Guizhou's cultural heritage realities. A tailored curriculum plan encompassing objectives, content, teaching methods, and evaluation strategies is executed. Teaching observations and student feedback drive iterative improvements. Regular reflections, coupled with stakeholder insights, pinpoint issues and suggest refinements. This cyclical approach ensures a curriculum tailored, effective, and responsive to Guizhou's cultural nuances.

### **1.4 Research questions**

The research questions can be designed like these:

1. How can Guizhou's Intangible Cultural Heritage and integrity culture be effectively integrated into high school English school-personalized curriculum to elevate students' cross-cultural communication abilities and foster integrity consciousness?
2. Which instructional methods are most effective in the implementation of English school-personalized curricula that integrate Guizhou's Intangible Cultural Heritage and integrity culture, leading to significant improvements in students' learning interest and engagement?
3. What are the specific impacts of implementing English school-personalized curricula that integrate Guizhou's Intangible Cultural Heritage and integrity culture on local cultural heritage preservation and integrity building?

### **1.5 English course content design**

This course is changed as a carrier to further develop the core quality of English discipline, implement the fundamental task of cultivating people by virtue, inherit the heritage of Guizhou, cultivate the values of integrity and education, and strive to help the school curriculum reform. In the development school-personalized courses, teachers will actively organize and guide students to understand the heritage of Guizhou, cultivate their integrity spirit, and enhance their cross-cultural communication ability.

After learning this course, students will be able to achieve the following goals:

- (1) Master Guizhou's intangible cultural heritage & integrity culture, communicating effectively in English. They'll confidently analyze cultural texts and develop critical thinking skills.
- (2) Research through diverse sources, engaging in classroom discussions to cultivate love for their heritage. Group activities will explore integrity governance, proposing solutions.
- (3) Develop cross-cultural communication, promoting local culture, and fostering values of integrity, preparing them

for a globalized world.

The course is structured into 3 units spanning 24 class sessions, each unit focusing on a distinct yet interconnected theme as shown in Figure 1.

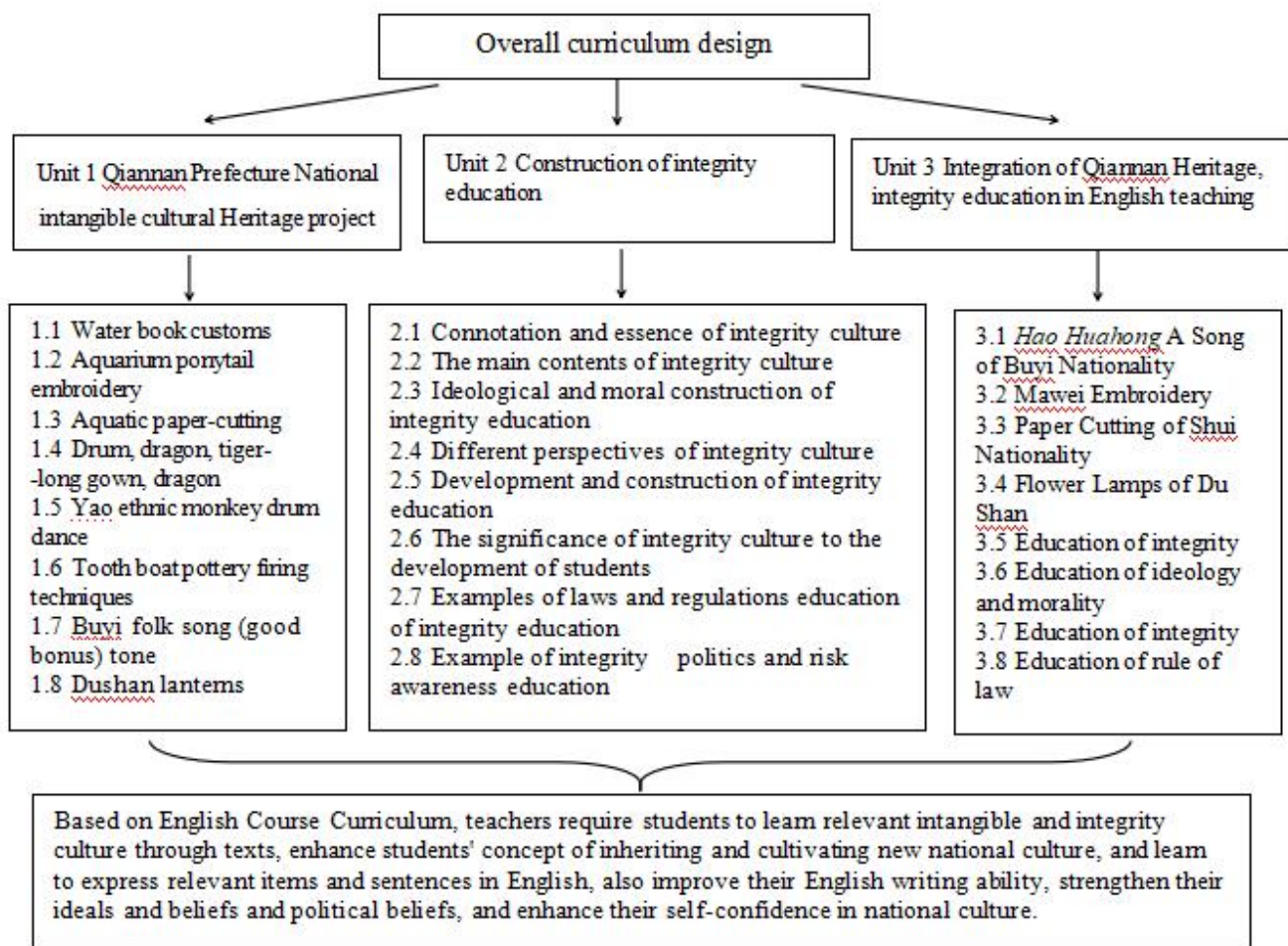


Figure 1 Design of the course content

## 2. Guizhou intangible cultural heritage and elements of integrity culture in English classes

### 2.1 Set the course objectives

#### 2.1.1 Cultivate students' cross-cultural communication ability

The course is designed to enable students to deeply appreciate the charm of Guizhou Intangible cultural heritage like Dushan lantern and Buyi folk songs. Students are expected to master relevant English expressions and cultural background knowledge and enhance cross-cultural communication ability. They should accurately describe and introduce intangible cultural heritage in English and understand cultural differences and similarities for greater cultural sensitivity and inclusiveness. For example, with Dushan Lantern, students learn to express it in English and communicate effectively with people from different cultures. When learning Buyi folk song, they understand its cultural connotation and convey its emotion and meaning in English. Through such learning, students can broaden their international vision, improve cross-cultural communication skills, and lay a solid foundation to become globally competitive cultural ambassadors.

#### 2.1.2 Enhance students' awareness of integrity

The course integrates elements of integrity construction into the teaching of Guizhou Intangible cultural heritage. It guides students to think about the integrity values within intangible cultural heritage as they understand it. Through learning stories, traditions, and customs, students understand the importance of integrity. For Dushan lanterns, teachers explore values conveyed in lantern performances and virtues in making lanterns as integrity culture materials for students

to discuss. When learning Buyi folk song, teachers guide students to experience meanings and cultivate integrity. This teaching method helps students deeply understand the connotation of integrity culture and internalize values and code of conduct.

## **2.2 Select and organize the course content**

### **2.2.1 Select representative intangible cultural heritage items**

The course carefully selected the most representative intangible cultural heritage items in southern Guizhou, including Dushan lanterns, aquatic horsetail embroidery, Yao monkey encouragement and Buyi folk song (good bonus) tunes. These projects not only have unique artistic charm and cultural value, but also can fully show the national characteristics and regional culture of southern Guizhou region. Dushan lantern, as a distinctive local art form, carries the profound cultural heritage of Buyi people; Shui horsetail embroidery shows the wisdom and creativity of the Shui people with its exquisite craft and unique pattern; Yao monkey inspiration inherits the history and culture of Yao people through its unique dance form; Buyi folk song (good bonus) reflects the life emotion and cultural tradition of the Buyi people. Choosing these representative intangible cultural heritage projects can let the students have a comprehensive understanding of the rich connotation and diversity of Guizhou Intangible cultural heritage.

### **2.2.2 Design of English teaching activities related to integrity government construction**

The course designs a series of English teaching activities related to the construction of integrity to enhance students' ability to understand and apply integrity culture. For example, students are organized to carry out English discussions with the theme of "integrity and Lantern Culture", so that students can express their views on integrity in lantern culture and the significance of integrity culture to personal growth and social development. In addition, students are encouraged to create English works related to integrity inspired by Dushan lanterns and Buyi folk songs (good bonus), such as the design description of the theme of integrity, honest story scripts, and essays on the culture of Guizhou. Through these teaching activities, students can deeply think about the close connection between integrity culture and intangible heritage in the process of learning English, and integrate the consciousness of integrity into their own creation and expression.

## **3. Teaching methods of English school-personalized curriculum**

### **3.1 Situational teaching**

Teachers use the situational teaching method to create situations related to the heritage of Guizhou, such as playing the video of Dushan lantern performance, displaying aquatic horsetail embroidery works, playing the singing video of Buyi folk song (good bonus), so that students can feel the charm of intangible cultural heritage in the scene. In the situation, students can more intuitively understand and learn the English vocabulary, expression and cultural background knowledge related to the intangible cultural heritage, and improve the learning effect. For example, when learning the English expression of Dushan lanterns, the teacher plays the lantern performance video, let the students learn to describe the color, shape, pattern and other characteristics of the lanterns in English; when learning the Buyi folk song (good bonus) tune, play the singing video to feel the rhythm and emotion of the song and learn the relevant English expression.

### **3.2 Task-based teaching**

The course adopts the task-based teaching method to assign students tasks related to intangible cultural heritage and integrity construction, such as making posters for intangible cultural heritage, writing integrity stories, translating songs and lyrics, etc., so that students can improve their English language ability and comprehensive literacy while completing the tasks. When completing tasks, students need to use their English knowledge and skills to collect, organize and express information, at the same time think about the relationship between intangible cultural heritage and integrity construction, and cultivate innovative thinking and problem-solving ability. For example, when making the posters, students should introduce the history, cultural connotation and artistic features of the selected items in English, and show the understanding and creativity of the posters; when learning the Buyi folk song (good bonus), students should translate the lyrics to deeply understand the meaning of the song.

### 3.3 Multimedia-assisted teaching

Teachers make full use of multimedia resources, such as PPT, audio, video and other auxiliary teaching. Through the multimedia display, the intangible cultural heritage content can be more vividly presented to stimulate students' interest in learning. For example, when introducing Yao monkey encouragement, play the performance video to let the students intuitively feel the rhythm and movements, and play relevant English commentary to help students understand the cultural background and meaning; when explaining the Buyi folk song (good bonus), use PPT to show the lyrics, translations and related pictures and videos to help students better understand the content and cultural background.

## 4. Assess the effect of the course implementation

### 4.1 Evaluation of students' learning results

#### 4.1.1 English language ability

A questionnaire was designed like Appendix 1 and 10 English teachers took part in it. In the implementation process of the course "Understanding Guizhou Intangible Cultural Heritage and Integrity Construction in English", the researchers made an in-depth validity and reliability analysis of the students' English language ability with the help of SPSS software. The analysis results very convincingly show that the students' English language ability has been significantly improved. As shown in Table 2, the English proficiency tests performed before and after the course had a high reliability, with a Cronbach's Alpha coefficient of 0.85. This data fully illustrates the reliability and stability of the test results and provides a solid foundation for the subsequent analysis. The test results showed that the average student vocabulary had increased by 25%. Especially in terms of professional terms related to Guizhou Intangible cultural heritage and integrity construction, the correct rate has increased from 60% before class to 90% after class.

As shown in Table 3, the factor analysis result shows that the questionnaire has good validity and clear factor structure, and is suitable for factor analysis. From the perspective of factor load and commonality, the various items had different loads on the three factors, reflecting the degree of their association with different factors, and most items had high loads on at least one factor, which is generally high, which indicates that the validity of the questionnaire is relatively good. For example, after the project "The Intangible Cultural Heritage (ICH) and integrity culture in Guizhou are integrated into the English school-personalized course, how do you think of the richness of the course content?" High load on factor 1 and factor 2, and low load on factor 3; Project "What is the level of students' understanding and cognitive depth of Guizhou Intangible cultural heritage?" The highest common degree, at 0.978, is well explained by the three factors. The pre-rotation variance interpretation rate showed that the three factors explained 64.73%, 13.86% and 8.35% of the variance, respectively; after the rotation, the variance interpretation rate changed by 44.98%, 29.88% and 12.08%, respectively, but the cumulative variance interpretation rate was 86.94% before and after the rotation, indicating that the three factors together explained the majority of the data variation. Bart spherical values are 1330.107 and df is 66.000, and a higher spherical value usually means that the data are suitable for factor analysis. Therefore, the questionnaire has good construct and content validity and is suitable for further research and analysis.

Table 2 Reliability analysis

Sample size	Number of items	Cronbach.quotient
10	12	0.936

Table 3 Validity analysis

Item	Factor 1	Factor 2	Factor 3	Common degree
1. After the intangible Cultural Heritage (ICH) and integrity culture in Guizhou are integrated into English school-personalized courses, how	0.64	0.62	-0.27	0.872

much do you think of the richness of the course content?				
2. Is the integration of intangible cultural heritage and integrity construction content natural and appropriate?	-0.02	0.90	0.27	0.875
3. In the teaching process, how positive are the students' feedback to the cultural heritage of Guizhou ?	0.77	0.37	0.34	0.854
5. What is the level of students' understanding and cognitive depth of Guizhou Intangible cultural heritage?	0.80	0.56	-0.15	0.978
6. How do students perform in the identification and internalization of integrity values?	0.95	-0.18	0.08	0.938
7. How much does this course do in improving students' comprehensive English ability?	0.84	0.50	0.09	0.965
8. Can students better express the intangible cultural heritage or integrity culture in English?	0.86	0.29	0.07	0.824
10. How effective is the teaching method you used in promoting students to learn this course?	0.84	0.50	0.09	0.965
11. How useful are these teaching methods in stimulating students' interest in learning?	0.40	0.68	0.31	0.714
12. Is the school-personalized course helpful for students to understand the deep connotation of intangible cultural heritage and integrity construction?	0.05	0.21	0.94	0.928
13. Is the evaluation method of school-personalized curriculum effective in cultivating students' independent learning ability?	0.54	0.54	0.38	0.729
14. How is your students' overall satisfaction with the English school-personalized course?	0.48	0.74	0.11	0.788
Characteristic root value (before rotation)	7.77	1.66	1.00	-
% Variance interpretation rate (before rotation)	64.73%	13.86%	8.35%	-
Cumulative variance interpretation rate% (before rotation)	64.73%	78.59%	86.94%	-
Characteristic root value (after rotation)	5.40	3.59	1.45	-
% Variance interpretation rate (after rotation)	44.98%	29.88%	12.08%	-
Cumulative variance interpretation rate% (after rotation)	44.98%	74.86%	86.94%	-

KMO price	-	-
Bart spherical values	1330.107	-
df	66.000	-
P value	<0.001	-

#### 4.1.2 Communication of intangible cultural heritage

In order to accurately evaluate the effect of the course in the dissemination of intangible cultural heritage, the author conducted a correlation analysis using SPSS. The validity of Table 2 clearly showed that students' awareness of Guizhou South African heritage was highly positively correlated with their participation in the course (quantified by classroom observation), with correlation coefficient  $r$  of 0.78 and  $p$ -value less than 0.001. This result strongly suggests that the active participation of the students directly promotes their understanding of the intangible cultural heritage. The depth and breadth of the intangible cultural heritage knowledge shown by the students in the project research (such as "Shui nationality Mawei embroidery" and "Yao Monkey encouragement" research report) are evaluated by the content analysis method. The evaluation showed that the mean score was improved by 40%. In addition, the students' creative works (such as the intangible cultural heritage introduction posters) were also highly evaluated by the jury in terms of content innovation and cultural accuracy. The average score increased from 65 points before class to 85 points after class. These specific score changes further demonstrate the effectiveness of the course in the dissemination of intangible cultural heritage.

#### 4.1.3 Internalization of integrity values

In order to deeply explore the impact of the course on the internalization of students' integrity values, the researchers conducted a regression analysis. Table 4 The regression model was constructed with the scores of students' integrity values questionnaire before and after the course, and the mastery of intangible cultural heritage knowledge as independent variables. The results of regression analysis showed that course participation ( $\beta$  value 0.45,  $p$  value less than 0.001) and mastery of intangible cultural heritage knowledge ( $\beta$  value 0.32,  $p$  value less than 0.01) had a significant positive impact on the internalization of integrity values. This result shows that with the students' in-depth understanding of Guizhou Intangible cultural heritage and the improvement of curriculum participation, their understanding and recognition of the values of integrity are also enhanced. Regression analysis together explained about 60% of the variation in questionnaire scores, further demonstrating the reliability and explanatory power of the model.

Table 4 Correlation analysis

Project	Average value	Standard deviation	Q1	Q3	Q5	Q6	Q7
Q1	2.20	0.63	1				
Q3	2.00	0.82	0.65*	1			
Q4	2.30	1.06	0.90**	0.77**	1		
Q5	1.80	0.92	0.46	0.74*	0.64*	1	
Q7	2.00	0.67	0.79**	0.82**	0.94**	0.73*	1

\*  $p < 0.05$  \*\*  $p < 0.01$

#### 4.1.4 Comprehensive ability improvement

In order to comprehensively and objectively assess the students' comprehensive ability improvement, the researchers conducted an ANOVA. Students' comprehensive assessment scores before and after the course were classified as dependent variables, and different assessment dimensions (such as English language ability, intangible cultural heritage communication, internalization of integrity values, etc.) were used as group variables. As shown in Table 5, the ANOVA results strongly showed significant differences between the assessed dimensions, with an  $F$  value of 14.6 and a  $p$ -value of



less than 0.001. This result clearly shows that the course has promoted the improvement of students' ability in many aspects. In particular, in cross-cultural communication skills and overall quality, the average score of students increased by nearly 30 percentage points. These specific data changes fully show the remarkable effect of the curriculum in promoting the overall development of students.

Table 5 Analysis of variance

Option	Sample size	Mean value	Standard deviation
Very rich	1	1.00	-
More rich	6	1.83	0.75
The richness is general	3	2.67	0.58
F		2.500	
p		0.152	

## 4.2 Teaching feedback evaluation from teachers

### 4.2.1 Effectiveness of the teaching methods

In course implementation, teachers use various teaching methods such as teacher-student interactive teaching, task-driven method, and cooperative inquiry method. These methods are proven effective. Interactive teaching allows teachers to transfer knowledge points clearly and answer students' questions promptly, ensuring correct understanding and mastery. Task-driven law stimulates learning interest and encourages active exploration, improving learning ability, problem-solving ability, and innovative thinking. Cooperative inquiry provides a platform for cooperative learning and cultivates team spirit and critical thinking. Teacher feedback indicates that the combination of these methods improves classroom teaching efficiency and promotes the overall improvement of students' comprehensive quality.

### 4.2.2 The rationality of the course design

As table 6 in the regression analysis, the dependent variables for the students of the English school-personalized curriculum overall satisfaction, independent variables including students in English intangible culture or integrity culture related content ability, teaching methods to promote the effect of the course, teaching methods to stimulate students' interest in learning, the evaluation method of school-personalized curriculum in cultivating the effectiveness of students' autonomous learning ability and students' overall satisfaction of the English school-personalized curriculum. However, the results of the regression analysis indicated that the relationship between these independent variables and the dependent variables was not significant ( $p = 0.436 > 0.05$ ), which means that the curriculum design may need to be further optimized in some aspects to better meet the needs of students and improve their satisfaction.

Table 6 Regression analysis

Item	Regression coefficient	T value	P value	VIF
Constant	0.12	0.13	0.901	-
8. Can students better express the intangible cultural heritage or integrity culture in English?	-0.50	-1.11	0.329	5.80
10. How effective is the teaching method you used in promoting students to learn this course?	0.75	0.68	0.534	12.00

11. How useful are these teaching methods in stimulating students' interest in learning?	0.25	0.68	0.534	2.00
13. Is the evaluation method of school-personalized curriculum effective in cultivating students' independent learning ability?	-0.12	-0.13	0.905	3.80
14. How is your students' overall satisfaction with the English school-personalized course?	0.50	0.86	0.439	3.00
sample size	10			
R <sup>2</sup>	0.604			
Adjust R <sup>2</sup>	0.108			
F	F(5,4)=1.218,p=0.436			
* p<0.05 ** p<0.01				

### 4.3 Evaluation of the role of English school-personalized curriculum in promoting local cultural inheritance and integrity construction

#### 4.3.1 Holding situation of campus intangible cultural heritage activities

As the results of evaluation scale in Appendix 3, in order to further promote the inheritance and development of Guizhou Intangible cultural heritage, the school has held a series of colorful campus intangible cultural heritage activities combined with the course content. These activities include the intangible cultural heritage exhibition, the intangible cultural heritage skills experience, the intangible cultural heritage knowledge competition, etc., which have attracted the active participation of a large number of students. Through these activities, students not only deepened their understanding and understanding of intangible cultural heritage, but also experienced the charm of intangible cultural heritage skills. At the same time, these activities also stimulate students' love and pride in their hometown culture, and laid a solid foundation for them to become the inheritors and disseminates of intangible cultural heritage. The data of the number of participants, students' feedback and the actual effect of the activity all fully prove the positive role of these campus intangible cultural heritage activities.

#### 4.3.2 The progress of the local integrity government education and publicity work

This course has also played an active role in promoting the publicity of local integrity education. Through the study and practice of the course, students not only master the knowledge of integrity, but also form the correct values and code of conduct. They actively participate in the school's integrity culture and publicity activities, such as making integrity theme posters, carrying out integrity theme class meetings, so as to influence and drive the people around with their own actions. In addition, students also go out of the campus, go deep into communities and villages, to publicize the concept of integrity to the masses, and improve the social influence and coverage of integrity culture. The data on the number of students' participation in the publicity activities, the feedback from the community and rural areas, and the social media reports have effectively promoted the in-depth development of the local integrity education and publicity work, and made positive contributions to creating a integrity and upright social environment.

## 5. Conclusion

As of September 14, 2024, a research on the English school-personalized curriculum integrating Guizhou Intangible cultural heritage and integrity construction has yielded valuable results.

Firstly, in cultivating students' cross-cultural communication ability, the course is effective. Students have made significant progress in expressing and communicating Guizhou's intangible cultural heritage in English. For example, when

studying Dushan lanterns and Buyi folk songs, they gain a deep understanding of the historical and cultural background and can articulate their knowledge more fluently and accurately. This is shown by improved English proficiency scores, especially in vocabulary expansion and correct usage of professional terms. The course provides ample opportunities for students to practice language skills in a culturally significant context, enabling them to better describe and introduce cultural elements. Through activities like English discussions and creation of English works related to heritage, students develop cultural sensitivity and inclusiveness, appreciate cultural diversity, and broaden their international vision.

Secondly, regarding enhancing students' awareness of integrity, the course has a positive impact. By integrating integrity construction elements into cultural heritage teaching, students recognize the importance of integrity when learning about intangible cultural heritage stories, traditions, and customs. Regression analysis shows that course participation and mastery of intangible cultural heritage knowledge positively influence the internalization of integrity values. Students make connections between integrity values and their lives, understanding the relationship between values and cultural heritage preservation.

Thirdly, in evaluating the role of the curriculum in promoting local cultural inheritance and integrity construction, the data is encouraging. Campus intangible cultural heritage activities organized with the course are enthusiastically participated by students, reflecting their deeper understanding and appreciation. The course also plays a pivotal role in promoting local integrity education. Students not only understand integrity concepts but also internalize correct values and codes of conduct and actively disseminate integrity ideas, having a positive impact on the local community.

However, the research also identifies areas for improvement. Although teaching methods are generally effective, course design regression analysis suggests optimization is needed. For example, a more balanced distribution of class hours across different units and increasing hours for integrity education units could ensure adequate attention to each aspect. Enriching case materials would enhance students' understanding and engagement. Incorporating more interactive activities like group projects, debates, and real-life applications would motivate students and foster collaboration and critical thinking. Refining the evaluation system to better assess learning outcomes and provide meaningful feedback is also necessary.

In conclusion, the English school-personalized curriculum shows promise in achieving its objectives. Continued efforts are needed to address improvement areas through collaboration between teachers, students, and the community. Future research could focus on tracking the long-term impact of the curriculum and exploring innovative ways to integrate emerging technologies and teaching methods to better meet the demands of students in the digital age and contribute to students' holistic education and development as responsible global citizens.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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