

# Analysis and Teaching Strategies of Middle School English Pronouns from a Cross-culture Perspective

Meng Chen

Sichuan Normal University, Chengdu, 610000, China

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**Abstract:** The English Curriculum Standards for Compulsory Education (2022 Edition) have promoted the development of core competencies, especially cultural awareness and thinking quality which students lack. English learners in junior high school in China have some pronoun learning problems and always make pronoun errors. So, teaching English pronouns in middle school from the cross-cultural perspective is proposed. This study finds, firstly, different cultural knowledge behind these two languages, Chinese and English, can accounts for their pronoun errors to some extent. Secondly, the language Chinese the high context culture, pays much attention to power and parataxis, while the language English in the low culture context emphasizes solidarity and hypotaxis. English focuses more on grammar and rules. All above accounts for more pronoun use in English than in Chinese and personal pronouns are taken for an example to explain their relationship. Thirdly, it is about teaching strategies: English teachers should supplement relevant concepts and knowledge explanations; use authentic discourse materials and establish a real communicative environment; summarize students' s pronoun errors and strengthen the correct forms.

**Keywords:** *New Curriculum Standards*, Junior English, Pronoun teaching, Cross-cultural communication, Cross-cultural perspective.

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## 1. Introduction

### 1.1. Research Background

Firstly, in the aspect of curriculum structure, our Compulsory Curriculum Standards takes the designing approach of nine-year system which contains a big aim with three different schooling stage aims under it. The English Curriculum Standards for Compulsory Education (2022 Edition) has called for developing students' core competencies, language ability, thinking quality, cultural awareness and learning ability. Junior high school, from grade 7 to grade 9, is the third stage of the English curriculum for compulsory education. About language ability, students are expected to "understand structural features of sentences, including sentence types, sentence components, sentence orders and subject-predicate agreement". Students in junior high school will firstly access some grammatical knowledge, for example, the third person singular ends with a "s" (She plays the guitar well.), and the pronoun "it" is used with different collocation (It takes 15 minutes to get to school.). About cultural awareness, "realize cultural diversity, make own judgement by cultural understanding and cultural comparison, describe cultural phenomena and cultural differences in English and express own value orientation." That means to learn the foreign language English in culture, which reminds us of a new teaching method, teaching English pronouns in culture and playing the positive transfer of mother toge. About thinking quality and learning ability, "be able to identify cohesive devices of discourse and develop own appropriate English learning habits." Pronouns are one of cohesive devices. Teachers should guide students to develop better methods of learning English, like English pronouns, which play a significant part in junior high school English teaching and learning.

On the other hand, English curriculum is a unity of instrumental and humanistic qualities. It is more and more necessary to strengthen cultural education of the English

curriculum. Students should be able to form correct values, essential qualities and key abilities.

Secondly, pronouns are important in junior high school English learning. In grade seven, students start to access pronouns, their use and their deformation, including personal pronouns, possessive pronouns, demonstrative pronouns and the multifunctional pronoun "it". Besides, they are asked to know the singular form of verbs in the third person. In grade eight, they begin to learn indefinite pronouns, like "some" and "any", "many" and "much", "few" and "a few", and so on, and reflexive pronouns. In grade nine, pronouns are always understood in sentences and texts. They play a more and more important role in connecting discourse, as a helpful learning strategy for getting some details and information of a discourse.

However, most Chinese students have great trouble in word acquisition, and pronouns studying is one of them. Pronoun confusion, in other words, pronoun misuse, is a very common phenomenon, and correcting or reducing such errors has become a very difficult problem for English teachers (Zhang Huiping,2018). English pronouns are more widely and flexibly used than Chinese pronouns, with numerous classifications and differences in gender, number, case, and tense, which brings confusion to students in using English pronouns correctly (Zhang Shiqin,2011).

### 1.2. Research Questions

In this background, the cross-cultural perspective provides a new way of teaching pronouns for English teachers in junior high school. Through domestic and foreign literature, this study come up with the following research questions based on the current situation of junior high school English pronoun teaching and our policy calls. Research questions are: 1. Is middle school English pronoun teaching from the cross-cultural perspective effective and useful? 2. What are the cultural knowledge behind pronouns in junior high school? 3. How do teachers teach students in junior high school pronouns from a cross-cultural perspective?

### 1.3. Significance of the Study

For one thing, from a cross-cultural perspective, cultural knowledge of Chinese and English, can enhance their learning interest and reduce the difficulties of learning pronouns and the foreign language, English. The similarities and differences in pronoun learning between Chinese and English can help students summarize learning methods to overcome pronoun confusion. For another, it is beneficial to understand cultural diversity and improve their core competencies of the English subject.

### 1.4. Organization of the thesis

The first part of this thesis is the introduction part. The research background is firstly introduced, especially the New English Curriculum Standards for Compulsory Education, the importance and the problem of pronoun teaching. In view of the policy, academic conditions and practical dilemma, there is a bridge built between cross-culture and pronoun teaching. And the research questions are proposed. The significance of the study is listed.

The second part is literature review. And this part has answered the first research question, that is, junior high school English pronoun teaching from the cross-cultural perspective is effective and useful. Firstly, key concepts, cross-culture and pronoun teaching, are defined. Secondly, previous researches on pronoun teaching and cross-culture at home and abroad are concluded, and then the new research view is come up with.

The third part is analysis of English pronoun teaching from the intercultural perspective. Different cultural background, especially the contrast between power in China and solidarity in the West, is evidence for more pronoun using in the language English than in Chinese. Secondly, culture affects thinking, and thinking is reflected through languages. English is phonemic in low context culture, while Chinese is pictographic in high context culture. These differences behind cultural knowledge, lead to huge different pronoun rules in two languages, and personal pronouns are takes for an example. This part answers the second research question, implying that culture differences can explain some pronoun errors from some extent.

The fourth part is about teaching strategies from the cross-cultural perspective. In consideration of existing pronoun errors, the study suggests improving teaching English pronoun quality in junior high school by reestablishing pronoun systems which are totally different from the Chinese one, choosing authentic texts and building real contexts, and correct pronoun errors in teacher-student interaction. This part answers the third research question.

The fifth part is the conclusion part. It concludes the whole study and give some suggestions on its room for improvement.

## 2. Literature Review

### 2.1. The Cross-cultural Perspective

Intercultural education, in other words, cross-cultural education, believes that education is designed for all the civilian and all the students for enhancing understanding and respect of multiculturalism; connect communities, families and schools which does goods to the acceptance of multiculturalism and the understanding of nations. It mainly focuses on social interaction, school education, teacher training, teaching methods and so on. According to UNESCO, *Guidelines on Intercultural Education* edited in 2006, has

introduced its roles, objectives and principles, pointing out that cross-cultural education is not just an additional part of a curriculum and it needs to focus on the entire learning environment and other aspects of the education process (Du Xiuping, Ji Linxuan,2021). Besides, under the background of educational reforms and the new curriculum standards, there are two new requirements on English teaching, including paying much attention to cross-cultural education and core competencies of the English subject (Qiu Xue,2023). In this thesis, the cross-cultural perspective refers to the foreign language teaching, English teaching improved by deeply mastering English language and core competencies through learning Chinese and English cultural knowledge.

Intercultural education applied in middle school English teaching has been proved efficient and useful. English teaching is aimed at cultivating students' communication ability, the language English as a communication tool, which reminds teachers of students' absorption, internalization, and output of English knowledge, self-expression and problem-solving (Hang Guifu,2023). Create authentic contexts to cultivate students' cross-cultural communication awareness in the process of using language. Cross-cultural education in junior high school English teaching is still at the early satge and there is great room for improvement, which is worthy of in-depth research. English teaching and learning from the cross-cultural perspective are useful. Therefore, middle school English pronoun teaching form the perspective of cross-culture is practicable.

Many researchers have looked at the connection between junior high school English teaching and cross-cultural education with emphasizing the development of core competencies under the new curriculum reform. For example, some experts have called for applying English cultural teaching methods based on current teaching dilemma, like exploring cultural knowledge behind vocabulary and integrating into the English language and cultural environment, deeply interpreting the textbooks and increasing the depth of cultural teaching, taking advantage of modern information technology and introducing diverse cultural resources, comparing Chinese and Western cultures and enhancing students' cultural awareness, encouraging students to learn independently and to expand their cultural knowledge scope (Cai Wenguo,2023). Other experts have analyzed English teachers should stick to its appropriateness principle and the understanding principle and integrate cultural knowledge in teaching content. And they have added that life-oriented teaching with a relatively authentic context in classroom, different kinds of cultural integration methods, and manifold teaching methods with student-centeredness (Qiu Xue,2023). As for vocabulary teaching, integration method, which means to teach vocabulary by introducing some historical knowledge of Western countries to deepen their mastering and memorizing, expansion method, which stresses expanding vocabulary help students to master more cultural knowledge or intercultural knowledge of them, and comparison method, which is comparison between English words and Chinese words beneficial for understanding their cultural differences, cultivating cross-cultural awareness and avoiding problems such as the negative transfer of native language (Hang Guifu,2023). However, there are few studies on cross-cultural education and middle school English pronouns together. Pronouns belong to vocabulary, and some previous researches on vocabulary teaching and the holistic middle school English teaching from the cross-cultural

perspective provide some inspiration for this study.

## 2.2. Pronoun Teaching and Pronoun Teaching from the Cross-culture Perspective

Pronouns are a class of words that can be used to replace nouns. Most pronouns can function as nouns or adjectives. Pronouns in English can be divided into eight categories according to their meaning, characteristics and functions in sentences: personal pronouns, possessive pronouns, demonstrative pronouns, reflexive pronouns, reciprocal pronouns, interrogative pronouns, relative pronouns and indefinite pronouns. In junior high school, pronouns are one of difficult and important points. Students access pronouns systematically, and use them from as a single word in the grammar focus or vocabulary lists to as a linking word in a complete discourse or a context.

Pronoun teaching and learning is a great research topic at home and abroad. Firstly, there are many researches on summary of tests points or use for pronouns of junior high school, like introducing their types, important points and difficult points (Hu Guangyong,2022), analyzing English possessive pronouns in junior high school (Xu Min,2020).

Secondly, most researches focus on the teaching English pronouns in concrete teaching contexts by taking full use of different teaching methods. For example, some scholars have studied the effect of demonstrative pronouns on the cohesion of middle school English writing (Dai Qianqian,2022). Some experts have studied how to review English pronouns of junior high school by using mind mapping (Deng Guangxun,2018).

Thirdly, there are some studies exploring some cultural knowledge behind English pronouns. For example, the grammatical characteristics of English pronouns have been studied by exploring their regional culture, and they have different use and functions in different areas (Huang Hebin,1997). The personal pronoun “me” does not only function as subject, but also object or possessive adjective, some experts have found, influenced by British English “me thunks”, and child language (Xu Jianping,2005). Research has studied cultural knowledge differences between Chinese collectivism and Western individualism behind personal pronouns, which directly influences the usage frequency of the singular and plural forms of subject personal pronouns (Lu Haiyan, 2007). The evolution of English second personal pronouns has been discussed and it has reflected the development of Western cultural values. The second personal pronouns changed from thou (ye/you) and thee (you/ye) to you (you) and you (you), reflecting the social hierarchy and strong interpersonal relationship have been gradually weakened, while egalitarian and equality have been emphasized more (Li Hongying,2014). Some researchers have found the singular “self” is the most prominent and dominated by the nominative form probably due to self-culture, self-awareness positioning of Western culture, no matter what class the pronoun has, such as subject, object, possessive, reflexive form and so on (Liu Guohui,2021). People with the background of the English language highlight capital “I” and stress self-centeredness. In a word, many researches study the deep Chinese or English cultural knowledge behind English pronouns, which provides some research basis for this study. But few focus on middle school English pronoun teaching, let alone pronoun teaching from the perspective of cross-culture.

Fourthly, there are problems in teaching English pronouns

in practice in junior high school. Firstly, about the traditional grammar teaching in junior high school, English teachers have mainly paid attention to grammatical forms and rules and ignored the practical application in the authentic and real contexts; they have taught grammar out of the specific theme content and asked students to take mechanical grammar exercises; they have still taught grammar from presentation, practice and production, these three traditional steps (Tian Qiaoe,2023). There are three important elements: vocabulary, grammar and syntax in English teaching and learning. Other experts have found English teachers have gradually neglected grammar learning because of the new curriculum standards’ call for communication competence, and English learning has also inhibited by the first language of the students; they have still held the traditional and backward teaching mode and students have lacked the ability to think independently (Li Ling,2018). Therefore, some English teachers have misunderstood the new curriculum standards and paid less attention to grammar teaching, pronoun teaching as well. Form, use and rules are all important. The teaching mode should be improved, and the authentic communicative contexts or theme contexts are also important. Middle school English pronoun teaching should take them as well.

On the other hand, Chinese students have encountered some pronoun errors when studying English in high school. The One is pronoun reference ambiguity, that is, students wrongly use “it” and “this”, and overuse “they”; the second is misuse of anticipatory “it” or confusion between it and demonstrative pronouns, “it” referring to someone or something undetermined in some contexts and texts; the third is errors in number agreement with a noun, that is, the third type of pronoun errors is concerned about number agreement with a noun it refers to and this type of errors mainly involves confusion between singular and plural forms of pronouns; the forth is case error of personal pronouns, that is, case errors within personal pronouns and confusion between personal pronouns and possessive pronouns; the fifth is misuse or confusion of interrogative and relative pronouns (Cao Qingxiang,2022).

Besides, research has found many students have confused English pronouns and Chinese pronouns (Zhang Huiping,2018). Their English pronoun learning is greatly influenced by the negative transfer of the mother tongue. Students always have difficulties in distinguishing the genders of personal pronouns, like nominative case and accusative case, and possessive pronouns, like adjective possessive pronouns and noun possessive pronouns. They have no idea about using the singular or plural form of verbs dependent on the singular and plural form of the subject, including pronouns. They have trouble in mastering two different meanings and use of “you” and special uses of “it”. All in all, the reasons behind students’ misunderstanding are their unfamiliarity of pronouns’ grammatical knowledge, but more importantly, their lack of cultural knowledge behind these English pronouns.

In conclusion, English pronoun teaching in middle school from the perspective of cross-culture is practicable and useful, which is the answer to the first research question. It provides a new and effective way of teaching pronouns, which helps to overcome common difficulties and problems in grammar teaching and pronoun errors in pronoun learning. The key to this new teaching method is to find the cultural knowledge behind these pronouns which does goods to explain their errors.

### **3. English Pronoun Analysis from a Cross-cultural Perspective**

#### **3.1. More Pronoun Use in English than in Chinese**

Chinese students speaking in Chinese do not only communicate with their families or friends who have the same cultural background and the same studying experience, but also with foreigners in English. All are aspects of language and cultural communication. All Communications happen in certain contexts. Factors affect communicative contexts are the identity of the participators, communicative purposes, communicative settings, and interactional relationships, which includes social relationship, power and solidarity, roles and role relationships (Jia Yuxin,2009). Among them, the differences between power and solidarity are heavily influential.

Social status of communicators influences human communication, which can be hierarchical or vertical, and egalitarian or horizontal. Chinese society is dominated by power, while Western society is dominated by solidarity (Jia Yuxin,2009). Power is hierarchical and it differs in seniority and inferiority, elders and children, educated people and illiterate people, officers and subordinates. Solidarity is egalitarian and it means equality in people due to their shared experience and their similar social characteristics.

Moreover, Language is one of symbols reflecting these two social relations, on the one hand, formal language reflecting power and difference in social status, informal reflecting solidarity and intimacy. On the other hand, English speakers, whose language is featured as solidarity and equality, are prone to use some informal and casual appellations frequently, such as names and pronouns, and the foreign language English is one of them. But Chinese speakers are used to addressing others with their titles or official titles.

That is why most Chinese students struggle in pronoun learning who have hardly ever learned so many pronouns when accessing their mother tongue. And their Chinese-studying experience also hinders their pronoun studying. For example, Chinese students seldom use the technique of pronoun repetition in their writing or speaking. They have difficulties in using the appropriate pronouns and mastering how to transform pronouns as required. They are likely to address their family members with titles, rather than names, which is uncommon in English communication. Such classroom teaching and learning is ineffective without authentic contexts.

#### **3.2. Chinese Pictograph in High Context culture, and English Phonemic Characters in Low Context Culture**

Chinese is parataxis in high context culture and English is hypotaxis in low culture context. According to context theories, context of situation, the language, English is phonemic and used in low context culture, which Chinese is pictographic in high context culture. Languages in high context culture are implicit and implicative with more non-linguistic encoding and less exposed reaction, such as the mother tongue, Chinese, while languages in low context culture are explicit and clear with more linguistic encoding and more exposed reaction, such as the foreign language English (Jia Yuxin,2009). So, English in low context culture pays much attention to forms and structures of the language,

while Chinese in high context culture is implicit without too many constraints of its grammatical rules, and Chinese-speakers get the meanings behind the language Chinese through the contexts and non-linguistic information. It accounts for more pronoun using and more grammatical rules in English, like deformation of pronouns and “v-s” for the singular form of the third person singular pronoun. On the other hand, Chinese is pictographic, while English is phonemic. To achieve discourse coherence, Chinese relies on character forms, while English relies on pronunciation change. Among all pronouns, Chinese students always make personal pronouns mixing mistakes.

#### **3.3. Personal Pronouns for an Example: Characteristics of the Two Cultures**

##### **3.3.1. Characteristics of English Personal Pronouns**

Influenced by different cultural orientations, Chinese and English, these two different languages, have different characteristics, such as of personal pronouns. There are characteristics of English personal pronouns. Firstly, as for the pronoun grammatical category of number, there is one form of the second person pronoun “you”, without distinction between singular and plural forms. And for the second person and the third person, different words are used to distinguish the singular form with the plural form, like “he” for the singular and “they” for the plural. Secondly, as for gender, there are different personal pronouns referring to males and females for the third person, “he” for the singular form of males, “she” for the singular form for females, and “it” for the singular form of things or animals. Thirdly, as for case, apart from the second person, different forms of the first person and the third person are used to play the role of subjects and objects in the sentences, the first and the third person. For example, the subject nominatives of the first person are “I” and “we”, while the objective cases are “me” and “us”. The subjective cases of the third person are “he”, “she” and “they”, while the objective cases are “him”, “her” and “them”. Fourthly, the possessive case is represented by the possessive pronoun, like “my”, “your” and “her” (Liu Qin,2007).

##### **3.3.2. Characteristics of Chinese Personal Pronouns**

There are characteristics of Chinese personal pronouns. Firstly, as for number, Chinese speakers get the plural form after adding another word “men” (们) after words, like “ta” (他) for the singular and “ta men” (他们) for the plural. Secondly, as for gender, there are differences in spelling rather than pronunciation for different genders for the third person, like “ta” (他) for the singular male, “ta” (她) for the singular female and “ta” (它) for the singular thing or animal. Thirdly, as for case, there is no differences in form when personal pronouns function as subjects or objects. Fourthly, there is no specific possessive pronouns in Chinese. But personal pronouns followed by the character “de” (的) represent the possessive case, like “wo de” (我的) (Liu Qin,2007).

##### **3.3.3. Cultural Explanation for Personal Pronouns Errors**

The differences of English and Chinese causes Chinese students to confuse with personal pronoun use in English studying. English learners in China are greatly influenced by their mother tongue. Research has found, Chinese students follow Chinese writing rules to usually omit pronouns, as well as the third personal pronouns, or use lexical repetition when in English writing, instead (Liu Qin,2007). And they often omit the third person possessive pronouns, which is the most

common and obvious, and all third person possessive pronouns are less frequently used by Chinese students in their English writing than by native English learners. Chinese students often use names and nouns in oral speaking when referring to some things. The excessive use of noun strategies is not only a direct result of the influence of Chinese referential patterns, but also an indirect result of using communicative strategies to avoid pronoun errors. In Chinese high context culture, pronoun omission won't affect sentence meaning or discourse comprehension, and it can simplify texts and help master main ideas, instead. But in English low context culture, pronoun repetition can improve discourse coherence. Therefore, students concept change and English pronoun conversion practice in junior high school are necessary. Authentic language materials, which can provide the authentic contexts and correct pronoun use for English learners in junior high school, is the appropriate input.

Secondly, gender misuse of the third person personal pronouns and case misuse are very common among Chinese learners. Because Chinese characters are mostly distinguished by forms or spelling rather than pronunciation and "she" and "he" are read the same in Chinese, mixed use of "she" and "he" is of high frequency. Because there is no case in Chinese pronouns, they mix "I" with "me", and they cannot master that "you" can be used as the subject or the object. Some of the students confuse "there" and "they", which directly leads to their confusion between "there is/are" and "they have".

Lastly, Chinese students always forget predicative verb singular transformation changed for the singular form of the third person personal pronouns. Because English is phonemic and used in low context culture, English stresses the language forms and grammar. Many students fail to master predicative verb singular transformation when the subject is the singular form of the third person personal pronouns. There is no such expression in Chinese pronoun using.

### **3.4. Pronoun Errors Conclusion from the Cross-cultural Perspective**

Cultural knowledge behind these languages causes pronoun confusion when Chinese learners study and use English. Firstly, generally speaking, culture influences thinking, and the first two influence language. Chinese in high context culture is a pictographic and paratactic language, which makes Chinese less mind morphological changes in language organization and influences its category system of parts of speech and its grammatical properties, which reflects Chinese holistic thinking mode. That is the reason why Chinese students always ignore English language forms and grammatical rules. Secondly, as for parts of speech, the mother tongue transfer, especially about parts of speech and its category, greatly affects the foreign language learning. For example, the negative form transfer of parts of speech causes students to ignore case in English and confuse the subject case with the object case of personal pronouns; The negative meaning transfer makes students unknow the relation between the singular pronouns and the predicative verbs, and misuse "he" and "she" as well; the negative concept transfer leads to the lack of possessive pronoun concept in Chinese students' understanding, and confusion between personal pronouns and possessive pronouns, between interrogative pronouns and relative pronouns, between personal pronouns and reflexive pronouns(Zhang Huiping,2018). Thirdly, grammar is reflected through word classes or parts of speech. Related concepts and classifications are unclear and different

from the Chinese one. English pronouns mixing influences their grammar studying and discourse Interpretation.

The key to alleviating these problems is for English teachers to understand their cultural differences and form distinctions, and then to guide students to find their similarities and differences among Chinese and English pronouns.

## **4. English Pronoun Teaching Strategies from the Cross-cultural Perspective**

### **4.1. Supplement Relevant Concepts and Knowledge Explanations**

Firstly, middle school teachers supplement relevant concepts and knowledge explanations, and then students form English pronoun systems. As mentioned above, because of different cultures, English pronouns and Chinese pronouns have different systems, such as different parts of speech, different meanings, different concepts and different grammatical rules. It leads to confusion between different pronoun parts of speech, confusion within the same category of speech, and grammatical rules about English pronouns. Confusion between personal pronouns and possessive pronouns, confusion between personal pronouns and reflexive pronouns, confusion between the subjective and the objective in case of personal pronouns, and subject-predicate agreement in pronoun using, and so on.

Most rules of their mother tongue are negatively transferred and used into English pronoun learning. In other words, differences in the subcategories and attributes of Chinese and English pronouns increase difficulties of learning English. To correct their pronoun errors, English teachers should help them clarify different parts of speech of various English pronouns for one thing, guide English learners to gradually establish a system of English pronoun concept categories and their grammatical nature. The English pronoun adjustment and reconstruction process is a difficult and long journey. It is necessary to constantly strengthen their awareness of pronoun parts of speech when teaching to make them understand the essential differences between Chinese and English pronoun internal subcategories and attributes.

### **4.2. Use Authentic Discourse Materials and Establish a Real Communicative Environment**

Secondly, English teachers in junior high school, are supposed to choose authentic discourse materials which are expressed in English, real and related to their life as well. On the other hand, establishing a real communicative environment can provide a meaningful road to solve some everyday problems and master pronoun use in English communicative contexts. But it is worth noticing that grammar or knowledge and skills are both important. For one thing, the English Curriculum Standards for Compulsory Education (2022 Edition) stresses core competencies, the overall development of students. Therefore, English pronoun grammatical rules or systems, and the use all need teaching. For another, as for English learners from China, there is no circumstances under which second language acquisition takes place. That is why English learning in China is regarded as one kind of the foreign language learning. But emphasis of the authentic communicative environment from the theory of

Second Language Acquisition makes sense.

Cultural knowledge and differences are reflected through the two languages. Old and textbook texts with Sinicized language and discourse structures, only mislead English learners to master English pronouns with the thinking patterns of Chinese culture. For example, there are few noun repetitions in English pronoun using, but much pronoun using. Moreover, our choices of pronoun forms reflect our understanding of the referent in the concrete communicative contexts and our specific views, and the connotation behind these pronouns is more abundant than the basic content and meaning of their forms (Enfield, et al., 2007). Pronouns can be used as linking words in written or spoken English, which is greatly influenced by the communicative contexts. That is enough to illustrate the importance of the authentic communicative context.

### 4.3. Summarize Students' Pronoun Errors and Strengthen the Correct Forms

Thirdly, teachers should summarize students' pronoun errors and help them to correct mistakes with the right forms and expressions. Students in junior high school learn English pronouns for one thing and use them for another. So, if students don't correct their pronoun errors successfully, their language input and output are both influenced. English teachers conclude students' typical and common pronoun errors and choose the appropriate teaching materials again. But most importantly, students should correct themselves, objectively evaluate their pronoun using, reflect themselves, discover and correct pronoun errors. It is essential to improve their learning ability and their use of learning strategies, like metacognitive strategies, cognitive strategies, communication strategies, emotional management strategies.

On the other hand, at the similar age, Chinese students in junior high school with the same Chinese cultural background, make the same error. But students at different proficiency levels have different types of pronoun errors. Therefore, English teachers should analyze the patterns behind these errors in order to help students get a firm grasp of pronoun.

## 5. Conclusion

The key to implementing our new Compulsory Curriculum Standards is cultivating core competencies. But there are many teaching problems in practice, like pronoun teaching errors. This study comes up with a new perspective for teaching English pronouns. By research a lot of literature at home and abroad, it finds that teaching English pronouns in junior high school from the cross-cultural perspective is practicable. And then three teaching strategies are come up with by analyzing cultural knowledge and cultural differences behind these two different languages, English and Chinese.

However, there are few previous studies abroad on teaching pronouns from the cross-cultural perspective, which reduces research credibility and increases research difficulties. Besides, the cross-cultural perspective just provides a good way of explaining cultural knowledge and reasons why most Chinese English learners in junior high school make pronoun errors. pronoun teaching must be taken into the English class. There is impossible to teach the grammar, pronoun knowledge, alone in the whole class. And the teaching strategies from the perspective of cross-culture need exploring deeply. For example, some methods which the new curriculum standards emphasize are integrated in English

pronoun teaching from the cross-cultural perspective, like unit teaching, discourse teaching and English learning activities outlook.

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