

Analysis of the application of Chinese excellent traditional culture in primary school English teaching activities from the perspective of new curriculum standards

Youyan ZHAO¹, Lin SUN², Jing LI²

1. School of Foreign Studies, Langfang Normal University, Langfang 065000, China

2. Langfang No. 11 Primary School, Langfang 065000, China

Abstract: Primary school is a critical period for students to lay the foundation of English. According to the New Curriculum Standards, primary school English teachers should add some Chinese traditional culture contents while teaching English language knowledge and language skills, so as to improve students' cross-cultural communication skills and enhance their cultural confidence. This paper focuses on the current situation of the integration of primary school English classroom teaching with Chinese traditional culture, and puts forward suggestions for the current situation of insufficient Chinese traditional culture in primary school English classroom teaching.

Key words: New Curriculum Standard; Chinese excellent traditional culture; primary school English teaching

1 Introduction

As an important part of Chinese culture, traditional Chinese culture embodies the wisdom of the Chinese people and their aspirations for a better life in historical sources, folk customs, poems and songs. In the Guidelines for Improving Chinese Excellent Traditional Culture Education issued by the Ministry of Education in 2014, it is proposed that Chinese excellent traditional culture education should be promoted in an orderly manner by school segments, Chinese excellent traditional culture education should be systematically integrated into the curriculum and teaching materials system, the level of teachers of Chinese excellent traditional culture education should be comprehensively upgraded, and efforts should be made to enhance the diversified support of Chinese excellent traditional culture education. The English Curriculum Standard for Compulsory Education, Version 2022 (hereinafter referred to as "the new standard") is guided by Comrade Xi's thought of socialism with Chinese characteristics in the new era, which comprehensively carries out the Party's education policy, implements the fundamental task of establishing morality and educating people, and takes the cultivation of new people with ideals, skills and commitment as the starting point and the landing point [1].

Primary school is the key period for students to lay the foundation of English. According to the New Curriculum Standard, while teaching English knowledge and skills, primary school English teachers should add some traditional Chinese culture content, so that primary school students can tell Chinese stories in English, improve their cross-cultural communication skills, and enhance their cultural self-confidence. At present, most of the English teaching in primary

schools focuses on cultivating students' language skills and neglects the learning and output of traditional Chinese culture. Therefore, it is crucial to find suitable entry points and cleverly design classroom activities to guide students to learn traditional Chinese culture implicitly.

2 Research process

2.1 Research method

This study used the App Questionnaire Star's self-administered *Questionnaire on the Integration of Chinese Traditional Culture into Primary School English Classroom Activities-Teacher's Volume* to conduct the survey research. The questionnaire mainly focuses on teachers' attitudes and frequency towards the integration of Chinese traditional culture into primary school English teaching, as well as students' needs, with a view to understanding the current situation of integrating Chinese traditional culture into the primary school English classroom, existing problems and corresponding solution strategies.

2.2 Research participants

The subjects of this study were English teachers of three primary schools in Langfang City, Hebei Province, and the samples were obtained by distributing questionnaires. A total of 23 teachers were selected, 23 questionnaires were distributed and 23 were returned. After review, all 23 questionnaires were valid, with a validity rate of 100%.

3 Analysis of results

The English teachers who participated in the study were basically between the ages of 30 and 50. Although they had many years of experience in teaching English, they did not introduce traditional Chinese culture in English very often, and their knowledge of traditional Chinese culture was not much covered in English tests. The survey shows that only 34.7% of the teachers often incorporate Chinese traditional culture in the classroom, and only 26.09% of the teachers involve the knowledge of Chinese traditional culture in the test.

Students are still very interested in the knowledge of Chinese traditional culture. The results of the survey show that 73.91% of the students are very interested in Chinese traditional culture, and the teachers also think that it is very necessary to incorporate the knowledge of Chinese traditional culture into English classroom activities.

4 Suggestions for integrating Chinese excellent traditional culture into English classroom activities in primary schools

4.1 Digging deeper into the material and designing integration activities

There are rich traditional cultural elements in the Hebei Education Press English teaching materials for primary schools (see Table 1). Teachers can realize the effective penetration of traditional culture in primary school English teaching as long as they develop and make use of them scientifically and explore them attentively. For example, when introducing the Spring Festival, a traditional Chinese festival, teachers can collect information about the festival in advance, including the date, food, customs and habits, so that students can appreciate the charm of the traditional Chinese festival. When introducing the sights of Beijing, teachers can collect relevant pictures and expressions in advance and let students introduce the sights in English.

Table 1. Statistical analysis of the culture percentage in the Hebei Education Press Primary English (starting from Grade 3) textbook

Cultural sources	Cultural content	Weighting
Chinese excellent traditional culture	soup, noodles, Beijing, The Spring Festival, Tian'anmen Square, the Palace Museum, The Great Wall	65%
English-speaking cultures	hamburgers and hot dogs, English-speaking countries, school in Canada, winter in Canada, Christmas, Helen Keller	35%

The traditional cultural knowledge that students absorb in the English classroom will eventually be applied to real life. Through effective teaching activities, students can internalize traditional Chinese culture in their hearts and externalize it in their actions. On the one hand, teachers should actively design diversified practical activities for students according to the specific curriculum content to enrich the forms of penetration of traditional Chinese culture in the English curriculum. On the other hand, they should also lead students to actively participate in the activities to enhance their love for traditional Chinese culture and to achieve a seamless integration of traditional culture education and English teaching in primary schools [2].

4.2 Increasing teachers' knowledge base of traditional Chinese culture

The influence of teachers' academic qualities and knowledge reserves on students should not be underestimated [3]. Firstly, teachers should teach foreign cultures on the basis of a high degree of identification with their own cultures, so as to make students deeply aware of the irreplaceable role played by the excellent traditional Chinese culture in promoting the progress of human civilization. Secondly, primary school English teachers should strengthen their own learning and accumulation, and absorb and accept the achievements of Chinese excellent traditional culture. Teachers can improve their knowledge reserves about Chinese excellent traditional culture, such as Confucianism, philosophy, canonical books, folk customs and traditional thoughts, etc., through independent study or group training. At the same time, the school will conduct various levels and types of training in the future, integrating excellent traditional Chinese culture with training content, and inviting experts, scholars, and non-genetic inheritors to participate in the training.

4.3 Improving the evaluation system

The survey shows that there is insufficient examination of students' Chinese traditional culture in the English test in primary schools. In future tests, questions about Chinese traditional culture can be added. For example, in the composition questions, letters can be used to introduce to foreign friends how our country celebrates traditional festivals such as New Year, and in the reading questions, reading texts about Chinese excellent traditional culture can be added. This will not only stimulate students' interest in expressing Chinese excellent traditional culture in English, but also set the right wind direction for their learning of Chinese excellent traditional culture.

5 Conclusion

In primary school English teaching under the guidance of the New Curriculum Standards, teachers should fully penetrate traditional culture into the English curriculum by digging into the traditional cultural elements in the teaching materials, stimulating students' interest in exploring traditional culture, and creating diversified English teaching situations, so as to realize the in-depth integration of primary school English education and traditional culture education.

Acknowledgments

Fund Project: Major Research Project on Elementary Education of Education Science Planning of Langfang, 2023.
(Project name: Research on the integration of Chinese excellent traditional culture into primary school English teaching activities from the perspective of New Curriculum Standard; Project No.: JCJY202307)

Conflicts of interest

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

References

- [1] Liu Y. 2022. The integration of Chinese excellent traditional culture into primary school English teaching design. Southwest University.
- [2] He YX. 2022. Research on the integration of Chinese excellent traditional culture into English teaching in primary and secondary schools - taking X school in L city of Xinjiang as an example. *English Teachers*, 8: 36-39.
- [3] Wei SH. 2023. Driving the reform of cultural education in colleges and universities in the new era with excellent traditional Chinese culture. *Region - Educational Research and Reviews*, 5:183-183.