

# **A Survey and Analysis of the Current Situation of Integrating Chinese Traditional Culture into Primary School English Teaching and Learning**

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**Abstract:** Integrating Chinese traditional culture into primary English teaching can not only guide students to form a good cultural character and make them have higher cross-cultural communication skills, but also make students' humanistic vision become broader and stimulate their motivation to learn the excellent traditional culture. Based on this, this paper adopts the questionnaire survey method and interview method to explore the problems of traditional Chinese culture in the process of integrating into elementary school English teaching, so as to provide a reference for relevant educators to carry out English teaching, and then effectively inherit and carry forward the excellent traditional Chinese culture while improving the effect of English teaching.

**Keywords:** Chinese Traditional Culture; Elementary School English Teaching; Integration Status Quo

## **1. INTRODUCTION**

The introduction of Chinese traditional excellent culture in elementary school English education is of great significance to the overall development of students. Such integration not only helps to improve the cultural quality of teachers and enrich the depth and connotation of teaching, but also for students, it is conducive to the cultivation of their good moral qualities and correct values (Chu, 2018). This teaching method enables students to better understand and inherit their traditional culture and enhance their ability of cross-cultural communication while improving the efficiency of English learning. At present, English teaching in elementary school faces some challenges (Ma, 2023). On the one hand, many students pay too much attention to the improvement of language skills in English learning and neglect the importance of the inheritance of traditional culture (Jiang, 2023). On the other hand, teachers also seem to be incompetent in the process of combining traditional culture with English teaching, which leads to monotonous and boring teaching content. In order to overcome these problems, teachers should deeply explore and promote the essence of traditional Chinese culture in English teaching and effectively combine it with English teaching. This practice can not only make the teaching content more colorful and enhance students' learning interest, but also

enhance students' sense of identity and pride in traditional culture (Xi Chen, 2023). Compared with other subjects in elementary school, English learning is more difficult and requires students to have strong language application skills and knowledge reserves. Integrating Chinese excellent traditional culture into elementary school English teaching can effectively solve this problem and enhance the fun and practicality of the classroom, which is of great value for teaching. Therefore, it is not only important but also necessary to integrate Chinese excellent traditional culture into elementary school English teaching, which is worth further promotion and practice.

## 2. THE IMPORTANCE OF INTEGRATING CHINESE TRADITIONAL CULTURE INTO ELEMENTARY SCHOOL ENGLISH TEACHING AND LEARNING

It is of great significance to integrate traditional Chinese culture into elementary school English teaching. By passing on and promoting Chinese traditional culture, expanding students' horizons and improving their cross-cultural awareness and communication skills, enriching teaching content and stimulating students' interest and motivation in learning, as well as laying a foundation for future cross-cultural communication and cooperation (Xiuping Chen, 2023; Li, 2023), it can improve students' comprehensive quality and future competitiveness, and at the same time, it can make an development (Hu, 2022; Qiao, 2021). Inherit and promote Chinese traditional culture. Chinese traditional culture is the treasure of the Chinese nation and the soul of the Chinese nation. Integrating Chinese traditional culture into elementary school English teaching can enable students to better understand and recognize Chinese traditional culture, cultivate their cultural self-confidence and patriotic feelings, and then pass on and carry forward Chinese traditional culture (Jing, 2020). Expanding students' horizons, improving cross-cultural awareness and communication skills (Qin, 2019). By integrating traditional Chinese culture into elementary school English teaching, students can understand the differences between different cultures, expand their horizons, and improve cross-cultural awareness and communication skills. This helps to cultivate students' comprehensive quality and improve their future competitiveness (Li, 2018; Wang & Sheng, 2022). Enriching teaching content to stimulate students' learning interest and motivation (Wan, 2023). Chinese traditional culture has rich connotation and diverse forms,

integrating Chinese traditional culture into elementary school English teaching can enrich the teaching content, expose students to novel teaching content, stimulate students' learning interest and motivation, and improve the teaching effect (H. Chen, 2023; Yan Shaoli, 2020). Lay the foundation for future cross-cultural communication and cooperation. With the deepening of globalization, cross-cultural communication and cooperation have become an indispensable part of people's daily life. By integrating traditional Chinese culture into elementary school English teaching, we can lay a foundation for students' future cross-cultural communication and cooperation, so that they can better adapt to the trend of globalization.

### 3. ANALYSIS OF THE CURRENT SITUATION OF INTEGRATING CHINESE TRADITIONAL CULTURE INTO PRIMARY SCHOOL ENGLISH TEACHING

#### 3.1 Questionnaire Design

(1) Survey subjects and questionnaire content: In the course of this research, the questionnaire method is the main method. The objects of the survey were all the students in the sixth grade of an elementary school in Taiyuan City. The main purpose of the research questionnaire is to exhaustively grasp the primary school students' concern for traditional Chinese culture and their learning effectiveness; in addition, the questionnaire aims to study how to effectively incorporate and present traditional cultural elements in the process of elementary school English education. The items were scored on a five-point Likert scale, i.e., "Strongly Disagree", "Disagree", "Not Sure", "Agree", "disagree", "not sure", "agree", "agree" and "strongly agree" were scored as 5, 4, 3, 2 and 1 points respectively. In order to explore the actual situation of the integration of traditional Chinese culture in English teaching in elementary school in Taiyuan, this study not only utilized the questionnaire method, but also conducted in-depth individual interviews with five experienced English teachers in an elementary school in Taiyuan. These English teachers (A, B, C, D, and E) had four, ten, fifteen, twenty-two, and twenty-three years of educational experience, respectively, and their observations and insights into classroom situations provided an important source of information for this study. During the interviews, the teachers discussed in detail various aspects of their students' enthusiasm for learning about traditional Chinese culture, their level of mastery of traditional cultural knowledge, and their ability to express this cultural knowledge in English. At the same time, they

shared their views and suggestions on how to better incorporate traditional culture in primary English teaching. These interviews emphasized the necessity of fostering students' intercultural communication skills, and also pointed out the problems students have in learning traditional cultural knowledge, such as weak basic knowledge and limited ability to express themselves. Based on these interviews, the study suggests several practical teaching strategies aimed at more effectively introducing traditional Chinese culture into elementary school English teaching. These suggestions include the use of contextual teaching method and case study teaching method in order to stimulate students' interest in learning and motivation to participate. Table 1 below.

Table 1: Design dimensions and question number distribution of the questionnaire on the current situation of learning English in Chinese traditional culture

Dimension	Title Number
Attention to and Learning Level of Traditional Chinese Culture	1-5
Mastery of Traditional Chinese Culture and English Presentation Skills	6-10
Attention to Traditional Chinese Culture in the English Curriculum	11-15
The Current Situation of English Learning and Extracurricular Learning Related to Chinese Traditional Culture	16-20

(2) Questionnaire reliability and validity analysis: In order to ensure that the results of the questionnaire are highly credible and to accurately assess the reliability of the questionnaire, we used the Cronbach's Alpha reliability coefficient as an evaluation tool. This coefficient is a key measure of the internal consistency of the questionnaire, with higher values indicating greater reliability of the questionnaire and vice versa. In academic research, a Cronbach's alpha coefficient of 0.5 or above is usually considered to be a basic level of reliability, while a coefficient of more than 0.7 indicates that the questionnaire has a high level of reliability. In this study, 0.7 was adopted as the criterion for acceptance. Please refer to Table 2 for the specific measurement results.

Table 2: (a) Reliability analysis

Dimension	Item Count	Cronbach's Alpha
Attention to and Learning Level of Traditional Chinese Culture	5	0.917
Mastery of Traditional Chinese Culture and English Presentation Skills	5	0.918
Attention to Traditional Chinese Culture in the English Curriculum	5	0.925

Table 2: (b) Reliability analysis

Dimension	Item Count	Cronbach's Alpha
The Current Situation of English Learning and Extracurricular Learning Related to Chinese Traditional Culture	5	0.853

As can be seen from the above table, the Cronbach's Alpha coefficients for all dimensions of the scale are between 0.853 and 0.925, which indicates that the results of the scale are extremely high for consistency and stability, both above 0.7, indicating that the questionnaire in this paper has a high degree of reliability. Validity analysis. Validity is mainly used to describe whether the measurement results are reasonable. In order to ensure the validity of this questionnaire, this study adopts KMO and Bartlett's sphericity test to assess the validity of the scale. The KMO value is a key indicator for evaluating the applicability of the questionnaire, and the size of its value determines the appropriateness of conducting factor analysis. Usually, a KMO value of more than 0.9 means that it is very suitable for factor analysis; if the KMO value is between 0.8 and 0.9, it means very suitable; between 0.7 and 0.8 means suitable; between 0.6 and 0.7 is an acceptable level; whereas a KMO value of 0.5 to 0.6 is considered poor; and a KMO value of less than 0.45 is usually regarded as not suitable. In addition to the KMO value, the probability value of the Bartlett's test of sphericity is also an important indicator of the validity of the scale. When the KMO value is higher than 0.7 and the probability value of Bartlett's test of sphericity is lower than 0.05, it usually indicates that the scale has good validity. For detailed results, please see Table 3 below.

Table 3: Analysis of the validity of the questionnaire

KMO Sample Suitability Quantity		0.772
Bartlett's Test of Sphericity	Approximate chi-square	564.207
	Degrees of freedom	19
	Significance	0.000

According to the data in the table above such as KMO Sampling Suitability Measure, Sphericity Test and Significance, it can be proved that the validity of the questionnaire is good and the data are authentic and reliable.

### 3.2 Analysis of results

(1) Analysis of questionnaire results: In this study, we distributed a total of 500 questionnaires to the sixth grade students of an elementary school in Taiyuan City and filled them out anonymously. This method ensured

that the data we collected were highly authentic and reliable, providing solid data support for our study. In the end, we returned all 500 questionnaires, of which 485 questionnaires were valid, with a valid recovery rate of 97%. This high percentage of valid questionnaires shows that the data we collected is highly credible. Through in-depth analysis of these 485 valid questionnaires, we found that in the process of English learning, students' understanding of Chinese culture is obviously insufficient, and this situation is not only apparent at the level of thought, but also at the level of behavior. Specifically, in terms of using English to express Chinese culture, students showed multiple deficiencies. In order to understand more accurately in which specific aspects students were short in, we conducted an exhaustive statistical analysis of various dimensions including understanding of Chinese culture, English expression skills, and practical application skills. See Table 4 for details.

Table 4: Basic statistics on the dimensions of the questionnaire

	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>P</b>
Attention to and Learning Level of Traditional Chinese Culture	485	3.52	1.03	3.25	0.003
Mastery of Traditional Chinese Culture and English Presentation Skills	485	3.47	0.95	3.12	0.001
Recognition of the Importance of Traditional Chinese Culture in the English Curriculum	485	2.56	0.91	-3.29	0.002
Traditional Chinese Culture Related English Learning and Extracurricular Learning	485	3.33	1.03	2.03	0.037

As can be seen from the above table, students showed more positive responses in terms of their interest in and level of learning about traditional Chinese culture, their mastery of knowledge about traditional culture, and their attitudes towards relevant Chinese cultural content in their English studies and extracurricular activities, as the average scores in these areas exceeded 3 points. This suggests that students generally held uncertain or disagreeable attitudes in these areas. Regarding the awareness of the importance of traditional Chinese culture in English language teaching, the students' mean scores were below 3, which indicated that their attitudes on this point were somewhere between agreement and uncertainty. The differences on the different dimensions showed significance ( $p < 0.05$ ), which suggests that there are significant differences in the perceptions and attitudes of different students on these aspects. Therefore, we need to further explore the factors affecting students' interest in and learning level of traditional Chinese culture and find ways to improve their mastery in

this area and their ability to express themselves in English. It is also important to examine how traditional Chinese culture can be more effectively integrated into the English curriculum in order to raise students' awareness of its importance in English learning. According to the results of the questionnaire survey, the following problems were found: Most of the students are not interested in traditional Chinese culture, and some of them are even resistant to the English course. This attitude may be the main reason for their lack of interest in English learning involving traditional Chinese culture. The vast majority of students have limited knowledge of traditional Chinese culture. Not only are they unfamiliar with how to express Chinese culture in English, but they also face obstacles such as a lack of relevant vocabulary, unfamiliar sentence structures, and a lack of familiarity with Chinese culture itself, all of which prevent them from expressing traditional Chinese culture in English. In addition, many students do not realize the importance of traditional Chinese culture in English learning, nor do they fully recognize the value of learning English. Therefore, in the process of English learning, they tend to neglect the learning of traditional Chinese culture and hold a negative attitude towards it. In order to enhance students' attention to learning English content related to traditional Chinese culture, it is recommended to strengthen the combination of traditional Chinese culture and English teaching to enhance students' cultural awareness and cross-cultural communication skills. At the same time, teachers should also pay attention to cultivating these abilities in teaching and guiding students to recognize the importance of traditional Chinese culture in English learning.

(2) Analysis of Interview Results: 1) Teachers' views on the degree of importance of traditional culture are inconsistent with the actual performance results: Teachers highly recognized the importance of incorporating traditional culture education into elementary school English teaching theoretically, and generally believed that traditional culture education should be integrated at the elementary school level. However, in actual teaching practice, most teachers preferred to focus on teaching basic language knowledge, grammar, vocabulary and test-taking skills because the test-taking education system did not include these contents in the scope of the assessment and such integration might increase the teaching and learning burden of teachers and students, and there was even the view that it might interfere with the progress of the original curriculum. In contrast, how to effectively convey the deeper meanings of traditional culture through the medium of English is often neglected or not adequately implemented in teaching.

Teacher A: "I am convinced of the importance of integrating traditional Chinese culture in primary education, but this strategy must be implemented in such a way as to ensure that it does not interfere with the normal teaching and learning progress. At present, English teaching focuses mainly on the introduction of Western culture, while the dissemination and promotion of traditional Chinese culture is relatively insufficient. Therefore, it has become an urgent task to introduce elements of our national culture into the English classroom. Doing so will not only enhance students' enthusiasm for learning, but also improve their ability to express themselves in English."

Teacher B: "In daily teaching activities, teachers often lack sufficient attention to the importance of integrating traditional culture into the classroom. Teachers are currently faced with heavy teaching tasks, and we often lack the time and energy to study and practice this aspect in depth. At the same time, due to the education system's excessive focus on test scores, students' learning and teachers' teaching focus on test-taking. This status quo clearly needs to be adjusted and optimized in order to balance the relationship between test-taking education and traditional cultural education more effectively."

2) Teachers are at a loss as to how to integrate traditional Chinese culture and English teaching and learning: In our survey, we found that due to the limitations of class scheduling, the current English textbooks for elementary school contain relatively little content related to traditional Chinese culture, and there is a lack of specialized guiding documents and corresponding teaching materials. This results in teachers facing difficulties in conducting traditional culture education and lacking the necessary resources and support. Therefore, in order to more effectively integrate traditional culture into elementary school English teaching, there is an urgent need to update and enrich the content of teaching materials and provide more guidance documents and teaching resources. At the same time, teachers should also actively seek innovative teaching methods and maximize the use of existing resources in order to stimulate students' interest in and understanding of traditional Chinese culture.

Teacher A: "In our daily teaching activities, other teachers and I usually focus on explaining the content of the textbook, learning vocabulary and grammar, and teaching some basic sentence patterns and phrases. Although we would like to incorporate Chinese cultural elements into our teaching, this goal is difficult to achieve due to heavy teaching loads and time constraints. This is one of the reasons why less emphasis has been placed on traditional cultural integration in teaching in the past. In order to

pass on and promote traditional Chinese culture more effectively, we need to arrange sufficient time in the teaching program so that teachers can better integrate traditional culture into English teaching. In addition, teachers should actively seek innovative teaching methods and make full use of existing resources in order to enhance students' interest in and understanding of traditional Chinese culture."

Teacher C: "In my past classroom teaching, I have considered how to incorporate elements of traditional Chinese culture into my teaching. However, due to the heavy teaching load and tight curriculum schedule I faced, this made it difficult for me and it was often hard to translate these ideas into practical actions. In order to pass on and promote traditional Chinese culture more effectively, more attention and time needs to be given to this in the teaching process. Only under such conditions can teachers have enough space and opportunities to integrate traditional culture into their teaching, thus enhancing students' cultural quality and cross-cultural communication skills."

Teacher E: "Despite the current emphasis on quality education, the education system is still in fact mainly oriented to test-taking. In order to motivate students and teachers to pay more attention to traditional culture education, I suggest that the knowledge content of traditional Chinese culture be included in the English course examination syllabus to ensure that it is really emphasized. This will provide teachers with sufficient resources and time to impart knowledge of traditional culture, and will also inspire them to further research and explore how to effectively integrate traditional culture into English teaching."

3) Single mode of teaching and inadequate teachers' teaching standards: The field of education in China is facing some important challenges. First of all, most teachers are constrained by traditional education in their teaching methods and modes, and the current educational environment is even more in favor of test-based education, which leads to the limitation of teachers' innovative ability. In addition, there is relatively little coverage of traditional Chinese culture in English textbooks, which makes it difficult for teachers to introduce relevant knowledge and expand it in depth in the classroom. This situation restricts teachers' play in the educational process and hinders the organic integration of traditional culture and English teaching. (Ruan & Lu, 2023).

Teacher A: "In the midst of a busy teaching schedule, I often can only make hasty references to traditional cultural knowledge, sometimes even choosing not to explain it in detail. Current teaching methods also seem to lack techniques and methods for teaching traditional cultural content

specifically. We tend to concentrate more on translating vocabulary related to traditional festivals, which seems unavoidable in a test-based education environment."

Teacher B: "My lesson plans and objectives usually follow an established teaching line with the textbook as the main reference. Therefore, if the textbook includes content related to traditional Chinese culture, I will set aside special time for in-depth explanations and even, in some cases, comparative analyses of Chinese and Western cultures. However, if the textbook does not have relevant content, I usually do not take the initiative to introduce this aspect of knowledge. This may limit students' understanding and knowledge of traditional Chinese culture, and thus needs more attention and improvement."

4) Lack of Knowledge Base in Traditional Chinese Culture: Teachers suffer from a lack of knowledge base and in-depth understanding of traditional Chinese culture, a situation which, to some extent, hinders them from effectively incorporating traditional cultural elements in their teaching. At the same time, there are some limitations in teachers' English expression ability, making it difficult to accurately convey the connotations and values of traditional culture.

Teacher C: "In English teaching, my main point of reliance is on the content of the textbooks, while my understanding of traditional culture is not deep enough, which has led to some difficulties in expressing traditional culture in English. This situation makes it difficult for me to effectively teach the relevant cultural content to my students, and it also shows that I still have a lot of room for improvement in this field. In order to improve the quality of my English teaching, I need to gain a deeper understanding of traditional Chinese culture, as well as strengthen my English expression skills in order to better incorporate traditional culture into my teaching. This endeavor will help enrich the content of education and improve students' cultural literacy, thus enhancing the overall level of education."

Teacher E: "From my personal point of view, there is still a lot of room for improvement in the current knowledge level of primary English teachers. The reality is that there are differentiated levels of knowledge among the teaching force and their teaching abilities vary. Some teachers may not be able to teach their students effectively because of their own insufficient knowledge base of traditional Chinese culture. Therefore, to improve students' ability to express themselves in English, the first task is to upgrade the overall teaching force."

#### 4. REASONS FOR THE PROBLEMS OF INTEGRATING CHINESE TRADITIONAL CULTURE INTO PRIMARY SCHOOL ENGLISH TEACHING PROCESS

##### 4.1 Lack of Cultural Content in Textbooks

Textbooks lack content related to traditional Chinese culture, or the content in the textbooks cannot well reflect the essence and characteristics of Chinese culture. This lack often leads to teachers' inability to effectively combine Chinese culture with English teaching, and also makes it difficult for students to deeply understand and comprehend the essence of Chinese culture in English learning (Zheng, 2020). First, it lacks systematicity and comprehensiveness. Current English textbooks for elementary school tend to focus more on teaching basic knowledge such as grammar and vocabulary, and seldom deal with the content of traditional Chinese culture. Although some textbooks have begun to try to integrate traditional Chinese culture into the textbooks, these contents tend to be sporadic and scattered, lacking systematicity and comprehensiveness (Wang, 2019). Second, it lacks depth and connotation. Although some textbooks cover the contents of traditional Chinese culture, they are often only introduced superficially and lack in-depth excavation and presentation of cultural connotations. This makes students unable to truly understand and comprehend the essence and characteristics of Chinese culture in their learning. Thirdly, there is a lack of diversified presentation methods. Although some textbooks try to integrate traditional Chinese culture into English teaching, these contents are often presented in the form of a single text and lack of diversified presentation methods, such as pictures, audio and video. This makes the content of the textbooks boring and dull, making it difficult to stimulate students' interest and motivation in learning.

##### 4.2 Teachers' Inadequate Understanding of Chinese Traditional Culture

Although many elementary school English teachers have realized the importance of integrating traditional Chinese culture in English education, they are often unable to integrate traditional culture into English teaching well due to their own insufficient understanding of traditional Chinese culture (F. Liu, 2023). First, there is a lack of systematic study and understanding of traditional Chinese culture. Many elementary school English teachers have not received specialized education on traditional Chinese culture or have not paid attention to the systematic learning and understanding of traditional Chinese culture in the learning process. This

leads to their inability to well integrate traditional Chinese culture into English teaching. Secondly, there is a bias in the understanding of Chinese traditional culture. Due to the influence of Western culture, some teachers may have a biased understanding of Chinese traditional culture, such as comparing Chinese and Western cultures or regarding Chinese culture as "backward" or "feudal". As a result, they are unable to present Chinese culture objectively in their teaching, and may even mislead students. Third, lack of intercultural awareness and cultural sensitivity. Some teachers may lack cross-cultural awareness and cultural sensitivity, for example, they may not be able to realize the differences between Chinese and Western cultures, or understand the uniqueness and charm of Chinese culture, etc. As a result, they may not be able to present Chinese culture objectively in their teaching. This leads to their inability to guide students well to understand and appreciate Chinese culture in teaching and to develop students' intercultural awareness.

#### 4.3 Lack of Effective Means of Cultural Communication

Due to teachers' insufficient understanding of traditional Chinese culture and the lack of content related to traditional Chinese culture in textbooks, teachers often lack effective methods and strategies to infuse traditional Chinese culture into English teaching. This leads to the fact that cultural education in the English classroom often stays on the surface only and fails to go deeper into the level of cultural connotation. First, there is a single teaching method. Some teachers tend to use simple and rigid methods when integrating traditional Chinese culture into English teaching, such as directly introducing some cultural knowledge or asking students to memorize some cultural vocabulary. This kind of teaching method not only fails to stimulate students' interest and motivation in learning, but also fails to realize cultural penetration. Secondly, there is a lack of practical teaching resources. Due to the lack of content related to traditional Chinese culture in the teaching materials, some teachers may not be able to find suitable teaching resources, such as relevant pictures, audio, video and so on. This results in their inability to present Chinese culture in a vivid and visual way in teaching, and to guide students to understand Chinese culture in depth.

#### 4.4 Students' Lack of Intercultural Awareness

English education is still in its initial stage in elementary school, and students do not know enough about English and its cultural background, coupled with the influence of traditional education, students often focus

on learning English language skills and neglect the cultivation of cross-cultural awareness. First, there is a lack of understanding of English and the cultural context it carries. As English learning is just starting, students often do not have a deep enough understanding of English and the cultural background it carries. They may focus only on the learning of English language skills and neglect the cultural connotation behind English. Second, they do not know enough about traditional Chinese culture. Compared with English, students tend to have a more inadequate understanding of traditional Chinese culture. Although they may have understood some Chinese cultural elements, they often only recognize them superficially and lack a deeper understanding of the cultural connotations. Third, there is insufficient understanding of cross-cultural communication skills. Due to students' lack of understanding of traditional Chinese culture, they tend to focus only on their language skills when communicating with foreigners and neglect cross-cultural communication skills. This may lead to problems such as misunderstanding and lack of confidence in their communication.

## 5. COUNTERMEASURES FOR INTEGRATING CHINESE 'TRADITIONAL CULTURE INTO PRIMARY SCHOOL ENGLISH TEACHING

### 5.1 Improve the content of teaching materials

With regard to the problem of cultural deficiency in the content of teaching materials, the integration of traditional Chinese culture into teaching can be better realized by improving the content of teaching materials, innovating teaching methods and cultivating cross-cultural awareness. First, we should increase the Chinese cultural content in the teaching materials. When writing English textbooks for elementary school, contents related to traditional Chinese culture, such as traditional Chinese arts and customs, can be added to make the textbooks richer and more diverse. At the same time, elements related to traditional Chinese culture can be incorporated into the teaching of grammar and vocabulary (R. Liu, 2023), in order to help students better understand Chinese culture while learning the language. Secondly, the systematicity and comprehensiveness of the content of the teaching materials should be improved. When writing teaching materials, systematic Chinese culture themes can be designed to link up various knowledge points to form a more complete Chinese culture knowledge system. At the same time, it can cover all aspects of Chinese

cultural elements, such as thought, art, customs and so on, so that students can fully understand all aspects of Chinese culture. Thirdly, the depth and connotation of the content of teaching materials should be increased. When preparing teaching materials, the connotation and characteristics of Chinese culture, such as traditional Chinese philosophy and moral concepts, can be deeply explored. Students can be guided to think deeply about the connotations and values of Chinese culture by setting probing questions and other ways. Fourth, diversified presentation methods should be added. When preparing teaching materials, diversified presentation methods can be added, such as pictures, audio and video. The charm of Chinese culture can be demonstrated in vivid forms to stimulate students' interest and motivation in learning (Li et al., 2023).

## 5.2 Enhance teacher training

Improving teachers' level of understanding of traditional Chinese culture can be better realized by strengthening training, correcting deviations and enhancing cross-cultural awareness.

First, teachers' systematic learning and understanding of traditional Chinese culture should be strengthened. Education departments and schools can organize training and seminars for elementary school English teachers to encourage them to study traditional Chinese culture in depth and understand its history, philosophy, art and many other aspects. In this way, teachers can better understand and teach Chinese culture and integrate it into English teaching. Second, teachers' biased understanding of traditional Chinese culture should be corrected. Education departments and schools can organize cross-cultural training and seminars for primary English teachers to guide them to objectively understand and present Chinese culture. At the same time, teachers themselves should actively study and understand Chinese culture, and gradually improve their cultural literacy and cross-cultural communication skills. Third, teachers' intercultural awareness and cultural sensitivity should be cultivated. Education departments and schools can organize cross-cultural training and seminars for elementary school English teachers to help them understand the differences between Chinese and Western cultures and improve their cross-cultural awareness and cultural sensitivity. At the same time, teachers themselves should pay attention to the differences and characteristics between different cultures and respect and understand the values of different cultures.

### 5.3 Innovative teaching methods

To solve the problem of the lack of effective cultural penetration methods, the inheritance and development of traditional Chinese culture can be better realized through innovative teaching methods, developing practical teaching resources and establishing a deep connection with Chinese culture. First, we should innovate teaching methods. Elementary school English teachers can try to innovate teaching methods, such as guiding students to understand and experience Chinese culture by explaining traditional Chinese stories, performing traditional Chinese programs and organizing cultural discussions. At the same time, teachers can also utilize modern technological means, such as multimedia teaching and online teaching, to present Chinese culture vividly and imaginatively. Second, actual teaching resources should be developed. Teachers can develop actual teaching resources related to traditional Chinese culture, such as pictures, audio and video, according to the content of the textbook and the actual situation of students. These teaching resources can help students understand Chinese culture more intuitively and can also promote their learning. Third, it is necessary to establish a deep connection with Chinese culture. Teachers themselves should understand and study Chinese culture in depth and establish a deep connection with Chinese culture. At the same time, they can introduce some elements characterized by Chinese culture in teaching, such as traditional music and traditional handicrafts, etc., and guide students to deeply understand the connotation and value of these elements (Wang, 2023).

### 5.4 Cultivate students' intercultural awareness

To solve the problem of students' weak intercultural awareness, teachers need to focus on cultivating students' intercultural awareness and cultural literacy in teaching. By strengthening the teaching of English and the cultural background it carries, strengthening the teaching of traditional Chinese culture and strengthening the teaching of intercultural communication skills, students' intercultural awareness and communication skills can be improved, and the inheritance and development of traditional Chinese culture can be better realized. First, the teaching of English and the cultural background it carries should be strengthened. In teaching, teachers can guide students to pay attention to the cultural background carried by English, such as introducing the history, development, society and culture of English. This can help students better understand English and the cultural background it carries and improve their cross-cultural awareness. Secondly, the teaching of traditional Chinese

culture should be strengthened. In teaching, teachers can guide students to focus on Chinese cultural elements and the history, philosophy, art and many other aspects behind them. Third, the teaching of intercultural communication skills should be strengthened. In teaching, teachers can guide students to focus on cross-cultural communication skills, such as how to communicate with foreigners and how to understand the differences between different cultures. This can help students better understand intercultural communication skills and improve their intercultural awareness and communication skills.

## 6. CONCLUSION

In the process of teaching English in elementary school, we should not only pay attention to the cultivation of students' language skills, but also pay attention to the penetration education of Chinese excellent traditional culture. Through this kind of education, students can better understand, identify with and love their own culture, cultivate healthy and positive aesthetic emotions and form correct cultural values. This is an important goal of teaching English as a subject, and it is also the cultural education responsibility and mission of our elementary school English teachers.

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