

Research on Strategies for Integrating Excellent Chinese Culture into Primary School English Education from the Perspective of Cultural Exchange and Mutual Learning

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Abstract: Cultural exchange and mutual learning constitute the core orientation of cultural development in the new era. Excellent traditional Chinese culture is the spiritual lifeline of the Chinese nation. As an important carrier of cross-cultural communication, primary school English education undertakes the vital mission of cultivating students' cultural confidence and international vision. Guided by the 2025 edition of the English Curriculum Standards for Compulsory Education, this paper, from the perspective of cultural exchange and mutual learning, explores the significance of integrating excellent traditional Chinese culture into primary school English education. Combined with the reality of primary school English teaching and students' cognitive characteristics, it puts forward targeted integration strategies to solve problems such as fragmented content and monotonous methods in the current integration process. The research aims to realize the organic combination of language teaching and cultural inheritance, help students improve cross-cultural communication ability, strengthen cultural confidence, promote the international communication of excellent traditional Chinese culture, and facilitate the harmonious coexistence of different civilizations.

Keywords: Cultural exchange and mutual learning; Excellent traditional Chinese culture; Primary school English education; Integration strategies; Cultural confidence

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1. Introduction

The 2025 edition of the “English Curriculum Standards for Compulsory Education” lists cultural confidence alongside patriotism and a sense of community with a shared future for mankind, strengthening the central position of Chinese culture in cross-cultural cognition. It requires primary school English education to balance language competence and cultural inheritance, guiding students to understand the connotation of excellent traditional Chinese culture and respect cultural diversity in cross-cultural communication ^[1]. Today, with

increasingly frequent cultural exchange and mutual learning, primary school English education is no longer mere language instruction. Still, it has become an important channel for inheriting the Chinese cultural context and promoting dialogue among civilizations. At present, some primary school English teaching still focuses on language over culture and overemphasizes the input of Western culture, while neglecting the infiltration of excellent traditional Chinese culture, which cannot meet the requirements of the new curriculum standards and the all-round development of students. Therefore, an in-depth study on strategies for integrating excellent Chinese culture into primary school English education from the perspective of cultural exchange and mutual learning is of great theoretical and practical significance to implement the new curriculum standards, improve the quality of primary school English education, and cultivate new-era young people with cultural confidence.

2. Significance of integrating excellent traditional Chinese culture into primary school English education

2.1. Inherit the Chinese cultural context and cultivate cultural confidence

Excellent traditional Chinese culture accumulates the deepest spiritual pursuit of the Chinese nation and contains the most fundamental spiritual genes, serving as an important source for nurturing cultural confidence. Primary school is a critical period for the formation of students' values. Integrating excellent traditional Chinese culture into English education breaks the barrier between cultural inheritance and language learning, enabling students to deeply understand the connotation and charm of excellent traditional Chinese culture while learning English, and experience the wisdom and spirit of the Chinese nation^[2]. Through the carrier of English, students can clearly recognize the unique value of excellent traditional Chinese culture, strengthen their identification with and pride in their own culture, gradually establish cultural confidence, lay a solid ideological foundation for the subsequent inheritance and promotion of excellent traditional Chinese culture, and avoid vague cultural identity in cross-cultural communication.

2.2. Meet the requirements of the new curriculum standards and fulfill educational goals

In the cultural awareness dimension of core competencies, the 2025 edition of the “English Curriculum Standards for Compulsory Education” adds the requirement of cultivating cultural confidence, emphasizing that English education should coordinate the development of language competence and cultural literacy, and guide students to realize two-way dialogue in cross-cultural contexts. Integrating excellent traditional Chinese culture into primary school English education is an accurate practice of the new curriculum standards. By constructing a teaching model combining language acquisition and cultural cognition, it can not only improve students' English application ability but also help students understand cultural diversity, cultivate cross-cultural communication ability, fulfill the fundamental task of fostering virtue through education, and achieve the diversified educational goals of “language learning + cultural inheritance + value guidance”, making English education an important position to consolidate cultural identity^[3].

2.3. Promote dialogue among civilizations and broaden international vision

The core of cultural exchange and mutual learning is to respect differences, tolerate diversity, and realize two-way interaction among different civilizations. As an enlightenment position for cross-cultural communication, primary school English education shoulders the important responsibility of cultivating students' international vision. Integrating excellent traditional Chinese culture into English teaching enables students to learn

to express excellent traditional Chinese culture in English, which not only improves their cross-cultural expression ability but also helps them understand the similarities and differences between Chinese and Western cultures through comparison and learn to respect the characteristics and values of different civilizations^[4]. This integrated teaching guides students to treat multiculturalism with an open and inclusive attitude, adhere to the stance of Chinese culture, take the initiative to participate in international cultural exchanges, promote excellent traditional Chinese culture to the world, facilitate the exchange and coexistence of different civilizations, and highlight the unique value of language education in cultural inheritance.

2.4. Enrich teaching content and improve teaching quality

At present, some primary school English teaching suffers from monotonous content and insufficient interest, which is difficult to stimulate students' learning interest. Excellent traditional Chinese culture is rich in content and diverse in forms, covering traditional festivals, folk customs, classic literature, traditional art and other fields. Integrating it into English teaching can effectively enrich teaching content and break the limitations of traditional English teaching. Organically combining traditional cultural elements with English vocabulary, sentence patterns, dialogues and other teaching contents can enhance the interest and cultural connotation of English teaching, stimulate students' learning enthusiasm and initiative, enable students to improve language application ability in cultural immersion, enrich teaching forms, innovate teaching models, promote the improvement of primary school English teaching quality, and achieve a win-win situation between teaching effect and cultural inheritance^[5].

3. Effective strategies for integrating excellent Chinese culture into primary school English education from the perspective of cultural exchange and mutual learning

3.1. Deeply explore the textbook connotation and build a carrier for cultural integration

Textbooks are the core support of primary school English teaching and an important carrier for the integration of excellent traditional Chinese culture. Teachers should base their teaching on the requirements of the 2025 edition of the new curriculum standards, thoroughly study primary school English textbooks, combine the language level and cognitive characteristics of students at all grades, explore integration points related to excellent traditional Chinese culture in textbooks, and realize the organic connection between textbook content and traditional culture^[6]. In vocabulary and sentence teaching for lower grades, traditional festival vocabularies such as “Spring Festival” and “Mid-Autumn Festival” and English expressions of traditional foods such as “dumplings” and “moon cakes” can be integrated into themes such as “family”, “food,” and “festival”, enabling students to understand traditional folk culture while learning basic language. In discourse teaching for middle and upper grades, relevant excellent traditional Chinese culture can be expanded and combined with cultural themes in textbooks. For example, when learning the theme of “hobbies”, English expressions and brief introductions of traditional Chinese arts such as calligraphy, traditional Chinese painting and martial arts can be introduced; when learning the theme of “travel”, the historical background and cultural connotation of world cultural heritages such as the Great Wall and the Forbidden City can be introduced, guiding students to describe elements of excellent traditional Chinese culture in English^[7]. Meanwhile, supporting English readers on traditional culture can be compiled according to textbook content to supplement teaching materials, enrich the cultural connotation of textbooks, make textbooks an important bridge connecting language learning and cultural inheritance, and realize the simultaneous teaching of language knowledge and cultural knowledge.

3.2. Innovate teaching methods and enhance the effectiveness of cultural integration

The traditional English teaching mode focuses on the teaching of language knowledge, which can hardly meet the needs of cultural integration and fully stimulate students' learning interest. From the perspective of cultural exchange and mutual learning, teachers should innovate teaching methods and adopt diversified teaching forms to enhance the effectiveness and interest of integrating excellent traditional Chinese culture^[8]. Situational teaching is an effective method. Teachers can create real cross-cultural communication scenarios combined with traditional cultural themes, such as simulating an "International Cultural Exchange Festival", allowing students to play envoys from different countries, introduce excellent traditional Chinese culture in English, and understand the cultural characteristics of other countries, to improve cross-cultural communication ability and cultural expression ability in interactive communication. Task-based teaching can also be flexibly applied. Teachers can design targeted cultural tasks, such as asking students to make English hand-copied newspapers on traditional culture, shoot English explanation videos on traditional culture, and hold English speech contests on traditional culture in groups, enabling students to take the initiative to learn traditional cultural knowledge and English expressions in the process of completing tasks, and deepen their understanding of cultural connotation^[9]. In addition, multimedia teaching tools can be used to play English animations, documentaries and songs related to traditional culture, visualize abstract cultural knowledge, enhance the interest of teaching, enable students to feel the beauty of the integration of traditional culture and English language in a relaxed and pleasant atmosphere, and improve learning effects^[10].

3.3. Strengthen the teacher team construction and consolidate the foundation of cultural integration

Teachers are the core force for integrating excellent traditional Chinese culture into primary school English education. Teachers' cultural literacy and teaching ability directly affect the integration effect. Therefore, strengthening teacher team construction and improving teachers' cross-cultural literacy and teaching ability is an important guarantee for effective cultural integration. Schools should regularly organize special training for primary school English teachers, covering knowledge of excellent traditional Chinese culture, cross-cultural communication theory, methods and skills of integrating traditional culture into English teaching, and invite experts and scholars to give special lectures to help teachers broaden their cultural vision and improve their cultural interpretation ability and teaching practice ability^[11]. Meanwhile, teachers should be encouraged to carry out teaching research and exchange activities, such as collective lesson preparation, open classes and teaching seminars, to share experience and insights in integrating traditional culture into teaching, learn from each other and improve together. In addition, teachers should take the initiative to strengthen learning, deeply study knowledge related to excellent traditional Chinese culture and English teaching, continuously improve their own cultural literacy and professional ability, establish a correct cultural education concept, integrate culture into the whole teaching process, flexibly use various teaching methods to promote the in-depth integration of traditional culture and English teaching, and ensure the implementation of integration work^[12].

3.4. Build a practical platform and broaden the path of cultural communication

From the perspective of cultural exchange and mutual learning, integrating excellent traditional Chinese culture into primary school English education should not only focus on cultural infiltration in classroom teaching but also build a diversified practical platform, enabling students to improve cultural expression ability and cross-cultural communication ability in practice and broaden the path of cultural communication.

Schools can carry out colorful English practical activities combined with traditional festivals. For example, during the Spring Festival, hold a “Spring Festival English Culture Festival”, organizing students to write English Spring Festival couplets, sing English versions of traditional folk songs, and tell Spring Festival customs in English; during the Mid-Autumn Festival, hold a “Mid-Autumn Festival English Sharing Session”, allowing students to introduce the making process of moon cakes and legends of the Mid-Autumn Festival in English, enabling students to feel the charm of traditional culture in practice and improve English expression ability^[13]. Meanwhile, inter-school and international exchanges should be strengthened, organizing students to carry out English exchange activities on traditional culture with students from other schools, or interact with foreign primary school students through online platforms, allowing students to introduce excellent traditional Chinese culture to the world in English and spread the voice of China. In addition, teachers can encourage students to participate in English practical activities related to traditional culture in their spare time, such as going into communities to carry out English publicity on traditional culture and making English short videos on traditional culture, enabling students to consolidate language knowledge and improve cultural literacy in practice, and become inheritors and communicators of excellent traditional Chinese culture^[14].

3.5. Optimize the evaluation system and ensure the long-term effect of cultural integration

The normalized promotion of integrating excellent traditional Chinese culture into primary school English education from the perspective of cultural exchange and mutual learning cannot be separated from a scientific and perfect evaluation system. At present, the primary school English evaluation system has obvious shortcomings, mostly in the form of written examinations, focusing on examining students’ language knowledge and skills such as English vocabulary, sentence patterns and grammar, while seriously lacking evaluation on students’ cognition of excellent traditional Chinese culture, cross-cultural expression ability and cultivation of cultural confidence, leading teachers to focus on language over culture in teaching and making it difficult to effectively promote the implementation of cultural integration. Therefore, constructing a diversified evaluation system suitable for cultural integration has become a key measure to ensure the long-term development of integration work. The optimization of the evaluation system should adhere to the combination of comprehensiveness and pertinence, incorporate cultural literacy into the core dimension of evaluation, and realize the coordinated promotion of language ability and cultural literacy evaluation^[15]. The evaluation content should comprehensively cover three levels: first, cognition of excellent traditional Chinese culture, examining students’ understanding of traditional festivals, folk customs, classic literature and other contents; second, cross-cultural expression ability, evaluating students’ ability to introduce excellent traditional Chinese culture in English and carry out cross-cultural communication; third, cultural emotion and attitude, focusing on students’ cultural confidence, patriotism and respect for multiculturalism. Meanwhile, the evaluation method should break the limitation of a single written examination and adopt a mode combining process evaluation and summative evaluation. Process evaluation can track students’ cultural learning in daily teaching through classroom observation, homework feedback, group performance and other ways; summative evaluation can comprehensively evaluate students’ cultural literacy and language application ability combined with English speeches on traditional culture, achievement display, cross-cultural simulation communication and other forms.

4. Conclusion

From the perspective of cultural exchange and mutual learning, integrating excellent traditional Chinese

culture into primary school English education is an important measure to implement the requirements of the 2025 edition of the new curriculum standards and fulfill the fundamental task of fostering virtue through education, as well as an inevitable choice to inherit the Chinese cultural context, promote dialogue among civilizations and cultivate cultural confidence. This integration can not only enrich the content of primary school English teaching and improve teaching quality but also help students feel the charm of excellent traditional Chinese culture in language learning, strengthen cultural identity and confidence, and improve cross-cultural communication ability. At present, the integration of excellent traditional Chinese culture into primary school English education still faces many challenges. Educators need to base teaching on reality, continuously explore and innovate, and promote the in-depth integration of excellent traditional Chinese culture and primary school English education through strategies such as deeply exploring textbook connotation, innovating teaching methods, strengthening teacher team construction and building practical platforms. This will make primary school English education an important position for inheriting excellent traditional Chinese culture and promoting cultural exchange and mutual learning, and help cultivate new-era young people with an international vision and cultural confidence.

Disclosure statement

The author declares no conflict of interest.

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