

Cultural Awareness in Primary School English Teaching

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Abstract

The English curriculum at the stage of compulsory education is of the dual nature of instrumentality and humanity. When it comes to humanity, the task of English curriculum is to improve students' comprehensive humanity qualities, one of which is to deepen their understanding of different cultures. Cultural awareness is a reflection of the core literacy in English learning. The cultivation of students' cultural awareness not only contributes to students' strengthening of national identity, enhancing of cultural self-confidence in the traditional culture of the nation, but also helps develop an inclusive attitude towards excellent foreign cultures, thereby improving their cross-cultural communication competence. Since the textbooks are regarded as core teaching materials, it is essential for textbooks to contain various cross-cultural elements to better cultivate learners' cultural awareness. Therefore, cultural content in English textbooks is a necessary issue to be investigated. This paper took 6A Unit 8 Chinese New Year (Yilin Edition) as an example to integrate more cultural knowledge into the specific teaching design. The results in this paper reveal that teachers play four roles in primary school English teaching in terms of raising students' cultural awareness, namely, the emotion motivator, the cognition inspirator, the behavior guide and the morality regulator.

Key words: Primary school; English teaching; Cultural awareness

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1. INTRODUCTION

Compulsory Education English Curriculum Standards (2017 edition) in cultivating students' cultural awareness point out that in the process of learning English, contacting and understanding foreign culture is beneficial to the understanding and use of English, and also to the deep understanding and passion for Chinese traditional culture of the Chinese nation and to the acceptance of the edification of the advanced cultures that belong to all humankind. It is commonly acknowledged that English teaching involves not only the cultural infiltration of target language but also that of the mother tongue. However, in the actual teaching, teachers are more inclined to spread foreign cultures in order to make students learn authentic English expressions, so traditional Chinese culture is often ignored. It is well known that English teaching should not only focus on culture of target language but also on that of mother tongue, so teachers should strengthen both the popularization of Chinese traditional culture and the penetration of foreign excellent cultures, which helps students to deepen the understanding of Chinese culture, establish a sense of identity and pride in the traditional culture of the nation, but also develop an inclusive attitude towards excellent foreign cultures, thereby improving their cross-cultural communication competence.

This paper started with the analysis of primary school English textbooks, so as to find out the existing problems in the current primary school English teaching, and then explored the importance of cultivating cultural awareness

in the primary school English teaching, which consisted of two parts, on the one hand, to popularize knowledge of Chinese traditional culture, on the other hand, to penetrate knowledge of foreign cultures. And finally, this paper took 6A Unit 8 Chinese New Year (Yilin edition) as an example, to show how to raise cultural awareness in the English teaching.

2. THE ANALYSIS OF PRIMARY SCHOOL ENGLISH TEXTBOOKS

2.1 Definition and Function of Textbooks

Generally speaking, textbooks are the chief materials used by teachers and students for the purpose of teaching and learning. According to Wikipedia, “a textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions”. Textbooks are the major medium of teaching, including text and audio-visual materials. The compilation of textbooks should be in line with the requirements of the curriculum standards. According to *What Will New Textbook Bring to the Teachers* (Jin, 2002), textbook is defined as all means and materials conveying knowledge to teachers and students in accomplishing teaching purposes. Textbook includes paper materials, audio-visual materials, electronic materials and practical materials from real life. In Jin’s opinion, the definition of textbook can be seen from broad sense and narrow sense. Broadly, textbook is a whole set of teaching materials, including course books, workbooks, reference books, and other resources that facilitate students’ learning and development. Narrowly, textbook only refers to course book. Textbook in this paper is used in its narrow sense.

Textbooks can systematically expound on the subject contents according to the curriculum standards for subjects, which are the main medium of granting and receiving knowledge activities, and are the further and concrete embodiment of the curriculum standards. Textbooks are the main sources for students to obtain systemic knowledge, and they are important tools to help students to develop various skills needed for the future careers. Moreover, textbooks are the main foundation for teachers to teach, and they provide teachers with basic materials to complete teaching tasks.

2.2 Components of Primary School English Textbooks

The current primary school English textbooks (Yilin edition), from 3A to 6B, mainly consist of Units and Projects. In addition, at the end of each book, there are Learning tips and Word lists.

Each unit is mainly formed by the following sections:

Story time

This is the core section of a unit. The aims of Story time are, through vivid texts, to help students master

basic English language knowledge, promote the thinking abilities, and improve students’ comprehensive humanistic qualities at the same time.

Fun time

This is the sentence pattern practice section of a unit. The aims of Fun time are, through interesting and interactive language practice activities, to help students deftly master the words and sentence patterns that are shown in Story time, so as to improve students’ abilities to communicate in English. In addition, the vocabulary and sentence pattern drills in this section are very interesting, and reflect the teaching concept of “Learn while you play and play while you learn.”.

Cartoon time

This is the extended fun reading section of a unit. The aims of Cartoon time are, through interesting short stories, to help students review the language knowledge of this unit, train their language skills, improve their reading comprehension, and present the main sentence patterns that will appear in the next unit in a planned way.

Letter time

This is the letter learning section of a unit (3A). The aims of Letter time are, through the image display of illustrations and the demonstration of fonts and strokes, to help students master the writing forms of twenty-six letters and develop their correct writing habits.

Sound time

This is the phonetic learning section of a unit (3B-6B). The aims of Sound time are, through songs that contain English letters or combinations of letters, to help understand the pronunciation and spelling of words. In addition, this section also appears in the second semester of the third grade, which realizes the transition from letter learning to phonetic learning in 3A, and reflects the continuity of letter and phonetic learning.

Culture time

This is the cultural knowledge section of a unit (5A-6B). The aims of Culture time are, through pictures and simple introductions in English, to help students to learn more about foreign history and geography, local conditions and customs, ways of life and so on, thereby helping students use English correctly and know more about the cultural differences between different countries.

Grammar time

This is the grammar learning section of a unit (5A-6B). The aims of Grammar time are, through sample sentences, to help students to find out the differences among sentences so as to summarize the simple grammar knowledge, so that students can master some of the most basic English grammar knowledge.

Sound time or Rhyme time

This is the song learning section of a unit. The aims of Sound time or Rhyme time are, through singing English songs, to stimulate students’ interests, activate students both physically and mentally, help students imperceptibly consolidate what they have learned, form a good sense

of language learning, and improve their listening and speaking abilities.

Checkout time

This is the detection section of a unit. The aims of Checkout time are, through a variety of comprehensive language application activities, to help students review and consolidate the contents of this unit in accordance with the teaching objectives.

Ticking time

This is the self-evaluation section. The aims of this section are, through self-evaluation, to guide students to know how much they have mastered about the main contents of this unit, and to let students reflect on and regulate their own learning process. Besides, during this process, students can also experience the joy of progress.

There is one Project after every four units. The aims of Projects are, through various forms of activities, to guide students to think, investigate, discuss, communicate and cooperate. At the same time, during this process, students can be instructed to comprehensively apply the language knowledge and skills learned in the previous units to complete learning tasks and to demonstrate their learning results. In addition, this section further highlights the practicality, application and openness of language learning, and reflects the new requirements of the development of the era.

Learning tips are specially set for each unit. The aims of Learning tips are, through brief tips and instructions, to guide students to gradually master effective learning methods, develop good learning habits, improve learning efficiency, and help students understand some English knowledge and some problems needed to heed in the process of learning English.

Word lists are composed of two parts: one is arranged in unit order, which allows students to see clearly the words to be mastered in each unit, and the other is arranged in alphabetical order, which makes it easy for students to look up words when they study.

2.3 Existing Problems in Primary School English Textbooks

The current primary school English textbooks are compiled in conformity to the principles of teaching in a delighted way, featured by practicality, diversity and coherence; the subjects and situations familiar to students are selected as the learning contents (Zhang, 2020). The textbooks basically meet the requirements of *Compulsory Education English Curriculum Standards* (2017 edition), and follow the rules of primary school students' physical and mental development. Through the analysis of sections above, it can be seen that the whole set of textbooks is made up of a wide range of activities, focusing on cultivating and training students' listening, speaking, reading and writing skills, but the contents on the knowledge of culture are relatively light. Textbooks don't include Culture time until the fifth grade. Even so, from 5A to 6B, there are eight units that don't include Culture time, though. What

is more, the knowledge of culture covered in Culture time is still very limited. And the contents are presented only through two to four sentences paired with pictures, and mainly focus on the cultural differences between China and the West, or between the UK and the US. However, from the above analysis, the distribution of cultural contents in China's primary school English textbooks is unbalanced, and the contents of Chinese traditional culture is relatively scant. What's more, from the overall point of view, in the design of unit themes, there are fewer units that directly talk about the knowledge of culture. Textbooks, which function as a significant aid for English learners, largely influence their cognition and affective attitudes toward themselves, other people and society (Zhang & Su, 2021). Therefore, the existing problems regarding culture in the current primary school English textbooks need textbook compilers' and teachers' attention.

3. THE IMPORTANCE OF CULTIVATING CULTURAL AWARENESS IN PRIMARY SCHOOL ENGLISH TEXTBOOKS

The cultures of varied countries and nationalities are inherited and accumulated throughout many generations. Both English and Chinese cultures have their own national characteristics. Some differences exist between English and Chinese social etiquette due to their respective culture influences and restrictions. Many people think "qǐng" in Chinese is equivalent to "please" in meaning in English, but on some occasions, it is not appropriate to use "please". For example, in a foreign culture, if you want to let others go first when entering a room or getting on the bus, you are not expected to say "please", but "After you."; At the dinner table, when you invite others to take dishes or drinks, you usually say "Help yourself.", not "please" (Chen, 2019). It can be seen that each country has formed its own unique culture and language habits. If you fail to notice cultural differences carried by the language, you will often misuse it in communication. Such behaviors will not only give rise to misunderstanding, but also be regarded as impolite or even offensive. For example, in the eyes of Chinese people, the word "dog" has a derogatory sense. In China, if you want to describe someone as a bully under the protection of a powerful person, an idiom "Gou Zhang Ren Shi" tends to be used. However, in the eyes of foreigners, the word "dog" often has a positive meaning. There is a commonly-used idiom—"You are a lucky dog.", which means that you are lucky. If a person does not understand the cultural connotations behind the word "dog", it is more likely to cause misunderstanding. From the above discussion, it is not difficult to see that the cultivation of cultural awareness matters much for language learning. Otherwise, language learners would encounter communicative problems despite their proficiency in vocabulary and grammar usage.

In primary school English teaching, teachers should realize that primary school English is to provide a foundation for future English learning, and students need to get the all-round development, so as to become new talents whom society in the new era requires. The importance of encouraging students to learn English is widely acknowledged throughout Asia, in order to improve both national and individual competitiveness in an increasingly globalized world (Yu, Chang & Wu, 2015). It follows that strengthening cultural awareness is the premise and guarantee for primary school students English learning, and can effectively improve the efficiency and quality of primary school students' English learning.

In addition, from the national level, strengthening cultural awareness is beneficial to promoting cultural exchanges between China and foreign countries, so as to promote Chinese culture to the world, expand the attraction and influence of Chinese culture in the world, strengthen the competitiveness of our country's culture, and enhance the comprehensive national strength of our country. At the same time, it is well known that people are in an era of globalization, so in the process of strengthening cultural awareness, the excellent cultural achievements of any other nationalities can be learned and absorbed, which will in turn promote the development of our national culture, maintain the diversity of world cultures, and contribute to the prosperity and development of world cultures. Moreover, raising cultural awareness is conducive to enhancing the friendship among countries, promoting world peace, and constructing a harmonious world.

There are two steps for the cultivation of students' cultural awareness in primary school English teaching. The first step is to popularize the knowledge of Chinese traditional culture, that is to know our own culture well. The second is to penetrate foreign cultural knowledge in English teaching, knowing the differences between cultures. Claire (2000) believes that cultivating students' cultural awareness in English teaching is to make students understand the differences between different cultures and differences in language use. In this way, learners of language beware of the differences between Chinese culture and that of other countries and then develop tolerance towards and understanding of different cultures.

3.1 The Popularization of Knowledge of Chinese Traditional Culture

In today's world, culture plays an increasingly prominent role in the competition of comprehensive national strength. Excellent national culture is not only the spiritual impetus to national rejuvenation, but also the important foundation for the construction of advanced culture. In our communication with foreigners, their familiarity with our country deepens by piecemeal with the understanding of our culture. The more they know about our culture and customs, the more willing they will be to communicate with us, and the more we can show China's great cultural

charms to foreign countries. Emphasizing the traditional culture and virtues of our nation in education enables students to enrich their inner world and then instill national confidence and cultural deposits. With these, facing the infiltration of various cultures, they will not lose their direction and lose the true character of Chinese people. China is steeped with history of more than five thousand years and profound cultural accumulation, and primary school is the initial phase for a person to accept formal education, so integrating Chinese traditional culture into the process of English teaching in primary school, in the long run, is one of the effective methods to enhance China's cultural soft power and cultural confidence, and to promote our country to move towards the world stage. The popularization of knowledge of Chinese traditional culture is not only conducive to developing and inheriting Chinese culture and enhancing China's international voice, but also to counteracting the current widespread imbalance in cross-cultural communication and resolving the embarrassing situation of "Chinese cultural aphasia".

Therefore, teachers should strengthen the popularization of knowledge of Chinese traditional culture to let students learn more and sequentially avoid blind acceptance of foreign cultures. Hence, for English teaching, on the one hand, it is necessary to improve students' language learning abilities, on the other hand, it is important to teach students language skills by introducing Chinese traditional culture in English, so as to enhance their abilities to spread Chinese culture and show its charms to the world stage. Only when students have certain cultural knowledge, can they apply it into English communication accurately. A case in point is translation, knowledge of cultural backgrounds is absolutely indispensable. If students do not have ample cultural knowledge, it is easy to cause misunderstandings and their translation may deviate from the original meaning of the expression. For example, "The Four Treasures of Study" is literally translated as four learning tools, but if combined with Chinese traditional culture, it can be translated into the four treasures of the study, which specifically refers to the traditional Chinese pen, ink, paper, and inkstone (Ying & Fu, 2020).

In 2014, the Ministry of Education issued *The Guidelines for Perfecting China's Excellent Traditional Culture Education*, which stated that the national conditions, harmonious charity and character-building should be the aims and outcomes of traditional culture education, and that this cultural awareness should be implemented in every discipline. In 2017, the Central Committee of the Communist Party of China and the State Council issued *The Opinions on the Implementation of China's Excellent Traditional Culture Heritage and Development Project*, which emphasized once again that China's excellent traditional culture should run through national education and be integrated into all disciplines and fields (Jing, 2020). It can be seen that it is imperative

to popularize traditional culture in English teaching, especially for the primary school stage, because it is a primary period of everyone's life development, but also the best period to receive education. Primary school students have a great plasticity in learning languages, and their views of life, world outlooks and opinions about value are in their infancy, so primary school English teachers shoulder crucial responsibility for consciously popularizing Chinese traditional culture, cultivating children's respect and love for China's excellent culture, and gradually enhancing their cultural awareness.

In addition, the primary school stage is also the best period to develop students' harmonious personality and good moral quality, so teachers should deal with the relationship between cultural education and language teaching by integrating cultural education into language teaching in order to unify them in teaching. In other words, teachers should shift the teaching focus from the explanation of grammar and vocabulary to the integration of cultural knowledge and language knowledge, and popularize the knowledge of Chinese traditional culture to students in the process of grammar and vocabulary learning. For example, in 6B Unit1 The lion and the mouse (Yilin edition), teachers should not limit students to textbook stories, just unidirectional infusing phrases or sentence patterns on helping others into students. Teachers can appropriately go further by telling some other ancient Chinese stories about mutual assistance and cooperation so as to promote Chinese traditional virtues and cultivate students' sense of collaboration, which will have a profound impact on the future development of students. Therefore, English teachers should let Chinese traditional culture go into the English classroom and integrate it into the teaching process so that in English learning, students can also cultivate good behavior habits, form healthy and positive attitudes towards life, shape sound personalities, and lay solid foundations for the future comprehensive development.

3.2 The Penetration of Foreign Cultural Knowledge

Language is not only a medium for people to communicate smoothly, but also an art with unique cultural charms and values. Culture is the accumulation of human history in the development process, and it determines people's ways of language expression. Because of the generation and development of language, human cultures can be passed on. Therefore, culture influences language all the time. It can be said that language is a kind of culture which consists of a series of changes in the collocation of words used in different countries (Wen, 2020). The birth of language has its historical roots, so in the process of language teaching, if the cultural and linguistic knowledge are separated, it will inevitably lead to various mistakes in the application of language. Inherent within the system of every language are categories, schemas, conceptual metaphors, and propensities for certain perspectives that

reflect the cultural cognition of those who have spoken the language from its beginnings (Sharifian, 2013). Therefore, in the process of language use, whether the expressions achieve the desired communicative effect or not is not only restricted by the language itself, but also by the culture. The deep understanding of English cultural backgrounds will help students more deeply realize the meaning of English and help them to use English accurately. Language learning must be equated with cultural learning, and they promote each other. It can be seen that in order to master a language well, one must reserve a large amount of cultural knowledge concerning that language. As a multilingual country, China represents a complex linguistic society, in which English is promoted as the key to modernization by policy-makers (Qi, 2016). From a macro point of view, the ultimate goal of English learning is to promote communication between people of different cultures. Therefore, in the process of English teaching, teachers cannot rely solely on some isolated language concepts in textbooks, but go deep into foreign cultural knowledge. It is well established that only after understanding foreign living habits, ways of communication and other cultural knowledge, people can correctly make informed decisions and communicate in English in a more appropriate and proficient way. If the foreign cultural knowledge is not sufficiently furnished, it is more likely to cause embarrassment and misunderstanding between speakers from different cultures, and even lead to unnecessary offense. For example, China has a traditional virtue of respecting the old and loving the young, and therefore, the word "old" is often used in communication with people, but in the eyes of Westerners, it is a sign of disrespect and prejudice against their age (Li, 2019).

In the primary school stage, it is the first time for most of the students to contact English in class, so it is of great necessity for teachers to provide the correct guidance, do a good job in primary school students' thought enlightenment amid English learning, and stimulate children to learn English from their deep hearts. According to the age characteristics of primary school students, it is difficult for teachers to guide students from the national and social levels. Primary school students' thinking is immature, so they are unable to understand the importance of learning English for the development of the country. At this time, teachers can take the interesting and diverse foreign cultures as the starting point of their teaching, and let students feel that the outside world is appealing and colorful, so as to stimulate students' curiosity, and then students can develop strong interests in English learning. What's more, in the actual teaching process, if students learn English simply by memorizing words and grammar, they tend to think that English learning has no practical significance and English is a boring subject. However, if teachers cater to children's strong curiosity and thirst for knowledge, and let students understand some foreign

cultures in English learning, students' curiosity and thirst for knowledge will be satisfied, and then they will begin to feel the fun of English learning (Li, 2016).

In the specific implementation process, teachers should follow two principles. The first one is the cognitive principle. To fully understand these cultural elements with unique styles and connotations, as well as cultural traits, the essence lies in the learning and understanding of culture. Teachers should instruct students of some cultural connotation knowledge while teaching the language. The second one is the principle of absorption. Teachers should guide students to critically view British and American cultures, and absorb the positive parts of foreign cultures (Zhao & Wang, 2019). It can be said that English learning is a kind of cross-cultural input. There is no denying that mastering pronunciation, grammar and vocabulary is the most basic and core requirement for learning English. However, suppose primary school students just spend much time and energy on these aspects, directly ignoring the cultural knowledge carried by the language, they will not reap desirable learning results and what they have learned is just a bunch of meaningless letters which cannot play any substantial role in their future work and life. This requires teachers to follow the cognitive principle by penetrating foreign cultural knowledge in their routine teaching, so that students can learn English and understand the culture behind it at the same time, and then further promote the understanding of language. What's more, primary school students' thinking is relatively simple, and can not accurately distinguish between good and evil. Consequently, teachers need to follow the principle of absorption by penetrating positive foreign cultural knowledge in English teaching, thus consciously cultivating students' multiple thinking patterns so that students can tolerate, respect or even accept things or people from different cultures.

4. STRATEGIES TO RAISE CULTURAL AWARENESS IN PRIMARY SCHOOL ENGLISH TEACHING (TAKE 6A UNIT 8 CHINESE NEW YEAR AS AN EXAMPLE)

4.1 Four Roles of Teachers in Primary School English Teaching

Dai Xiaodong and Chen Guoming (2014) analyzed intercultural competence from the perspective of interculturality. After having studied the communicator's personal characteristics and the mutual interaction, Dai and Chen believed that intercultural competence should not only include knowledge, emotion and behavior, but also include moral competence in intercultural communication. Based on the theory, the roles of teachers in English teaching, as cultural coordinators, can be subdivided into four sub-roles: the emotion motivator, the

cognition inspirator, the behavior guide and the morality regulator (Zhou, 2019). The four roles mentioned above can be transformed into the four important strategies for teachers to raise students' cultural awareness in primary school teaching.

As an emotion motivator, teachers need to grasp students' interests and cultivate students' learning motivation at the beginning of the class. Simple and direct cultural input is likely to be difficult for students to understand or memorize, and to make them feel bored or even disgusted with learning. Therefore, teachers need to start from the contents which students are interested in. For example, through some fascinating games or cultural competitions, students can not only review the cultural knowledge that they have learned, but also expand their knowledge so as to enrich their cultural reserves.

As a cognition inspirator, teachers need to pay attention to the difficulty of the questions asked in class. On the one hand, questions should not be too difficult, otherwise these questions would discourage students' enthusiasm in language learning; on the other hand, questions should not be too simple, otherwise students could use the previous knowledge to solve them easily, which will cause them to be unwilling to accept new cultural knowledge. Teachers need to strike a balance that the questions asked in class can make students proud of what they have learned in the past, and can also trigger their curiosity and eagerness to learn more. Then teachers can seize the opportunity to carry out cultural indoctrination.

As a behavior guide, teachers need to arrange practical teaching activities, such as story telling, role playing, or debating contests. Learning English is more about communication. After class, students have fewer opportunities to communicate in English, so teachers must make the best of the time in class. Through the teaching activities mentioned above, students can speak English boldly and convert the written cultural knowledge into a more vivid oral form. In addition, it is more helpful for students to switch languages quickly when they encounter some situations where students need to use English to communicate in the future. More importantly, they can proudly spread Chinese culture, instead of failure to express themselves clearly in English when they want to show the beauty and charm of Chinese traditional culture.

As a morality regulator, teachers need to carry out emotional education consciously. Through discussion and other activities, teachers should make students realize the great charm of traditional Chinese culture. And at the same time, teachers can use the method of culture contrast teaching, using the positive transfer of culture in contrast teaching, so that students can grasp Chinese culture unconsciously (Cui, 2020). In addition, teachers need to be keenly aware of students' emotional tendencies and to resolutely deny the discriminatory attitude. English teaching is not only about simple words and sentences, but more importantly, teachers should guide students to

understand foreign cultures, tolerate diverse cultures, learn to be international in outlook and show concerns about the destiny of the whole human being (Qian, 2013). If students are found to have incorrect cultural values, teachers must correct them in time. Teachers should let students realize that different cultures have their own characteristics, and instruct students to learn to respect cultural differences.

4.2 The Teaching Plan (Take 6A Unit 8 Chinese New Year as an Example)

Because Chinese traditional festival culture is regarded as a microcosm of Chinese culture (Zhu, 2020), this paper took 6A Unit 8 Chinese New Year as an example, to show how to raise cultural awareness in actual teaching.

The following is the teaching plan:

[Step 1 Pre-reading]

a) Free talk

Teacher: Good morning, boys and girls. Look at my new coat, what color is it?

Students: It is red.

Teacher: What's in my hand?

Students: They are red packets.

Teacher: Yes. Do you want to get the red packets? We're going to play a game: Here are three video clips. Answer my questions after watching the video. If your answer is right. You can get a red packet. Clear? Come on.

(Purposes: In this part, the teacher acts as an emotion motivator. It is well known that interest is the best teacher. Only by catching students' interests, can they have corresponding learning motivation. What's more, playing games is the nature of children, so the teacher designs this section to attract students' attention and stimulate their interests in class by grabbing the red packets.)

b) Watch the video and answer questions

Teacher: Watch the first video, and answer me: What holiday is it?

Students: Christmas Day.

Teacher: Who is the old man in the video? What is he doing?

Students: ...

Teacher: Watch the second video, and answer me: What holiday is it?

Students: Mid-Autumn Festival.

Teacher: What are people eating in the video? What else do people do on this day?

Students: ...

Teacher: Watch the third video, and answer me: What holiday is it?

Students: Chinese New Year.

(Purposes: In this part, the teacher acts as a cognition inspirator. Through answering questions correctly to get a red pocket, students are encouraged to keep thinking. At the same time, the teacher will ask questions step by step, and when students answer questions incorrectly, the teacher should give timely guidance, and take this

opportunity to infiltrate cultural knowledge related to the festival into teaching.)

[Step 2 While-reading]

a) Read and answer

Teacher: Our old friend Su Hai gets an email from her e-friend Anna in Hong Kong. How is Anna feeling?

Students: She is very excited.

(Purpose: In this part, the teacher uses the question to arouse the curiosity of the students, and make them eager to know the content of the e-mail.)

b) Look and order

Teacher: What is Anna going to do at Chinese New Year? Here are six pictures. Please read the e-mail again, and number the pictures.

(Purpose: In this part, by reading the e-mail for the second time and completing the task, students can better grasp the main information of it, and improve their reading and critical thinking abilities.)

c) Tell a story

Teacher: Boys and girls, at the beginning of this lesson, we watched three videos. Do you still remember them? What will you do with your family during these festivals? Next is a small competition. Let's listen to who is the best story teller. The winner can be named the story king of our class.

(Purposes: In this part, the teacher acts as a behavior guide. In English teaching, students are always the main body of the class. Through the competition to tell stories, teachers create a platform for students to display themselves. The final result of language learning should be verbal communication, so telling stories is a good opportunity to practice students' oral English. And after students tell their stories, the teacher should make comments in time, and take this opportunity to add some cultural knowledge about festivals, so as to expand the range of students' knowledge, and let students have a deeper understanding of festivals, so that they can have something to say in the future communication about festivals.)

[Step 3 Post-reading]

Discuss

Teacher: China has a long history and thus there are many traditional festivals. Which of these festivals do you like best? If exchange students from foreign countries come to our class, how will you tell them about your favorite festivals?

(Purposes: In this part, the teacher acts as a morality regulator. By discussing students' favorite traditional festivals, they can feel the charm of Chinese traditional culture, increase their national pride, and love Chinese traditional festivals more. In addition, in this process, the teacher needs to guide students to establish an inclusive and equal mentality, respect the culture of different countries and understand their traditional festivals.)

5. CONCLUSION

People's reserve of cultural knowledge is usually obtained through formal education, and primary education is the foundation of all education, so primary school teachers shoulder a great responsibility for spreading excellent cultures of different types. There is no doubt that cultural knowledge is not acquired through a specific subject, but spreads across all kinds of subjects, so English teaching is no exception. Facts have proved that in order to realize the great rejuvenation of the Chinese nation, we should not only carry forward our Chinese traditional culture, but also absorb the nutrition from excellent foreign cultures. It can be seen that in primary school English teaching, teachers should pay considerable attention to cultivating and improving students' cultural awareness by both popularizing traditional Chinese culture and simultaneously penetrating foreign cultural knowledge.

To sum up, in order to improve students' cultural awareness, teachers should manage well the four roles of the emotion motivator, the cognition inspirator, the behavior guide and the regulator. If a lesson is divided into three parts, then at the beginning of teaching, teachers should do a good job of emotional foreshadowing and stimulation; In the main part of teaching, teachers should not only seize the opportunity to import Chinese and foreign cultural knowledge to students, but also design various types of activities, so that students can use the cultural knowledge learned in the activities; At the end of teaching, teachers should pay attention to cultivation of positive emotions, so that students can form a correct moral and cultural concepts.

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