

# Practical Research on School-based Curriculum Development of "Telling China Story in English" in Primary School Classroom

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**Abstract:** It is especially crucial to convey the tale of China accurately and to make the voice of China heard given the country's current state of growth. It is still unknown how to include Chinese culture into English instruction systematically. The aim of the study is to make full advantage of the traditional educational value of Chinese stories, to strengthen curriculum development skills among undergraduates majoring in primary education, and to improve the school-based curriculum materials in Tianjin primary schools. It was developed and put into practice to use the "Telling China Stories in English" curricular program in schools. However, the development and implementation of this course still have certain issues, such as unclear course material levels, incorrect understanding of the learning environment, and overly ambitious course content. In order to improve the standard of school-based English curriculum on Chinese traditional culture, the research suggests addressing the aforementioned issues through an in-depth study of the knowledge of delivering Chinese stories in English, diverse instruction, and appropriate course content reduction.

**Keywords:** School-based curriculum, China story, English education

## 1. Introduction

In 2017, the Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture issued by the Central Office and the State Council clearly pointed out that Chinese excellent traditional culture should be integrated into different levels of national education.<sup>[1]</sup> At the same time, the New Curriculum Standard issued in April 2022 pointed out that it is necessary to cultivate students' cultural awareness, which specifically refers to students' cross-cultural cognition, attitude and attitude in the new era. In the English stage of settled primary schools, English subjects are responsible for promoting cross-cultural understanding. Therefore, the research of designing and developing a school-based curriculum of "telling China stories in English" by normal students in combination with the characteristics of primary school students needs to be further explored.<sup>[3]</sup>

## 2. Tell the meaning of China's story in English

In order to further enhance China's international status, the CPC Central Committee has always attached great importance to external publicity. The slogan of "Tell the story of China well" has repeatedly mentioned that "Tell the story of China well" is an important focus to lead the cause of international communication and external publicity under the new situation, which is related to the shaping of China's national image and is more conducive to enhancing China's international influence.<sup>[2]</sup> According to the investigation, it is found that China stories that are easily accepted by primary school students and closely related to their lives should be selected for students to tell. The project research members choose China stories with educational value in combination with The Good Story of China of East China Normal University and the new requirements of the English curriculum in Tianjin released in April, 2022, which can be divided into three sections: China Customs, China Art and China Spirit.

### **3. The Significance of School-based Curriculum Development of "Telling China Stories in English"**

#### ***3.1. Give full play to the educational value of Chinese excellent traditional culture***

General Secretary has repeatedly stressed that all sectors of society should "tell the story of China well and spread the voice of China". In 2017, the Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture issued by the Central Office and the State Council clearly pointed out that Chinese excellent traditional culture should be integrated into different levels of national education, and English subjects should shoulder the responsibility of enhancing cross-cultural understanding, and China culture should be integrated into teaching to settle in the English stage of primary schools. Pay attention to the important influence of excellent traditional culture on children, let excellent traditional culture enter primary school English classroom, change students' English learning perspective, and change from "learning English to see the world" to "using English to tell China to the world" at present, so as to guide students to establish correct cross-cultural awareness, so that students can correctly realize the importance of traditional culture to themselves while feeling the cultural differences between China and the West, and then cultivate patriotism and national identity.

#### ***3.2. Promote the improvement of English literacy of senior pupils***

Telling the story of China well in English is not only an art, but also a knowledge, which requires students to have strong English professional quality. School-based curriculum can pay attention to the needs of both teachers and students, provide interesting and feasible curriculum design activities, create a learning environment and active classrooms with diversified activities, enable students to learn through experience, improve students' oral English expression ability and cross-cultural communication knowledge, enable students to give full play to their subjective initiative under the guidance of teachers, and realize effective communication through behavior perception, personal experience, hands-on practice, active participation and cooperation and mutual assistance. At the same time, it cultivates students' cultural awareness, combines Chinese traditional culture with English courses to form new teaching methods, and also cultivates students' enthusiasm and initiative in learning.

#### ***3.3. Promote the diversification of school-based curriculum resources***

In order to further implement the policy of "double reduction", meet students' diversified development needs and cultivate students' core literacy, school-based curriculum has played a positive role in promoting students' interests and expanding their knowledge, and it can also help to supplement the knowledge missing in classroom teaching due to lack of class hours and make students' knowledge more systematic and comprehensive. The school-based curriculum designed by this project pays attention to the age characteristics of primary school students, makes education entertaining, increases the interest of the curriculum, and makes students understand English and traditional culture more deeply. Team members combined their knowledge to design the school-based curriculum from three aspects: humanity, interest and knowledge, and found relevant primary schools to carry out concrete practice. The results of practical research are of great significance for promoting the diversification of school-based curriculum resources and meeting the needs of schools for school-based curriculum.

### **4. The Practical Process of School-based Curriculum Development of "Telling China Stories in English"**

By consulting the current situation of school-based curriculum development and design at home and abroad and reading the relevant literature on the integration of primary school English classroom into China culture, this study explores the development, design and practical application of school-based curriculum to enhance primary school students' cross-cultural awareness. Combining the characteristics of English classroom in primary schools, students' thinking and psychological characteristics, this paper integrates China's stories into English learning, takes "theme context" and "cultural knowledge" as the main line, and improves students' cross-cultural communication ability and cultural self-confidence by learning English expressions of China's stories, and designs a set of specific school-based courses-telling China's stories in English. Therefore, after determining the research background and significance of the topic, the team determined the overall framework of the course.

First, research on the curriculum objectives of the school-based course "Telling China Stories in

English". Based on the problems in the current survey and interview data, the course objectives of the school-based course "Tell China Stories in English" are determined. Through interviews with experts, we can know which stories of China should be selected that are educational and suitable for primary school students. Through interviews with primary school principals and teachers, we can understand the cultivation of cross-cultural awareness in school education, and through interview with students to understand which Chinese stories they are interested in. On this basis, combining three aspects of information, taking into account the characteristics of China's story and the needs of schools and students, the course objectives of this course are determined. The course goal will clarify the specific development level of students' knowledge, ability and attitude in cross-cultural communication through the course "Telling China Stories in English", so that Chinese culture can be transformed from diversified cultural knowledge to students' developmental cultural ability, and then become critical cultural thinking, so that students can consciously absorb the ideological essence of Chinese excellent traditional culture.

Second, research on the course content of the school-based course "Telling China Stories in English". After the course objectives are clear, the team members then select and determine the course content of this course according to the course objectives. In this part of the study, we will take *The Good Story of China* compiled by East China Normal University as the main reference of the course content. According to the course objectives, the topics involved in this book are selected and reconstructed, and fresh teaching materials are selected to unify the inheritance and promotion of Chinese excellent traditional culture with the cultivation and practice of socialist core values, giving full play to the educational advantages of English subjects and deeply practicing the ideological and political education of subjects. At the same time, according to the needs of curriculum objectives, the new curriculum content needed to achieve the curriculum objectives can be supplemented in time. Students can learn and compare Chinese and western cultures, realize the double promotion of their feelings for home and country and their international vision, and finally form a curriculum content system that can effectively achieve the curriculum objectives.

Third, research on the implementation and evaluation of the school-based course "Telling China Stories in English". In this part of the study, we first design the curriculum implementation plan according to the cognitive psychological characteristics of primary school students. The specific contents of the scheme include the organization arrangement of the course content, the teaching organization form and the basic teaching methods, as well as the arrangement of various guarantee conditions required for the course implementation, such as the training of teachers and the supply of course materials. After the preparatory work, we successively entered Qingguang Primary School in Beichen District, Tianjin, Tianjin polytechnic university Affiliated Primary School and the practical projects in community volunteer activities, and used them as our practice bases to carry out our teaching practice research. In the next place, the clarity of curriculum evaluation is the basic condition for the continuous reflection and improvement of this course. On the basis of research, team members have made clear the objectives, standards, subjects and forms of curriculum evaluation, emphasizing the process evaluation and referring to the results evaluation, so as to test whether the course can achieve the curriculum objectives, and it also plays an important role in the continuous updating and improvement of the course.

## **5. Reflections On the Practical Research of the School-based Curriculum Development of "Telling China Stories in English"**

In the process of carrying out practical research, team members have found that there are different degrees of problems in the implementation of the course, so we have also conducted in-depth discussion and thinking, and finally summarized several common problems as follows:

### ***5.1. School-based curriculum content level is not clear.***

First, the focus of our curriculum design is too broad, and the content of school-based curriculum should focus on students' teaching enlightenment, from easy to difficult to teach students the English expression of China's story. There is no extensive multi-layer comparison and screening in the selection of course content, so students will have rigid and fixed answers, which is not flexible enough, and will also confuse the knowledge system of this course and fail to achieve better transformation.

Second, in the course of curriculum implementation, we found that some teachers have some misunderstandings about school-based curriculum. In view of the backward educational concept of individual teachers, there will be corresponding problems in the promotion of curriculum development. Since the requirements of the new curriculum reform, the school has been continuously infiltrating the

education and teaching concept of the new curriculum reform. However, it is still inevitable that individual teachers are indifferent to some new educational concepts of the country, and even have an aversion attitude. It is difficult to change the long-established thinking mode and the long-established thinking mode and teaching habits in a short period of time. These teachers think that it is most important to improve students' test scores only by doing a good job in regular teaching. It is feasible for students' grades to improve rapidly in a short period of time, and it is recognized by schools and parents. Other new educational concepts are all forms. Therefore, when explaining the course, more attention is paid to memorization of words and sentence patterns, and the core of this course is ignored to inherit China culture, and China stories are told in English.

## ***5.2. The students' learning situation is not accurate.***

### ***5.2.1. Failing to design courses from the perspective of students.***

During the school-based curriculum, we should adjust at any time according to the progress of different students, so as to achieve the goal of "solid basic knowledge and high-level ability". However, in the school-based process, we lack in-depth exploration of the learning situation of the educational objects, which leads to some problems to be solved. The school-based curriculum of telling China stories in English pays more attention to the progress of the implementation process, thus ignoring the stability and solidity of students' learning. The first priority in learning English is vocabulary accumulation. For children who have just started learning English and students with poor English foundation, mastering words is still the most important thing, and the cart before the horse cannot be put. The specific problem is that after the first stage of word learning, during the listening, speaking, reading and writing of long and difficult sentences, students have forgotten words, misremembered words and mixed words. Therefore, it is particularly important to study the continuous promotion of school-based curriculum.

### ***5.2.2. Ignore the question of whether students actively participate in activities.***

In the course of curriculum design, whether students can participate in group discussion or group performance is not fully considered, and individual students may not be taken care of. The introverted students fail to show themselves in the learning process and ignore the participation of some students in class. In the course, relevant activities should be designed for students of different levels, and at the same time, attention should be paid to the arrangement of activities so that every student can participate in classroom activities.

## ***5.3. The course content is not accurate enough.***

### ***5.3.1. The selected course content is too complicated.***

In the course of designing the course, we need to find suitable Chinese stories suitable for primary school students. Some less specific descriptions made students sometimes unable to accurately grasp the language in the process of telling the story of China, and thus caused students to fail to summarize the profound local China culture in concise English.

### ***5.3.2. There is a lack of integration of courses with practice.***

In the course of school-based curriculum design, the content of the lecture book is deficient in connecting with the actual life. Although students have learned how to tell China stories in English, they are not close to the actual life. They should put the knowledge of telling China stories in English into specific life situations, so that students can experience and understand what they have learned from life. In class, we should make full use of teaching materials, throw problems at students, let them help solve them, stimulate students' enthusiasm and interest in learning, and let students realize the necessity of learning to tell China stories in English, so as to fall in love with this form of learning.

## **6. Continued Exploration of the School-based Curriculum of "Telling China Stories in English"**

Based on the curriculum system and the needs of cultivating students' core literacy, our group has carried out the construction of primary school-based curriculum system based on core literacy. In practical research, we combine school-based curriculum to find and solve problems. Therefore, we hope that in the future, students' potential can still be tapped to the greatest extent, students' personalities can be brought into play, students can fully find their own strengths and specialties, and our China culture can continue to be passed down. Based on this, we will continue to explore the deep charm of the school-

based curriculum of "Telling China Stories in English".<sup>[4]</sup>

### ***6.1. Improve the curriculum system***

In the initial stage of the new curriculum design, in order to establish the curriculum system quickly, we carried out some tortuous school-based curriculum development and implementation. Although it played a role in supplementing curriculum resources, perfecting the curriculum system and cultivating students' specialties in a certain period of time, it was proved by practice that there were obvious shortcomings such as blindness and extensiveness. After careful consideration and practice, the development of school-based curriculum has been closely integrated with the school-running concept, cultural background, school characteristics and development vision of primary schools, and the implementation of model curriculum matched with school development. The course content is more abundant. School-based curriculum development is becoming more and more standardized; The development and implementation of school-based curriculum are diversified.<sup>[5]</sup>

We integrate the original school-based curriculum, make the connotation of the school-based curriculum concrete, make the content of the curriculum thematic, and create a teaching method based on the concept of English learning activities. The teaching evaluation has also developed from a single summative evaluation to a summative and process-based evaluation method, and the students' presentation methods are more diversified. In order to implement the curriculum goal of cultivating core literacy, at present, we have constructed a school-based curriculum framework based on primary school English, in which the basic courses include oral linking, classic story telling, story appreciation, song learning and performance.

### ***6.2. Carry out diversified teaching according to the development characteristics of students' cognitive level.***

#### ***6.2.1. The integration of school-based curriculum and campus activities***

Every year, primary schools hold colorful activities such as reading festivals and art festivals. These festivals provide a good platform for the implementation of our school-based curriculum. English story performances, in particular, can shine brilliantly at art festivals every year, and also give students opportunities to express themselves.

#### ***6.2.2. Change the traditional teaching methods***

Teachers should focus on using real scenes and objects to perceive English vocabulary. For the senior primary school students, the study is gradually deepened, from knowing English words to reciting long sentences. The specific operation method is to guide children to engage in dialogue with characters through performances and scene reappearance to stimulate students' interest in learning.

### ***6.3. Focus the course content on students' enlightenment.***

Our main course task is to make students feel the lively and interesting traditional culture of China, and to learn English knowledge simply and easily. Therefore, in the comparison and selection of course content, we should focus on the content of China cultural knowledge that is flexible, readable and easy for students to accept, and not rigidly adhere to a single fixed answer. It is necessary to formulate corresponding curriculum plans according to students' acceptance and understanding of knowledge, so as to enhance the ability of curriculum development.

### ***6.4. Breaking the restrictive nature of curriculum development***

Our group is committed to meeting the individualized learning needs of students. With the help of the network platform, we develop the original excellent offline school-based courses into online school-based courses, so that students can choose courses freely on the network platform after class and learn online, breaking the limitation of time and space. At the same time, a series of school-based curriculum micro-lesson resource packages have been developed to help students understand the difficulties before class and consolidate them after class. At the same time, combining the use of micro-lesson resource package in the classroom can stimulate students' interest and improve classroom efficiency.

### 6.5. Promote the diversification of curriculum evaluation

Use the network platform for visual and formative evaluation, so as to let teachers know the progress of students' learning anytime and anywhere, and get teaching feedback in time. Adjust the study plan and study method at any time.

Curriculum evaluation can be extracted and evaluated from students' daily English activities, so that students can choose their favorite and good ways and give full play to their personal enthusiasm. For example, handwritten newspaper, live performance, video recording, film dubbing and so on.

Rich evaluation can greatly increase the interest of school-based curriculum, enhance students' participation in a limited time and space, and effectively enhance students' core literacy.

## 7. Conclusions

English classes in primary schools must alter students' perspectives on English learning, develop students' language knowledge, thinking quality, cultural awareness and learning ability, and improve students' cross-cultural awareness. This is done against the backdrop of "telling the story of China well" and meeting the requirements of developing students' core literacy in the new curriculum standard. It will be easier for teachers to advance their own cultural heritage, deepen students' understanding of their superb traditional culture, boost their cultural self-confidence, and advance intellectual education if they design a school-based course about telling China stories in English and incorporating Chinese culture into English teaching. The best way to teach middle and upper primary school kids to explain the history of China in English, explore and study in practice, and explore is something that requires our complete attention. Therefore, we should pay full attention to how to guide middle and senior primary school students to tell the story of China in English, explore and study in practice, and explore more effective strategies to better guide middle and senior primary school students to improve their cross-cultural awareness and spread the voice of China.

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