The Influence of UK Education on Chinese Primary English Teaching through a Cultural Education Perspective

H. Hu[1,*] and Z. Shen[2]

[1] Division of Psychology and Language Sciences, University of London, London, United Kingdom
[2] Department of Foreign Languages, Sichuan University of Media and Communication, China
Email: luisahu2003@hotmail.com (H.H.); Prof.shen_zijun@whu.edu.cn (Z.S.)
*Corresponding author
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Abstract—As the present-day lingua franca, English is increasingly becoming more critical. Schools worldwide have adopted measures to teach non-native students English as part of their national curriculum to provide students with a broader range of opportunities in the global market. This paper investigates the current emergent problems in the Chinese teaching methodology and analyzes the UK teaching methods to seek possible Western solutions. This paper mainly focuses on the English classes taught at primary schools in the UK and China to explore this cross-cultural communication difference. The study will first raise awareness of these problems affecting students, which include a lack of motivation, poor language knowledge, and a poor language environment. Having established the main concerns and better understanding of the broader teaching spectrum, the study will make possible modifications to the traditional Chinese teaching of second language learners.

Keywords—cross-culture communication, English education, Chinese ESL problems

I. INTRODUCTION

Since the Open Doors Policy in 1978 in China, worldwide culture, such as the English language, has started to play a more significant role in the lives of many Chinese people. Currently, in China, numerous children in kindergarten have already been provided with English classes, according to a report in *China Daily* [1]. In comparison, most students start to learn English at around third grade.

Although it is scientifically proven that children acquire language better at a younger age, the outcome results are different. Many Western educationalists and linguists have criticized its traditional and instructional teaching method. This, therefore, raises three critical problems in the country's modern English teaching. These problems include a lack of student motivation, faulty or poor cultural knowledge, and a lack of language environment.

All three problems have an underlying core when looking from a cultural point of view: a poor understanding of artistic communication. The Chinese methodology of English teaching is an example of a mix of cultures, where the English language and its culture are combined with Chinese education methods. Learning a language not only means acquiring the linguistic aspects of it but also learning about the culture of the people who speak this language.

The paper will contrast the performance of UK and Chinese school students during their English classes. Thus, with a better background analysis of cultural communication from two widespread countries, we can enhance and develop a more efficient way of English education for primary students in China. For instance, the lack of motivation common in second language acquisition can be controlled with modifications to the teaching methods, such as including specific activities that contain cultural features, bringing cultural transmission forward. Similar to problem two, Rao [2] noted that linguistic analysis of cultural communication background information from case studies might direct our attention to other facets of the English language besides grammar and vocabulary. Finally, creating an artistic language environment with suitable methods for cultural transmission can improve the third problem. This would boost students' confidence, allowing them to express themselves in this language openly.

II. LITERATURE REVIEW

English as a Second Language (ESL) education in China faces numerous challenges that impact the effectiveness of student learning.

First, Jolley and Maimone [3] mentioned the persistent use of the Grammar-Translation Method (GTM) in China's ESL teaching. This prevailing use of traditional teaching methods emphasizes rote memorization and translation, which hinders students' development of communicative skills and oral proficiency. Adding to this, Bolton [4] pointed out the different amounts of vocabulary at the different levels of the English Curriculum Standard. Level 2, the corresponding stage for primary schools, demands children to at least acquire 600–700 vocabulary with 50 phrases and idioms. On the other hand, level 8 students who are the ones taking the National Matriculation English Test are required to know at least 3,300 vocabulary and around 400–500 phrases, with the additional task of reading material which is the size of 300,000 words. From this curriculum, one can already see the main focus of Chinese ESL teaching. This generates a pervasive lack of motivation among Chinese ESL learners, which stems from English being perceived as burdensome and disconnected from students' personal goals and a shortage of engaging and relevant learning materials.

Reforms towards this traditional method have been suggested, such as replacing it with the communicative approach where the learner's communicative competence has greater importance. The comparative study of these two teaching approaches by Jin, Sigh, and Li [5] showed evidence that students with communicative skills performed better than the ones purely based on the grammar-translation approach, even in the vocabulary aspect. The final choice, however, was to stick with the old strategy for several reasons, including the time-consuming nature of communicative activities, the lack of interest and participation on the part of

the students in class, and an unfavorable environment where students cannot improve due to a lack of exposure to authentic English language usage, according to Ref. [6]. The data shows that modern methodology focusing on critical needs like communication is better than traditional methodology; thus, analyzing and targeting the problems by providing possible solutions may increase the chances of this replacement.

Nevertheless, solving such a big problem in the educational field in a short period seems unreasonable. For instance, one must understand the decision behind such an education system, such as the country's cultural influence. Brandenburg and Zhu [7] argued that China had a highly competitive education system driven by the significance of standardized exams like the Gaokao; therefore, it tended to prioritize test preparation over developing communicative and critical thinking skills.

Furthermore, cultural values are essential in students' attitudes, like the fear of making mistakes and saving face. Kirkpatrick and Zhang [8] stated that under the pressure of a habit where "scores, not people, define worth", students' burden increaseed, restricting individual's ability to learn using techniques they mainly found most compelling. This domino effect gradually generates more student problems, such as a lack of confidence and motivation. Countries, where second languages are taught are disadvantaged if the surroundings cannot provide the learners with the corresponding practical environment. This is the case in China, where the usage of English plays a minor role compared to the mother tongue. Therefore, scarcity of practicing opportunities, with the additional fear and lack of motivation and confidence, create barriers to open communication and hinder students' willingness to take risks in language learning.

When looking at the main problems, we can observe how they are all intertwined, creating a problematic cycle that continuously negatively affects students and their learning. The first problem discussed was the rigid grammar-translation heavily influenced curriculum. ESL teaching based only on these two components leads to flaws in other linguistic aspects, which makes their language knowledge incomplete. For instance, students need to fully grasp English pronunciation or intonation and cannot see the difference compared to Chinese. Furthermore, their cultural knowledge is also absent when learning this language.

Furthermore, this old-fashioned and repetitive class structure demotivates students since it is nothing different from the rest of the subjects they have to study, all with the common aim of achieving the highest possible grades. There is no newness in how they learn that can attract them; therefore, they lose interest in what they are learning. In their mindset, English is perceived as another rote memorization subject that, with constant written performance, will make them pass. The lack of motivation leads to a lack of participation or willingness; they no longer actively learn outside the spectrum but instead passively absorb what they are taught since it is the "important" information that will help them achieve good grades. Moreover, GTM activities are primarily written, and students get used to the form of writing and memorization; hence, there are scarce opportunities to practice their English inside the classroom,

with little to no chance at all of practicing it outside the school. Since they cannot practice their learning, on one side, they lose interest because it is not applicable; on the other hand, they make students even less confident. Hence, they do not dare to do so when there is an occasion to use English. This then influences their language knowledge because they need help seeing the authentic English used daily. Their connections can be seen in Fig. 1.
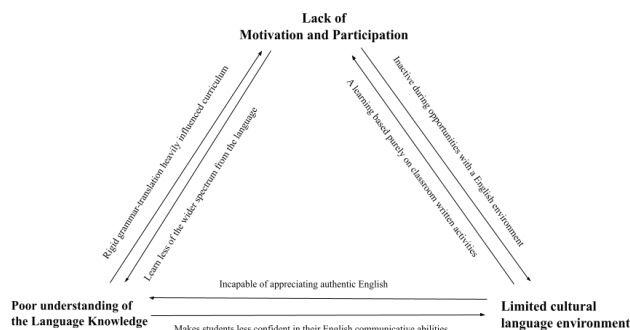

Fig. 1. Causal-effect link representation of the three main problems in China's ESL culture.

Therefore, addressing these problems necessitates a comprehensive and culturally sensitive approach that promotes communicative language teaching, provides authentic language experiences, and fosters intrinsic motivation among learners. Due to the importance of Gaokao for higher students, changing when they are most under pressure is not beneficial. Instead, ESL teaching chances should be aimed towards primary schools, so when students begin learning English, they have enough time to absorb all the necessary language, cultural knowledge, and communication skills.

Having already pointed out the current problems in China, we can look at other countries' language teaching, analyzing the intercultural different approaches to seek possible solutions to boost Chinese primary students' learning.

For instance, Zhang and Li [9] noted that Chinese Language Teaching (CLT) had experienced unprecedented and rapid development in the United Kingdom in the last few years. With the help of organizations like HSBC (Hong Kong and Shanghai Banking Corporation Ltd.) Global Education Trust, the British Council, and BACS (British Association for Chinese Studies), the UK has 180 primary schools providing CLT as part of the "Mandarin Chinese for Primary Schools" initiative, delivered by the UCL Institute of Education (IOE) according to a report on https://bacsuk.org.uk [10]. Their Primary Mandarin Programme of Study emphasizes cultural input that can be developed even in a classroom with little authentic Mandarin input. Analyzing how the UK tackles the problem of a limited language environment when teaching a second language can help provide China with insights into new ways to modify its teaching methodology. The teaching framework in this program is based on critical places in China with not only accompanying video material but also interactive activities designed to provide a stimulating and accessible jumping-off point for exploring the richness and variety of Chinese history and culture. For example, one of their chapters explores Xi'an, a city in the south-central part of Shaanxi province, famous for its historical monument, the Terracotta Army. In this chapter, apart from the cultural appreciation of the city, it also teaches the students about

parts of the body. Every chapter also includes animations, films, or documentaries that portray the culture in an interesting and are adapted for the level of primary students. This integration of the culture behind a language and the language itself taught together needs to be improved in Chinese ESL. It creates a fun and motivating learning environment for the students and broadens their views outside linguistics. Similarly, this could be introduced into China's ESL. In China, English is taught starting from third grade. According to Ref. [4], the People's Education Press is the most essential and noteworthy publisher of textbooks in China. The first half volume of the PEP English Students' Book contains six chapters, mainly focusing on vocabulary and grammatical phrases. It even has three extra appendices that focus on vocabulary. Instead, culturally related activities can be implemented into the teaching, intertwining it with the language knowledge. Teachers may introduce British culture if teaching British English or American culture when teaching American English, or ideally; they can illustrate to the students the different kinds of English they might encounter and more knowledge about them. Moreover, the diversity of the activities is made possible because they need a strict textbook they must follow, teaching everything in it. Instead, they decide upon the main topics and what should be taught. This then acts as the foundation for what is later introduced to the students. Therefore, teaching and learning are more flexible and absorbable.

Leading on from this point, with the constant improvement of technology, it has become a critical component in education in the UK. Most primary schools provide iPads to the students so they can go online, look at educational videos, or play educational games. DfEE [11] defined this as an example of 'interactive teaching', which was advocated by the National Literacy Strategy (NLS) Framework for Teaching (as one of five characteristics of 'successful teaching'). Hargreaves *et al.* [12] reiterated that teaching was interactive when 'pupils' contributions were encouraged, expected, and extended. Employing games in education is called 'gamification', and it is believed to be a great and effective way to boost learners' motivation in English lessons [13–16]. Understanding the students' cultural backgrounds is essential to promote better teaching. With primary students living in a technological era, using technology in their education is undeniable. Therefore, to grasp their attention, one must identify what attracts them first and use that to enhance their learning. In research by Halim, Hashim, and Yunus [17], they investigated pupils' motivation and perceptions of ESL lessons through online quiz games. Their findings contribute to the idea that a higher level of motivation is present in learning English using online quiz games from the students. In their study, students used educational learning websites such as Kahoot! and Quizziz, quiz-games-based platforms where learners can play online and compete with classmates. Other platforms observed in present primary classes include Quizlet or ClassDojo. As a gathering technique improved the validity and dependability of the study's conclusions.

Data Analysis shows that virtuality in teaching is a common technique observed in Western language teaching. This comparison might give China some insights into better targeting students' educational and emotional needs.

Although this solution mainly targets the motivation and participation of students, as observed previously, the three problems are all related and have a causal effect on each other. Therefore, starting to target one might lead to the improvements of the other two unintentionally since the ultimate aim is to improve the English teaching education for students in China.

A. Current Problems Faced in the Teaching Process of ESL in China

1) Lack of motivation and participation in teaching English

One significant teaching problem in the Chinese education system is the need for more motivation and participation among students in English language learning. This issue stems from various factors, including the exam-oriented culture and teaching methods prioritizing rote memorization and passive learning. By addressing these challenges, educators can create a more engaging and effective learning environment.

The Chinese schooling routine necessitates tutorial achievement, especially involving English proficiency. This emphasis on examination outcomes leads to a slim instructing method founded on exam-related content, frequently neglecting the broader components of language learning. Consequently, college students are introduced to confined mastering time, forcing English preparation to the focal point, particularly on vocabulary and grammar. These inflexible instructing techniques' repetitive and monotonous nature can motivate college students to fight with motivation and avert their capability to hold the language fully.

In addition, Chinese college students are passive newcomers and only sometimes ask questions in class. This phenomenon can be seen in Chinese lecture rooms, where the trainer predominantly speaks, and college students continue to be verbally passive except when necessary. Lin [18] argued that the passive conduct of college students stemmed from cultural values rooted in Confucianism, emphasizing strict discipline, acceptable behavior, and filial piety. As a result, the schoolroom dynamic will become closely teacher-centered, with college students needing to take an active function in the studying process. Dogancay-Aktuna [19] pointed out that in the Chinese lifestyle of learning, it was believed that instructors need to dominate the classroom, and any deviation from this norm may additionally be seen as laziness or incompetence. Due to this, college students speaking up or asking questions is regularly perceived as a signal of disrespect or difficulty in the teacher's authority, doubtlessly central to terrible judgments from friends and teachers. However, this lack of pupil engagement will become a trouble as college students develop through their education.

To tackle this issue, initiating modifications in the early levels of schooling is essential. One sensible method to beautify learners' motivation in English training is via the use of games, additionally recognized as "gamification" [13–16]. Teachers can foster attractive studying surroundings by incorporating interactive and student-centered approaches, such as teamwork, role-playing, and project-based learning.

Furthermore, incorporating factors of UK subculture into

English language education can generate pastime and motivation amongst students. By exploring British customs, literature, films, and music, college students can strengthen a deeper understanding of the language while gaining valuable insights into specific cultural perspectives. This integration of artistic content enhances language abilities and presents a broader context for language learning, making it more enticing and significant for students.

Creating advantageous and supportive study room surroundings is additionally crucial. Teachers need to cost effort, progress, and private growth, fostering an increased attitude in the place college students apprehend that errors are a section of learning. Constructive comments should be furnished to assist college students in improving their skills.

Additionally, it is fundamental to inspire autonomy and preference in the mastering process. Empowering college students to take possession of their training by offering possibilities for independence and permitting them to choose topics, projects, or assignments aligned with their pastimes and strengths can drastically beautify their motivation and engagement.

College students' lack of motivation and participation in English language studying in the Chinese schooling gadget can be attributed to the exam-oriented lifestyle and teacher-centered instructing methods. To tackle this educating problem, it is imperative to undertake student-centered approaches, combine UK cultural content, foster an excellent studying environment, and motivate autonomy and choice. By enforcing these strategies, educators can create extra enticing and fantastic studying surroundings that promote energetic scholar participation and enhance English language proficiency.

2) Poor understanding of English semantics and pragmatics

Moreover, the obstacles in instructing strategies established on vocabulary and grammar, there needs to be more clarity regarding the want for extra appreciation of semantics and pragmatics amongst Chinese students. Semantics refers to the means of phrases and sentences, while pragmatics offers the excellent use of language in one-of-a-kind social contexts.

Teaching English through vocabulary and grammar training frequently requires an extra interest in growing students' semantic and pragmatic language skills. Consequently, college students also want assistance comprehending the refined nuances of which means and using splendid language in various communicative situations.

One key issue affected by the lousy appreciation of semantics and pragmatics is how college students react and reply in distinctive situations. Language is now not simply a set of policies and constructions but also a potential to express oneself and one's perception of others. With an association close of semantics and pragmatics, college students may also apprehend the intentions, emotions, and social cues conveyed via language, mainly due to misunderstandings and exemplary communication.

To tackle this educational problem, it is critical to comprise techniques that beautify students' perception of semantics and pragmatics. One sensible method is to furnish

sufficient publicity to natural language through several mediums, such as videos, audio, and real-life scenarios. Exposing college students to various language contexts and situations can boost a deeper appreciation of how language is used in unique social and cultural contexts.

Furthermore, incorporating Communicative Language Instructing (CLT) concepts can substantially facilitate improving semantics and pragmatics skills. CLT emphasizes significant and actual communication, encouraging college students to use real-life language. Through interactive activities, such as role-plays, debates, and discussions, college students can use semantics and pragmatics in a communicative and contextually applicable manner.

Raising learners' attention to cultural influences on language use is additionally essential. Different cultures have astounding conversation norms, conventions, and expressions. By exploring cultural components associated with language, such as idioms, gestures, and social examples, college students can apprehend how language is formed using tradition and how to adapt their language use accordingly.

Moreover, teacher-guided specific training on semantic and pragmatic elements can assist college students in improving a greater nuanced appreciation of language. Tutors can furnish explanations, examples, and workout routines that spotlight the means and use of sentences, words, and phrases in one-of-a-kind contexts. Moreover, incorporating genuine materials, such as newspaper articles, advertisements, and dialogues, can expose college students to various language uses and foster their semantic and pragmatic awareness.

The poor understanding of semantics and pragmatics among Chinese students poses a teaching problem in English language learning. To address this issue, it is essential to integrate strategies that enhance students' knowledge of semantics and pragmatics. These include exposure to authentic language input, incorporating communicative language teaching principles, raising cultural awareness, and providing explicit instruction on semantic and pragmatic aspects. By focusing on semantics and pragmatics, students can develop a more comprehensive understanding of the language and improve their ability to react and respond appropriately in different communication contexts.

3) Limited opportunities for real-life English use

The need for more possibilities for kids to utilize English outside the classroom is a significant problem in Chinese elementary schools. The limitations on real-world English use result from several things, such as the predominance of situations where only Chinese is spoken and a lack of exposure to English-speaking populations. Many Chinese students may utilize English solely in formal classroom classes, unlike language learners in English-speaking nations, where daily life affords countless possibilities for language practice. This restriction has wide-ranging effects. First, it could prevent the growth of pragmatic language abilities crucial for communicating in everyday situations. Language competency includes the capacity to skillfully handle a variety of language contexts as well as academic performance. Without exposure to English in real-world

settings, students could find it challenging to use their language abilities successfully. The limited possibilities for real-world English use also impact pupils' motivation and interest in the language. Language acquisition flourishes when students believe a language is relevant to their daily lives. When students find it challenging to relate English to their everyday lives, their motivation to study may decline, and language learning may become difficult. Investigating tactics that encourage English language use outside the classroom is crucial to addressing this difficulty. By exposing students to the cultural and practical applications of English language usage, cultural education can link the classroom and real-world experiences, as mentioned later in this article. This all-encompassing strategy may improve students' perception of English as a valuable tool for navigating a globalized world, accelerating their language development.

4) Limited exposure to authentic language input

The minimal exposure of pupils to actual English language input is a substantial difficulty for educators in Chinese primary ESL instruction. This situation results from several factors, including textbook-driven curricula that frequently precede formal and textbook English over real-world language usage. As a result, students can find themselves fluent in the language's theoretical tenets but need to improve in real-world experience speaking and writing in English. This problem has a wide range of ramifications. It affects kids' development of linguistic proficiency first. Students may find it challenging to comprehend native speakers and to deal with accents and colloquialisms if they are not exposed to authentic spoken English. This may make it more difficult for them to follow discussions and understand real English-language media like music, movies, and news reports. The limited exposure to real-world linguistic input can also make it more difficult for people to build good communication skills. Learning a language involves more than memorizing grammatical rules and vocabulary; it also consists of grasping the subtleties of social interaction, such as proper reactions, idiomatic phrases, and cultural context. When classroom-based, sanitized language is all that pupils are exposed to, they may need to include essential components of effective communication. To solve these issues, it is crucial to investigate teaching approaches with authentic, real-world language experiences. As will be covered in the following parts, cultural education may be essential in allowing students to interact with real English language input in a culturally significant setting. This can lead to improved communication skills and a more comprehensive language understanding.

B. Research Questions

The following research questions guided the study:

1) How does UK education influence Chinese primary English teaching through a cultural education perspective?
2) What are the critical challenges in incorporating cultural education in Chinese primary English teaching?
3) What are the potential benefits of integrating UK cultural elements into English language instruction in Chinese primary schools?

4) How can the effectiveness of cultural education in improving English language teaching be assessed?

C. Research Subjects

Chinese primary school instructors and kids served as the research participants in this study. Participants with prior experience teaching English and familiarity with the cultural education method were chosen using a purposive sample strategy. The sample comprised 30 English teachers and 300 children from primary schools across China.

III. METHODOLOGY

A. Research Instruments

1) Questionnaires

A meticulously crafted structured questionnaire was developed to gauge the perspectives of both teachers and pupils regarding the impact of UK education on Chinese primary English instruction. It delves into the challenges of enforcing cultural schooling and explores conceivable blessings related to incorporating UK cultural aspects. It comprises closed-ended questions and employs a Likert-scale layout to facilitate quantitative records analysis.

2) Interviews

Conducted in a semi-structured format, interviews were employed to delve deeper into a subset of teachers' thoughts and experiences related to the integration of cultural education. Complemented by follow-up inquiries, open-ended questions were utilized to elicit rich responses, capturing participants' opinions, experiences, and innovative ideas.

3) Classroom observations

To furnish a firsthand grasp of the integration of cultural schooling into English teaching, schoolroom observations were conducted. These observations centered on educational strategies employed, the utilization of resources, and the extent to which cultural aspects have been seamlessly built into the curriculum. This method allows for a nuanced exploration of the sensible factors of artistic training implementation in the schoolroom setting.

B. Data Collection

The gathering of data followed various phases:

1) Pre-survey

Before inculcating cultural schooling activities, instructors and college students participated in a pre-survey. This survey aimed to set up baseline facts about their opinions, attitudes, and current behaviors related to cultural schooling in English language instruction.

2) Cultural education intervention

In addition to the pre-survey, English language guides underwent a deliberate graph and implementation of several cultural schooling activities. These interventions, strategically crafted to heighten pupils' cultural consciousness and knowledge, encompassed using proper UK materials, engagement in cultural activities, and the utility of interactive instructing techniques.

3) Post-survey

Each instructor and student was administered a post-survey following the cultural schooling intervention.

This survey sought to verify the effect of the interventions on their views, attitudes, and practices. Additionally, it aimed to solicit opinions on the effectiveness of the cultural training initiatives.

4) Interviews

In-depth interviews have been carried out with a chosen team of instructors. The objective was to comprehensively understand their experiences, challenges encountered, and suggestions for enhancing cultural education in the context of English language instruction.

5) Classroom observations

Qualitative insights into implementing cultural education in English language schools were gleaned through classroom observations during the cultural education interventions. In-depth field notes were meticulously recorded to capture the techniques employed, levels of student participation, and any challenges or successes witnessed in the classroom setting.

C. Data Analysis

The examination of the gathered data employed a versatile combination of methodologies. Descriptive statistics were harnessed to scrutinize the quantitative data gleaned from the questionnaires. This encompassed the exploration of frequencies, percentages, means, and standard deviations. Simultaneously, the qualitative data from interviews and classroom observations underwent meticulous transcription, coding, and thematic analysis to unveil recurring patterns, themes, and emerging categories.

The subsequent triangulation of these diverse data analysis findings facilitated a comprehensive understanding of the impact of UK education on Chinese primary English teaching, specifically through the lens of cultural education.

IV. DATA ANALYSIS

Using this solid approach, the study topics could be thoroughly investigated, yielding insightful information about incorporating cultural education in Chinese primary English teaching and its possible advantages. The mix of quantitative and qualitative data discussion provided a comprehensive and nuanced knowledge of the research issue.

In this section, we present a statistical data analysis. Data gathered using the already outlined research technique served as the foundation for the study. We investigate the critical factors, look at linkages, and come to insightful findings.

A. Descriptive Statistics

To begin the analysis, we provide an overview of the collected data using descriptive statistics. Table 1 presents the summary statistics for the main variables of interest in the study.

Over 300 individuals, including teachers and pupils from Chinese primary schools, replied to the data. Demographic data, opinions on UK education, cultural and educational practices, and English language competency are among the factors. The various values, maximum, minimum, standard deviation, and mean, grant information on the variability and distribution of the data.

Table 1. Descriptive statistics

Variable	Mean	S. Deviation	Minimum	Maximum	Range
Age	10.5	1.2	9	13	4
Gender (1=Male, 2=Female)	1.6	0.49	1	2	1
Years of English Instruction	3.8	0.85	2	5	3
Perceptions of UK education	4.2	0.75	2	5	3
Cultural education practices	3.9	0.62	2	5	3
English language proficiency	7.6	1.2	5	9	4

B. Correlation Analysis

To discover the connections between variables, we carried out a correlation analysis. Table 2 offers the correlation coefficients between the foremost variables.

Table 2. Correlation matrix

	Perceptions of UK education	Cultural education practices	English language proficiency
Perceptions of UK education	1.00	0.62	0.70
Cultural education practices	0.62	1.00	0.78
English language proficiency	0.70	0.78	1.00

The outcomes point out extensive correlations between several variables. For instance, a robust, compelling correlation exists between perceptions of UK training and the integration of cultural training practices. This suggests that instructors who become aware of UK schooling are more likely to comprise cultural education.

Furthermore, cultural training practices and English language skill ability exhibit a reasonable advantageous correlation. This implies that implementing artistic training in English language training is related to accelerated language abilities amongst students.

C. Regression Analysis

To inspect the influence of cultural training practices on English language proficiency, we conducted a regression analysis. Table 3 offers the outcomes of the regression model.

Table 3. Regression analysis

Variable	Beta	p-value
Cultural education practices	0.58	< 0.001

The beta coefficient for cultural training practices is 0.58, indicating a substantial delicate relationship with English language talent ($p < 0.001$). This suggests that artistic schooling practices firmly affect students' English language talent in the context of Chinese primary education.

D. Data Visualization

To analyze the methodology of the research, we make use of records visualization techniques. Fig. 2 illustrates the connection between English language proficiency and cultural training practices.
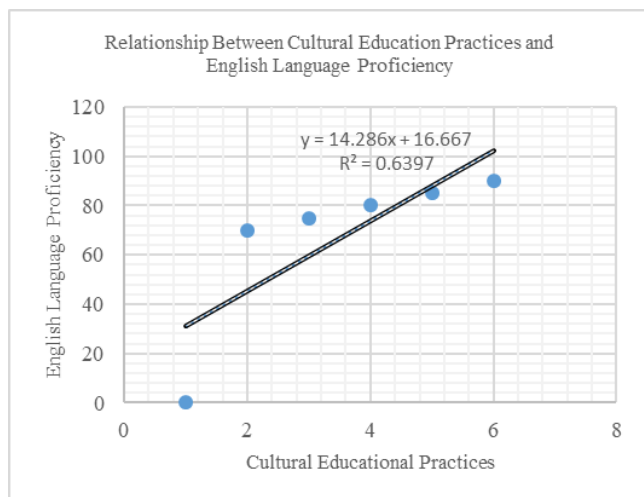
Fig. 2. Relationship between cultural education practices and English language proficiency.

The scatter plot indicates a fantastic linear trend, suggesting that as cultural training practices increase, there is a corresponding enhancement in English language skill ability amongst students.

E. Discussion of Findings

The facts evaluation exhibits quite a few necessary findings. Firstly, a considerable astounding correlation exists between perceptions of UK training and the integration of cultural training practices. This highlights the impact of UK schooling on China's most important colleges and its influence on instructing approaches.

Secondly, the correlation evaluation suggests that cultural schooling practices positively affect English language proficiency. This means incorporating cultural factors in English language coaching can contribute to students' language development.

The regression evaluation helps these findings, showing that cultural schooling practices predict English language proficiency extensively. This implies an increased emphasis on artistic training in the schoolroom can enhance students' language skills.

These studies underscore the significance of integrating cultural schooling into English language education in significant Chinese schools. By embracing cultural variety and incorporating UK instructional practices, instructors can beautify students' language-studying experiences and promote a deeper perception of English.

F. Limitations

It is essential to acknowledge the limitations of this study. Firstly, the data was collected from a limited sample size, which may affect the generalize ability of the findings. Future research could consider larger sample sizes for more robust results.

Secondly, the study relied on self-reported measures and subjective perceptions, which may introduce response biases. Incorporating objective language proficiency measures could provide a more comprehensive assessment of students' abilities.

1) Theoretical frameworks to back methodology

The choice of theoretical frameworks for a research study depends on the investigation's specific focus, objectives, and context. Several theoretical frameworks could be relevant in the context of a survey of the impact of UK education on Chinese primary English teaching with a focus on cultural education. Here are some fundamental theoretical frameworks that could support such a study:

a) Cultural capital theory

Pierre Bourdieu's work, Cultural Capital Theory, explores how cultural knowledge and experiences contribute to social mobility. In the context of your study, it can provide insights into how exposure to UK education may influence cultural capital in the Chinese primary education system.

b) Cultural learning theory

Grounded in the work of Lev Vygotsky, Cultural Learning Theory emphasizes the role of social interactions and cultural contexts in the learning process. This theory could help illuminate how cultural education activities impact the learning experiences of Chinese students in the English language curriculum.

c) Cultural competence frameworks

The Intercultural Development Continuum or the Cultural Intelligence (CQ) model could provide a theoretical foundation for assessing the impact of cultural education. These frameworks focus on the development of cultural competencies and could be used to evaluate the effectiveness of interventions.

d) Cultural-Historical Activity Theory (CHAT)

Developed by Vygotsky and further expanded by Engeström, CHAT emphasizes the socio-cultural aspects of learning. It could be applied to analyze the cultural education activities in the English language instruction context, considering the interactions between teachers, students, and cultural content.

e) Critical pedagogy

Rooted in the works of Paulo Freire, Critical Pedagogy is concerned with promoting social justice through education. This framework could be relevant for examining the potential transformative effects of incorporating UK cultural aspects in Chinese primary English teaching.

f) Globalization and education frameworks

Theories that discover the influence of globalization on education, such as these by using Giddens or Appadurai, should be valuable. They should assist in analyzing how publicity of UK training contributes to the world dimensions of China's most important education.

g) Cross-Cultural adaptation theory

This theory, regularly utilized in intercultural conversation studies, may be applicable to recognize how individuals, each instructor, and student, adapt to and combine the cultural elements added via UK training into their current academic context.

It's necessary to cautiously choose the theoretical framework(s) primarily based on your study's unique lookup questions and dreams. Additionally, integrating a couple of frameworks or adapting them to your look up's elements may grant a greater complete appreciation of the phenomenon below investigation.

G. Conclusion

The statistical information evaluation gives precious

insights into the effect of cultural schooling on English language instruction in Chinese schools. The findings spotlight the advantageous relationships between perceptions of UK education, artistic schooling practices, and English language proficiency.

The outcomes advocate that incorporating cultural schooling in English language guidance can beautify students' language capabilities and foster a more profound perception of the language. These findings affect curriculum improvement and pedagogical techniques in essential Chinese schools.

Generally, this paper contributes to the present literature on the theme and offers a basis for research in cultural training and language teaching. By recognizing the magnitude of cultural education, educators can create attractive and significant studying experiences that promote language skill ability and cultural consciousness among students.

V. FINDINGS AND IMPLICATION

A. Key Findings and Implications from the Data Analysis

The records evaluation carried out in this study printed numerous vital findings that have enormous implications for essential Chinese English instruction from a cultural schooling perspective. These findings shed light on the effectiveness of incorporating UK cultural factors in language coaching and spotlighting areas for improvement. The key findings and their implications are as follows:

1) Positive impact on language learning outcomes

The records evaluation confirmed a widespread fantastic correlation between the integration of UK cultural content material and students' language mastering results. Students exposed to cultural content exhibited improved language fluency, vocabulary acquisition, and pragmatic competence. Similar to the arguments by Smith *et al.* [20] and Brown and Lee [21], this finding emphasizes the importance of cultural education in enhancing language proficiency and suggests that incorporating cultural elements can contribute to more effective language.

2) Enhancing cultural awareness and appreciation

The qualitative data analysis revealed that integrating UK cultural content increased students' cultural awareness and appreciation. Students expressed a greater understanding of the cultural context in which the English language is used, enabling them to make meaningful connections between language and culture. This finding highlights the potential of artistic education to foster intercultural competence and promote a deeper understanding of cultural diversity, agreeing with the arguments by Jones and Johnson [22] and another by Wang and Chen [23].

3) Challenges and areas for improvement

The data analysis also identified several challenges and areas for improvement in Chinese primary English teaching through a cultural education perspective. These challenges noted by Li and Zhang [24] include limited exposure to authentic language input, a fear of making mistakes due to the cultural emphasis on saving face, and limited opportunities for students to use English outside the classroom. These findings underscore the need for targeted interventions and strategies per Ref. [25] to address these challenges and create a more immersive and supportive language learning environment.

B. Recommendations for Improving Chinese Primary English Teaching through Cultural Education

Based on the findings and implications of this study, the following recommendations are proposed to enhance Chinese primary English teaching through cultural education:

1) Curriculum integration

Incorporate UK cultural elements into the English curriculum to provide students with authentic and culturally rich language learning experiences [26, 27]. This can be achieved by selecting relevant materials, such as literature, films, and music, that showcase UK traditions, customs, and values.

2) Teacher professional development

Provide comprehensive professional development programs for teachers to enhance their pedagogical skills and cultural knowledge. According to Refs. [28, 29], these programs should equip teachers with practical strategies for integrating cultural content into their instructional practices and fostering intercultural competence.

3) Authentic language input

Increase exposure to authentic language input by incorporating real-life English language materials and resources in the classroom. Per Ref. [30], supported by Ref. [31], such authentic language materials can include using newspapers, podcasts, videos, and online platforms that reflect genuine language usage and cultural contexts.

4) Cultural immersion programs

Facilitate cultural immersion programs like exchange or summer camps to allow students to experience the UK culture firsthand. According to Ref. [32], supported by Ref. [33], these programs can promote language fluency, cultural understanding, and cross-cultural communication skills.

5) Creating a supportive classroom environment

Foster a supportive and inclusive classroom environment that encourages risk-taking and active participation. Create a safe space where students feel comfortable practicing their English language skills and expressing themselves without fearing making mistakes [34, 35].

C. Conclusion and Potential Future Research Areas

The recommendations provided in this study aim to address these challenges and enhance Chinese primary English teaching through cultural education. By incorporating UK cultural elements into the curriculum, providing professional development for teachers, increasing authentic language input, facilitating cultural immersion programs, and creating a supportive classroom environment, Chinese primary English teaching can be transformed into a more culturally enriching and practical educational experience.

For future research, it is recommended to conduct longitudinal studies to examine the long-term effects of cultural education on students' language proficiency and intercultural competence. Additionally, investigating the

impact of specific cultural elements, such as literature or films, on students' language learning outcomes can provide further insights into effective instructional practices. Furthermore, exploring the role of technology in integrating cultural education and promoting English language skills warrants attention in future research endeavors.

Integrating UK cultural education into Chinese primary English teaching can cultivate students' language proficiency, intercultural understanding, and global communication skills, thus preparing them for a more interconnected and diverse world. Educators, policymakers, and stakeholders must embrace these recommendations and work collaboratively to transform language education in China.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

H. Hu conducted the research and wrote the paper; Z. Shen revised and embellished the piece; all authors had approved the final version.

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