

Original Research Article

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Research on How to Integrate Traditional Chinese Culture into English Vocabulary Teaching

Qingyu Ma

Chenguantun Town Middle School, Jinghai District, Tianjin, 301600, China

Abstract: Through an in-depth exploration of the significance, necessity, and application models of traditional Chinese culture in English vocabulary teaching, we recognize the multiple values of integrating traditional cultural elements into English vocabulary instruction. This approach not only enriches teaching content and enhances students' cultural literacy and intercultural communication skills, but also significantly stimulates their learning interest and enthusiasm. By improving teacher quality, optimizing textbook content, and refining curriculum design, we can create a more culturally rich and linguistically engaging learning environment for students.

Keywords: Traditional Chinese culture; English vocabulary; Teaching research

1. The Significance of Chinese Traditional Culture in English Vocabulary Teaching

The significance of Chinese traditional culture in English vocabulary teaching is profound and significant. First, the integration of Chinese traditional culture helps to enrich the connotation of English vocabulary teaching and make the teaching content more in-depth and broad. By combining traditional cultural elements with English vocabulary, students can better understand and perceive the unique charm and value of Chinese culture while learning the language. This not only helps to improve students' cultural literacy, but also enhances their confidence and sense of identity with their own culture. Second, the application of Chinese traditional culture in English vocabulary teaching helps to cultivate students' intercultural communication skills. In the context of globalization, intercultural communication has become an essential skill. By integrating Chinese traditional

culture into English vocabulary teaching, students can better understand and adapt to communication methods and etiquette norms in different cultural backgrounds, and improve their ability to cope and adapt in international exchanges. Third, the introduction of Chinese traditional culture into English vocabulary teaching also helps to stimulate students' learning interest and enthusiasm. By integrating traditional cultural stories, historical figures, festival activities and other elements into English vocabulary teaching, students can be more engaged in learning and improve their learning effectiveness. At the same time, this can also cultivate students' interest and love for traditional culture and promote their initiative to explore and learn more about their own culture^[1].

2. The Necessity of Integrating Traditional Culture into English Vocabulary Teaching

Integrating traditional culture into English vocabulary teaching is indispensable. (1) Traditional culture is



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the soul and foundation of a nation, and the source of national cohesion and creativity. Integrating traditional culture into English vocabulary teaching can not only inherit and promote the spirit of national culture, but also cultivate students' national pride and cultural identity. In today's globalized world, cultural exchanges and collisions are becoming increasingly frequent, making it particularly important to maintain respect for and inheritance of local culture. (2) English vocabulary is not an isolated entity; it carries rich cultural connotations. By combining it with traditional culture, English vocabulary teaching can be more vivid and concrete, helping students to deeply understand the cultural meaning and historical background behind the vocabulary. This teaching method can not only improve students' learning interest, but also broaden their cultural horizons. (3) With the continuous improvement of China's international status, the international community's attention to Chinese culture is also gradually increasing. Integrating traditional culture into English vocabulary teaching can help cultivate talents with cross-cultural communication skills, enabling them to better spread China's voice and tell China's story to the world. Therefore, integrating traditional culture into English vocabulary teaching not only helps improve students' cultural literacy and language skills, but also promotes the dissemination and development of Chinese culture and cultivates a new generation of talents with an international perspective and cross-cultural communication skills.

3. Application Models of Traditional Chinese Culture in English Vocabulary Teaching

3.1 Taking Traditional Festival Vocabulary as an Example

Traditional Chinese festivals carry profound cultural connotations and historical significance, providing rich materials and teaching resources for English vocabulary teaching. Introducing vocabulary related to traditional festivals not only allows students to learn relevant English words but also enables them to gain a deeper understanding of the charm and value of traditional Chinese culture. When teaching vocabulary related to traditional festivals, teachers can create authentic contexts by combining the origin, historical background, and celebration methods of the festivals to help students understand and memorize the vocabulary.

For example, when teaching the vocabulary "Spring Festival," teachers can first introduce the origin and significance of the Spring Festival, and then combine it with Spring Festival celebrations such as pasting Spring Festival couplets, setting off firecrackers, and eating New Year's Eve dinner, allowing students to learn and memorize related English vocabulary in context. At the same time, teachers can also use multimedia resources such as pictures and videos to showcase the celebration scenes and atmosphere of the Spring Festival, helping students better understand and perceive the festival culture. Teachers can design a series of vocabulary learning tasks and activities related to traditional festivals, allowing students to learn and apply vocabulary in practice. For example, teachers can organize vocabulary competitions on festival themes, allowing students to memorize and use relevant words in the competition; or they can arrange for students to give reports on festival culture, enabling them to understand the connotations and characteristics of festival culture through research and information organization, and then express themselves orally in English. These activities not only enhance students' learning interest and enthusiasm but also cultivate their self-learning ability and intercultural communication skills. Teachers can also integrate traditional festival vocabulary into daily teaching, such as classroom discussions and role-playing activities. By having students use the learned vocabulary to communicate and express themselves in these activities, they can further deepen their understanding and memory of the vocabulary and improve their language application skills.

3.2 Vocabulary Teaching Using Metaphors from Traditional Chinese Culture

Chinese traditional culture contains a wealth of metaphorical elements. These metaphors not only have profound cultural connotations, but also help students understand English vocabulary in a more vivid way. By using metaphors from traditional Chinese culture for vocabulary teaching, students' learning interest can be stimulated and their learning effectiveness improved. (1) Teachers need to select metaphorical vocabulary suitable for students' age and cognitive level for teaching. These metaphorical vocabulary can be representative elements of traditional Chinese

culture, such as "dragon", "phoenix", "plum blossom", etc. When teaching these words, teachers can combine relevant historical stories and cultural connotations to explain the meaning and symbolic significance of these metaphorical words to students. For example, "dragon" symbolizes authority and auspiciousness in Chinese culture. By explaining the image and cultural significance of the dragon, students can better understand and remember this word^[2]. (2) Teachers can use metaphors from traditional Chinese culture to design vocabulary teaching activities. For example, teachers can organize students to play association games with metaphorical vocabulary, allowing students to use the vocabulary they have learned to associate and express in the game; or let students create with metaphorical vocabulary as the theme, such as writing, painting, etc., so that they can further deepen their understanding and application of vocabulary in the process of creation. These activities not only enhance students' participation and learning interest, but also cultivate their creativity and expression skills. (3) Teachers can also guide students to deepen their understanding of the connotations and cultural backgrounds of words by comparing and analyzing the similarities and differences between metaphorical words in Chinese and Western cultures. This comparative analysis can help students gain a more comprehensive understanding of the differences and similarities between different cultures and improve their intercultural communication skills.

4. Evaluation and Prospect of the Integration of Chinese Traditional Culture and English Vocabulary Teaching

4.1 Evaluation of Teaching Practice Effectiveness

In the practice of integrating Chinese traditional culture with English vocabulary teaching, the evaluation of its teaching effectiveness is crucial. This is not only a test of the effectiveness of the teaching methods but also a basis for further optimizing teaching strategies. Therefore, by collecting and analyzing data on students' learning interest and vocabulary memorization ability, the teaching effectiveness of this integration model is comprehensively evaluated. Regarding the evaluation of students' learning interest, a combination of questionnaire surveys and classroom observations was used. The questionnaire survey results showed that

most students expressed a strong interest in this English vocabulary teaching method that integrates traditional culture. They believed that this teaching method not only enriched the learning content but also enhanced the fun of learning. Meanwhile, classroom observations also revealed that students' participation and enthusiasm in class significantly improved; they were more willing to actively think and answer questions. Regarding the evaluation of vocabulary memorization ability, regular vocabulary tests and comparative experiments were conducted. The test results showed that students using the integrated Chinese traditional culture and English vocabulary teaching model showed better results in vocabulary memorization. They were not only able to more accurately memorize and understand the meaning and usage of words but also able to flexibly use these words in actual contexts. Comparative experiments also revealed that this teaching method has a significant advantage in improving students' vocabulary memorization ability.

4.2 Future Development of Cultural Integration

While fully affirming the teaching effectiveness of the integration model of Chinese traditional culture and English vocabulary teaching, it is also recognized that there is still considerable room for development and improvement in this area. First, we should further explore the educational resources within Chinese traditional culture to enrich the content of English vocabulary teaching. Chinese traditional culture is profound and extensive, containing rich educational resources waiting to be discovered and utilized. Integrating these elements into English vocabulary teaching can not only make the teaching content more vivid and interesting but also help students better understand and memorize vocabulary. Second, we should focus on cultivating students' intercultural awareness and communicative competence. In the context of globalization, intercultural communicative competence has become one of the essential qualities of modern people. Therefore, when integrating elements of Chinese traditional culture into English vocabulary teaching, we should also focus on cultivating students' intercultural awareness and communicative competence, enabling them to better understand and adapt to communication styles and expression habits in different cultural contexts. Third, we should also

strengthen teacher training and educational research to improve teachers' teaching level and research capabilities. Teachers are the main body and key force in teaching activities; their teaching level and research capabilities directly affect the teaching effect and quality. Therefore, we should strengthen the training and educational research support for teachers, improve their professional qualities and teaching abilities, and provide a strong guarantee for better integration of traditional Chinese culture and English vocabulary teaching^[3].

5. Strategies for Integrating Traditional Chinese Culture into English Vocabulary Teaching

5.1 Teacher Training

The primary task in integrating traditional Chinese culture into English vocabulary teaching is to provide in-depth training for teachers. This requires not only solid English language skills but also a deep understanding and passion for traditional Chinese culture. Specialized training courses or lectures can help teachers understand the historical context, core values, and main characteristics of traditional Chinese culture. In particular, cultural elements closely related to traditional Chinese festivals, myths, and ancient literature are key areas for teachers to master. Teachers need to learn how to effectively integrate traditional Chinese cultural elements into English vocabulary teaching, and how to design and organize teaching activities to stimulate students' interest and initiative. Simultaneously, teachers should cultivate their intercultural awareness, learning to view and understand vocabulary from different cultural perspectives to improve their teaching level. Organizing teacher seminars and observation classes allows teachers to learn from and inspire each other, jointly exploring how to better integrate traditional Chinese culture into English vocabulary teaching.

5.2 Textbook Design

Textbooks are an important vehicle for teaching and a crucial way to integrate traditional Chinese culture into English vocabulary instruction. First, it is essential to deeply explore the English vocabulary teaching resources within traditional Chinese culture. Traditional Chinese culture contains rich resources for English vocabulary teaching, such as poems, idioms,

and allusions. These resources can not only be used to explain and memorize English vocabulary but also help students understand the connotations and characteristics of Chinese culture. Therefore, textbook design should fully utilize these resources and effectively integrate them with English vocabulary. Second, the textbook should emphasize both interest and practicality. To stimulate students' learning interest and enthusiasm, the textbook should include vivid and interesting stories, dialogues, and exercises, allowing students to learn English vocabulary and traditional Chinese culture in a relaxed and enjoyable atmosphere. Simultaneously, the textbook should emphasize practicality, ensuring that the vocabulary and sentence patterns taught can be effectively applied in daily life. Third, the textbook should also emphasize systematicity and coherence. When compiling the textbook, the cognitive development patterns and learning characteristics of students should be followed, and the teaching content and pace should be arranged reasonably. At the same time, the coherence and systematic nature of the textbook content should be ensured, avoiding repetition or omissions. Fourth, the textbook should reflect the characteristics of cross-cultural communication. While incorporating elements of traditional Chinese culture, it is also important to introduce Western culture and thought, enabling students to better understand the similarities, differences, and connections between different cultures through comparison. This not only broadens students' horizons but also cultivates their intercultural communication skills.

5.3 Curriculum Design

Curriculum design is a key link in integrating Chinese traditional culture into English vocabulary teaching; a special course on "Chinese Traditional Culture and English Vocabulary" can be set up. This course aims to organically combine Chinese traditional culture with English vocabulary teaching, and guide students to understand and memorize English vocabulary from a cultural perspective by systematically explaining relevant knowledge of Chinese traditional culture. At the same time, some practical activities related to the course content can be set up, such as cultural experience and vocabulary competitions, to enhance students' learning interest and participation. Integrate elements of Chinese traditional culture into the existing English

courses. For example, select some English materials related to Chinese traditional culture as reading materials in English reading courses, so that students can learn English vocabulary and cultural knowledge in reading; play some audio materials related to Chinese traditional culture in English listening courses, so that students can understand the expression and connotation of Chinese culture in listening practice. Elective courses or extracurricular activities related to Chinese traditional culture can also be offered. These courses or activities can be developed around a certain aspect or theme of Chinese traditional culture, such as Chinese traditional festivals and Chinese traditional arts. Through these courses or activities, students can gain a deeper understanding of the essence and charm of Chinese culture, and at the same time improve their vocabulary and language application ability in an English environment ^[4]. The curriculum should emphasize diversified and comprehensive assessment; evaluation should not only focus on students' mastery of English vocabulary, but also on their understanding and application of traditional Chinese culture during the learning process. A comprehensive assessment can be conducted through classroom performance, homework completion, and participation in practical activities to fully reflect students' learning outcomes and progress.

Conclusion

The integration of traditional Chinese culture into

English vocabulary teaching has profound significance and value. By deeply exploring the rich resources of traditional culture and organically combining them with English vocabulary teaching, a learning space rich in cultural connotation and linguistic charm can be created for students. At the same time, this also places higher demands on teachers' professional competence and teaching abilities. In the future, we should continue to strengthen teacher training, optimize textbook design, and improve curriculum design to promote the deep integration of traditional Chinese culture and English vocabulary teaching.

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