

# *Design and Implementation of Interdisciplinary English Teaching in Primary Schools*

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**Abstract:** This paper probes into the current problems in primary school English teaching, pointing out that the phenomenon of surface, fragmentation, and patterning often occurs in the teaching process, and pays too much attention to language knowledge, ignoring the value of cultural education. This paper points out the necessity of interdisciplinary English teaching in primary school, and tries to integrate the knowledge of English and other subjects to construct interdisciplinary teaching design through the research of primary school English teaching practice. This paper puts forward a set of systematic interdisciplinary project implementation plan, including creating real situations, enriching teaching activities, integrating discipline knowledge, strengthening interdisciplinary themes, emphasizing the combination of learning and thinking, promoting inquiry learning, designing comprehensive assignments, and improving practical ability. Through the research on the design and implementation of interdisciplinary teaching, this paper shows how interdisciplinary project-based teaching can enrich language learning resources, break through the problem of ignoring cultural education in traditional English teaching, and achieve the goal of cultural education. It not only helps to develop students' English language skills, but also cultivates their cultural understanding. This paper also holds that interdisciplinary project-based teaching can effectively improve the drawbacks of traditional English teaching, make the teaching process more vivid and coherent, and better stimulate students' interest in learning, hoping to provide useful experience and suggestions for the improvement and promotion of interdisciplinary English teaching in primary schools in the future.

## 1. Introduction

In the current English teaching, it is undeniable that there are problems of surface, fragmentation and pattern, and the subject education goal is often simply labeled, lacking of real depth and connotation. This situation has led to English teaching generally falling into the awkward situation of "having language without culture". The traditional subject teaching can no longer meet this development trend, and the separate subject teaching leads to the separation of knowledge and the lack of systematicness. However, many problems encountered in real life require students to comprehensively use various knowledge and abilities to solve, and it is impossible to use different

subject knowledge, skills, methods or concepts in isolation. In the English Curriculum Standards for Compulsory Education (2022 edition), it is also proposed that English courses should establish curriculum objectives aimed at cultivating and developing students' core literacy, developing students' language ability, learning ability, thinking quality and cultural awareness, and comprehensively improving students' literacy [1]. It is of certain significance and necessity to create multi-angle and multi-aspect interdisciplinary situation, strengthen the internal connection between disciplines, and implement interdisciplinary subject teaching. This new teaching mode emphasizes the comprehensiveness and relevance of the curriculum, and provides a new path support for cultivating students' core literacy.

## 2. Related Works

Prior to the study, we searched and discussed relevant studies. These studies provide us with valuable empirical analysis and theoretical support, and provide us with analytical support through multiple research directions.

Zhang Hongmei's article pointed out that English teaching has problems of surface layer, fragmentation and pattern, and interdisciplinary project-based teaching can enrich English teaching content by integrating multidisciplinary knowledge, so as to achieve the goal of cultural education and promote the development of students' core literacy [2].

AV Ermirzayev's article gives us a better understanding of the characteristics of English teaching [3]. E Pekta, FR Sullivan's article gives us a better understanding of the process and function of interdisciplinary teaching at the primary school level [4]. H Salim and M Hanif's article provided practical cases abroad for reference in China [5].

## 3. Interdisciplinary Teaching

### 3.1 Interdisciplinary Teaching Related Concepts

Interdisciplinary teaching, also known as interdisciplinary learning, is a teaching mode that breaks traditional disciplinary boundaries, and its core philosophy is to integrate the knowledge, methods and perspectives of multiple disciplines in order to provide a more comprehensive and systematic educational experience. Its goal is to develop students' integrative thinking skills, creativity, and problem-solving skills, rather than segmenting knowledge into separate areas. In the traditional education system, the boundaries between subjects are very clear, and each subject has its own specific content and teaching methods. This fragmented approach often leads to the fragmentation of knowledge, making it difficult for students to apply what they have learned to the real world. With the development of science and technology, the solution of many modern problems requires multi-disciplinary collaboration, which further promotes the demand for interdisciplinary teaching. Some scholars believe that interdisciplinary teaching refers to applying the knowledge of different disciplines to solve practical problems in life, and developing learners' cognitive and thinking abilities in the process. Some scholars believe that interdisciplinary teaching refers to crossing the boundaries between disciplines, reorganizing course content and establishing meaningful connections, so as to provide students with a wider field of study. Although scholars have different definitions of interdisciplinary teaching, they all have a consensus that interdisciplinary teaching is a subject as the center, select a central theme, use the knowledge of different disciplines, and carry out the processing and design teaching of this theme. The core feature of interdisciplinary teaching is that it is designed and implemented around a "theme" on the basis of crossing a single discipline [6]. In general, interdisciplinary teaching is a future-oriented teaching model, which has significant advantages in cultivating students' comprehensive quality,

innovative ability and problem-solving ability. As the concept of education continues to evolve, we believe that interdisciplinary teaching will become an important educational strategy to provide a solid foundation for the all-round development of students.

### **3.2 Interdisciplinary Teaching Significance**

In traditional primary school English teaching, teachers usually focus on the teaching of language knowledge, such as vocabulary, grammar, speaking and listening. However, this teaching method often leads to the problems of surface, fragmentation and patterning, and ignores the value of cultural education. The introduction of interdisciplinary teaching can enrich the content of English teaching and provide students with a broader learning perspective. Interdisciplinary teaching can be carried out by constructing interdisciplinary themes, designing diversified teaching activities, integrating disciplinary knowledge, etc. Teachers can choose topics related to English and build rich teaching situations [7]. By undertaking interdisciplinary project-based learning, students can apply English language skills in practice and develop their cultural understanding and comprehensive practical ability. Through interdisciplinary teaching, students can also be encouraged to think about problems from different perspectives, which can better stimulate their innovative thinking, and through diversified teaching methods and connections with the real world, students can better stimulate their learning interest. To sum up, interdisciplinary teaching can help students' all-round development in many aspects.

## **4. Design and Implementation of Teaching Strategies for Interdisciplinary English Teaching in Primary Schools**

### **4.1 Create Real Situation and Enrich Teaching Activities**

In the traditional primary school English teaching, the classroom content is often based on textbooks and grammar teaching, which is easy to make students feel boring and difficult to stimulate their interest in learning. The purpose of creating real situations is to make students feel the practical application value of language in the learning process by constructing scenes related to real life, so as to improve their participation and learning motivation. Real situations not only help to increase students' interest in learning, but also enhance their cultural understanding. In elementary school, students are in a critical period of cognitive and emotional development, and they are curious about the world around them. By introducing real situations in the classroom, teachers can guide students to experience the differences of different cultures and promote the development of their cultural literacy.

When creating the real situation, teachers can use a variety of teaching strategies to ensure the diversity and interest of teaching activities. One is to use real materials. Teachers can introduce real materials that are closely related to students' lives, such as news reports, advertisements, songs, movie clips, etc. These materials can help students understand cultural and social dynamics around the world while learning English. The second is role-playing and simulation activities. Teachers can have students practice English in real situations. For example, simulated situations such as shops, restaurants, airports, etc., allow students to learn to communicate with others while playing different roles. Third, field visits and on-site teaching. For example, visit museums, science museums, or organize outdoor teaching activities. On these occasions, students can experience the practical application of English and deepen their understanding of what they are learning through observation and interaction.

## 4.2 Integrate Disciplinary Knowledge and Strengthen Interdisciplinary Themes

The integration of discipline knowledge helps to cultivate students' comprehensive literacy. Interdisciplinary teaching emphasizes the correlation between different disciplines, and students must use the knowledge and skills of various disciplines in the process of solving practical problems. This way of teaching can not only improve students' English ability, but also promote their comprehensive thinking, teamwork and problem solving skills. Teachers can integrate English with knowledge from other disciplines in a variety of ways to reinforce interdisciplinary themes. One is to choose topics and construct interdisciplinary projects. Teachers can choose topics related to English and build interdisciplinary projects combining knowledge from other disciplines. The second is to integrate the subject resources and enrich the teaching content. Teachers can use a variety of subject resources to enrich their teaching content, such as exploring the artistic styles and cultural backgrounds of different countries when learning art. This helps students learn English in practical applications and links English learning to content in other subjects. Third, explore interdisciplinary cooperation and promote project-based learning. Teachers can let students use the knowledge of multiple disciplines in project-based learning, carry out group cooperation projects, and let students use English in cooperation to complete interdisciplinary tasks together.

## 4.3 Pay Attention to the Combination of Learning and Thinking, and Promote Inquiry Learning

The combination of learning and thinking emphasizes that students should actively think and explore in the learning process, not just passively accept knowledge. The traditional English teaching mode usually emphasizes the imparting of knowledge, but neglects the active participation and deep thinking of students. In elementary school, students are in a critical period of cognitive and emotional development, and their curiosity and thirst for knowledge are strong. Through inquiry learning, teachers can guide students to connect learning with real life, stimulate their learning interest, and promote their active thinking and innovation. Inquiry-based learning also requires teachers to use a variety of teaching methods. One is to design open-ended questions. Teachers can ask open-ended questions in class, guide students to discuss and think, and have students collect relevant information and present it in English. The second is to encourage group cooperation and discussion. Teachers can organize students to have group discussions and cooperative exploration, and let students learn English in cooperation through division of labor, role playing and other ways. Third, use diversified teaching resources. Teachers can use a variety of teaching resources to promote inquiry learning, such as introducing multimedia, network resources, physical materials, etc., so that students can explore in the rich resources.

## 5. Conclusion

Interdisciplinary teaching is the key way to realize the cultivation of students' comprehensive literacy. In primary school English teaching, teachers can enrich classroom content, integrate multidisciplinary resources, break through the teaching predicament of only focusing on language forms, and highlight the goal of disciplinary culture education. Interdisciplinary teaching provides students with a more three-dimensional and vivid learning environment, promotes the connection between different subjects and stimulates their learning interest. The implementation of interdisciplinary teaching should be flexible and targeted. At the same time, teachers should also pay attention to students' learning ability and interest, and design reasonable teaching activities to ensure that the teaching process is coherent and practical. Interdisciplinary teaching should be based on the integration and application of subject knowledge, oriented to the development of students,

and finally realize the goal of cultivating all-round students.

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