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Abstract
This study is to find out elementary school English teachers' opinions about culture teaching by questionnaire and interview. The researcher devised a questionnaire and obtained responses from 148 English teachers. Subjects included formal, long-term substitute, short-term substitute or practicing English teachers in elementary schools from Chiayi County, Tainan County and Tainan City. Eight interview subjects were chosen from the questionnaire respondents.

Elementary school English teachers' belief about culture teaching has deep connection with their actual cultural instruction. The researcher found most teachers approving the importance of culture teaching in language learning and conducting culture teaching in their classes to some extent. Obstacles to culture teaching include strain of long teaching hours, deficiency of cultural teaching materials and limited cultural knowledge. Some teachers also mentioned that the vague definition of culture teaching and elementary schools' culture teaching was confined to festival celebrations. Language use in culture is also an important teaching issue. Certain teachers suggested that culture teaching should not be limited in English classes. Human science subjects like social studies, Mandarin Chinese or even activities could integrate more culture language use teaching content. Based on this research, the related authorities and publishers should effectively provide more culture teaching materials to enrich teachers' teaching and students' learning.
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