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## A Study of the Cultivation of English Cultural Awareness in High School ——Based on the Core Competencies and Values of English

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ABSTRACT

Cultural awareness is the basis of communication, and it includes our own cultural values, beliefs and the ability to perceive the world. When students learn English and communicate with people from English culture, cultural awareness becomes very important. Meanwhile, *National English Curriculum Standards for General High School* puts cultural awareness in the key position of the Core Competencies and Values of English subjects. At present, the academic research and analysis on the Core Competencies and Values of English mainly focus on the language ability, learning ability and students' learning motivation.

This paper intends to explore the cultivation of high school students' English cultural awareness through qualitative research and literature collation and there are 5 parts totally in this paper. The first part is the introduction, introducing the background of cultural consciousness and the significance of research. The second part is a literature review, analyzing the previous opinions both domestically and internationally. The third part is a review of cultural consciousness, summarizing the theory, historical development and main genres of cultural consciousness. The fourth part is the exploration of the cultivation of cultural awareness, including the requirements, the problems and methods of the cultivation of cultural awareness in high school English teaching. The fifth part is the conclusion, which advocates the cultivation of cultural consciousness and the development of English subject through the summary and reflection.

The significance of this paper lies in the majority of teachers to create a harmonious teaching environment, facilitate the students' cultural awareness, improve high school students' cultural understanding and cultural awareness, as well as improve high school students' English discipline Core Competencies and Values so that it could benefit the development of English in our country.

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## 1. Introduction of Cultural Awareness

### 1.1 The Background Information of the Core Competencies and Values of English

“To fully implement the party’s educational policy, to carry out the fundamental task of cultivating people with morality, and to train builders and successors of socialism who are well developed morally, intellectually, physically and aesthetically” is the educational policy and thought clearly put forward by the party at the 19th national congress. With the continuous development of social progress and mature discipline, *The Ordinary High School Curriculum Standard* has been revised several times. At the same time, on the basis of China’s educational environment and the development needs of students, we have made extensive explorations and fully absorbed the excellent educational experience and ideas at home and abroad to form the *The Ordinary High School Curriculum Standard* (2017 edition) (hereinafter referred to as *English Curriculum Standards*). English Curriculum Standards put the core competencies and values of English in an important position in the comprehensive development of students, involving the intellectual, personal, social and emotional potentials and qualities of high school students. All students need to develop these skills for higher education, deep learning and lifelong learning <sup>[1]</sup>.

The Core Competencies and Values of English is mainly focused on developing students’ following abilities: language ability, cultural awareness, thinking quality and learning ability. Language skills include the ability of high school students to flexibly use English to communicate and exchange information, acquire experiences and ideas, and explore the world around them. It focuses on questions such as whether students can connect and exchange ideas with others, whether students can acquire, interpret and present information through language, whether students can establish plans and carry out activities through cooperation, and whether students can explain, narrate and reflect on their own experiences and achievements. Concept of cultural consciousness are relatively broad, and involves the problem are as follows: students understand their relationships and cultural background, cultural values and important to students what is needed to establish the cultural values and how these values affect the students’ individual choice and life experience, including thinking quality and students’ intelligence development relevant knowledge, skills and processes, involving thinking skills, thinking habit and metacognitive ability. It is through students’ ability as thinkers that they master the concepts and contents of English subjects <sup>[2]</sup>. It mainly discusses the following questions: whether students can

generate valuable creativity and innovative ideas through the study of English; whether students can put forward their own independent ideas; whether students can evaluate, improve and strive to achieve creative ideas. Students learning ability to solve problems includes: the student’s ability to learn and to judge a work, a job, a process, or a sign, whether the students can participate in a project study, active learning and find out the key problems or challenges related to them, students can use critical thinking to improve the ability to acquire knowledge to cope with problems, events, and needs.

The concept of core accomplishment is constantly updated and developing, which plays an irreplaceable role in cultivating people and promoting students’ all-round development. However, in the process of comprehensive subject quality being taught by pedagogy experts and teachers, there is always room for correction and further improvement more or less due to the influence of region, student foundation, teaching facilities and other conditions.

### 1.2 Introduction of Cultural Awareness

Culture can transform, educate and shape people. Understanding English involves not only knowledge of grammar, phonology and vocabulary, but also certain characteristics of culture. Cultural awareness is the basis of human communication. It includes our own cultural values, beliefs and the ability to perceive the culture of others. For example, the reason why we do something, we view the world from different perspectives, we have different reactions to the same thing and so on. When high school students communicate with English-speaking countries, they inevitably involve in cultural exchanges, which may cause them to encounter significant cultural differences. This difference exists in every language, such as silent occasions, intonation, appropriate topics of conversation, and expression as a function of speech acts. It also exists in that people from different cultures view, interpret and evaluate things in different ways. What is considered appropriate behavior in one culture may often be inappropriate in another culture. Misunderstandings arise when we use the same cultural awareness to understand different cultural realities.

As a high school student in China, it’s almost natural to think that Wall Street is all about people who are always at work, or talking business over lunch, or running around the streets with coffee, rather than taking a nap after a comfortable lunch <sup>[3]</sup>. What does this mean? Lazy Chinese, hyper Wall Street? No, the cultural awareness behind this is that people’s meaning for certain activities, such as having lunch or dinner, may vary depending on

their cultural awareness. In China, where relationships are important, lunch, dinner or even a brief pause have social connotations: people gather to chat, relax and get to know each other better. On Wall Street, lunch can be part of the deal, and people can discuss the outcome and sign the contract even over coffee.

At the same time, since language is also a social phenomenon, its use is usually related to social and cultural values. Since each culture has its own cultural norms, which are different from culture to culture, some norms may be completely different and conflict with those of other cultures. In the absence of cultural awareness, we tend to assume rather than find out what an action means to a person in a relevant culture. For example, it is considered unlucky to choose the 13th of a certain month to invite the British to dinner.

Therefore, language is a part of culture, and culture is also a part of language<sup>[4]</sup>. In high school English class, in order to solve the problem of English communication, teachers need to cultivate the cultural awareness of high school students in the syllabus, improve the motivation of students to learn English culture, and then promote the improvement of students' English level and English thinking ability.

### 1.3 The Significance of the Research

First of all, cultivating high school students' cultural awareness will help them improve their cultural appreciation. The cultural awareness emphasized by the core accomplishment of English is a difficult task for every high school student. Since birth, students have learned to see and do things at a relevant, solid level of cultural awareness. Students' experiences, values, and cultural backgrounds lead them to see and do things in a conventional way. In the high school stage of life transition, students should step out of the cultural boundaries to understand the impact of different cultures on human behavior, so as to better help the next generation of the motherland to clearly understand different cultural characteristics, which reflects the importance of cultural awareness in high school English.

Second, cultivating high school students' cultural awareness helps them form correct values and make better choices. Cultural awareness is not about sacrificing one's own culture or one's own values for the cultural awareness of others. The cultural awareness emphasized by the core accomplishment of English is not only to enable students to get an excellent answer, but also to help each high school student decide what he wants to do and form his own correct values. When faced with life path choices<sup>[5]</sup>, every high school student can clearly make their own

choices without any sexism, racism, sense of regional superiority or other harmful behaviors, thus losing touch with excellent culture. Whether they are interviewing for an international company in the future or studying abroad specifically, they may have feelings of suspicion and anger about their home culture or other cultures before they study English. When they acquire English lessons, they can correctly deal with their negative emotions and determine how they want to move forward, respecting themselves and the true voices of others.

Last but not the least, cultivating cultural awareness of high school students can help them form a positive world view and improve their communication skills. Today's world is a global village, and a lack of cultural awareness can greatly limit the ability to communicate effectively with different groups (internal or external) from different cultures, and can alienate or offend partners who study and work in different regions, countries and cultures, or at the same time. High school students have gradually become mature in their thinking. Every interaction with others needs to be based on their background, experience and culture. To cultivate the cultural awareness of high school students, when they communicate with people from English-speaking cultures, they can establish connections and gain trust in a real, respectful and meaningful way, and they will actively share the deepest wishes and concerns of people from different cultures<sup>[6]</sup>. Based on the core accomplishment of culture consciousness provides a good high school students in the face of the equipment, help them understand the nuances of different cultural communication and language, action and gestures and body language in training, the importance of the relationship between different cultural groups to set foot on evaluation of others, experience the course of learning and skills development, and promote the different cultural differences between the real heart.

## 2. Literature Review

### 2.1 International Studies

Although the Core Competencies and Values of English has been widely concerned in English-speaking countries in an earlier time, there is still a lack of cultural awareness in the Core Competencies and Values of English. Foreign scholars hold a highly recognized attitude towards the Core Competencies and Values of English subject and actively study several branches of the core quality, and actively explore more effective methods to improve the Core Competencies and Values of English subject of high school students, such as improving the quality of teachers, changing the teaching method, and giving play to the ini-

tiative of students. It needs to be pointed out that foreign academic circles still support the cultural awareness in the core accomplishment of English subject, but there are still some disputes about the extent and way of its influence <sup>[7]</sup>.

First of all, the researchers think it is difficult to integrate cultural awareness into the language discipline. New Zealand scholar Sue McDowall (2018) believes that language ability and learning ability in core literacy play a positive role in supporting the learning of subjects. The cultivation of thinking quality will not only have an important influence on the whole school education, but also make a preliminary expectation on the future learning situation of learners. The concept of cultural consciousness is widely understood by educators, but only theoretically. The actual value it creates still needs to be further tested in practice. Laura eVerga (2013) emphasizes that although language is the most common way of human communication, it is also an essential social activity and contains a lot of cultural awareness <sup>[8]</sup>. He believes that whether cultural awareness should be regarded as a key factor affecting students' ability to learn English as a second language remains to be further studied. There is still no accurate explanation of this problem, especially since most high school student's focus on the individualistic approach to learning English.

The cultivation of cultural consciousness needs the support of context. Maria Luz Garcia (2019) pointed out that language is endowed with a special and irreplaceable position in understanding culture and other aspects. If you don't want to lose the core ideas and meanings, the learning of one language to another must provide context on the basis of language and culture, so as to facilitate cross-cultural communication. James Wilce (2019) proposed that cultural consciousness is deeply integrated with language. In different cultural backgrounds, language can affect the emotions of the group, and more importantly, the moral values of the group. Therefore, in the process of reviewing language and culture, we need different contexts as the basis. Joeri van Hugten (2018) also believes that context has an important influence on cultural consciousness. The rise of bilingual education has raised questions about whether English is the most popular foreign language and how best to guide language learning. Through repeated field experiments conducted by Joeri van Hugten, it is found that teachers can use their mother tongue to create a positive context to reduce students' defensiveness in learning a foreign language <sup>[9]</sup>. At the same time, English can be used to create a positive context to enhance students' confidence and enthusiasm in learning English.

Finally, cultural awareness can be promoted and devel-

oped in continuous social practice. Zaidel Dahlia (2019) believes that the integration and development of language and culture can be traced back to the evolutionary history of millions of years, and cultural consciousness is deeply rooted in the survival and development strategies of human society <sup>[10]</sup>. All cultures of different periods are absorbed and adapted in the linguistic meaning system to promote development and unification, but the culture and many other cultural behavioral intentions contained in the linguistic system are difficult to leave traces, and only when they are constantly integrated into the practice can they constantly change the group's life and thoughts. Peter i. Costa (2019) emphasized that language, as a part of culture, will give greater value to the identity of some groups, resulting in the emergence of social inequity, which also requires the re-education of language-related disciplines and re-investment in social practice to eliminate and change them.

## 2.2 Studies in China

Due to the characteristics of long tracking period and limited effectiveness of cultural awareness cultivation, domestic scholars' research on cultural awareness cultivation in the core accomplishment of English discipline is still limited. Most scholars hold a positive attitude towards the cultivation of cultural awareness and focus on the theoretical methods of cultural awareness cultivation <sup>[11]</sup>.

First of all, the cultivation of cultural consciousness can be carried out with the help of English classroom teaching. Han Yahui (2019) proposed that cultural awareness can be cultivated by the teaching steps of reading courses. The introduction part can improve students' attention to the native culture, the middle part of the course can enhance students' love for the native culture, and the after-class part can promote students' understanding and respect for the multi-culture. Wen Qiufang (2016) believes that language and culture are inseparable. In English teaching, it is particularly important to reasonably design the teaching content of each link in the classroom and actively and reasonably permeate cultural knowledge from the most basic vocabulary teaching in order to improve students' cultural awareness and teachers' cultural teaching ability. Only when students have a deep understanding of the deeper cultural knowledge behind vocabulary can they become more fluent in their future study and communication with groups of different cultures. By carrying out questionnaire and interview, Shen yi (2017) pointed out that teachers should strengthen the guidance and cultivation of students' cultural awareness in class on the basis of digging English teaching materials, and pay attention to the exploration and further cultivation of students' cultural

communication ability, so that students can quickly adapt to the culture of English-speaking countries<sup>[12]</sup>.

In order to cultivate high school students' cultural consciousness, the construction of teachers should be strengthened. Bai Huiying (2019) pointed out that teachers are the bridge of cultural communication in English education and teaching. Only by using a variety of methods to improve teachers' cultural awareness and cultural accomplishment, can we lay a solid foundation for improving students' cultural awareness<sup>[13]</sup>. Wei Ping (2019) also holds the same view. She believes that the lack of students' cultural awareness is largely due to teachers' contempt for the infiltration and teaching of cultural knowledge. Only by improving teachers' cultural teaching consciousness can students' cultural consciousness be improved gradually. Wang Liying (2004) found that in the United States, Canada, Australia and other countries, the professional level of bilingual teachers will be continuously cultivated and the professional teaching team will be stabilized in terms of bilingual teacher team training, so as to ensure high-quality bilingual teaching. The training of bilingual teachers around the world still mainly depends on bilingual teachers, who are the most important and irreplaceable implementor of bilingual education. Therefore, high-quality and progressive bilingual teachers are the key to the success of bilingual education.

Thirdly, the cultivation and improvement of high school students' cultural awareness is not only limited to the classroom, but also can be permeated and cultivated outside the classroom. Liu Shujuan (2019) believes that classroom teaching practice is relatively limited after all. If teachers can recommend some English musical works, film works or literature works with profound cultural accumulation to students and accelerate the dissemination of excellent cultural knowledge related to English subject content, students' cultural awareness will be greatly improved<sup>[14]</sup>. Li Churui (2019) proposed that enriching after-school activities can deepen the understanding of culture. At the same time, after-school activities can also improve the cultural awareness of high school students. Cultural themed activities, cultural topics, English corner and other activities will enable high school students to extract the essence of the culture of English-speaking countries on the basis of the original knowledge and put forward their own personal views and views.

Finally, in the process of cultivating high school students' cultural awareness, it is necessary to strengthen cultural self-confidence and promote the development of Chinese culture<sup>[15]</sup>. Ma Donghong (2007) points out that the students learn English subject related content could improve the ability of their own language and culture,

also cultivate the cultural awareness, but the cultivation of cultural awareness is the reflection of Chinese culture, promote the understanding of Chinese culture and love, respect for cultural diversity, overcome the conflict between Chinese culture and English culture, promote the continuous development and innovation of the Chinese culture. Liu Guiying (2013) emphasized the influence of culture-interaction paradigm on English teaching in middle schools. In education and teaching, teachers should not only impart the society and culture of English-speaking countries, but also stick to cultural awareness and cultural self-confidence, clarify the development value orientation of English teaching in China, and adhere to the integration of English subject knowledge and Chinese culture in English teaching.

However, researchers at home and abroad have started to study English teaching and the cultivation of cultural awareness. However, few people focus on the connotation and development of cultural consciousness<sup>[16]</sup>. He who would do his work well must sharpen his tools. In order to cultivate the core qualities in the core qualities of English, to achieve high school students with high cultural awareness, and to continue to serve the culture of our country, we must understand what the cultural awareness we cultivate is, how it develops, and how the connotation it emphasizes today has changed. Although these questions are the most basic ones, without a systematic understanding of them, we cannot use efficient methods to improve the cultural awareness of high school students. At the same time, researchers generally ignore the difference of cultural awareness cultivation. Different regions have different cultures. China, with a land area of 9.6 million square kilometers, is a country with vast territory and abundant resources. Cities like Shanghai and Hangzhou owns advanced and successful ways of cultivating cultural awareness of English subjects, but also cities such as Taiyuan and Luoyang are not good at cultivating continuous progress of cultural awareness of English subjects<sup>[17]</sup>. If the method of cultivating cultural consciousness of students in Shanghai is simply transferred to the students in Taiyuan for cultural consciousness cultivation, the effect is obviously poor or even completely inconsistent. School diversity, even if the same region, the same city cultural awareness training still need to adapt to local conditions. Applying the method of cultivating students' cultural awareness of English in Shanxi experimental middle school to the students of Yangqu No.1 Middle School cannot be appropriate. Personal differences. In the same class, there are students who are good at English and have complete cultural awareness, and there are also students who have difficulty in learning English and even master-

ing basic knowledge. Different students still need to be taught in accordance with their aptitude, and they should reasonably use the concept and method of core quality of English to cultivate cultural awareness. Finally, the cultural awareness cultivation methods proposed by researchers at home and abroad are rather general, and they will encounter many difficulties in the actual operation process. We need to consider how to make the training method more specific, make it more operable, make the training effect more obvious, make the training direction more sustainable and make the training process more suitable for the comprehensive development of students<sup>[18]</sup>.

This paper will firstly focus on the development history of cultural consciousness and the process of cultural consciousness cultivation in English teaching in order to gain the foundation and experience of cultural consciousness cultivation. At the same time, this paper will discuss various problems existing in the cultivation of cultural consciousness, such as ignoring differences, fuzzy cultivation methods and poor operability<sup>[19]</sup>. Finally, this paper will focus on various practical methods of cultural awareness cultivation, such as individualized teaching and multi-level teaching, which are in line with the modern English teaching concept and the Core Competencies and Values of English. Through the above exploration and analysis, this paper intends to promote the cultural awareness of today's students. It also provides some practical Suggestions and Suggestions for teachers and students in different regions, so as to stimulate the formation of cultural awareness, the cultivation of core qualities and the enhancement of sustainable development in different regions, schools and students.

With the further development of globalization, the global economic trade increasingly frequent, today's English education is no longer just limited to teach students can speak a few words of English, but to the comprehensive development of students and lifelong development, improve the students' literacy for the core of the pursuit, promote the improvement of cultural awareness, and provide reference and help for our excellent traditional culture. In this way, students can better integrate into the society, and the development of the motherland can better serve the masses. Xi Jinping, the General Secretary of P.R.C., has pointed out that the country will prosper if the youth prosper, and the country will be strong if the youth are strong<sup>[20]</sup>. Only by cultivating a sound cultural awareness can contemporary high school students create opportunities for their lifelong development and sustainable development, and provide conditions for improving their core competence in English, so as to fulfill the mission of English and enhance China's international image and status.

### 3. The Existing Problems

#### 3.1 The Unawareness of Cltural Awareness

Nowadays, countless middle schools and teachers gradually agree that the cultivation of cultural awareness emphasized by the Core Competencies and Values of English subjects is very necessary, but how should cultural awareness be interpreted in the middle school education? Where is the boundary of cultural consciousness? Many problems have led to the deviation of middle schools and teachers in the cultivation of high school students' cultural awareness. Some teachers even think that it is almost impossible to emphasize the improvement of students' cultural awareness in the face of today's examination baton and the reality of the college entrance examination enrollment rate. Little did they know that the cultural awareness emphasized by the core accomplishment of English subject lies in the reform of teaching methods and examinations.

Cultural awareness was first proposed by British scholars in the late 1950s and developed in the 1960s and 1970s, and has since been gradually adopted and constantly transformed by scholars in a variety of disciplines around the world. Cultural awareness can be regarded as a field of cultural studies, the product of a particular socio-political environment. Therefore, the study, understanding and deepening of cultural awareness are usually carried out through language as a medium.

On the basis of emphasizing Chinese culture, the cultural consciousness of English discipline pays attention to the political dynamics, historical basis, conflicts and social phenomena of English-speaking countries. The cultural awareness based on the core accomplishment of English discipline is not fixed, limited and discrete, but a combination of practices and processes that are constantly interacting and changing. Through the study of cultural awareness, high school students can be connected to a wider range of social structures and phenomena, such as the ideology, class structure, nation formation, ethnic composition, and gender and age characteristics of English-speaking countries. As cultural awareness is interdisciplinary, after cultivating a healthy cultural awareness, high school students will also have a preliminary understanding of structuralism, social theory, identity theory, history, philosophy and literary theory in English-speaking countries in different periods, which lays a foundation for further study in the future.

During the rise of neo-liberalism in Britain and America, the study and cultivation of cultural consciousness gradually became a global movement. Appadurai (1996) believes that, especially in recent decades, with the spread of capitalism in the world through the contemporary form

of globalization, cultural awareness is gradually becoming an important place and driving force for dialogue and negotiation with western cultures<sup>[21]</sup>. In contemporary society, cultural awareness has been closely associated with basic education, higher education, academic associations, and students and practitioners from Shanghai to Amsterdam, New York to Sao Paulo. Nowadays, middle schools and teachers should not rest on their laurels and think that the study of language points and grammar knowledge is the only criterion for high scores in the college entrance examination. They should not continue to believe that the cultivation of cultural awareness will slow down the teaching progress. Instead, they should change their ideas and actively invest in the cultivation of cultural awareness.

### 3.2 The Gap in Different Areas

A number of studies have shown the devastating impact on life opportunities of large numbers of children performing poorly in school as a result of growing regional educational inequality, particularly when it comes to the cultural awareness that is at the heart of the English language. A report by the Social Market Foundation, an independent think-tank, says that geographical inequality in educational outcomes has increased over the past three decades. According to the statistics of education departments and examination institutions in various provinces and cities, 28.20%, 22.08% and 16.5% of high school students in Shanghai, Beijing, Tianjin and other regions have developed basic education, advanced English training concepts and cultural awareness, respectively. However, only 2.95% and 3.21% of high school students in Guizhou, Guangxi and other regions with underdeveloped basic education, lagging behind in the concept of English training and weak cultural awareness can enter 985 universities. The level of English education and cultural awareness was evident at the end of primary school at the age of 12, with children born in 2000 having a life and education more indicative of academic achievement in the calendar than those born in 1970. In recent years, the level of English education and cultural awareness in the central and western regions has been greatly improved, which is partly attributed to some policy measures, such as the national policy for the development of the western region, the rise of the central government, and the positive contributions of key cities such as Xi'an, Chengdu, Wuhan and other major cities. Chu Hongqi (2006) once said that it is becoming increasingly clear that educational inequality is becoming more and more varied in both form and scale<sup>[22]</sup>. Where children grow up has a real impact on their cultural awareness, their

English education and their life opportunities.

If the research scope is narrowed to provincial or municipal level, the differences between different schools are also very significant, and the cultivation of students is also very different, especially in English, cultural awareness and other linguistic and cultural disciplines closely related to social progress. Provincial key middle schools usually provide better infrastructure for the physical and mental development of high school students than ordinary middle schools. Especially in the area of English education facilities, provincial key middle schools can help students learn English courses in a better way, absorb excellent culture and cultivate cultural awareness. These infrastructures can help the children in the provincial key secondary schools to accept a practical education method that is closely connected with social development and even advanced. In the era of increasingly fierce education competition, students in provincial key middle schools have learned advanced cultural knowledge, exercised their excellent English skills, and developed a good cultural awareness. Whether they are in higher education or looking for a job in the future, these have provided them with an irreplaceable life. When they come into contact with foreign friends, they know how to use their fluent spoken English in high school to study with foreign friends; They know how to use domestic and foreign resources efficiently to improve themselves when they are preparing papers for further study at the doctoral level. When they face the invasion of different cultures, they know how to adhere to their own bottom line in principle to be inclusive and open to appreciate differences<sup>[23]</sup>. In contrast, teachers' cultural awareness is backward in ordinary middle schools, and the English subject infrastructure is insufficient. Even after three years of high school education, students in ordinary middle schools are still difficult to acquire good English listening and speaking skills, and have no chance to receive the edification of different cultures. Cultural awareness is born in integration. Provincial key middle schools are unmatched by countless ordinary middle schools in terms of cultivating high school students and providing opportunities. Therefore, it is impossible for different schools to use the same methods to improve high school students' cultural awareness and core quality of English subjects.

Even in the same class, differences among students still require differences in cultural awareness cultivation methods. For students with advantages in English, they have a stronger ability to accept the subject knowledge and have a better sense of self-discipline. Therefore, teachers should have advanced teaching methods and cultural awareness

training programs to further promote their improvement. For underachievers in English, all behaviors are determined by complex factors. Schweitzgebel (1965) mentioned this phenomenon, and he observed that “students with learning difficulties in English may actually learn fast and well, but what they learn may not be consistent with our standard of measurement”. English underachievers are a very diversified group, showing great variability and diversity in cultural awareness behaviors, English subject interests and abilities. Therefore, it is impossible to determine all underachievers by simply cultivating cultural awareness. Due to poor subject interest, lack of progress in subject ability and lack of cultural awareness, no intervention strategy has been able to reverse and successfully cultivate the cultural awareness of all underachievers. They need English science teachers to have strong interest in English subject training scheme, a comprehensive improve the ability of English discipline and so on. These methods need to be differentiated from the top students to make up for their shortcomings in English and lead to the comprehensive improvement of their English literacy<sup>[24]</sup>. Meanwhile, they also need a menu of several different intervention options. This puts forward higher and more professional requirements for high school English teachers.

### **3.3 The Lag in the Cultivation Methods**

The cultural awareness emphasized by the core accomplishment of English discipline is actually the cultural life of English-speaking countries. To a large extent, life is also determined by language and culture. The learning of English and the cultivation of cultural awareness is not a subject that can only be confined to the classroom. It is more necessary for English teachers to bring culture and life to the classroom and bring the classroom to the culture and life. At the present time, teachers in most provinces and regions of the country are still trying to make students understand how English works as a language, rather than how to use and understand the cultural connotation behind the language. There are three ways for teachers to cultivate cultural awareness in English classes: grammar translation, direct translation and listening and speaking.

The direct method focuses on daily oral English teaching. Larsen-freeman (2000) found that teachers and students using the direct method directly associate meaning with the target language by using real second language, pictures or gestures. The direct method of improving English through oral English training has its unique principle in grammar, and it does not emphasize students’ grammatical errors, and it does not give clear rules and regulations. This approach is at the other extreme of English teaching

and cultural awareness. The advantage is that high school students have the ability and courage to speak English. However, due to its lack of emphasis on grammar rules, high school students can only learn relatively simple English. In a more complex pragmatic environment and cultural background, students who use the direct method will find it very difficult.

The listening and speaking method is similar to the direct method in that it mainly adopts the spoken method in the process of cultivating the cultural awareness of high school students. However, the listening and speaking method is not only satisfied with the spoken language, but also emphasizes training high school students to master the use of syntax. The core of using the listening and speaking method is memory. Students will be required to memorize dialogues by teachers, and teachers will also teach students by continuous attempts. Listening and speaking follows the following principles: first, the goal of listening and speaking is to enable students to acquire the target language through communication; Second, the role of the teacher is like the conductor of the orchestra to guide and control the students’ behavior; Third, through dialogue, imitation and repetition of inductive teaching methods to learn grammar; Fourth, avoid students’ mistakes. Listening and speaking has the advantage of encouraging students to open their mouths to speak English. However, listening and speaking method puts too much emphasis on the memory of dialogues, which makes students only remember the dialogues and dare not try to organize the dialogues by themselves, which greatly weakens their creativity.

Alexander (2012) believes that the goal of high school teachers is to teach a language. If high school students want to acquire English effectively, they must go through sufficient multi-dimensional cultivation and training to get gradual improvement. The English curriculum standards for general high schools (2017 edition) also emphasizes that the learning of English and the cultivation of cultural awareness need to be meaningful, purposeful and effective<sup>[25]</sup>. In order to make high school students master English and improve their cultural awareness, they need to integrate English and cultural awareness into practice. At the same time, with the rapid change of the international community, the gradual improvement of educational requirements, the imminent reform of curriculum, the use of outdated English teaching and cultural awareness training methods will obviously hinder the progress and development of students. Neither the direct method nor the listening and speaking method is fully applicable to the cultivation of cultural consciousness and the improvement of the Core Competencies and Val-



ues of English.

## 4. The Cultivation of Cultural Awareness

### 4.1 Cultural Awareness in *National English Curriculum Standards for General High School*

With the globalization of the world economy and the popularization of international exchanges, the world is becoming a “global village”, where people of different colors, languages, countries and cultural backgrounds live together like “global villagers”. China urgently needs talents who are familiar with foreign cultures and can communicate accurately and properly in a cross-cultural environment. This is a new challenge for English teaching at all levels. In particular, high school education, as the stage of cultivating students for Chinese higher education, needs to help students lay a solid foundation for language ability and cultural awareness communicative ability. Cross-cultural communication requires two kinds of abilities, namely language ability and sociocultural ability, which leads to the corresponding changes in the goals, objectives, methods and strategies of foreign language teaching.

English is a compulsory course in basic education in our country. English teaching in ordinary senior high school is also called foreign language teaching. Zhang Gecheng (2007) pointed out that in 2003, *English Curriculum Standards for Ordinary Senior High Schools (Experiment)* listed “cultural awareness” as one of the five teaching objectives, which reflected the necessity and importance of cultural awareness teaching in English teaching. According to *English Curriculum Standards for Ordinary Senior High Schools (2017 Edition)* (2018)<sup>[26]</sup>, “cultural awareness is the development direction of other elements. It not only guides the selection of language and cultural content, but also guides the development process of learning and thinking and the value judgment of students. Every high school should carry out cultural exchanges to improve students’ independent learning ability and communicative ability. However, in China, due to the influence of grammar and lexicographical perspective, traditional English teaching has long emphasized the cultivation of learners’ grammar ability and spelling ability, rather than cultural awareness and cultural communication ability. In addition, in the classroom teaching, the teacher controls the classroom, gives all he knows, explains new words in detail, explains grammatical rules, analyzes complex sentence structures, and even unconsciously separates the language from the culture. Therefore, it leads to the fact that students may produce grammatically correct but culturally inappropriate sentences, which often

lead to misunderstandings and even more serious cultural conflicts when communicating with groups of British and American countries. In a word, students can really master English only when they master the cultural background in which English is spoken. This is a new challenge for all English teachers.

*English Curriculum Standards for General High School (2017 Edition)* requires English cultural awareness to help understand the culture of British and American countries and effective cultural communication<sup>[27]</sup>. Many high school students have poor cultural communication skills and lack of cultural awareness of English can lead to serious comprehension barriers. This concern is based on the fact that today’s high school students often have many misunderstandings and even cultural conflicts when communicating with native English speakers. Although the curriculum standard regards the cultivation of high school students’ cultural communication ability as one of the compulsory English courses, cultural information courses are offered in English classes at all levels. However, the results of relevant research indicate that there are shortcomings in the course, and the training of cultural awareness is usually not part of the syllabus, at least not as important as grammar or vocabulary. Therefore, we need to think about this problem and try to integrate cultural teaching into high school English teaching, so as to cultivate students’ cultural awareness and cultural communication ability. The cultural awareness of high school students should be cultivated through the integration of cultural teaching in and out of class.

## 4.2 The Improvement of Teachers

### 4.2.1 The Improvement of Teachers’ Awareness

English teachers are often the only language role models that students encounter in school English learning. Therefore, English teachers play an important central role in helping students acquire the language and culture of English. Sometimes, teachers will live comfortably in their own shells, be satisfied with the status quo, and prefer their own days with fewer challenges. There is hardly any cultural guidance in teaching English, and they fail to integrate cultural teaching into teaching activities to cultivate students’ cross-cultural awareness. Instead, students spend a lot of time memorizing words and grammar mechanically, regardless of the cultural meaning of some words or foreign cultures. This is very dangerous from an educational point of view, and teachers now have a huge responsibility to make sure that our students have a positive cultural awareness, not just in our schools or in our textbooks, but as active members of the international

community.

The best English teachers are those who focus on their own development. Good English teachers understand that the cultivation of English cultural awareness is not overnight, and it is very important to keep learning and making progress every day. The education world needs teachers as thinkers, innovators, partners and communicators, and future students will be global contributors to innovation under their guidance. Clark (1990) proposed that teachers must have the necessary awareness and skills to improve students' ability and help them develop positive cultural awareness. Meanwhile, teachers need to develop language ability and cultural sensitivity through continuous learning. In English teaching, the cultural quality of teachers needs to be improved urgently, and the weak cultural awareness is a common problem. Only by participating in re-education programs and continuous "lifelong learning" can teachers continuously improve their English cultural level and cultural awareness, and fully realize that Britain is a multi-ethnic and multi-cultural society that is constantly developing and changing. It also actively proves to the students that every teacher is concerned about the culture and emotion of English-speaking countries, is improving and cultivating their own cultural awareness, has the ability to think and react like native English speakers, and encourages students to further cultural learning from the side.

#### **4.2.2 The Improvement of Teachers' Abilities**

The teacher's role in the English classroom needs to change from a mentor to a facilitator. Another important requirement for creating a good classroom environment for high school students is to reduce the power gap between teachers and students. Students in authoritarian classrooms exhibit negative behavior, which is the result of a sense of injustice in the classroom. Therefore, in the classroom with cultural awareness, the teacher is more like a guide than a command. Teachers provide students with questionnaires about what they think is interesting or important, encourage students to discuss cultural norms and origins of English-speaking countries, and provide them with a way to measure what they have learned and their abilities to promote their stronger intrinsic motivation to learn. Teachers can allow students to bring their own reading materials and present them in the classroom, while integrating them with the classroom culture and discussing the background, values and cultural beliefs of important people by sharing the required materials in the English curriculum standards and the reading materials provided by students. This will give them an opportunity to interact and share with the stories, thoughts and ideas

of English-speaking countries that are important to their cultural and social perspectives.

Teachers need to maintain high expectations for student performance in culturally aware English classes. Given that culturally responsive teaching is a student-centered philosophy, students' expectations of achievement are largely determined and assigned by the students themselves. High school students don't get too much praise for simple characters, but they do mentally expect to be praised according to their grades. If a student does not complete the assignment, the teacher should actively involve the student in helping and guiding the student to explain how to complete the assigned task or the steps required for the task. Treat every high school student as a person of wisdom and value and respect them academically and otherwise. Try to understand what each student is passionate about outside of the classroom. Then, encourage them to pursue their interests and curiosity and challenge them in and out of the classroom. When they are given attention and respect, they will make progress in English learning and cultural awareness development.

Teachers should not pay too much attention to the English culture and neglect the traditional Chinese culture, and should establish the awareness of respecting the cultural differences between the east and the west. Kristmanson (2000) pointed out that the arduous task of language teachers is to create a positive cultural atmosphere and attitude towards the target language and culture, while never compromising the integrity and importance of students' first language<sup>[28]</sup>. In traditional classrooms, Chinese high school students often feel marginalized, lost and even forced to abandon their mother tongue in favor of English. A culturally aware classroom is inclusive because it ensures that all students are responsive to the cultures of English-speaking countries and acknowledge the unique differences that exist between Chinese and western cultures. High school students learning English must absorb many of the ways and methods of categorization and codification of Chinese if they are to understand and speak the language as native speakers do. In a culturally aware classroom, language differences should be respected and teaching and learning materials tailored to the English level of Chinese high school students should be developed based on high school English textbooks, which can be partly provided in Chinese to increase students' understanding of English.

Teachers need to show respect and interest in the cultural background of English-speaking countries. Providing cultural background is an important way to carry out cultural teaching and cultivate students' cultural awareness. In addition to providing context for each topic, teachers

should explore as much cultural context as possible. As Chen Guanglei (1992) pointed out, “when we notice that students with a certain western background learn English faster on average than students without such background, background knowledge becomes an important variable. In the pre-reading stage, it is necessary for the teacher to introduce the background knowledge of the topic<sup>[29]</sup>. Awareness of the cultural background before reading will better enhance the understanding of the text. Teaching culture by introducing and explaining cultural background and relevant information related to, but not limited to, the articles taught in the textbook will help students learn the articles better and more effectively. In the teaching can provide the cultural background of the text, stimulate students’ interest in learning, improve students’ enthusiasm for learning. In general, providing cultural background for chapters can stimulate students’ interest, deepen their understanding of English culture, sometimes make the text easier to learn, and sometimes provide more cultural information to enrich the text, so that students can better understand. Chinese and English are two completely different languages and belong to two different cultures. They carry a strong national culture and reflect different cultural information. In the process of learning, lack of cultural background can lead to too many difficulties and misunderstandings. In teaching, teachers can encourage students to study and share ethnic information of English-speaking countries, spend time learning the correct pronunciation of people’s names in English-speaking countries, analyze differences in beliefs and social behaviors in English-speaking countries, and celebrate festivals in English-speaking countries to cultivate the relationship between English-speaking countries’ social culture and high school students. The initiative will also help Chinese high school students recognize that the beliefs and traditions of the Chinese nation also constitute a culture, a necessary breakthrough in developing a truly culturally responsive classroom.

Teachers should update the test methods of high school students to promote their cultural awareness. Another effective way to help students actively participate in the cultivation of English cultural awareness is to redefine the concept of examination. Liu Jianda (2006) thinks that different test methods have different effects on the students’ scores and the thinking process in the exam, but teachers should teach students more English pragmatic knowledge in class teaching and provide more pragmatic knowledge input to students in order to improve their English pragmatic function. In the traditional classroom, the theory of mark uniqueness usually puts great pressure on students and causes them to pay too much attention to grammar. In a culturally aware classroom, frequent ungraded tests can

be applied to the classroom to check students’ progress and ensure that they do not fall behind on the material required by the curriculum standards. Teaching students to take continuous tests as they learn new things can help them remember and use what they learned in class better, and it can also help them learn more about a topic.

The road to cultural awareness and classroom development is not easy, especially in a place where multiculturalism is not prominent. However, only by integrating the teaching ability of cultural awareness into the teaching methods and practices at the teacher level can high school students know how to form their own cultural view<sup>[30]</sup>. English courses of cultural awareness not only enable high school students to acquire knowledge of the society and culture of English-speaking countries, but also help them enhance national pride and cultural identity. It is the responsibility of teachers of English to integrate the society and culture of English-speaking countries into the students’ knowledge base in order to promote the personal and professional success of high school students in a diverse world.

### **4.3 The Improvement of Students**

Learning other cultural awareness is a valuable experience and process. Cultural awareness deepens the understanding of the society and culture of English-speaking countries. Teachers actively improve their cultural awareness through continuous learning, and use a variety of methods to improve their teaching ability of cultural awareness. Then students should also play their own subjective initiative to improve their own cultural awareness. The acquisition of cultural awareness cannot be achieved through classroom teaching alone. Students should have something to listen to, speak to, read to, see and, if possible, have personal contact with native English speakers. Undoubtedly, the main reasons for students’ pragmatic failures are insufficient understanding of the culture of English-speaking countries, insufficient contact with it and insufficient comparative study of the two cultures. Therefore, students can actively improve their cultural awareness by giving play to their subjective initiative. For example, students are encouraged to build relationships with native speakers of English, or to communicate with pen-pals in English-speaking countries. It is in this relaxed personal touch that students are able to access cultural information they would not otherwise have access to.

#### **4.3.1 Integrate the Modern Technology**

With the development of economic globalization and the advent of the Internet era, computers have been widely

used in education. The Internet has been greatly popularized in the cultural learning of middle school students, from which a great deal of English cultural information can be found. Modern high school students are good at making use of Internet technology, especially students in developed regions and key provincial high schools. Therefore, students are encouraged to use the Internet and other modern technologies to read online English news resources. These resources need to be relevant to the culture of English-speaking societies and maintain cultural confidence in the process of reading. High school students can subscribe online to newspapers and magazines related to the society and culture of English-speaking countries, such as *China Daily*, *The Times* and the *Washington Post*, to learn about the cultural knowledge that English-speaking people are reading. At the same time, browse the entertainment, life and political information of British and American countries. High school students should also pay attention to the different language cultures represented in Chinese. For high school students with relatively poor foundation, they can start from the social and cultural content of English-speaking countries written in Chinese to cultivate their cultural awareness. After making certain progress in their language ability, they can start to use the Internet to gradually read English resources in pure English.

High school students should pay attention to social media in the UK and the US. One of the great things about the Internet is that it has made the world smaller and more accessible than ever before. It has turned the earth into a global village. Guo Ke (2002) believes that great achievements have been made in the development of English media, and the role of media in learning cannot be replaced, especially in terms of affecting language and culture. High school students can find people from English-speaking countries around the world on Facebook, Twitter, Instagram and other social networking sites. Following people or organizations from the UK and us on social media is a great way to learn directly about their culture's values, food and fashion. When high school students are interested in a particular British and American cultural content, they can search the accounts of famous people in British and American countries more specifically, or look up the websites of specific parts of British and American culture, such as fashion, entertainment, art or politics.

Using the Internet to communicate with British and American people is also an important way to cultivate cultural awareness. There are many different ways to communicate with people in the UK and the us. Browse local communities and forums that receive answers or conversations, send or post a question and wait for a re-

sponse from someone in an English-speaking country, or ask them what their daily life is like. High school students can also ask about what is happening in the UK and the us and how it affects the local people. However, it should be noted that since the cultural awareness of high school students still needs to be cultivated, they must be polite when asking questions, pay attention to not divulge personal information, and improve their cultural identification ability.

Watch YouTube videos. YouTube is another video medium that is very popular in the United States and the United Kingdom that allows viewing and interaction. There are many channels on YouTube devoted to specific cultures. Usually, British and American cultures are made by people from English-speaking cultures who know their own culture well. Many YouTube videos also involve talking about topics like news, history or gender, and ask questions in the comments section of these videos and you'll get answers from knowledgeable people.

It is also a good way for high school students to learn about the society and culture of English-speaking countries from people living in British and American cultures. Through pen-pals, high school students can learn English, learn about daily life, and learn about cultures that are not found on the Internet. Advances in technology have made it possible to write letters, send e-mails and even video chat with a pen-pal. There are many people from Britain and the United States who are interested in Chinese culture on the Internet. However, high school students still need to remember never to reveal unnecessary information to their pen-pals.

#### **4.3.2 Focus on the Library**

Both provincial and municipal libraries are good choices for high school students to increase their cultural awareness. You can go to the library to read travel books. By reading travel books and magazines, high school students will have a good understanding of the domestic culture as well as the culture of the British and American countries, and gradually start to contact with new cultures that cannot be found in textbooks. The British and American cultural guides or travel logs also contain a lot of etiquette, gender, holidays and religion information for high school students to read.

For high school students, the role of the library is not limited to travel books, but also to read books written by people from British and American cultures, including fiction, non-fiction, poetry or anything written by people from British or American cultures. Literary reading is regarded as the most common way to improve learners' cultural awareness, especially in the exploration of cross-cultural communication. It is generally accepted

that literature reflects the views, values and beliefs of a society: the social, political and cultural development of any society. It shows people's thoughts and dreams in the most creative and imaginative way. Reading literary works, including short stories, plays, stories and myths is a better direct way for students to understand the history, geography, customs, traditions, beliefs and social values of foreign cultures, and to have a better understanding of what they learn in class. These different literary genres can also inspire students to empathize and develop an understanding of certain aspects of other cultures. Literature has two important values in promoting cultural exchanges: one is the importance of expressing certain relationships, values and ways of communication, which are representative of British and American cultures; The other is to take cross-cultural issues as the theme of literary works, such as cultural adaptation and identity, national relations, etc. High school students should be encouraged to read a wide range of literary works, from fiction to nonfiction, from serious works to children's stories, from literature to art to philosophy. Literary reading can not only deepen learners' understanding of foreign countries and their cultures, but also give students a good insight into the culture. By reading *Beowulf*, high school students can understand the hero culture of the Anglo-Saxon period; Through the appreciation of *Honeysuckle*, high school students can learn the creative form of *Lay* and the spirit of tolerance and self-sacrifice shown by British knights in love. Through the appreciation of *Crow*, high school students can understand the American melancholy beauty. By reading books written by people from British and American cultures, high school students can get a glimpse into the minds and lives of people from British and American countries, which is hard to get in other ways. At the same time, you can also read the history and culture books of British and American countries to understand the major conflicts, customs and other cultural information.

Watch movies and songs from British and American cultures. Films provide opportunities for students to observe less obvious behaviors in the text. They also provide a more modern and comprehensive approach to culture. Movies are a real window into foreign cultures. It connects learners with language and cultural issues. English movies contain a lot of social, political, and pop culture content, and students are more likely to learn idioms, slang, and be familiar with verbal and nonverbal behaviors. Film is a media that has undergone great changes and is a powerful information carrier. It provides students with a lot of information and image space about British culture. As an English saying goes, "a picture is worth a thousand words". This is especially true for for-

eign language learners, who can learn what native speakers are really doing on screen or stage. Movies bring the real English world to the eyes and minds of students and make the English language and culture come alive in a way that the printed word cannot. Most libraries have an area for watching movies, and high school students can find videos without translation through the librarian, so as to not only practice English listening, but also understand the entertainment orientation and entertainment culture in the British and American culture. If the library does not provide British and American movies, there is a lot of software available on the Internet to watch them. High school students can also watch excellent documentaries such as blue planet to cultivate cultural awareness. Wu Xuezhong (2011) believes that lyrics and music are related to people's emotions, interests and lifestyles. The social issues mentioned in the song should be the focus of high school students. Songs work better if students are actively involved, whether it's discussing the lyrics or singing. Enjoying English songs can also help students share the feelings of people in English-speaking countries and different lifestyles, so that students can improve their taste and awareness of English culture. In short, direct experience is the best way to start learning about any culture. Just as the best way to learn a new language is to be part of it, the best way to learn another culture is to be part of it. All high school students will benefit greatly from entering the culture, because almost all of them enjoy watching movies and enjoying songs. Therefore, the way of appreciating movies and songs to cultivate students' cross-cultural awareness is sure to be welcomed by students.

### 4.3.3 Pay Attention to Social Assistance

English is an important part of British and American social culture, and culture and language are integrated. High school students have certain English foundation, so they can practice language with classmates voluntarily, help themselves and help others to improve their English. You can also explore English learning in poor communities or schools during summer and winter vacations. Volunteer teachers are often needed in these poor areas, and perhaps high school students can find a different perspective on culture when helping children in these communities or schools.

Visit local museums and cultural centers to learn about British and American society and culture. Shan Jixiang (2010) found through his research that Chinese museums are gradually giving play to their unique advantages in educational resources, constantly highlighting educational characteristics and strengthening educational effects,

and continuously integrating them with school education and social education. Museums all over the country often hold exhibitions about British and American culture. Pay attention to the museum's website or ask local museum staff whether there are currently or soon to hold exhibitions about British and American culture. At the same time, high school students should actively contact their local cultural centers to see if there is an opportunity to learn about British and American culture. If high school students in remote areas don't have as many museums, they can also use the Internet. Many museums have online exhibitions, especially when they host important cultural exhibitions such as British and American culture.

Sign up for a language or culture class. Many universities allow individuals to attend summer camps, where high school students can learn English or take a course on English culture. High school students are advised to contact local colleges or institutions of higher education and research for more information about the course, while they also need to make sure they have time to attend and complete the course.

High school students can go to college to meet international students from British and American cultures. There are many international students from British and American culture and many associations of British and American culture in the universities. They welcome different students. In this way, high school students can not only have an in-depth understanding of British and American culture, but also gain valuable friendship. However, when high school students communicate with people from Britain and the United States, they should be careful not to force unwilling people to over-communicate, respect their culture, refrain from insulting words, and do not act disrespectful to their culture.

#### **4.4.4 Travel to Different Cultures**

High school students should seize the opportunity to participate in exchange programs. Some high schools offer students the opportunity to join exchange programs in British and American countries. In these programs, Chinese high school students often exchange places with people from British and American cultures. Chinese high school students often live with local families from British and American countries, attend schools in their areas and integrate into British and American culture and society. High school students can ask their high school or a popular web site that offers exchange programs for more information after considering their financial situation.

Volunteer in British and American countries. High school students can seize the opportunity to experience cultural travel abroad through volunteer programs in the

United States and Britain. There are usually many kinds of volunteer programs. High school students need to ask their parents and teachers what is appropriate before taking part in any program. Some require teaching Chinese, others require environmental volunteers, and still others require humanitarian assistance. Some programs will have to pay for their own travel, but others will pay for services and room and board. As long as they are willing to commit themselves to helping them, volunteering will enable high school students to acquire a valuable cultural knowledge.

Save money to experience culture. Cultural travel to British and American countries is the best way to understand British and American culture, and first-hand experience is the most certain way to acquire cultural awareness and cultural knowledge. Cultural travel in the UK and US can be very expensive, so plan your trip in advance and do research through the Internet and the library before you go to make sure the place is safe and you can get a visa from the UK and the us.

## **5. Conclusion**

Despite years of learning English, modern high school students have a weak cultural awareness, especially in less developed areas. There is no specific syllabus for teaching cultural awareness. Therefore, this paper aims to explain how to cultivate and teach cultural awareness, especially what strategies should be adopted in practice to better cultivate students' cultural awareness and develop their cross-cultural ability. The cultivation of cultural consciousness is a very necessary long-term practical task and one of the important contents of cultural education in China. This paper points out the relationship between language and culture and explains the relationship between language and culture and how to teach cultural awareness. Cultural awareness is very extensive, so it is necessary to determine how the current foreign language teachers conduct cultural teaching, the practical cultural awareness teaching strategies that can be adopted and the benefits of using these strategies. At the same time, this paper also discusses the advantages of teaching culture and language, and how this cultural teaching affects students' language ability to establish correct values and world outlook in a changing world and multicultural global society.

The cultivation of cultural awareness is not only very necessary, but also one of the important aspects of foreign language teaching in China. We must see the enhancement of cultural awareness in English education not only as a means to improve the quality of foreign language teaching, but also as a means to promote cooperation and friendship between different peoples and

countries. Cultivating middle school students' cultural awareness is a long-term practical task. The ultimate goal of teachers should be to cultivate students' intrinsic motivation. If the intrinsic motivation of students is aroused, they will use their spare time to learn some materials containing foreign cultures, so as to learn English better. With the "lifelong quality education" has become the goal of all levels of education in China. There is a lot of evidence that cultural exchange is not an easy task, but that does not mean it is not worth or avoidable. We have no choice. In the next decade, two decades, and even this century, if we are to survive in the global village, we must strive to be effective cultivators of cultural awareness so that our next generation can become successful cultural communicators.

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