

Study of the Cultivation of Cultural Awareness in Senior High School English Teaching

Zhangjing Xu

China West Normal University, Nanchong 637000, China

Abstract

This study takes a high school senior English teacher and students in a high school in Chengdu as the research subjects, and uses questionnaire survey method and interview method to understand the current situation of cultivating students' cultural awareness in high school English teaching. The findings revealed that the following problems exist in the cultivation of cultural awareness in schools: weak cultural literacy of teachers and students, heavy teaching tasks under exam-oriented education without time for the cultivation of cultural awareness, a single approach to teaching culture, and insufficient depth of teachers' exploration of cultural elements in the new curriculum and teaching materials. In response to the above problems, the author puts forward teaching suggestions based on the current situation of high school culture teaching from three aspects: schools, teachers and students, in order to promote the cultivation of cultural awareness among high school students.

Keywords

English in Senior High School; Cultural Awareness; Culture Teaching.

1. Introduction

In 2017, *the English Curriculum Standards for Senior High Schools* defined senior high school English courses as "basic cultural courses", which mainly emphasized the development of students' language ability, cultural awareness, thinking quality and learning ability, and other core qualities of English subjects (1), to meet the needs of students' personality development. According to *the 2022 Compulsory Education English Curriculum Standards*, through the study of English courses, students can understand the excellent achievements of different civilizations, compare the similarities and differences between Chinese and foreign cultures, develop the ability of cross-cultural communication and exchange, and form a healthy aesthetic taste and correct values. Deepen the understanding and recognition of Chinese culture, establish an international perspective, and strengthen cultural confidence(2). With the deepening of the new curriculum reform, the cultivation of students' cultural awareness has been paid more and more attention. As a language subject, English carries the mission of inheriting culture. However, due to the exam-oriented education, the traditional English teaching thinking mode is still prevailing, and the current high school students' cultural awareness cultivation is not satisfactory. The current English teaching in our country attaches much importance to the teaching of language knowledge and skills, but neglects the cultivation of cultural awareness and knowledge in the English curriculum. Lu An, in 2013, points that when students lack a certain cultural awareness, they will often find themselves in an awkward situation when using language, which will result in the phenomenon of "cultural aphasia"(3). In the long run, education can not really promote the comprehensive development of students' body and mind, but in the case of education distortion, students gradually reveal their weak awareness of cross-cultural communication and serious lack of cross-cultural communication ability.

As for how to effectively cultivate students' cultural awareness in foreign language teaching, in different times, there are different emphasis on the methods and models of cultural awareness cultivation. Corbett, In 2003, points out that cultural awareness can be cultivated through ethnographic training, interviews, literature and media(4). Wintergerst and McVeigh, in 2013, suggests designing literature, art, film, role-playing, drama, imitation and other activities to cultivate cultural awareness. Of course, the cultivation of students' cultural awareness is not simply achieved by directly presenting cultural knowledge to students(5). In Kumaravadivelu's post-method pedagogy, three major parameters and ten macro strategies for foreign language teaching are proposed, one of which is that English language teaching should pay attention to the cultivation of cultural awareness(6). Ling Xuqun, in 2018, based on the nature of textbooks and curriculum setting, proposes to build a good extension course, set different scenarios, and help students perceive relatively unfamiliar cultural knowledge(7). In 2020, Wang Zhimin and Dong Yan proposes that the teaching content of cultural awareness training should be innovated, the teaching system should be improved, and the ways of cultural awareness training should be expanded, such as the blended learning based on the Internet(8). It can be seen that there are various methods to cultivate students' cultural awareness in English teaching.

Therefore, through analyzing the literature, the author relates the study of cultural awareness to the cultivation path and strategy use of cultural awareness. This study is mainly completed through the use of questionnaires and interviews, to find out the problems and potential causes on cultivating students' cultural awareness in English teaching, and to put forward reasonable suggestions in view of the existing problems, so as to explore how to better cultivate cultural awareness and implement English subject education.

2. The Connotation of Cultural Awareness

Language and culture are inseparable, the lack of culture will affect students' understanding and learning of language, and they promote each other, and language is an important symbol of cultural development and inheritance, and language is also the most important carrier of culture. Therefore, it is very necessary to understand culture before understanding what is cultural awareness in English language teaching. Byram, in 1989, believes that culture is embodied in all aspects of life, such as the language we use, the way we interact with people, the way we think, the values, the customs and etiquette, etc(9). In 2004, Moran proposes that culture is an evolving way of life of human groups, including a set of common living practice system, which is related to a series of common cultural products, based on a set of common world concepts, and placed in a specific social context(10).

As a major foreign language subject in primary and secondary schools in China, English is a combination of instrumental and humanistic. So what is the relationship between English language teaching and culture teaching? How to integrate foreign language teaching with cultural teaching? That will be something to think about. Hu, in 2001, pointed out that culture teaching is not an independent course, but an important part of language teaching(11). At the same time, Moran believes that the purpose of cultural teaching is to deepen students' understanding of Chinese and foreign cultures, cultivate students' cultural awareness, and improve students' intercultural communication ability(10). Therefore, cultural teaching does not directly tell students the values in other cultures, but guides students to effectively use language tools to form and develop cultural awareness through cultural experience. In 2022, Luo Shaoqian and Chen Xiangjun mention that cultural teaching can be divided into two categories, that is, teaching with culture as the content of teaching and teaching with culture as the context of teaching. The former is likely to cause learners to pay too much attention to cultural differences, while the latter is considered to make excessive use of the socio-political

and socio-economic role of the “industry” of English teaching(12). Therefore, teachers should have a clear understanding of the hidden function tendency behind cultural teaching and choose to carry out cultural teaching. In addition, Moran also proposed an experiential learning cycle to promote cultural teaching, which revolves around a certain cultural theme and focuses on learners’ experiential growth, including four stages, namely learners’ participation in cultural practice, description of cultural information, interpretation of cultural concepts, and finally self-reflection to form their own cultural awareness(10).

Culture is an important part of foreign language teaching, and the cultivation of cultural awareness is also an important goal of foreign language teaching. Lu Ziwen, in 2010, divides cultural awareness into four levels. The first level is the cultural features that people can recognize. The second level is to understand the rest of the cultural differences. The third level is the rational analysis of these cultural differences from the perspective of cognition. The last level is an in-depth experience of the cultural standpoint of the target language(13). Li Hongen, in 2012, believes that cultural awareness refers to the essence, temperament, style, characteristics and characteristics of people or things (a certain kind of people or things) in the aspects of values, ways of thinking, ways of behavior, etc(14). It is not only the regulation of the cultural attributes of people or things, but also an important representation of their value orientation. In *the English Curriculum Standards for Senior High Schools* issued in 2017, it is proposed that the core quality of English subjects mainly includes language ability, cultural awareness, thinking quality and learning ability. Cultural awareness is defined as follows. Cultural awareness refers to the understanding of Chinese and foreign cultures and the recognition of excellent cultures. It is the cross-cultural cognition, attitude and behavior orientation that students show in the context of globalization. Cultural awareness reflects the value orientation of the core quality of English subject. Cultivation of cultural awareness helps students enhance national identity and feelings of family and country, strengthen cultural self-confidence, establish a sense of community with a shared future for mankind, learn how to behave and work, and grow into a person with civilized accomplishment and social responsibility(1). In fact, there is a strong correlation between the four core qualities of English subjects. Jiang Cimei, in 2018, believes that the cultivation of cultural awareness has the upper ideology and also needs the mining of the lower material. She proposes to make full use of specific and concrete contents such as national compulsory courses, national elective courses, regional courses, school-based courses and class-based courses, so as to make Chinese students have stronger cultural awareness and higher cultural quality in English learning(15).

To sum up, the cultivation of students’ cultural awareness should be closely combined with the content of the course of cultural knowledge, and students should be advocated to perceive and pay attention to, compare and analyze, understand and appreciate, evaluate and apply cultural knowledge in the experiential teaching process, see the essence of culture through cultural phenomena, and promote the comprehensive development of cultural awareness, thinking quality, language ability and learning ability. Therefore, this paper will adopt the authoritative definition of cultural consciousness from *the English Curriculum Standards for Senior High Schools* issued in 2017.

3. Theoretical Basis

First of all, Jiang Lianzhong, in 2018, states that humanistic educational thought pays particular attention to the overall development of people, holding that the training goal of schools should be “complete people”, and students need to constantly learn to adapt to the changing society. Such an educational goal goes beyond the single imparting knowledge and improving intelligence, and the formation and development of individual good feelings and values is the real purposive of education. Moreover, it advocates the implementation of the education model

of humanized management, the role of emotion should become the main line of teaching activities, and the coordinated development of informed combination is the healthy path of teaching(16). Based on the humanistic educational thought, it is not difficult to find that there are similarities between the two educational concepts. Humanistic educational theory holds that education should cultivate a complete person, and emphasizes that education should have an impact on students' emotional attitude, values and personality. The cultivation of cultural consciousness is also to promote students to learn cultural knowledge, absorb the essence of culture, so as to form correct values and good character, which also reflects the impact of education on students' personality.

Secondly, constructivism theory is an important part of cognitive learning theory. Constructivism teaching view emphasizes that students are the participants of teaching activities and active constructors of knowledge, and teachers are the promoters of assisting students in constructing knowledge. In 2018, Zhang Yajuan believes that constructivism learning view emphasizes students' active exploration of knowledge and believes that students' learning process is a process of active cognition and construction with the help of the outside world(17). In addition, in 2003, Chen Xu thinks that constructivism teaching evaluation believes that the focus of teaching evaluation should be the process of knowledge acquisition, and advocates the evaluation of learning results from multiple dimensions(18). Therefore, considering the cultivation of students' cultural consciousness based on the constructivism theory, foreign language teaching should pay more attention to teachers' teaching and students' learning, pay attention to the diversity of English teaching evaluation, use formative evaluation and process evaluation to guide students to actively understand the excellent cultural traditions at home and abroad, and build on the original cultural knowledge. They use schema and adaptation to actively promote the construction of new and old cultural knowledge in their minds and enhance their own cultural awareness.

Finally, in 2015, according to Wang Baisong, in the input hypothesis proposed by Krashen, he has the following understanding of language learning. The key to language acquisition is that learners should not only constantly be exposed to understandable and effective language input slightly higher than their current language level, but also focus on the understanding of input information and the acquisition of meaning rather than the understanding of input form(19). Again, based on the thoughts from Zheng Yinfang in 2006, she advocates that Krashen also emphasized the role of context, believing that in a specific context, students can acquire as long as they can understand the meaning of the input information according to the context, which is in line with the constructivism to create a real language learning atmosphere for learners(20). Krashen's input hypothesis provides a theoretical basis for the cultivation of high school students' English cultural awareness. First of all, Krashen believes that the input of language information is a prerequisite for language acquisition. Therefore, teachers try to provide students with abundant language input materials, such as books, films and other sources, in and out of class. Only when students are exposed to a large number of language learning materials from British and American cultures, can their cultural awareness be developed. Secondly, he emphasizes the comprehensibility of input language materials, which means that teachers should convey to students understandable and acceptable English language and cultural knowledge and content in a more vivid and interesting way. Only in this way can students take the initiative to understand the culture of English countries such as Britain and the United States more actively and easily, and enhance their own cultural awareness imperceptibly. Finally, he stressed the authenticity of language input, so in English language teaching activities, teachers should use authentic English to teach more, and at the same time use a large number of multimedia, such as the use of appropriate authentic audio-visual resources that fit the classroom context, combined with text, so as to maximize the cultivation of students' cultural awareness.

4. Research Design

4.1. Research Questions

In 2017, the new curriculum standards established “cultural awareness” as an important part of the core quality of English subjects, which is the embodiment of the value of English teaching to highlight the cultivation of people. However, under the influence of exam-oriented education and facing the new requirements of foreign language teaching in the new era, the cultivation of cultural consciousness of senior high school students is not satisfactory. Therefore, this study takes senior one English teachers and students in a high school in Chengdu as the research objects, and preliminarily investigates the current situation of cultural awareness cultivation in English teaching in a demonstration high school through questionnaire survey and interview. The research questions are as follows:

- (1) What is the current situation of cultural awareness training in senior high school English teaching?
- (2) What are the factors affecting teachers’ cultivation of students’ cultural awareness?
- (3) How to promote the cultivation of students’ cultural awareness?

4.2. Participants

The participants of the study were senior high school students and English teachers from a demonstration high school in Sichuan province, and the school used the new version of FLTRP’s English curriculum standard experimental textbook for general senior high schools, which has certain representative significance. The students in the first grade of the school are divided into ordinary classes and experimental classes. Therefore, the study adopted stratified sampling method to select a total of 175 students from 4 classes, 3 ordinary classes and 1 experimental class of senior one of the schools as subjects. At the same time, one English teacher led two classes, so two English teachers who taught these four classes were selected as the research objects, among which the teacher with longer teaching experience led one ordinary class and one experimental class respectively. The new teacher, who is younger, leads two regular classes. The following is the subject’s basic information.

Table 1. Basic information of subjects

Participants	Gender	Age/Teaching age	Grade/Degree	Number of people
Students	Boy: 91 persons	14-17 years old	Senior one	175 persons
	Girl: 84 persons			
Teachers	Women: 2 persons	1-5 years:1 person	Postgraduate:1 person	2 persons
		12-25 years:1 person	Undergraduate:1 person	

4.3. Methods

The research adopts a mixed design and a combination of quantitative and qualitative research methods to investigate and analyze the current situation of cultural awareness cultivation in high school English teaching through questionnaires and interviews.

First of all, the questionnaire in this paper was selected from the master’s thesis of Han Yan in 2022 from Ningxia Normal University (21), and some adjustments were made according to the purpose of the survey. This questionnaire conducted an online questionnaire survey on students in Grade one of a demonstration high school in Sichuan province through the Questionnaire Star platform. A total of 175 questionnaires were collected, of which 168 were valid, and the effective rate was 96%. There are 23 items in the questionnaire, and all items are single choice. In order to test the validity of the questionnaire design and the scientific dimension division, after the valid questionnaires were collected, SPSS26.0 statistical software

was used to process and analyze the questionnaire results. The calculated KMO value is 0.824, which is greater than 0.8, indicating that there is not much difference in the degree of correlation between variables. The questionnaire has a high validity and is suitable for factor analysis.

Table 2. KMO and Bartlett test results

Bartlett's Test of Sphericity	KMO	
Approximate Chi-squared value	122.966	0.824
df.	28	
sig.	0.000	

Based on the results of exploratory factor analysis, the questionnaire items were divided into three dimensions. The first part is about the students' cultural learning attitude and behavior of 7 questions. The second part is about the students' cultural learning effect of 8 questions. The third part is about the teacher's cultural teaching behavior of 8 projects.

Table 3. Questionnaire dimension division and question number distribution

Dimension	Question Number
Students' cultural learning attitude and behavior	Q1-Q7
Student cultural learning effect	Q8-Q15
Teachers' cultural teaching behavior	Q16-Q23

Secondly, this study selected two English teachers from the English group of senior one of a demonstration high school in Chengdu as the interview objects. The two English teachers were respectively new teachers and backbone teachers with long teaching experience, so as to ensure the heterogeneity of the interview objects. At the same time, the content of the interview is based on Han Yan's article "Investigation on the cultivation of Middle school students' cultural consciousness in high school English Teaching --- taking a high school in Yinchuan as an example", and the level of the interview questions is adjusted. Through the interview analysis, this paper tries to understand the current English teachers' understanding of the cultural consciousness in the new curriculum standard, and their views on the dilemma and realization path of cultivating students' cultural consciousness.

5. Research Results and Analysis

5.1. Analysis of Student Questionnaire Results

(1) The results of this questionnaire will be analyzed according to the three dimensions divided by exploration factor analysis.

The first aspect is students' cultural learning attitude and behavior. According to the survey results, it can be concluded that most students are interested in the cultural elements of British and American countries. The result shows that more than 70% (A+B) students are interested in British and American culture, while the remaining 30% (C+D) students are either not very interested or very not interested in British and American culture.

About the willingness of teachers to devote time to explain the culture of English speaking countries in class, 32.35% of the students expressed a strong hope. 47.06% of the students expressed hope. 14.17% of students do not expect it. The remaining 5.88% said they did not want to. It can be seen that most students are not only interested in British and American culture, but also hope that teachers can specifically explain the culture of English-speaking

countries in class, which clears away the subjective barriers in teaching and lays a foundation for teachers to cultivate students' cultural awareness in the teaching process.

As can be seen from the statistics, when asked whether mastering the culture of countries such as Britain and the United States is beneficial to their academic performance, more than 80% of the students said that learning the culture of English speaking countries such as the United States and the United States is beneficial to improving their English academic performance, while nearly 20% of the students thought that it is not very beneficial or no beneficial. The survey results show that the vast majority of students agree to improve their English scores by learning British and American cultures, which indicates that students can recognize the importance of cultural awareness in English learning and show the willingness to learn actively. Constructivism believes that learning is not the transfer of knowledge from teachers to students, but the process in which students construct their own knowledge. Humanistic psychology pays attention to guiding learners to combine cognition and experience to carry out self-realization, that is, also pays attention to students' initiative in learning. According to the results, more than half of the students often take the initiative to broaden their knowledge of English culture in their spare time, while only about 10% of the students never take the initiative to contact English culture knowledge, indicating that most of the students have the awareness to exert their own initiative to contact English culture knowledge, and can actively use the existing schema to assimilate and adapt to the new cultural content. So as to enhance their own cultural awareness.

According to the students' views on the obstacles to learning English culture, 54.41% of the students think that the learning task is heavy, 23.53% of the students think that it is not helpful to language learning, and only 19.12% of the students think that the college entrance examination involves little, which reflects that the current college entrance examination system needs to be improved. Although the new and old curriculum standards emphasize the importance of cultural awareness teaching and list it as one of the core qualities of English subjects, cultural teaching is still difficult due to the influence of the current exam-oriented education.

According to the survey results, 64.7% of students learn English culture mainly through traditional media such as newspapers, books and emerging media such as TV networks, which shows that students can keep up with the pace of this information age and gradually make good use of various traditional or emerging learning resources to a certain extent. However, 30.88% of students still learn cultural knowledge through classrooms and teaching materials, which indicates that these students have relatively limited access to cultural resources. At the same time, only 4.41% of students understand the culture of countries such as Britain and the United States through practical activities, which indicates that education lacks understanding and action power in the aspect that practical activities can mobilize students' learning initiative, and only a small number of students expand their culture through hands-on activities.

According to the survey results of the students, 38.24% of the students think that the proportion of culture in the textbooks is not enough, while 30% of the students think that the proportion is moderate, which also reflects that the teachers do not explain the cultural factors in the textbooks too much in class, or the teachers do not fully explore the hidden English cultural knowledge in the textbooks, which indirectly makes the students do not learn in place. In general, the majority of students (B+C) are satisfied with the cultural material in the textbook. The textbooks investigated in the questionnaire are the 2019 edition of FLTRP regular high school English textbooks.

(2) Students' cultural learning effect

The following eight projects combine the content of the compulsory one and two high school English textbooks in the Foreign study edition and the content requirements of cultural

awareness in the new curriculum standard of 2017 edition to understand the current situation of students' mastery of the cultural content of the textbooks.

Table 4. Survey results of students' grasp of culture in Britain, the United States and other countries

Questions	A. Very understanding		B. Basic understanding		C. A little understanding		D. Not understanding	
	N	%	N	%	N	%	N	%
Q8	39	23.53	81	48.53	45	26.47	3	1.47
Q9	35	20.59	71	42.65	35	20.59	27	16.18
Q10	35	20.59	91	54.41	32	19.12	10	5.88
Q11	66	39.71	57	33.82	35	20.59	10	5.88
Q12	59	35.29	82	48.53	25	14.71	2	1.47
Q13	91	54.41	42	25	27	16.18	8	4.41
Q14	96	57.35	37	22.06	27	16.18	8	4.41
Q15	47	27.94	89	52.94	22	13.24	10	5.88

Question 8 is about the survey of students' understanding of cultural knowledge in English textbooks. 72.06% (A+B) students are not unfamiliar with the cultural knowledge mentioned in the textbooks or classes, while 26.47% and 1.47% students still have only a little or no understanding of the cultural knowledge in the textbooks. According to this, it can be seen that students have a good understanding of the culture of the textbook text, and it also reflects that the teacher's interpretation of the textbook is sufficient, and the cultural teaching effect by using it is obvious. The remaining questions are basically designed according to the content of the textbook and the English curriculum standards. First of all, Question 9 refers to students' investigation on the understanding of major figures in English-speaking countries. 63.24% (A+B) students said that they have a very good understanding and a basic understanding, while only 20.59% and 16.18% of students said that they have a little understanding and no understanding. In addition, about the political, economic and historical situation of countries such as Britain, China and the United States in question 10, nearly 75% (A+B) of students said that they have a very good understanding and basic understanding, while the remaining nearly 30% of students said that they have a little understanding and no understanding. Question 11 refers to the understanding of the main mass media in English-speaking countries. 73.53% of the students said that they have a basic understanding or above, while 20.59% and 5.88% of the students said that they have a little understanding and no understanding. Question 12. About the similarities and differences between Chinese and Western lifestyles and etiquette customs, more than 80% of the students have a very or basic understanding of the differences between Chinese and western lifestyles and etiquette customs. Question 13 is a survey of the major religious traditions in English-speaking countries. Similarly, more than 80% of students are very familiar with the religious traditions of Britain and America. Question 14 refers to the history of the English language. The survey shows that 57.35% of the students think they have a good understanding of the development of English language, 22.06% of the students say they have a basic understanding, 16.18% and 4.41% of the students have a little or no understanding, respectively. The last 15 questions are about understanding students' understanding of rhetorical devices in English language. In compulsory Courses 1 and 2, simile, metaphor, personification and other rhetorical methods have appeared for many times, but the questionnaire analysis results show that 13.24% and 5.88% of them have only a little

understanding or even no understanding, while nearly 80% of students are still familiar with them.

In general, most students can achieve a certain degree of understanding and grasp of the current learning of the culture of English-speaking countries based on the new curriculum objectives based on the new teaching materials and cultural awareness, which shows that the current cultural education has begun to achieve results.

(3) Teachers' cultural teaching behavior

From the perspective of students, this paper looks at teachers' cultural teaching attitude and behavior effect, and tries to understand the current situation of students' cultural consciousness cultivation from 8 aspects.

According to the data, 42.65% of the students believe that teachers attach great importance to cultural teaching and introduce rich cultural knowledge inside and outside the textbooks in class. 36.76% of the students thought that they paid more attention to the cultural content in the textbooks. 13.24% of the students think that English language teaching is important in general. 7.35% of the students think that they do not attach much importance to English language teaching. English teachers have achieved certain results in mining the cultural elements of textbook texts, and they also have a wealth of extracurricular knowledge of English culture, and can lead students to understand it. However, according to the survey responses of students, there is a probability of 20% indicating that English teachers still pay much attention to English language teaching in class, such as the explanation of vocabulary, grammar and language points of texts.

As shown in the results, when the English teacher wants to teach culture in class, 36.76% of the students said that the teacher will make a brief introduction, 30.88% of the students said that the teacher will appropriately supplement and expand the cultural content, and only 5.88% of the students felt that the teacher will teach culture through rich activities. However, 26.47% of the students thought that teachers would directly skip the explanation of cultural knowledge whenever they encountered it. The above analysis shows that most teachers in this school have made efforts to implement the training of students' cultural awareness elements and the explanation of cultural knowledge content required by the new curriculum standards and textbooks into the teaching process. Of course, some teachers do not explain the cultural content required by the new curriculum standards and teaching materials.

When asked about the use of cultural teaching methods by English teachers in the classroom, 55.88% (A+B) of the students think that the cultural teaching methods used by their English teachers are diversified, while 30.88% and 13.24% of the students think that the methods used by teachers in cultural teaching are few or simple. The results show that teachers' cultural teaching ability has been improved, but some teachers' cultural teaching method is simple, and the cultivation of cultural teaching ability should be paid attention to.

Question 19 points to how English teachers encourage students to learn about Western culture in their spare time. 26.47% and 58.82% of the students said that teachers would very much encourage or rather encourage them to take the initiative to learn about Western culture, but only 15% of the students thought that teachers had no opinion or discouraged them to learn about Western culture in their spare time. This shows that teachers are aware of the importance of students learning cultural knowledge. At the same time, when asked about teachers' introduction to Chinese culture in culture teaching, more than 50% of the students said that their teachers explained a lot or a lot of Chinese culture knowledge in class, while only 30% of the students thought that the teachers introduced less or did not explain. According to Han Yan, in the new curriculum standard, students are required to understand the similarities and differences between Chinese and foreign cultures on the basis of learning and preliminarily using English to introduce Chinese traditional culture and festivals, so as to establish the

significance of Chinese excellent traditional culture and Western excellent culture through thinking and form cultural awareness(21). The above survey results show that students are consciously using English to introduce excellent traditional Chinese culture or festivals.

According to the data, 25% of the students think that the time for teachers to teach culture is 6-10 minutes. 19.12% of students think it is 3-5 minutes. 33.82% of students think it is 11-20 minutes. 22.06% of the students think more than 20 minutes. It can be seen that a class lasts for 45 minutes, and in the eyes of students, teachers spend less than 20% of their time explaining cultural knowledge, the time of cultural teaching is relatively short, and teachers don't devote much time to cultural teaching in class. In 2022, Li Xiaojie concluded that teachers don't pay enough attention to the cultivation of cultural awareness(22).

According to the data, nearly 50% of the students of this grade in this school think that teachers often organize related activities around the cultivation of English cultural awareness, nearly 40% of the students think that teachers occasionally organize activities, only a small part of 13.24% and 2.94% of the students think that the activities are rarely or not held, indicating that most teachers can realize the importance of cultivating students' cultural awareness. But also attaches great importance to holding practical activities, attaching importance to students' learning of cultural knowledge and cultivating cultural consciousness.

The data show that 22.06% of the students think that their teachers attach great importance to the evaluation of the effect of cultural learning, 57.35% of the students say that their teachers pay more attention to the evaluation of the effect of cultural learning, and the teachers who pay little or no attention to the evaluation reach more than 20%. Not paying attention to the evaluation of teaching effect is difficult to help teachers understand the real learning situation, and is not conducive to the cultivation of students' cultural consciousness.

In summary, according to the analysis of all questionnaire data, we can summarize the following factors affecting the cultivation of students' cultural awareness: first, the heavy learning task, the ineffective effect of learning culture on language learning and the wrong attitude towards cultural learning. Second, teachers do not pay enough attention to the content, method and evaluation of cultural teaching. Third, the cultural quality of teachers and students is weak, and the students' cultural learning concept is biased. Fourth, teachers are not familiar with the teaching material, grasp the degree and use the degree.

5.2. Analysis of Teacher Interview Results

First of all, when asked about the understanding of the connotation of cultural awareness, both novice teachers and backbone teachers can clearly express the teaching content required for the cultivation of cultural awareness, such as the cultivation of students' intercultural communication ability, but there are some differences. Novice teachers believe that the cultivation of cultural consciousness is to attach importance to the input and output of students' cultural knowledge, and the establishment of cultural feelings and values is formed by students' internalization, which does not need too much emphasis from teachers, while old teachers emphasize that the formation of cultural awareness and emotions is based on the teaching of cultural knowledge. It can be seen that some teachers have insufficient understanding of cultural consciousness, and different cultural teaching beliefs will affect teachers' cultural teaching behaviors, and then produce different cultural consciousness training effects. Therefore, English teachers should fully understand the requirements of the new curriculum standards for cultural awareness and constantly update the concept of cultural teaching in teaching practice.

Secondly, when asked about the difficulties and methods of cultivating students' cultural awareness, new teachers think that they know little about the cultural knowledge inside and outside the textbooks, and lack the ability to dig out the cultural elements of the textbooks. Meanwhile, the teaching time in class is also very tight, so they can't properly allocate the time

for cultural teaching, and sometimes they will directly talk about it. Therefore, she thinks it is a good way to cultivate students' cultural consciousness to enrich their cultural knowledge and design appropriate cultural activities. The backbone teacher with many years of teaching experience said that in addition to the above problems, the importance teachers and students attach to cultural awareness and the design of cultural activities will also greatly affect cultural teaching. Therefore, she thought that the design of group cooperation activities and the creation of reasonable cultural learning situations in class are also good ways to cultivate students' cultural awareness.

Through interviews, it is found that teachers' educational background, teaching age, teaching experience, familiarity with the new curriculum standards and other factors will affect the cultivation of students' cultural consciousness. At present, the emphasis on students' cultural awareness as the core element of English subject is only increasing in the new curriculum standard, and both novice teachers and experienced old teachers show that they tend to pay attention to the cultivation of students' cultural awareness, which is a very good educational phenomenon.

6. Teaching Strategies

The cultivation of students' cultural consciousness is affected by various factors, which requires the efforts of various educational parties to better promote the development and progress of students' cultural consciousness, cultivate the feelings of family and country, form correct values, use English to tell Chinese stories well, and convey the voice of China. Therefore, in order to improve the effect of cultural education and enhance the effectiveness and pertinence of cultural awareness training, the following suggestions will be put forward from three aspects: schools, teachers and students.

First, from the school's point of view. First, it is very necessary to conduct professional training for teachers in cultural teaching to improve their cultural literacy and cultural education ability. Second, from the perspective of Wen Anqiang in 2021, schools should design and carry out more campus activities related to English culture. Campus cultural activities are part of the school culture curriculum, and real activities are the best carrier of situational learning, in which students can directly experience, feel and understand culture, and improve cultural cognition, judgment, character and behavior(23). Thirdly, the development of school-based English culture courses and the in-depth excavation of extra-curricular cultural teaching texts are also worthy of attention. Fourthly, it is also an attempt to carry out cultural elective courses or comprehensive practical activities.

Secondly, from the perspective of teachers. First, teachers should change the teaching concept in time, take the initiative to cultivate cultural awareness, and enhance teachers' professional quality. Second, we should study English textbooks in depth and be good at exploring cultural elements. Thirdly, we should learn to use modern educational technology to present cultural phenomena directly. Fourth, according to the viewpoint of Pei Qinwen in 2022, in the process of cultural teaching, teachers should pay attention to the contrast between Chinese and Western cultures, guide students to analyze and compare the similarities and differences between Chinese and Western cultures, respect foreign cultures, and enhance cultural self-confidence(24). Fifth, set up real cultural learning scenes and carry out group cooperation cultural activities, establish a benign classroom interactive atmosphere, and sublimate students' cultural consciousness through vivid cultural teaching classes. Sixth, teachers should avoid single cultural teaching methods and adopt diversified cultural teaching methods. Seventh, provide students with abundant cultural learning resources inside and outside class, encourage students to take the initiative to understand the culture of English-speaking countries in their spare time, and broaden their cultural horizons.

Finally, from the perspective of students. First, students should be fully aware of the importance of cultural awareness, take the initiative to master rich cultural knowledge, and enhance their own cultural quality and awareness. Second, cultivate the correct motivation of English language learning, improve their own enthusiasm for cultural learning, carry out sufficient pre-class review, check the gaps in the cultural materials to be learned in class, make full use of the Internet, books and other learning resources to understand the cultural information involved in the text, and cultivate cultural awareness. Third, students should pay attention to the lecture in class, actively participate in classroom cultural learning activities, interaction between students and students, interaction between teachers and students, timely consult classmates and teachers for cultural phenomena or knowledge points that they do not know, or use modern information technology learning resources or learning ways to understand, and make study notes and review regularly.

7. Conclusion

First of all, the research direction is clear. Based on the research background at home and abroad on the cultivation of cultural consciousness of high school English teaching students and the connotation of culture, cultural teaching and cultural consciousness, the theoretical basis of this study is discussed---Humanism, constructivism and Krashen's input hypothesis. Finally, through questionnaire survey and interview method, data analysis and result discussion are made to get teaching suggestions from schools, teachers and students. Secondly, this study has some limitations. Although this study can reflect the effect of cultural awareness cultivation of current senior high school students to a certain extent, due to the regional limitations of the scope of the investigation, this study cannot avoid a certain regional color, and its typicality and representativeness need to be considered. The author will continue to improve his research quality and professional quality in the later teaching research.

References

- [1] Ministry of Education of the People's Republic of China: General Senior High School Curriculum Standards, English, 2017 Edition (People's Education Press, China 2018), p.6-8.
- [2] Ministry of Education of the People's Republic of China: Compulsory Education English Curriculum Standard, 2022 edition (Beijing Normal University publishing Group, China 2022), p.4-5.
- [3] Lu An: Cultural Knowledge and Intercultural Awareness in Senior High Schools' English Curriculum. Contemporary Education Sciences, (2013) No.2, p.62-64.
- [4] Corbett, J: An International Approach to English Language Teaching (Multilingual Matters, UK 2003).
- [5] Wintergerst. A. & J. McVeigh: Tips for Teaching Culture: Practical Approaches to Intercultural Communication (Tsinghua University Press, China 2013).
- [6] Kumaravadivelu B: Understanding Language Teaching: From Method to Post-method (Lawrence Erlbaum Associates, UK 2006).
- [7] Ling Xuqun: A Practical Study on Cultivating Students' Cultural Awareness in Junior High School English Extension Curriculum. Foreign Language Teaching in Schools, Vol. 41 (2018) No.5, p.16-20.
- [8] Wang Zhimin & Dong Yan: Cultivation of Cultural Awareness in English Teaching from the Perspective of Post-method. Teaching & Administration, Vol. 36 (2020) No.829, p.98-100.
- [9] Byram, M: Cultural Studies in Foreign Language Education (Multilingual Matters, UK 1989)
- [10] Moran, P. R: Teaching Culture: Perspectives in Practice (Foreign Language Teaching and Research Press, China 2004).
- [11] Hu, Z. L: Language, Culture, and Society (Peking University Press, China 2001)

- [12] Luo Shaoqian & Chen Xiangjun: Cultivation of Cultural Consciousness in Foreign Language Teaching. *English Language Learning*, Vol. 6 (2022) No.736, p.37-41.
- [13] Lu Ziwen: *English Pedagogy* (East China Normal University Press, China 2010)
- [14] Li Hongen: On the Cultural Character of English Curriculum (Ph.D., Southwest University, China 2012), p.15-23.
- [15] Jiang Cimei: Dilemmas and Ways to Cultivate Cultural Consciousness in Senior High School English Teaching. *Teaching & Administration*, Vol. 22 (2018) No.743, p.60-62.
- [16] Jiang Lianzhong: The Theoretical Connotation and Practical Significance of Humanistic Educational Thought. *Teaching & Administration*, Vol. 27 (2018) No.748, p.5-7.
- [17] Zhang Yajuan: Overview of Constructivism Teaching Theory. *Education Modernization*, Vol. 5 (2018) No. 12, p.171-172.
- [18] Chen Xu & Wang Shumin: The Construction of Teaching Evaluation Strategies from the Perspective of Constructivism Theory. *Curriculum, Teaching Material and Method*, (2003) No.6, p.26-30.
- [19] Wang Baisong: The Impact of Krashen's Second Language Acquisition Theory on the Bilingual Teaching. *Theory and Modernization*, Vol. 4 (2015) No.234, p.113-117.
- [20] Zheng Yinfang: Cognitive Analysis of Krashen's Input Hypothesis. *Journal of Hunan University of Science and Engineering*, (2006) No.3, p.199-200.
- [21] Han Yan: A Survey on the Current Situation of Cultural Consciousness Cultivation in Senior High School English Teaching (Ph.D., Ningxia Normal University, China 2022), p.21.
- [22] Li Xiaojie: An Investigation on the Cultural Awareness Cultivation in Senior High School English Teaching (Ph.D., Yan'an University, China 2022), p.20.
- [23] Wen Anqiang: From Acquiring Cultural Knowledge to Developing Cultural Awareness: Problems and Ways to Improve. *Foreign Language Teaching in Schools*, Vol. 44 (2021) No.3, p.17-23.
- [24] Pei Qinwen: Cultivation of Cultural Awareness in Senior High School English Teaching from the Perspective of Core Literacy. *English Language Learning*, Vol. 8 (2022) No.22, p.57-59.