

Cultural Penetration in English Reading Teaching in Senior High School

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Received 27 September 2018; accepted 29 November 2018
Published online 26 December 2018

Abstract

With the continuous development of the world, the communication between different countries becomes more and more frequent. As a universal language, English plays a significant role in cross-cultural communication. In order to cater to the development of the society, the study of English has been listed as one of the major courses in China. English teaching in senior high school is the extension of compulsory education, it lays a solid foundation for the whole process of English learning. It's a crucial phase to learn foreign language for the students in senior high school, they are highly potential ones in this period. This paper mainly studies the culture penetration in English reading teaching in Senior High School. The research mainly goes on through the questionnaire, the cultural penetration' condition of English reading teaching in senior high school were not optimistic. Therefore, teachers should change the traditional teaching concepts, and try to stimulate students' interest in learning, improve students' attention to cultural knowledge in reading.

Key words: Cultural penetration; Cross-cultural communication; English reading teaching; Senior high school students

Jia, Y. (2018). Cultural Penetration in English Reading Teaching in Senior High School. *Studies in Literature and Language*, 17(3), 51-60. Available from: <http://www.cscanada.net/index.php/sll/article/view/10777>
DOI: <http://dx.doi.org/10.3968/10777>

INTRODUCTION

With the deepening of international communication and the development of language teaching theories, people not only realize the great importance of language on information exchange and culture inheritance, but also deeply know the essence of language. In 2003, the country clearly put forward culture awareness that had been listed one of the senior school's teaching objectives for the first time in the National English Curriculum Standard for General High School. And it comes up with some specific contents' standards. It both reflects the latest theories of the relationship between language and culture and indicates the most ignored part in senior high school. There is no doubt that it is a great light spot in this English course reform. Furthermore, it is a difficulty that we should know and work out.

English teaching is in need of cultural penetration. English teachers must change their old view of language teaching. Language learning is not only studying pronunciation, vocabulary, sentence, grammar and basic knowledge. Culture is a part of language learning, it is necessary for teachers to master the basic background knowledge about cultural penetration, and improve the accuracy and effectiveness of the students' reading. In addition, culture penetration is beneficial for students to develop good English learning habits. By understanding and mastering the cultural knowledge of different countries, students can not only enhance the use of basic knowledge, but also broaden their horizons and deeply understand the collision between different cultures. By comparing the different cultures, English learners will feel the close relationship between the language learning and cultural learning. All of these make students obtain cultural knowledge and constantly optimize their cognition, learning strategies, stimulate students' interest in learning English and form good learning habits, and lay the foundation of better participating in social practice.

1. LITERATURE REVIEW

In recent years, there has been an increasing interest in the study of culture penetration, which has attained rich achievements. In this chapter, the author will introduce some theories and related studies at home and abroad.

1.1 The Theories of the Paper

In this part, the author mainly talks about the basic theories, it contains the definition of culture, culture and language, as well as cross-cultural communication

1.1.1 Definition of Culture

The concepts of culture are extensive, there are many scholars at home and abroad who give a definition about culture.

British anthropologist Taylor was the first scholar to put forward the definition of culture. Taylor's definition about culture is very complex, which includes knowledge, belief, art, morals, law, customs, and other capabilities and habits acquired by man as a member of society. Culture, as a whole, can be divided into material culture, institutional culture and spiritual culture. The material culture is reflected in the diet, clothing, architecture etc. which are essential characteristics. The institutional culture is the manifestation of the law, the administration, the management idea and the form, the relations of various types of people in the society. The spiritual culture includes literature, art, language, religion, and other characteristics. Furthermore, it reflects the characteristics of the mode of thinking and value orientation.

Brown (2015) holds that culture is an integral part of language learning and affects all aspects of learning. The cultural nature of language proves that the language teaching has a close-knit relationship with the culture teaching.

In the modern Chinese dictionary in China, there are broad and narrow understanding of culture. The broad culture refers to the sum of material wealth and spiritual wealth created in the process of human social history practice, especially spiritual wealth, such as literature, art, education, science and so on. The narrow sense of culture refers to the social ideology.

1.1.2 Culture and Language

As for English teaching, it mainly refers to many aspects about the countries of speaking English, including the national history, geography, local customs and practices, traditions, way of life, literature and art, behavior norms and values etc. Language and culture are inseparable, language is a special part of culture, it is not only a tool for people to communicate with each other, but also the integration of human and cultural media. Human beings use language to create culture, which in turn enriches the way of language expression. Sapir (1992), an American linguist, said that there was something behind the language, and the language cannot exist without culture. He also said that culture was what society did and thought,

and language was the formation of thoughts. Therefore, the languages of all countries and nationalities are all reflected and influenced by their cultural contents.

Language is the carrier of culture, and the process of learning English should be the process of learning English culture. Only when we truly understand the cultural meaning of language, can we grasp and master the language.

1.1.3 Cross-Cultural Communication

Cross-cultural communication is always the dynamic process of two kinds of cultural conflicts, conflicts and coordination between groups and individuals. In cross-cultural communication, the cultural identity and value of the two sides can lead to misunderstanding. However, this is not a party to eliminate misunderstanding or to give up one culture to go along with another culture, but to understand each other under the condition of respecting each other's culture.

Cross-cultural communication and foreign language teaching are inseparable. Because foreign language teaching is not only to teach language knowledge, more importantly, it is necessary to foster students' communicative competence and cultivate their ability of using foreign language to communicate with each other. From this point of view, it is more appropriate to regard foreign language teaching as a part of cross-cultural education. The ultimate purpose of foreign language teaching is to achieve cross-cultural communication and to communicate with people of different cultural backgrounds. Therefore, it is very important to cultivate students' cultural awareness, cross-cultural communicative competence.

1.2 Previous Researches at Home and Abroad

American linguist Sapir (1992) points out that language has an environment, it cannot exist without culture. With the development of sociolinguistics, people pay more attention to the context and situation of foreign language. Culture plays a more and more important role in foreign language teaching.

With the introduction of a large number of new theories and concepts in the field of language and culture, the awareness of the importance of cultural teaching in foreign language teaching has been greatly improved. Linguists Deng and Liu (2001) point out that language is the cornerstone of culture — without language, there is no culture. Language is influenced by culture and reflects culture at the same time, and they also point out that cultural factors always exist in foreign language learning.

Li (2008) puts forward that cultural penetration is a way of cultural communication, and it refers to the integration of English teaching into the background of culture teaching, that is to say, the culture is infiltrated into English teaching.

There are many researches on the cultural penetration in foreign language teaching both at home and abroad.

However, it hasn't specific and feasible research results about teaching strategies on how to carry out cultural penetration in English reading teaching in senior high school. This research focuses on high school English education, especially the research status of cultural penetration in reading teaching. High school English culture teaching and flexible teaching strategies will ultimately improve students' comprehensive language ability and achieve cross-cultural communication goals.

2. RESEARCH METHODOLOGY

This part includes research objectives, research subjects, research instruments and data collection.

2.1 Research Objectives

After years of new curriculum reform, China has made some achievements in the implementation of culture teaching in English teaching. But due to the influence of traditional teaching concept and the examination-oriented education, teachers haven't a clear understanding to the concept of culture teaching. The research objectives were to know the current situation that teachers' and students' awareness of the importance of culture knowledge and whether students need to accept the culture knowledge learning. What's more, the author also wanted to know the condition that how students accepted and learned cultural knowledge and factors of impeding cultural knowledge teaching in senior high school. Through investigation and analysis, the teachers and students realized the necessity of cultural penetration in the English reading teaching, and the teachers improved the teaching strategies of cultural penetration in English reading teaching in senior high schools.

2.2 Research Subjects

The research subjects are the 15 teachers and 100 students from grade one and grade two in Ping Yang Middle School. This school is located in Linfen, Shan Xi

province, it is a private school. It contains three grades. There are 20 English teachers and more than 1200 students.

2.3 Research Instrument

The author conducted research through questionnaires. The questionnaires were divided into teacher's questionnaire and student's questionnaire. Each questionnaire had 20 questions.

2.4 Data Collection

The teachers' and students' questionnaires were carried out in their spare time, and the author collected questionnaires in time. There were 15 teacher's questionnaires, which were collected completely. The recovery rate was 100%. A total of 100 questionnaires were sent to the Ping Yang Middle School's students. The recovery rate was 94%. The valid questionnaires were 89.

All of the research methodologies have been introduced in this chapter, the results and data analyses will be introduced in the next chapter.

3. RESULTS AND DISCUSSIONS

In this part, the author mainly talks about the results of survey and makes an analysis about the data. Through these data, the author will get the information about the current situation of the culture penetration in English reading teaching in senior high school and the improving strategies.

3.1 Results of Questionnaire

In this part, the author mainly introduces the data analyses of the questionnaires.

3.1.1 Results of Teachers' Questionnaire

The author designed two types of questionnaire — teacher's questionnaire and student's questionnaire. For the teacher's questionnaire, the author created nineteen objective items and one subjective item.

Table 1
Teachers' Awareness of National English Curriculum Standard

Understanding level	Know it well	Know a little	Know nothing
Agreement	33%	67%	0%
	Agree 73%	Disagree 7%	Do not care 20%
View to cultural objective	Very important 27%	Important 73%	Less important 0%

These questions are about the teachers' understanding of the National English Curriculum Standard, as it is shown in the Table 1, 33% of the teachers can well understand the National English Curriculum Standard, that is to say, it is not every teacher that is familiar with the National English Curriculum Standard. 73% of the teachers agree with the fifth-dimension target in the National English Curriculum Standard and the

disagreement teachers account for 7%; in addition, 20% of the teachers ignore it. Due to the lack of the understanding of the National English Curriculum Standard, some teachers don't know the reason why it is intended to put forward. As for the attitude to the National English Curriculum Standard, 27% of the teachers think it is very important, and more than 73% of the teachers think it is more important, and from the questionnaire, it

can be seen that the more understanding of the National English Curriculum Standard, the more teachers agree with the importance of it.

Table 2
Major Contents in Class

Vocabulary, sentence, grammar	40%
Oral English training	13%
Language ability	30%
Cultural penetration	12%
Other items	5%

This question mainly investigates the key points of the class, as shown in the Table 2, it can be easily found that the vast majority of teachers focus on vocabulary, grammar, sentence structure and language ability, because this is a key part of the college entrance examination, only a few teachers would pay great attention to oral English training and cultural knowledge penetration.

Table 4
Attitude to the Teaching Materials

	Yes	General	No
Whether the cultural knowledge in textbook can satisfy your teaching?	53%	27%	20%
Do you think the cultural knowledge in textbook is enough to students?	60%	27%	13%

These two questions are about the teaching materials. It is about teachers view whether the cultural knowledge involved in the teaching materials can meet the needs of teachers' teaching and students' learning? It can be seen from the Table 4 that most of the teachers think the cultural knowledge in reading part can meet the needs of teachers' teaching. Few teachers think that the cultural knowledge shown in the textbook cannot meet the

Table 5
The Final Goal of Cultural Penetration

Know the relative cultural knowledge	40%
Sweep away the obstacle	34%
Cultivate students' cultural awareness and cross-culture communication	13%
Pave the way for college entrance examination	13%

Shown in the Table 5, most teachers' utmost aim of cultural penetration is to make students know a little culture knowledge and get rid of obstacles for students in reading comprehension. This is the most basic requirements of cultural penetration, and the ultimate goal of a few teachers is to cultivate students' cultural

Table 3
Teachers' Attitude to the Cultural Knowledge

Very important	Important	Less important
20%	73%	7%

It investigates the teachers' attitude to the cultural knowledge in the reading part in the textbooks. It can be seen from the Table 3, 20% of the teachers think that the penetration of culture is very important in reading, and the cultural infiltration is more important for the most teachers. Language is a part of culture, it is essential to learn the culture if the learners want to thoroughly understand a language. And only in this way can we avoid the misunderstanding caused by cultural differences, and ensure smooth communication. Only 7% of the teachers think that cultural knowledge is not important, they do not see the relationship between language teaching and culture teaching, ignore the status and role of cultural background knowledge in reading.

needs of their teaching, it needs to make the necessary supplement in class, it can be seen that these teachers attach great importance to the cultural knowledge. In the actual teaching, each teacher has different requirements according to their own teaching experience and the task of cultural penetration, so there is also a difference in the culture needs of reading.

awareness and intercultural communicative competence. The final purpose of learning a language is to be applied in practice. Teaching cultural knowledge not only can make students learn reading better, more important thing is to cultivate students' cultural awareness and understanding of western culture and broaden their horizons.

Table 6
The Situation About Teaching Cultural Knowledge in Class

Teaching methods	Role play 7%	Oral explanation 40%	Comparing differences 33%	Combining specific situation 20%
Teachers' role	Information provider 75%	Conductor 7%	Cooperator 12%	Other roles 6%
Whether understanding	Yes 27%	They just understand a part 66%	No 7%	

These questions mainly investigate the situation about the teachers' teaching cultural knowledge in class. For the methods of cultural teaching, the majority of teachers use oral explanation, comparison. Comparing Chinese and foreign countries culture is also a common way of teachers. Through the comparison with the Chinese culture, students would remember deeply. There are also some teachers who use other ways, such as watching English movies, role-playing and so on. In a word, different teaching methods should be adopted for different cultural contents. In English teaching, the teacher generally acts as the role of the information giver, because most of the teaching methods used by teachers are oral explanation, as a partner and the leader are in

the minority. For teachers, in teaching, it is better to take different ways to act as different roles to mobilize the enthusiasm of students to learn cultural knowledge. For the condition of the students' mastering, 27% of the teachers think that students can master all, and 66% of the teachers believe that only a part of students can grasp, it seems that teachers are not optimistic about the situation of the students' mastering.

3.1.2 Results of Students' Questionnaire

For the students' questionnaire, the author made 20 objective items. The first five questions are the basic information about students. The author wanted to know some basic information about the respondents and their courses.

Table 7
The Comparison of Language Knowledge and Cultural Knowledge

The former is more important	The latter is more important	They are equally important
69%	15%	16%

This question investigates students' attitudes towards cultural knowledge and language knowledge. As it can be seen from the Table 7, 69% of the students think that the basic knowledge of language is more important than cultural knowledge. The reason is that the proportion of students is influenced by the traditional teaching methods, which focuses on vocabulary, grammar and syntax. 15% of the students believe that cultural knowledge is

more important, these students see the role of culture in learning. Language is the carrier of culture, and they are inseparable. As a foreign language, teachers not only make the students grasp the symbolic meaning of it, but also understand the cultural connotation of the language, In the process of language learning, the cultural penetration is necessary, and it is equally important with the language knowledge.

Table 8
The Attitude to Cultural Knowledge

Your attitude toward cultural knowledge	Seriously treat	Know some when it is necessary	Do not care
	57%	35%	8%

This question in Table 8 is to survey students' attitudes toward cultural knowledge in reading, 57% of the students are able to treat it seriously, 35% of the students would

know some when it is necessary, it indicates that there are some students do not pay attention to cultural knowledge in the reading part.

Table 9
The Condition of Class

Whether teachers will tell some relative cultural knowledge?	Every time	Occasionally	Never
	45%	51%	4%
Do you think whether should enter English cultural into teaching?	Yes	No	Do not care
	74%	23%	3%
Do you think it is necessary to add some extra cultural knowledge?	Yes	No	Do not care
	57%	21%	22%

These questions mainly survey the condition of cultural knowledge teaching in class. Most teachers would talk about cultural knowledge before learning the text, it can be seen that cultural knowledge is still very important in reading. For the second question in this table, 74% of the students think it is necessary, 23% of the students believe that it is better to preview before class. In the use of teaching methods, the majority of students

want the teacher to use some novel ways like multimedia presentations, student presentations, etc. 57% of the students think that it is necessary for the teachers to add the cultural knowledge, and 21% of the students think that it is not necessary to add. The students think that the cultural knowledge in the books is enough and not yet aware of the importance of cultural knowledge.

Table 10
The Condition of Your Study

Will you learn cultural knowledge after class?	Yes, usually 9%	Occasionally 25%	No, never 66%
How many books did you read till now?	Many 0%	One or two 11%	None 89%
Will you discuss the cultural knowledge with your classmates?	Yes, usually 2%	Occasionally 29%	No, never 69%
How do you think cultural teaching?	Very satisfactory 17%	General 26%	Not satisfactory 57%

These questions investigate whether students would learn cultural knowledge in their spare time. From Table 10, 34% of the students would learn the cultural knowledge in their spare time, while most of them would not take the time to study the cultural knowledge. Only 11% of the students read the foreign language books, and these students only read the one or two foreign books. From these, it can be seen that the students do not pay enough attention to the cultural knowledge. As for the current condition of studying cultural knowledge, most students think they do not satisfy their study about cultural knowledge.

3.2 Current situation of the culture penetration in English reading teaching in senior high school

On the basis of questionnaire analyses, there were many problems we should pay attention. The current situation of cultural penetration was divided to two parts.

3.2.1 Current Situation of Teachers' Teaching

For the teachers themselves, according to the teachers' questionnaire, it can be known that:

A. Teachers' Teaching Experiences

On the basis of the first two questions in the teacher's questionnaire, most teachers were occupied in English teaching for 5 years or so. Therefore, most of them had experiences in English teaching and were familiar with the English textbooks. However, they still paid much attention to grammar, sentence structure, language ability in class. Because these contents were helpful to examinations.

B. Teachers' Attitudes to Cultural Knowledge

The teachers' attitudes toward English reading teaching showed that most of the teachers thought that the current teaching can satisfy the students' learning. And some teachers thought that they still needed to further improve their teaching methods to meet the needs of the students. 87% of teachers thought that cultural knowledge of reading helped students to grasp the overall text. 13% of the teachers thought that cultural knowledge was not helpful for the students to better understand the text. This part of the teachers didn't realize the importance of cultural knowledge yet.

C. The Condition of Teaching Methods

The teaching methods were also limited to some relatively simple ways like oral explanation. Many

teachers were reluctant to change their current teaching models, let alone to create some new teaching methods for cultural penetration.

3.2.2 Current Situation of Students' Learning

For the students, the author drew the conclusions that:

A. Lack of Interests

Only a few students were very interested in cultural knowledge in reading. Students lacked the enthusiasm to learn cultural knowledge, and did not thoroughly understand it, either. Because students didn't be cultivated to receive cultural knowledge from childhood. This led to a wrong thought that cultural knowledge was not important for their English learning.

B. The Difficulties of Students' Learning

As for the students' attitude to English reading, most students would preview the texts before the class, the difficulties they encountered in the preview is that they didn't understand the meaning of the words and sentences. What's more, they cannot better understand the whole articles because of the lack of cultural background. From this conclusion, cultural knowledge in English reading was very significant, it helped students to better understand the articles. However, students still paid less attention to cultural knowledge.

C. Students' Attitudes to Cultural Knowledge

Most students still held the view that basic knowledge like grammar, vocabulary, syntax was more important than cultural knowledge, they were influenced by the current English examinations. Therefore, they were reluctant to spend time on learning relevant cultural knowledge.

In a word, the current situation of the cultural penetration was not satisfactory. Although in the National English Curriculum Standard, the cultural goal was to cultivate student's cultural awareness, the actual results were not ideal. Policy was one thing; the actual operation was another matter. There was only a "file" curriculum goal, culture in English reading teaching did not exist in reality. That is to say in current high school English reading teaching, cultural penetration was missing.

3.3 Strategies of Improving the Culture Penetration in English Reading Teaching in Senior High School

Because there are many problems, the author puts forward several strategies.

a. Teachers should change the traditional teaching concepts and pay attention to the importance of cultural penetration in reading. Reading is not only the expression of words, but it is permeated with strong cultural factors. In order to change the teaching methods, teachers firstly should abandon the traditional ideas and realize the necessity of cultural penetration in English reading.

b. Teachers should try to use a variety of cultural teaching methods to attract students' interest in learning. Lead-in before class, teachers can prepare the corresponding culture material before class, and use a variety of cultural content of multimedia display text, pictures, video and so on. This way will stimulate students' existing cultural schemata, establish a kind of contact between the original knowledge and new knowledge and arouse the students' interest in learning. In the course of reading, there are a lot of hidden cultural factors. Teachers should make good use of these cultural points like oral narration, students who are familiar with the topic can encourage them to play their own initiative to learn. Finding in the students' questionnaires, they are more interested in flexible ways, such as the performance which has the cultural characteristics of the drama. In this way, they can deeply understand the cultural differences. In addition, English speaking and watching English original movies are excellent ways, too. All of these can help students enhance the learning interest of culture. According to the cultural contents, students can organize a variety of activities to improve their understanding of cultural differences and broaden their horizons.

c. Teachers should be provided more opportunities for language training. The concept of education affects the whole process of education, and teachers who lack the knowledge of cultural background often neglect the existence of culture teaching in language teaching. The world is changing, and the language is changing, too. Teachers can update the old teaching ideas, learning novel teaching methods.

d. Students should change their own attitudes toward the foreign culture, and try to receive some cultural knowledge to broaden own horizons and enhance cultural literacy. Reading literary books is a direct way. Therefore, for the teachers and students, the school library is the good place to get more abundant reading resources. A large number of reading can make up for the lack of cultural background knowledge, and stimulate interest in learning language.

CONCLUSION

This study aimed to explore the cultural penetration in English reading teaching in senior high school. In this

paper, a questionnaire survey was used to analyze the cultural penetration in English reading in senior high school. The following were the author's findings:

Most teachers realized the necessity of cultural penetration, but in the teaching practice, some teachers may reduce the intensity of cultural penetration. Some teachers' own teaching quality was limited or the cultural background knowledge was poor, which had affected the cultural penetration in their teaching. Students' cultural background knowledge levels were not the same, they had great differences of understanding the reading materials; most of the students had a strong interest in the learning of cultural knowledge, but in the process of learning, they lacked motivation. What's more, students lacked the cultural knowledge learning strategies. They mainly acquired cultural knowledge through teachers' teaching and teaching materials.

It is difficult to cover and contain everything in this short time study. In the future, the author hopes to provide more accurate and reliable conclusions for the cultural penetration in English reading teaching. Things are changing, a series of problems of culture are constantly changing, the author expects that more and more linguists and researchers will participate in the discussion of this topic, providing a more scientific and systematic theoretical basis for cultural penetration in high school English reading teaching, and put forward valuable suggestions.

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APPENDIXES A

Teachers' Questionnaire

Distinguished teachers,

How are you?

This questionnaire aims to understand the current situation of the cultural penetration of English teachers in high school in the reading teaching. It is used for research field. Please answer the questions truthfully according to the actual situation. Thanks for your cooperation.

1. Which grade are you teaching now?
A. Grade one of senior high school B. Grade two of senior high school C. Grade three of senior high school
2. How long have you taken up English teaching in senior high school?
A. Less than five years B. Five to ten years C. More than ten years
3. Your own cultural knowledge is mainly through: (select at least one item)
A. University study B. Reading of English works
C. Teaching materials for secondary schools D. Traveling to foreign countries E. Other _____
4. How well do you know about the National English Curriculum Standard for General High School?
A. Very understand B. Understand C. Not understand
5. Do you agree the five-dimensional objectives (language knowledge, language skills, learning strategies, emotional attitudes and cultural awareness) in the National English Curriculum Standard for General High School?
A. Agree B. Disagree C. Does not matter
6. What do you think of the cultural awareness goals in the New English Curriculum Standards?
A. Very important B. Important C. Not important
7. For the relationship between English language knowledge and cultural knowledge in senior high school, which one do you agree with?
A. Language knowledge is more important than cultural knowledge
B. Cultural knowledge is more important than language knowledge
C. Both are equally important
D. Unclear
8. In your English reading teaching, the focus of the class is _____ (select at least one item)
A. Vocabulary, sentence pattern, grammar
B. Oral training
C. Language using ability
D. Cultural penetration
E. Other _____
9. Do you think it is important to implement cultural teaching in English reading teaching?
A. Very important B. Important C. Not important
10. Do you think that the cultural knowledge in the textbook can meet your teaching needs?
A. Yes B. General C. No
11. Do you think the cultural knowledge in the textbook is sufficient for students?
A. Enough B. General C. Not enough
12. Do you think the current English teaching can satisfy the cultivation of students' cultural awareness?
A. Yes B. General C. No
13. Do you think the cultural information in the reading part of the textbook is helpful to the students in grasping the text as a whole?
A. Yes B. Does not matter C. No
14. What's your ultimate purpose of cultural penetration in reading teaching? (select at least one item)
A. Let the students understand a little bit
B. Remove the obstacles for the students' reading comprehension
C. Cultivate the students' cultural awareness and intercultural communication ability
D. Pave the way for the college entrance examination
15. What is the main method in cultural teaching? (select at least one item)
A. Role play B. Oral explanation C. Compare Chinese and foreign cultural differences
D. Combine specific situations E. Other _____
16. What do you think the role of teacher in teaching cultural knowledge?
A. Information giver B. Guider C. Partner

17. The main problem you face when teaching culture is: (select at least one item)
A. Less foreign cultural knowledge involved in the textbook
B. Insufficient teaching time
C. Students are not interested
D. Design of class teaching activities
E. Other _____
18. Do you think students can master the cultural knowledge taught in the classroom?
A. All-round mastery B. Can master a part C. Can not master
19. Do you think that students attach importance to cultural knowledge in reading?
A. Yes B. General C. No
20. The reasons you believe that students pay attention to/don't pay attention to cultural knowledge in reading are _____ (list at least two items)

APPENDIXES B

Students' Questionnaire

Fellow students:

Hello! English reading is an important part of high school English learning. It clearly defines the cultural awareness of students as one of the five basic goals of English teaching in the National English Curriculum Standard for General High School. This questionnaire is designed to investigate your cultural knowledge learning in English reading in senior high school. Please fill in it carefully, thanks for your cooperation!

1. Gender: Male or Female
2. Years of English learning: _____
3. Do you like English reading lessons?
A. Like B. Don't like C. Does not matter.
4. Do you think reading is important in English learning?
A. Very important B. General C. Not important
5. How many English reading lessons do you have each week?
A. More than 3 B. 1-2 C. Less than 1
6. Are you interested in the cultural knowledge involved in the reading text?
A. Very interested B. General C. Not interested
7. Language knowledge compared with cultural knowledge, which one is more important?
A. The former is more important than the latter
B. The latter is more important than the former
C. Both are equally important
8. Do you have a pre-reading before class?
A. Yes B. General C. No
9. What is the main difficulty you encountering when preparing your text? (select at least one item)
A. Insufficient vocabulary, and difficult to understand new words
B. Grammatical sentence is difficult
C. Cultural background knowledge is not understood
D. Other _____
10. Do you think that the cultural knowledge contained in the current textbook can meet your learning needs?
A. Yes B. General C. No
11. Your attitude towards cultural knowledge in reading is _____
A. Take it seriously B. Know something if you need it C. Does not matter.
12. Will the teacher explain some relevant cultural knowledge before explaining the lesson?
A. Every time B. Occasionally C. Never
13. Do you think it is necessary to add the English culture teaching?
A. Yes B. No C. Does not matter
14. Does the teacher attach importance to cultural knowledge when explaining the reading texts?
A. Yes B. General C. No
15. How do you want your teacher to teach cultural knowledge? (select at least one item)
A. Language explanation B. Multimedia presentation
C. Student presentation D. Role play E. Other _____

16. Do you think that it is necessary for teacher to supply the cultural knowledge after completing the reading teaching?

A. Yes B. No C. Does not matter

17. Do you study cultural knowledge in your spare time?

A. Often B. Occasionally C. Never

18. How many books about foreign culture have you seen?

A. Many B. One or two C. None

19. Will you discuss cultural issues with your classmates?

A. Often B. Occasionally C. Never

20. You feel _____ about the current situation of cultural teaching

A. Very satisfied B. Generally satisfied C. Dissatisfied