

# Cultural Confidence and Rural Cultural Revitalization Consciousness Cultivation Based on English Education—Taking English Teaching in Yi Nationality Region for Example

YANG Yuan, XIE Li-sha, WANG Jing  
Leshan Normal University, Leshan, China

Through the survey on status of cultural confidence and rural cultural revitalization consciousness cultivation based on English education in Yi Nationality Region of Leshan City, aiming at cultivating students' cultural revitalization consciousness, the paper gives some strategies to effectively improve the quality of English education and improve students' cultural confidence, such as to strengthen teacher training, develop school-based textbooks of local culture, carry out collective lesson preparation and regular thematic teaching and research activities, strengthen communication and teaching reflection, etc.

*Keywords:* cultural confidence, English education, revitalization consciousness, Yi Nationality

## Introduction

### Introduce the Research

As a value orientation, cultural confidence is more fundamental, broader, and deeper. Without a high degree of cultural confidence, and without the prosperity of culture, there will be no great rejuvenation of the Chinese nation. As one of the major humanistic subjects in school, English plays an important role in cultivating students' cultural confidence and awareness of cultural revitalization. Xu Guozhang (1980) pointed out: "In English teaching, the culture of our own nationality should be combined with the culture of other nationalities, and avoid blindly advocating the culture of other nationalities while ignoring the culture of our own nationality".

### Research Significance

To study the correlation between English education and rural cultural revitalization, and to improve students' awareness and confidence of traditional culture from the perspective of education, thus contribute to the grand goal of rural cultural revitalization. Specifically, in the process of English education, effectively cultivate students' consciousness of cultural self-confidence and cultural heritage, combining with multicultural education theory and the modern education ideological instruction, actively exploring implementation of

---

Acknowledgement: This research is financed by Leshan Federation of Social Sciences Circles (research on the strategy of cultural revitalization under the background of rural revitalization strategy with education as the starting point in Leshan Yi District, No. SKL2021D29).

YANG Yuan, M.A., professor, School of Foreign Language, Leshan Normal University, Leshan, China.

XIE Li-sha, M.A., associate professor, School of Foreign Language, Leshan Normal University, Leshan, China.

WANG Jing, M.A., lecture, School of Foreign Language, Leshan Normal University, Leshan, China.

cultivating students' cultural confidence, also promoting national culture inheritance and the revitalization of rural culture. Strive to realize the great rejuvenation of the Chinese nation.

### **Literature Review**

Wen Qiufang (2016) believed that learning Chinese culture knowledge helps to understand English culture. Without understanding Chinese culture, it is impossible to export Chinese culture, thus affecting the effect of cross-cultural communication. Most teachers and students have a strong sense of cultural input in the actual teaching and learning, but they all feel that they have different difficulties in expressing Chinese culture in English. Due to the influence of environment, time, and other factors in actual teaching, the actual situation of integrating into Chinese culture needs to be improved (Gao, 2019). Hu Wenzhong (1994) pointed out: "To learn a language well, one must master its history, customs, social and cultural knowledge, etc.". Wen Qiufang (2016) also believed that in the context of English lingua franca, the language and cultural content of English teaching should include not only English culture, but also local culture.

## **Research Design**

### **The Research Object**

This research focuses on the current education of middle and high schools in Mabian Yi Autonomous County, Leshan City, especially the positive role of English education on the cultivation of students' cultural self-confidence and cultural inheritance. The research is divided into two aspects: teachers and students.

### **Research Methods**

The survey is mainly conducted by questionnaire and interview. For the convenience of statistics, 100 middle and high school students (40 students in middle school and 60 students in high school) were selected as subjects of this study. Also 51 teachers participated in the questionnaire survey (26 teachers in junior middle school and 25 teachers in senior high school, including 19 teachers with more than 10 years of teaching experience and 32 teachers with less than 10 years of teaching experience). In addition, 23 interview participants, including 10 junior high school teachers and 13 senior high school teachers, discussed their personal understanding and relevant measures of teaching English in school and rural culture revitalization respectively.

## **Results Analysis of the Research**

The status quo of cultural confidence and rural cultural revitalization consciousness cultivation is based on English education in Yi District.

### **For Teachers**

According to the investigation of school humanities education, especially in the English language and culture education, the article analyzes some factors as follows: teachers' mastery and familiarity of traditional culture, teachers' attitude to introducing traditional national culture into English teaching, teachers' attitude to the important degree of realizing traditional culture teaching goal in English teaching, teaching frequency and method of Chinese traditional culture.

English teachers' mastery and familiarity with traditional culture plays a key role in cultivating students' cultural confidence.

The survey data in Table 1 show that teachers' mastery and familiarity with traditional culture is moderately good. In the teachers' self-assessment, as for the mastery and familiarity degree, 11 (21.57%)

strongly agree with the ability of smooth expression of Chinese traditional culture, 27 (52.94%) moderately agree with it, and 13 (25.49%) disagree with it. When they heard the news about Chinese traditional culture, as for the degree of understanding it, nine teachers (17.65%) strongly agree, 36 teachers (70.59%) moderately agree, and six teachers (11.76%) disagree. When they make a speech on the theme of traditional Chinese culture, as for the expressing fluently, 10 teachers (19.61%) strongly agree, 28 teachers (54.9%) moderately agree, and 13 teachers (25.49%) disagree. When they read materials, as for the degree of understanding it, 10 teachers (19.61%) strongly agree, 33 teachers (64.71%) moderately agree, and eight teachers (15.69%) disagree. From the statistical data, we can see most of the teachers are confident in mastery and familiarity with traditional culture, but still a few teachers have no enough traditional culture which makes it difficult to effectively introduce China traditional culture to students through English teaching.

Table 1

*Teachers' Mastery and Familiarity With Traditional Culture*

Option	Disagree	Agree moderately	Agree strongly
Can express it smoothly when teaching about Chinese traditional culture.	13 (25.49%)	27 (52.94%)	11 (21.57%)
Can fully understand Chinese traditional culture when hearing about it in the news.	6 (11.76%)	36 (70.59%)	9 (17.65%)
Can fluently express when making a speech on the theme of Chinese traditional culture.	13 (25.49%)	28 (54.9%)	10 (19.61%)
Can fully understand Chinese traditional culture when reading materials.	8 (15.69%)	33 (64.71%)	10 (19.61%)

Note. Composition of sample ( $N = 51$ ).

The survey data in Table 2 show that most teachers hold moderately positive attitude to the introduction of Chinese traditional culture into English teaching. Among them, 15 teachers (29.41%) strongly agree that the understanding of Chinese traditional culture will affect the learning effect of English acquisition, 33 teachers (64.71%) moderately agree, but three teachers (5.88%) disagree. 24 teachers (47.06%) strongly agree that learning Chinese traditional culture is helpful for understanding the English culture, 26 teachers (50.98%) moderately agree, but one teacher (1.96%) disagrees. As for cultivating students' ability to correctly understand and spread traditional Chinese culture and cultivating students' cultural confidence and awareness of rural culture revitalization in English teaching, 28 teachers (54.9%) strongly agree, 22 teachers (43.14%) moderately agree, and one teacher (1.96%) disagrees. Most of the teachers agree with the positive significance of introducing Chinese traditional culture into English teaching, and only a few hold negative views.

Table 2

*Teachers' Recognition of Introducing of Chinese Traditional Culture Into English Teaching*

Option	Disagree	Agree moderately	Agree strongly
Understanding degree of Chinese traditional culture affects the learning effect of English cultural knowledge.	3 (5.88%)	33 (64.71%)	15 (29.41%)
Learning Chinese traditional culture is helpful to understand the English culture.	1 (1.96%)	26 (50.98%)	24 (47.06%)
In English teaching, students should be trained to understand and spread Chinese traditional culture correctly.	1 (1.96%)	22 (43.14%)	28 (54.9%)
In English teaching, students should be cultivated cultural confidence and rural culture revitalization consciousness.	1 (1.96%)	22 (43.14%)	28 (54.9%)

Note. Composition of sample ( $N = 51$ ).

The survey data in Table 3 show that there are great differences in teachers' understanding of the importance of traditional culture teaching objectives in English teaching. 44 teachers (86.27%) agree with the 1st teaching objective "Students can understand the content of traditional Chinese culture", among which only 17 (33.33%) strongly agree, and seven (13.73%) disagree. Objective 2: 41 teachers (80.39%) agree with the basic content of traditional Chinese culture, among which only 16 teachers (31.37%) strongly agree, and 10 teachers (19.61%) disagree. Objective 3: The students can improve their cognition of traditional Chinese culture. 49 teachers (96.08%) agree, among which only 18 teachers (35.29%) strongly agree, and two teachers (3.92%) disagree. Objective 4: The students can understand the differences and integration between Chinese and Western culture. 47 teachers (92.17%) agree with them, among which only 16 teachers (31.37%) strongly agree with them, and four teachers (7.84%) disagree with them. Objective 5: 49 teachers (96.08%) agree that they can strengthen their confidence in Chinese culture and practice rural culture revitalization, among which only 20 teachers (39.22%) strongly agree, and two teachers (3.92%) disagree. Most teachers hold the cognitive differences of the traditional cultural teaching objectives in English teaching, which shows we have a lot of work to do in the improvement of teachers' awareness.

Table 3

*The Importance of Teaching Objectives of Traditional Culture in English Teaching*

Option	Disagree	Agree moderately	Agree strongly
Students can understand the content of Chinese traditional culture.	7 (13.73%)	27 (52.94%)	17 (33.33%)
Students can fluently introduce the basic content of Chinese traditional culture.	10 (19.61%)	25 (49.02%)	16 (31.37%)
Students can enhance their understanding of traditional Chinese culture.	2 (3.92%)	31 (60.78%)	18 (35.29%)
Students can understand the differences and integration between Chinese and Western cultures.	4 (7.84%)	31 (60.78%)	16 (31.37%)
Students can strengthen their confidence in Chinese culture and practice rural culture revitalization.	2 (3.92%)	29 (56.86%)	20 (39.22%)

Note. Composition of sample ( $N = 51$ ).

Table 4 shows the main types and teaching frequency of traditional Chinese culture involved in English teaching. As for Chinese technology and culture, art and custom, state and society, behavior pattern, and value system, the proportions of frequently or always taught by teachers in English courses are 72.55%, 68.63%, 64.71%, and 90.20%, respectively. However, there are still a few English teachers who seldom or never involve Chinese traditional culture in English teaching.

Table 4

*Types and Frequency of Introducing Chinese Traditional Culture in English Teaching*

Option	Never	Seldom	Often	Always
Technology and culture	1 (1.96%)	13 (25.49%)	25 (49.02%)	12 (23.53%)
Art and custom	1 (1.96%)	15 (29.41%)	20 (39.22%)	15 (29.41%)
State and society	1 (1.96%)	17 (33.33%)	21 (41.18%)	12 (23.53%)
Behavior pattern and value system	0 (0%)	5 (9.8%)	34 (66.67%)	12 (23.53%)

Note. Composition of sample ( $N = 51$ ).

The survey data in Table 5 show that in English teaching, 66.67% teachers often or always carry out extended teaching based on the traditional culture involved in the textbooks; 58.82% of teachers will guide

students to make oral reports on traditional Chinese culture and use extracurricular activities to let students export traditional Chinese culture in real situations; 72.55% of teachers will guide students to make a comparative analysis of Chinese and Western culture; 60.78% of the teachers will assign writing tasks related to traditional Chinese culture after class. Just He Lifen (2018) thought teachers attach importance to the explanation of language knowledge rather than cultural penetration, and feel confused about the method of cultural integration. The overall situation is not ideal; there are still some teachers less or almost not implementing traditional Chinese culture teaching.

Table 5

*Teaching Strategy and Frequency of Chinese Traditional Culture in English Teaching*

Option	Never	Seldom	Often	Always
Expand Chinese traditional culture based on teaching materials (texts, pictures, etc.).	0 (0%)	17 (33.33%)	24 (47.06%)	10 (19.61%)
Guide the students to make an oral report on Chinese traditional culture.	2 (3.92%)	19 (37.25%)	19 (37.25%)	11 (21.57%)
Guide the students to compare Chinese and Western culture.	0 (0%)	14 (27.45%)	27 (52.94%)	10 (19.61%)
After class, writing assignments related to Chinese traditional culture.	2 (3.92%)	18 (35.29%)	20 (39.22%)	11 (21.57%)
Export Chinese traditional culture in real situations through extracurricular activities.	2 (3.92%)	19 (37.25%)	21 (41.18%)	9 (17.65%)

*Note.* Composition of sample ( $N = 51$ ).

**For Students**

According to the survey and interview of students, the main points of students' acceptance of traditional culture and interest for cultural types in English learning are as follows. Table 6 survey data show that students have individual differences about the acceptance or identification for the importance of introducing traditional culture and cultivating rural culture revitalization awareness. Among them more than 80% of the students think that they can introduce Chinese culture in English, correctly understand the basic points of traditional Chinese culture, enhance the cognition of the connotation of traditional Chinese culture, and foster a sense of cultural self-confidence and form rural revitalization is important, but about 15% students still think it is not important or not very important. The survey data in Table 7 show that there are great differences in students' interest in the traditional culture types they have received in English teaching. About 82% of the students have high or very high interest in behavior patterns and value systems, and about 66% students have high or very high interest in material culture, science and art, state and society, tradition and custom. The rest are of low or very low interest, which needs to be paid attention to.

Table 6

*Students' Recognition Degree of the Importance of Traditional Culture and Rural Culture Revitalization in English Learning*

Option	Very little important	Little important	Important	Very important
Can introduce Chinese culture and national traditional culture in English.	7 (7%)	13 (13%)	65 (65%)	15 (15%)
Can correctly understand the basic points of traditional Chinese culture.	5 (5%)	8 (8%)	74 (74%)	13 (13%)
Can enhance the cognition of the connotation of Traditional Chinese culture.	6 (6%)	5 (5%)	62 (62%)	27 (27%)
Can establish cultural confidence and develop the consciousness of rural cultural revitalization.	7 (7%)	11 (11%)	65 (65%)	17 (17%)

*Note.* Composition of sample ( $N = 100$ ).

Table 7

*Students' Interest in the Types of the Traditional Culture in English Learning*

Option	Very low	Low	High	Very high
Material culture: articles of daily use, urban architecture, etc.	8 (8%)	24 (24%)	55 (55%)	13 (13%)
Science and art: natural sciences, music and dance, etc.	6 (6%)	29 (29%)	54 (54%)	11 (11%)
State and society: history, geography, institutions, law, etc.	8 (8%)	24 (24%)	53 (53%)	15 (15%)
Traditions and customs: food, traditions, festivals, etc.	5 (5%)	29 (29%)	56 (56%)	10 (10%)
Behavior pattern: life style, behavior style, etc.	4 (4%)	14 (14%)	67 (67%)	15 (15%)
Value system: emotion expression, aesthetic taste, way of thinking, etc.	4 (4%)	13 (13%)	65 (65%)	18 (18%)

*Note.* Composition of sample ( $N = 100$ ).

### Discussion of the Strategies

Strategies for implementing cultivation of cultural confidence, establishing cultural revitalization awareness in English education are:

#### Promote Teachers' Skills and Cultural Revitalization Awareness

Strengthen teacher training, promoting teaching skills and cultural revitalization awareness. Combined with the current ideological and political reform of English curriculum, guided by the education authorities, the training of teachers' professional skills and the exploration of curriculum ideological and political reform should be carried out, and the breadth, intensity, and depth of the training of English teachers' knowledge of Chinese traditional culture should be strengthened. Cultivate English teachers with high professional quality and traditional culture quality.

#### Revise School-Based Textbooks Involving Local Culture

Develop and revise school-based textbooks of local culture as a supplement to regular teaching. Chao Weihong (2014), after analyzing the new target textbooks for junior middle school English of the People's Education Edition, believed that English textbooks should contain not only the relevant culture of the target language, but also the local culture. Therefore, based on local culture, cooperate with local college teams to develop school-based auxiliary textbooks interspersed with local culture, such as ethnic characteristics, geography, diet, customs, and other daily contact cases. Xing Wenjun and Li Man (2020) proposed five principles for cultural awareness training in English reading teaching in senior high schools, including "situational dependency", "need-fitting", "sociocultural", "multiple integration", and "practical construction". Train students to tell local culture stories in English, enhance cultural confidence, and promote cultural revitalization.

#### Apply Collective Lesson Preparation

Implement collective lesson preparation and pay attention to the cooperative realization of English teaching goals and traditional culture teaching goals. Collective lesson preparation helps teachers to exchange teaching experience, share teaching resources, improve teaching efficiency, and unify and synchronously achieve the goals of English language and culture and cultural confidence.

#### Held Regular Thematic Teaching and Research Activities

Held regular thematic teaching and research activities on simultaneous cultivation of English teaching and cultural confidence. Teachers are encouraged to actively participate in the exchange of teaching methods, share effective measures in teaching, and promote progress together. From the perspective of teaching activity design,

Wang Wanzhen (2020) proposed the role of learning and understanding activities, application and practice activities and transfer and innovation activities in the perception of cultural knowledge, analysis and comparison of cultural connotations, and dissemination of Chinese excellent culture in English.

### **Strengthen Communication and Teaching Reflection**

Through communication with students, combined with research and interviews, teachers can well understand students' cultural interests and design targeted cultural materials in teaching to enhance students' interest in learning English and traditional culture. Liddicoat (2004) believed that one of the ways to improve the effectiveness of cross-cultural communication is to conduct cultural introduction and cultural comparison. In English teaching, through cultural introduction and cultural comparison, combining with the formative evaluation method, students' learning effect is checked regularly, and also feedback is given in time, which are beneficial to the improvement in time.

### **Conclusion**

Through the investigation of English teaching in local schools, although most schools have involved in the cultivation of culture confidence and cultural revitalization in English teaching, we find the efficiency is not as expected. So we must take some effective measures to improve it, such as to effectively improve the quality of English education and students' cultural confidence, strengthen teacher training, develop school-based textbooks of local culture, carry out collective lesson preparation and regular thematic teaching and research activities, strengthen communication and teaching reflection, etc. If the measures mentioned above can be carried out consistently and properly in Yi Nationality area, students' culture confidence and cultural revitalization consciousness will be formed and improved greatly.

### **References**

- Chao, W. H. (2014). Research on the content of local culture in the new target English textbook for junior middle school students (Doctoral dissertation, Liaocheng University).
- Gao, Z. N. (2019). A survey on the current situation of integrating Chinese culture into high school English teaching (Doctoral dissertation, Hebei Normal University).
- He, L. F. (2018). An analysis of the current situation of Chinese culture integration in senior high school English textbooks. *Journal of Teaching and Management*, 35(12), 84-87.
- Hu, W. Z. (1994). *Cultural differences and foreign language teaching*. Beijing: Foreign Language Teaching and Research Press.
- Liddicoat, A. J. (2004). Intercultural language teaching: Principles for practice. *The New Zealand Language Teacher*, 30, 17-24.
- Wang, W. Z. (2020). The practice of integrating traditional Chinese culture into senior high school English teaching. *English Teachers*, 20(6), 22-24.
- Wen, Q. F. (2016). Teaching framework of English lingua franca. *Linguistic Sciences*, 15(4), 354-355.
- Xing, W. J., & Li, M. (2020). Teaching practice of high school English reading focusing on cultural awareness. *Teaching Research for Primary and Middle Schools*, 21(2), 70-76.
- Xu, G. Z. (1980). *The cultural connotation of vocabulary and English teaching*. Shanghai: Shanghai Translation Publishing House.