

A Study of the Correlation Between Junior High School Students' Cultural Awareness of English and English Scores

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Abstract

Cultivating language cultural awareness helps enhance students' national identity and national sentiment, improve their sense of language cultural identity and self-confidence, and facilitate their growth into socially responsible and civilized individuals. Mainland Chinese students use the British language "English" as a second language in their language learning process. Therefore, developing students' cultural awareness of English becomes an essential part of teaching. At present, most studies by Chinese researchers on English cultural awareness have focused on its current state and the way it is cultivated, and there are few studies on the correlation between English cultural awareness and English scores. Thus, this study will attempt to explore the correlation between junior high school students' cultural awareness of English and their English scores. The experiment showed that there was a significant positive correlation between English cultural awareness and English scores ($r=0.742$, $p<0.01$), that is, the more cultural awareness you are of English, the more your English scores will improve significantly. The findings of this study help researchers of English language teaching and teachers to further understand the importance of cultural awareness in English and the correlation between English cultural awareness and English scores.

Keywords: English cultural awareness, English achievement, junior high school students, correlation

1. Introduction

In recent years, with the rapid prosperity of the economy, science and technology, and the radical changes in social life, the connection between countries in the world is getting closer and closer, and under the influence of globalization, the exchange and cooperation between different countries are increasing, and the cultural exchange is naturally strengthened continuously. With approximately one and a half billion people worldwide using English as a tool of communication, it is clear that English has become a global lingua franca. (Chen Yu, 2021) The essence of learning a language is learning the way of thinking limited by that language, that is, learning the cultural habits represented by that language. (Li Hongen, 2012) However, cultures vary greatly across the globe due to differences in lifestyles, geography, historical backgrounds, and values. In such a background, when people use English to communicate, they only stick to the superficial language symbols, mechanically use the knowledge of language and grammar principles, but ignore the cultural connotation behind the language, then there will be barriers to communication, and even misunderstanding and contradiction; language cannot exist without culture. (Sapir, 1921) However, due to the cultural gap between Chinese and English, there is a high risk of frequent pragmatic or semantic errors that prevent the effective cultural output of the native language, and thus, intense cultural clashes are inevitable. It can be seen that the traditional foreign language teaching mode can no longer meet the real needs, and with the diversification of society and culture, the cultivation of cultural competence is an important process. (Farnsworth, 2021) In order to better adapt to the development of the information age, contemporary students should have a certain level of cultural awareness.

Therefore, it is the urgent need of modern society to cultivate talents who are familiar with the differences between Chinese and Western cultures, have an international perspective, possess good intercultural communication skills, and are able to communicate freely in different cultural contexts between China and the West. In the process of teaching foreign languages at the junior high school level, it becomes essential to integrate the teaching of cultural knowledge and develop students' cultural awareness.

1.1 Cultural Awareness of English

Taylor (1874) defines cultural awareness as a conscious and active cognitive activity of people about culture. Tomalin (1993) argues that cultural awareness refers to the influence of culturally oriented behaviors that lead to a perception of language use and communication styles. He believes that cultural awareness includes three qualities: awareness of behaviors that result from being influenced by the native culture, awareness of behaviors that are induced by being influenced by other cultures, and the ability to explain the native cultural perspective. Byram (1997) believes cultural awareness as the ability to critically evaluate based on explicit standards, perceptions, behaviors, and products in one's own and other cultures. Tomlinson (2004) sees cultural awareness as including a growing awareness of cultural equality, a growing understanding of native cultures and other cultures, and an active interest in how cultures are connected and different. Xue Zhongliang (2011) identified four aspects of cultural awareness in secondary English teaching. The first is the understanding and identification with the culture of the mother tongue. The second is to understand other cultures and treat them objectively on the basis of learning and inheriting the native culture. The third is to inherit and disseminate the best parts of our own culture with cultural confidence and to promote the prosperity of our own culture. The fourth is to enhance the sense of national identity on the basis of absorbing and learning from other cultures. Chen Xiaotang, Zhao Siqi (2016) believes that the core competencies of cultural awareness encompass not only the understanding of certain cultural phenomena, emotional attitudes, and values, but also the ability to understand and analyze the cultural traditions and social phenomena reflected in the discourse, and to form one's cultural positions and attitudes, as well as the ability to choose a culture. The Chinese “English Curriculum” (Revised 2017), which positions cultural awareness in terms of cultural comprehension skills. First, students are required to understand the connotations of Chinese and foreign cultures. Secondly, to develop students' understanding of cultural knowledge and identification with good cultures in an intercultural context, and to build a sense of the community of human destiny. Finally, it promotes students to enhance family awareness and national consciousness and cultural confidence, which means character education, and cultivates students to form excellent cultural character. Based on the “English Curriculum” (revised 2017), Wang Lili (2018) discusses in detail ways to effectively penetrate cultural awareness in junior high school English teaching. She proposes to expand cultural knowledge in the teaching of vocabulary, to understand culture, especially cultural differences, in reading, and to extend cultural learning comprehensively from inside the classroom to outside the classroom.

1.2 Sociocultural Theory

Sociocultural theory is an important guide to foreign language teaching and second language acquisition. According to Vygotsky's sociocultural theory (1964), in the process of language teaching, we study not only the language system itself but also the socio-interpersonal communication that humans carry out with the help of language regulation mechanisms. In the development of individual language, socio-cultural and individual psychological activities are closely related. By participating in external socio-cultural activities, people translate social speech, which acts on social rules, into the individual's internal psychological functions through the medium of language. Sociocultural theories also elaborate on the role of activities in language communication. Sociocultural theorists also propose that language used in the real world is a basis for learning rather than an aid. Researchers who hold this view do not use language as an input, but rather as a resource for engaging in various activities in life. Participation in these activities is both a result and a process of learning. Sociocultural theory is concerned with the interaction between the development of learners' language skills and their sociocultural environment, which focus is on how learners socialize personally in the language learning process. Sociocultural theory also assumes that language learning does not occur in isolation, but is closely linked to the process of social interaction in which learners engage. Sociocultural theory requires teachers to pay attention to the sociocultural background of language in English education and teaching practice, because focusing on the understanding and learning of cultural background knowledge in English teaching can enhance the identity and inclusiveness of different cultures, thus better promoting the development of language and culture, as well as the exchange and communication between different languages and cultures.

1.3 Literature Reviews

UNESCO (United Nations Educational, Scientific and Cultural Organization) proposed at the International Symposium on Education in the Century that future societies and cultures will be pluralistic, and the reality is that different civilizations will reasonably coexist. In a cultural context where pluralism is a reality, foreign language learning naturally poses new requirements for perceiving multiculturalism, understanding multiculturalism, and accepting multiculturalism. This is one of the purposes of foreign language learning. To achieve this purpose, it is necessary to develop students' cultural awareness. With a certain level of cultural awareness, students will have the interest and ability to learn the essence of their own culture and thus expand to

the origin and development of the world's cultures. Secondly, the cultivation of cultural awareness is also conducive to generating positive cross-cultural feelings and enhancing understanding and tolerance among different nationalities. Zhang Yina (2005) suggests that the cultivation of cultural awareness is an important goal of English teaching, but the content of culture teaching should not be limited to the UK and the US, and native language culture also needs to be reflected in the classroom. Kang Shumin (2010) analyzed the importance of cultural awareness cultivation, and the concept, and problems of cultural awareness cultivation. Wang Qiang (2015) argues that the cultural quality of language learning is one of the core qualities of language courses, especially the development of cross-cultural awareness as a process of practicing humanism and achieving cultural goals. Kim suggests that when we teach language, we should help people engage with the way of life. Language learning can immerse students in the world of others; it can foster empathy and understanding across social and political divides. But it can only do that if our research and teaching are grounded in a thorough understanding of language and culture. However, there are few domestic studies on the correlation between cultural awareness and English achievement. The direction of this study focuses on the current situation of English cultural awareness among junior high school students and the correlation between English cultural awareness and English achievement.

2. Method

This study examines the development of students' cultural awareness of English and its correlation with English achievement in S secondary school. This study addresses the following research questions.

- 1) What is the current status of English cultural awareness among junior high school students?
- 2) What is the correlation between the overall and different dimensions of junior high school students' English cultural awareness and their English achievement?

2.1 Questionnaire

In this study, a total of 200 students in four classes were randomly selected from the first and second-year students in secondary school S. There were 104 students in the first year and 96 students in the second year. They were selected for the survey because their academic burden is lighter than that of senior students, and they can better understand the content of the questionnaire and fill it out carefully, which can improve the reliability and validity of this study. The basic information about the research subjects is shown in Table 1.

Table 1. Basic Information Table of the Study Subjects

Grade	Male	Female	Total
First	55	49	104
Second	46	50	96
Total	101	99	200

Based on the questionnaire prepared by Hu Qingxia (2021) in her dissertation, the researcher designed a questionnaire related to this study, namely, the English Cultural Awareness Questionnaire for Middle School Students. The questionnaire is divided into five areas: awareness, knowledge, attitude, character, and competence. The basic information of questionnaire, the reliability and validity of the questionnaire are shown in the following table.

Table 2. Basic Information of Questionnaire

Dimension	Items
Awareness	1, 2, 3, 4, 5
Knowledge	6, 21, 22, 23, 24
Attitude	7, 8, 9, 10, 11, 12
Character	13, 14, 15, 16
Competence	17, 18, 19, 20

Table 3. Reliability Statistics

	Cronbach's Alpha	N of Items
Consciousness	.841	5
Knowledge	.873	5
Attitudes	.865	6
Character	.901	4
Competence	.866	4
Overall	.947	24

As seen in Table 3, the data involved five dimensions, namely awareness, knowledge, attitude, character, and competence. Cronbach coefficients were used to measure the quality level of reliability of the data. And the Cronbach alpha coefficients for each dimension of the questionnaire and overall were .841, .873, .865, .901, .866, and .947, respectively. All coefficients were above .80, indicating that the data had a high level of reliable quality and the study data were authentic and reliable.

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.869
Bartlett's Test of Sphericity	Approx. Chi-Square	1245.173
	df	276
	Sig.	.000

Table 5. KMO and Bartlett's Test

	N of Items	KMO	Chi-Square	df	p
Consciousness	5	.810	145.472	10	.000
Knowledge	5	.852	162.756	10	.000
Attitudes	6	.854	186.320	15	.000
Character	4	.831	176.154	6	.000
Competence	4	.775	164.180	6	.000

As can be seen from Table 5, there are five variables in this study, namely awareness, knowledge, attitude, personality, and ability. When validity tests were conducted through factor analysis, the KMO values were .810, .852, .854, .831, and .775, which were all greater than .70, with a maximum of 0.854 and a minimum of .775. and all passed the Bart Spherical test ($p = 0.000 < 0.05$). This indicates that the validity of the questionnaire is good and can be used for further research.

2.2 English Scores

The English scores in this study were obtained from the results of the monthly and midterm exams of the first and second-year students. The total score was 100 points and the average score of the two English tests taken. To ensure the stability of the English test scores and to improve the credibility of the English test scores, the researcher first did a descriptive statistical analysis of the average scores of 200 junior high school students in the monthly and midterm exams. The details are shown in Table 6.

Table 6. Paired Samples Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mid-term grades	200	8	95	61.665	23.473
Monthly test scores	200	10	91	60.03	24.22

As shown in Table 6, the mean midterm score of the 200 students was 61.665 with a standard deviation of 23.473, and the mean score of the monthly exam was 60.03 with a standard deviation of 24.22. The means of the two scores were relatively close and the range of variation was similar.

The above information (Table 6) only shows the average range of the two results, and it is not possible to determine whether there is a significant difference between the two results. To further verify the students' stable

English proficiency, further paired samples t-tests were conducted for the monthly and midterm English exams (Table 7).

Table 7. Paired Samples Test

	midterm		Monthly test		MD	T (200)	p
	M	SD	M	SD			
English grade	61.665	23.473	60.03	24.22	1.63	3.037	.335

The results of the t-test for paired samples in Table 7 show that there is no significant difference between the scores of the two grades ($t=3.037$, $df=200$, $p>0.05$). The p-value for the two grades in this study was 0.335, which is much higher than 0.05, indicating that there was no significant difference between the mean scores of the two grades. The mean scores of the two grades are stable, which can reflect that the student's English proficiency is stable.

2.3 Data Analysis Process

2.3.1 The Current Situation of English Cultural Awareness among Junior High School Students

This section focuses on the overall and each dimension status of junior high school students' cultural awareness of English and discusses the related reasons.

2.3.1.1 The Overall Situation of English Cultural Awareness

There are 24 items on the English cultural awareness questionnaire. Among them, awareness consisted of 5 questions, knowledge consisted of 5 questions, attitude consisted of 6 questions, character consisted of 4 questions, and competence consisted of 4 questions. SPSS 26.0 was applied to describe and analyze English cultural awareness as a whole. And the distribution of English cultural awareness and each dimension among junior high school students was summarized and analyzed by using the scales based on the Likert five-point scale proposed by Oxford & Burry-Stock (Table 8).

Table 8. Likert Rating Scale of Five

Score	Frequency
≤ 2.4	Low
2.5-3.4	Medium
> 3.4	High

The researcher presents the results of the overall and each dimension of English cultural awareness based on the five-level scale and combines the distribution of the histogram to provide insight into the reasons behind the data.

Table 9. Descriptive Statistics of Overall Degree of Cultural Awareness

Name	N	Minimum	Maximum	Mean	St. deviation
Overall	200	3	3.667	3.348	0.133

As can be seen from Table 9, the overall mean value of English cultural awareness among junior high school students is 3.348. According to the scale, the student's level of English cultural awareness is at an intermediate to a high level, indicating that they have some understanding of cultural awareness. This result is consistent with Qi Shuang's study. Therefore, it can be said that junior high school students have a positive attitude toward the level of cultural awareness in English. The standard deviation of cultural awareness among junior high school students is 0.133, which indicates that students' cultural awareness is uneven.

To further understand the current status of English cultural awareness among junior high school students, the researcher combined the distribution of histograms to analyze the reasons behind the data.

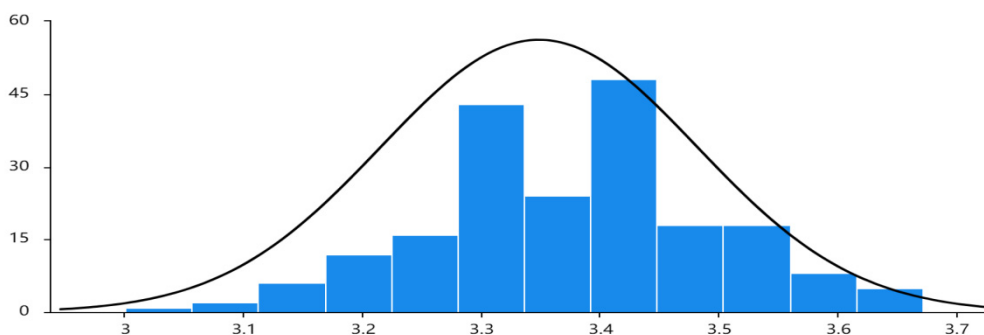


Figure 1. Overall Degree of Cultural Awareness

According to Figure 1, the distribution of students' scores is more concentrated in the 3.3-3.5 partition and less in the high and low partitions, which indicates that the distribution of students' cultural awareness levels is less deviant and more concentrated. Although there are high and low levels of students' cultural awareness, the overall level of cultural awareness of most students is above average.

The reasons for this are, first of all, those cultural factors play an important role in language learning under the guidance of socio-cultural theory. Developing cultural awareness is a compulsory course for language learners. Under the requirements of China's new curriculum standards, schools and English teachers also pay attention to the development and cultivation of students' cultural awareness. Second, with the teachers' intentional guidance, students become more aware of the importance of cultural awareness. As a result, they pay attention to the cultural knowledge that appears in the classroom and expand their cultural knowledge, such as by reading English newspapers, listening to English news, and watching TV programs. Third, in the developed online world, students have more opportunities and access to cultural phenomena from different countries, their horizons are more open and their cultural attitudes and personalities are more open.

2.3.1.2 Cultural Awareness of English in Different Dimensions

The elements of English cultural awareness play an important role in students' development. To further understand students' development, the researcher analyzed and discussed five aspects of English cultural awareness, visualized the distribution characteristics of the data, and analyzed the reasons for them.

Table 10. Descriptive Statistics of Cultural Awareness Sub-Scales

Name	N	Minimum	Maximum	Mean	St. deviation
Consciousness	200	1.6	2.6	2.108	0.213
Knowledge	200	1.6	2.8	2.093	0.237
Attitudes	200	3.667	4.833	4.341	0.24
Character	200	3.688	4.799	4.463	0.271
Competence	200	2	5	3.326	0.506

According to Table 10, the mean values of the dimensions of English cultural awareness ranged from 2.0 to 5.0. Among them, the mean value of cultural character is 4.463, which is greater than 3.4 and is at the highest level; the mean value of cultural attitude is 4.341, which is greater than 3.4 and is at a high level. The mean value of cultural competence is 3.326, which lies in the range of 2.5-3.4 and is at the middle level; the mean value of cultural awareness is 2.108, which is less than 2.4 and is at the lower level; the mean value of cultural knowledge is 2.093, which is less than 2.4 and is at the lowest level. This indicates that in recent years, English teaching has attached great importance to English culture education in basic education, and the vast majority of students have positive attitudes and interest in cultural learning, which is also in line with Sun's study. It is worth noting that cultural knowledge and cultural awareness are at a lower level compared to the other three dimensions. This indicates that students' cultural knowledge and awareness have not yet reached a better developmental goal and need to be further developed and improved.

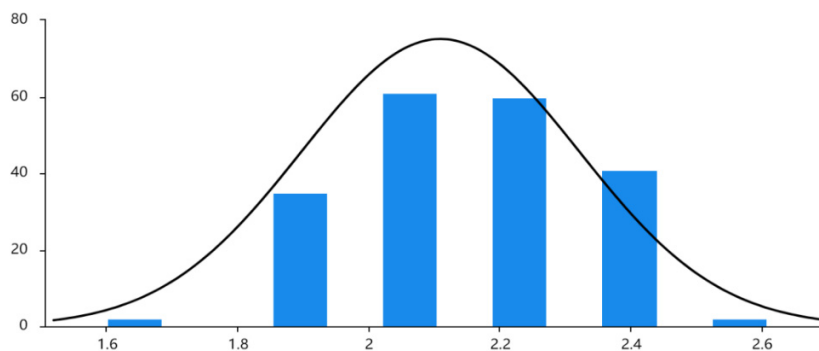


Figure 2. Consciousness

According to Figure 2, the mean value of students' cultural awareness is 2.108, which is concentrated in the interval of 2-2.2, and is generally at a low level and shows a certain tendency of dispersion. This indicates that students have different levels of cultural consciousness and that they are not culturally aware enough. Therefore, teachers need to strengthen students' cultural awareness in subsequent teaching.

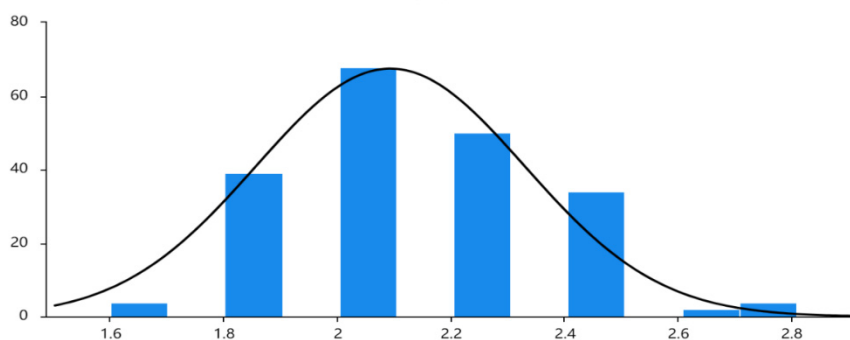


Figure 3. Knowledge

According to Figure 3, the mean value of students' cultural knowledge is 2.093, which is distributed in the concentration range of 2-2.2, and the overall situation is at a low level. This indicates that the student's cultural knowledge reserves are relatively weak and need further improvement.

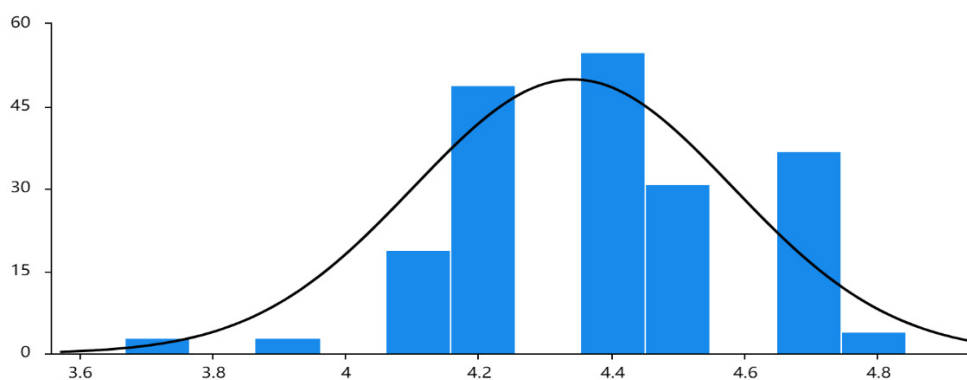


Figure 4. Attitude

According to Figure 4, the mean value of students' cultural attitudes is 4.341, which is distributed in the concentration range of 4.2-4.5, and the overall cultural attitude situation is at a high level, which indicates that students' cultural attitudes are good.

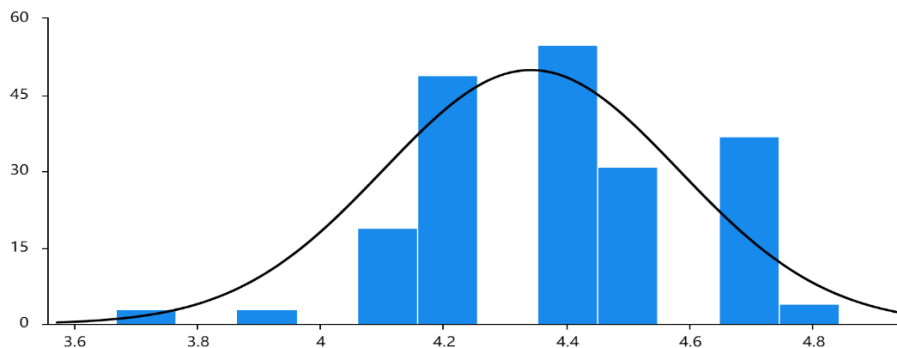


Figure 5. Character

According to Figure 5, the mean value of students' cultural disposition is 4.463, which is distributed in the concentration range of 4.2-4.5, and the overall cultural disposition situation is at a high level, which indicates that students' cultural disposition is good.

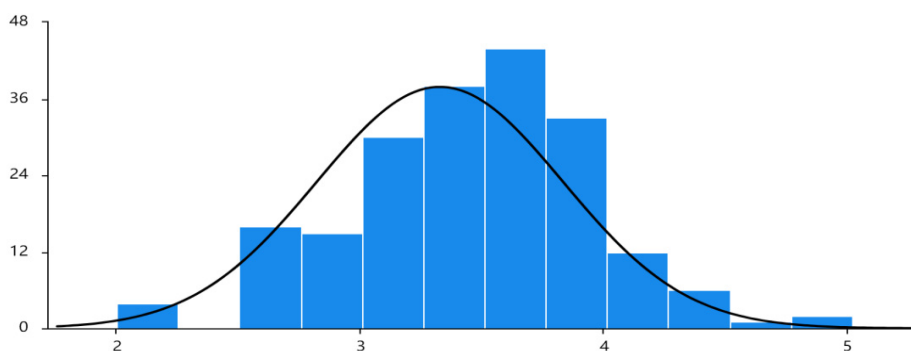


Figure 6. Competence

According to Figure 6, the mean value of students' cultural competence is 3.326, which is distributed in the concentration range of 3-4, and the number of students in the medium range is high, which indicates that students' cultural competence is at an intermediate level.

In summary, students' cultural awareness of English is generally at an intermediate level. Among them, the mean values of cultural attitudes and cultural personality are higher compared to the mean values of cultural awareness, cultural knowledge, and cultural competence, and the data are more scattered, indicating that there are some differences among students. The reasons for this are the following. First of all, in current English teaching, teachers and students attach great importance to the accumulation of language knowledge in the face of the sense of urgency brought about by the college entrance examination. However, some students think they do not have the time and energy to learn cultural knowledge beyond the exams, and they do not have the opportunity to use the English knowledge they have learned. They learn English only for the sake of exams. Second, there is an imbalance in students' cultural awareness. Teachers sometimes permeate the English classroom with guidance on cultural values and incorporate cultural activities to stimulate students' interest in learning English, and students actively participate in class discussions. However, some students in the class have a negative attitude towards cultural learning, which leads to some differences in students' cultural awareness. Finally, students have the right orientation in terms of cultural attitudes and cultural character, which makes them present a better level in both aspects. Based on this, it is easy to see that the development of students' cultural awareness of English is complementary in all aspects. Combining the combined efforts of schools, teachers, parents, and students, the current level of students' cultural awareness of English should be balanced and steadily developed.

2.3.2 Correlations between Junior High School Students' Overall and Different Dimensions of English Cultural Awareness and Their English Scores

In this section, the researcher conducted Pearson correlation analysis through SPSS 26.0 software to explore the overall correlation between English cultural awareness and English scores, the correlation between the dimensions of English cultural awareness and English achievement and then compiled the data results to analyze the reasons behind the phenomenon.

2.3.2.1 Correlation between Overall English Cultural Awareness and English Scores

According to Qin Xiaoqing (1999), the absolute value of the correlation coefficient below 0.2 is the lowest correlation, 0.2-0.4 is a low correlation, 0.4-0.7 is a significant correlation, and 0.7-0.9 is a high correlation.

Table 11. Correlation Between Overall English Cultural Awareness and Scores

		Overall Cultural Awareness	English Scores
Overall Cultural Awareness	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	N	200	200
English Scores	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	N	200	200

According to Table 11, there is a significant positive correlation between English cultural awareness and English scores at the 0.01 level ($r=0.742$, $p<0.01$). This result indicates that English scores is influenced by English cultural awareness to some extent. However, cultural awareness is not given enough attention in the current teaching of English culture. Valdes (2009; 1986) argues that the most successful language learners combine culture and language so that teaching language and teaching culture cannot be separated. However, Wang Qiang (2016) argues that schools and teachers are still in the early stages of understanding the value of the current English subject and teaching methods and are afraid to innovate. Therefore, teachers should strengthen their efforts to cultivate students' cultural awareness of English and improve their cultural awareness of English in future teaching.

2.3.2.2 Correlation between the Dimensions of English Cultural Awareness and English Scores

To understand the development of cultural awareness among junior high school students in various aspects, the researcher analyzed the correlation between the dimensions of English cultural awareness and English scores, and the results are shown below.

Table 12. Correlations Between English Cultural Awareness Sub-Scales and Scores

		English Scores	Sig. (2-tailed)	N
Consciousness	Pearson Correlation	.285	.029	200
Knowledge	Pearson Correlation	.217	.052	200
Attitudes	Pearson Correlation	.617	.000	200
Character	Pearson Correlation	.625	.000	200
Competence	Pearson Correlation	.513	.014	200

According to Table 12, cultural awareness ($r=0.285$, $p>0.01$) is lowly correlated with English scores, cultural knowledge ($r=0.217$, $p>0.01$) is the least correlated with English scores, cultural attitude ($r=0.617$, $p<0.01$) is significantly correlated with English scores, cultural character ($r=0.625$, $p<0.01$) is significantly correlated with English scores, and cultural competence ($r=0.513$, $p<0.05$) was significantly correlated with English scores. From the above data, it can be found that cultural attitude ($r=0.617$) has the highest correlation with English scores, followed by cultural character ($r=0.625$) and cultural competence ($r=0.513$), cultural awareness ($r=0.285$) and cultural knowledge ($r=0.217$) have lower correlation than the first three, and cultural knowledge is the lowest among all dimensions.

Specifically, first of all, there was a significant positive correlation between cultural personality and English scores, with the highest correlation ($r=0.625$, $p<0.01$), indicating that English scores is significantly influenced by cultural character. This is explained from the perspective of sociocultural theory, which believes that the social environment plays an important role in the learning process and psychological development of learners, and it attaches great importance to the positive interaction between language learners and the social environment. Research also shows that language learners need to establish good connections with their social environment, which includes the socialization of individuals in the language learning process, such as learning to behave, having a sense of social responsibility, and having a correct outlook on life, the world, and values. Language learning is not isolated but is closely related to the process of social interaction in which learners engage,

revealing that the development of good cultural character is an important contributor to the improvement of an individual's second language.

Secondly, there is a significant positive correlation between cultural attitudes and English scores with a high degree of correlation ($r=0.617$, $p<0.01$), indicating that English scores is significantly influenced by cultural attitudes. This indicates that in the information age, students have more opportunities to access cultural information from all over the world, have a broader perspective, and can develop correct cultural attitudes and build a sense of human community. Educators pay more attention to the transmission of culture and the training of students to shift their thinking patterns in the face of different cultures.

Further, there was a significant positive correlation between cultural competence and English scores with a high degree of correlation ($r=0.513$, $p<0.05$), which indicates that cultural competence also has a significant impact on English scores. According to Wu Fei, Zhong Yuying (2005), intercultural communication refers to the communication between people from different cultural backgrounds (information senders and information receivers). However, the wrong view of communication is not true intercultural communication. Authentic communicative language teaching requires following the learner's reality, creating a discourse that is appropriate to the local context, and emphasis on learner realities. Therefore, it can explain why students' intercultural communication competence is positively correlated with their English scores. In a larger sense, competence broadens horizons and permeates multicultural values.

Finally, the lowest correlation was found between cultural knowledge and English language scores ($r=0.217$, $p>0.01$). Koda (2007) argues that cultural knowledge is particularly important for foreign language learners and that incorrect perceptions or lack of perceptions can lead to incorrect construction of textual meaning. The relationship between cultural knowledge and English language scores is a low correlation, which indicates that cultural knowledge is not given enough attention in current English learning. The reasons are as follows, first, in terms of learning content, junior high school students are under high academic pressure, and teachers pay special attention to the learning of grammar knowledge and vocabulary as well as the training of test-taking ability, neglecting the input of cultural knowledge. Although academic achievement has improved, this imbalance is not conducive to the development of students' cultural literacy. Secondly, teachers' insufficient cultural knowledge reserves and reluctance to carry out too many cultural teaching activities directly affect students' learning of cultural knowledge. Finally, in the process of learning English, students are also eager to acquire more cultural knowledge. On the one hand, they have limited time, but to prepare for exams, they must acquire a great deal of language knowledge. On the other hand, teachers rarely teach them anything beyond the textbook, and even homework is focused on language knowledge training. As a result, they have little access to other English resources. And there is a significant negative correlation between cultural awareness and English scores with a low degree of correlation. ($r=0.285$, $p>0.01$) This indicates that cultural awareness has not been given enough attention in current English learning. Therefore, teachers are needed to further strengthen the infiltration and guidance of cultural awareness while teaching students cultural knowledge and shaping cultural character.

In conclusion, the development of cultural awareness in each dimension was positively correlated with students' English scores, but the degree of correlation varied, as did the degree of contribution to English scores. It was also verified that the overall development of English cultural awareness among junior high school students was unevenly correlated in general.

3. Conclusion

This study used the "Middle School Students' Current Situation of English Cultural Awareness Questionnaire" to investigate the current situation of middle school students English cultural awareness and test scores in Middle School S. The correlation between middle school students' English cultural awareness and English scores was studied as follows.

3.1 *The Current Situation of English Cultural Awareness among Junior High School Students*

According to the above data analysis, the overall mean value of English cultural awareness of junior high school students is 3.348, which is at the upper middle level, indicating that students have some understanding of cultural awareness. The standard deviation of middle school students' cultural awareness is 0.133, which indicates that students' cultural awareness is uneven. This is consistent with Qi Hui's research findings. That is, the infiltration of cultural awareness is still at the primary stage, which requires teachers to further strengthen the infiltration and guidance of cultural awareness and shape cultural character while teaching students cultural knowledge.

3.2 Correlation between Junior High School Students' Overall and Different Dimensions of English Cultural Awareness and Their English Scores

There was a significant positive correlation between overall English cultural awareness and English scores ($r=0.742$, $p<0.01$). This result indicates that English scores is influenced by English cultural awareness to some extent. Among them, all five dimensions of English cultural awareness were correlated with English scores to varying degrees. Specifically: the highest correlation between cultural character and English scores ($r=0.625$, $p<0.01$), indicates that English scores was significantly influenced by cultural character; the higher correlation between cultural attitude and English scores ($r=0.617$, $p<0.01$), indicates that English scores was significantly influenced by cultural attitude. The correlation between cultural competence and English scores was high ($r=0.513$, $P<0.05$), which indicates that cultural competence also has a great influence on English scores; the correlation between cultural awareness and English scores was low ($r=0.285$, $P>0.01$), which indicates that cultural awareness is not given enough attention in current English learning; the correlation between cultural knowledge and English scores was the lowest ($r= 0.217$, $p>0.01$), which indicates that cultural knowledge is not given sufficient attention in current English learning.

Therefore, based on the above analysis, we can see that the stronger the cultural awareness of English in the teaching process, the more significant the improvement in English scores and the more positive the students' attitude towards learning the language.

In addition, this study suggests three aspects for English teachers in order to help students improve their overall English learning ability. First of all, teachers pay attention to the guiding role of cultural awareness and emotional values in English learning, not only to make English learning a single tool to improve student's language ability but also to form a good cultural awareness and thinking quality, reflecting the humanistic development in English learning. Secondly, in English education, teachers should take up the important task of educating people. In English teaching, with Chinese culture as the gene, teachers help students learn, understand, and appreciate excellent Chinese and foreign cultures, to gradually improve cross-cultural communication skills, thinking skills, and innovation skills, and form correct value orientations. Finally, teachers can help students use learning strategies that are conducive to English cultural learning. Learning strategies include cognitive strategies and metacognitive strategies. The latter mainly refers to students' ability to plan, organize, adapt, and evaluate their use of cognitive strategies, which are more important for success in foreign language learning.

3.3 Limitations of This Study and Expectations for Future Research

The limitations of this study are the limited time and the small sample size of the study, which did not allow for a very adequate analysis of the correlation between students' English scores and English cultural awareness in various aspects. Therefore, future research in this area can be more adequate and convincing.

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Conflict of Interest

There is no conflict of interest among the authors.

Data Availability

All data generated or analysed during this study are included in the manuscript.

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