Design of Multi-text English Reading Instruction Aiming at Cultural Awareness Cultivation

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ABSTRACT: *The reading classroom is a main place for English teaching and cultural awareness cultivation. However, the limitations of the traditional English reading class with single reading material cannot meet students' needs of comparing and discriminating among different cultures, which leads to the fragmentation of students' acquisition of cultural knowledge and a one-sided understanding of cultural phenomena. Considering this context, the author combines the elements of multi-text reading, takes the cultural awareness cultivation objectives in the new curriculum standard as the basis to construct a multi-text reading teaching framework aiming at the cultivation of cultural awareness which includes teaching objectives, teaching contents, teaching process, and teaching evaluation.*

KEYWORDS: Multi-text reading, design, cultural awareness cultivation, foreign language teaching

INTRODUCTION

Concept of Multi-text Reading

The concept of multi-text reading teaching was first put forward in a speech by Zhao(2010:34), who believed "with the publication of books and the increased volumes in student reading, teachers can try some multi-text reading teaching activities. Zhao refined the general characteristics of multi-text reading into two aspects, which include the same topics and multiple texts. Jiang has further deepened the concept of multi-text reading in the practice of Chinese teaching. He (2012:65) believed "the so-called multi-text, as the name implies, is showing multiple articles within a period of time."

In the follow-up research, the researcher focused on the study of the mode of multi-text reading. Yu (2012) believes that teachers should selectively combine a group of articles in a certain way before class. Then students can develop their own opinions in reading class to improve their reading and thinking abilities. Yu expands the multi-text reading to its mode and combination based on Mr. Zhao Jingzhong.

Yu (2012) had a more in-depth interpretation of multi-text reading. He believed "multi-text reading is to select a group of articles around one or more topics. Then teachers and students can start reading around the topics and collective construction. Finally, they can reach a consensus." Professor Yu Zeyuan fully interpreted the teaching mode of multi-text reading in terms of form, process, methods and extracted specific elements. In this case, the interpretation of multi-text reading has been developed, and it has begun to move towards clarity and comprehensiveness, which means it can give the classroom implementation of some concrete and visible standards. Wu (2012) introduced the basis for the construction of the teaching mode of multi-text reading. As for different teaching objectives, different classroom teaching models of multi-text reading have been constructed. Shen (20 15) proposed a classroom mode of multi-text reading with determined intentions, selected texts, and collective consensus. Zhang (2017) put forward a new mode of English multi-text reading, which includes the advanced issues, activating thinking, compare reading, cognitive conflict, interpreting texts, collectively constructing, and reaching a consensus. In this way, the general mode of the multi-text reading classroom has been found. Zhang (2019) proposed a new classroom mode of multi-text reading in his thesis, which combines the multi-text reading with output. Based on the previous multi-text mode, Yu (2018) proposed a new teaching mode of multi-text reading that includes an introduction, construction of a text mode, verification of a text mode, a questioning text mode, and an experience text mode to enrich the teaching mode of multi-text reading.

Implementation Multi-text Reading in English Instruction
Cheng (2005) proposed that the most important feature of multi-text reading is the relevance of the text. The discourses of various genres are not decisively distinguished. Some text types have no obvious boundaries. When using these multi-texts, it is necessary to avoid uniqueness and make a comprehensive analysis. Wei (2014) pointed out that the characteristics of multi-text reading are integrating multi-texts and expanding topics with multiple texts. Different from single-text reading teaching, the topic determination and text combination method of multi-text reading teaching are the focus of teachers' teaching design, which directly determines the success or failure of multi-text reading teaching. Lin (2015) introduced the method of multi-text reading combination, issue determination, and operation process. In the combination of multi-text reading, teaching materials, in-class texts, and topic clues are used as different texts.

As for the determination of text topics, the theme, author, genre, and expression methods are used as clues. He believes that articles on the same topic will have more repetitions in terms of topic vocabulary selection. In this way, students can review the vocabulary and chunks of this unit through repeated contacts.

Scholars have expressed their own views on the practice of multi-text reading combined with their study. Liu (2015) believes that the design of reading tasks for the implementation of the curriculum should have the characteristics of thinking and inquiry. It should focus on the cultivation of students' thinking quality, which is also one elements of the core literacy in new curriculum standard. Zhang (2017) believes that the choice of texts should be debatable and optional. He emphasized the importance of the selection and combination of text reading materials around the topic. He pointed out that the direction will influence the construction of the topic and the results of consensus reaching. Besides, he emphasized the importance of teacher-student classroom interaction in practical classrooms. Fang (2018) emphasized that the teaching of English multi-text reading should pay attention to accurate positioning, target objectives, the precise selection of texts, and transfer and extension through specific teaching cases. Lin (2019) systematically introduced the essentials of selecting materials for multi-text reading and proposed two methods for material selection, which include the textbook sequence and topic classification. He emphasized the organic connection between multi-text resources. During the teaching, we need to properly handle the relationship between intensive and extensive reading and the relationship between reading ability, thinking ability, and expressive ability.

The Value of Multi-text Reading in English Teaching
As a teaching method, multi-text reading is directly related to the professional development of teachers and the all-round development of students.Liu (2015) proposed that multi-text reading can improve students' core literacy. She believes that multi-text reading is helpful to the cultivation of the core literacy of the English subject. Zhang (2017) believes that multi-text reading regards the process of reading teaching as a collective construction process. In this process, teachers and students can form a real learning community. Li (2014) proposed that multi-text reading can increase the volumes of reading, improve students' reading speed, and greatly increase students' interest in reading; Shen (2018) pointed out that multi-text reading can meet the needs of real-life reading, allow students to exercise their reading ability in the process of multi-text reading, improve reading speed, train the ability to process a large amount of information, and improve students' learning strategies. Hu (2015) proposed that multi-text reading can broaden students' horizons, enhance students' thinking ability, and improve teaching effectiveness. Besides, it can improve teachers' professional ability.

Cultural Awareness Cultivation

The research on cultural awareness mainly includes the following aspects: the connotation of cultural awareness, the research of cultural awareness in foreign language teaching, and the research of cultural awareness in high school English classrooms.

Connotation of Cultural Awareness

Byram believes that cultural awareness is a kind of cognition activity of people's conscious and active cultural activities. He used a four-level theory to explain the development of cultural awareness. He (1989:101) believed "The components of cross cultural competence can be divided into four parts：knowledge, critical cultural awareness, skills, and intercultural attitudes."Oxford and Scarcella (1994) believe that the development of cultural awareness starts from a stage of no knowledge and motivation, then it reaches the stage of sympathy under appropriate circumstances. Finally, it can gain cultural respect and cultural tolerance.

In China, Professor Hu (1990) believes that cultural awareness is a kind of conscious and active cognition of culture, which is people understand the connotation of culture and accept the influence of culture in the process of language learning, and then subtly internalize it into a kind of pursuit culture. Professor Gao (2002) defines cultural awareness as "people can realize the diversity of cultural awareness. People have the ability to empathize with members of different cultures and know the values of the native culture." Lu (2010), in his book *English Teaching Theory* divides cultural awareness into four levels according to people's understanding of culture: firstly, people can identify obvious cultural characteristics; secondly, people can understand the difference of other cultures and native cultures; thirdly, people can rationally analyze these cultural differences from a cognitive perspective; finally, people can experience the cultural standpoint of the target language in depth. Cheng and Zhao (2016) point out that the core literacy of cultural character does not only refer to understanding some cultural phenomena and emotional attitudes but also includes the evaluation of the cultural traditions and social-cultural phenomena reflected in the text. On this basis, Cheng (2017) emphasizes the cultivation of high school cultural awareness, which helps students strengthen international understanding, strengthen their sense of national identity, and learn how to behave and grow into people with cultural accomplishments and a sense of social responsibility.

Cultural Awareness Cultivation in Foreign Language Teaching

American linguists have made much contribution to the integration of cultural teaching into foreign language teaching. Sapir (1921) first proposes the relationship between language and culture, and he emphasizes its importance. He believes that language and

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culture are complementary to each other. American linguist Lado (1957) clearly states that foreign language teaching should include cultural teaching, and he believes that cultural differences should be emphasized in English teaching to help students to avoid mistakes. Besides, he discusses the importance of integrating cultural teaching into foreign language teaching and the relationship between the two. Lado published a book *Cross-Cultural Linguistics: Applied Linguistics for Language Teachers* in 1957, in which he elaborated on the study of cultural communication, the model, definition, and distribution of cultural comparison. Byram (2000) believes that language teaching has two aspects: one is the inputting of useful skills, and the other is the encouraging an open attitude and understanding of other cultures.

In China, Kang (2010) proposes a set of cultural introduction principles aiming at cultivating students' cultural awareness and explores how to cultivate students' cultural awareness from different levels in the process of language teaching. She analyzed the importance of cultural awareness training, the concept of cultural awareness training, and the issues that should be considered in the cultivation of cultural awareness in *Cultural Awareness Cultivation in Foreign Language Education*. Jiang (2012) mentioned the reasons for the current cultural awareness cultivation in English teaching, which include the inflexible use of textbooks, insufficient depth of cultural content, neglect of cultural differences, and relatively poor penetration of local culture. Besides, she analyzed the causes and put forward corresponding improvement measures.

Framework Design of Multi-text Reading Instruction Aim at Cultural Awareness Cultivation
The classroom framework of multi-text reading instruction aiming at promoting cultural awareness is classroom-based. The teaching process consists of three parts: before class, during class, and after class. The content of the first part includes the selection of topics and the combination of texts. Based on the situation of the students, the teacher selects the topics that are suitable for their development at this stage and combines the texts that interest them to arouse their curiosity and interest for the next learning part in the classroom. During the lesson, based on the selected topics and the texts, the teacher guides students to collectively construct different texts through comparison, analysis, comprehension, and judgment within the lesson. In the process, teachers can arrange relevant goal-oriented activities to help students reach a consensus and promote their cultural awareness eventually. After class, the students evaluate themselves and provide feedback on the teacher's teaching activities through a two-way evaluation form. In turn, the teachers use the students' feedback and their own teaching reflections to continuously improve their own teaching activities. Ultimately, the continuous improvement of teaching and learning will lead to the development of students' cultural awareness. The following diagram shows a framework for multi-text
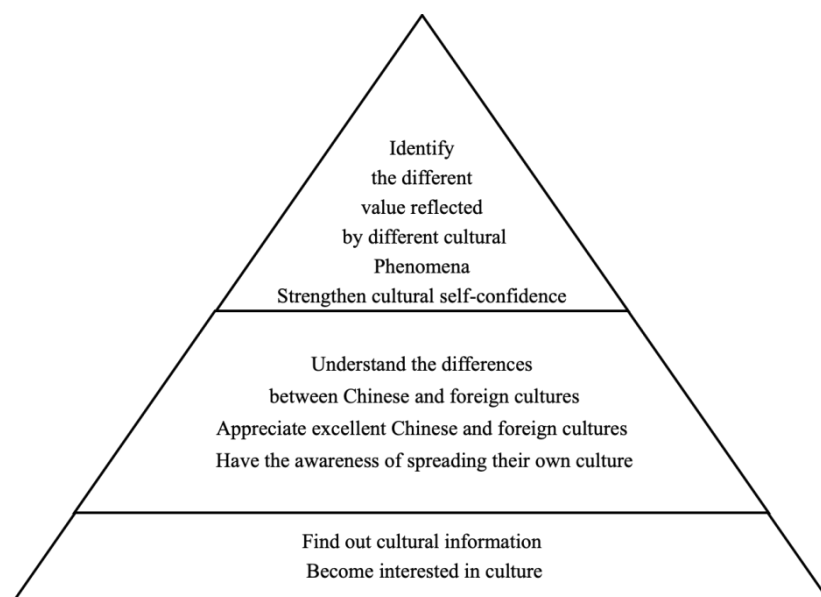
reading aiming at cultural awareness.
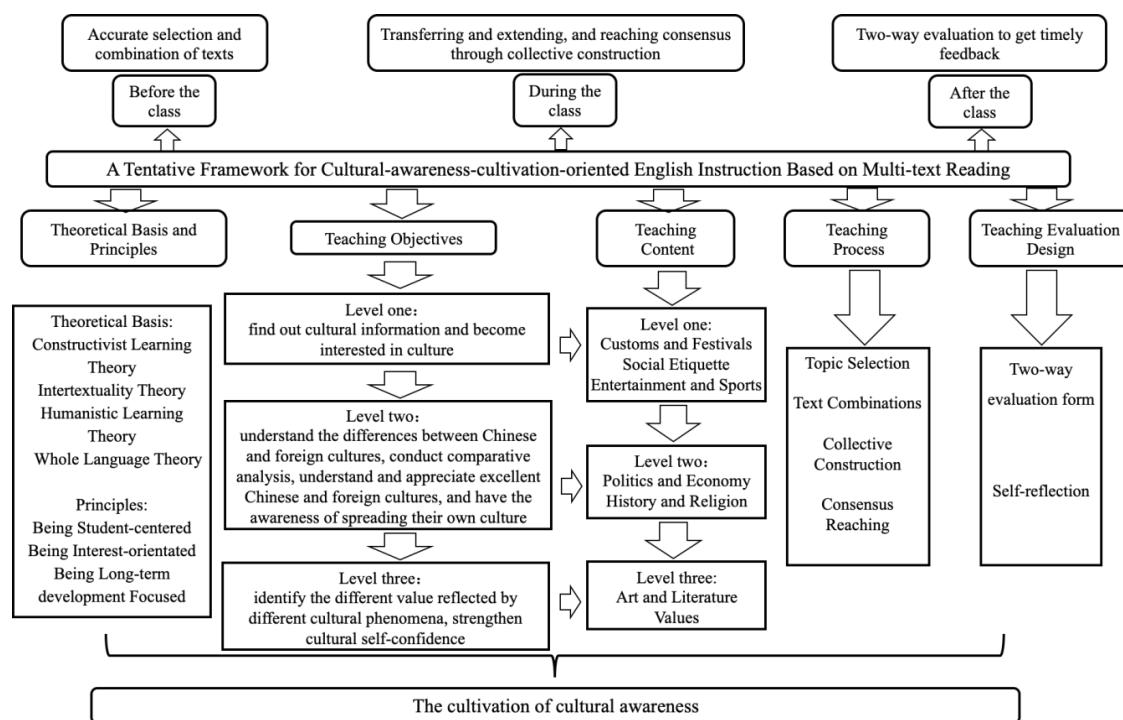
Diagram 1 The Framework for Multi-text Reading Instruction Aiming at Cultural Awareness Cultivation

Teaching Objectives

The teaching objectives help teacher design the teaching activities according to the students' learning situation and their thinking before class. In the 2017 edition of the new curriculum standard, the cultivation of cultural awareness is divided into three levels. Combined with the multi-text reading teaching, the author summarizes the objectives of the mode as follows: The first stage is about the most basic teaching objective: students can find out cultural information and become interested in culture. On this basis, the teaching objectives of the second stage are as follows: students can understand the differences between Chinese and foreign cultures, conduct a comparative analysis, understand and appreciate excellent Chinese and foreign cultures, and have an awareness of spreading their own culture. The final stage objectives are as follows: students can identify the different values reflected by various cultural phenomena, strengthen cultural self-confidence, and become a successor to the work of socialism with correct values through their thinking and understanding. As diagram 4-2 demonstrates, these objectives are systematic.

Identify
the different
value reflected
by different cultural
Phenomena
Strengthen cultural self-confidence

Understand the differences
between Chinese and foreign cultures
Appreciate excellent Chinese and foreign cultures
Have the awareness of spreading their own culture

Find out cultural information
Become interested in culture

Diagram 2 The Design of Teaching Objectives

Teaching Content

Cultural teaching is a long-term process from the outside to the inside. When using multi-text reading to enhance students' cultural awareness, teachers should make arrangements and design teaching content, so students can learn cultural knowledge to improve cultural awareness step by step.

The content of the multi-text reading instructional framework aiming at the cultivation of cultural awareness is based on theories of humanism and constructivism. Based on the full integration of the elements of multi-text reading instruction and the analysis of the objectives in the new curriculum standard, this study proposes three types of content choices for multi-text reading instruction aiming at the cultivation of cultural awareness according to the timeline. As you can see in the following diagram:
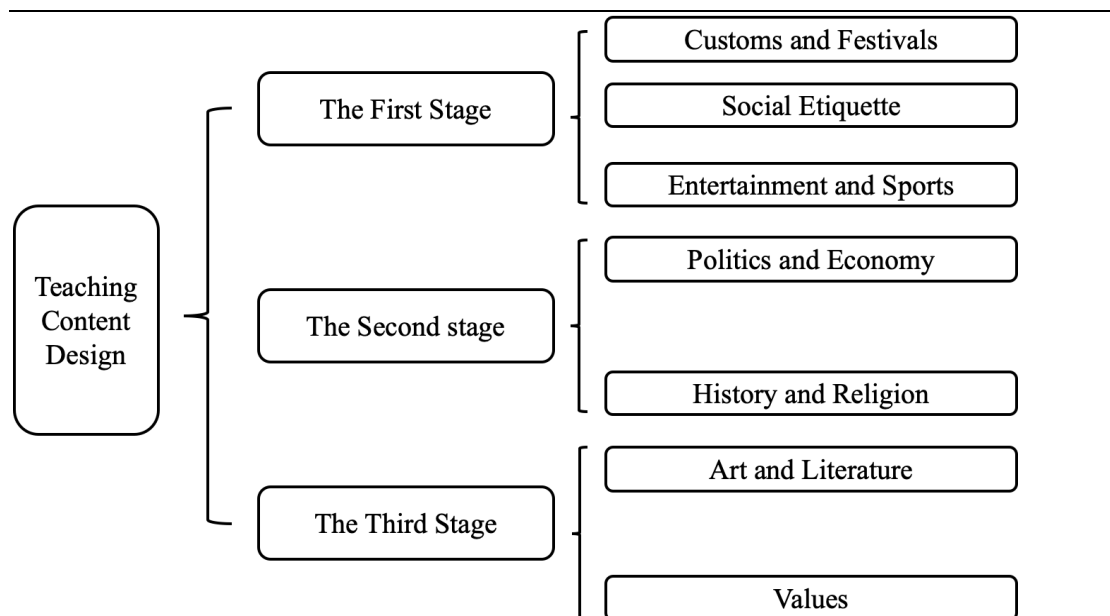
Diagram 3 The Design of Teaching Content

In the first stage, we present students with content about the customs, festivals, social etiquette, entertainment and sports in Chinese and foreign countries through various means to arouse and stimulate students' interest and enthusiasm for learning. In this way, students can feel the charm of different cultures most intuitively and plant the seeds of cultural awareness cultivation in their minds. In the second stage, since students have already been interested in the foreign culture, the teaching contents can be broadening to foreign politics, economy, history, and religion. The teacher can present the domestic and foreign differences for the students to help them gain a deeper understanding of foreign cultures while deepening their understanding of their own culture through a combination of multi-text texts. By comparing the differences between the different texts, students can develop discursive thinking and use their thinking ability to promote cultural awareness. In the third stage, based on the fact that students already have a certain understanding of different cultures, teachers can lead students to analyze different cultures in depth. They can explore the essence of cultural connotation behind cultural phenomena, and it can help them form their values. For example, teachers can cultivate students' cross-cultural awareness through the interpretation of literary and artistic values. In this way, the student can look at issues from many different perspectives, which helps them promote the cultivation of cultural awareness and the development of cultural self-confidence.

Teaching Process
When it comes to the teaching process design, the following things need to be considered.

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Topic Selection

In multi-text reading teaching, having a valuable and workable topic is the key and soul to multi-text reading. The topic is not just produced randomly. If teachers want to improve students' cultural awareness, they should focus on the choice of the topic of the whole class and clarify the specific cultural awareness objectives that students need to achieve in the class. At the same time, while focusing on cultural awareness, teachers should also pay attention to other aspects of core literacy.

(1) Determine the topics based on the students. As teachers, understanding each student's learning situation is the professionalism they should possess. If they want to achieve the objectives of developing students' cultural awareness, the choice of topics must be based on the students' basic conditions. High school students are in a new period of their lives. They are curious about the world and want to explore areas unknown to them, so teachers should choose topics that can stimulate students' curiosity and make them want to share. The topic needs to be relevant to their lives and should have its values. Only if the topics chosen are clearly contemporary and representative can students combine the content of the text with their own real-life in the process of multi-text reading class. In this way, the class can develop their cultural awareness from the root.

(2) Determine the topics based on the teaching objectives: In high school, teachers should be clear about their teaching objectives, so they can refer to their teaching objectives when setting topics for multi-text reading. When emphasizing the objective of cultural awareness, teachers can set the corresponding topics with students' attitudes and values. For example, in the lesson of "A Medical Pioneer," teachers can set the topic as "the value and meaning of life." This topic is closely related to students' lives. Students in high school have a genuine interest in the topic, as they are at the time of shaping their thoughts to the world. When setting the objectives, it is necessary to consider the characteristics of each text and the unit's overall objectives as much as possible.

(3) Determine the topics based on the syllabus. The syllabus is also a part that we need to pay attention to when setting topics. The syllabus is the general arrangement of teaching. Only when teachers have a thorough grasp of the content of the syllabus can they really apply the multi-text teaching to the class. The syllabus provides a certain direction for the selection of topics. Teachers should refer to the requirements of the syllabus to achieve a better arrangement of reading classrooms in advance according to the determined topics.

Text Combinations

Multi-text reading refers to the reading of multiple texts on one topic. Therefore, the importance of the text as a vehicle cannot be overstated. Students express their views through emotional experience and analysis between texts in the classroom. Through comparison, multiple viewpoints can be communicated in the classroom. The text is an important tool for multi-text reading and is the basis for students' learning. The selection and combination of texts is a very important part of multi-text reading, and the final effectiveness of the classroom is closely related to it. If the teacher does not choose the text properly, it will have an unsatisfactory result. Therefore, choosing the right text for the topic is a very important step when applying the multi-text reading.

(1) Text genre should be enriched, and students can learn from the classics. The selection of texts for multi-text reading involves the selection of individual texts and the combination of texts. In the part of the text selection, we should enrich the genre of texts. First of all, as for the text genre, we can choose many different types, such as movie lines, plays, biographies, novels, essays, news reports, and even instructions. The genre of the text should be as diverse as possible. In this way, students can develop cultural awareness from different perspectives. Secondly, Classic literature is the treasure of human beings all over the world, and what makes literature classic is its unique charm. Therefore, classic literature is good resource for teachers. By reading the classic articles, students can feel the beauty and impact of different cultures in the most intuitive way. Besides, when teachers make text combinations, they can extract some traditional culture to deepen students' understanding of foreign cultures and lay the foundation for students to make comparisons between different cultures.

(2) The selection of texts should involve the ancient background and the modern background, so students can feel the most intuitive cultural impact.The global society is a large and evolving society, and students' cultural awareness is also reforming at different times. Therefore, excluding learning the excellent cultures of the past, students should also focus on various new cultures. Students can really enhance their cultural awareness through the learning of the past and present. For example, when studying the lesson of art, teachers can select three articles: the contemporary art magazines about appreciating Monet, critical views of Monet's works by previous critics and texts from the textbook. In the traditional students' opinions, Monet is an excellent, great artist, but through the selection and combination of texts conducted by the teacher, the conflict of previous relevant perceptions will stimulate students' desire to learn, which is more conducive to understanding excellent foreign cultures, respecting the differences between Chinese and foreign cultures, and broadening international perspectives. Therefore. In the selection of texts, we can choose works of different nationalities and times, so students can thoroughly compare Chinese and foreign cultures in class and

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perceive the charm of world cultures, thus achieving the purpose of enhancing students' cultural awareness.

(2) Text combinations should have rich contents, strong contrasts, and obvious conflicts. As for the high school students, they are eager to understand the world from some new perspectives, so teachers should choose works that are more contradictory and exploratory when making text selections. For example, when choosing several texts that have twists and turns in the storyline under one specific topic, teachers can hold on to this to make the unexpected ending deepen students' impressions. At the same time, given that multiple texts can be read in multi-text reading, teachers can also choose different texts with contradictory viewpoints on which to trigger intense cognitive conflicts among students, reignite their curiosity and interest, allow them to think, understand, and criticize in the midst of conflicting viewpoints, thus enhancing their cultural awareness. In addition to strong contradictions, texts should also be connected and intertextual, which means these texts are dialectically unified, so students can compare and connect different pieces of information and find out similarities and differences between the texts.

Collective Construction and Consensus Reaching
Multi-text reading advocates collective construction of knowledge, which means that students share their opinions with each other after a clash of ideas through discussion and communication in the classroom. Finally, on this basis, all parties can reach the consensus. In collective construction, multiple considerations should be taken into account to achieve the purpose of enhancing students' cultural awareness.

(1) Taking students as the maters of the class and giving them chances to think. In high school, students' subjectivity is constantly strengthened. Therefore, at this stage, a big task for teachers is to make students become active participants in the classroom. In the process of collective construction, teachers do not play the role of an irrelevant person. They also have their duty. At first, they are the organizers of the teaching activities. Secondly, they are the providers of opportunities in the multi-text reading classroom. To be more specific, teachers provide sufficient space for students to display themselves and express their own views and opinions fully. Finally, teachers are also the encouragers and evaluators of the multi-text reading classroom. In the process, they encourage students to boldly present their own views and ideas, which help students think and explore from various aspects. After the performance of students, the teacher can act as an evaluator, giving some positive feedback to the students.

(2) Reasonable planning of teaching procedures to improve classroom efficiency. In multi-text reading classrooms, students have to read multiple texts in a limited amount

of time. This requires teachers to fully consider the actual situation and reasonably plan teaching procedures when they are set up. For example, teachers can integrate multiple questions on multiple texts in a single table to lead students to combine the text and promote the development of their thinking. At the same time, when setting questions, teachers can ask questions that cover multiple texts and unite the questions to inspire students to think.

(3) Strengthen cooperative learning and create an environment for students to express themselves. Cooperative learning can be used in the multi-text reading classroom, where students can reconstruct their ideas and integrate their opinions by communicating with their classmates. In the multi-text reading classroom, teachers should provide a platform for students to express their ideas through cooperative learning. As for students, they should continue to innovate their ideas and eventually improve their cultural awareness during the process of sharing their ideas and receiving others' ideas.

Teaching Evaluation
Based on the new curriculum standard, the teaching evaluation of the multi-text reading teaching framework aiming at cultural awareness has a deeper perception. This type of instructional evaluation consists mainly of student self-assessment and teacher evaluation. It focuses more on process evaluation than traditional summative evaluation. In the process, students are evaluated at the end of each stage, which makes teacher-student interaction more frequent and feedbacks more effective. The two-way evaluation system provides students with more detailed standard criteria, and students can have a clearer understanding of their learning. By the two-way communication and feedback system, teachers can constantly feel the changes of students in the teaching process, increase students' participation, make timely adjustments to their teaching according to students' feedback, and promote the mutual development of both sides. The content of the student self-assessment form is divided into three sections. The first part is the learning assessment of students' knowledge of cultural content. The second part is the evaluation of students' attitudes, including classroom disciplines. The third part is the comprehensive evaluation, which is essential to develop students into all-rounded individuals. More details are shown in the following table.

Table 4-4 Student Self-Assessment Form

Items	Description of evaluation criteria			
	Excellent	**Good**	**Normal**	**Need to improve**
Cultural Awareness (40%)	1.Acquire all of the cultural content knowledge of this lesson. 2.Take the initiative to explore cultural learning. 3.Make great progress in learning cultural knowledge compared to the past	1. Have basic knowledge of the cultural content of this lesson. 2. Be able to explore cultural learning under the guidance of others 3. Make some progress in learning cultural knowledge compared to the past	1. Have a certain understanding of the cultural knowledge of this class. 2. Make progress in learning cultural knowledge compared to the past	1. Cannot complete the relative cultural learning as required. 2. cultural awareness has not changed or decreased compared to the past
Attitude (30%)	1. Be able to fully engage in the classroom. 2. Consciously and actively complete classroom-related tasks 3. Take the initiative to learn about cultural content after class	1.Be able to participate well in the classroom 2.Be able to complete classroom tasks under the guidance of the teacher 3.Be able to find their own shortcomings and correct them in time	1. Be able to be engaged in the classroom 2. Be able to complete learning tasks through the help of teachers and classmates	1. Unable to concentrate in class 2. Unable to complete learning tasks
Overall (30%)	1. Have a strong interest in learning 2. Be active in learning and make progress with classmates	1. Be able to maintain enthusiasm for learning 2. Be able to cooperate with others	1.Have some motivation to learn 2.Meet the learning requirements according to the rules	1. Lack of motivation to learn 2. Unable to learn cooperatively
Self-assessment				
Teacher Evaluation				

This form helps students discover their shortcomings, increases their enjoyment of learning and tests their learning effectiveness by continuously evaluating the three dimensions. As for the teachers, teachers are required to do a self-reflection on each stage of teaching. In this case, the evaluation form can promote the common progress of teachers and students.

CONCLUSION

In this study, a multi-text reading instruction framework that aims to cultivate the students' cultural awareness has been proposed. The framework contains teaching objectives, teaching content, teaching process, and teaching evaluation. It is hoped that the reading instruction based on the framework will effectively improve the students reading ability and cultivate their cultural awareness, though it needs to be improved in some aspects.

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