

The Cultivation of Students' Cultural Self-confidence in Middle School English Teaching in Cross-cultural Perspective

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Abstract

Language is an important carrier of culture, and it is significant to develop students' cross-cultural awareness in the learning process. Cultural self-confidence is mainly to be filled with a high degree of recognition and pride in one's own culture, and always adhere to the confidence in the vitality of culture, and reasonably abandon one's own culture and artistic culture. With national cultural self-confidence, one is able to identify with one's own history and cultural values, and at the same time, possess a sense of cultural critique. In English teaching, it is inevitable to involve the mutual comparison between many cultures, and the cultivation of intercultural communication skills can also help students communicate with people of different cultural backgrounds. This paper briefly introduces that in the cross-cultural perspective, junior high school English teaching needs to strengthen the construction and implementation of cultural self-confidence, cultivate students' sense of cultural self-confidence, and enhance the overall level of English teaching.

Keywords

Intercultural communication competence; culture confidence; Middle school students.

1. Intercultural Perspective and Cultural Confidence

Intercultural Communication Consciousness is an educational concept that has gained popularity in recent years. It is a product of globalization and a consequence of the diversity of the world. It was the first time that a formal organization had proposed such a concept, and it was only then that the systematic development of ICD awareness took shape. Similarly, it involves communication between people from different languages and cultures. This communication is not limited to direct face-to-face conversations, but includes indirect communication through words, images, music or other media. In today's globalized world, intercultural communication is becoming more and more important not only for promoting understanding and respect among cultures, but also for resolving international conflicts, promoting economic cooperation and maintaining world peace. Intercultural communication ability is a kind of comprehensive competence that is needed in intercultural communication. It includes knowledge, attitude, analysis, association, discovery and interaction. People with intercultural communicative competence must be able to open their minds to synthesize and analyze ideas and be able to help communicate with others.

The new criterion makes it clear that cultivating culture consciousness is helpful to enhance the confidence of culture, to cultivate talented people who have a strong sense of culture. Since "English Curriculum Standards" was promulgated and implemented, the English class in Chinese middle school has been greatly improved. Although it has tried to enrich the experience of junior middle school students, there are some unsolved obstacles in junior school English teaching. These problems not only affect students' learning efficiency and quality, but also adversely affect their future language use ability. In the process of education, we must face and address these challenges to ensure that students can achieve comprehensive and effective

development. Only when we know the social culture of language can we grasp it. For English educators, it is imperative to transform the conventional approach to teaching English language, which often prioritizes rote memorization and isolated vocabulary exercises. It has become increasingly evident that a more nuanced and context-sensitive approach is essential in facilitating the acquisition of language skills. This involves not only focusing on content but also on how language is used in real-world situations, understanding the cultural context that surrounds language use, and fostering meaningful interactions that promote active listening and speaking.

Such an overhaul would involve breaking away from traditional methods that may fail to address these factors effectively, such as the dominance of English-centric education systems that neglect the importance of immersing students in their native culture and providing opportunities for them to engage with diverse linguistic environments. By integrating cultural awareness and contextual understanding into the curriculum, English teachers can foster a more rounded, meaningful, and ultimately transformative learning experience for their learners. Only when English teachers face the Eastern and Western cultures can they pay attention to the development of students' cross-cultural communication ability and understanding. This is also a good example of what the contemporary American linguist, Krinsky, said: "Language teaching is culture." Intercultural education can help the students to understand the differences of different cultures in the early stages of their learning, so as to help them to establish a global cultural system.

In Chinese culture, for instance, the word "red" signifies good fortune, joy, warmth, enthusiasm, battle, revolution, and so on, whereas in the West, it represents blood, violence, and deficit. From this, we can see that the same color in different cultures is similar to that of Chinese culture. Therefore, the same expression may have different meanings in different cultures.

Thus, engaging in intercultural communication helps individuals to recognize the nuances that exist between cultures and perspectives. This process not only broadens their horizons but also deepens their grasp of the complexities that lie within the world around us. It allows them to develop a more comprehensive view of life by appreciating how different societies approach issues such as family values, religion, politics, and social norms. Moreover, it fosters a spirit of empathy and respect for diversity, which can be invaluable in building relationships and promoting understanding among people from diverse backgrounds. By broadening their knowledge and exposure to these differences, they are better equipped to navigate the global landscape with an open mind and a willingness to learn from others.

Based on the English Curriculum Standard, the key qualities of English majors are language level, thinking quality, culture consciousness and learning ability. Among them, cultural awareness refers to the fact that students continue to improve their depth of understanding of Chinese and foreign cultures through subject learning, and are able to reasonably admire good cultures and present intercultural cognition, views and make right choices. In English teaching, teachers should infuse the cultivation of national sentiment, the cultivation of the consciousness of the community of human destiny, the cultivation of character, the cultivation of civilization, and the cultivation of a sense of social responsibility into students' thinking and behavior. (1) To guide students to understand their own cultural background and differences with other cultures, and to learn to admire and respect cultural differences. This can be achieved by teaching relevant cultural knowledge and guiding students to engage in cross-cultural communication. (2) Cultivate students' intercultural communication skills. This includes skills in listening, speaking, reading and writing to ensure that students can effectively communicate and interact across cultures and master basic cross-cultural communication skills and strategies, such as avoiding misunderstandings and dealing with cultural conflicts. (3) Cultivate students' cultural literacy. This includes not only the understanding and awareness of various cultures, but also the understanding of cultural inheritance and development, so that

students can rationally analyze and evaluate the differences between different cultures, and have certain critical thinking skills.

Adolescence is the golden period for students' spiritual growth, during which they can shape their emotional attitudes and values. If we do not have an appropriate emotional attitude and values as a guide, especially in the classroom learning environment, it is easy for us to fall into value bias, can't freely discuss cultural confidence and other deep-seated topics. In this stage of development, it is crucial to cultivate correct emotional attitudes and values, which not only affect individual behavior patterns, but also have far-reaching impact on social harmony and progress. Educators and parents therefore need to work together to provide young people with a rich and meaningful education that will help them build a solid foundation for their lives and enable them to face future challenges and opportunities with confidence.

Cultivating students to form correct cultural stances and attitudes, establishing correct values and building confidence in our excellent culture is an important task given to English teachers in the new era [1]. The cultivation of cultural confidence is a long-term systematic project, which requires the orderly, cyclical and whole-process participation of teachers and students to realize the important position of Chinese civilization in the world history, establish cultural self-awareness and firm cultural confidence. As English teachers in junior middle school, we are responsible for the dissemination of knowledge, ideas, and the truth and we are also pay attention to the shaping of the soul, the shaping of the life, and the shaping of the new person. We need to organically integrate cultural self-confidence into English classroom teaching, lead students to think deeply, perceive the excellent traditional Chinese culture and the achievements of China's reform and opening up in the new era, and cultivate students' cultural self-confidence and national pride. Of course, there are various ways to cultivate students' cultural confidence in English classroom teaching. As long as we don't forget the original intention of education, keep in mind the mission of teachers in the new era, and hold fast to our cultural confidence, we will surely be able to cultivate more confident successors of socialism [2].

2. The Current Situation of Middle School English Teaching in developing Cultural Confidence

Cultivating cultural awareness has become a task that cannot be ignored in middle school English education [3]. The new curriculum proposes to cultivate students' cultural awareness in English education, broaden their horizons and improve their language skills. To summarize, junior high school English teachers need to explore the existing problems of junior high school English teaching and put forward strategies to effectively cultivate students' cultural awareness, so as to meet the requirements of education reform and provide better support for students' comprehensive development.

The current situation of English language teaching in lower secondary schools

At present, the development of junior middle school English education faces a series of challenges, including unbalanced distribution of educational resources, lagging teaching content, test-oriented teaching and insufficient students' interest in learning. Imbalanced distribution of educational resources. Schools in developed regions usually have more educational resources, including teachers, teaching materials and educational technology facilities, which enable them to provide richer and more comprehensive English education. In contrast, schools in less developed regions are often challenged by a lack of resources, and this imbalance in distribution leads to differences in the quality of English education received by students in different regions. Students' learning opportunities and the quality of their education should not be affected by geographical differences; therefore, solving the problem of resource distribution is an urgent task in the field of English language teaching nowadays. Lagging

Teaching Content Some junior middle school English teachers do not keep up with the times when choosing teaching content, overemphasizing traditional grammar knowledge and literature and ignoring content relevant to today's social needs, such as oral communication and cross-cultural communication skills. In the junior high school English classroom, the English knowledge and skills that students have to learn should be closer to real life so that students can better adapt to the changes and needs of society. Test-oriented, some junior high school English teachers are pressured by test-oriented education and pay too much attention to test-taking skills in teaching, resulting in the possibility that students may pay too much attention to test-taking content and neglect the cultivation of practical communication skills. This test-oriented teaching method limits the development of students' creative thinking and comprehensive ability. For this reason, teachers should provide a well-rounded English education that focuses on developing students' language skills and literacy in interdisciplinary learning. Teaching methods are boring and traditional, as a result, students' interests in learning and experiencing different culture in English class is poor. In this regard, teachers need to adopt interesting and interactive teaching methods to attract students' interest, such as the use of multimedia resources, English corner, real-life contextualized teaching and other methods.

English education should not only focus on the instrumental nature of the curriculum, but also pay more attention to its humanistic nature, leading students to explore cultural connotations and form correct cultural values[4]. Junior high school students are at the beginning stage of value shaping, which is a critical period for improving national cultural awareness and cultivating cultural confidence, and needs to be carefully guided and cultivated. Middle school English teaching should help students understand China and the world, and be the inheritors and disseminators of Chinese culture.

However, in terms of the main body of teaching, as far as teachers and students are concerned, there are still the following problems that need to be solved in junior high school English teaching: First, teachers' awareness and ability to cultivate cultural self-confidence are insufficient. Teachers should filter culture and guide mainstream values in reading teaching, always keep in mind the fundamental question of what, how and for whom to train people, and lead students to cultivate cultural confidence and enhance their civilization and sense of social responsibility in a subtle way. However, in English reading teaching, some teachers focus on the teaching of language knowledge and language skills, and are weak in cultural awareness, especially in the cultivation of cultural confidence, emphasizing only foreign cultures; some teachers lack understanding of Chinese and foreign cultures and the ability to appreciate excellent cultures, introducing Chinese culture only superficially and lacking in in-depth analysis and thinking. Secondly, students' sense of national identity is weakened. students' sense of national identity is weakened. Junior high school students are in the critical period of the formation of their personal worldview, outlook on life and values, and the concepts they accept and construct not only affect their own growth and development, but are also closely related to the future of the country and the fate of the nation.

The diversity of cultural forms and contents also leads to the diversification of people's ideological concepts. Some students lack correct guidance and accept foreign cultures without thinking and discrimination, ignoring the excellent connotation of Chinese culture. Many students are enthusiastic about Thanksgiving Day and Christmas, which also carry beautiful symbols, which is also a manifestation of the weakening of the sense of national identity and the lack of cultural self-confidence.

Major deficiencies in cultural self-confidence in intercultural teaching of English at junior high school level

Cultural self-confidence mainly means that one is full of high recognition and pride in one's own culture, and always insists on the confidence of cultural vitality, and reasonably abandons one's

own culture and artistic culture. Possessing the confidence of a nation's culture, one is able to recognize its historical and cultural values, while also possessing a sense of cultural criticism. In English teaching, it is necessary to compare different cultures. Intercultural communication training equips students with the skills to navigate and interact effectively across diverse linguistic, social, and cultural contexts. This enhances their ability to communicate fluently and respectfully, fostering a deeper understanding of different viewpoints and promoting global citizenship. Intercultural communication ability is a kind of comprehensive competence that is required for intercultural communication. It includes knowledge, attitude, analysis, association, discovery, interaction, etc.

Firstly, there is a serious imbalance between language instruction and cultural instruction. For the purpose of improving students' English pronunciation and English thinking, the original English teaching materials are used in many schools. The majority of textbooks are closely related to language usage, and the introduction of traditional culture is ignored. Consequently, the learners have grown accustomed to the pervasive influence of Western traditions. As a result, there is a disconnect between language instruction and cultural education, as these components are often not thoughtfully combined or integrated into the curriculum. Second, the criticism of Chinese and Western culture is lacking. But in English teaching, the majority of teachers stress that Western culture dominates the whole class, ignoring native and native culture. Consequently, it is clear that students are not adept in the utilization of precise English expressions that are essential for disseminating and promoting their rich traditional culture. They struggle to objectively compare various cultures, thus hindering them from forming a comprehensive understanding of their own heritage. This lack of confidence often manifests as a sense of alienation among these learners, who fail to appreciate the depth and significance of their cultural roots.

Thirdly, lack of perfect cross-cultural assessment. Intercultural testing and assessment, can actively test the learning effect of students, some teachers plan the mastery of students' knowledge of English culture ignoring the comprehensive understanding of the relevant content, the students' motivation to learn is insufficient, and there is no construction of a perfect cross-cultural teaching background, the students in the English language learning in order to get a better assessment results, often ignoring the culture of the native language, resulting in the effect of intercultural cultivation is unsatisfactory. Fourthly, English teachers lack cross-cultural quality. Teachers, as the indispensable organizer and instructor in English classroom teaching, must be the bridge between cultures. They guide students to compare their mother tongue with the target language and communicate in this comparison, thus promoting understanding and integration between different cultures. Through this process, students can not only improve their language skills, but also develop their cross-cultural awareness and global perspective.

Only by mastering a great deal of cross-culture knowledge can the teachers be able to correctly introduce the culture of the target language and the traditional culture of their own. Thus, they can establish the correct values and make a better judgment and pass down the essence of the two cultures. But at present, there are still many teachers who lack intercultural awareness, lack of knowledge, lack of knowledge. What's more, they lack the understanding to the traditional culture, even lack to the traditional culture understanding. From the intercultural point of view, it is necessary to strengthen the cultural confidence building and practice, train the students' confidence in culture, and improve the whole English teaching level [5]. In recent years, cultural confidence has become a major cultural problem. Therefore, in the context of economic globalization, it is imperative to nurture English talents. This is essential as a well-versed English-speaking workforce is crucial for global business interactions and communication. Therefore, it is necessary to improve students' overall quality.

3. The Construction and Implementation of Culture Confidence in English Teaching in Intercultural Perspective

To enhance students' cultural awareness, it is necessary to recognize the differences between Eastern and Western cultures, and to enhance cultural confidence. The Chinese culture has a great deal of Confucian influence. Since ancient times, the values of benevolence, justice, courtesy, wisdom, and belief have played an important role in Chinese traditional culture. These ancient virtues are not only deeply rooted in the blood of the Chinese nation, but also regarded as the cornerstone of maintaining social harmony and personal moral cultivation. These values are essential guiding principles, whether among family, friends, national governance, or interpersonal relationships. They emphasize the importance of treating people with goodness, treating them with honesty, making decisions with wisdom, and handling matters fairly and justly.

In order to encourage students to establish national cultural literacy and enhance their national cultural self-confidence, teachers themselves must highly identify with national pride and establish cultural self-confidence, and at the same time, they should also let students develop critical concepts and analyze cultural differences without putting the cart before the horse. Only by emphasizing the teaching of English culture can we promote the overall development of students and enhance their learning ability.

Macro-level implementation and construction

The first is to improve the course and enrich the teaching content. Teachers should combine the explicit culture instruction with the implicit culture instruction for making a nice balance between language learning and culture learning. In class, teachers can make explicit cultural instruction visible to students. In the classroom, the teachers can demonstrate the students visually by teaching them in a clear way. Through the integration of explicit and implicit instruction, teachers can instill the features of traditional culture into the students, so that they can continue to teach and improve their culture confidence. Secondly, it is necessary to develop Chinese and Western culture differences to train students' critical thinking. In English teaching, because of the neglect of our own culture. Students are mostly exposed to Western culture, so they can't communicate their culture in English, which results in obvious cultural inequality. You can't export culture, you can't talk about intercultural communication, and the students are not confident in their culture. The cultural exchange is a clash of cultures. Therefore, cultural differences should be implemented in cultural teaching necessarily.

Thirdly, we should perfect the ICC evaluation system. A perfect assessment system is an important criterion for judging students' learning ability. In the construction of the assessment system, it must be an important driving force to promote students' cultural self-confidence, and a combination of process assessment and comprehensive assessment should be adopted while evaluating, and the Chinese cultural vocabulary and British cultural vocabulary competitions should be taken as an important criterion for judging through the use of cross-cultural scenarios simulation by the learning group as a unit, and the Chinese cultural vocabulary and British cultural vocabulary competitions should be analyzed and analyzed according to the students' mastery is analyzed, students' understanding and grasp of cultural values are enhanced, and students' assessment is prompted to be more accurate.

Last but not least, strengthening teachers' intercultural literacy. As teachers' own lack of awareness of cultural knowledge leads to students' lack of cultural self-confidence in actual learning, schools must attach great importance to the training of junior high school English teachers, so as to enable them to set up the correct concept of cross-cultural learning and to enhance their ability to utilize the purpose and dissemination of local culture. In class, for instance, the teacher can pass on the Hanbok to the students, so that the students can compare the Hanbok with the kimono. Therefore, it is necessary to clarify the two-way transmissibility

of cross-culture knowledge, to introduce traditional culture and to let students understand the importance of traditional culture, so that students can establish cultural self-confidence, and fully help traditional culture to the world. For instance, the Chinese people have a tradition of respecting the elderly and caring for the young. The word "old" expresses the idea of respect in Chinese, but in the West, people don't like to be called old.

Implementation and construction at the micro level

Teachers play a key role in guiding and spreading students' cultural awareness cultivation. Strengthening the training and selection of junior high school English teachers to improve their cultural literacy and educational and teaching ability is an important way to cultivate students' cultural awareness.

In order to further utilize the role of teachers, schools should strengthen the training and selection of teachers and gradually improve their educational and teaching abilities and cultural literacy. Specifically, this includes the following measures. First, teachers should be regularly organized to attend professional training in English teaching and cultural education. In this way, teachers can not only understand the characteristics of different cultures, grasp the learning needs of students, and provide students with more relevant teaching content, but also improve their English teaching level and cross-cultural communication skills, so that they can better impart knowledge to students. Secondly, teachers should be given more training in education and teaching concepts and methods, that is, they should be helped to realize the importance of multicultural education and learn to apply the concept of multicultural education in their teaching. In this way, teachers will pay more attention to cultivating students' cultural awareness in the teaching process, so that they can better adapt to the diversified social environment. Thirdly, teachers with high cultural literacy and teaching ability are selected to undertake the task of cultivating cultural awareness. These teachers not only have solid professional knowledge, but also have good teaching ability and rich practical experience, so they can play an active role in guiding the students in the classroom, helping them to build up cultural confidence and form the correct "three views". The above strategies can create a learning environment that is more conducive to the development of cultural awareness for students, so that they can grow up to be talents with a global perspective and intercultural communication skills.

In order for teachers to improve their cultural education ability and guide students to tell a good Chinese story, the first step is to establish a sense of cultural self-confidence cultivation. Teachers should set up correct values, look at Western culture critically, study the Curriculum Standard carefully, recognize the fundamental task of the English language curriculum to establish morality and nurture people, and fully explore the elements of Chinese culture in English language teaching, so as to achieve the goal of changing from a "language knowledge lecturer and demonstrator" to a "language curriculum educator" and a "language curriculum educator". Secondly, teachers should make efforts to improve themselves. Secondly, teachers should strive to improve their own cultural quality and learn about Chinese and Western cultures through multiple channels, such as studying courses about Chinese and Western cultures on the MOOC platform of Chinese universities, watching domestic and foreign documentaries about Chinese culture, reading books about Chinese culture, etc. Finally, teachers should improve their teaching methods.

Finally, teachers should improve their teaching methods, take students as the main body, and practice the English learning activity view. Teachers can assign students to look up and think about tasks before class to activate their background cultural knowledge and guide them to pay attention to the macro-values involved in the text; during the class, when analyzing the discourse, they can integrate explicit and implicit nurturing elements of the discourse, increase the content of Chinese and Western cultures in a timely manner in the form of multi-modal forms such as charts, audios, videos, etc., and carry out heuristic teaching in a variety of ways

such as asking questions, comparing and contrasting, rhetorically asking questions, setting up suspense, etc.; after the class, they should pay attention to the target and level of assignments. After class, pay attention to the relevance, hierarchy, practicability and diversity of homework assignments, and pay attention to the nurturing function of homework evaluation, so as to transform cultural knowledge into cultural awareness.

As mentors and partners in the process of teachers' professional development, teacher-researchers should take the lead in learning the concepts of nurturing and the goals of cultivating cultural awareness put forward by the curriculum standards in teaching and researching, and then go into the classroom with in-depth understanding to lead teachers to pay attention to the cultivation of cultural self-confidence based on the teaching scene, and to guide them to constantly update their teaching ideas and methods in practice and reflection, so as to tell a good story of China. In terms of teacher training, teacher-researchers should continue to make breakthroughs and innovations, increase training efforts, and utilize continuous teaching and research, regional teaching and research, thematic teaching and research, classroom teaching and research, and special teaching and research for young teachers, etc. Meanwhile, with the help of modern information technology, we incorporate expert lectures, master teachers' excellent lessons, thematic micro-lessons, educational conferences, thematic forums, Mucous Classes and other on-line learning methods, so as to strengthen the teachers' knowledge of Chinese culture and their ability to conduct cross-cultural education.

4. Enlightenment

As a kind of value orientation, culture consciousness plays an important role in the improvement of students' cultural cognition and cultural identity, as well as the development of intercultural communication ability [7]. In order to enhance students' understanding and recognition of cultural differences and enhance their cultural self-confidence, teachers must change the teaching mode of junior high school English classroom, encourage students to understand cultural differences and to improve cultural exchange. At the same time, they should also encourage students to establish national cultural literacy and enhance their national cultural self-confidence. Teachers themselves must highly identify with national pride and establish cultural self-confidence, and at the same time, they should also let students develop critical concepts, analyze cultural differences and not put the cart before the horse. Only by emphasizing the teaching of English culture can we promote the all-round development of students and enhance their learning ability.

Firstly, teachers should attach great importance to culture consciousness, and pay more attention to the training of students' culture consciousness. In the context of "New Curriculum", teachers should change their teaching methods, break away from the traditional teaching methods, combine the concept of core literacy with their own teaching methods, and integrate the culture consciousness into their everyday teaching, and improve the students' overall development. Only a change in the teaching philosophy of the teacher will have an impact on the students. This is the only way for them to concentrate on their overall development [6]. Second, teachers should pay more attention to their daily cultural learning and accumulation. Not only do teachers have adequate linguistic knowledge, but they also need to have a wealth of culture. Language is not only a tool for communicating, but also a foundation for carrying all kinds of cultures. Along with the social development, the students not only study English for the exam, but also want to improve their proficiency in the language.

Therefore, teachers should integrate the cultural background of language into their daily teaching activities in order to enable them to use the language correctly. Therefore, it is necessary for the teachers to have a profound culture, for the culture itself is constantly

developing and advancing. As a result, teachers should constantly supplement their cultural knowledge, improve their cultural content, advance with the times, and adapt to the times. Through this effort, teachers can not only better guide students to understand and appreciate the charm of different cultures, but also make students feel the value of cultural diversity more deeply.

What's more, teachers should pay attention to students' personal differences and give correct guidance to them when they develop their culture consciousness. Individual differences have great influence on the students' comprehension and grasp of knowledge, and the difference in culture consciousness is reflected in students' cultural interest. Teachers should focus their attention on students in class and quickly find out the problems they face. They should constantly better their instructional methods to suit each student's unique learning needs. At the same time, teachers should respect students' differences and strive to promote the development of each individual's personality and talents. In this way, education is not only the transfer of knowledge, but also the cultivation of personality and emotion, so that each student can thrive in an environment full of love and care. By the way, for different countries should hold equal treatment of culture, the same, cultivating students' cultural self-confidence is also very important, for China's excellent culture should be actively promoted, the outstanding culture of foreign countries should also learn, different cultures promote each other, and ultimately achieve common progress.

5. Conclusion

In this paper, the author explores how to cultivate the culture consciousness in English teaching, in order to provide the theory and practice thinking for the elementary EFL education. Therefore, it is necessary to learn more about the cultural differences, such as the effective cultural comparison, the avoidance of ethnocentrism, and the improvement of cultural aphasia. Secondly, it is necessary to improve English teachers' cultural literacy, including correcting the bias in subject comprehension, exploring the culture material of textbooks, and expanding the ways of culture study. Third, we should build a culture environment for the implementation of the course, including the improvement of the school's culture atmosphere and the enhancement of the culture teaching. Last but not least, it is necessary to strengthen the cultural orientation of the course evaluation, including the integration of culture into the evaluation of language and the examination of traditional Chinese culture.

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