

A Study on the Teaching Strategies of Cultural Awareness Cultivation in Teaching English Reading in Senior High School from the Perspective of Cultural Confidence

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Abstract: Education is a major plan of the country and the party, in which English education bears the important responsibility of disseminating cultural knowledge, promoting cultural understanding and firming cultural confidence. At present, there is a phenomenon of cultural aphasia in senior high school English teaching, which is specifically manifested in the problems of teachers' weak awareness of cultural education, students' weakened awareness of national cultural identity, and the relatively low proportion of Chinese cultural elements in English textbooks. This paper combines teaching cases, combines cultural awareness cultivation with senior high school English reading classroom under the perspective of cultural confidence, with a view to providing certain enlightenment for enhancing the cultural vision and firming the cultural confidence of students.

Keywords: Perspective of cultural confidence; English reading teaching; Cultural awareness; Teaching strategy

1. Introduction

The English Curriculum Standards for General Senior Secondary Schools (2017 Edition, Revised in 2020) states that the overall goal of the English curriculum for general senior high schools is to develop students' core literacy and to cultivate socialist builders and successors with Chinese sentiment, international outlook, and the ability of intercultural communication^[1]. Cultural awareness points to the value orientation of core literacy in English subject^[2], which is students' understanding and identification of Chinese and foreign outstanding cultures, as well as their cross-cultural cognition, attitude and behavioral orientation shown in the context of globalization^[1]. It is thus clear that cultivating cultural confidence is the fundamental significance of cultivating cultural awareness.

Language is the external culture and the carrier of culture; culture is the internal language and the soil of language^{[3][4]}. The relationship between language and culture is inseparable. Malinowski, a British social anthropologist, once mentioned that "a language must come from the culture, social environment and living customs of the language nation". Language, as a fundamental component of human communication, is deeply intertwined with a nation's long-standing material life practice and is inseparable from its cultural context. It is through language that culture finds its voice, and in turn, language becomes a vessel that carries the cultural heritage and identity of a specific nation. The intricate relationship between language and culture is an essential aspect to comprehend the complex dynamics of human societies. Linguistic elements are not only tools for communication but also vehicles for cultural transmission, storing within them the history, experiences, and societal norms of a given community. Furthermore, language connects people, fostering a sense of belonging and social cohesion within a cultural community. It serves as a unifying force that enables individuals to identify with one another and build meaningful relationships. Language acts as a conduit for shared experiences, traditions, and values, strengthening social bonds. In conclusion, language is not merely a tool of communication; it is an embodiment of a nation's cultural identity and a reflection of its long-standing material life practice. Language cannot exist independently of the cultural context. It bears the mark of culture, carries the cultural information of a particular nation, and shows the unique cognition and way of thinking of a nation. With its ability to encapsulate cultural information, language becomes a key to unlock the unique cognition and way of thinking of a particular nation. Recognizing the interplay between language and

culture allows us to appreciate the richness and diversity of human societies. Language must be the language in culture and the culture in language ^[5]. Therefore, only by deeply excavating and comprehending the cultural connotation behind the language can we truly master and use a language correctly and appropriately so as to realize the purpose of intercultural communication.

In the era of economic globalization, the impact of foreign cultures on students has become increasingly prominent. Many students, lacking proper cultural guidance, tend to uncritically accept all aspects of foreign cultures, considering them to be more novel and superior to their own culture. This mindset leads to an inability to objectively and rationally evaluate the rich traditions and values embedded in China's excellent traditional cultures. One of the consequences of this trend is the growing indifference among students towards major festivals with deep humanistic significance in China, such as the Spring Festival, the Dragon Boat Festival, and the Chongyang Festival. The disregard for these important cultural celebrations reflects a dilution of national identity consciousness and a lack of cultural confidence among the younger generation. Instead of appreciating and embracing their own cultural heritage, some students prioritize foreign customs and overlook the inherent value and wisdom found within their own traditional festivals. This shift poses a challenge to the preservation and promotion of Chinese culture. This reflects that, at present, there are some problems in English reading teaching in senior high school such as teachers' weak awareness of cultural education, students' weakened sense of national cultural identity, and the relatively low percentage of Chinese cultural elements in English textbooks.

English teachers in senior high school should dig deep into the hidden cultural connotation and traditional Chinese culture's underpinnings behind the text, cultivate students' cultural emotions, enhance their cultural acumen, judgment, and appreciation, improve their sense of identification with and pride in their own national culture, and build up their cultural confidence through explicit language teaching activities and implicit cultural embellishment ^[3].

2. Theoretical Foundations

2.1 Cultural Linguistics

Palmer, the American linguistic anthropologist, constructed the theory of cultural linguistics, the core of which is to "integrate humanism in the traditional study of language and cognitive linguistics", thus providing a new perspective and concept for foreign language teaching ^[6].

In the 1980s, the "cultural linguistics" began to flourish in China ^[5]. Many scholars have explored its disciplinary boundaries, such as Zhang Gongjin, who believes that "cultural linguistics is a comprehensive linguistic discipline that studies the cultural nature and cultural value of language. Cultural nature refers to the fact that language contains rich cultural connotations and is an information system for embodying and recognizing culture." This view points out that cultural linguistics should not divide language and culture into two unrelated parts, thus clarifying the core concept of cultural linguistics ^[7]. Regarding the different directions of the research object of cultural linguistics, two different viewpoints have been formed, namely, the "ontological" school and the "relational" school. Some scholars have taken the best, pointing out that the research object of cultural linguistics is "to study the cultural nature and cultural value of language" ^[8]. In the modern context of cross-cultural communication, cultural linguistics pays more attention to the practicality of communication, and requires the enhancement of understanding and identification with languages and cultures of other countries and nations ^[4]. Foreign language teaching guided by the theory of cultural linguistics can better combine the teaching of language and culture, and promote the cultivation and inculcation of students' cultural awareness.

2.2 Embodied-Cognitive Linguistics

Embodied-Cognitive linguistics was developed in the process of localization of Cognitive Linguistics, which emphasizes the importance of cognitive ability to human learning. It believes that the learning and use of language is based on cognitive ability of human beings, while domestic linguists find that "the word 'cognitive' in the name of the discipline does not reflect the outstanding achievements of George Lakoff and other linguists and philosophers in breaking down the barriers of traditional structuralism" ^[9]. Therefore, Embodied-Cognitive linguistics emerged as a cognitive linguistics with localized characteristics. It was created on the basis of absorbing the latest achievements of philosophy of language, Chinese post-philosophy of language, and postmodernist philosophy ^[10].

Embodied-Cognitive linguistics was proposed by Prof. Wang Yin, combining traditional Chinese philosophy and cognitive linguistics, and its core principle is "reality-cognition-language", which believes that "language comes from interactive experience and cognitive processing of the real world"^[11]. Lin Zhengjun (2022) points out that the experience and cognition of language learning materials is the fundamental way to acquire English^[12]. Embodied-Cognitive linguistics provides a new vision for foreign language teaching^[13]. Under the guidance of its concepts, students can cultivate cultural awareness, develop core literacy^[3], and build up cultural confidence by recognizing and comparing the similarities and differences between Chinese and foreign cultures in the process of recognizing texts.

3. Teaching Practices of Cultivating Cultural Awareness in English Reading Classrooms in Senior High School from the Perspective of Cultural Confidence

3.1 Adopting Multimodal Teaching to Create Real and Concrete Foreign Language Teaching Situations

Multimodal teaching is more often applied in English teaching^[14], which refers to a teaching method that mobilizes students' multiple senses such as vision, hearing, smell, touch, taste and other senses through the media of images, videos, and audios, and interacts with them, so as to help the students to better comprehend the knowledge they have learned^[16]. There is no doubt that multimodal teaching is contextual, holographic, diversified, and dynamic^[15]. Compared with the traditional single and tedious teaching mode, multimodal teaching has important practical significance and practical value, which can effectively mobilize the learners' multiple senses, attract their attention through various forms of teaching, stimulate learners' interest in language learning, so as to help them to form a positive attitude towards English learning, promote their independent learning, and effectively improve language knowledge and language skills. In multimodal teaching, both teachers and students are the designers of the foreign language classroom, thus shifting language teaching from a "teacher-centered" teaching mode to a "learning-centered" teaching mode^[17].

The Curriculum Standard (2017 edition, revised in 2020) mentions that modern information technology should be actively used to provide multimodal means, platforms and spaces for English teaching. Rooting language learning in real-life situations and helping students to use English in meaningful scenarios is an efficient way to activate students' existing life experience and enhance their learning experience and cultural experience. Foreign language teaching should be based on activities, combining multimodal forms with concrete situations, cultivating students' cultural emotions and fostering good cultural awareness in the created learning situations. According to the Curriculum Standard, the creation of situations should pay attention to the following two points: firstly, the creation of situations should pay attention to authenticity, and should establish a meaningful and close connection with the students' existing knowledge and experience; secondly, teachers should take into account factors such as place, occasion, communication object, character relationship and communication purpose. Then they should guide students to choose appropriate forms of language according to the different situations.

3.1.1 Text Overview

Take the article "A Day in the Clouds" in the Reading and Thinking section of "Wildlife Protection" of English textbook for high schools by the People's Education Press as an example. This article offers a compelling narrative of the author's firsthand experience during an observation trip focused on Tibetan antelopes. Through their engaging storytelling, the article sheds light on the challenging survival circumstances these majestic creatures encounter and highlights the commendable protection initiatives undertaken by the Chinese government.

As the reader delves into the narrative, they are introduced to the plight faced by Tibetan antelopes, a species that navigates the harsh terrains of the Tibetan Plateau. The author brings attention to the imminent threats these antelopes encounter, encompassing both natural and human-induced challenges. The text emphasizes the pressing need for conservation efforts to safeguard these remarkable animals and raises awareness about the fragility of their existence. Moreover, the article captivates readers by offering insights into the Chinese government's comprehensive protection program designed to preserve and restore the population of Tibetan antelope. By showcasing the government's dedication to wildlife conservation, the article serves as a demonstration of China's commitment to environmental stewardship and the wisdom of promoting harmony between humanity and nature.

3.1.2 Activity Design

In the introductory session, the teacher uses multimedia technology to create a virtual situation of "wildlife observation and protection tour" : today, we are invited to visit the wildlife base as tourists to learn about the habits of the Tibetan antelope, elephants, sharks, penguins and other wildlife, the threats they face, and so on. After students have watched the movie in an immersive way, the teacher presents the names of the different wild animals and corresponding slogans for them to match.

Tibetan antelope: Please protect the elves of the highlands.

Shark: Fins are nourishment to you, but they are life to me.

Elephant: I need ivory more than any other animal in the world.

Penguin: Protect the Antarctic environment and leave behind beautiful glaciers.

3.1.3 Design Intention

Creating a teaching context that aligns with the thematic context of an article and connects to students' real-life experiences is essential for effective learning. In this case, the thematic context of the article centers around "Man and Nature - Environmental Protection." The concept of respecting, adapting to, and protecting nature reflects the Chinese ecological civilization and the cultural tradition of living in harmony with nature.

To introduce this topic, the teacher engages students by highlighting the importance of wildlife conservation. The teacher starts by presenting a scenario in which students imagine themselves as tourists, observing different species of wildlife in their natural habitats. Then, the teacher guides students to understand the current status of wildlife survival, addressing factors such as habitat destruction, pollution, and human interference. After this virtual "visit," the teacher conducts a fun and interactive quiz, challenging students to match various protection slogans with the appropriate species or conservation actions. This activity not only tests students' comprehension but also helps deepen their understanding and awareness of the concept of wildlife protection. Through this quiz, students actively participate in the learning process, drawing on their existing knowledge and experiences.

The teacher's approach by incorporating multimedia resources such as photographs and videos to enrich the learning experience aims to activate students' prior knowledge about wildlife and environmental issues, fostering their enthusiasm and creating an engaging classroom atmosphere. By linking the introductory session to the upcoming chapter, it helps students anticipate the content that will be covered and mentally prepare themselves for further learning.

3.2 Digging Deeply into the Cultural Educational Function of English Textbook Resources

The cultural educational function of English textbook resources plays a significant role in exposing students to various aspects of different cultures. These resources serve as a window into the customs, traditions, history, literature, and art of English-speaking countries. For example, English textbooks often incorporate authentic materials such as poems, short stories, articles, and excerpts from famous works of literature. By studying these texts, students are able to gain insights into the cultural nuances and values that shape the English-speaking world. They can explore diverse perspectives, traditions, and social issues, ultimately fostering intercultural understanding and empathy. Additionally, English textbooks provide opportunities for students to engage with authentic language use. Understanding these linguistic and cultural elements enables students to communicate effectively with native English speakers, enhancing their language proficiency and intercultural communication skills. Furthermore, English textbook resources often include cultural topics and activities that promote cross-cultural awareness and appreciation. These may involve discussing cultural customs, or participating in multicultural activities. Through these activities, students not only acquire language skills but also develop a broader understanding of global cultures, promoting cultural diversity and respect. Moreover, English textbooks may contain explorations of historical events, influential figures, and landmarks that hold cultural significance. This content exposes students to the rich heritage and contributions of English-speaking communities, reinforcing cultural awareness and fostering a sense of global citizenship. By incorporating cultural educational resources into English textbooks, students are empowered to explore, appreciate, and respect cultural differences. These resources facilitate a deeper understanding of the world, cultivating open-mindedness and tolerance. Ultimately, the cultural educational function of English textbook resources prepares students to be global citizens who embrace diversity and contribute positively to an interconnected world.

China's English textbooks shoulder the mission of showing culture's underpinnings, national character, spirituality and values of the Chinese nation, and playing the function of nurturing the root and soul of the nation, enlightening the mind and nourishing the heart^[18]. The English textbooks in senior high school are an important carrier of cultural content^[19], and the preparation of textbooks organically infiltrates China's socialist core values, fully reflecting the ideological characteristics of the teaching materials and the essence of education^[20]. English teaching in senior high school should be based on the resources of English teaching materials, digging deeply into the cultural connotation and value system embodied in the materials, running moral education through the whole teaching process, giving full play to the cultural education function of the textbooks, and realizing the fundamental task of strengthening moral education.

3.2.1 Text Overview

Take the text "Mother of Ten Thousand Babies" in the Reading and Thinking section of "Morals and Virtues" of English textbook for high schools by the People's Education Press as an example. This article tells the story of Lin Qiaozhi, a famous Chinese medical scientist, in chronological order, focusing on the important choices she faced in her life: Should she get married by following the old routine, or pursue her dream of becoming a medical doctor by studying for further education? Should she accept the job in a foreign country with favorable conditions, or return to her motherland to serve her country? Should she face the reality of hospital closure, or continue to help the patients without fear of reality? Should she focus on the power and reputation brought by her ability, or take up the heavy social responsibility on her shoulders? Through the description of Lin Qiaozhi's experience, the article shows her perseverance, selflessness, love, sense of responsibility, diligence and hard work, dedication and professionalism, patriotism as well as other good virtues.

3.2.2 Activity Design

The overt plot of this article is the series of key events and life choices Lin Qiaozhi faces, so the design of activities should focus on the key events. The teacher first let students read the article carefully, and then guide them to summarize the key qualities of the character through the analysis of Lin Qiaozhi's choices.

The dialog between the teacher and students is as follows:

T: After reading, can you summarize the situation and hard choices Dr. Lin was faced with throughout her life? Let's look at the second and third paragraph first. What's your idea?

S1: Dr. Lin's brother wanted her to find a husband when she was 18 years old. Lin was faced with two choices: to follow the traditional path of marriage or to study medicine.

T: Good job! What difficulties and risks were she faced with at that time?

S2: Objections from her family.

T: What else?

S3: Unknown future of her career.

T: Yes, and what was the result of her choice?

S4: She graduated from Peking Union Medical College with the Wenhai Scholarship and was hired as a resident physician in the PUMC Hospital.

T: well-done! So, what qualities does Dr. Lin have that worth learning from?

S5: She doesn't give in to the world. She is determined.

S6: I think she is persistent.

S7:.....

By disassembling the text by paragraph, students find four life choices Lin Qiaozhi faces, and through further analysis, they judge and summarize the qualities and virtues of Lin Qiaozhi. Finally, students fill in the following table 1 under the guidance of the teacher to complete the sorting of the surface and deep information of the text:

Table 1: Summary of Lin Qiaozhi's story

Dr. Lin's qualities		
Paragraph 2-3	Situation	Dr. Lin's brother wanted her to find a husband.
	Choices	Follow the traditional path of marriage or Study medicine (her choice)
	Results	1) Lin graduated from Peking Union Medical College with the Wenhai Scholarship. 2) Lin was hired as a resident physician in the PUMC Hospital.
	Difficulties and risks	1) Objections from her family. 2) Unknown future of her career.
	Qualities	Determined; persistent; independent; hard-working
Paragraph 3	Situation	Dr. Lin excelled in the field of medicine and her American colleagues invited her to stay.
	Choices	Stay in the U.S. or Go back to China (her choice)
	Results	Lin became the first Chinese woman ever to be appointed director of the OB-GYN department of the PUMC Hospital.
	Difficulties and risks	1) Immature medical care in China. 2) Tough working conditions.
	Qualities	Patriotic
Paragraph 4	Situation	The department of the PUMC Hospital was closed because of the war.
	Choices	Giving up or Carrying on (her choice)
	Results	Lin opened a private clinic for the people in need of help.
	Difficulties and risks	Turbulent environment.
	Qualities	Compassionate; selfless
Paragraph 5	Situation	Lin was elected to the First National People's Congress and held many important positions.
	Choices	Fame or Responsibility (her choice)
	Results	Lin made a significant contribution to the medical field in China.
	Difficulties and risks	Tough balance between administrative positions and medical work.
	Qualities	Responsible; devoted

3.2.3 Design Intention

In the realm of education, texts play a crucial role in cultivating cultural awareness. They serve as carriers of cultural information, enabling students to delve into the text's content and extract valuable insights. By guiding students to organize and analyze the key events within a text and engaging them in activities like filling in a table, educators can facilitate a deeper understanding of cultural nuances and promote cultural awareness. Through these guided tasks, students are encouraged to explore the implicit information conveyed by the author along the surface structure of the discourse. This process enhances their ability to extract meaningful information from the text and stimulates critical thinking. By delving beyond the literal meaning, students can uncover the connotative value and meaning embedded within the discourse.

For instance, Lin Qiaozhi's actions exemplify important elements of Chinese national character, such as patriotism, dedication, and devotion. Instruct students to analyze her deeds allows the teacher to not only convey historical knowledge but also instill moral and social values. By highlighting these aspects throughout the teaching process, the teacher contributes to the cultivation of students' character and reinforce mainstream social values.

In conclusion, texts serve as powerful tools for cultivating cultural confidence. Through guided analysis and interpretation, students can uncover implicit information, and explore deeper meanings. The teacher can use this opportunity to not only impart knowledge but also shape students' character and instill important social values.

3.3 Group Texts Reading for Cultural Supplementation

At present, it has become a consensus to cultivate students' cultural awareness in English teaching, but in actual teaching practices, the phenomenon of neglecting the positive transfer of mother tongue culture, emphasizing the input of the target language culture but not the integration of mother tongue culture, and unilateral understanding of the goal of cultural teaching have led to the dilemma of "Chinese

culture aphasia" [21]. Foreign language teaching in senior high school should actively carry out the comparison of Chinese and Western cultures, uphold the spirit of seeking common ground while reserving differences, respect the cultures of other countries and regions, find the commonalities of the cultures of various ethnic groups, and strengthen the identity and pride of our own culture, so as to enhance cultural confidence.

Group texts are a set of texts that are intrinsically related in meaning, and group texts reading, with the idea of curriculum integration as its core, is a form of multi-text reading teaching, which refers to the reading process in which students, under the guidance of the teacher's organization, carry out reading and meaning construction around the topic among multiple texts, and interweave multiple texts to promote holistic comprehension and ultimately reach a common understanding [22]. The development of group texts reading can extend the textbook and expand students' cultural horizons, which is in line with the kernel concept of effective reading teaching. The teaching path of group texts reading should follow the following principles: first, take the topic as the main axis to organize and unify multiple texts, and create a structured group reading situation; second, carry out diversified activities to lead students' independent inquiry, and the process of students' independent inquiry mainly manifests itself in the "anchoring-convergence-coherence-structuring" of the meaning point; third, a consensus on structured meaning is reached in collective construction, realizing "the resonance between students' inner mind structure and the objective structure of the text," thus breaking through the disadvantages of fragmentation and compartmentalization in traditional teaching [23].

3.3.1 Text Overview

Take the article "The Chinese Writing System: Connecting the Past and The Present" in the Reading and Thinking section of "Language Around the World" of the English textbook for high schools by the People's Education Press as an example. This article mainly talks about the development of the Chinese writing system and shows the profoundness of Chinese culture. This insightful article delves into the fascinating "journey" of the Chinese writing system, offering a captivating exploration of its development and unveiling the profoundness of Chinese culture. The text provides a comprehensive overview of the historical evolution of Chinese writing, tracing its roots back thousands of years and highlighting the rich heritage it represents.

By showcasing the development of the Chinese writing system and its intrinsic connection to the multifaceted layers of Chinese culture, this article not only fosters a deeper understanding among readers but also is filled with a sense of appreciation for the wealth of heritage that defines China. It encourages the recognition of the significance of preserving and celebrating language, Chinese characters, and cultural traditions as a means to bridge the gap between past and present, fostering cross-cultural understanding.

3.3.2 Activity Design

Table 2: Comparison of Chinese and English Writing System

Country	Writing system	Differences	Common ground
China	Chinese	1) Category: Chinese is ideographic. 2) Language expression: Chinese is more intentional, focusing on the actual meaning and context of words. 3) Ways of thinking: Chinese follows the principle of putting important content in the back.	1) A long history of development 2) Instrumental characteristics 3) A "living fossil" of a civilization, reflecting a nation's history, society, folklore, ways of thinking and values.
Foreign countries(mainly the United Kingdom and the United States)	English	1) Category: English belongs to the Indo-European family of languages and it is epigraphic. 2) Language expression: English is more morphologically oriented, emphasizing the role of word order and grammatical rules. 3) Ways of thinking: English follows the principle of putting important content in the front.	

In order to deepen students' understanding of the cultural differences, especially the commonalities, between different languages in the world, the teacher guides the students to carry out extended group texts reading with the topic of "language" and with Chinese and English as the targets. After students

have finished reading the textbook, two articles about Chinese and English are presented, and students are guided to compare Chinese and English, summarize the main differences and commonalities between the two languages, and complete the following table 2:

3.3.3 Design Intention

English is the most widely used language in the world, while Chinese is one of the languages with the longest history and the largest number of speakers. In China, English is the target language for students' second language learning, while Chinese belongs to the mother tongue culture. Through group texts reading, the differences and similarities between Chinese and English are sorted out, compared and integrated into a logical and meaningful overall structure, and students' understanding of the two languages and cultures, respect for the languages and cultures of other countries as well as their sense of identity and pride in their own languages and cultures are deepened. Therefore, cultural confidence in foreign language teaching is enhanced and strengthened. In addition, the design of teaching activities by comparing Chinese and English is also conducive to cultivating students' abilities to think in English, which in turn is beneficial to the learning of English subject.

4. Conclusion

Education serves as the cornerstone of national development, laying the groundwork for long-term progress. Students in senior high school find themselves in a crucial phase of their lives, and it is imperative for schools to provide them with excellent education, guidance, and cultivation. In order to effectively implement socialist education with Chinese characteristics, it is necessary to infuse educational practices with thought on socialism with Chinese characteristics. By doing so, schools can nurture individuals and shape their souls while guiding the majority of them to enhance their cultural confidence, uphold fundamental principles, and embark on new horizons. This collective effort aids them in consciously participating in the realization of the great rejuvenation of the Chinese nation.

One significant aspect that needs to be explored in depth is how to instill and reinforce cultural confidence among students through English reading instruction and the process of cultivating their cultural awareness. Recognizing the challenge posed by cultural aphasia in English teaching provides a foundation for further research. Therefore, this study primarily focuses on fostering cultural confidence within English reading teaching in senior high schools, offering practical recommendations on creating conducive teaching environments, selecting appropriate teaching materials, and implementing group text readings. The overall objective is to organically integrate cultural confidence with English teaching. Specifically, firstly, creating suitable teaching situations plays a crucial role in cultivating students' cultural confidence. Teachers can design activities that stimulate students' interest and active participation in English reading, fostering a genuine appreciation for different cultures. Implementing project-based or experiential learning approaches allows students to explore various cultural topics, thus deepening their understanding. By discussing cultural themes in the classroom, such as social issues, students can develop a stronger connection to their own culture while gaining a broader perspective on global cultures. Secondly, digging deeply into the cultural educational function of English textbook resources also plays a vital role in enhancing students' cultural confidence. English teaching materials have significant ideological characteristics. English teaching in high school should be based on the resources of English teaching materials. By deeply exploring the cultural connotation and value system embodied in the teaching materials, moral education is integrated into the entire teaching process, giving full play to the cultural edification function of the teaching materials, so that students can have a comprehensive understanding of the teaching materials. The cultural connotation of language can enhance the comparison of cultural similarities and differences, and increase the sense of belonging and pride of one's own nation. Thirdly, an effective strategy to cultivate cultural confidence is through the implementation of group texts reading. This collaborative approach encourages students to engage in discussions, share their cultural perspectives, and learn from their peers. By analyzing and interpreting texts collectively, students gain a deeper understanding of the cultural context, while also developing critical thinking and communication skills. Group text readings provide a platform for students to express their ideas, challenge assumptions, and broaden their cultural horizons, and ultimately enhance their cultural confidence.

In conclusion, empowering students with cultural confidence is crucial for their educational development and societal engagement. By aligning English reading instruction with the cultivation of cultural awareness, schools can contribute to students' holistic growth and their active participation in realizing the great rejuvenation of the Chinese nation. By creating immersive teaching situations,

incorporating diverse and authentic materials, and promoting collaborative group texts reading, students can develop a deep appreciation for their own culture while embracing and understanding the richness of global cultures. Such an integration of cultural confidence and English education prepares students to thrive in an interconnected world and contribute to the broader goals of national progress.

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