

Research on the Design of Micro-class Teaching Mode for Embedded Oral English Teaching in Senior High School

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Abstract: *This paper explores how to use the embedded method to carry out low-level oral makeup teaching in the listening and speaking class for 5-8 minutes. The design of the micro-class teaching mode of embedded oral makeup teaching, which is a class in class, is studied and discussed from the aspects of teaching principles, design principles, class structure, and class plan compilation. The New Curriculum Standards regarded the cultivation of students' cultural awareness as one of the important teaching objectives. And in this globalized world, trades and exchanges between countries are increasingly common, so it is necessary to understand western cultures, which is the basis of cross-cultural communication ability. Language is the carrier of culture, and culture is the support of language, thus teachers should strength students' cultural awareness through English reading teaching. This paper just takes a reading passage in "understanding ideas" part of unit 1 in NSE Book 1 for grade nine as an example, which aims to illustrate the practical teaching for developing students' cultural awareness.*

Keywords: embedded; Making up the difference teaching; Teaching mode; Design study.

1. INTRODUCTION

With the promotion of English teaching in senior high school classroom, the proportion of spoken language in teaching language is increasing. The new curriculum standard of senior high school English also attaches great importance to spoken language teaching, raising the requirements of oral language teaching to a new level. However, due to various reasons, not all the students who have entered high school have achieved the expected development of their oral proficiency. In order not to affect students' learning pursuit of improving oral English level, but also to allow students with low oral English ability to get appropriate development, and try to participate in the topic discussion of oral English teaching in senior high school. We propose to embed a 5-8-minute oral makeup class in the oral teaching class of senior high school, to provide students with basic training of oral expression, so that students can slowly meet the requirements of oral teaching in senior high school in terms of knowledge and skills. This is the micro-class teaching mode of embedded oral English teaching in senior high school.

With the continuous development of the digital economy, the concentration behavior of platform operators presents characteristics such as large quantity, large scale, and wide impact, which puts forward higher requirements for the centralized control system of platform operators. The Anti Monopoly Law of China stipulates a system for reviewing the concentration of operators, but there is little research on the concentration control system of digital platform operators, especially a lack of systematic analysis of the concentration control system of digital platform operators. Therefore, in the design of the centralized control system for digital platform operators, full consideration should be given to the particularity of the digital economy, and regulations should be made based on the types of digital platforms and the different characteristics of different types of platform operators. After clarifying the basic principles for defining the relevant market, specific market dominance standards can be selected to identify digital platform operators who have or may have dominance. In addition, based on the characteristics of the digital economy, this paper analyzes the potential risks of competition damage caused by the concentration of digital platform operators. The principles of fairness and reasonableness, as well as the protection of consumer interests, will be established as the analysis basis. By improving the application standards and review methods, China's digital platform operator concentration control system will be improved.

1.1 Research Background

The English Curriculum Standards for Senior High School (2017 Edition, 2020 Revised) stated that cultural awareness reflects the value orientation of the key competences of English subject, and it refers to the understanding of Chinese and foreign cultures, the identification of excellent cultures, and the cross-cultural cognition, attitude and behavior orientation of students under the background of globalization. The formation and development of cultural awareness depend on the teaching of cultural knowledge in class which means students not only need to learn and accumulate the knowledge of Chinese and foreign cultures, but also need to understand their spiritual connotation, compare cultural differences and further internalize excellent culture into personal awareness and behaviors, which is a process that is internalized in the mind and externalized in the practice (Yang Mingjie, 2023). The reading materials involving affluent cultural elements in students' books are the most important and critical medium for teachers to cultivate students' cultural awareness, thus reading teaching has a pivotal part to play in developing students' cultural awareness.

1.2 Research Significance

It is helpful to strengthen students' cultural confidence. It mainly refers to people's identification to Chinese culture, which is the necessary quality of a citizen. In today's English textbooks, there are so many contents about Chinese cultures, especially in reading parts. So in the process of teaching reading, teachers can help students have a more comprehensive and deeper understanding of Chinese cultures, so that they can build up their strong cultural confidence of it.

It is propitious for students to form the multicultural awareness. In the globalized world, trades and exchanges between countries is increasingly frequent. As the important power of China's development in the future, students should have the ability to understand some different cultural phenomena, attitudes and values in different countries in order to have the competence of intercultural communication and cooperation to better meet the needs of globalization.

It is conducive to the implementation of the new curriculum reform. The new curriculum standards clearly put forward that cultivating students' cultural awareness should be taken as an important teaching objective of English subject, and emphasize that teachers should be aware of the relationship between cultural awareness and students' key competences, and explore effective English teaching methods from different perspectives. So this is in line with the new requirements of the new curriculum reform.

2. PRINCIPLE OF MICRO-CLASS TEACHING MODE OF EMBEDDED ORAL ENGLISH TEACHING IN SENIOR HIGH SCHOOL

Principle refers to the objective laws that must be followed by the development of things. The teaching principle refers to the classroom generation rules that the teaching staff must follow when arranging teaching activities. Students, teaching content, teaching environment and teachers are the four basic elements of classroom generation. Therefore, it includes four meanings: 1. The natural law of students' learning ability generation; 2. The internal logic of the knowledge system of the discipline taught; 3. The restriction of teaching environment on material conditions; 4. Teachers' personal accomplishment and personal opinions on relevant knowledge.

As mentioned above, our explanation of the principle of the micro-class teaching mode of embedded oral English teaching in senior high school is that senior high school English teachers, according to the actual level of students' oral ability and the teaching and training knowledge system of oral English skills, design a basic teaching form of 6-8 minutes of oral English teaching activities. This teaching form not only meets the learning needs of students with poor oral ability, but also ensures the normal development of oral teaching in senior high school for students with good oral ability.

2.1 Definition

According to the new curriculum standards, cultural awareness refers to the understanding of Chinese and foreign cultures and the identification of excellent culture, and it is students' cross-cultural cognition, attitude and behavioral orientation in the context of globalization (Ministry of Education, 2017). Besides, Chen&Yan (2020) stated that cultural awareness refers not only to the ability to understand some cultural phenomena, attitudes, and values, but also the cultural stance, cultural identity, and cultural identification ability formed through interpreting, comparing, analyzing, and evaluating the cultural traditions and social-cultural phenomena reflected in the discourse.

Besides, Chen Wencun (2020) claimed that this kind of cultural awareness--the awareness of cultural diversity, tolerance of cultural differences, understanding of members of other cultures and their behaviors, as well as perception and reflection of Chinese cultural values and behaviors--can help learners to actively learn and understand cultural knowledge, and flexibly apply it in the process of cross-cultural communication, which is not limited to the target language culture.

2.2 Study at Home and Abroad

2.2.1 Study at Home

Many scholars have researched the strategies of developing students' cultural awareness in reading class. Wang Liangliang (2023) came up with some teaching strategies from the perspective of teachers, such as renewing teachers' traditional ideas, deeply studying the contents of discourses to excavate the cultural elements, paying attention to the introduction of background knowledge and constructing cultural learning context, and guiding students to read after class. Li&Qi (2023) concluded that improving students' cultural awareness is not only the need of society, but also the necessity of respecting other cultures and promoting friendly exchanges. Zou Xinwei (2022) thought that teachers should cultivate students' cultural awareness in English reading by enriching the teaching organization mode, introducing diversified material resources and organizing practical activities, which is also an important way to improve the quality of students' English reading learning.

2.2.2 Study Abroad

Although few foreign researchers have studied the ways of developing students' cultural awareness, they still attached importance to the study of cultural awareness. Drame Imbi (2021) studied the association between students' emotional intelligence, cultural competency, and cultural awareness, and concluded that previous exposure to cultural competency training impacts cultural competence scores most significantly. AZ Ivaro Pérez García (2021) stated that Competence in "Cultural awareness and expressions" requires very stimulating activities for its development, and cinema can be used as an interesting enhancer of educational action. Simone Howells (2016) found that clinical placement may positively influence cultural awareness development and students' own cultural backgrounds may influence this more.

3. DESIGN PRINCIPLES OF MICRO-CLASS TEACHING MODE FOR EMBEDDED ORAL ENGLISH TEACHING IN SENIOR HIGH SCHOOL

The etymological interpretation of the principle is that people must abide by or prohibit violation of the hard rules when engaging in certain activities. There are also some principles that must be followed in the design of the micro-class teaching mode of embedded oral English teaching in senior high school, which are: The principle of low starting point: oral English is also graded. Students who participate in the micro-course of oral makeup teaching are inherently weak. Therefore, we are designing a micro-course for oral makeup teaching. Start with a simple oral learning task. Because a lower starting point is conducive to attracting students to participate in teaching activities and helping students master the spoken language content they have learned. The students' interest in learning has increased, which is very beneficial to the smooth progress of the micro-course of oral makeup teaching.

The principle of high frequency: the occurrence of spoken language is closely related to daily life, and the topic of spoken language is a bit of daily life. Therefore, the focus of people's attention and frequently occurring topics in daily life must be the teaching content that we focus on in the micro-class of oral makeup teaching, because oral language comes from life and serves life. This is why the principle of high frequency should be implemented in the design of micro-class for oral makeup teaching. Communicative principle: The original intention of communication is communication, and the purpose is to establish or enhance friendship. The two sides of the dialogue choose topics of mutual concern to communicate and express their views and suggestions, so as to establish or enhance friendship based on common values or outlook on life. Communicative principle is the basic principle of designing the micro-class for oral language teaching, because our purpose of language learning is communication. In order to achieve cross-cultural communication and learning, this is the purpose of oral teaching.

Topic principle: oral English teaching must focus on a specific topic. In oral communication, language follows the thought and expresses freely, but it can not deviate from the central theme. If we deviate from the central theme, we will not reach the consensus formed by this theme, and communication activities will lose their practical significance. This is why the embedded oral makeup teaching must implement the principle of topicality.

The teaching principle of integrating listening and speaking: oral teaching has not only the characteristics of spoken language but also the teaching function. Speaking is to train the ability of speaking, while listening is to train students' ability of listening comprehension. Only when you understand can you make a correct response. On the other hand, only by speaking correctly can the listener understand. Therefore, when focusing on the teaching of students' oral ability, it is necessary to properly design listening activities, which is conducive to promoting the coordinated development of students' oral ability and listening comprehension ability.

The teaching principle of integrating speaking and writing: oral teaching is to train students' language output ability, while writing teaching is to train students' written output ability of target language. Speaking is relatively free in form of expression, while writing is much more standardized in form of expression. In the design of the micro-class for oral makeup teaching, some writing teaching activities should be properly designed as consolidation assignments after class, which can consolidate the teaching results of oral English and is very beneficial to the overall improvement of students' language ability.

3.1 The Analysis of the Textbook

According to the English textbook (NES Book2), it is for grade nine and is published by the Foreign Language Teaching and Research Press in 2019. And the case analyzed is selected from the second part in Unit 1 where the topic is about food for thought. The topic of this passage going to analyze is a child of two cuisines, which means that a child has enjoyed food from both of two countries because his father is British and his mother is from China. The whole unit is divided into six parts, namely starting out, understanding ideas, using language, listening and speaking, developing ideas and presenting ideas, and the reading passage researched is in the part of understanding ideas. After studying the part, students should be able to strengthen their own national pride and build up their awareness of cross-cultural communication.

3.2 The Practice of Developing Students' Cultural Awareness

3.2.1 Lead-in for Background Knowledge to Create the Context of Cultural Learning

Firstly, the teacher will play a video about some delicious food and some comments on them from different people. Before playing, the teacher will ask students to pay attention to two questions when they are watching, namely what different types of food are introduced in the video and what comments are made on each food in the video. Then, students begin to watch the video. After that, some students will answer the two questions. Then, the teacher will show some pictures about some special food from China and western, and the students need to differentiate that which belongs to Chinese food or western food. With this kind of lead-in, not only students will understand what they will learn in this class, but also their enthusiasm and background knowledge about Chinese and western food is aroused, which can lay a good foundation for the following study.

3.2.2 Absorb Cultural Knowledge by Reading the Text Carefully

Before students reading the text, the teacher guides students to guess the main idea of this passage according to the title. The teacher will provide some sentences about the topic for students to choose so that students can understand the title more easily. And then students will read the text carefully to find the supporting details about the three characters'--the son, the mother from China and the father from America--opinions of different food.

By this way, students can understand that different people will have different tastes and Chinese people will enjoy western food and westerners will also like Chinese food, which can help students strengthen their cultural identification and prepare for the following deep understanding.

3.2.3 Compare Chinese and Western Culture to Sublimate the Theme

In order to strengthen students' feelings about differences between China and western countries, the teacher will design three activities. Firstly, the teacher will encourage students to understand the the sentence--one man's meat is another man's poison--in the text after finding the family members' different opinions of different food and then ask students that do you know other similar sayings in Chinese, which can help students understand the differences between Chinese and western language. Secondly, students need to brainstorm the differences between China and Western food according to their own experience. And then, they will compare Chinese and Western culture related to food, such as the sitting pattern, dining tools cooking ways and food differences.

3.3 Guide Students Extracurricular Reading to Strengthen the Cultural Awareness

After learning this passage, the teacher can recommend some extracurricular reading resources based on the learning theme in this unit in a bid to deepen students' understanding of the cultural knowledge of this unit. English discourse is a unique product of different social backgrounds and communication contexts and the content of a discourse reflects social culture and concepts, and serves as the basis for students to understand relevant cultural information and accumulate subject knowledge (Wang Liangliang, 2023). Although there are two reading articles in each unit of English teaching materials, it is far enough for high school students. Therefore, teachers should guide students to actively participate in extracurricular reading activities, and expand their English knowledge through extracurricular reading, which is helpful to realize the dual promotion of knowledge accumulation and cultural awareness.

4. HOW TO DESIGN THE EMBEDDED ORAL ENGLISH TEACHING MICRO-CLASS IN SENIOR HIGH SCHOOL

The 5-8 minute oral English teaching embedded in the can gradually cultivate students' oral English ability and make students transition from dumb English to dare to speak English, which is a leap process of ability improvement in the implementation process. Not only that, teachers also need to have strong teaching skills, but also need to have strong ability to organize teaching. Teachers should design interesting and vivid links in teaching design, and make teaching tasks interesting and entertaining. As shown in the initial questionnaire, 53.3% of students think that the way to improve oral English is to sing English songs, which means that most students want to learn in a relaxed and pleasant environment. In short, teachers should change teaching methods more in the process of implementation to firmly grasp students and attract students. Through the experiment, the teaching of making up for differences embedded in oral English in classroom teaching can indeed improve students' oral English level, which is worth promoting in senior high school English teaching. The analysis of demand substitution and supply substitution in the definition of related markets is an important analytical tool for law enforcement agencies to investigate monopoly cases. For example, China mainly uses the Supposed Monopolist Test (SSNIP) to define related markets based on commodity prices, but this method cannot be applied to the platform economy field characterized by bilateral markets. The reason is that, on the one hand, compared with the traditional unilateral market, the dual (multi) edge market characteristics of digital platforms with cross network externality enable such enterprises to derive one product or multiple products or one market or multiple markets, which brings difficulties to the definition of relevant markets. On the other hand, the platform's free subsidy behavior increases the difficulty of defining relevant markets. This behavior refers to that the platform collects fees from sellers while providing free services or goods to consumers to obtain users and data, and uses the price difference between the two to make profits, such as e-commerce platforms such as Taobao, JD, Tiktok, etc. The SSNIP testing method mainly defines the relevant market based on

price, and this approach is not applicable to free products provided by platform enterprises. As some scholars have pointed out, in the field of the Internet, the competition among platform enterprises regarding product quality is greater than the competition for product price, and the SSNIP testing method may be difficult to accurately determine the demand substitutability of products [7]. In addition, there are deficiencies in the consideration of innovation and efficiency in practice. For example, in the Alibaba "two choice" monopoly case, the law enforcement department did not effectively evaluate the actual damage that this behavior may cause.

4.1 The Platform has Network Effects and Locking Effects

Network effect is a concept in economics that refers to the benefits that users receive from goods or services depending on the number of users of compatible products. It can be divided into two types: direct network effect and indirect network effect. The former refers to the interdependence between consumers in the same market, that is, the value of a product will change with the increase of users, and due to its strong external effects, it can lead to a continuous increase in the number of users. The latter refers to the change in the number of people using complementary products that determine the value of a particular product. Platforms that enter a certain field or market earlier can obtain funding support through disruptive innovation and occupy a more favorable position in subsequent competition, forming a Matthew effect of "the stronger, the weaker", which will further strengthen their monopoly position. The lock-in effect refers to the use of path dependence. When users become accustomed to a certain platform and the transfer cost is high, they will no longer choose to enter another platform similar to it. On the one hand, this effect further promotes the increase in user transfer costs by strengthening the platform's self-reinforcing mechanism, and on the other hand, it provides more space for the development of the platform by reducing the requirements for the platform. In addition, the platform continuously strengthens infrastructure construction services in their respective fields to achieve the goal of continuously strengthening platform monopoly.

4.2 High Data Concentration Ratio

With the continuous development of the digital economy, data has become the fourth largest factor of production after land, labor, and capital, and is also the core element of the digital economy. The competition between various platforms often unfolds through data. When the number of users on a certain platform continues to increase, it can further improve operations, optimize design, and bring more personalized experiences to users through data collection and use. After that, it can occupy an advantageous position in subsequent competition and bring exponential development to the enterprise. At the same time, the collected data can be combined with algorithms and blockchain technologies to achieve the purpose of rights confirmation, pricing, sharing, and empowerment. Moreover, the rights allocation mechanism of data sharing can be utilized to ensure that every participant can share the dividends of data value [4]. Of course, as the amount of data collected by the platform continues to increase, its market share continues to increase, and data monopolies are implemented at the source, such as certain data that can be accessed and used through encryption, verification, and other technologies, leading to monopolistic behaviors such as abusing data or refusing data access. The more common one is "big data killing" [5]. As the degree of data monopoly deepens, on the one hand, platform operators with advantageous positions will focus more on strengthening their monopoly position while neglecting the improvement of product quality. On the other hand, they will also continuously expand their data capacity and richness, using existing data and technological advantages to carry out acts of infringing on users' personal information.

4.3 The Regulatory Dilemma of Concentration of Operators on Digital Platforms

Currently, the platform economy is showing a rapid development trend worldwide, which has had a profound impact on the economic and social life of various countries. The platform economy has become an important component of China's national economy, with rapid growth in market subject size, industry scope, industrial structure, and employment. However, different from traditional enterprises, digital platforms belong to the bilateral market, with strong network externalities, lock-in effects, and high data concentration ratio, which lead to difficulties in the application of the traditional examination path of concentration of business operators and greater challenges for anti-monopoly regulation. Specifically, it mainly manifests in four aspects: application standards, relevant market definitions, competitive effect analysis, and punishment and deterrence. Defining the relevant market is a prerequisite for determining whether a company constitutes a monopoly. The relevant market refers to the range of goods and geographical areas where operators compete for specific goods or services (hereinafter collectively referred to as goods) within a certain period of time. The antitrust law enforcement department determines the impact of concentration of business operators on market competition by defining the relevant market, that is, the changes in anti-competitive factors such as whether the relevant market competition is sufficient and whether prices have risen before and after the occurrence.

4.4 Limitations in Application Standards

Operators engaging in concentrated mergers and acquisitions need to first declare in accordance with legal regulations, which not only helps law enforcement departments to timely grasp the situation of enterprise concentration, but also effectively prevent illegal concentration of operators. According to the current laws and regulations in China, concentration of operators is

declared based on the turnover of enterprises. The "Regulations on the Declaration Standards for Concentration of Operators" applies to all concentration of operators in the market field, while the "Anti Monopoly Guidelines in the Platform Economy Field" (hereinafter referred to as the "Guidelines") only applies to the internet field. There are more considerations for concentration behavior in this field, and the prescribed declaration standards are also relatively reasonable. However, due to the unique nature of digital platforms, it is difficult to operate traditional industry based revenue calculation standards in the internet field. Therefore, in specific practice, the concentration behavior of digital platform operators is often excluded by law enforcement agencies on the grounds of "not being regulated by antitrust laws" due to the lack of clear identification standards. In addition, digital platform operators often do not proactively declare trading situations when engaging in concentration activities, which makes it difficult for law enforcement agencies to effectively determine whether concentration has caused harm to market competition. In the case of Didi's acquisition of Uber, after the merger, Didi will have a market share of 90% in the domestic ride hailing industry. However, Didi did not declare on the grounds that the two entities actually participating in the concentration of operators were not profitable and Uber's revenue in the previous fiscal year did not meet the required reporting standards. According to relevant data, the merger of the two companies will result in almost no replaceable competitors in the ride hailing market, which poses a great risk of excluding and limiting competition [6]. In addition, as a third party, there is currently no unified answer as to whether discounts such as red envelopes or consumption vouchers issued by the platform to merchants and consumers should be deducted when calculating revenue. So using only revenue as the declaration standard cannot cover all mergers and acquisitions on digital platforms.

5. CONCLUSION

The research shows that the teaching of making up for differences embedded in oral English in senior high school English teaching is in line with students' learning conditions and teaching laws. Teachers teach in the classroom every day. The cultivation of cultural awareness is a subtle process. So in the class teachers should not just impart simple cultural knowledge or cultural phenomena to students, but stimulate their drive and gradually internalize their cultural intuition and cultural awareness through various activities deliberately designed, so as to help students build up cultural confidence, and form correct outlook on life, values and world outlook, and thus achieve the goal of fostering integrity and promoting rounded development of people. English teaching of reading is the effective and efficient way to cultivate students' cultural awareness in high school English reading teaching. Thus, teachers should lay emphasis on the importance of cultural awareness and try to help students comprehend the world's multi-culture including English culture on the basis of English as a universal language, understand the world from the perspective of the diversity of language representation, and deepen the understanding of Chinese culture, so that students can form the harmony but different cultural awareness and cultural ability through reading teaching.

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