

Review

# Recapitulation on the effect of cross-cultural awareness and self-efficacy in education

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**Abstract:** This paper revisits the analysis on the effect of cross-cultural awareness and self-efficacy, which are both significant constructs in today's globalized world. People are expected to have both a high level of self-efficacy and a strong sense of cross-cultural awareness due to the growing frequency of cross-cultural interactions. For fields like education, psychology, and cross-cultural communication, it can be very crucial to comprehend how cross-cultural awareness affects self-efficacy. 60 relevant articles were found after a thorough assessment of the literature on the subject using thematic analysis of the CNKI and Google Scholar databases. Ten major themes were found in the review: 1) the cultivation of cross-cultural awareness, 2) the current situation of students' cross-cultural awareness, 3) the importance of cross-cultural awareness, 4) the relationship between self-efficacy and academic achievement, 5) the relationship between learning self-efficacy and influencing factors, 6) the relationship between cross-cultural awareness and self-efficacy, 7) the relationship between self-efficacy and cross-cultural adaptation, 8) cultural factors affecting learning self-efficacy, 9) the effect of social environment on individual self-efficacy, and 10) the relationship between cultural expectations and self-efficacy. The findings of this review demonstrate how crucial cross-cultural understanding is to the growth of self-efficacy. The design of educational and training programs aiming at boosting cross-cultural knowledge and self-efficacy will also be significantly impacted by this review.

**Keywords:** cross-cultural awareness; self-efficacy; review; effect; education

## 1. Introduction

Education in today's globalized world requires a deep understanding of the effect of cross-cultural awareness and self-efficacy. This literature review addresses how cross-cultural awareness and self-efficacy influence educational practices. The topic holds significant importance in the field of education as it contributes to the development of inclusive and culturally responsive learning environments. By looking at the research that has already been done on this subject, with a concentration on studies that have been done in the last 20 years, this review aims to enhance educational practices and empower students to thrive in diverse multicultural settings. The review will be carried out using thematic analysis, which explored the effect of cross-cultural sensitivity and self-efficacy in education, as well as the ways in which cross-cultural awareness can affect self-efficacy in many domains. To embark, this review has begun with introducing the ideas of self-efficacy and cross-cultural awareness, then briefly discussed the methodology used to conduct the literature

review, followed by a summary of each theme's key findings, a comparison and contrast of the findings from various studies, and lastly the identification of research gaps and future research directions.

## **2. Theoretical background**

### **2.1. Cross-cultural awareness**

Triandis (1977) defines cross-cultural awareness as understanding cultural practices influencing thought and behavior, requiring individuals to understand themselves and others' distinctive features to interpret cross-cultural interactions effectively. According to Hofstede (1991), awareness pointed to the recognition and acceptance of behavioral variations in cross-cultural communication. Cross-cultural awareness, according to Chen and Starosta (1996), is the capacity to grasp one's own and other people's cultural practices and customs, as well as the similarities and contrasts between various cultural patterns.

The ability of communicators to comprehend the traits and patterns of their own and other cultures is like a cultural map that helps reduce ambiguity and uncertainty in cross-cultural communication, according to Chen and Starosta's (1998) summary and definition of the concept of cross-cultural awareness. Gao (2002) defined cross-cultural awareness as tolerance, empathy, and reflection on cultural values and behaviors, while Liddicoat et al. (2003) expanded it to include self-transformation, communication skills, and learning strategies. They diverged from Chen and Starosta's (1998) concept to concentrate on tactical reactions to various circumstances. Cross-cultural awareness, according to Yassine (2006), is the process of learning about and appreciating both one's own culture and the cultures of other peoples. The overarching goal is to promote mutual appreciation and understanding among people all around the world. According to Erlandson (2012), understanding cultural patterns and value dimensions including collectivism, power distance, and high-low context cultures is crucial to developing cross-cultural awareness.

### **2.2. Self-efficacy**

Self-efficacy, a subjective judgment of an individual's ability to complete an activity, gained attention in educational, personality, and social psychology (Klassen and Usher, 2010; Maddux, 1995).

Bandura (1977) emphasized that individuals engage in self-regulation, synthesis, and transformation when faced with objective external factors. Ashton and Webb (1986) defined self-efficacy as an individual's state of mind regarding their response to an environment, while Midgley (1990) argued that self-efficacy refers to an individual's perception of their behavior's impact on performance, but whether this feeling is accurate depends on the context. As defined by Zhang (1991), self-efficacy is a person's belief in his or her own competence and the degree to which an objective goal is within reach. According to Yang's (1993) definition, self-efficacy is "the belief that one's own actions will have the desired effect on future performance." This belief, in turn, affects both the actor's conduct and the outcome. Midgley's (1990) opinion is congruent with the idea that an individual's effectiveness is situational.

### 3. Methodology

The processes for performing a literature review, such as the identification of literature sources, data extraction, and data analysis, are briefly covered in this section.

#### 3.1. Identification of literature sources

Several primary search terms were used in this review, including “cross-cultural awareness”, “self-efficacy,” “culture and self-efficacy,” “cultural awareness and self-efficacy,” and “cross-cultural awareness and self-efficacy,” as well as some field-related keywords such as “education” and “learning” to increase the possibility of finding relevant articles. Following the discovery of all relevant keywords, 60 related articles—32 in Chinese and 28 in English—were searched for and chosen from the CNKI and Google Scholar databases. The following criteria were used to choose the articles: (1) Since journal articles are the primary source of empirical data, only journal papers were emphasized. (2) Literature must have been published within the past 20 years, and (3) journal papers must be relevant to the subject and consistent with the purpose of the review. These articles do, however, have significant limitations: (1) Time restrictions on when the literature can be published. The chosen publications may disregard certain previous studies because they were only published in the recent 20 years. Ignoring these earlier studies may have an impact on the research’s thoroughness and correctness. Some prior studies may still have significant theoretical and empirical relevance. (2) The limited number of selected articles may not cover all relevant studies. (3) Only journal papers were used as the articles’ sources. Although journal papers are the primary format for academic research, essential material can also be found in books, conference papers, reports, etc. The research’s thoroughness could be harmed by the selection’s restriction to journal articles, which might disregard other genres of literature. The **Table 1** below shows the inclusion and exclusion criteria.

**Table 1.** The inclusion and exclusion criteria.

Criterion	Inclusion	Exclusion
Literature category	Journals	Books, conference papers, reports, review journals.
Subject	“Culture and self-efficacy”, “cultural awareness and self-efficacy”, “cross-cultural awareness and self-efficacy”, “education”, “learning”	Other than “culture and self-efficacy”, “cultural awareness and self-efficacy”, “cross-cultural awareness and self-efficacy”
Time of publication	Between 2003 and 2023	Prior to 2003

#### 3.2. Data extraction

The data from all 60 articles was then entered by the researcher into an Excel spreadsheet. The year of publication, authors’ names, research subjects, research questions, and main findings are all included in this information. Listed below is **Table 2**.

**Table 2.** Presentation of the 60 articles' main sections.

<b>Authors</b>	<b>Research subjects</b>	<b>Research questions</b>	<b>Main findings</b>
1) Kustati, M., et al. (2023)	English language learners	Determine the challenges faced by English language learners in understanding Islamic beliefs and western cultures	Learners face cross-cultural hurdles in English learning, including cultural insensitivity, misunderstandings, and textbook intervention, affecting their ability to differentiate Islamic values.
2) Zhao, B. Q. (2022)	Japanese language learners	Explore the cultivation of students' intercultural awareness in Japanese language teaching in contemporary vocational colleges	Study discusses strategies for enhancing intercultural awareness in Japanese language teaching in vocational colleges, including cultural differences and innovative methods.
3) Liu, X. Y. (2023)	Elementary school English students	Elaborate on the importance of cultivating students' intercultural awareness in elementary school English teaching	The study emphasizes the significance of fostering intercultural awareness in elementary school English teaching through vocabulary analysis, communicative scenarios, and experiential activities.
4) Meng, M. Y. (2023)	Senior high school students	The relationship between English oral expression skills and intercultural awareness in high school Students	Intercultural awareness enhances high school students' English oral expression abilities.
5) Chen, L. (2023)	Junior high students	Cultivating intercultural awareness in middle school English teaching challenges.	Instruction in vocabulary, reading, and speaking enhances intercultural awareness.
6) Hou, A. Y. C., et al. (2020)	Taiwanese students	Taiwanese students' experiences in international internship programs.	International internships enhance students' professional knowledge and soft skills.
7) Acheson, K., et al. (2015)	Secondary learners of Spanish as a foreign language	Instruction in intercultural communication theories and direct participation positively affects secondary Spanish learners' attitudes and motivation.	Treatment group significantly increased positive attitudes and motivation towards Spanish language and cultures, while control group showed no change.
8) Weninger, C., & Kiss, T. (2013)	Foreign language textbooks and learners	Examining textbook culture and its semiotic meanings.	Classroom meaning making heavily guided, focusing on linguistic competence rather than critical cultural understanding.
9) Wu, W. C. V., et al. (2013)	University students in Taiwan	CMC enhances EFL learning through critical thinking and cultural understanding.	Students improved oral performance, engaged in reflective thinking, developed multicultural worldview.
10) Jackson. J. (2018)	Students participating in study abroad programs	International experience may not suffice for language and intercultural learning.	Research suggests that efforts should be made to bridge the link between research and teaching to optimize the potential of study abroad programs
11) Jackson, J. (2011)	Chinese university students	Studying abroad for intercultural citizenship and cosmopolitan understanding.	Case study of a young woman's language and intercultural learning and identity expansion, highlighting critical cultural awareness and experiential learning
12) Korzilius, H., et al. (2007)	University students	Four-year international business communication program impacts students' intercultural awareness and foreign language acquisition.	Increased foreign language mastery among students lacks evidence of impact on intercultural awareness development.
13) Chang, X. M., & Zhao, Y. S. (2012)	Undergraduate students not majoring in English	Intercultural teaching effectiveness and challenges in university English courses.	Action research validates "cultural knowings" teaching model's effectiveness in improving intercultural awareness.
14) Wang, S., & Liu, C. Y. (2016)	Foreign language learners	Exploring intercultural teaching methods for fostering cultural awareness.	Study suggests adopting intercultural teaching methodology for developing intercultural awareness, enhancing students' sensitivity to target language culture, and improving their humanistic qualities in foreign language learners.
15) Jiang, P. P. (2019)	English language Teaching (ELT)	Enhancing students' intercultural communication awareness and competence in English language teaching.	Cultural content integration in English language teaching improves students' cross-cultural communicative awareness and competence.

**Table 2.** (Continued).

<b>Authors</b>	<b>Research subjects</b>	<b>Research questions</b>	<b>Main findings</b>
16) Sun, Y. Z. (2017)	English professional skills program in higher education	Explore humanistic English teaching model and principles.	Study proposes “humanistic english education” paradigm for enhancing students’ linguistic, critical thinking, intercultural, and humanistic literacy.
17) Chen, M. (2019)	English language teaching (ELT)	Developing students’ intercultural awareness and strategies for English language teaching.	English language teaching should integrate cultural content, promoting cross-cultural communicative competence through strategies like cultural comparison, discussion, and experience.
18) Zhao, H. Y. (2013)	English language education	Examining intercultural awareness in Chinese English education and its historical shift from one-way to two-way growth.	Chinese English education focuses on adapting Chinese culture to Western culture, but with national power and cultural self-confidence, it fosters cross-cultural awareness, addressing historical conflict and accommodation between diverse civilizations.
19) Kang, S. M. (2010)	Foreign language education	Cultivating intercultural communication competence in economic globalization and cultural pluralism.	Foreign language education should emphasize humanity, cultural understanding, self-awareness, cultural sensitivity, inclusiveness, and adaptability to cross-cultural communication.
20) Sabti, A. A., et al. (2019)	Iraqi undergraduates	Examining Individual Differences in Writing Anxiety, Writing Self-Efficacy, and Writing Achievement Motivation among Iraqi EFL Learners.	The study found that higher writing anxiety negatively impacts performance, while higher writing self-efficacy and achievement motivation improve it. Factors like anxiety, achievement motivation, and self-efficacy should be considered in EFL writing instruction to enhance students’ writing abilities.
21) Wu, X. Y., & Zhang, Q. Z. (2009)	English majors	Studying self-efficacy, learning strategies, independent skills, and academic achievement in English.	Self-efficacy is positively correlated with learning strategies and self-directed learning ability, while academic achievement is not related. Self-directed learning ability has a significant regression effect with academic achievement, with compensatory strategies being more predictive. Learning strategies and self-efficacy have significant effects on self-directed learning ability.
22) Zhang, T. T. (2022)	Non-English undergraduate students	Studying self-efficacy’s mediating effect on foreign language learning anxiety and burnout.	Foreign language learning anxiety negatively correlates with learning burnout, while self-efficacy partially mediates the relationship.
23) Li, H., & Liu, R. D. (2013)	First-year college students not majoring in English	Examining students’ writing anxiety and self-efficacy, examining differences across levels, and predicting final grades.	Writing anxiety negatively correlates with writing self-efficacy, but writing self-efficacy positively predicts final grades, with stronger effects among mid- to high-level writers.
24) Li, H. (2017)	Non-English speaking college students	Studying self-efficacy’s impact on writing achievement and influence.	Writing self-efficacy significantly improved students’ performance within a semester, affecting engagement, motivation, and persistence, leading to significant improvement in writing behavior.
25) Nelson, D. W., & Knight, A. E. (2010)	University students	Reduce test anxiety and improve performance with positive emotions and thinking interventions.	Positive thinking participants displayed more positive emotions, optimism, and lower test anxiety compared to the control group. They confidently assessed quizzes and performed better.
26) Bai, B., et al. (2020)	Fourth-grade students	Studying motivational variables, self-regulated writing strategies, and writing ability.	High-achieving English writers have higher motivation levels, including self-efficacy, task value, and growth mindset. They use self-regulated writing strategies more frequently, with self-efficacy and growth mindset being equally important predictors. Socio-cultural context influences motivation.
27) Anastasiou, D., & Michail, D. (2013)	Students with learning disabilities and low achievers	Examining adult students’ beliefs and writing performance.	Quantitative and qualitative analyses show significant increases in self-efficacy among learning-disabled and low-achieving students in writing and spelling, but no improvement in performance. Disparate increase may be due to writing practices in second chance schools.

**Table 2.** (Continued).

<b>Authors</b>	<b>Research subjects</b>	<b>Research questions</b>	<b>Main findings</b>
28) Chao, C. N. G., et al. (2019)	Students in grades 8–11	Study examines students' self-efficacy, self-concept, and performance in English and Chinese.	Self-efficacy and self-concept significantly predict Chinese language and English learning achievement, supporting domain-specific and internal/external effects and suggesting English facilitates Chinese learning.
29) Gan, Z. D., et al. (2020)	Chinese university students	Studying Chinese university students' feedback behaviors, preferences, and English language self-efficacy in academic English courses.	Students prefer teacher-assessed feedback and are more likely to take it than actively seek it, with English language self-efficacy influencing feedback behavior.
30) Tang, F., & Xu, J. F. (2011)	Non-English speaking college students	Investigating non-English majors' self-efficacy in English writing	Students' writing self-efficacy is moderate, with significant differences in achievement between high and low levels. Factors like self-assessment of writing importance and ability significantly impact writing self-efficacy. Gender has no significant effect.
31) Wu, Y. H. (2013)	Non-English speaking college students	Studying peer mutual assessment's impact on college English writing self-efficacy.	Peer assessment boosts college students' self-efficacy in English writing, with females showing higher levels.
32) Bai, B., Chao, G. C. N., & Wang, C. (2019)	Secondary school students in Hong Kong	Examining socio-cultural factors, self-efficacy, and English language achievement in Hong Kong secondary schools.	Social support and self-efficacy positively impact English learning achievement in Hong Kong secondary school students. Chinese culture values authority figures and academic achievement, emphasizing connection with collective members.
33) Wang, T. J. (2010)	Non-foreign language students	Exploring the connection between anxiety, self-efficacy, and achievement.	Complex relationships between anxiety, self-efficacy, and achievement are independent of skill categories and gender, with significant gender differences in structural equation modeling.
34) Pan, H. L., & Chen, Z. J. (2007)	English majors in higher education.	Examining variations in student self-efficacy.	Students' self-efficacy varies by grade level and professional category, with no significant differences in gender or academic level. Learning, test, adaptation, and exam efficacy are influenced by gender, major category, and home location.
35) Song, T. H. (2014)	Chinese and Australian L2 learners	Comparing Chinese and Australian language learners' perceptions, self-efficacy, and anxiety.	Australian ESL learners have higher self-efficacy and lower learning anxiety, with self-efficacy positively correlated with second language proficiency, while Chinese EFL learners have inverse relationships with English proficiency.
36) Zorlu, S., & Ünver, G. (2022)	Ninth grade students in ten vocational-technical high schools.	Self-regulated learning strategies and English self-efficacy beliefs predict English achievement.	English achievement is influenced by self-regulated learning strategies and English self-efficacy beliefs, with self-efficacy beliefs being stronger.
37) Celik, B. (2022)	Students of Gazi University	Examining metacognitive strategies' impact on college students' self-efficacy, motivation, and academic achievement.	Metacognitive strategies positively impact college students' self-efficacy, motivation, and academic achievement in reading courses, with self-efficacy being the most significant factor.
38) Zeng, Y. C., & Liu, Y. L. (2021)	Vocational college students	The influence of campus culture on students' craftsmanship behavior in vocational colleges	Study reveals campus culture and self-efficacy impact craftsmanship performance, mediating relationships.
39) Zhang, Q., & Wu, Y. (2017)	Migrant children from two public schools and one private school in Beijing	The effects of self-efficacy and social identity on cultural adaptation among migrant children	Study reveals factors like grade, gender, school type, parental education, and family income impact migrant children's cultural adaptation, with self-efficacy mediating.
40) Li, W. (2005)	CUBA team members	How to improve team members' self-efficacy to enhance their cultural competence	Study suggests boosting athletes' self-efficacy through motivation, respect, equal coach-athlete relationships, cultural literacy, and personal charm.

**Table 2.** (Continued).

<b>Authors</b>	<b>Research subjects</b>	<b>Research questions</b>	<b>Main findings</b>
41) Liu, C. Y. (2018)	Exchange students in higher education	The relationship between cultural distance, self-efficacy, and academic burnout	Study reveals cultural distance negatively impacts self-efficacy, affecting study fatigue and mediating the relationship.
42) Zhou, W. (2011)	Learners	The impact of cultural values on self-efficacy	Study examines cultural factors affecting self-efficacy in Chinese context.
43) Huang, W. H. (2011)	Ethnic minority university students	The effects of cultural shock and adaptation strategies on self-efficacy	Study examines cultural adaptation strategies for minority university students' self-efficacy.
44) Wang, Y. M. (2019)	Short-term international students studying in China	Cultural intelligence, self-efficacy, and cross-cultural adaptation	Study reveals cultural intelligence predicts cross-cultural adaptation, moderated by self-efficacy.
45) Bai, D. W. (2015)	Ethnic minority university students in Xinjiang	A correlational study of cultural adaptation and self-efficacy	Minority university students in Xinjiang exhibit cultural adaptation and high self-efficacy, with females having slightly higher self-efficacy over time.
46) Tang, F. G. (2003)	Grade 8 students	An investigation of the relationship between self-efficacy, cultural factors, academic achievement, and academic help-seeking	Study reveals Chinese cultural heritage influences academic help seeking, with students embracing proverbs for instrumental support.
47) Huang, C. Q. (2022)	College students	the influence of entrepreneurship policy, educational environment, and cultural environment on college students' entrepreneurial intention—with entrepreneurial self-efficacy as the mediator variable	Entrepreneurial self-efficacy mediates policy, education, culture, and intention, positively impacting entrepreneurial culture.
48) Ge, W. (2020)	University students	Enhancing self-efficacy in English learning through Chinese traditional culture—using Xuanzang's spirit as an example	Teachers can enhance students' self-efficacy in English learning by introducing diligent, truthful actions, and focusing on cultivating abilities and self-efficacy, improving independent learning and overall proficiency.
49) Han, Y. (2016)	English major college students in China and the US	A cross-cultural study of academic self-efficacy among English major students in China and the US	Chinese and American college students exhibit low academic self-efficacy due to cultural differences and factors.
50) Gao, Z., Xiang, P., & Harrison, L. (2008)	American and Chinese university students	A study of the relationship between achievement goals, self-efficacy, and persistence in physical education among American and Chinese university students	Task orientation, self-efficacy, and perseverance are positively correlated among American and Chinese students, with American students scoring high in task orientation but low in self-orientation, and Chinese students scoring low but high in self-efficacy and self-orientation.
51) Cruz, R. A., et al. (2020)	Teachers	A study of teachers' self-efficacy in implementing culture-responsive teaching	The study revealed participants had high self-efficacy in personal relationships and trust, but lower in cultural knowledge areas, with years of experience positively correlated.
52) Peranginangin, S. A., Saragih, S., & Siagian, P. (2019)	Secondary school students	An analysis of the effectiveness of problem-based learning and cultural background in developing students' problem-solving ability and self-efficacy	Study finds Karo culturally-based problem-based learning enhances students' mathematical problem-solving abilities and self-efficacy.
53) Simamora, R. E., Saragih, S., & Hasratuddin. (2019)	Students	Improving students' mathematical problem-solving ability and self-efficacy through guided discovery learning under local cultural context	Study shows guided discovery learning models enhance Batangas students' mathematical problem-solving abilities.
54) Gutentag, T., Horenczyk, G., & Tatar, M. (2018)	School teachers	Exploring the predictive effect of teachers' different attitudes towards cultural diversity on diversity-related burnout and self-efficacy	Study shows viewing immigrant students as resources reduces diversity fatigue and boosts self-efficacy.

**Table 2. (Continued).**

<b>Authors</b>	<b>Research subjects</b>	<b>Research questions</b>	<b>Main findings</b>
55) Nguyen, A. M. D., Jefferies, J., & Rojas, B. (2018)	International students	Does short-term study abroad have a positive impact on self-efficacy and cross-cultural competence?	Study reveals self-efficacy and cross-cultural competence improve for international students with single cultural backgrounds, but not multicultural ones, affecting cross-cultural adaptation.
56) Wang, Y. L., Liang, J. C., & Tsai, C. C. (2018)	College students (from the US and Taiwan)	A cross-cultural comparison of science learning self-efficacy among university students: the structural relationships among factors influencing science learning self-efficacy	Study explores self-efficacy in learning science, revealing US students' confidence in higher-order cognitive skills enhances academic self-efficacy, while Taiwanese students lack this mediating effect.
57) Yada, A., et al. (2019)	Teachers from Japan and Finland	A cross-cultural comparison of teacher self-efficacy: degree and source	Mastery experience is the most significant factor affecting self-efficacy among teachers in Japan and Finland, with language persuasion impacting differently. Socio-cultural background and other factors also influence self-efficacy.
58) Choi, S., & Mao, X. (2021)	Teachers	Exploring the influence of teacher autonomy on professional development and the impact of multicultural education on teacher self-efficacy in a cross-cultural classroom	Study shows professional development in multicultural education enhances teacher self-efficacy, with increased autonomy strengthening the relationship.
59) Dilekli, Y., & Tezci, E. (2020)	Teachers	Investigating the effects of country, gender, teaching area, and professional qualifications on teachers' self-efficacy beliefs in teaching thinking skills	Study reveals teacher self-efficacy beliefs in teaching thinking skills are influenced by country, gender, teaching domain, and professional qualification, with significant interactions.
60) Turner, J. E., et al. (2021)	Chinese English language learners	Exploring the influence of Chinese culture on students' motivation, self-efficacy, willingness, and performance, as well as the difficulties of speaking English in public	Students' achievement motivation and goals are hierarchically related, with speaking self-efficacy and willingness directly correlated with speaking frequency. Hope for success and mastery goals are negatively correlated, while willingness to communicate is positively correlated.

As seen in the table above, the research questions put forth in the articles are all concerned with education and culture, and they touch on a variety of topics such as self-efficacy, cross-cultural adaptation, cross-cultural awareness, cultural intelligence, academic performance, learning fatigue and other aspects. In addition to providing theoretical support and direction for educational reform and practice, the investigation of these research questions contributes to a deeper knowledge of the phenomena and problems in the fields of education and culture. In addition to promoting the internationalization and diversification of educational research, the cross-cultural comparison and varying viewpoints offered by these issues offer a broader view and research object for the field.

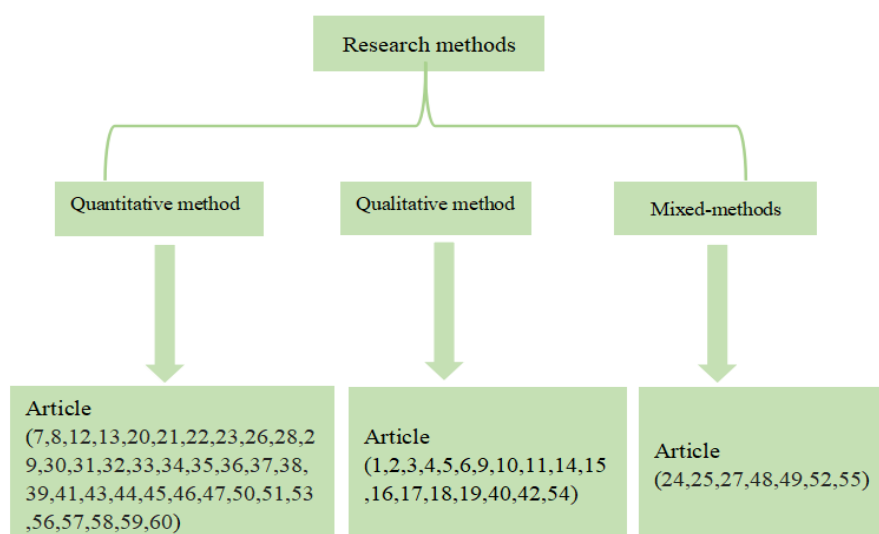
The research subjects stated in the articles span a variety of education groups with diversity and differences, but they all share a connection to education and are research topics in the field of education. The variety of these research subjects offers a wide-ranging research perspective, which contributes to a deeper comprehension of the many facets and variety of educational phenomena and issues.

For these articles' principal conclusions, this study compared the cross-cultural awareness and self-efficacy of individuals with different educational cultural backgrounds and found that cultural environment has significant impact on these two important psychological variables. The research results show that different cultural backgrounds will affect the patterns of self-efficacy performance in terms of



adaptation, learning and other aspects. In addition, cross-cultural awareness and self-efficacy can both significantly improve educational effectiveness. The former can help learners better interpret different cultures, while the latter helps enhance learning motivation and language proficiency. However, cultural differences can also lead to different manifestations of these two variables. Therefore, educators should pay attention to adopting multi-pronged approaches such as cultural contrast exercises and peer interactions to cultivate students' broad cross-cultural perspectives and confidence, so that they can better adapt to the cultural diversity of the educational environment and greatly stimulate their learning potential.

The researcher described the research methodology in order to gain a better understanding of the current state of research in this area, its problems, as well as its tendencies. It was discovered through analysis that several articles employed qualitative methods such as empirical summaries, theoretical analyses, using Thiagarajan 4-D models, and self-report questionnaires. Apart from the mentioned articles, many other researched and the quantitative methods are used, such as survey research, structural equation modeling and bootstrap analysis, correlation and regression analysis, multivariate analysis of variance, data-driven models, pretest-posttest survey, *t*-test, structural equation modeling, and multilevel linear models. While the mixed research methods, including survey research, classroom observation and interview; survey research and structural equation modeling are utilized in other papers. The details are displayed below (**Figure 1**).



**Figure 1.** The categorization of the research methods.

### 3.3. Data analysis

Based on the preceding table, the researcher used thematic analysis to summarize the 60 articles into 10 key themes and then examined the findings in relation to these themes. The researcher discovered that the topic of “the effect of cross-cultural awareness and self-efficacy in education” is divided into ten main themes, including the cultivation of cross-cultural awareness, the current situation of students' cross-cultural awareness, the importance of cross-cultural awareness, the relationship between self-efficacy and academic achievement, the relationship between learning

self-efficacy and influencing factors, the relationship between cross-cultural awareness and self-efficacy, the relationship between self-efficacy and cross-cultural adaptation, cultural factors affecting learning self-efficacy, the effect of social environment on individual self-efficacy, and relationship between cultural expectations and self-efficacy.

## **4. Findings**

The researcher divided these papers into the following categories and discussed them in relation to the topic of “the effect of cross-cultural awareness and self-efficacy in education.”

### **4.1. Cultivation of cross-cultural awareness**

In order to assess the growth of cross-cultural awareness among students in a four-year International Business Communication program, Korzilius et al. (2007) undertook a longitudinal study. They discovered that over the course of the program, students’ proficiency in a foreign language increased and displayed substantial changes, which in turn suggested an improvement in their cross-cultural awareness. Kang (2010) suggests that cross-cultural awareness should be based on a nation’s cultural consciousness, as intercultural communication aims to spread culture and learn from foreign cultures. Teachers should supplement background knowledge, interpret phenomena, introduce relevant content, and analyze examples to enhance students’ understanding and tolerance of different cultures. Jackson (2011) carried out two case studies to examine how cross-cultural learning affects the acquisition of second language, global awareness, and cross-cultural awareness by student hosts. According to Jackson (2018), the process of cross-cultural learning can improve their linguistic and cultural self-awareness, make the most of their time abroad, and give them the opportunity to continue their education after they return to their home country. In order to build cultural sensitivity and broaden FLT’s humanistic perspective, Wang and Liu (2016) recommended that learner’s study about both their home culture and the culture of the target country. Jiang (2019) suggests incorporating culture into vocabulary, audiovisual, reading, and grammar teaching to enhance students’ understanding of cultural differences and cross-cultural competence.

Currently, primary school English teachers are focusing on cultivating cultural literacy to help students understand and understand cultural differences. Liu (2023) proposes approaches like vocabulary analysis, communicative scenarios, and experiential activities to enhance students’ understanding of different countries’ cultural characteristics. Chen (2023) explored strategies for cultivating cross-cultural awareness in junior high school English teaching, including guiding students to understand Western culture, fostering vocabulary, reading, and oral communication instruction. Key difficulties include cultural background, vocabulary size, and speech rate. Meng (2023) examines the connection between cross-cultural awareness and high school students’ oral English proficiency, focusing on economic and cultural globalization. The study proposes prerequisites and teaching strategies for developing oral English proficiency. Zhao (2022) discusses strategies for cultivating cross-cultural awareness in Japanese teaching in higher vocational colleges, including

understanding Sino-Japanese cultural differences, optimizing curriculum arrangements, and using innovative teaching methods.

Studies above show cross-cultural awareness in education improves language proficiency, understanding cultural differences, and intercultural communication skills. Therefore, students at all educational levels and disciplines are encouraged to become more aware of other cultures through a variety of methods and tactics.

#### **4.2. The current situation of learners' cross-cultural awareness**

Kustati et al. (2023) found that English language learners face cross-cultural barriers in understanding Islamic beliefs and Western cultures. They face insensitivity, inaccurate understanding of cultural content, and textbook intervention, leading to confusion in distinguishing Islamic values from Western cultures. Chang and Zhao (2012) studied students' cross-cultural awareness in college English, finding low knowledge and inappropriate behaviors. They found that using the "cultural knowings" teaching method increased cross-cultural awareness significantly after four interactive processes. A study by Wu et al. (2013) found low cultural awareness among students due to lack of critical thinking skills. Students' multicultural worldviews, self-confidence, and historical significance drive cultural awareness development, with festivals and celebrations being key drivers.

Zhao (2013) claimed that since the 1980s, Chinese foreign language education has focused on teaching a single target language, overlooking Chinese culture and English expressions, and improving learners' understanding of academic material and institutional customary culture. Chen (2019) emphasizes the significance of intercultural communicative competence in English language teaching, analyzing concepts, challenges, and countermeasures, defining intercultural communication, identifying factors limiting competence development, and proposing strategies for enhancing awareness.

According to the studies mentioned above, cross-cultural awareness among students is now low, as evidenced by cultural obstacles, a lack of understanding of cultural differences, and confusion about various cultural values. The use of efficient teaching techniques, however, such interactive cultural learning and the development of critical thinking abilities, can greatly improve students' cross-cultural awareness and comprehension.

#### **4.3. The importance of cross-cultural awareness**

Weninger and Kiss (2013) made the case that promoting global cultural awareness should be a more active part of second and first language education, particularly in light of the cross-cultural effects of English as an international language and a global lingua franca. They also argued that developing cultural awareness shouldn't be the sole goal of foreign language learning. Acheson et al. (2015) emphasize the importance of incorporating cultural awareness instruction in foreign language classrooms to foster positive language opinions and motivation. Understanding language and culture interactions is crucial for effective classroom communication. Sun (2017) argues university English education neglects humanistic qualities and cross-cultural awareness, while Chen (2019) emphasizes curriculum

reform focusing on practical training in cross-cultural awareness and expanding students' cultural boundaries.

The studies emphasize the significance of integrating cross-cultural awareness in language education, promoting global cultural awareness, developing positive attitudes, and bridging language-culture gaps. Educators must prioritize humanistic qualities for effective communication.

#### **4.4. The relationship between self-efficacy and academic achievement**

There have been conflicting results from studies examining the relationship between self-efficacy and overall academic achievement. Strong efficacy beliefs have been linked to success in previous studies (Bai, 2019; Bai et al., 2020; Celik, 2022; Li and Liu, 2013; Li, 2017; Sabti et al., 2019; Wang, 2010; Zorlu and Ünver, 2022).

Zorlu and Ünver (2022) found that self-regulatory strategies and English self-efficacy beliefs significantly predict English achievement in ninth grade students. However, English self-efficacy beliefs were found to be more powerful than self-regulatory strategies. Celik (2022) investigated how metacognitive techniques affected academic achievement, motivation, and self-efficacy in college students. The study's findings demonstrated that self-efficacy had a favorable direct or indirect impact on academic achievement in reading classes. Additionally, Bai et al. (2019) concluded that the utilization of learning strategies and second language competency had a substantial positive link with learners' self-efficacy. Most of the research discovered a substantial positive association between English learning self-efficacy and English individual skills, which include the four key components of listening, speaking, reading, and writing. Wang (2010) found significant regression weights between writing performance and speaking efficacy in 212 sophomore non-English majors, suggesting that improving writing leads to improved speaking. According to Sabti et al. (2019), writing performance improves with increased levels of writing self-efficacy. Bai et al. (2020) examined motivational variables, self-regulated writing strategy use, and writing competence in Hong Kong fourth graders.

Results confirmed self-efficacy's importance and highlighted growth mindset's significance for optimizing adaptive writing motivation in Confucian heritage societies. Li and Liu's (2013) study found that higher English efficacy correlates with better writing performance in freshmen at a Beijing university, positively predicting their performance. Li (2017) studied writing self-efficacy and performance among non-English major college students, finding significant improvements in both over a semester, indicating students' efficacy beliefs significantly impact their academic performance.

It should be emphasized that not all the research that are currently available offer proof of the link between second language learning proficiency and self-efficacy. Anastasiou and Michail (2013) found that increased writing self-efficacy did not affect performance after 8-month instruction. Wu and Zhang (2009) found no significant correlation between English self-efficacy and academic achievement, but self-efficacy indirectly influenced participants' achievement, with self-directed learning ability mediating the learning process.

It is evident from the studies mentioned above that the relationship between self-

efficacy and academic achievement is complex and varied, with some studies showing a positive association, while others suggest factors like instructional strategies, learning context, and assessed skills may influence the relationship.

#### **4.5. The relationship between learning self-efficacy and influencing factors**

Numerous research has demonstrated a substantial inverse relationship between language efficacy and anxiety, i.e., the more self-efficacy, the less anxiety. Zhang's (2022) study found significant negative correlations between foreign language learning anxiety, learning burnout, and self-efficacy among 693 undergraduates in non-English disciplines. Li and Liu (2013) found that students' levels of self-efficacy in writing decreased in direct proportion to the amount of anxiety they felt while writing. Nelson and Knight's (2010) study found that students can avoid negative test anxiety by thinking of past achievements, increasing self-efficacy, and focusing on their skills. This positive thinking technique can improve academic achievement and self-efficacy, leading to better performance on challenging tasks. Sabti et al. (2019) found that higher writing anxiety leads to poorer performance, while higher self-efficacy and achievement motivation improve it. The study suggests considering these factors in EFL writing instruction to enhance undergraduates' writing abilities.

Tang and Xu (2011) demonstrated a substantial positive association between English self-efficacy and both self- and peer appraisal of English writing. Wu (2013) used an experimental research method to analyze data from 175 sophomore students from general colleges and universities for the article "The effect of peer evaluation on self-efficacy" and found that the higher the peer evaluation, the greater the English writing self-efficacy. Gan et al. (2020) study Chinese university students' feedback behavior and preferences in academic English courses, finding English language self-efficacy significantly influencing both behavior and preference. Chao et al. (2019) found that self-efficacy and self-concept in learning languages significantly predict students' academic achievement in English and Chinese. Chinese language self-efficacy and self-concept were significant predictors, while English language self-efficacy and self-concept predicted both. The findings support the domain specificity of self-efficacy and the internal/external frame of reference effect.

Similarly, the self-efficacy one has with English may also be affected by other factors. Considering gender, grade, and academic performance, Pan and Chen (2007) found a significant difference between English self-efficacy and grade in Jiangsu Province, but not with gender, while Song's (2014) study found significant differences between gender, grade level, and English self-efficacy, with female students having higher self-efficacy than male students.

The above studies show self-efficacy in English language learning is negatively correlated with anxiety, with higher levels associated with lower anxiety. The development of self-efficacy is influenced by factors such as past achievements, positive thinking, peer evaluation and self-concept, while gender and grade level may also have an impact.

#### **4.6. Relationship between cross-cultural awareness and self-efficacy**

These scholars looked at how self-efficacy varied among cultural groups and discovered that self-efficacy levels were greatly influenced by cultural background. Zeng and Liu (2021) found that campus culture influences students' artisanal spirit behaviors. They found significant differences in non-professional cultural activities among students of different genders. Self-efficacy mediates the relationship between professional activities, non-professional activities, and artisanal behavior performance. Li (2005) suggests CUBA training college athletes possess advanced cultural cultivation, aiming to improve self-efficacy through effective learning motivation, respecting players' positions, fostering equal teacher-student relationships, and enhancing coaches' cultural literacy. Zhou (2011) analyzed cultural values and factors affecting self-efficacy in China, focusing on holistic understanding to support learners' self-efficacy development.

In addition, Wang (2019) studied the relationship between cultural intelligence, self-efficacy, and cross-cultural adaptation in 80 short-term international students in China. The study found that cultural intelligence was influenced by language proficiency, cross-cultural experiences, and cultural background. Cultural intelligence was a significant predictor of cross-cultural adaptation, moderated by self-efficacy. The path coefficient of cultural intelligence on cross-cultural adaptation decreased, indicating that self-efficacy moderates the effect of cultural intelligence on cross-cultural adaptation. Ge (2020) highlights the use of traditional Chinese culture to enhance self-efficacy in English learning, focusing on cultivating students' abilities and independent thinking. Teachers can positively influence students' self-efficacy by introducing Venerable Xuanzang's words and deeds, highlighting his diligence and truth-seeking nature. This approach enhances the overall English level of post-00 college students. Han's (2016) cross-cultural study of 100 Chinese and American college students' academic self-efficacy found both differences and consistency.

There was evidence of contributing cultural factors which include individual versus collective orientation, power distance, uncertainty avoidance, long-term versus short-term orientation, and masculinity versus femininity. Gao et al. (2008) studied achievement goals, self-efficacy, and persistence among college students in Chinese and American cultures. They found that American students had higher task orientation and self-efficacy, while Chinese students had lower self-orientation and self-efficacy. These findings suggest cultural differences in these factors. Cruz et al. (2020) studied teachers' self-efficacy in implementing culturally responsive teaching (CRT) practices using the CRTSE scale. They found that teachers felt more confident in building relationships and trust, but less confident in areas involving cultural knowledge. Experience positively correlated with increased self-efficacy. Nguyen et al. (2018) found that general self-efficacy and cultural intelligence were higher for monocultural students after studying abroad, but not for multicultural ones. Multicultural individuals had higher cultural intelligence. Overall, general self-efficacy and cultural intelligence were related to intercultural adjustment. Wang et al. (2018) surveyed 218 university students in the U.S. and 224 in Taiwan. They found cultural differences in science learning self-efficacy, with U.S. students' confidence in higher-order cognitive skills promoting their academic self-efficacy. However, no mediation was found for

Taiwanese participants.

Cross-cultural awareness, in general, is beneficial to one's cultural intelligence and adaptability, and it also has an indirect effect on one's sense of self-efficacy.

#### **4.7. The relationship between self-efficacy and cross-cultural adaptation**

Wang (2019) analyzed the relationship between cultural intelligence, self-efficacy, and cross-cultural adaptation in short-term international students. Results showed language proficiency, cross-cultural experience, and cultural background impact cultural intelligence, while self-efficacy moderated the connection. The study examined the impact of self-efficacy and cultural intelligence on intercultural adjustment in study abroad students. Results showed that monocultural individuals had higher general self-efficacy and cultural intelligence after studying abroad, while multicultural individuals had higher cultural intelligence. The study also found a positive correlation between self-efficacy and cross-cultural adjustment (Nguyen et al., 2018). Zhang and Wu (2017) investigated 928 migrant children in Beijing, examining the effects of self-efficacy, social identity, and cultural adaptation on their acculturation. They found a significant correlation between self-efficacy and acculturation, with social identity mediating the relationship.

Some scholars examine how newcomers (such as international and minority students) adjust to and feel about their new surroundings. Liu (2018) analyzed college exchange students' self-efficacy, academic burnout, and cultural distance to determine the relationship between these factors. The study found that cultural distance negatively impacts self-efficacy, which in turn negatively impacts academic burnout. Huang (2011) examined culture shock and adaptation strategies' impact on ethnic minority college students' self-efficacy, suggesting strategies for cultivation and enhancement. A survey study on 50 Xinjiang ethnic minority college students in Suzhou found that they had good cultural adaptation and high self-efficacy. However, there was no significant correlation between the two. Female Xinjiang students had higher self-efficacy than males, but the gender difference was not significant. Self-efficacy increased slightly with school time (Bai, 2015).

Self-efficacy and cross-cultural adaptation are influenced by factors like language proficiency, cultural background, and social identity, with a positive correlation, while cultural distance and culture shock may negatively impact it.

#### **4.8. Cultural factors affecting learning self-efficacy**

Many scholars concentrate on how cultural perceptions and the inclusion of cultural components in learning materials impact students' self-efficacy and academic performance.

Using a questionnaire survey of 168 junior high school students in the second year of a general secondary school in Shaoyang City, Hunan Province, Tang (2003) investigated the relationship between self-efficacy, cultural factors, academic performance, and academic help-seeking among second-year students. They had an average age of 14, with 82 boys and 86 girls. The findings revealed that traditional Chinese cultural accumulations had a substantial influence on students' requests for academic assistance. Students who agreed with the Chinese help-seeking maxim

frequently used understanding- and knowledge-improving learning practices, i.e., they tended to engage in learning-enhancing instrumental help-seeking. Peranginangin et al.'s (2019) study sought to examine the effectiveness of learning materials used in Problem Based Learning with Karo Culture Context (PBL-KCC), as well as enhance students' aptitude for solving mathematical problems and sense of self-efficacy. Testing of educational resources in class VII of SMP Negeri 2 Sibolangit revealed which ones, in the opinion of specialists, satisfied relevant requirements. According to the analysis of the data, learning materials based on PBL-KCC met the criteria for effectiveness and can raise students' self-efficacy and problem-solving skills in math. The outcome demonstrates that using the PBL-KCC learning resources created has an effect on raising student self-efficacy. According to Simamora et al. (2019), better mathematics education requires better educational resources. Developmental research is a good way to find credible educational resources. Guided discovery learning model based learning materials were used in this research. Local culture was also incorporated into the instructional design of the materials. The pupils in this study are primarily Batak Toba, therefore the local culture reflects that. Students' confidence and ability to solve mathematical problems were found to increase dramatically after being exposed to guided discovery learning based on learning materials set in a Batak Toba environment in a second trial.

Cultural factors, such as Chinese cultural accumulations and local cultural incorporation, impact students' learning self-efficacy and academic performance. Adopting cultural values enhances self-efficacy, while learning materials with cultural contexts improve problem-solving skills.

#### **4.9. The effect of social environment on individual self-efficacy**

Some scholars have concentrated on how socio-environmental elements impact people's (such as teachers' and students') sense of self-efficacy.

Huang (2022) examined how entrepreneurship policy, education, culture, and self-efficacy affect college students' entrepreneurial intentions using SOR theoretical model, structural equation diagram, and Bootstrap analysis. The study found that entrepreneurial self-efficacy mediates entrepreneurial policy, education, culture, and willingness. Entrepreneurial self-efficacy increases in entrepreneurial cultures. College students' entrepreneurial motivation and self-efficacy can be increased by a free, relaxed, and harmonious entrepreneurial culture in colleges and universities that understands, respects, supports, encourages risk-taking, and allows failure. Gutentag et al. (2018) investigated whether DOPA (Diversity in Organizations: Perceptions and methods; asset, problem, challenge, or nonissue) methods affect teachers' diversity-related fatigue and immigration-related self-efficacy. One hundred thirty-six schoolteachers completed a self-report questionnaire on diversity-related burnout, self-efficacy, cultural diversity, multiculturalism, and demographics. Teachers who saw immigrants as assets rather than problems had lower diversity-related fatigue and increased immigration-related self-efficacy. Yada et al. (2019) studied teachers' self-efficacy (TSE) for inclusive practices among 261 Japanese and 1123 Finnish teachers, finding sociocultural context significantly influences TSE, with other factors influencing it. Choi and Mao (2021) demonstrated that PDME supports instructors in



building teacher self-efficacy in multicultural classrooms (TSMC) using data from 47 nations in the Teaching and Learning International Survey, which was conducted in 2018. Further research revealed that teacher classroom autonomy enhances the beneficial connection between PDME and TSMC. Dilekli and Tezci (2020) studied how teachers' self-efficacy beliefs for teaching change based on countries, genders, teaching fields, and professional seniority. They used the teachers' self-efficacy towards teaching thinking skills scale and analyzed the effects of country, gender, teaching field, and professional seniority on the scale. The findings showed that teachers' self-efficacy beliefs were high in all countries, except for gender and professional seniority.

Self-efficacy is greatly influenced by the social environment, which is characterized by elements like entrepreneurial culture, diversity perceptions, and professional development. In particular, a supportive culture, positive perceptions, and effective professional development programs all encourage college students' and teachers' increased self-efficacy.

#### **4.10. Relationship between cultural expectations and self-efficacy**

A few scholars have studied how cultural norms and values affect people's self-efficacy and motivation to learn in particular contexts (like a foreign language school).

Turner and Li (2021) examined the impact of Chinese culture on students' motivation, self-efficacy, willingness, and frequency for completing difficult public tasks like speaking English as a foreign language. They found that students' achievement motives were hierarchically related to their goals, and speaking self-efficacy and willingness to communicate were directly related to speaking frequency. The study highlighted the importance of cognitive hope and fear of shame in a competitive environment, providing insights into the power of these motives and goals.

In some circumstances, such as a foreign language school, where cognitive hope and fear of shame play essential roles in molding students' goals, speaking self-efficacy, and willingness to communicate, cultural norms and values strongly impact people's self-efficacy and drive to study.

Overall, the aforementioned studies demonstrated the profound influence of cross-cultural awareness on education, highlighting the necessity for students across all levels and disciplines to get a deeper comprehension of different cultures using a variety of techniques. The promotion of language competency, cultural knowledge, and intercultural communication abilities is achieved by incorporating cross-cultural awareness into language education. It was discovered that factors such as anxiety levels, past achievements, positive thinking, and peer evaluation, as well as cultural factors and the social environment, had an impact on people's self-efficacy in language learning. In general, the results indicate that an individual's cross-cultural awareness has a favorable impact on their cultural intelligence and adaptability. Furthermore, it indirectly affects their feeling of self-efficacy, leading to improved learning outcomes and academic achievement among students.

The literature mentioned above focuses on the effect of self-efficacy and cross-cultural awareness in education, although it has done so from many angles and areas.

The consistencies and differences between them are listed below.

#### **4.11. Consistency**

(1) The relationship between self-efficacy and cross-cultural awareness. The development of learners' cross-cultural communication abilities and adaptability aids in improving their sense of self-efficacy, and higher self-efficacy further encourages the growth of cross-cultural awareness.

(2) The importance of effective teaching methods in education for increasing self-efficacy and cross-cultural awareness. Students' cross-cultural awareness and knowledge are greatly improved by utilizing interactive cultural learning and encouraging critical thinking abilities, which raises their self-efficacy.

(3) The development of self-efficacy is influenced by cultural factors and the social environment. On learners' self-efficacy, cultural norms, values, social support, and professional development factors all play a significant role. To encourage the improvement of students' self-efficacy, educators should combine cultural understanding, foster a good learning environment, and offer social support.

#### **4.12. Difference**

(1) The research subjects are diverse. While other pieces of literature concentrate on the self-efficacy of teachers, others focus on the cross-cultural adaptation and self-efficacy of exchange and minority students.

(2) The research fields are different. The literature varies in its emphasis between the effect of self-efficacy and cross-cultural awareness, and the influence of self-efficacy on cross-cultural adaptation and the influence of cultural factors on learning self-efficacy.

(3) Different research methodologies exist. While some literatures employ quantitative research methods, others do so use qualitative research methods and mixed research methods. Additionally, different research methodologies may yield various research results.

In conclusion, the above literatures have examined the effect of cross-cultural awareness and self-efficacy and, to a certain extent, have come to a consensus, despite differences in research objects, domains, and methodologies. These results have the potential to improve the theoretical underpinnings of educational practice and increase the efficiency of both teaching and learning.

Following are the limitations of the aforementioned literature.

- 1) Limited sample size: Most studies only include data from a single nation or region, which leaves out information on the world's many cultural origins. Inadequate sample sizes make it impossible to accurately reflect group characteristics.
- 2) The study methodology emphasizes quantitative approaches: Quantitative research focuses on scale but falls short of extensively examining psychological dynamics. To make the underlying rationale clearer, more qualitative study is required.
- 3) Difficulty in valid cross-cultural validation of results: It is challenging to develop unified measurement standards for result comparison since cross-cultural studies'

quality differs widely.

- 4) Ignoring the more complex socio-cultural aspects of the setting for language development: Failing to thoroughly examine the impact of cultural interventions on various educational systems.
- 5) Lack of connection to real-world application: The research findings' applicability and worth to classroom instruction are not thoroughly examined.

In conclusion, to overcome current constraints, it is necessary to broaden the diversity of the sample, balance quantitative and qualitative approaches, standardize cross-cultural evaluation, consider environmental factors, and increase ties to education.

## **5. Discussion and analysis**

When it comes to studying cross-cultural awareness and self-efficacy, the aforementioned restrictions definitely exist, and they could have a significant impact on the findings of the study. Therefore, to acquire a more thorough understanding of the effect of cross-cultural awareness and self-efficacy, future research needs to pay greater attention to these constraints and try to address these problems.

Future research should diversify the selection of samples. The sample system can be built from the following dimensions by increasing the sample size across various nations and locations. The sample can include learners at various developmental levels depending on their age, including young children, elementary school students, secondary school students, college students, and advanced learners. At the level of educational background, all educational levels (elementary, middle, high school, vocational schools, etc.) and a variety of professional backgrounds can be represented in the sample. The sample can be expanded to include minority urban, rural, and remote locations as well as regions with various levels of economic growth at the level of geographical attributes. At the level of cultural traits, the sample can cover learners of different ethnic groups, religious beliefs, and language environments. At the level of individual attributes, the sample can cover people of different genders, family structures (single parent, intact, etc.) and economic backgrounds. The inclusion of the above detailed attributes of the sample is conducive to reflecting the problem from multiple perspectives and enhancing the generalizability of the study.

Other avenues to focus would be more on the application of qualitative research methods. First-hand information from students and educators from various cultural backgrounds is thoroughly gathered through the use of interviews, observations, case studies, and other qualitative methods, with the goal of not only understanding the performance characteristics of the variables in each cultural environment but, more importantly, revealing the specific environmental and social factors affecting the formation of the variables, so as to dig out the real rules of the internal evolution mechanism of these two important psychological variables in each culture, instead of quantitative research methods to produce more in-depth and thorough research results.

Researchers who are interested in this field can establish a stable transnational cooperation mechanism to develop a unified process and scale standardization system. The criteria should be optimized through cross-cultural tests and experts, and data analysis and comparison should be integrated with education in each country. Long-

term follow-up and continuous updating of research methodology will create a systematic framework for high-quality communication and feedback, addressing the difficulty of comparing results in cross-cultural research.

It is hoped that future research could begin by examining the more profound cultural implications of various educational systems' language learning environments. The field scenarios will be investigated using qualitative approaches, and the impact of cultural contexts on the development of language learners will be evaluated using quantitative analysis. At the same time, we review cultural paradigms and consider how they can improve cross-cultural language instruction. With this approach, we hope to address the gaps in previous studies on the cultural significance of language learning and provide a fresh, in-depth viewpoint on the subject.

As to increase practicality, research in advance should concentrate on transforming the findings into specific classroom designs for each subject and each stage of the curriculum. The purpose is to test the efficacy of the theoretical model in various settings, we need to run a pilot intercultural program with schools. The theoretical model can be regularly improved based on the pilots' feedback to create a tight research-practice loop. By merging the model with different cultural teaching approaches, we will also investigate its reference value in intercultural education. Additionally, it is crucial for research to analyze how various initiatives affect learning outcomes, reform policies and practices in-depth, and improve methods in order to advance education.

## **6. Conclusion**

The literature mentioned above explores the effect of self-efficacy and cross-cultural awareness. Self-efficacy and cross-cultural adaptability are influenced by a variety of factors, including cultural background, cultural intelligence, cultural environment and atmosphere, social environment, cultural expectations, learning motivation, gender disparities, and teacher effectiveness. The results are crucial for enhancing people's adaptability and self-efficacy and offer major evidence for understanding the effect of cross-cultural awareness and self-efficacy. Future studies can investigate how to foster people's cross-cultural adaptability and self-efficacy by examining the mechanisms and influencing factors of cross-cultural awareness and self-efficacy. Individuals' cross-cultural awareness and self-efficacy can really be improved by the provision of cross-cultural education and training, as well as through changing social environments and organizational cultures.

The preceding study offers valuable insights into English classroom instruction in terms of educator training programs, teaching methods and resource development, and policy recommendations. Initially, it is critical to propose training programs for educators to improve their understanding and application of self-efficacy and cross-cultural awareness theories. The training material might encompass methodologies for assessing the self-efficacy of students and developing instructional approaches that foster cross-cultural awareness. Providing English educators with cross-cultural awareness and self-efficacy training programs can enhance their teaching capabilities and quality in the English classroom. An enhanced comprehension of the varied cultural contexts and needs of students will empower educators to implement

instructional approaches and strategies that are more appropriate for the students. By developing their confidence and competence in addressing cross-cultural communication and teaching challenges, they will be better equipped to enhance students' learning outcomes. Furthermore, the implementation of a wide range of instructional approaches and the creation of pertinent educational materials within the English classroom are essential components in fostering cross-cultural awareness and self-efficacy among students. Engaging in role-playing, case studies, and group discussions can facilitate students' comprehension and appreciation of diverse values and perspectives within culturally significant settings. Additionally, the creation of individualized online learning modules, instructional videos, and cross-cultural teaching materials will furnish students with a more comprehensive array of learning resources, thereby bolstering their cross-cultural awareness and self-efficacy. Lastly, policymakers have the ability to suggest policy recommendations that would aid in the implementation of self-efficacy and cross-cultural awareness in English education. Educational institutions and schools may be obligated to furnish English educators with cross-cultural training and opportunities for professional development in order to enhance their pedagogical skills and cross-cultural teaching competencies. By ensuring that English curricula and teaching materials include cross-cultural content and by providing resources to support students' learning and development in cross-cultural environments, policymakers can also support the integration of cross-cultural education. In addition, policymakers have the ability to foster collaborations between educational institutions and foreign schools in order to facilitate international exchanges and the exchange of cross-cultural insights. Facilitating financial assistance and incentive schemes to encourage educators and students to engage in international exchange initiatives and cross-cultural activities can contribute to the development of their cross-cultural awareness and self-efficacy.

In conclusion, cross-cultural awareness and self-efficacy have substantial effects on English classroom instruction. By means of educator training programs, the development of teaching methods and resources, and policy recommendations, it is possible to improve the teaching and cross-cultural teaching capabilities of educators. Simultaneously, this support can foster students' cross-cultural awareness and self-efficacy, thereby equipping them with the necessary skills to navigate the challenges of a globalized environment.

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