

Research on Innovative Ways of College English Teaching Mode from the Perspective of Cross-cultural Communication

Wenhua Yu

Department of Foreign Languages, Shanghai Jianqiao College, Shanghai, 201306, China

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Abstract: Under the background of economic globalization and political multipolarization, exchanges and cooperation between countries have been continuously strengthened. In order to achieve the goal of cooperation better, it is necessary to realize effective communication on the basis of understanding each other's cultural background, which requires us to strengthen the cultivation of intercultural communication talents. As the main body of the new era, college students should not only understand their own culture, but also deeply understand foreign cultures, communicate with foreigners, and improve their intercultural communication ability in the process of communication. Mastering the ability of cross-cultural communication in an all-round way will help English majors in their future work. Therefore, it is also the most important thing to apply college English teaching forms to cross-cultural communication. This paper discusses the importance of cross-cultural communication, and analyzes how to reform the teaching mode of college English under the background of global cross-cultural communication, and then puts forward the methods and strategies for college students to improve and enhance their awareness of cross-cultural communication.

1. Introduction

Since the reform and opening up, China's social economy has developed rapidly. At the same time of unswervingly carrying out the policy of opening to the outside world, many high-quality and high-level talents trained by China have begun to go abroad and joined the multilingual cultural communication under the background of globalization [1]. At the same time, the university teaching mode of cultivating cross-border communication talents, especially the College English teaching mode, has attracted extensive attention from the academic circles and the public [2]. With the rapid development of information, people's cross-cultural communication has become more and more extensive. In the process of social communication, due to the existence of regional cultural differences, through continuous research, it is found that the important problem leading to cross-cultural communication is not the language barrier, but the differences between different cultures in different countries [3]. College English Teaching in China requires students to communicate with foreign friends, so that foreign friends can deeply understand Chinese culture and feel the charm of China. With the development of this teaching mode, a small number of universities in China have learned about cross-cultural communication and can also be applied to teaching [4]. The exchange of talents also marks that the cultural exchange between China and the world has risen to a new height, so it requires that China's College English teaching mode should be reformed according to the actual needs of the current social development, so as to promote the rapid development of China's cross-cultural exchange activities [5].

Since China's reform and opening up, social and economic development has made remarkable achievements, which has also attracted a large number of international friends to visit [6]. In order to facilitate the exchange of Chinese culture and development achievements among foreign friends, China has also cultivated and exchanged high-quality and professional talents in the field of education. With the exchange of talents, China has entered a new field of cross-cultural communication [7]. Then comes the thinking of the application of College English teaching mode in China. How to innovate the English teaching mode so that more talents can become the best in the field of cross-cultural communication has become the focus of attention of people from all

walks of life [8]. A comprehensive grasp of the ability of cross-cultural communication will help English Majors in their future work, so it is also the most important to explore the application of College English teaching forms to cross-cultural communication [9]. With the continuous improvement of the degree of opening to the outside world, the reform of College English teaching mode has aroused extensive social discussion. This paper discusses the importance of cross-cultural communication, and analyzes how to reform the teaching mode of College English in the context of global cross-cultural communication, and then puts forward some methods and strategies for college students to improve and enhance their awareness of cross-cultural communication.

2. The problems of intercultural communication in College English Teaching

2.1. Neglecting the role of culture in College English Teaching

As an important tool of cultural heritage, language has a close relationship with culture. Without the spread and exchange of language, culture is difficult to survive and develop. Without culture, language will lose the value and significance of existence. Therefore, we must attach great importance to the role of culture in English teaching. College teachers have introduced cross culture into English teaching mode, which has achieved certain results, but there are still some problems. Nowadays, in many college English teaching, due to the limitation of teaching time, teachers in the process of teaching, more is to impart theoretical knowledge, and reduce the time of oral communication training. In the process of learning, students have learned a lot of theoretical knowledge, but they can't use it. Some students are even afraid of speaking and face-to-face communication with people, which is contrary to our expectation. Although different countries have different languages, people can only use the same language in communication, so it is called language commonality. In face-to-face communication, it is generally oral communication, not too formalized, which is called language directness.

2.2. Lack of intercultural experience in College English Teaching

Communication between different countries will have different cultural backgrounds, which is called cultural differences. The fundamental reason for the lack of cross-cultural awareness in college English teaching in China at present is that the theory of cross-cultural communication can not be effectively applied to practice. At present, there are few or no researchers engaged in intercultural communication studies in English teaching departments of most universities in China. People who study cross-cultural communication are mainly distributed in comprehensive universities. Even so, few people can apply the research results to practical teaching, especially in college English teaching. Because different countries have different cultural backgrounds and different languages, if you want to learn a country's language well, you must first understand the country's culture, so as to carry out cross-cultural communication smoothly. In the final analysis, learning English means knowing and learning foreign cultures, understanding the similarities and differences between domestic and foreign cultures, respecting the cultures of different countries and communicating sincerely and amicably in the process of communication.

2.3. Lack of intercultural awareness in College English Teaching

If teachers of intercultural communicative English teaching have the experience of studying abroad and vividly show their experiences abroad to students, it will play an irreplaceable role for students to understand foreign cultural background and improve their intercultural communicative competence. It is the most effective way to increase the number of teaching achievements for English teachers to contact and train teaching methods and skills more often. However, the actual teaching situation is not ideal. At present, English teachers in most universities in China generally lack cross-cultural training. According to the survey data, most English teachers have never been exposed to the systematic training of cross-cultural communication theory. Although some English teachers have been exposed to cross-cultural communication theory, they cannot skillfully apply it to daily college English teaching. College English should not only cultivate students' basic abilities

such as listening, speaking, reading and writing, but also make students understand foreign cultures and foreign language environments. In order to carry out cross-cultural communication, students should not only learn traditional culture, but also observe foreigners' speaking habits and ways of thinking, so as to communicate better and achieve the effect of cross-cultural communication.

3. The construction of College English teaching model of intercultural communication

In the practical English cross-cultural teaching, learners can accumulate relevant language and cultural knowledge by learning English language and culture, and at the same time, they can complete basic communication when facing different communication groups. In addition, students can't stop thinking about their native language in the continuous learning process, explore the cultural connotation and development law in their language, and combine the two languages effectively to realize the integration of culture and culture. Although there are obvious advantages and disadvantages in cross-cultural communication mode, as a new teaching mode, it is feasible to implement it. For English learning, related cultural knowledge is one of the most important parts. Through continuous application of language and continuous understanding of culture, students can learn English better. In view of the current situation of English teaching in China, the basic goal we should set is to continuously cultivate students' language ability, oral English communication ability and cross-cultural communication methods.

In terms of language ability, learners should master the most basic knowledge of language, especially pronunciation, grammar and vocabulary, etc. In addition, learners should also have basic skills such as reading and writing and translation. The use of language provides students with practical opportunities. Through continuous practice, they can deepen their learning content and improve their application ability. In this process, students' cross-cultural awareness will be cultivated slowly, and they can make some ideological preparations for future English communication activities. Students' cross-cultural communication ability is trained through constant practice. The planning of intercultural communication activities and the management of cultural knowledge from different backgrounds are important differences between traditional college English teaching and intercultural college English teaching. Integrating cross-cultural foreign language teaching methods with cultural knowledge from different countries into domestic English textbooks can also have unexpected effects on domestic English learners [10]. Teachers should establish a correct view of teaching, clarify their responsibilities, and devote themselves to teaching with a positive attitude. On the basis of adhering to teaching principles, we should arrange teaching contents reasonably, guide students, teach students in accordance with their aptitude and form a reasonable and complete cognitive system. In order to strengthen students' cultural quality and reduce the obstacles to cross-cultural college English teaching due to differences in cultural backgrounds, teachers should encourage students to read more reading materials about cultural knowledge and famous books written by cultural experts in their spare time. To effectively improve students' cultural awareness, it is necessary to skillfully use various teaching materials to expand the knowledge content of books in the reading class of college English courses.

Communicative competence refers to the ability of learners to use basic knowledge of language reasonably to complete relevant communicative activities. Cross-cultural communicative competence exceeds a certain cultural atmosphere, so it requires relevant personnel to have certain flexibility and be able to realize their communicative competence in different cultural backgrounds and language environments. Communicative competence consists of three parts, as shown in Figure 1.

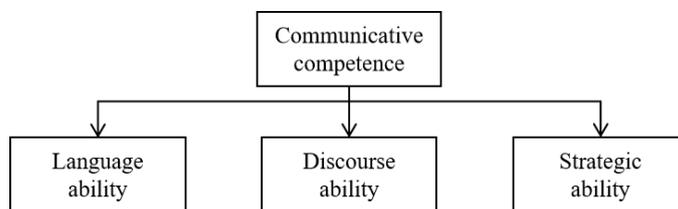


Figure 1 The composition of communicative competence

In actual classroom teaching, teachers should make clear the dominant position of students, and relevant teaching work should be carried out around students. In the practice of cross-cultural English teaching, the differences between students and their needs for English learning are considered in the teaching design process. Teachers who are already on the job should be trained regularly to improve their own cultural theory and enhance their intercultural teaching ability. Under the conditions, some teachers can be sent abroad for further study during the summer and winter vacations, or experienced foreign teachers can be introduced to guide students to conduct face-to-face practical exchanges on the basis of learning and mastering theories, so as to stimulate their interest in learning, improve their learning methods and improve their learning ability. Students should also realize that the study of cross-cultural knowledge is not only to cope with exams, but also to study and absorb the essence of foreign cultures. Teachers should also focus on strengthening the accumulation of students' language and cultural knowledge, bringing forth new ideas in teaching, gradually breaking away from the effect of negative transfer of Chinese mother tongue in the old ideas, and encouraging students to learn cultural knowledge from different countries and apply it skillfully to knowledge exchange.

4. Conclusions

Language is a tool for human communication, which can realize the communication activities between people in people's daily life. Under the background of cross-cultural communication, improving students' cross-cultural communication ability is an important goal of our cross-cultural English teaching. Teachers should innovate the mode of English teaching with the development of the times, so that students' learning efficiency can be significantly improved. On the premise that cross-cultural communication represents different social properties and economic backgrounds, people communicate in mutually acceptable languages according to their respective cultural backgrounds and language usage habits. Under the background of cross-cultural communication, college English teaching mode aims at cultivating students' cross-cultural communicative competence, and takes language teaching, cultural teaching and the cultivation of students' cross-cultural communicative competence as its main contents, which can organically integrate language teaching, communicative competence teaching and cultural teaching. English teaching under cross-cultural communication has become an important trend under the development of the times. Teachers should let students have a better understanding of English culture, so as to comprehensively cultivate students' intercultural communicative competence.

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