

The Research on the Way of Cultivating Communicative Awareness in English Teaching in Vocational Colleges from the Cross-cultural Perspective

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Keywords: Cross-cultural, Vocational Colleges, English Language Teaching, Communicative Awareness, Route.

Abstract: Under the background of increasingly frequent international exchanges, understanding the cultural differences between China and the West and cultivating cross-cultural communication talents have become the basic objectives of the current Chinese vocational education. Based on the analysis of the current situation of the cultivation of communicative awareness in English teaching in Vocational Colleges in China, this paper explores the feasibility of the cultivation of communicative awareness in English teaching in Vocational Colleges from the perspective of schools, enterprises and students, and then puts forward the corresponding cultivation paths, which are conducive to enhancing students' learning ability and improving their learning ability.

1. Research Background

1.1 Literature review

Under the background of economic globalization, the trend of cultural pluralism puts forward higher requirements for college English teaching. Chen Meimei pointed out that colleges and universities should not only pay attention to the improvement of students' basic English expression ability, but also need to cultivate students' intercultural communication ability. From the perspective of intercultural communication, reforming college English teaching mode is of great significance to the improvement of students' comprehensive ability (Chen,2014). Different from basic English teaching, business English teaching in technical colleges has both cultural and communicative characteristics. Cai Yan carries out in-depth research and Practice on English translation teaching in technical colleges from the perspective of cross-cultural awareness and ability cultivation, which is conducive to guiding students to cultivate comprehensive English applied talents (Cai,2017). By analyzing the current situation of College English teaching in China and combining the practical significance of intercultural communication, Liao Lixia puts forward a new English teaching mode from the perspective of intercultural communication, which can provide a reference for colleges and universities to cultivate more international talents (Liao,2016). Cai Xiao yan takes the teaching of interpretation for English majors as the main research object. By analyzing the conjunction between interpreting and the cultivation of cross-cultural awareness, he provides specific strategies for cultivating college students' communicative awareness in English teaching under the cross-cultural background (Cai,2010). Starting from the significance of cultivating intercultural communicative awareness, Wan Hong ni constructs a higher vocational English teaching model and puts forward specific ways to enhance students' intercultural awareness in this model, which is conducive to the realization of English teaching reform (Wan,2015).

1.2 Research purpose

Under the background of global economic integration, world cultural, political and economic exchanges are becoming more and more frequent (Luo,2014). As a common language among different countries, English plays an important role in international communication (Zhang,2018). However, it is difficult for the relevant personnel to improve their comprehensive abilities by simply mastering basic English skills. In practice, it is easy to create communication barriers and bring some trouble to international communication (Yu,2010). Therefore, mastering English-related

languages and fully understanding the cultural differences between different countries are the basic guarantee for relevant institutions to carry out international exchanges. The educational reform of China's vocational colleges integrates teaching, learning and doing, aiming at cultivating students' comprehensive vocational ability and providing applied talents for relevant enterprises and society. Vocational English education, as a necessary way to cultivate international communicative talents, plays an important role in the field of higher education. While mastering basic English skills, students can also understand the differences between different cultures, which can promote international communication more smoothly. Therefore, from the perspective of cross-culture, combined with the problems existing in the cultivation of communicative awareness in English teaching in Vocational Colleges in China, this paper puts forward the cultivation path of communicative awareness in English teaching in Vocational Colleges from the perspective of cross-culture, which is of great necessity for the smooth implementation of English teaching and the cultivation of comprehensive talents.

2. Current Situation of Cultivating Communicative Awareness in English Teaching of Vocational Colleges in China

The main target of cultivating communicative awareness in English teaching in Chinese vocational colleges is full-time students. In practical teaching, these students are mainly divided into non-English majors and English majors. As far as non-English majors are concerned, students show strong interest in English learning because of their choice of English majors, which increases the importance of schools to students. However, in the actual teaching process, there are widespread problems in the way schools and relevant teachers guide students' communicative awareness in English teaching in Vocational colleges, which leads to students' lack of interest in English learning and corresponding communicative awareness. In the process of learning, students lack subjective initiative in English learning, which leads to the uneven quality of English achievement and basic level, and generally not high, and the communicative consciousness cannot be better penetrated into students' thoughts. At the same time, in Vocational colleges, besides classroom time, students' application of English is relatively low in their daily life, and the frequency of application of relevant English knowledge is generally low, which greatly reduces students' enthusiasm for learning, and also reduces the cultivation effect of communicative awareness in Eng

At present, the environment of China's vocational colleges is not optimistic, and traditional equipment is still used for teaching. Some vocational colleges are not equipped with advanced English teaching equipment, only some basic equipment. Moreover, the teaching staff of English teaching is relatively scarce, and the overall development of colleges and universities is relatively backward, which cannot match the requirements of international cultural communication very well. In this environment, teachers in higher vocational colleges are not very enthusiastic in teaching, and their teaching tasks are very complicated. At the same time, the English teaching time set up in higher vocational colleges is relatively short, and the cultivation of communicative awareness only stays at the basic theoretical stage, which makes it difficult to fully mobilize students' enthusiasm for learning.

In order to ensure that the teaching teachers can meet the corresponding teaching requirements in a limited time, and to enable the students of higher vocational colleges to meet the students' test requirements for English, the corresponding teaching will be carried out in accordance with the relevant national teaching requirements. Teachers usually use lexical usage and vocabulary usage as teaching methods, which involve relatively little in the teaching and application of cross-cultural knowledge. As a result, the school seldom carries on the omni-directional communication consciousness training to the students, nor can it provide the students with professional training opportunities, nor can it improve the students' communication consciousness, which greatly hampers the students' initiative in learning to a certain extent.

3. The Feasibility of Cultivating Communicative Awareness in English Teaching in Vocational Colleges from a Cross-cultural Perspective

From a cross-cultural perspective, the relevant international countries have adopted advanced English teaching models and achieved good teaching results. Taking the United States as an example, aiming at cross-cultural theory, the United States has formulated the 21st Century Foreign Language Learning Goals. Among them, it involves culture, communication, comparison and connection. In the United States, the main goal of cultivating English cultural awareness is to enable students to understand the correlation between multiculturalism and traditional culture in different countries through cultural learning. As early as 2008, the National Association of Teaching in the United States conducted a comprehensive survey of the teaching objectives of relevant colleges and universities. It was found that the cultivation of communicative awareness in English teaching plays an important role in the cross-cultural perspective, which is conducive to the realization of communication between traditional and advanced cultures in the country, and the teaching mode has great reference value. From the perspective of schools, enterprises and students, this paper analyses the feasibility of cultivating communicative awareness in English teaching in Vocational Colleges from the perspective of cross-culture.

In terms of Vocational colleges, the Chinese Basic Requirements for English Course Teaching in Higher Vocational Education specifies in detail the main goal of English teaching in schools. It is to cultivate students' basic ability to use English, especially their ability of reading, writing and listening and speaking, and at the same time to improve students' awareness of cross-cultural communication. The goal clearly mentions the cultivation of intercultural communicative awareness. It should be carried out around English teaching, which is conducive to improving students' subjective initiative. However, in English teaching in Vocational colleges, there is relatively little cross-cultural content involved. Relevant courses pay more attention to students' application of English vocabulary and grammar. Typical integration of Chinese and Western cultures is rare. In English teaching in Vocational colleges, there are relatively few subjects related to the cultivation of cross-cultural communication awareness. Most of the courses focus on vocabulary, language and grammar, which do not reflect the differences between different cultures and greatly reduce the comprehensiveness of students' learning system. Therefore, combined with China's "Basic Requirements for English Course Teaching in Higher Vocational Education", it can solve the problems existing in the cultivation of communicative awareness in English teaching in Vocational colleges, improve students' English achievements, and at the same time, help to enhance students' comprehensive cultural literacy and communicative awareness.

On the enterprise side, with the continuous strengthening of China's comprehensive national strength, the exchanges between Chinese enterprises in the international market are increasing, and the internationalization of enterprises is becoming a new trend in the future. In this context, cross-cultural communication is a major link that enterprises must involve. Many posts set up by many enterprises need to have strong cross-cultural communication skills, such as sales, reception, foreign logistics and other posts, all need relevant personnel to have certain cross-cultural communication skills. The positions and basic products and services provided by enterprises are mainly to meet the international market demand. And the cross-cultural communication talents trained by vocational colleges are mainly to meet the needs of enterprises. In the actual teaching process, Chinese vocational colleges adhere to the basic principle of "work-study combination, ability-based". In the process of students' training, enterprises' needs are taken as the basic orientation, and applied talents with strong comprehensive abilities are trained for the society. English teaching has the characteristics of practicability and instrumentality. It can not only enable students to give clear language instruction, but also enhance students' cultural knowledge expression. From a cross-cultural perspective, the cultivation of communicative awareness in English teaching in vocational colleges can not only broaden students' international horizons, but also enable them to master diversified international communication skills, which is conducive to matching the needs of enterprises.

In terms of students, starting from the analysis of the learning characteristics of Vocational

College students, it is found that vocational college students do not have a solid grasp of English knowledge, and their overall level is relatively low. Moreover, in the actual teaching process, teachers' explanations of English grammar, vocabulary and listening cannot achieve good teaching results. However, the cultural differences between China and the world can effectively mobilize students' enthusiasm for learning and improve their cultural literacy and communication skills. No matter from which point of view, it is necessary and feasible to cultivate students' communicative awareness in English teaching in Vocational Colleges from a cross-cultural perspective.

4. The Way to Cultivate Communicative Awareness in English Teaching in Vocational Colleges from the Cross-cultural Perspective

4.1 Enhancing Students' Learning of Cross-cultural English

The cultivation of communicative awareness in English teaching in Higher Vocational Colleges requires students to study with an open, positive and correct attitude, which is conducive to incorporating cross-cultural knowledge into English teaching and improving students' understanding of cross-cultural knowledge. Specifically, the relevant educational institutions of Chinese higher vocational colleges should integrate American teaching ideas, optimize the corresponding teaching system, insert corresponding teaching contents and integrate the whole English teaching mode into more cross-cultural knowledge by drawing lessons from the application methods of American English teaching for cross-cultural knowledge. Higher students' interest in learning can also enable them to learn more cross-cultural knowledge and improve their interest in learning.

4.2 Enriching Communicative Awareness in English Teaching

Vocational colleges should cultivate students' communicative awareness in English teaching with diversified teaching methods. Teachers should get rid of the traditional single-book-based teaching mode, with the help of teacher-led teaching, student-assisted teaching methods, increase diversified cross-cultural knowledge, and use audio, pictures and video to teach in order to increase students' understanding of cross-cultural knowledge. Moreover, vocational colleges should regularly carry out corresponding lectures within schools to increase students' acceptance of cross-cultural knowledge and enhance students' interest in learning.

4.3 Enhancing the Teaching Environment of Cultivating Communicative Awareness in English Teaching

Higher vocational colleges should adopt the way of talent introduction to improve the teaching staff of English teaching. Moreover, through the design of teaching time, teachers should be properly arranged to study abroad. In addition, through the establishment of cooperation with relevant international teaching institutions, we employ qualified teachers to teach in our school. In practical teaching, students can feel different cultural differences, and then fully understand the connotation of cross-cultural knowledge. At the same time, relevant teaching institutions should analyze the types of books displayed in libraries, increase the number of books related to cross-cultural English knowledge, and encourage students to use their spare time to learn cross-cultural knowledge, so as to improve students' awareness of cross-cultural communication.

4.4. Improving English Teaching Courses

Vocational colleges should make use of elective courses to enable students to choose their own learning of cross-cultural knowledge. In practical teaching, the cross-cultural content involved in English compulsory courses is relatively limited, and there is a far gap between the students' understanding and the content. By designing and improving English teaching courses and adopting a teaching system combining compulsory courses with elective courses, relevant teaching institutions can maximize the supplement of English teaching content and promote the infiltration of cross-cultural knowledge into English teaching courses. By adopting two-way English teaching curriculum, students can not only master cultural knowledge, but also supplement relevant

knowledge content through elective courses, so as to maximize students' communicative awareness.

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