

On the Cultivation Mode of Non-English Majors' Intercultural Communication Competence: A Perspective of Holistic Education

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Abstract: Nowadays English has been a necessity in communication and cooperation between China and other countries all around the world. Moreover, intercultural communication competence in English learning is significant for talents of modern times. Within the framework of application-oriented talents training, this study tries to put forward the cultivation mode suitable for intercultural communication competence of non-English majors. This mode is based on the notion of holistic education. Then different aspects concerning the mode are introduced, including teaching objectives, teaching syllabus, teaching plan, teaching content, teaching methods and teaching procedures as well as assessment for the cultivation mode. Further examination and improvement will be needed for this mode in order to facilitate the cultivation of intercultural communication competence.

1. Introduction

English has been playing an essential role in building a Community of Shared Future for Mankind all around the world. It promotes the learning of advanced ideas and technologies from other countries and the transmission of the fine traditional Chinese culture, further strengthening the mutual communication and cooperation between China and other countries. According to the syllabus for College English, it is significant to cultivate students' intercultural communication competence which contributes to gaining better understanding in values, ways of thinking and so on. Accordingly, it tries to investigate the cultivation mode of non-English majors' intercultural communication competence from a perspective of holistic education.

2. Construction of the Cultivation Mode

As shown in Figure 1, the cultivation mode is composed of the following aspects.

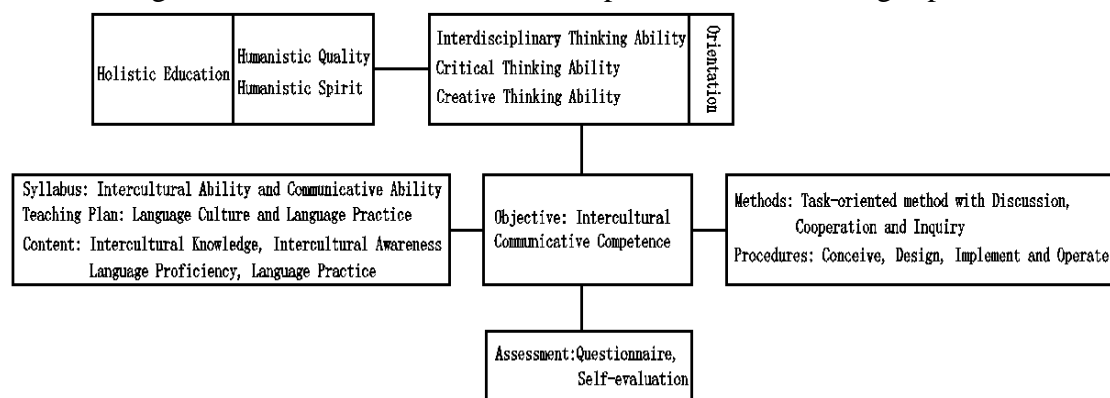


Figure 1 Cultivation Mode.

2.1. Theoretical Foundation

Chinese President Xi Jinping pointed out that we should give priority to developing education at the 19th National Congress of the Communist Party of China. What is more, our national education

aims to nurture a new generation of talents with all-rounded moral, intellectual, physical, and aesthetical development. It is in accordance with the notion of holistic education. As stated in Wen and Si(2018), the notion of holistic education is advocated by Ron Miller, which emphasizes whole-person development while paying specific attention to the cultivation of humanistic spirit and quality.

As for the humanistic spirit and quality, this mode is designed to cultivate interdisciplinary thinking ability, critical thinking ability as well as creative thinking ability. Furthermore, it mainly focuses on students' critical thinking ability. Specifically, they are supposed to be able to gain more understanding of the fine traditional Chinese culture, tell the right from the wrong and look at the differences in cultures and languages objectively.

2.2. Teaching Objectives

The course of College English is practical use oriented with the goal of college students' comprehensive ability, which will not only meet the requirements for national talents, but also make undergraduates qualified for what they strive for, such as further education, studying abroad, application for jobs after graduation and other options as well. The objective here is to focus on their intercultural communication competence while sticking to the cultivation of comprehensive ability. In other words, we still take full consideration into students' overall proficiency and meanwhile intercultural communication competence is regarded as the key component with the purpose of enhancing non-English majors' intercultural awareness and communicative ability. Thus, students will be able to communicate with others freely and effectively in life, study, social interaction or future jobs. There is no doubt that both nation and individuals can benefit a lot with intercultural communication competence.

2.3. Teaching Syllabus

On the basis of College English Curriculum Requirements, the teaching syllabus is formed with the concentration on intercultural communication competence. As adopted in Zhong et al (2013), intercultural communication competence can be divided into intercultural ability and communicative ability.

Intercultural ability further consists of intercultural knowledge and intercultural awareness, including understanding the historical, geographical, political, literary and economic similarities and differences between China and major English-speaking countries, distinctive contents in customs and basic necessities of life, and learning about the characteristics in moral ethics, values and ways of thinking. On the other hand, communicative ability is defined as the ability to express accurately and properly in English interaction, and make appropriate use of communicative strategies and skills, such as facial expressions and gestures.

Specifically, teaching syllabus is characterized by the integration of objectives and key and difficult points concerning intercultural communication. For example, the similarities and differences in medical treatment in the unit of "Medical Emergency" is set as key and difficult points for the cultivation of intercultural communication competence.

Accordingly, the teaching objectives of "enabling students to learn the main idea of the text and know the differences in medical treatment between China and western countries" and the relevant key and difficult points "to grasp the main idea and understand the differences in medical treatment between China and western countries" are designed in the lesson plan for the lead-in and introduction period for the topic of "Medical Emergency".

2.4. Teaching Plan

Within the framework of teaching scheme for non-English major undergraduates and application-oriented talents, intercultural communication competence is one of the key components. As a result, the original teaching materials concerning course nature and schedule remain unchanged. Instead, the teaching plan further integrates the cultivation of intercultural communication competence with English teaching and learning so as to help develop college students' intercultural communication competence and their comprehensive proficiency at the same

time. There are two parts for the teaching plan, namely language culture and language practice. Both teachers and students are required to play an active part in the classroom teaching and learning for the mutual objectives.

2.5. Teaching Content

Teaching content can be classified into four categories, namely intercultural knowledge, intercultural awareness, language proficiency and language practice (Table 1). Intercultural knowledge can be analyzed into three subsections, including high culture, popular culture, and deep culture, as adopted in Hu (1988). Specifically, high culture is related to different aspects of history, geography, politics, literature, economy, education, religion and diplomat. Popular culture means intercultural knowledge concerning manners and customs, basic necessities of life including clothing, food, housing and transportation, and interrelationship. Deep culture has something to do with national characteristics, such as moral ethics, values and ways of thinking.

Intercultural sensitivity and critical cultural awareness are involved in intercultural awareness. Language proficiency means non-English majors' comprehensive proficiency, mainly concerning listening, speaking, reading, writing and translation. Language practice refers to students' ability to communicate effectively with the help of some communicative strategies, such as facial expressions, gestures and paraphrase.

Table 1 Teaching Contents.

Intercultural Knowledge	High Culture	History, Geography, Politics, Literature, Economy, Education, Religion, Diplomat
	Popular Culture	Manners and Customs, Basic Necessities of Life, Interrelationship
	Deep Culture	Moral Ethics, Values and Ways of Thinking
Intercultural Awareness	Intercultural Sensitivity Critical Cultural Awareness	
Language Proficiency	Listening, Speaking, Reading, Writing and Translation	
Language Practice	Effective Communication with Communicative Strategies	

2.6. Teaching Methods

Task-based method emphasizes the principle of learning by doing, which is perfectly suitable for the undergoing learning of language culture and the training of language practice. Therefore, task-oriented method is adopted as the major teaching method. It is accompanied by the combination of other learning methods, including discussion, cooperation and inquiry. Inquiry method aims to arouse students' learning interest. Students will be trained to learn actively and think critically. In the meantime, Discussion and working as a team makes it possible for students to feel less stressed and more motivated. Besides, this method enables teachers work as facilitators, promoting learner-centered teaching and learning.

2.7. Teaching Procedures

Teaching procedures are conducted into four steps: conceive, design, implement and operation. An analysis of lead-in section of "Medical Emergency" is illustrated here as an example.

2.7.1. Conceive

Firstly, students are asked to think about some questions: (1) What should we do when we need to see a doctor? (2) How about that in western countries, such as US? Students are required to answer these questions with such expressions as "register, take temperature, take the medicine, have a check-up, make an appointment" as shown in Table 2.

Some terms such as American Red Cross and Heimlich maneuver are then introduced. While teachers are explaining terms including Heimlich maneuver and CPR (Cardiopulmonary Resuscitation), pictures together with videos are provided for their better understanding. Some of

the students are invited to share some information or knowledge on the topic of emergency, which they have learned by themselves during their previewing. Then questions and quiz will be used, and students are guided to learn about what is an emergency exactly. In this way students can have a thorough understanding of medical emergency, be equipped with expressions concerning emergency, making preparations for the following procedures.

Table 2 Materials for Conceive.

Topics	Expressions and Sentence Patterns
Answering the Questions	Register, Take temperature, Take the medicine, Have a check-up, Make an appointment You may queue up for registration or make an appointment in China. Only ... is feasible in the US.
Term learning	American Red Cross, Heimlich maneuver, CPR Position yourself behind the person, Reach your arms around his or her waist, Place your fist, Thumb side in, Grab the first tightly with your other hand, Pull your fist abruptly upward and inward, Force it from the windpipe
Situation for Medical Emergency	Bitten by a snake, Sprain one's ankle, Bleeding, Choking, Break one's arm, Traffic accident, Shocked by electricity, Not breathing, Sudden chest pain, Heart attack
Possible Solutions	Wash... with soap, Wrap bandage above..., Suck out the venom, Put ice on the ankle, Cut off the electricity For medical emergency, the telephone number will be ... in the US and ... in China. If someone chokes, it is necessary to.... For a conscious person who is sitting or standing,.... You may need to....

2.7.2. Design

The tasks for design are to make a comparison of seeing a doctor in China and western countries, and think about the question: what would you do if one of your family members or neighbors chokes one day?

Students are asked to create specific situation according to the above question. Two options are available for them: one is knowing little about emergency; the other having taken first-aid courses. They need to work in groups, and discuss about the situation and possible expressions for explaining how to solve the problem.

2.7.3. Implement

For the above two tasks, students are asked to cooperate and make a summary of seeing a doctor with comparison and contrast, and work in groups and analyze the situation and potential solutions through discussion.

2.7.4. Operate

After group work, students are encouraged to share their discussion results with the whole class. In addition, other groups will raise questions and make comments for the purpose of cultivating inquiry ability and critical thinking after the sharing. In this way, students are guided to master the key and difficult points for this period.

2.8. Assessment

Quantitative and qualitative assessments are combined for the above learning plan. On one hand, questionnaire related to the teaching content is conducted for quantitative assessment. On the other hand, qualitative data are collected when students take part in an interview.

3. Conclusion

With the background of application-oriented talents training, the mode of non-English majors' intercultural communication competence is proposed with holistic education as theoretical foundation. Moreover, the elaboration of teaching objectives, teaching syllabus, teaching plan, teaching content, teaching methods and teaching procedures as well as assessment are presented in details. Further examination and improvement will be needed for this cultivation mode, especially in the practical teaching and learning of intercultural communication competence.

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