

A Study of College English Curriculum Innovation from the Perspective of Cross-cultural Communication

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Abstract

With the acceleration of globalization, cross-cultural communication has become an indispensable part of people's daily life. Effective cross-cultural communication requires an in-depth understanding and mastery of language habits, values and social norms in different cultural backgrounds. However, for a long time, college English teaching in our country has always focused on the imparting of language knowledge, lacking in-depth discussion of cultural factors such as history, humanities, and folk customs of English-speaking countries, which often leads to misunderstandings and obstacles in cross-cultural communication among students. Therefore, strengthening cultural communication in college English teaching will help students understand and use English better, and improve their cross-cultural communication ability. This study focuses on the innovation and practice of college English teaching models in the context of cross-cultural communication. Through an in-depth analysis of the current college English teaching models, it is found that the traditional teaching models have limitations in cross-cultural communication, and cannot meet the needs of cultivating students' cross-cultural communicative competence under the background of globalization. Therefore, this study proposes a series of innovative college English teaching models aimed at improving students' cross-cultural awareness, cross-cultural communicative competence and comprehensive English use ability.

Keywords

Cross-cultural Communication, English Teaching, Cultural Confidence.

1. Introduction

In today's globalization, cross-cultural communication has become the main way of communication among countries. It is not only the dissemination of information, but also the exchange and collision of cultures. As an important base for cultivating international talents, college English curriculum plays a vital role in cross-cultural communication. However, there are many deficiencies in the traditional college English courses in terms of teaching content and teaching methods, which can not effectively meet the needs of cross-cultural communication. Therefore, this paper aims to explore the innovative ways of college English curriculum from the perspective of cross-cultural communication, so as to improve students' cross-cultural communicative competence[1].

2. The Relationship between Cross-cultural Communication and College English Teaching

English is a language, and the process of students learning English language is also a process of constantly accepting foreign cultures. Teachers should also take language as the starting point

in teaching, so that students can better contact with foreign cultures, make English language a link between cross-cultural environment, and gradually improve their ability. From the perspective of cross-cultural communication, language embodies culture, and language is also the entry point of culture. Teachers can make full use of some foreign journals and news to guide students to learn and understand different cultures. In college English teaching, students should be exposed to different cultures, guide students to learn different cultures, and make students accept the influence of culture more, so that students can better exert their abilities in the future employment. The goal of college English teaching is to cultivate students' intercultural communicative competence and to enable them to have a certain level of English literacy. Therefore, teachers should make students learn different cultures in their English learning.

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3. Current Situation of College English Teaching under Cross-cultural Communication

Language is the carrier of culture and an essential part of cultural tradition. Infiltrating Chinese excellent traditional culture into college English teaching can not only cultivate college students' interest in learning Chinese excellent culture, but also enable them to recognize the differences of different language and cultural backgrounds, cultivate cross-cultural awareness, improve cross-cultural communication competence, and promote college students' English expression ability. At the same time, it can also improve the ability of foreign languages to spread Chinese excellent traditional culture, realize the comprehensive dissemination of Chinese excellent traditional culture at the world level, realize the purpose of cultural integration, promote Chinese traditional culture to the world, and let more people understand Chinese culture. The effective integration of Chinese excellent traditional culture in English teaching can lead college students to understand the broad and profound Chinese culture, enhance their patriotic enthusiasm, improve their cross-cultural communication ability, increase their vocabulary about Chinese culture, and improve their learning efficiency; In addition, it can also guide college students to study and explore China.

In the process of traditional culture, strengthen national pride and cultivate patriotic enthusiasm; It can help the spread and promotion of China's excellent traditional culture in the world. However, the current college English teaching focuses on the teaching of language theory knowledge, and most of them are in the form of large classes, with a large number of people attending the class, so it is difficult to carry out effective teaching of traditional cultural knowledge. In terms of teaching content, emphasizing the explanation of the Western cultural background, ignoring the infiltration of Chinese culture, it is difficult for students to effectively train their ability to express Chinese culture, and it is difficult to improve their cross-cultural communication skills. College students trained by this teaching method often get high scores in English examinations, but it is difficult to carry out effective cross-cultural language communication. In college English teaching, the infiltration of Chinese excellent traditional culture has the following problems: in college English teaching, teachers lack the awareness of

cultural communication, lack of understanding of Chinese traditional culture, and do not meet the needs of modern English teaching; The teaching task is heavy, the teaching time is short, and it is difficult to effectively infiltrate Chinese traditional culture; At present college English textbooks seldom involve the content of Chinese traditional culture, so teachers have little room to exert themselves. In view of this situation, it is necessary to actively promote the reform of college English teaching, expand the scope of college English teaching, integrate Chinese excellent traditional culture in college English teaching, and promote the comprehensive dissemination of Chinese excellent traditional culture.

4. The Significance of Cultivating Cultural Confidence in College English Teaching

College students' cultural self-confidence is a complex and diverse topic, involving college students' identity, pride and sense of responsibility to their own culture. In the current context of globalization, cultural self-confidence is particularly important for college students. They actively absorb the essence of Chinese excellent traditional culture, respect and inherit revolutionary culture, and hold a high degree of value judgment and attitude recognition for socialist culture with Chinese characteristics. This kind of cultural self-confidence is not only reflected in their ideology, but also in their daily behaviors, such as actively participating in cultural activities and spreading positive energy. However, there are also some challenges and problems in the situation of college students' cultural self-confidence [2, 3]. Under the impact of globalization, foreign cultures have had a certain impact on college students' values, and some college students may have vague or misunderstood cognition of traditional culture and revolutionary culture. In addition, with the popularization of the Internet, various cultural trends of thought and information converge, which also brings challenges to the cultural self-confidence of college students.

In order to enhance the cultural self-confidence of college students, the school has also taken a series of measures. For example, strengthen cultural education, let college students have a deeper understanding and understanding of their own culture through classroom teaching, cultural activities and other forms; At the same time, it also pays attention to cultivating the critical thinking of college students, so that they can keep a clear mind and stick to cultural self-confidence under the impact of multiculturalism.

Under the current strategic background of Chinese culture going out, it is the bounden duty of contemporary college students to spread the excellent traditional culture of our country. The English subject has a very good function of cultural output, and the cultural knowledge contained in the subject provides feasibility for the integration of traditional culture. Through the integration of Chinese traditional culture, the current situation of lack of mother tongue culture in traditional English teaching can be changed, so that students can accept the influence of Chinese traditional culture, and no longer just immerse themselves in British and American culture. Let students compare Chinese traditional culture with British and American culture through the essence of language, and through in-depth thinking, they can find the charm of traditional culture, obtain cultural consciousness, and gradually improve cultural literacy.

5. Promote the External Dissemination of China's traditional culture

In the context of the current global economic integration, the scope of exchanges between countries has been expanding, and the level of exchanges has also been deepening. Soft power with culture as its main content has also become an important aspect of a country's comprehensive national strength. Driven by the wave of multicultural exchanges, strengthening cultural self-confidence is not only the foundation of my country's traditional cultural innovation, but also an important basis for my country's traditional culture to go to the

world[4]. In the external communication of Chinese traditional culture, the state, local governments and non-governmental organizations are sparing no effort to innovate communication forms and strive to expand the international influence of Chinese traditional culture. Contemporary college students are the undertakers and practitioners of cultural communication, and should bear the heavy responsibility to show the charm of our traditional culture to the world. English is an international common language, and its status as an international common language will not change in the short term. Using English to spread culture is an important way for Chinese traditional culture to spread overseas. Therefore, it is necessary to appropriately integrate more traditional Chinese culture content into English teaching, so that students can perceive traditional culture, appreciate the charm of traditional culture, identify with traditional culture, and strengthen cultural self-confidence. Only when students have more extensive and deeper self-confidence in our traditional culture can they be active and equal in the cultural exchanges between China and the West, and can they use English as a language tool to publicize the material and spiritual culture of our traditional culture and promote the external dissemination of our traditional culture.

6. The Innovative Model of College English Teaching under Cross-cultural Communication

6.1. Innovation of teaching content

The teaching content can be roughly divided into two aspects, namely English culture teaching and cross-cultural communicative competence teaching. In the context of cross-cultural communication, the content of college English teaching should focus on the integration of cultural elements. Teachers can help students understand the differences and similarities between different cultures and cultivate their cross-cultural awareness and sensitivity by introducing the cultural background, historical traditions and social customs of English-speaking countries. Culture teaching refers to the teaching of some English cultures, different folk cultures, and the politics and economy of Western countries in English learning. It can allow students to watch some foreign movies and TV programs, feel different cultural customs, and recommend students to read English articles and read foreign journals. The process of reading foreign journals is also a process of English culture penetration. Students can learn favorable experiences and lessons from it to learn English better. At the same time, teachers can also combine current affairs, politics and social hotspots to guide students to pay attention to global issues and cultivate their international vision and critical thinking. In college English teaching, current affairs, politics and social hotspots are not only the material for language learning, but also an important way to cultivate students' cross-cultural awareness and international communication ability. Teachers can introduce the current international situation, social phenomena and hot topics into the classroom, and guide students to think deeply and understand views and positions in different cultural backgrounds through discussions, analysis, debates and other forms. For example, teachers can select some news events related to international relations, let students discuss them in groups, analyze the interests of all parties and the cultural factors behind them, and cultivate their dialectical thinking and international understanding ability. In addition, teachers can also use modern teaching technology, such as multimedia teaching and network resources, to present students with more vivid and intuitive current affairs, politics and social hotspots. Through videos, pictures, articles and other forms, teachers can help students understand the cultural traditions, social systems and values of different countries, guide them to recognize cultural differences in comparison, and cultivate their respect and understanding of multiculturalism[5]. In this way, teachers can not only enrich the teaching content, improve students' learning interest and participation, but also help students establish correct world outlook and values, and cultivate their international vision and

critical thinking. This is of great significance for improving students' cross-cultural communication skills and comprehensive language literacy, and also lays a solid foundation for them to play an important role on the international stage in the future.

6.2. Innovation in teaching methods

The traditional college English teaching model is often dominated by teachers and lacks the active participation and interaction of students. In order to continuously improve the quality of college English teaching under the background of cross-cultural communication, teachers need to integrate the educational concept of cultivating people by virtue into the reform of teaching methods, so that teaching methods are rich and colorful and time-sensitive, and meet the requirements of college English teaching reform in the new era. For example, teachers can flexibly use micro-class teaching methods with the help of network mobile platforms. By collecting short stories, social phenomena and other materials related to foreign cultures, students can browse, download and store online on mobile phones and tablets, so that they can learn English knowledge at any time and feel the charm of English culture more conveniently. Compared with traditional teaching methods, micro-classes are not only rich in content, prominent in focus, compact in time, and convenient to browse, but also break the shackles of traditional teaching models, helping students use fragmented time to learn independently on mobile platforms, and improve through micro-classes Self-learning ability, so as to continuously deepen the understanding and perception of multiculturalism.

In addition, teachers can also adopt the teaching method of group cooperation. According to the actual situation of the students, reasonable division of study groups, encourage students to read the text in the group, and to discuss the problems in reading comprehension. Then, each group can summarize the unsolved problems, stimulate students' English thinking in a problem-oriented way, and lay the foundation for in-depth analysis of cultural connotations. At the same time, English learning groups can also use the mobile network platform to strengthen communication and cooperation, break the time and space constraints, and improve the efficiency of English cooperative learning. A good study group can build an ecosystem of cross-cultural communication, stimulate cultural sparks through mutual help, questioning and reflection among members, and improve the effect of English learning. In this process, teachers should give timely guidance and flexibly adjust the members of each group, so as to give full play to the advantages of cooperative learning and make college English teaching more effective.

6.3. Innovation in teaching evaluation

The traditional assessment of college English teaching often only focuses on students' language knowledge and neglects their cross-cultural communication ability. Under the cross-cultural communication, teaching evaluation should pay more attention to students' comprehensive quality and practical application ability. Teachers can evaluate students' cross-cultural communication ability by observing their performance in classroom discussion, role-playing and other activities, as well as their actual performance in cross-cultural communication. At the same time, teachers can also adopt diversified evaluation methods, such as students' self-evaluation and mutual evaluation, so as to reflect students' learning achievements and progress more comprehensively. Teachers can communicate and discuss more with students about teaching methods and teaching evaluation in college English teaching, so that students can gradually improve their English application ability and practical ability, and more importantly, students' cross-cultural communication ability, and cultivate students' English literacy. In English teaching, teachers should discuss cross-cultural communication with students, so that students can have a correct view of English learning and have a certain degree of English cultural competence.

6.4. Improving teachers' cross-cultural teaching skills

Teachers' traditional cultural accomplishment plays an important role in the cultivation of students' cultural self-confidence. Therefore, as an English teacher, in addition to mastering the professional English teaching ability, they also need to have profound traditional cultural literacy, so as to effectively impart knowledge and help students better convey their cultural feelings in English. Schools should actively build a platform for the development of teachers' cultural ability, and create more learning opportunities for teachers by strengthening exchanges and cooperation with other institutions and organizing on-campus training, so as to broaden their traditional cultural vision and accumulate cultural knowledge teaching experience[6]. In college English teaching, teachers should skillfully integrate traditional cultural knowledge into the classroom, so that students can appreciate the charm of culture in language learning. At the same time, individual teachers should actively use books, Internet and other resources to carry out self-study, understand the essence of our traditional culture from a deeper level, cultivate super-language awareness, and pay attention to the inheritance and development of traditional culture. They can make use of their English language advantages to compare and analyze the differences and commonalities between Chinese and Western cultures from an interdisciplinary perspective, so as to promote the interaction between language and culture in the classroom[7]. In addition, teachers should also reflect after class, examine whether their classroom teaching has achieved the preset teaching goals, whether the integration of traditional culture has stimulated students' interest, whether phased teaching has achieved the expected results, and what needs to be improved, and formulate corresponding improvement measures. At the same time, record good teaching log, for the future optimization of teaching design to provide valuable reference.

7. Conclusion

This study probes into the innovation of college English teaching models in the context of cross-cultural communication. Through the examination and reflection of the existing teaching models, a series of innovative teaching strategies and methods are put forward. In the course of the research, we find that cross-cultural communication requires students not only to have a solid language foundation, but also to have profound cultural understanding and cross-cultural communication skills. In addition, this study also emphasizes the key role of teachers in the innovation of teaching models. Teachers need to constantly update their teaching concepts, improve their cross-cultural teaching ability, and guide students to actively participate in cross-cultural communication activities, so as to cultivate students' international vision and cross-cultural communication skills. In general, this study provides useful reference for the innovation of college English teaching model, and helps to promote the reform of college English teaching and cultivate more high-quality talents with international competitiveness. However, we also realize that the innovation of college English teaching mode under cross-cultural communication still faces many challenges, such as the imbalance of teaching resources and the handling of individual differences among students. Therefore, future research needs to pay more attention to these issues and explore more perfect teaching models and strategies.

Acknowledgements

I would like to express my heartfelt gratitude to all those who have supported and helped me throughout the process of completing this thesis. I am deeply grateful to my brother, Dr. Dong, China University of Mining and Technology (Beijing) for their invaluable guidance and support. His expertise, patience, and dedication have been instrumental in shaping this research and bringing it to fruition. His critical feedback and suggestions have helped me refine my ideas and improve the quality of my work immensely. I would also like to acknowledge the authors whose

works I have referenced in this thesis. Their research has greatly influenced my understanding of the topic and provided valuable insights that have enriched my own work.

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