

# *Research on College English Teaching Reform from the Perspective of Cross-Cultural Communication*

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**Abstract:** Culture is the mother of language, and effective language communication is completed in the context of cultural mother. Communicating in a foreign language is a cross-cultural communication behavior. English curriculum and teaching should lay a good foundation for improving students' communicative competence under the multicultural background. Therefore, cultivating students' intercultural communicative competence has become a new goal in foreign language teaching in senior high schools. In recent years, with the continuous development of sociolinguistics, cross-cultural communication and pragmatics, people realize that college English teaching can not be limited to the teaching of language system, and the position and role of cultural teaching in college English teaching have been paid more and more attention, and related research has also emerged in large numbers. However, the content and mode of culture teaching in college English teaching are still being explored. Many words contain rich cultural connotations and cross-cultural knowledge, which need to be discovered and sorted out by teachers themselves and taught to students through effective vocabulary teaching methods. This study is based on the theories of vocabulary teaching and constructivism to explore the methods and strategies of cultivating intercultural communicative competence in college students' vocabulary teaching. It aims to improve students' interest in learning vocabulary and cultivate their intercultural communication ability.

## **1. Introduction**

People from different cultural backgrounds cannot avoid cultural differences when engaging in communication[1]. In today's era, the cultivation of intercultural communicative competence has become a basic teaching goal in the process of foreign language teaching[2]. However, compared with language knowledge and skills, intercultural communication teaching appears fragmented and weak in most English teaching classes. When talking about this, most English teachers can list many reasons, such as the lack of original materials, the uncertainty of teaching content, and the lack of operable teaching methods[3].

Indeed, when we consider the teaching goal of cultivating language learners' awareness of cross-cultural communication and improving their communicative competence, cross-cultural teaching is a shortcoming in the whole English teaching practice. There are still many shortcomings in our intercultural communication teaching in senior high school[4]. Direct method is completely aimed at the disadvantages of grammar translation method. The main teaching principle of the direct

method is derived from the analogy between children's learning English and adults' learning a foreign language. Direct legalists are convinced that teaching adults a foreign language according to the rules of children's language learning will have a good effect. They have made remarkable achievements in teaching living languages, especially in cultivating oral English ability[5]. The fact that the direct method attaches importance to phonetic teaching is one of the driving forces to promote the development of theoretical phonetics. Of course, the direct method also has defects. It exaggerates the similarities between children's acquisition of mother tongue and adults' learning of foreign languages, but ignores the differences between them. Emphasis on the improvement of students' oral English, ignoring students' Chinese accomplishment; Too much emphasis on language skills and neglect of cultural factors lead to students' lack of intercultural communication ability. In order to complete the classroom teaching task and achieve the teaching goal, teachers must integrate a lot of intercultural communication knowledge into middle school English teaching in a limited time, while it is difficult for students to understand and accept all the intercultural communication knowledge in a relatively short time. Therefore, in this traditional classroom teaching mode, it is difficult for students to achieve effective cross-cultural communication learning[6].

With the increasing frequency of international exchanges, cultural differences and cultural adaptation in the process of cross-national language communication have become increasingly prominent, which in turn stimulate people to reflect on the internal relationship between language and culture[7]. Of course, the listening and speaking method also has some defects: too much attention is paid to mechanical practice and rote memorization, and the cultivation of language ability and communicative ability is ignored; Too much attention is paid to the structural form of language, while the content and meaning of language are ignored; Pay too much attention to spoken language and despise written language; Ignoring cultural factors leads to students' lack of socio-cultural ability and intercultural communication ability[8].

Some groundbreaking studies have provided theoretical basis and reference for future research. With the data and results in these studies, we can make greater contributions to future research.

## **2. College English Teaching System in Cross-Cultural Communication**

### **2.1 Cultivate Language Communication Ability Based on Cross-Cultural Literacy**

After nearly 10 years of English study in primary and secondary schools, students have mastered certain language knowledge and language application ability, and when it comes to college English teaching, they should begin to systematically enter the English teaching stage with British and American cultural knowledge and cultural experience as the background. In this sense, the goal of college English teaching is to cultivate students' language communicative competence with certain cross-cultural literacy[9]. College English teaching at this stage still aims at cultivating students' language communicative competence, but this kind of language communicative competence emphasizes the cultural foundation and literacy of cross-language understanding, so as to make language communicative competence more practical and effective. Scholars from various countries have made fruitful achievements in the study of intercultural communication[10]. In its early stage, intercultural communication was banished to the edge of theory by a few traditional academic research schools, and was considered not to have the value of theoretical research. Therefore, the cultivation of cultural literacy and comprehensive quality in foreign language teaching is just empty talk. At most, teachers can only rely on their own understanding and experience, occasionally introduce some sporadic cultural knowledge to students in a limited range, and organize simple classroom activities. Most of these cultural teaching activities are too simple, far from the real sense of cultural teaching. The result is that students' cultural skills and intercultural communication ability are far lower than their language ability. If the former college English teaching is basically a

simple language ability learning dimension, it should be consciously integrated into a cultural teaching dimension now. Its ideal goal is to achieve a reasonable integration of language content and cultural content. As shown in Table 1.

Table 1 English Teaching in Cross-Cultural Communication

Language dimension	Cultural dimension
Language awareness	Cultural awareness
language knowledge	Cultural knowledge
Language use	Cultural Interpretation

Based on this, the determination of teaching content mainly considers the following aspects: First, the systematic and ladder nature of cultural knowledge. Cultural themes and related cultural contents should be reasonably organized according to daily life, social life and cultural values, and different learning stages should be considered. Each lesson can focus on a cultural theme and accommodate different language materials and learning tasks. Secondly, the diversity of language materials, including the diversity of language and cultural scenes, the diversity of styles and so on.

Four aspects of content structure should be considered, namely, the structure of cultural content at different learning stages, the content structure of different cultural themes, the content structure under the same theme, and the content structure between language materials, language knowledge, and learning tasks.

## 2.2 Cross-Cultural Communication

People from different cultural backgrounds often engage in various cross-cultural communication behaviors. Sometimes the two sides of the communication have a heart-to-heart verbal conversation, sometimes a verbal exchange of words, sometimes a nonverbal exchange of expressions and gestures. The effects of these communicative behaviors are often different. Communication is a process of exchanging information and giving it meaning. The effect of communication depends on the extent to which both parties have given the same meaning to the information exchanged, that is, the extent to which misunderstandings can be eliminated. Misunderstanding certainly exists, and successful communicators will try to minimize it. Therefore, the effect of communication is not whether we understand each other's meaning and express our own meaning, but how much we share information and reduce misunderstanding. The difficulties that students often encounter when reading English original works come from three aspects: language (vocabulary, syntax level, etc.), literary appreciation ability (understanding of the laws of literary creation) and cultural background. The interaction between readers and text depends on their familiarity with the culture presented in the text. Teachers should make full use of the importance of cultural interpretation in text analysis and reading, and pay special attention to the teaching of reading literary works.

A country's literature constitutes a bridge leading to its culture, and literary works contain rich cultural contents, where language forms and cultural contents are perfectly combined. Effective communication refers to the communication in which the information receiver can understand the intention of the information sender and make appropriate feedback in any context. Of course, this mutual understanding is only relative, and we can say that understanding is a minimized misunderstanding. The effectiveness of communication is closely related to similar meaning interpretation, that is, whether the two sides have made quite similar interpretations of the same information. Successful communication means that both sides understand each other, but mutual understanding does not mean that both sides reach an agreement. Although the two sides have achieved mutual understanding, it is possible to reach an agreement and maintain differences. When

you know more about a certain culture, the original clear impression in your mind will become blurred again. A series of colors with rich levels will appear in the original black-and-white field of vision, and learners will feel suddenly enlightened. What they know is just the tip of the iceberg. In the initial stage of cultural learning, the establishment of stereotypes is particularly important, and in the in-depth stage, the breaking of stereotypes is particularly important. Although collectivism in Chinese traditional culture has its negative effect in history, it has practical significance and value to strengthen national cohesion and curb selfish behavior if it is adjusted under the new historical conditions. With people's in-depth understanding of individualism and collectivism, the effectiveness of cross-cultural communication will be higher and higher.

### 3. Research Conclusion and Analysis

#### 3.1 The Influence of Multimedia-Assisted English Intercultural Communication Teaching on Students' English Learning Achievement

In the whole process of teaching and research, the courseware used by researchers is the main teaching medium. In addition, video teaching and web-based teaching methods are auxiliary teaching methods. Of course, it is unrealistic to completely separate different teaching methods. For example, when I make courseware, I use network information content as courseware content. For example, when we study the chapter of intercultural communication and time, the researcher will edit and play the video about the understanding and response of Westerners to time. At the same time, the researcher will make the content of the treatment of cultural differences between China and the West into teaching courseware to show the learners through the network and other resources.

Chart 2 shows the performance data of pre-test and post-test We can clearly see many changes from the research data. Multimedia-assisted English cross-cultural communication teaching method is more effective than traditional teaching methods in improving academic performance.

Table 2 Comparison of Two Test Results

Classes	Pre-test		Post-test		Through specific growth rate
	Average score	Passing rate	Average score	Passing rate	
Experimental class	72.5	75%	80	83%	8.8%
Control panel	72.7	77%	74.3	80%	3

Compared with the traditional classroom teaching method, the multimedia assisted English intercultural communication teaching method has brought fresh breath to classroom teaching. Because of the extensive use of text, audio, charts, pictures, cartoons and movies, the combination of classroom activities and classroom communication has been realized. Therefore, classroom teaching activities have become both vivid and lively, stimulating students' interest and attracting the attention of sketching. Multimedia cultural learning materials stimulate students' listening, speaking, reading, writing and understanding organs. The students of Class A are personally exposed to the real cultural environment, thus gaining the greatest knowledge of cross-cultural communication. Because of this learning method, students' learning efficiency has been greatly improved, and the learning effect has also been improved accordingly. Most students are tired of the traditional classroom culture teaching mode for a long time, and hope that a new teaching and learning mode will emerge. Students also believe that if the intercultural communication teaching materials are displayed in a multimedia environment, then these intercultural communication teaching materials are fresh and vivid for them.

### 3.2 Enlightenment and Suggestions

By comparing the results of the two groups of teaching objects after receiving the English intercultural communication course, it is found that the students in the experimental class who receive the multimedia-assisted English intercultural communication course have made considerable progress in their academic performance compared with the students who receive the English cultural teaching course in the traditional classroom. The results of a questionnaire survey among the students in the experimental class show that most of them hold a positive and optimistic attitude towards multimedia-assisted English intercultural communication teaching. Some students said that their learning in the multimedia-assisted English intercultural communication teaching class did not meet their expectations, and thought that multimedia-assisted English intercultural communication teaching was time-consuming and inefficient in many aspects. They think there are several reasons for this. First, the lag and paralysis of multimedia equipment make the teaching process unable to connect fluently, which will affect the students' concentration on the teaching content in class and the teachers' explanation of the teaching content. Secondly, some students said that because they had learned some cultural knowledge in the traditional teaching process, they could not integrate well into the new classroom teaching activities.

Simulate cultural situations in teaching methods and try role playing, such as drama performance, court debate, daily life scene simulation, etc. In the aspect of writing teaching, it explains the cultural awareness and characteristics behind writing according to the different types of personal writing, official writing and academic writing. There are great differences between Chinese culture and British and American culture in personal writing, official writing and academic writing. For example, personal emotional attitude, value trend and expression style will be reflected in personal writing, system mode and management mode will be reflected in official document writing, and cognitive characteristics, analysis angle and thinking mode will be reflected in paper writing. In addition, too much presentation and stimulation limit students' thinking activities. They pay more attention to the content presented on the electronic screen. Therefore, when teachers need to make multimedia courseware to assist classroom teaching, teachers should know what kind of multimedia teaching means should be used in each specific teaching step, which is more important than just using multimedia courseware to replace blackboard and chalk. The ultimate goal of English teaching is to improve students' communicative ability in real life, which requires teachers to design teaching with this goal as the general principle of teaching, to effectively integrate multimedia teaching into language teaching activities, to promote teacher-student interaction and student-student interaction, and to use multimedia learning resources as a useful complement to teaching. In other words, language and culture are not acquired by education, but by students through their own learning with the help of their teachers. Therefore, teachers need to create a warm and popular environment, which will promote students to participate immediately and ensure that they are provided with correct direction and structural support.

### 4. Conclusions

Traditional foreign language teaching attaches importance to language knowledge and language skills, and ignores cultural factors. In the past 170 years, with the maturity of linguistic theory, language learning theory and other disciplines such as psychology, sociology, anthropology and pedagogy, various schools of language teaching methods have emerged, and there are no less than 20 more systematic teaching methods. It requires teachers not only to improve their cultural literacy and intercultural communication ability, but also to understand the new language and culture teaching concepts, master the language and culture teaching methods, and strive to achieve the organic combination of language teaching and culture teaching. Taking English teaching as an

example, today's intercultural communicative English teaching is a brand-new teaching concept. English teaching circles have regarded whether to incorporate cross-cultural communication into English teaching content as one of the main signs that distinguish traditional English teaching from modern English teaching. The construction of this teaching model is also a process of reflecting on the current situation of foreign language teaching in China, re-understanding the theory of foreign language teaching method, and absorbing the research results of cross-cultural communication and cultural teaching experience abroad. The process of improving one's awareness and level of cultural teaching.

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