

Evaluation of Cross-cultural Awareness in Interactive English Second Language Teaching

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Abstract: This study mainly explored how to enhance students' cross-cultural awareness in interactive English second language teaching. Through data analysis and questionnaire survey, this article proposed a complete set of teaching methods and strategies, including enabling students to understand values, etiquette, customs, etc. in different cultural backgrounds, and strengthening students' cross-cultural communication abilities through communication practice activities. After investigation and verification, participants believed that cross-cultural communication is helpful for the development of English learning (69.3%) and can improve language expression ability (39.8%). These teaching methods and strategies have effectively improved students' cross-cultural awareness and communication skills.

1. Introduction

With the deepening of globalization, English has become one of the most important communication languages worldwide, and cross-cultural awareness has become an increasingly important aspect in English communication. However, due to the excessive emphasis on language skills and the neglect of cross-cultural awareness training in English education, many English learners have encountered many difficulties in international communication. Therefore, how to effectively enhance students' cross-cultural awareness in interactive English second language teaching has become an urgent problem to be solved.

In recent years, interactive English teaching has become increasingly popular in foreign language education. There are many theories related to the study of interactive English second language teaching and cross-cultural awareness. For example, some experts believe that the ultimate goal of English teaching is to cultivate students' English communication skills [1-2]. Some scholars have emphasized the important influence and importance of cross-cultural awareness, as well as the important role of students' cross-cultural awareness development [3-4]. In addition, some scholars have analyzed the foundation of cross-cultural communication awareness and continue to study the important relationship between cross-cultural awareness and English teaching. The focus is on how to cultivate students' cross-cultural awareness in English courses [5-6]. The interactive method emphasizes communication, interaction, and collaboration between teachers and students, as well as between students. This method creates a more attractive and effective learning environment, and also helps students cultivate cross-cultural awareness.

The main content of this article includes the following aspects: the concept and definition of cross-cultural awareness, as well as its importance in interactive English teaching, conducting in-depth exploration of values, etiquette, customs, etc. in different cultural backgrounds, developing students' cross-cultural communication skills, and strengthening students' cross-cultural communication skills through practical communication activities. The main innovation of this study lies in the development of cross-cultural awareness teaching methods suitable for interactive English second language teaching, which to some extent solve the problem of neglecting cross-cultural awareness training in traditional English education.

2. Cross Cultural Awareness Evaluation of Interactive English

2.1. Interactive English

Interactive English second language teaching refers to the use of English as a medium of communication to promote interaction between students and teachers, as well as between students, in order to achieve the effect of improving English language proficiency [7]. In this teaching model, cultural factors, communication strategies, and cross-cultural awareness are all indispensable elements. This article would analyze from three aspects: culture, methods, and characteristics, as shown in Figure 1:

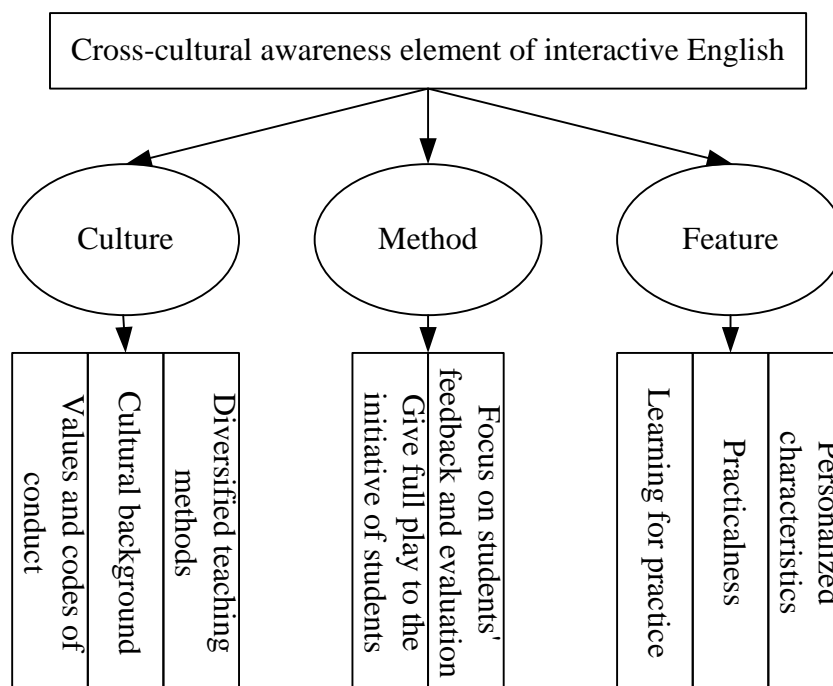


Figure 1: Cross-cultural awareness element of interactive English

In terms of culture, students need to understand the values and behavioral norms of different countries in order to effectively communicate. Secondly, in teaching, teachers should make full use of students' cultural backgrounds and encourage them to incorporate their own cultural elements when using English, in order to improve their learning interest and language expression ability. Finally, in interactive English second language teaching, cultural factors can also help students understand the cultural connotations in the language, thereby better mastering language knowledge [8].

Teaching methods are another important component of interactive English second language

teaching. Firstly, teachers should adopt diverse teaching methods to meet the needs of different students. For example, using various forms such as role-playing, conversational dialogue, and group discussions. Secondly, teachers should fully leverage students' initiative and creativity, encourage them to use their own language materials for interaction, and improve their language proficiency. Finally, teachers should pay attention to students' feedback and evaluation, and provide appropriate guidance and evaluation of students' performance during the interaction process, helping them overcome their shortcomings, develop their strengths, and improve learning outcomes [9].

Interactive English second language teaching also has the following characteristics. Firstly, it is a teaching model that advocates for "applying what is learned". In interaction, students not only need to master basic language knowledge, but more importantly, they need to develop their language application ability and exercise practical communication skills. Secondly, it is a teaching model with strong practicality. During the interaction process, students need to play different roles and simulate different scenarios to make learning more practical and effective. Finally, interactive English second language teaching also has strong personalized characteristics. In interaction, each student has the opportunity to showcase their strengths and characteristics, in order to better meet personalized learning needs [10].

In short, culture, methods and characteristics, as well as cross-cultural awareness, are indispensable elements in interactive English second language teaching. In daily teaching, teachers should make full use of these elements to guide and cultivate students, in order to help them better master English language skills.

2.2 Cross-cultural Awareness in English Learning

Crosscultural awareness is an important aspect of language learning, especially when learning English. English is a global language used in a wide range of social, cultural, and professional environments. Therefore, learning English also requires understanding different cultural perspectives and practices [11-12]. Interactive English teaching can provide students with opportunities to cultivate cross-cultural awareness by exposing them to different cultures, customs, and traditions. Cross-cultural awareness also plays an important role in interactive English second language teaching [13-14]. Firstly, it can help students realize the differences between different cultures, especially in communication, thereby avoiding communication barriers caused by cultural misunderstandings. Secondly, cross-cultural awareness can inspire students' cognitive abilities and help them understand and master language knowledge from a broader perspective. Finally, the role of cross-cultural awareness lies in promoting students' global perspective, strengthening their tolerance and understanding of multiculturalism, and thus better adapting to the social background of globalization [15].

One method of cultivating cross-cultural awareness in interactive English teaching is to use authentic materials. Teachers can choose a range of materials, such as videos, magazine articles, and podcasts from different English speaking countries, to expose students to various accents, idioms, and cultural customs. By listening to different accents and types of English, students can learn to understand and communicate with people from different cultures, which is crucial in today's interconnected world [16]. In addition, interactive English teaching provides opportunities for cross-cultural communication. Teachers can arrange activities for students to discuss cultural issues or solve language problems in pairs or groups. For example, when discussing British education or the British monarchy, students can engage in debates or role plays to develop an understanding of different cultural perspectives [17]. It can also help improve critical thinking skills and empathy for people from different backgrounds. Interactive English teaching can help improve students' understanding of cultural differences in communication styles. For example, students may find that

in some cultures, direct communication and confidence are valued, while in other cultures, indirect communication and politeness are more popular. This understanding is particularly important for those planning to study or work in English speaking countries. Finally, interactive English teaching helps cultivate appreciation for cultural diversity. As students learn about different cultures, they become more open, accepting and respecting different perspectives [18]. They can also be more interested in learning languages and cultures outside of themselves, which can promote their personal and professional growth and enrich their lives.

In short, interactive English teaching has many benefits for language education, including cultivating cross-cultural awareness. This method provides students with authentic materials, encourages cross-cultural communication, enhances cultural sensitivity, and actively influences students' attitudes towards diversity. A more interactive classroom environment helps deepen learning and better understand other languages and cultures, which is crucial in today's globalized world [19].

2.3 Communicative Approach and Second Language

In the era of globalization, the development of internet transportation has promoted the exchange and integration of nations and cultures. Therefore, cross-cultural communication and second language teaching are undoubtedly more important than ever before. Through the analysis of cross-cultural communication and second language teaching, this article can see that there is an inseparable connection between the two [20]. In English teaching, the cultivation of cross-cultural awareness is very important, as it requires understanding the differences between different cultures and mastering cultural communication skills. In this way, better communication effects can be achieved in cross-cultural communication.

The communicative approach is an important theoretical foundation in cross-cultural communication and second language teaching. Language is an important means of human communication, and cross-cultural communication and second language teaching are both due to the diversity of human language activities. Cross cultural communication is the interaction between different cultures, while second language teaching is a teaching activity aimed at non native speakers learning languages. There is a close relationship between cross-cultural communication and second language teaching. This article analyzes the relationship between the two from the perspective of communicative approach and explores methods for cultivating cross-cultural awareness in English teaching. In order to explore the relationship between interactive learning and cross-cultural awareness cultivation, the correlation coefficient between one variable b and multiple other variables a is measured. The regression function is obtained through linear combination:

$$\hat{b} = \hat{\alpha}_0 + \hat{\alpha}_1 A_1 + \dots + \hat{\alpha}_l A_l \quad (1)$$

The correlation coefficient is used for calculation:

$$C(A, B) = \frac{\sum (a - \bar{a})(b - \bar{b})}{\sqrt{\sum (a - \bar{a})^2 (b - \bar{b})^2}} \quad (2)$$

Among them, \bar{a} and \bar{b} are the average values of the indicator samples. The complex correlation coefficient is expressed as:

$$F = \frac{\sum (b - \bar{b})(\hat{b} - \bar{b})}{\sqrt{\sum (b - \bar{b})^2 (\hat{b} - \bar{b})^2}} \quad (3)$$

The biggest difference between cross-cultural communication and second language teaching is that the former needs to address cultural differences, while the latter needs to address language differences. The theory of communicative approach points out that communicative learning is an extension of linguistics, which is the study of the basic patterns, laws, principles, and strategies of human language communication behavior. Language is an important branch and means of human communication, and language is not the only challenge. Proficiency in language alone cannot meet the needs of multiculturalism. Cross cultural communication is also a process of communication and understanding between different cultures. It is necessary to understand the differences between different cultures, such as history, values, customs, and habits, in order to better communicate and cooperate. The purpose of second language teaching is to enable learners to master a non native language. In the classroom teaching process, in addition to imparting language knowledge, emphasis should also be placed on cultivating cross-cultural communication skills. For example, learners need to learn to use language appropriately and understand local cultural customs and values under the guidance of teachers in order to communicate freely in different cultural environments. Therefore, cross-cultural communication is essential in second language teaching.

In English teaching, cultivating cross-cultural awareness, understanding cross-cultural differences, cultural characteristics, and cultural communication skills are all very important. Learning English not only requires learning the basic knowledge of the language, but also understanding the cultural environment in which English is spoken, including the social customs, etiquette, and cultural background of English speaking countries. Students should not only understand the cultural characteristics of their own country, but also understand the cultural characteristics of English speaking countries, in order to improve their cultural literacy and cross-cultural communication skills. Students also need to learn about the differences between different cultures. For example, there is a significant cultural difference between the UK and the US, where the British place more emphasis on politeness and formality, while the Americans are more direct and open. When communicating, it is important to respect their different cultural backgrounds and not simply impose one's own cultural views on them. Cultural communication is one of the important aspects for students to master English. Students need to learn the meaning of behavior in different cultures, such as their profession, social status, and ways of interacting with others. In cross-cultural communication, students also need to pay attention to appropriate words and actions, respect and tolerance for differences between different cultures, which are all abilities that need to be developed.

3. Evaluation of Interactive English Cross-cultural Awareness

3.1. Evaluation Purpose

In second language teaching, cross-cultural communication is a very important way of learning. The purpose of this study is to provide a new approach to English learning for second language teaching. In interactive foreign languages, students can obtain the necessary information through listening, speaking, and reading. This learning mode can not only help teachers understand students' understanding and mastery of knowledge points, but also improve the effectiveness of communication between teachers and students. At the same time, it is also conducive to cultivating cross-cultural awareness and emotional attitudes and values.

In the process of cultivating cross-cultural awareness, teachers should guide students to understand the language differences and humanistic emotions between different countries and ethnic groups, and also pay attention to training students in cross-cultural communication skills and communication skills. In second language teaching, cultivating students' cross-cultural awareness is a very important aspect that must be taken seriously. By educating English learners on relevant

knowledge and skills, it helps them better understand and master some basic concepts. The goal of English teaching is to increase students' learning and understanding of Western culture. Therefore, in the teaching process, teachers can enhance communication skills between teachers and students through some language environments.

3.2. Investigation and Evaluation

The questionnaire design includes participants' background information and English cross-cultural awareness questions. The specific questions are designed as follows: gender, age, country of origin, mother tongue, have you ever traveled or lived in a country different from your mother tongue, and have you ever communicated with people from a country different from your mother tongue? Do you think English is an important tool for cross-cultural communication (Q1)? What problems do people from different cultural backgrounds face in English communication (Q2)? When communicating with people from different cultural backgrounds, do you consider their cultural background (Q3)? What language or cultural barriers have you encountered in cross-cultural communication (Q4)? What politeness and cultural differences should be noted in English cross-cultural communication (Q5)? Have you ever felt that cultural differences can affect the quality of communication when communicating with people from different cultural backgrounds (Q6)? Have you ever heard of some vocabulary and language expressions in English that have different understandings in different cultural backgrounds (Q7)? Have you ever been misunderstood by people due to cultural differences, or have you ever misunderstood the words used by others (Q8)? What skills and abilities need to be utilized in cross-cultural communication in English (Q9)? How does cross-cultural communication help the development of English learning (Q10)?

This survey was conducted through a questionnaire survey. The questionnaire was published on social media platforms, and after four days of data collection, a total of 1634 questionnaires were received. After data cleaning, 1000 valid samples were determined.

3.3. Interactive English Second Language Teaching

In second language teaching, teachers can cultivate students' language and cultural knowledge in various ways. In second language teaching, students' learning interest and autonomy are important influencing factors. Therefore, teachers should guide students to construct meaningful English knowledge. In teaching, there is an interactive relationship between students and teachers. Interactivity emphasizes the existence of mutual communication between teachers and students. From the perspective of second language acquisition, there are significant differences in language proficiency among students at different levels. During the learning process, it is necessary to pay attention to differences in thinking patterns and cultural differences.

This article adopts a combination of data analysis and questionnaire survey methods. Firstly, the concept, definition, and importance of cross-cultural awareness in education were analyzed through data analysis. Then, through investigation, people would understand different students' perceptions of cross-cultural awareness and their views on traditional English teaching models. Finally, based on data analysis and questionnaire survey results, a cross-cultural awareness teaching method suitable for interactive English second language teaching was developed.

4. Cross-cultural Awareness Survey Results Related to English Learning

4.1. Participant Background Information

Table 1: Participant Background Information

Indicators	Proportion (%)
Female	57.8
Male	42.2
18~35 years old	72.9
Beyond 35 years old	27.1
Asian	63.7
European and American	27.5
English is the Mother Tongue	35.3
Travel in a non-native language country	56.5
Communicate with people from different cultural backgrounds	89.6

As shown in Table 1, 57.8% of participants were female and 42.2% were male. The age distribution was mainly concentrated between the ages of 18 and 35, accounting for 72.9% of the total population. The participants were mostly Asian, accounting for 63.7% of the total number. The distribution of mother tongue was relatively balanced, with English as the mother tongue accounting for the highest proportion, reaching 35.3%. The proportion of people who have traveled or lived in a country different from their mother tongue was 56.5%. The proportion of participants who have communicated with people from different cultural backgrounds was 89.6%.

4.2. Cross-cultural Awareness in English Teaching

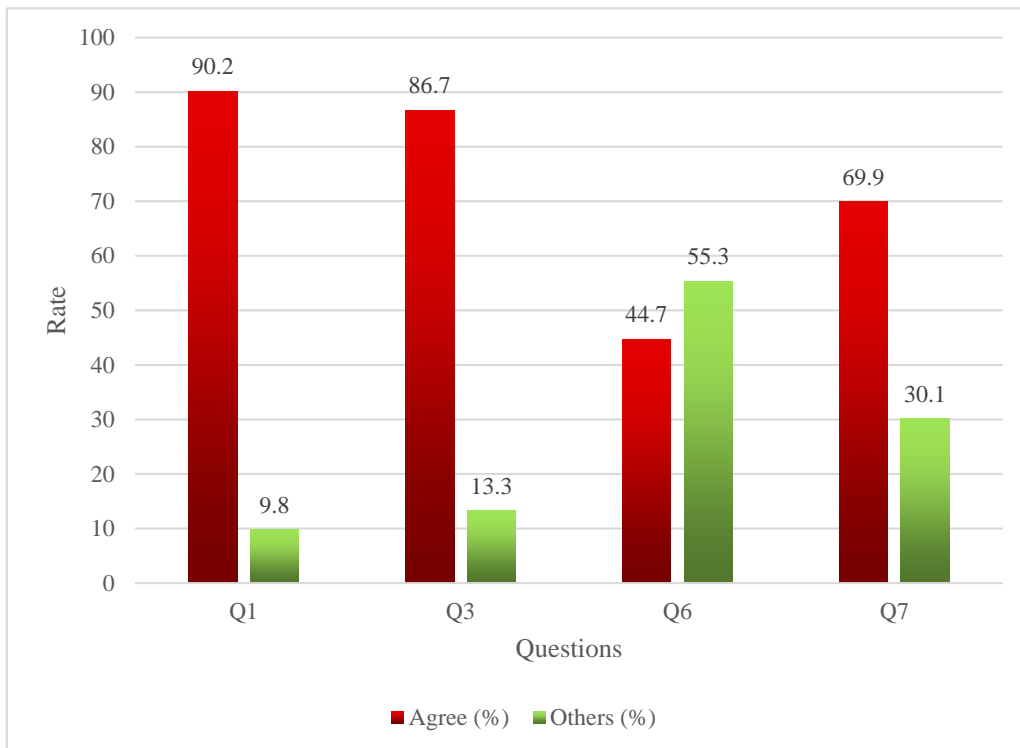


Figure 2: The importance of English teaching in Cross-cultural awareness

As shown in Figure 2, 90.2% of participants believe that English is an important tool for cross-cultural communication. When communicating with people from different cultural backgrounds, 86.7% of participants consider each other's cultural background. When communicating with people from different cultural backgrounds, 44.7% of participants felt that cultural differences would affect the quality of communication. 69.9% of participants have heard that there are some vocabulary and language expressions in English that have different understandings in different cultural backgrounds.

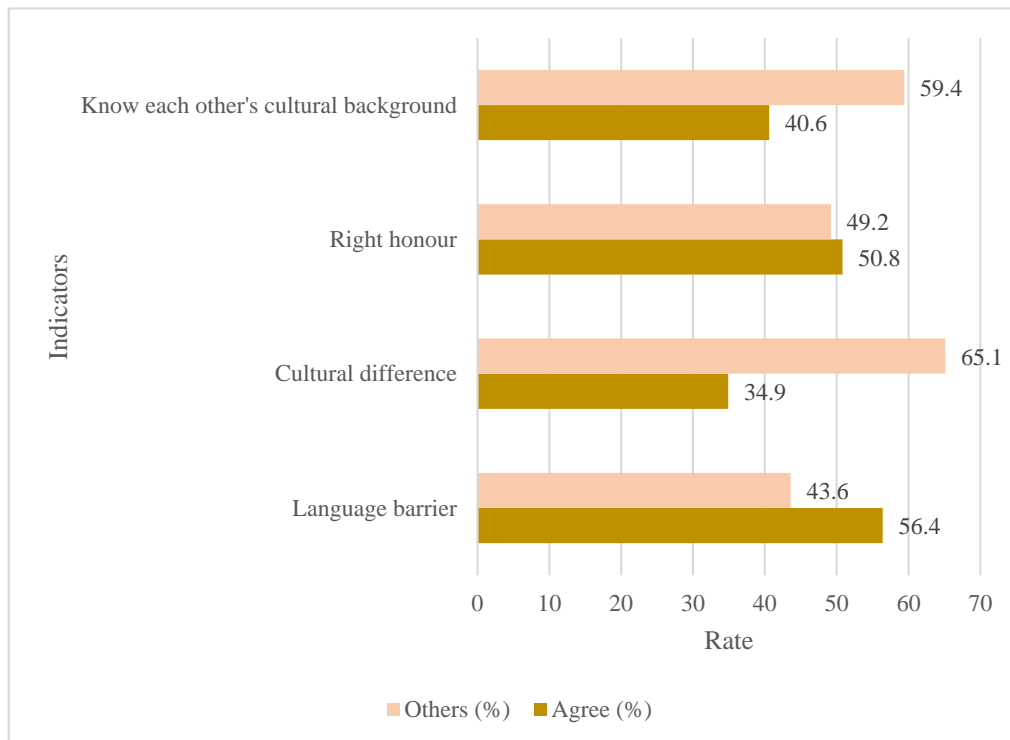


Figure 3: Cross-cultural issues and differences

As shown in Figure 3, the main language or cultural barriers encountered by participants include pronunciation, accent, and contextual comprehension issues. In cross-cultural communication, participants identified language barriers as the biggest issue (56.4%), followed by cultural differences (34.9%). The politeness and cultural differences that need to be noted in English cross-cultural communication mainly include using appropriate honorific language (50.8%), understanding the other party's cultural background (40.6%), etc.

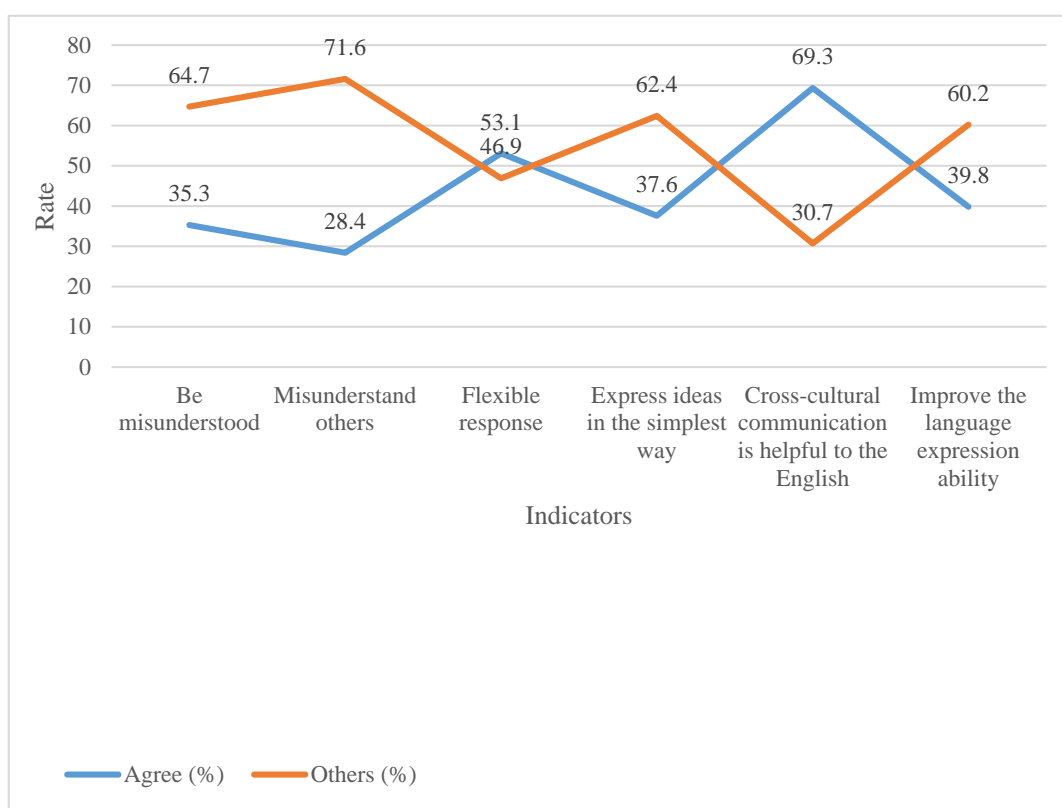


Figure 4: The English learning methods and uses of cross-cultural communication

As shown in Figure 4, 35.3% of participants have been misunderstood due to cultural differences, and 28.4% of participants have misunderstood others' words. The skills and abilities that need to be developed in cross-cultural communication in English mainly include flexible response (53.1%), expressing ideas in the simplest way (37.6%), etc.

Through this survey, it can be seen that cross-cultural awareness in English has become a concern for many people. Participants generally recognized the importance of English in cross-cultural communication, and fully considered the other party's cultural background in actual communication, and were able to flexibly cope with language and cultural barriers. However, there are still some participants who face certain difficulties in cross-cultural communication and need to be strengthened and improved. Therefore, it is recommended to encourage people to participate more in English cross-cultural communication and strengthen the cultivation and improvement of cross-cultural communication and communication skills.

5. Conclusions

This study proposed a complete set of interactive English second language cross-cultural awareness teaching methods through data analysis and questionnaire survey. After experimental verification, these methods can effectively improve students' cross-cultural awareness and communication skills, providing new ideas and methods for the development of English education. This was mainly achieved through the following methods: exploring the definition and teaching value of cross-cultural awareness, analyzing the shortcomings of current cross-cultural awareness teaching methods, developing cross-cultural awareness teaching methods suitable for interactive English second language teaching, and verifying the effectiveness of these teaching methods through experiments. This article provided a new application field for the existing cross-cultural awareness theory, and provided a set of highly targeted and operable interactive teaching methods

for cross-cultural awareness in English as a second language. This has positive significance for improving the quality of English education and promoting the process of globalization.

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