

# *Exploring the Application of Deep Integration of Theoretical System in University English Language Teaching under the Background of Cross cultural Communication*

Tan Yue

*Shanxi University of Electronic Science and Technology, Linfen, Shanxi, 041000, China*

**Keywords:** Theoretical system; English Language Teaching; Deep integration; Intercultural communication; ELT reform

**Abstract:** This article aims to explore the deep integration of English Language Teaching (ELT) theory system, especially its practical application in university ELT. By systematically analyzing the mainstream ELT theories and their characteristics, this article puts forward the integration strategy of cross-cultural communication theory and other ELT theories, and constructs the corresponding theoretical framework. This article adopts a variety of research methods to ensure the comprehensiveness and scientificity of the research. The results show that the deep integration teaching model can effectively improve students' comprehensive English application ability and cross-cultural communication ability, which is of great significance to improve students' comprehensive quality and international competitiveness. In the future, university ELT will pay more attention to the cultivation of cross-cultural communicative competence, and the theoretical system of ELT will continue to develop and improve to meet the educational needs of globalization.

## **1. Introduction**

With the deepening of globalization and increasingly frequent international exchanges, intercultural communication ability has become an indispensable basic quality in modern society [1]. Under the background of globalization, not only the communication in business, politics, science and technology needs cross-cultural communication ability, but also the education field faces the same challenge [2]. As an important place to cultivate future social elites, colleges and universities should not only pay attention to the teaching of language knowledge, but also pay attention to the cultivation of students' intercultural communication ability [3-4]. Therefore, this study aims to explore how university ELT can better meet the needs of cross-cultural communication and improve students' comprehensive quality under the trend of globalization.

The integration of ELT theory system is a hot topic in ELT research in recent years [5]. With the development of linguistics, pedagogy, psychology and other related disciplines, the theoretical system of ELT is constantly enriched and improved [6]. How to effectively integrate different teaching theories and form an ELT system with China characteristics is one of the important tasks

of current ELT research [7]. At present, many scholars have tried to discuss the integration of ELT theory system from different angles, and have achieved certain research results [8]. However, most of these studies pay attention to theoretical discussion, but not enough attention to practical application.

At present, university ELT faces both challenges and opportunities under the background of globalization [9]. The challenge is mainly reflected in the need to constantly update the instructional content, instructional methods and assessment system to meet the needs of globalization; The opportunity is to promote ELT reform and improve instructional quality by introducing new instructional concepts and methods. This study will combine the actual situation of ELT in colleges and universities, analyze the challenges and opportunities currently faced, and provide theoretical support and practical guidance for ELT reform.

## **2. Cross-cultural communication theory and university ELT**

### **2.1. Overview of cross-cultural communication theory**

Cross-cultural communication refers to the communicative behavior between people from different cultural backgrounds. It involves the differences and blending of language, culture, values, beliefs, customs and other aspects [10]. Under the background of globalization, intercultural communication ability has become a key factor for the success of individuals and organizations. It requires individuals not only to have good language communication skills, but also to have sensitivity and adaptability to different cultures, to understand and respect cultural differences, and to communicate effectively across cultures.

In the study of cross-cultural communication, many theoretical models have been formed, among which the most famous ones are:

(1) Cultural dimension model: This model was put forward by Hofstede, a Dutch scholar, and attributed cultural differences to several main dimensions, such as power distance, individualism and collectivism, masculinity and femininity, which helps people to understand and explain the differences between different cultures.

(2) Cultural adaptation model: This model focuses on the adaptation process of individuals in cross-cultural environment, including cultural shock, cultural adaptation and cultural integration, and emphasizes the psychological changes and behavioral adjustments of individuals in the process of adaptation.

(3) Face negotiation theory: This theory was put forward by Brown and Joseph Richmond Levenson, emphasizing the importance of maintaining face in cross-cultural communication and how to achieve face balance through negotiation.

### **2.2. Analysis of the current situation of university ELT**

At present, the ELT system in colleges and universities generally aims at cultivating students' English language ability, and the curriculum covers English listening, speaking, reading, writing and translation. However, under the background of globalization, only cultivating students' language skills can no longer meet the needs of society. University ELT needs to pay more attention to cultivating students' intercultural communication ability, so that they can communicate effectively in a cross-cultural environment. Although most college students' English language ability has been improved to some extent, there are still some shortcomings in cross-cultural communication ability. The analysis of college students' lack of intercultural communication ability is shown in Figure 1.

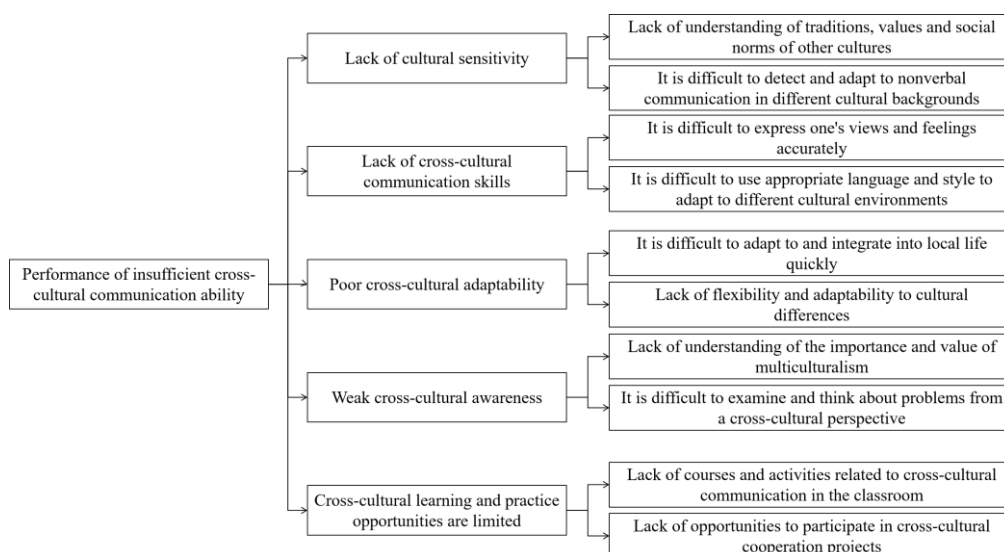


Figure 1: Performance of insufficient cross-cultural communication ability

When communicating with people from different cultural backgrounds, many students often have misunderstandings and conflicts due to their lack of knowledge and understanding of related cultures. Therefore, university ELT needs to pay more attention to cultivating students' cross-cultural communicative competence, so that they can better adapt to the globalized society.

### 2.3. The necessity of intercultural communication theory in university ELT

Under the background of globalization, improving students' intercultural communication ability has become one of the important tasks of university ELT. Only with the ability of cross-cultural communication can students better adapt to the globalized society and communicate effectively with people from different cultural backgrounds. At the same time, improving students' intercultural communication ability is also helpful to cultivate students' international vision and global awareness, and lay a solid foundation for their future development.

In order to integrate the theory of intercultural communication into university ELT, the following integration paths can be adopted:

(1) Curriculum reform: Add courses or modules related to cross-cultural communication in the curriculum, such as introduction to cross-cultural communication and cultural comparison, so that students can systematically learn the theory of cross-cultural communication.

(2) Instructional method innovation: Using case analysis, role-playing, simulated negotiation and other instructional methods, students can experience the process of cross-cultural communication in practice and deepen their understanding of cross-cultural communication theory.

(3) Textbook compilation and updating: Add the contents and cases related to cross-cultural communication in the textbook, so that students can learn the characteristics and differences of different cultures while learning language knowledge.

(4) Teacher training and upgrading: Strengthen the cross-cultural communication training for English teachers, improve their cross-cultural communication ability and teaching level, so that they can better integrate cross-cultural communication theory into teaching.

### 3. Exploration on the deep integration of ELT theory system

#### 3.1. The diversity of ELT theory system

The theoretical system of ELT is a pluralistic and developing field, covering many schools and theoretical models. These theories have their own characteristics and provide different perspectives and methods for ELT. Mainstream ELT theories include but are not limited to the following:

(1) Grammar translation method: This theory emphasizes the study of grammar and vocabulary, and strengthens students' understanding of language rules through translation exercises. Its characteristic lies in paying attention to the systematization and accuracy of language knowledge.

(2) Direct method: Direct method advocates learning language through direct communication and practical application, and avoids using mother tongue for translation. It emphasizes the directness and practicability of language learning, which is helpful to improve students' oral and listening ability.

(3) Communicative Approach: Communicative Approach aims at cultivating students' communicative competence and pays attention to the practical use of language and communication effect. It emphasizes the authenticity and interactivity of language learning and encourages students to practice language in a real context.

(4) Task-based instructional method: Task-based instructional method promotes students' language learning by completing various tasks, emphasizing students' language practice and communication in the process of completing tasks. This method is helpful to cultivate students' autonomous learning ability and cooperative spirit.

These theories have their own emphases, but they also have some complementarities. In actual teaching, we can integrate different teaching theories according to the specific instructional objectives and students' needs to form a more comprehensive and effective ELT system.

#### 3.2. Construction and application of the theoretical framework of deep integration

In order to realize the deep integration of ELT theory system, it is necessary to construct a framework that integrates cross-cultural communication theory with other ELT theories. The characteristics that this framework should have are shown in Figure 2.

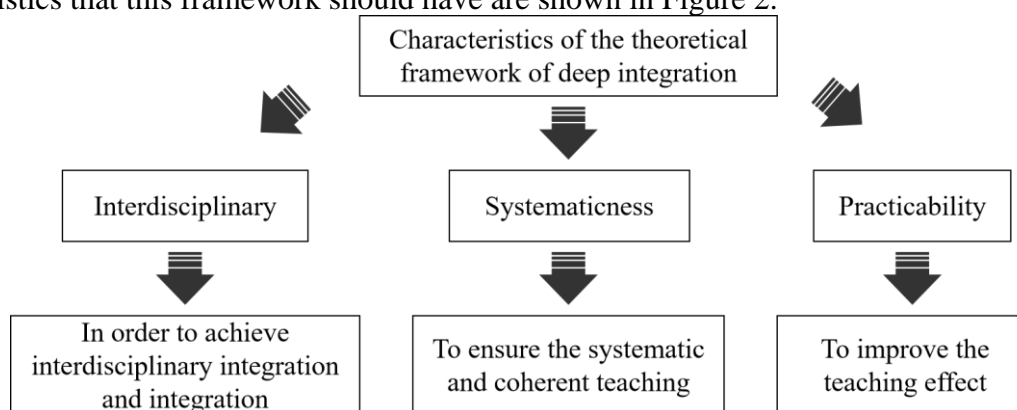


Figure 2: Characteristics of the theoretical framework of deep integration

The following strategies can be adopted in the concrete construction of the integration framework: First, it is necessary to clarify the instructional objectives, that is, to cultivate students' English language ability, cross-cultural communication ability and comprehensive quality. This helps us to determine the direction and focus of the integration framework. Then, it is necessary to select theories related to cross-cultural communication from various ELT theories for screening and

integration. These theories should be complementary and integrated in order to form a more comprehensive and effective ELT system. On the basis of screening and integrating theories, we can construct a framework that integrates cross-cultural communication theory with other ELT theories. This framework includes instructional objectives, instructional content, instructional methods, assessment mechanism and other aspects to ensure the systematicness and consistency of teaching.

In order to realize the deep integration of ELT theory system and apply it effectively in teaching practice, we need to reconstruct the existing curriculum system and instructional content. In the curriculum, we should add courses or modules related to cross-cultural communication, such as introduction to cross-cultural communication and cultural comparison, so as to enrich students' cultural background knowledge. In the instructional content, more knowledge and cases related to cross-cultural communication should also be integrated, so that students can better understand and perceive the characteristics and differences of different cultures. At the same time, we need to innovate instructional methods and assessment mechanisms, adopt practical and interactive instructional methods such as case analysis and role play, so that students can master cross-cultural communication skills in practice, and comprehensively evaluate students' language ability and cross-cultural communication ability through diversified assessment methods.

#### 4. Conclusions

After in-depth research and practice of the deep integration teaching mode, this article draws the following conclusions:

First of all, the deep integration teaching mode shows obvious advantages in improving students' comprehensive English ability and cross-cultural communication ability. By integrating various ELT theories and intercultural communication theories, this model not only strengthens students' language foundation, but also improves their communication ability and adaptability in different cultural backgrounds. This effect is reflected in students' academic performance, oral expression and cross-cultural communication ability.

Secondly, for the reform of ELT in colleges and universities, the deep integration teaching model provides important enlightenment. The traditional ELT model often pays attention to the instillation of language knowledge, but ignores the cultivation of cross-cultural communicative competence. The deep integration teaching mode emphasizes the integration of language learning and cultural exchange, and encourages students to study and practice in real context, thus improving students' comprehensive quality and international competitiveness. The popularization and application of this teaching mode will have a far-reaching impact on the reform of ELT in colleges and universities.

#### Acknowledgements

General Teaching Reform and Innovation Project in Shanxi Province in 2023 Project: Research on the Construction of College English Comprehensive Practice Classroom in the Context of Intercultural Communication (Fund number: J20231785)

#### References

- [1] Zhu Lin, Xu Ying, Han Jinlong. *Research on the path of deep integration of foreign language teaching and information technology-the reform and practice of academic English teaching [J]. Foreign language circle, 2021(2):46-53.*
- [2] Fu Zheng. *Cross-cultural communicative competence to reform college English reading teaching [J]. New Reading, 2020, 000(012):P.66-67.*
- [3] Dai Zhe. *Based on POA theory of vocational college English teaching model [J]. Journal of Zhejiang Jiaotong*

*Vocational and Technical College*, 2021, 022(001):43-47.

[4] Hu Xiao. Comments on "Teaching Reform of Professional English in the Context of Cross-cultural Communication" [J]. *English Teachers*, 2022, 22(4):190-192.

[5] Shi Li. Research on College English Teaching Reform Strategies Based on Cross-cultural Communication [J]. *Journal of Lyliang University*, 2023(6):91-93.

[6] Wei Miao. Exploratory teaching reform and practical research of college English integrating elements of British and American literature [J]. *Journal of Changzhi University*, 2022, 39(1):98-102.

[7] Zhou Zhou. Cross-cultural communication from the perspective of college English teaching reform path [J]. *Writers World*, 2021(30):9-10.

[8] Qian Yongning. Cross-cultural communication-oriented ideological and political teaching reform of college English courses [J]. *Shaanxi Education (Higher Education)*, 2024(1):70-72.

[9] Shen Feifei. Cross-cultural communicative competence-oriented college English teaching reform strategy research [J]. *Cultural and educational materials*, 2022(21):172-175.

[10] Dong Fangye, Zhu Jianhua. On the infiltration and integration of cross-cultural communication in junior high school English teaching [J]. *Academic Weekly*, 2023(24):123-125.