

The Research on a Pedagogical Model of Teaching Chinese Culture in English from Intercultural Perspective

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Abstract: Intercultural communication competence (ICC) is a necessary ability for international talents, and it is also one of the important tasks of college English teaching. This thesis designs a pedagogical model to integrate ICC into English teaching based on the ADDIE model. This pedagogical model has five parts: needs assessment, teaching design, resources selection, implementation and evaluation. That is implied to improve the learning effects during the teaching process, and most importantly to enhance learners' sense of national identity and self-confidence while dialectically to view western culture.

1. Introduction

Nowadays, our China are working on the sharing Chinese cultural symbols and values with other countries in the world, establishing the Chinese cultural cognition and value identity in other countries of China, and enhancing China's discourse power in the world. There is no doubt that the position of "soft power" in China is on the rise.

Foreign language education as an effective service form can properly promote culture learning for the young people. Accordingly, the new College English Teaching Guide is issued in 2020. In "Curriculum Nature and Orientation" and "Curriculum Design" of this handbook, it emphasizes the cultivation of students' ICC(Intercultural Communication Competence) and puts the focus of cultural learning on understanding foreign society and culture, as well as effective dissemination of Chinese culture, promotion of extensive communication with people around the world. Therefore, the problem of how to cultivate students' ICC becomes the main concern in English teaching.

2. The Definition of ICC

Intercultural communication refers to the interactive activity between people from different cultural backgrounds, which can cause the distinction of understanding the same object or the same issue.

Edward T. Hall, American cultural anthropologist, publishes the book *The Silent Language* which is known as the beginning of intercultural communication study. In his book, Hall illustrates that the idea of taking culture as communication has been profitable in that it had raised a problem which had not been thought of before and provided solutions which might not otherwise have been possible. From then on, intercultural communication training draws keen attention from western people.

In China, The study of ICC started relatively late compared with developed countries, but scholars are committed to it in foreign language teaching. Professor Jia (1997) stressed the importance of cultural teaching in foreign language teaching, and regards intercultural competence as the ultimate goal of foreign language teaching. Professor Zhang (2007) declares that in the situation of changing English as a lingua franca, the ultimate aim of English teaching is to equip foreign language learners with ICC. ICC has a significant impact on foreign language teaching in China. In 2014, Zhuang indicates the significance of expanding students' intercultural knowledge, improving their intercultural awareness and cultivating their intercultural skills through case analysis. After that, some scholars mainly study intercultural communication from these aspects: cultural discourse, cultural identity,

constructiveness, requirement analysis, multi-cultural conscientiousness, teaching model and curriculum.

3. The ADDIE model

In order to integrate ICC into English teaching process, this thesis tries to design a teaching model based on the ADDIE teaching model. The ADDIE model was firstly employed in American military training and has become the most widely-used training model, including military training, enterprise training and teaching. In China, the ADDIE model is commonly used in financial training, computer training in military colleges and universities, flipped class model teaching, teacher training enterprise training, public management.

The ADDIE Process categorizes the instructional design process into five phases: Analysis, Design, Development, Implement, and Evaluation. These five phases interact each other, which is shown in the following.



Figure 1. The ADDIE model.

In the analysis phase, it's necessary to clarify instructional problem, and identify learner's existing knowledge. The design phase deals with learning objectives, content, exercises, subject matter analysis, and lesson planning and media selection. The development phase is where the developers create and assemble the content assets that were created in the design phase. During the implementation phase, a procedure for training the facilitators and the learners is developed. The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

4. Framework of the Teaching Design Model

According to the ADDIE model, the teaching procedure is designed to integrate ICC into English teaching. The framework of this procedure is shown in figure 2.

In this model, the very first step is to make analysis on students' learning needs and attitude toward ICC through questionnaire or interview, and then to test students' ability in terms of difference between Chinese culture and western culture. After inquiry, student's expectation for learning different cultures will be exposed to teachers. Meanwhile, the data from testing can be collected to evaluate the students' current level.

Next step is teaching design which is made on the basis of needs assessment. In this part, it needs to show the specific learning objectives which centers on the emotional values of different cultures, especially about Chinese culture. Besides, learning contents should be chosen carefully in order to build a bridge between new knowledge and original knowledge of students. Thus, contents on English expression of Chinese culture are selected based on students' original English level and the mastery of Chinese cultural knowledge. Normally, the teaching method, as one of the most dynamic factors in the teaching system, rely on content and students themselves. For example, extroverts are those who like to participate in class with interests and passion. In this case, interesting and diverse tasks can help advisors make a positive contribution to those students' motivation to learn. In addition to, key points, classroom activities and potential problem are supposed to be taken into account in advance, which will assist teachers to regulate the rhythm of teaching.

The third step is to select teaching resources on account of existing teaching materials. At present, there are various teaching resources related to Chinese culture, which put forward a request for teachers to select the most suitable resources. Because, suitable resources not only enrich the teaching content but also stimulate learning interests. The fourth step is the central part of the teaching model and the most intuitive method to test the teaching model. To be specific, in the teaching process of Chinese cultural English expression, cultural factors run through all the processes. Students will be guided to learn about Chinese culture through various teaching activities to build up cultural confidence and enhance awareness of spreading Chinese culture.

Last step is evaluation which determine the level of success by evaluating the needs for each individual objective. Both teachers and learners participate in this process to make comments toward learner's performance and learning outcome. Then a survey is conducted to test the completion of teaching objects and students' satisfaction to the course. Finally, students' academic achievements are recorded through the final score and daily performance. So there is no deny that assessment is ought to determine whether the designed teaching system works well in achieving its learning objectives and whether the teaching design has a positive impact on learners' attitudes, knowledge and skills.

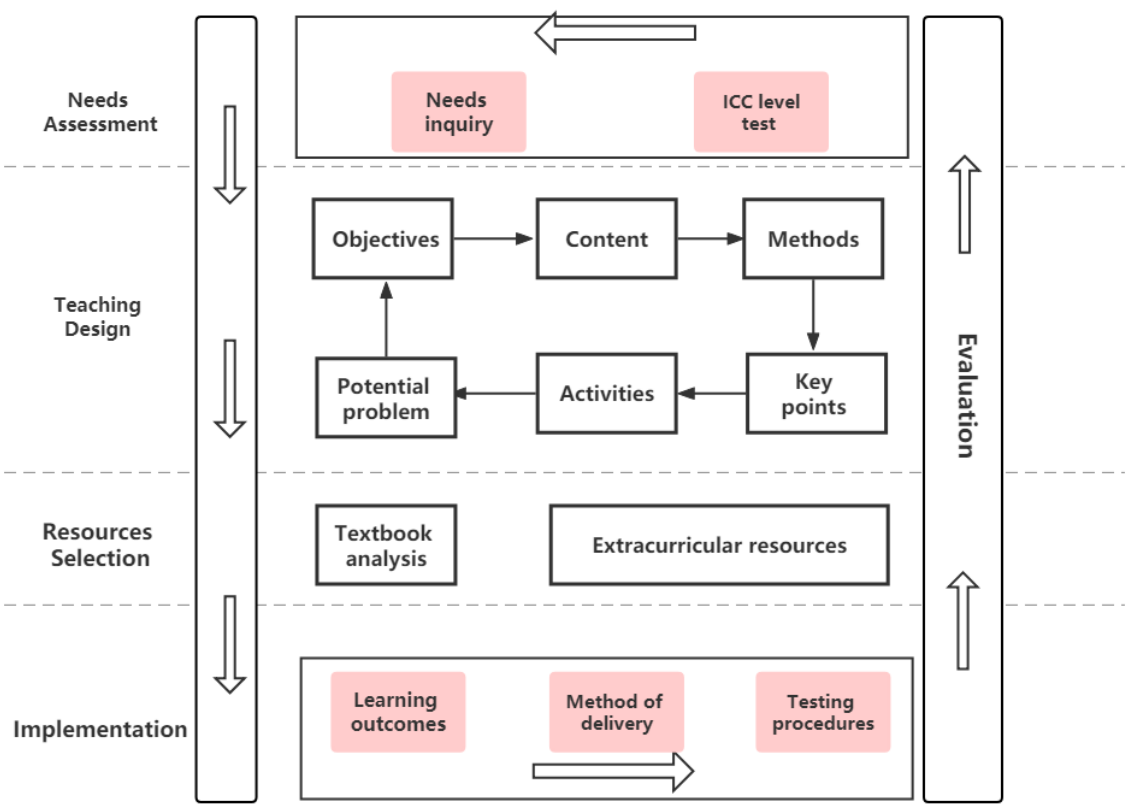


Figure 2. Framework of the Teaching Model.

5. Summary

The laws of language contains the values and ideology of the whole nation. In the new era with abundant information resources, both educators and learners are facing greater challenges in terms of the promotion in college students' cross-cultural communicative competence. It's necessary for educators to lead students to enhance their sense of national identity and self-confidence while dialectically to view western culture, as well as to build multiple channels to spread our own culture to the outside world in the practice of cross-cultural communication.

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