

The impact of cultural introduction on improving students' cross-cultural communication skills in college English teaching

Haibo Li

Chuxiong Medical College, Chuxiong Yunnan 675005, China

Abstract. College English teaching is an important component of general higher education in China, with the main task of cultivating students' comprehensive English application abilities. In English teaching in universities, cultural introduction is an important means of cultivating students' cross-cultural communication abilities. Implementing cultural introduction in language teaching is of great help in cultivating students' cross-cultural communication abilities. In English teaching, teachers can use multimedia technology and network resources to teach and introduce excellent traditional Chinese culture, intangible cultural heritage, etc. into the classroom. At the same time, teachers can also cultivate cross-cultural communication skills by introducing Western countries' festivals, customs, and habits to students. Implementing cultural introduction in college English teaching can not only improve students' language proficiency, but also increase their understanding and recognition of English speaking countries.

Keywords: English teaching in universities; Cultural introduction; Cross cultural communication skills.

1. Introduction

Currently, the importance of cultural introduction in English teaching in universities has become a focus of attention from all sectors of society. Many scholars have also proposed specific measures for cultural introduction, but most of these methods are too macro and lack operability. Therefore, in the specific teaching process, college English teachers should combine the teaching content and make cultural introduction one of the important means of English teaching. This article starts with the characteristics of cultural introduction in college English teaching, and explores the impact of cultural introduction on improving students' cross-cultural communication ability in college English teaching, in order to provide reference for cultural introduction in English teaching in Chinese universities.

2. The Characteristics of Cultural Introduction in College English Teaching

2.1. Diversity

Multiculturalism has been widely reflected in the use of English, and its richness is unmatched by other languages. This diversity requires attention to the introduction of culture in college English teaching, which should not be limited to the culture of a particular country or region, but should be viewed as a communication tool. For college students, learning English is to be able to communicate with people from other countries, so understanding the culture of English speaking countries and mastering their characteristics is very important. Meanwhile, with the continuous development of globalization, people's ideological concepts are becoming more and more open, and the influence of Western culture on China is also increasing. Therefore, it is necessary to integrate these foreign cultures into English teaching, so that students can better communicate with foreigners.

2.2. Direct

Cultural knowledge is a systematic and complex system that includes many characteristics and laws closely related to social life. For those who are not familiar with foreign culture, it is difficult to master English culture from these aspects. Therefore, in order to enable students to better understand foreign cultures and improve their overall English proficiency, teachers should try their best to reduce



the difficulty of students' thinking and provide them with more intuitive cultural knowledge. This requires teachers to change the traditional rigid and single mode of indoctrination when teaching cultural knowledge, and instead present it in a lively and lively way. This can stimulate students' interest in learning, guide them to think actively, and better grasp cultural knowledge.

3. The necessity of cultural introduction in college English teaching to improve students' cross-cultural communication skills

3.1. Adapting to the trend of globalization development

With China's accession to the WTO and integration into the global economic integration process, the frequency of international exchanges is increasing. At the same time, language, as a tool and bridge for people to engage in cross-cultural communication, has gradually become an important medium for cultural dissemination. In this situation, English teaching in universities must change the traditional teaching mode, achieve effective introduction of cultural content, enable students to master customs, values, and behavioral norms related to English speaking countries, and improve their cross-cultural communication skills. At present, some universities have begun to attach importance to the application of cultural introduction in English teaching and have achieved certain results. However, overall, research in this area is still immature and requires joint efforts from all parties to promote the development of cultural introduction work.

3.2. Enhancing the effectiveness of language learning

In the process of learning English in our country, students are mostly studying English to cope with exams, and they are not able to develop a true interest in English. Moreover, due to the influence of traditional Chinese culture, many people believe that learning a foreign language is a way to show off, which leads to generally poor language proficiency among students, resulting in poor learning outcomes. However, introducing cultural factors into college English teaching can effectively change this situation, allowing students to feel the joy and significance of learning. For example, in the lesson "The Man Who Knew Too Much", if we only look at it literally, we will come to an incorrect conclusion. In fact, what is being discussed here is that the British man John Hammond Binyon invented a machine, but was shot and killed by the British as a mentally ill person. In such a situation, students will start from the story background to understand the historical background at that time, and then understand the meaning of the sentence. In this process, students' thinking is exercised and their language knowledge is improved. It can be seen that incorporating culture into English teaching is beneficial for enhancing the effectiveness of language learning for students.

3.3. Reduce cultural misunderstandings and conflicts

There are different cultural differences between different cultures. Only by understanding and understanding each other's cultures can misunderstandings and conflicts be reduced, thus achieving better communication and exchange. However, because both parties are unaware of each other's historical background, customs, and other cultural factors, misunderstandings are inevitable in understanding, leading to imprecision or errors in language, and even unnecessary misunderstandings and contradictions. Therefore, in cross-cultural communication, in order to eliminate obstacles in cross-cultural communication, it is necessary to have rich cross-cultural knowledge. In the process of English teaching, introducing relevant cultural elements into students' learning can help them better understand the cultural connotations of target language, and then make appropriate adjustments to it, in order to minimize misunderstandings and contradictions in the communication process.

4. The Problems of Cultural Introduction in College English Teaching in Improving Students' Cross cultural Communication Abilities

4.1. Insufficient cultural literacy of teachers

As teachers, especially non English major university English teachers, they lack sufficient cultural knowledge reserves. Specifically, they believe that teaching students standard pronunciation and grammar is sufficient, while cultural content can be briefly introduced in the classroom. This one-sided view has led to many problems in college English teaching, such as insufficient content and inadequate explanation of Chinese culture when teaching. In addition, some teachers also believe that incorporating culture into English teaching is a thankless task and cannot prove their work value through teaching performance.

4.2. Low cultural proportion of teaching content

At present, English teaching in domestic universities mainly focuses on classroom teaching, and the emphasis on teaching materials and course arrangements is also on imparting language knowledge. However, in reality, due to the influence of traditional education models, there is a common phenomenon in domestic universities that emphasizes language over culture, resulting in limited exposure of students to cultural knowledge related to foreign countries during the learning process. As a result, students often encounter many problems in cross-cultural communication. In addition, in order to ensure that students can master professional knowledge proficiently, teachers generally spend a lot of time explaining professional knowledge, neglecting the cultivation of students' cross-cultural communication skills. From this, it can be seen that in order to effectively improve the cultural introduction in English teaching in universities, it is necessary to change the current teaching situation, strengthen the cultural proportion in the teaching content, introduce as much foreign cultural knowledge as possible to students, so that they can have a more comprehensive understanding of foreign culture, and thus improve their cross-cultural communication skills.

4.3. Lack of innovation in teaching methods

In English teaching, many teachers have not effectively integrated cultural teaching into English classroom teaching. Some teachers still use traditional "explanatory" teaching methods, which can no longer meet the development needs of the new era and are not conducive to improving students' cross-cultural communication abilities. Some teachers adopt a "cramming" teaching method, which makes students less impressed with the knowledge they have learned. In addition, some teachers use a "laissez faire" teaching method, which cannot achieve the expected teaching effect. Therefore, in order to improve students' cross-cultural communication skills, it is necessary to change the traditional English teaching mode and innovate teaching methods.

5. Strategies for Cultural Introduction in College English Teaching to Improve Students' Cross cultural Communication Abilities

5.1. Enhancing Teacher Cultural Literacy

In college English teaching, teachers are the main body of classroom teaching, playing a decisive role in the teaching process and results. Therefore, in the process of English teaching in universities, it is necessary to enhance the cultural literacy of teachers, help students understand the cultural differences in English speaking countries, and teach them how to apply their learned knowledge for cross-cultural communication. Teachers should actively learn cultural knowledge related to English speaking countries, enhance their own cultural literacy, in order to better carry out cultural introduction teaching work. At the same time, teachers should strengthen communication and cooperation with other teachers, constantly expand their horizons, and help students deeply understand the differences between different cultures, guide students to correctly understand the cultural characteristics of English speaking countries, improve their English oral expression ability, cross-cultural

communication ability, and cultural awareness. In addition, teachers can organize students to participate in various social practice activities, allowing them to experience foreign culture firsthand, further strengthening their understanding of English speaking countries, thereby promoting students to master English knowledge more proficiently and improving cross-cultural communication skills.

5.2. Optimize teaching content and increase the proportion of culture

Due to the fact that the English teaching content in Chinese universities has to some extent followed the traditional teaching mode, the cultural elements contained in the teaching content are relatively few. To change this situation, universities should first optimize and adjust their own teaching content when carrying out English teaching, and appropriately increase the proportion of cultural content in English learning. Teachers can incorporate relevant cultural knowledge into classroom teaching to help students gain a deeper understanding of the cultural characteristics of Western countries. In addition, teachers can also integrate these cultural knowledge into actual language teaching, guiding students to analyze and compare the differences between different cultures. For example, when introducing Chinese historical and cultural knowledge, teachers can select some representative vocabulary and explain it in conjunction with the corresponding cultural background. At the same time, teachers can also use multimedia devices to display some Western customs, festival activities, and other content, allowing students to unconsciously feel the differences between Chinese and Western cultures, thereby improving their cross-cultural communication skills.

5.3. Innovative teaching methods to stimulate student interest

To integrate English culture into college English teaching, it is necessary to reform the English teaching methods in order to generate a strong interest in it among students. In the teaching process, teachers should use various teaching methods such as game teaching and multimedia technology to enrich the teaching content and create a good learning environment for students. For example, when teaching vocabulary, situational simulation methods can be used to enable students to enter and feel the context; In sentence structure teaching, a task driven approach can be adopted to arrange relevant tasks based on the taught content, which can increase students' participation and cultivate their autonomy. In addition, various methods such as role-playing and debate competitions can be used to encourage students to actively participate in this activity, and to ask questions at appropriate times according to the specific environment, allowing them to engage in deep thinking and ultimately achieve their self-awareness and social skills, thereby shortening the distance between teachers and students.

5.4. Strengthening the cultivation of cultural awareness among students

As a student, if we want to improve their cross-cultural communication skills, we cannot ignore their role in foreign language teaching. Teachers can organize teaching activities such as English corners and English song competitions to allow students to experience the unique charm of different cultures while experiencing English, thereby increasing their interest in learning English. In addition, in the teaching process, it is important to pay attention to cultural factors in English, so that students fully realize the importance of understanding foreign cultures, and thus improve their enthusiasm and enthusiasm for learning English. Only in this way can we ensure that students use English as a means of communication in their English learning, rather than just as an exam technique.

Cross cultural communication refers to the ability to communicate in a foreign language in a cross-cultural context, which refers to the ability of people to communicate in a foreign language in different cultural contexts. At present, there is a common problem of neglecting cultural introduction in English teaching in Chinese universities. Therefore, in order to cultivate high-quality talents with good cross-cultural communication abilities, cultural introduction should be emphasized in English teaching in universities.

References

- [1] Li Chang, Huang Jin. Research on English teaching strategies in universities under the background of multicultural integration [J]. Academic Weekly, 2024, (16): 74-78
- [2] Lin Lizhen. Analysis of the infiltration path of traditional Chinese culture in English teaching in universities [J]. Qin Zhi, 2024, (06): 111-113
- [3] Tang Ji. A Study on the Path of Integrating Excellent Traditional Chinese Culture into College English Teaching [J]. Academic Weekly, 2024, (19): 41-44
- [4] Hu Zhihong. Practice and Reflection on College English Teaching Based on Cross cultural Communication [N]. Henan Daily · Rural Edition, 2024-05-07 (004)