

# **A Study on How to Cultivate Cross-cultural Awareness and Communicative Competence in College English Teaching**

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**Keywords:** College English; cross-cultural awareness; communicative competence

**Abstract:** With the reform and innovation of the syllabus, College English teaching begins to focus on practicability and operability. Students are no longer blindly applying the English knowledge they have learnt to the examination, but combining the English learning with their post-graduation work, establishing a bridge for communication, realizing the cross-cultural communication awareness in College English teaching, connecting with foreign countries, and truly achieving the purpose of learning and applying. In English teaching, teachers should cultivate students' listening, speaking, reading and writing abilities, improve their English skills and level, and provide a platform for students to communicate in English. This paper will analyze the cultivation of cross-cultural awareness and communicative competence in College English teaching.

## **1. Introduction**

With the gradual advancement of the trend of global economic integration, friendly exchanges among countries have become increasingly close. What is unavoidable in intercultural communication is to talk with other countries. This requires the communicators to have a certain ability of oral English expression and rich foreign cultural knowledge, so as to show Chinese characteristics in cross-cultural exchanges. College English teaching is to prepare for the cultivation of cross-cultural communication talents. Teachers should constantly expand students' knowledge, enrich students' oral English ability, and enable students to play their potential and build up self-confidence in cross-cultural communication in the future.

## **2. The connotation of cross-cultural consciousness**

The cross-cultural awareness of College English refers to that college students should have a certain understanding of the cultures of the West and other countries in the process of learning English expression and communication, and use their knowledge reserves in many ways to communicate with other foreign friends without obstacles. Because the way of thinking in foreign countries is quite different from that in China, students should know more about western culture and habits in daily life, and use localized language and communication mode when communicating with foreign friends. [1]

Students will encounter various obstacles in the cultivation of cross-cultural awareness. At the same time, when they understand western culture, they will also fail to understand their behavior and practice. Therefore, only when students contact and read more in their daily life, can they fully understand the behavior and life characteristics of Westerners and generate strong interest.

## **3. The role of cross-cultural awareness and communicative competence in college English teaching**

The traditional English teaching in our country mainly focuses on the explanation of vocabulary, the application of sentence patterns and the analysis of grammatical structures, phrases and paragraphs in reading articles, which leads to the phenomenon of "dumb English". Many students have become test-taking machines, which can meet the needs of the national entrance examination. However, in the long-term development process, the combination of English theory and the actual

exchange of English has not been integrated. . Nowadays, College English teaching has reversed this situation, and the importance of students' English communication has been greatly enhanced. But at the same time, attention should also be paid to explaining the culture of Western countries. The process of learning language is also the stage of learning language and culture. Culture, as an important factor in language teaching, brings about cultural conflicts and contradictions while conveying rich information. This is because the impact of cultural differences in different countries.

Therefore, English communicative competence is actually a reflection of English intercultural communication competence. The practical application of English to students largely depends on their understanding of English cultural knowledge. Therefore, in College English teaching, in order to enable students to display their personal competence in cross-cultural communication and effectively improve their English literacy, teachers should start from the aspect of English cultural education, put the improvement of English cultural level in a prominent position, run through the whole teaching system, establish students' awareness of cultural communication, and cultivate students' English literacy and ability. Help students understand the cultural development, religious beliefs, folk customs and so on in Western countries.

#### **4. Problems in college English teaching**

##### **4.1 Teachers' teaching ideas and goals are incorrect.**

Nowadays, although college English teachers have a high level of English and ability, they are not advanced in teaching concept and backward in educational thought. Therefore, they cannot give full play to their personal potential in the teaching of English courses. Some teachers adopt the traditional English teaching mode, and students are only listeners in the classroom. They cannot penetrate into English teaching. Over time, students lose interest and confidence in English learning. In addition, although some English teachers have mastered English teaching skills and advanced methods and can apply them to college English teaching, some of them lack the awareness of intercultural communication. In the process of teaching, they still focus on simple textbook content and do not relate to the specific content of intercultural communication. Because College English teachers do not have clear cross-cultural teaching objectives, many colleges and universities do not systematically train English teachers, thus affecting the overall teaching quality of teachers.

##### **4.2 Teachers do not understand the meaning of cross-cultural awareness and communicative competence**

In College English textbooks, the cultivation of cross-cultural awareness and communicative competence is simply elaborated, and its quantitative objectives are not clearly defined. This makes some colleges and universities deviate greatly in understanding and implementing the guidance, failing to meet the requirements of students' English learning and hindering the development of students' cross-cultural communication in the future. [2] For some schools, although school leaders and English teachers attach importance to intercultural communication to a certain extent, and at the same time make a thorough discussion and analysis of the content of intercultural communication at the present stage, due to the lack of teachers' competence, they have not formulated corresponding and feasible intercultural communication training objectives, and some schools still carry out traditional English language. Learning and training are far from the content of intercultural communication. This kind of understanding of the tasks and objectives of intercultural communication as a whole, but schools and teachers with a slight lack of teaching will lead the teaching of English intercultural communication into a blind state, unable to correctly guide students to carry out the actual training of intercultural communication.

##### **4.3 The content of College English textbooks has nothing to do with cross-cultural communication.**

English textbooks in many colleges and universities still follow the compiling mode of English textbooks in junior and senior middle schools, which has nothing to do with the practical

application of English language. Although these textbooks also reflect the cultural knowledge that some college students should master at home and abroad, and strengthen the focus of language learning, they are not suitable for such an economic friendly intercultural exchange between countries. To any constructive role and significance. For example, in many textbooks, there are introductions about the customs and regional characteristics of western countries and a summary of the festival atmosphere of Western countries. But after learning the original text, students still do not understand the festival background and culture of Western countries. They simply understand the festivals of Western countries. They are deeply rooted in students' psychology or in festivals such as Christmas and Valentine's Day. Therefore, at present, there are still many problems in the teaching of intercultural communication in College English, either the content is too simple, or the teaching content only stays at the surface and initial stage, which cannot arouse students' interest and interest in English.

## **5. Solutions to problems in college English teaching**

### **5.1 Make clear the teaching idea and goal.**

College English teaching is an extension of English teaching in junior and senior high schools, but at the same time, it has undergone tremendous changes to some extent. Therefore, before explaining the course of College English, teachers should clarify the concept and goal of English teaching, innovate on the basis of traditional teaching mode, and make it clear that the purpose of College English teaching is to improve students' ability of personal English communication and oral expression, so that students can apply the sentences practiced in class to practical communication. College students are closely connected with the society, and they are facing tremendous challenges after graduation. In the fierce competitive environment, not all students have the opportunity to become the best in society. This requires the daily efforts of students, and is inseparable from the guidance and teaching of teachers. Therefore, in the teaching of College English, teachers should not only deepen the content of textbooks and let students know more about the background knowledge of western countries through reading articles in textbooks, but also expand and extend appropriately, enrich students' knowledge reserves, so as to be more flexible in their future work. Therefore, before class, the teacher should design the curriculum, and what kind of goal to teach, so that students learn how much knowledge and other curriculum concepts and objectives of planning, so that in the introduction of the English curriculum, can be handy. For example, when explaining the reading related to Western culture, teachers can make the key content of reading articles into ppt, and present the key content of teaching to students at a glance. Through the content of ppt, students not only have an intuitive understanding of the culture of Western countries, but also have a certain understanding of the key sentences in the text, so as to kill two birds with one stone. Purpose.

### **5.2 Understanding the connotation of cross-cultural awareness and communicative competence.**

In the requirements of the new syllabus, the task of English intercultural communication is only mentioned as the basic content of English teaching, and there is no detailed teaching plan and task. Therefore, some college teachers ignore this content. Although some college English teachers explain the content related to intercultural communication in class, they are only sketchy and not systematic. Explanation, this is not conducive to the development of students. Therefore, teachers should first raise their awareness of cross-cultural communication and pay more attention to it. In their spare time, they should explore and read a large number of articles about cross-cultural communication to understand the culture and customs of Western countries. Secondly, teachers should design unique teaching programs according to their understanding of cross-cultural communication and make clear their own teaching plans and methods in the teaching programs. In addition, a unique teaching model is designed to make students find fun in College English learning. Finally, how should teachers communicate the content of cross-cultural communication to students?

This is also the focus of College English teaching. In the traditional college English teaching, teachers usually use the way of teachers' speaking and students' listening. This method is not conducive to the active thinking of College English teaching. Teachers should design situational teaching method or group discussion method to enrich the innovative and creative abilities of College students, while allowing students to fully express their views in the classroom. For example, in reading articles about cultural differences between Britain and the United States, teachers can design discussion links similar to "debate contests", which allow students to express their views and opinions in different ways in English. It is a manifestation of the improvement of English communicative ability in the process of students' discussion and communication, and also a reflection of students' expanding knowledge and cultural level. The promotion of language communication plays a constructive role and significance. [3]

### **5.3 The compilation of College English textbooks should involve cross-cultural communication.**

In many versions of College English textbooks nowadays, reading articles are still presented in the form of stories. Most of them are about someone's experience and do not involve the knowledge of English intercultural communication. Therefore, students' understanding of intercultural communication is superficial. Therefore, in the compilation of university textbooks at this stage, we can distinguish different learning emphases through the form of design plate, which can include the explanation of traditional words, sentence patterns and grammar, but on this basis, we should also add the plate of Western cultural knowledge, so that students can understand the cultural background and customs of foreign countries, and store abundant cultural knowledge for the future. Cross-cultural communication lays the foundation. For example, in the compilation of English textbooks, we can take developed countries as the leaders to introduce their cultural connotations and customs. The content of the introduction should be brief and interesting. There should not be too many new words and difficult words, but students must be interested in foreign cultures in the introduction. In English curriculum, teachers can also expand according to their contents, so that students can learn from different countries in the world. Family culture and development have a full understanding and understanding, and then enhance the ability and literacy of individuals.

### **5.4 Enriching the extracurricular life of the university.**

In order to cultivate students' awareness of cross-cultural communication, it is not enough to rely solely on simple lecture explanations. Therefore, colleges and universities should vigorously carry out after-school life. Before the activity, teachers should guide students to find cultural knowledge related to other countries, feel the differences between different countries, organize students to discuss, organize students to watch excellent foreign movies collectively, appreciate music and paintings of different countries, and students can clearly understand the historical background and culture of the country from the film style and shooting methods of each country. Colleges and universities can also regularly hold and carry out English speech, recitation and short play performances and other competitions, so that students can actively participate in, and promote exchanges between students. Conditional schools can also lead students to communicate abroad and truly feel the culture of foreign countries. Colleges and universities can set up exchange centers between domestic and foreign universities. Every year, excellent students are allowed to go to other countries for exchange and study, and bring the traditional culture of foreign countries into the campus, so that all students can be interested in and active in learning English in the infection of culture.

## **6. Conclusion**

To sum up, this paper elaborates on how to cultivate cross-cultural awareness and communicative competence in College English teaching from four aspects. In the teaching of College English, we should give priority to practice and let students develop the ability of independent learning and inquiry. The purpose of College English learning is to eliminate the

barriers of communication between students and foreigners and to strengthen the integration of national culture. [5] Therefore, the cultivation of cross-cultural awareness is the most important part of College English teaching. In order to improve the effectiveness and practicability of cross-cultural communication, teachers can start with their own cross-cultural awareness, design a complete teaching program, explore foreign excellent folklore and culture, and arrange rich after-school activities, so as to effectively cultivate students' cross-cultural awareness, so that all college students have a broad space for continuous development.

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