

Probe and Practice of 3c Teaching Objective of Hospitality English Course Based on Cross-Cultural Communication

Xiaorong Teng

Financial Administration School, Foshan Polytechnic, Foshan, China

Keywords: Cross-cultural communication, Teaching objective, Hospitality English

Abstract: The cultivation of intercultural communicative competence is the goal and content of foreign language teaching. Based on the requirements of the talent cultivation of Hotel Management Specialty, the reform of Hospitality English course has been carried out with the analysis of the functions, means and contents of cross-cultural communication. This paper probes 3C as the teaching objectives based on the communicative function of English language, and help students to obtain the hospitality English language ability to form the hotel professional English literacy so as to meet the requirements of the hotel management professionals.

1. Introduction

Social Linguist Hymes^[1] put forward the concept of Communicative Competence, in which Linguistic Competence is only a component, a kind of ability of dealing with matter, the learner must master the meaning which the language can express and the function which the language can realize. The competence of grammatical, sociolinguistic, textual and strategic are required in the in cross-cultural communication, proposed by Linguists Canal and Swain^[2], and are relative and independent individually. The concept of Language Competence was developed by Noam Chomsky (US), and Dell Hymes^[3] went on to create Communicative Competence theory. Spitzberg & Cupach^[4] defines Intercultural Communicative competence as knowledge, motivation and skills. Ting-Toomey & Kurogi^[5] construct a multi-cultural communicative competence model (knowledge, mindset, communicative skills, and face-saving competence). Based on approaches from Social Psychology, Applied Psychology, and Sociology, Kim^[6] explores cross cultural communicative competence: cognitive, affective, and capacity at three levels. In the business cross-cultural communication in field, Gertsen^[7] & Johnson et al.^[8] studied communicative competence (cognitive, affective and behavioral) and constructed the model (cultural knowledge, skills and personality traits) individually, which has a profound impact on the later research.

The study of cross-cultural communication in China mainly focuses on the use for reference, absorption and application of foreign research achievements. Wang Shouren^[9] have stated the concepts and meanings of intercultural communicative competence in the cultivation of intercultural communicative competence in foreign language education, discussed and provided the content, form and approach of the training with theoretical reference for domestic foreign language educators. Li Guanyi elaborated communicative competence in the view of the narrow sense (communicative competence, most of which is oral) and the broad sense (communication ideas, transfer of information in spoken and written form, and the ability to carry out social communication). Based on the research achievements all over the world, Intercultural communicative competence (Global Awareness, cultural adjustment, knowledge and communicative practice) was regarded as an organic whole by Yang Ying and Zhuang Enping, who tend to take intercultural communicative competence as intercultural competence. Some scholars hold that cultural knowledge is not intercultural communicative competence and the carrier of Culture is language, therefore the development of intercultural communicative competence should be synchronized with the improvement of language competence^[10]. According to Wen Qiufang, intercultural communicative competence is composed of communicative competence and intercultural competence^[11]. The former includes language, pragmatic and strategic competence, the latter includes sensitivity to cultural differences, tolerance and flexibility to deal with cultural

differences.

2. Hospitality English and Cross-Cultural Communication

2.1 Esp, Eil and Hospitality English

Hospitality English mainly refers to the Hospitality industry English, used for customer service in hotel, belonging to ESP (English for Specific Purposes). In Hospitality Service, staff use English to serve guests from different countries, in line with Smith's ^[12] concept of English International Language (EIL: the language in which people from different countries communicate with each other). EIL has been a language that transcends national boundaries and cultures and been used for communication between people with different mother tongues. The core of EIL 's theory is that the criterion of success in English learning is no longer the native language as the only reference system, but the effectiveness of communication in the context of globalization^[13]. From the perspective of EIL, communicative competence is the ability of dealing with matter and getting things done, which stresses the success in accomplishing communicative tasks ^[13]. Hospitality English teaching should make students not only mastering the basic knowledge of English, but also using English correctly and communicating with the guests from different cultures.

Hospitality English course should help students improve EIL awareness, expose them to various varieties of English, and enhance their international intelligibility in global communication.

In order to cultivate students' cross-cultural communication competence, Hospitality English course should set 3 teaching Objective on the base of EIL: competence of English language, Cultural acquisition and Communicative Competence.

2.2 Hospitality English Course

As a required course in Hotel Management Specialty of Foshan Polytechnic, Hospitality English teaching objective is to help students master the hotel first-line service English, complete customer service work, be cultivated with good English language skills, be in a good hotel professional quality and in line with the local high-star hotel management personnel requirements.

According to the implementation of Hospitality English in recent years, through investigation, it is found that students generally attach importance to the study of language theory knowledge and neglect the training of language skills, which is in contrast to the current emphasis in English teaching. Some teachers still focus on the teaching of grammar knowledge while ignoring the development of students' English language intercultural communicative competence, which causes student cross-cultural study consciousness to be insufficient seriously.

3. 3C Teaching Objective of Hospitality English Course from the Perspective of Cross-Cultural Communication

Based on the study of cross-cultural communication at home and abroad, the content of cross-cultural communication in foreign language teaching is based on the language practice, taking the language function as the training goal to carry on the course teaching. Therefore, Hospitality English course puts forward 3C teaching goal, combining English language competence with cultural acquisition in teaching to help students can acquire the ability of cross-cultural communication.

From the EIL perspective, the course is based on the global language of English for hotel hospitality purposes to communicate with guests around the world, rather than simply serving native English speakers. Studying the course of Hospitality English, students should not only learn English language knowledge, but also strengthen culture learning to understand the object of communication (guests), context (service post) and the cultural requirements of decent behavior (guest's local cultural taboos) and so on. Being polite, respectful, enthusiasm with emotional motivation are popular in cross-cultural communication activities, students are expected to serve the guests in the appropriate, effective communication behavior in hotel. The Hospitality English should guide the students to practice both communicative strategies and pragmatic strategies

effectively and creatively to achieve the communicative goals and better serve the guests.

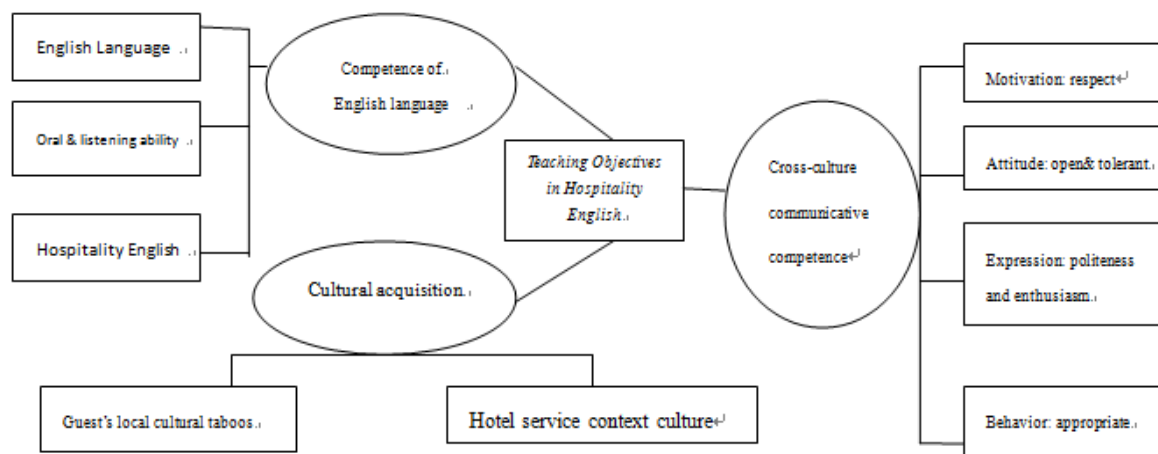


Fig.1 3c Teaching Objectives in Hospitality English

With English language ability, the hotel staff should learn the taboo of the guest's native culture in the context of the customer service, cultivate the hotel's cross-cultural communication ability and improve hospitality service quality. According to the communicative activities in customer service, the intercultural communicative competence can be classified into communicative motivation (respect), communicative attitude (openness and tolerance), emotional expression (politeness and enthusiasm) and communicative behavior (appropriateness) in Hospitality English.

4. Reform and Practice of Hospitality English Course Based on 3c Teaching Objective

First of all, the teaching concept of cross-cultural communication ability training is expected to be established and be practiced in teaching design and so on.^[10] The training goal should be clarified with proper teaching methods and means of cross-cultural communication ability, for meeting standard of teachers' construction and assessment in Hospitality English course.

4.1 Teaching Objectives

The objective of the course is to cultivate students' intercultural communicative competence to able to apply English to accomplishing the tasks related to the hotel workplace, and to improve the service quality.

4.2 Teaching Methods and Ways

The cultivation of cross-cultural communicative competence in the course of Hospitality English can be achieved with the following teaching methods as task-based teaching, practice-based teaching, immersion teaching^[14]. In oral grammar way, situational teaching way, listening and speaking way, body-language response way, silence way, and community learning way, students are encouraged to take the trial-and-error repeatedly to gain English ability. The communicative approach helps to cultivate students' cross-cultural communicative competence, to stimulate their learning motivation, and to make clear the purpose of taking English to serve their own purposes and acquire the various skills needed in practical communication activities.

4.3 Teaching Models and Activities

With the popularization of information-based teaching, the traditional teaching can be combined with the virtual teaching of network information, and it comes to form the online and offline mixed teaching model. With the help of the computer network, network instant communication software, The Third Space teaching can be built in Hospitality English Course through the design of authentic language tasks, to carry out a variety of communication activities, extending the use of English activities to extracurricular^[15].

4.4 The Content and Cultivation of Cross-Cultural Communicative Competence

From the perspective of EIL, Hospitality English content can be stated as the following according to the 3C teaching objects to cultivate student's cross-cultural communicative competence.

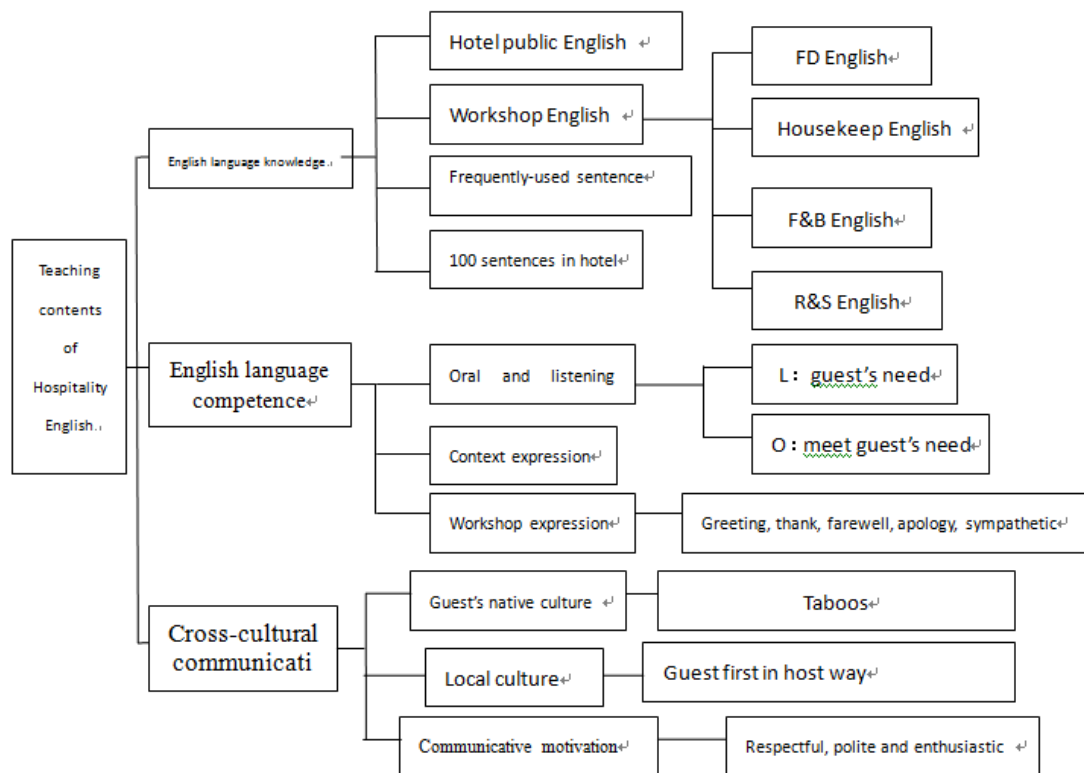


Fig.2 The Teaching Content and Cultivation of Cross-Cultural Communicative Competence

4.5 Teaching Materials

The teaching materials of Hospitality English should be taken from the real hotel communicative language environment, combined with the hotel work requirements and processes. With school-enterprise cooperation, there come a series of teaching materials as Hospitality English -Basic Communication, Hospitality English -Workshop Communication and Hospitality English -Intercultural Communication, which take practical activities as the main line to help students form the habit of using the second language to carry out communication activities.

5. Conclusion

Taking the reform and practice of Hospitality English as an example, this paper puts forward 3C teaching objectives from the perspective of cross-cultural Communication, in order to meet the requirements of international talents who can participate in international affairs and international competition for our country development.

Acknowledgment

Online Construction and Application of Hospitality English Quality Course (FLEB024), Advisory Committee of Foreign Language Teaching in Vocational Education, Ministry of Education, P.R. China.

References

- [1] Hymes, D. On Communicative Competence, Harmondsworth: Penguin, 1972, pp. 269-293.
- [2] Canal, M., Swain, M. Theoretical Bases of Communicative Approaches to Second Language

Teaching and Testing. *Applied Linguistics*, no. 1, pp.1-47, 1980.

[3] Hymes, D. *The Communicative Approach to Language Teaching*, Oxford: Oxford University Press, 1978, pp.237.

[4] Spitzberg B.H., Cupach, W.R. *Interpersonal Communication Competence*, Beverly Hills, CA: Sage, 1984, pp. 110-124.

[5] Ting-Toomey, S. Kurogi, A. Facework Competence in Intercultural Conflict: An Updated Face-Negotiation Theory. *International Journal of Intercultural Relations*, vol. 22, no. 2, pp. 187-225, 1998.

[6] Kim, Y.Y. *Becoming Intercultural: An Integrative Theory of Communication and Cross-cultural Adaptation*, Thousand Oaks, CA: Sage, 2001, pp.45-67.

[7] Gertsen, M.C. Intercultural Competence and Expatriates. *International Journal of Human Resource Management*, vol. 1, no.3, pp. 341-362, 1990.

[8] Johnson, J.P., Lenartowicz, T., Apud, S. Cross-cultural Competence in International Business: Toward a Definition and a Model. *Journal of International Business Studies*, vol. 37, no. 4, pp. 525-543, 2006.

[9] Ge, C.P., Wang, S.R. On Cultivation of Intercultural Communicative Competence in College English Teaching. *Foreign Languages and Their Teaching*, no. 02, pp. 79-86, 2016.

[10] Chen, J.W., Liu, Z.G. Integrate the Development of Intercultural Communicative Competence into Language Teaching Activities. *Foreign Language Research*, no. 06, pp.116-120, 2016.

[11] Wen, Q.F. *Oral English Test and Teaching*, Shanghai: Shanghai Foreign Language Education Press, 1999, pp.134-145.

[12] Smith, L.E. English as an International Auxiliary Language. *RELJ Journal*, vol. 7, no. 2, pp. 38 - 42, 1976.

[13] Yu, X., Liu, C.Y. Revisiting Communicative Competence Cultivation in College English Teaching: From the Perspective of English as an International Language. *Foreign Language World*, no. 02, pp. 82-89, 2019.

[14] Xiao, K.X. Reflections on “Communicative Competence”. *Journal of Guangzhou University (Social Science Edition)*, no. 05, pp. 49-52, 2004.

[15] Shu, D.F. Integrating the Communicative Approach and Traditional Teaching Methods in FLT: A Review of Li Guanyi's Views and Propositions on FLT. *Foreign Language World*, no. 02, pp. 16-23, 2019.