

# **The Cultivation of Cross-Cultural Awareness and Teaching Research in College English Teaching**

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**Abstract:** College English course is a basic course in college education. In the process of teaching college students English course, in order to help students better grasp the relationship between language and culture, it is necessary to cultivate college students' cross-cultural awareness. The training goal of this teaching is not only the basic teaching needs of English discipline, but also the necessary measures to train English talents under the new curriculum reform. Based on this, this paper makes a brief study on the cultivation and teaching of cross-cultural awareness in college English teaching, hoping to provide some valuable suggestions for promoting the better development of college English teaching.

## **1. Introduction**

The concept of cross-cultural awareness mainly means that students can identify with the non-linguistic culture in the process of learning a certain language. No matter at the individual group level or at the national group level, different groups have their own cultural characteristics. To study a group's language is to study the group's culture. Cultivating students' cross-cultural awareness in college English teaching can not only deepen students' understanding of English culture, but also broaden students' vision and promote students' all-round development.

## **2. The Cultivation of Cross-Cultural Awareness and the Role of Teaching in College English Teaching**

As exchanges and cooperation between China and the international community are becoming more and more frequent, it is necessary for college students entering the society to have cross-cultural awareness, be able to understand and accept the differences between different cultures, and further deepen the ties between China and other countries.

If there is no such awareness to guide, it is likely to have many negative consequences. For example, a factory in Shanghai of our country once sent a pen named "bai ling" to foreign countries. After entering the foreign market, its name was translated as "White Feather". However, there is an idiom in English: show the white feather, which means cowardice and cowardice, thus leading to the failure of the foreign market for pens to develop because of its poor moral.

Through the above analysis, we can find that it is of great significance to cultivate students' cross-cultural awareness in college English teaching. It can not only help students better understand the meaning of English language, but also avoid serious consequences caused by students' failure to understand cultural differences.

## **3. Strategies for Cultivating Cross-Cultural Awareness and Teaching in College English Teaching**

### **3.1 Guide Students Appropriately through Classroom Introduction**

In order to cultivate students' cross-cultural awareness in college English teaching, students should first be properly guided through classroom introduction. Classroom introduction is a key link in college English teaching activities and plays a foreshadowing role. Through proper guidance to students in this link, not only can students' relevant thinking be stimulated, but also the foundation

can be laid for cultivating students' cross-cultural awareness. There are three specific guiding strategies.

### **3.2 Import with Background Knowledge**

When formally carrying out college English teaching activities, English teachers need to make an in-depth analysis of the background of the required teaching contents in combination with the contents of English textbooks. During the formal classroom activities, students are guided to discuss the background knowledge of the textbook text. In this process, students will understand the historical events behind the text of the textbook and the background of the times, so as to help students dig deeply into the cultural factors at that time [1]. At the same time, English teachers can also collect some pictures, newspapers and other related cultural background through the Internet before class, so that students can more intuitively feel the background culture in the text of the teaching materials. By appreciating the pictures or newspapers and listening to the explanations of teachers, students will have a more intuitive perceptual knowledge of foreign cultural characteristics, and at the same time they will invisibly compare with Chinese culture to gradually generate cross-cultural awareness. For example, in the process of teaching college English to students, some textbooks may be fragments of a foreign classic book, which may have been made into movies or TV plays. At this time, English teachers can use video fragments to make students contact with more pure English, create a good learning atmosphere for students, further deepen students' understanding of foreign culture, and lay the foundation for cultivating students' cross-cultural awareness.

### **3.3 Guide Students to Compare Chinese and Foreign Cultures**

On the basis of introducing background knowledge, English teachers should also guide students to compare Chinese and foreign cultures, stimulate students' perception of different cultural differences, and promote the cultivation and promotion of students' cross-cultural awareness. For example, in the process of teaching some English texts to students, some contents related to foreign festivals will be involved. At this time, English teachers can guide students to compare foreign festivals with domestic festivals. Students will feel the different concepts of life in different countries from the festivals and customs at home and abroad, and gradually discover that these differences are due to the different cultures at home and abroad. In the end, the students will gradually accept and understand these cultural differences, at the same time discard the dross, learn from foreign excellent cultures, and constantly enrich themselves.

In this link, English teachers should introduce the theoretical knowledge of cross-cultural awareness to students according to the actual teaching situation, and then guide students to grasp and apply it consciously in the process of practical learning [2].

### **3.4 Through Cultural Conflicts to Guide**

Under the influence of Chinese culture, students are hard to accept certain cultural behaviors abroad. Based on this, English teachers can use this feature to cultivate students' cross-cultural awareness. For example, in the face of fierce cultural conflicts, English teachers should give correct guidance to students and let them analyze cultural differences so as to improve students' sensitivity to cultural differences and their ability to identify, thus realizing the teaching goal of cultivating cross-cultural awareness.

### **3.5 Effective Stimulation of Students through Classroom Teaching**

In the process of teaching college English to students, no matter which version of college English textbook is used, it will contain certain cultural content. English teachers should make full use of it, so that students' perception of cultural differences and insight can be effectively improved, and finally the cultivation of students' cross-cultural awareness can be realized. There are two specific excitation strategies [3].

### **3.6. Adopt Diversified Teaching Methods**

In the process of teaching college English to students, English teachers should adopt diversified teaching methods, such as heuristic method and inquiry method, so as to deepen students' understanding of different cultural connotations. For example, in the actual teaching process, English teachers can divide the students into groups, and then guide the students to discuss around the central content of the text of the textbook and state their own views. This way can not only deepen students' understanding of the text of the textbook, but also enable students to look at the same problem from different angles, thus further deepening students' cross-cultural awareness.

### **3.7. Create a Real Language Environment for Students**

In order to enable students to better perceive English knowledge and charm of English, English teachers can create a real language environment for students according to the text content of teaching materials so that students can further feel cultural differences. For example, in the process of college English teaching for students, some textbooks will involve some foreign table manners, then English teachers can create a similar situation for students according to the content of the textbooks, guide students to role play, make students understand the importance of cross-cultural awareness in interpersonal communication, and then stimulate students' enthusiasm to establish cross-cultural awareness [4].

#### **3.7.1 Scientific Guidance to Students through Extracurricular Activities**

In order to cultivate students' cross-cultural awareness in college English teaching, it is not necessary to do so in classroom teaching activities. English teachers can also organize students to carry out extra-curricular activities related to the cultivation of cross-cultural awareness according to teaching objectives, so that students can feel the differences between cultures of different countries in extra-curricular activities. This is manifested in the following three aspects.

#### **3.7.2 Guide Students to Watch Relevant Movies and Tv Works**

Watching movies and TV programs has always been the most common thing for students to do in their spare time. Based on this, English teachers can give appropriate guidance to students and let them watch some movies and TV programs related to cultivating cross-cultural awareness, which can not only improve students' English listening and speaking ability, but also broaden students' horizons and enhance students' understanding of foreign culture. For example, English teachers can recommend students to watch "Joy Luck Club" and "Scrapping" and other works with fierce cultural conflicts, so as to promote students to have a more intuitive feeling of cultural differences at home and abroad. English teachers can also recommend students to watch some English movies and television works related to foreign history and culture, such as *Gone with the Wind*. Students can feel English culture through this kind of movies close to real life, train their oral English ability through more pure English, and then unconsciously adapt to the change of thinking in different cultural atmosphere [5].

#### **3.7.3 Recommend Relevant Extracurricular Learning Resources for Students**

The political culture, economic culture and so on of an era will be reflected in the literary works at that time. Based on this, English teachers can promote students to understand and master cultural differences by recommending relevant extracurricular learning resources for students. For example, students are recommended to read Shakespeare's *Romeo and Juliet*, read the Bronte sisters' *Wuthering Heights*, and appreciate Hemingway's *Farewell to Arms*. When students finish their study, they are required to talk about their own ideas according to relevant works. In this process, students' cross-cultural awareness will be stimulated, and they will have a deeper understanding of the background of different times and cultures, and then gradually understand and understand the differences between these cultures.

In addition, English teachers can also make full use of Internet resources and recommend some relevant online learning platforms at home and abroad for students, such as the massive open online

course platform. Some foreign learning websites can also be recommended to help students understand and perceive the cultural differences at home and abroad from different channels, thus gradually forming students' cross-cultural awareness [6].

### **3.7.4 Organize Students to Carry out Relevant Extracurricular Activities**

In order to better cultivate students' cross-cultural awareness, college English teachers can organize students to regularly carry out relevant extracurricular activities, such as English salons, rehearsing English short plays, etc. In this way, students can be stimulated to explore English language culture and behavior culture in depth, and can be prompted to make appropriate comparison between foreign language and mother tongue.

In addition, if conditions permit, the school can also provide some help for the development of extra-curricular activities. It can invite some foreign teachers and foreign friends to participate in extra-curricular activities, and encourage students in the college to have in-depth exchanges with foreign teachers and friends, so as to more intuitively feel the language application characteristics and cultural characteristics of foreign friends.

### **3.8 Follow the Teaching Principles**

No matter whether it is stimulated through pre-class introduction, classroom teaching activities or through organizing students to carry out extracurricular activities, four principles should be followed in the process of teaching students to cultivate cross-cultural awareness. First, we must first guide students to intuitively feel the cultural differences of different countries. Secondly, students should be aware of the influence of cultural differences on language. Third, to stimulate students' cross-cultural awareness; Fourth, to enable students to use cross-cultural awareness for learning [7].

## **4. Conclusion**

Language is also a manifestation of culture. Cultivating students' cross-cultural awareness in college English teaching plays an important role in promoting students to learn and use English better. Therefore, it is necessary for college English teachers to formulate scientific and effective teaching programs according to the characteristics of students and English disciplines, so as to effectively improve students' language ability and application ability and cultivate more high-quality and comprehensive talents that meet the needs of the times.

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