

Teaching Practice and Research of Literature Courses from the Perspective of International Communication Capability

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Abstract: In the context of information globalization, communication is the most effective way to expand cultural influence. It is conducive to mastering the international discourse power to spread the voice of China, displaying Chinese culture to the world, and improving the ability of international communication. Literature courses play an important role in cultivating students' international communication capability. This paper aims to re-examine the present situation of teaching on courses of liberal arts from the perspective of international communication capability, explore ways to reform the course structure and optimize the teaching staff, and provide references for the teaching practice and research on the courses of liberal arts in colleges and universities.

Keywords: International communication capability; Literature courses; Reform

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Introduction

The report of the 18th National Congress of the Communist Party of China pointed out that "cultural strength and competitiveness are important symbols of national prosperity and rejuvenation", and put forward the strategic task of "building and developing a modern communication system and improving communication capability". With the concept of "soft power" put forward by Joseph Nye, culture as the core element of soft power has been deeply explored and developed, and "cultural soft power" has become a focus of research for many scholars. With the coming of information globalization, communication is one of the most effective ways to expand cultural influence. It is conducive to mastering international discourse power to spread the voice of China, to display Chinese culture to the world, and improve the ability of international communication. Just like the media industry, college foreign language majors also undertake the task of cultural communication, and cultivate college foreign language talents with a broad global vision, profound emotion of native land, and correct outlook on news¹, so that they can play the role of disseminators of Chinese culture internationally. Under the exam-oriented education, especially in the teaching of liberal arts, students are accustomed to the cramming method in teaching. Such passive learning mode ignores the cultivation of students' language practice ability, leading to the difficulty for them in outputting. Therefore, many foreign language graduates are familiar with foreign cultures, but not good at telling Chinese stories and spreading Chinese voices in intercultural communication. "Cultural aphasia"² appears frequently. This paper aims to re-examine the present situation of teaching on courses of liberal arts from the perspective of international communication capability, and meanwhile provide references for the teaching innovation of the courses of liberal arts in colleges and universities through the exploration of new curriculum models.

1. Teaching Status of Literature Courses

In March 2000, the "Teaching Syllabus for English Majors in Colleges and Universities" (referred to as the "Syllabus") pointed out that the four-year undergraduate teaching process should be regarded as a whole, and pay attention to the basic English language skills from beginning to end³. It can be seen that the teaching direction and teaching objectives in the Syllabus determine that the teaching in

English majors in all colleges and universities still focuses on basic language skills.Students'mastering basic language skills neither means having a strong intercultural ability,nor are able to give full play to their strengths in international communication work.Taking the course“History and Selected Readings of English Literature”offered by the foreign language department of a university in the sixth semester as an example,it has a total of 32 class hours,through which the teaching covers 9 periods in the history of English literature. In each period,there are many representative figures of schools and rich classic works worthy of analysis and appreciation.Due to the limitation of class hours,teachers can only teach the discourse with a few outstanding humanistic characteristics superficially to complete teaching tasks.Teachers have no time to take into account the extension application of the discipline,such as the comparative analysis of Chinese and foreign literature,and utilizing foreign literature to disseminate the Chinese culture in the corresponding period,etc.Similarly,they cannot focus on the practice and improvement of students'language ability in literature.As for students,due to their relative insensitivity to intercultural awareness,they are not good at application of the cultural knowledge acquired,and unable to meet the demand for practical personnel in international communication,resulting in a disconnection between cultivation and demand.

In view of China's current foreign policy,to have a certain discourse power in the international community and increase Chinese international influence,there's a great needs of practical personnel,especially who are good at translation.Therefore,employers attach importance to requirements for the language practical ability of job seekers,contributing to many colleges and universities shift their teaching emphasis from the traditional literature courses to translation courses with increasing attention to cultivating graduates'ability to meet the needs of the job market.To sum up,some problems of literature courses came up gradually:outdated curriculum system,increasingly less qualified teachers than average,aging teaching staff,gradually decreasing innovatory awareness and ability in teaching,relatively lagging teaching philosophy,outdated teaching mode,unitary teaching approaches,slow renewal of textbook system,etc.

2. The Students Situation

Many college students have definite external goals for receiving education,but the internal goal is not clear.External goals focus on direct and realistic needs such as taking examinations,working and going abroad;the internal goals focus on the expansion of learners' cultural vision,the cultivation of thinking mode,and the improvement of quality as an individual as well as a citizen⁴.More people treat English as a communication tool,so more students choose majors related to translation,only focusing on accumulating vocabulary,studying grammar and preparing themselves for passing tests to prove their English proficiency.They neither recognize the intercultural communicative function of English as a global language,nor attach importance to the function of humanistic education of foreign languages in expanding international vision,improving individual quality,and cultivating multiple modes of thinking.People's one-sided view on teaching objectives of foreign languages has become an influential factor for hindering the cultivation of cross-cultural communication ability⁵.The deviation of learning objectives makes students pay little attention to literature courses.Even if they master some skills of translation,they cannot spread the extensive and profound Chinese culture to international friends incisively and vividly for the deficiency of cultural connotation;accordingly,it is difficult to achieve the purpose of international communication.

3. The Exploration of Innovative Ways for the Teaching of Literature Courses

Only by reforming the internal curriculum structure and adjusting the teaching content of intercultural practice can literature courses meet the needs of the market,regain the attention of university decision-makers on literature courses to perfect the teaching system and teachers,attract and cultivate students with both profound cultural connotation,broad international perspectives,and communication capabilities.This paper attempts to explore and appeal from the following aspects.

3.1 The Curriculum Integration

Firstly,make a comparative study of the development of literary history from the horizontal and vertical angles.In the curriculum setting,on the one hand,vertical learning is provided for literature courses;and on the other hand,Chinese culture courses are prepared for horizontal comparative learning.It's highly recommended for colleges and universities to integrate foreign literature courses with Chinese courses no matter in other universities or Chinese courses of their own in long-term minor.The relevant contents linked to the curriculum of minors include but are not limited to the following aspects:class hours,credits,semesters,course tasks,teaching requirements,teaching content,teaching methods,and assessment modes.Thus,students have access to teachers with different teaching styles form different majors and improve critical thinking and intercultural awareness in learning Chinese and foreign cultural knowledge.Secondly,if the integration of courses cannot be realized,Chinese culture can be incorporated into the literature courses as compulsory part by adjusting the teaching contents in macroscopic.We can adjust the course tasks and assessment modes in the

Syllabus accordingly. With the integration, it not only highlights the disciplinary characteristics of literature courses, but also improves the situation of cultural aphasia. Students seek to learn and innovate, improve their intercultural communicative capability, and spread the voice of China through understanding and learning from diverse cultures.

3.2 Optimizing the teaching staff

The key factors to achieve curriculum integration are the international communication awareness and academic level of the teaching staff. Teachers are supposed to integrate Chinese and foreign cultures wisely, innovate teaching design from the international perspective, and set up a teaching objective of cultivating international communication talents with diversified knowledge and skills. Colleges and universities can take the advantages of academic leaders of literature courses to build a team of teachers with creative teaching concepts, strong innovation ability, skillful teaching of foreign literature, and the ability to flexibly integrate multi-disciplinary courses through team mutual assistance. Teachers can also improve their academic level through individual learning, being a visiting scholar, participating in international academic seminars and so on to broaden the vision of disciplinary innovation and integration.

3.3 Innovating textbook system

Textbooks are the basis of teaching material. As informatization and intelligence are applied in education, in order to realize the integration of courses, the selection of textbooks is no longer confined to the traditional paper books with electronic books, audio and video (such as MOOCs and Microlecture) being alternatives according to the teaching objectives, methods and contents. Besides, the contents of alternatives definitely cover both foreign literature and traditional Chinese culture. To innovate teaching, national policies, diplomatic concepts, ideologies, and other elements can also be appropriately integrated. In addition, in the era of intelligent media, there are various intelligent learning platforms adopted as carriers of teaching content, such as Rain Classroom, Chaoxing, and Unipus, which are commonly used in colleges and universities. Students can receive the latest teaching content and assessment pushed by teachers anytime and anywhere, with the help of such open learning method, data feedback are presented more intuitively and effectively, which is beneficial to teachers to make more targeted adjustments to students' learning modules.

3.4 Strengthen the practical education

As the old saying goes, "Practice goes deeper than theoretic knowledge." Practice is the combination of theory and practice. During the semester, teachers can arrange practical learning within classes or groups according to the teaching condition, such as conducting a comparative study between Shakespeare and Xianzu Tang in the same period. And visiting the Xianzu Tang Memorial Hall is another effective way for students to experience the charm of traditional Chinese culture intuitively. Students are required to present their practical reports, and assessed by unified criteria. In addition, international youth exchange, learning platform, and Chinese-foreign cooperation projects are practical and useful options for students. Practice Through practice, it aims to encourage students to transform the theoretical knowledge gained in the classroom into the communication information in intercultural communication, so that students can truly feel the power and value of traditional Chinese culture, show the fascination of China, and enhance their national pride.

Conclusion

This paper proposes an interdisciplinary and multi-modal curriculum reform that explores several ways of reforming the curriculum system, optimizing the construction of teachers, innovating the teaching material system, and strengthening practical education, and aims to enhance the practical value of literature courses in the perspective of intercultural communicative capability, promote colleges and universities to focus more on the cultivation of personnel with intercultural communication ability, and enable students to have the ability to spread the voice of China in learning and practice and have the strength to choose ideal careers.

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