

Exploring The Reform of University's English Teaching in The Perspective of Cross-culture

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Abstract: China has made many achievements on the National Consultative agenda after the convening of the 29th APEC general assembly. The country is making great strides to integrate into the integration of the world's political and economic ecology. China will work together to resonate and lead the region towards a better future. With the international development of China, it is increasingly urgent for China to cultivate international talents who have a certain level of English application ability, understand foreign cultural connotation, and diplomatic etiquette norms, which also puts forward higher requirements for University English teaching. However, as far as the current situation of University English Teaching in China is concerned, the lack of intercultural communication teaching and education is still significant. Students' ability to effectively and accurately use English for external communication, how to effectively spread Chinese excellent traditional culture, and how to tell "Chinese stories" in English is very weak. Although the importance of learning English has become a common consensus, however, With the deepening of international communication, the public has gradually realized that under different cultural backgrounds, It is not enough to successfully communicate only by knowing a foreign language. Recognizing the rich cultural connotation of language plays a key role in the success or failure of communication. Therefore, cultivating students' intercultural communicative competence has become the primary task and important goal of Contemporary University English teaching. In this paper, from the perspective of cross culture, the problems existing in the teaching of cross-cultural communication in University English Teaching in China will be discussed, in order to find and make up for the deficiencies in teaching, and optimize the way of University English teaching reform.

Key words: intercultural communicative competence University English Teaching Reform

Language is an important bridge for interpersonal communication. The primary purpose of people's language learning is to achieve communication. Therefore, to some extent, the strength of language communicative ability has become a standard to judge the level of cross-cultural English. However, it is far from enough for people to successfully communicate with each other only by knowing the language. Cultural factors also play an important role in the success or failure of communication. In daily English teaching, we should pay attention to the cross-cultural factors in language teaching, pay attention to the cultivation of students' cross-cultural communicative competence and sensitivity, and appropriately supplement the relevant cultural background in the teaching theme, so that students can have an understanding

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of the culture of the foreign language country, which is not only the principle requirement of cross-cultural communicative teaching in the implementation of teaching materials, but also the urgent requirement of communication between countries.

1. The connotation of University English teaching from the perspective of cross culture

“Intercultural Communication” refers to the communication activities between people with different cultural backgrounds. People live in different social environments and cultural backgrounds, resulting in their different ways of speaking and habits. Therefore, to fully understand cross-cultural communication, we must integrate culture into language teaching, so as to effectively play its role as a communicative tool.

As an important part of English education, intercultural communication education aims not only to teach foreign English language knowledge, but also to teach students how to think about Chinese and foreign cultures, cultivate students’ cultural sensitivity, and ultimately improve their communicative ability. Therefore, the cultivation of intercultural communicative competence involves many aspects, including not only learning foreign cultural and language knowledge, but also learning foreigners’ ways of thinking, language logic and behavior habits. In the process of University cross-cultural teaching, teachers’ teaching English is faced with the collision and integration between Chinese and Western cultures. However, in the current English teaching, under the influence of the traditional teaching concept, teachers focus on the cultivation of English listening, speaking, reading and writing knowledge and abilities, and pay less attention to cultural infiltration, which makes students pay less attention to English culture. The traditional English teaching mode, which emphasizes the word French method and ignores the practice, has brought some restrictions on the spread of English culture. Fortunately, now more and more educators have realized that the essence of English teaching is to cultivate students’ intercultural communicative competence, which is not limited to the improvement of English language level. However, there are still many problems in the current University English Teaching in our country under the cross-cultural communication of English education. The following will specifically elaborate and analyze the existing problems in University English teaching.

2. The current situation and problems of University English Teaching

(1) Long-term “Cramming” teaching ignores the interaction between language and culture.

Under the influence of the traditional “cramming” teaching concept, teachers’ attention to cross-cultural teaching is not very high, which affects the development of cross-cultural teaching activities to a certain extent. At present, many teachers mainly emphasize the teaching of basic knowledge and skills of foreign languages in their teaching, but the teaching of students’ cultural literacy is very limited. Students also regard learning English vocabulary, phrases and syntax as the whole of English learning because of the “cramming” habitual learning method, and pay less attention to the Chinese and western communication background and communication methods in the knowledge points. In the “cramming” teaching, students lack the ability to use the language in practice, and it is difficult to communicate effectively in the actual situation only with solid language knowledge. Ignoring the teaching of cross-cultural factors and equating language knowledge ability with language application ability is the most significant problem in English teaching.

(2) Teaching means and teaching modes are backward, and the teaching content is bound to textbooks.

In the process of English teaching, most of the teachers’ teaching methods are step-by-step analysis of the structure of the article. Students can only understand the meaning of the text sentences in learning, and can not grasp the cultural essence involved, which affects the students’ learning effect. Cross cultural teaching is not closely related to practice. In the traditional University English teaching mode, teachers’ attention to English culture is not enough, and the teaching content is bound to textbooks, which makes students ignore the cultural connotation of the language in English language learning. It is difficult for students to achieve their intention and combine culture with practice, resulting in the poor effect of cross-cultural teaching.

(3) Students’ lack of cultural confidence and sensitivity and insight to cultural understanding.

The previous English cross-cultural teaching overemphasized the culture of British and American countries and ignored the local culture of China, resulting in students’ lack of confidence in their own culture and the lack of comparison between Chinese and Western cultures. In the new era of the development of socialist modernization, after the 18th National Congress of the Communist Party of China, China has put forward the “four self-confidence”, among which “cultural self-confidence” emphasizes the importance of cultural literacy in teaching, including “Chinese traditional culture” in English class, so that students can learn to tell Chinese stories in English and promote Chinese traditional culture, It has become the key content of University English teaching. Intercultural sensitivity affects intercultural communicative competence, and the success or failure of intercultural communication directly depends on intercultural communicative competence. Therefore, the importance of intercultural sensitivity in determining the effect of intercultural communication is beyond doubt.

(4) Lack of typical and authentic cultural materials, and the content of the textbook is boring and outdated.

English textbooks are the basis for teachers to carry out classroom teaching activities. Analyzing the current University English textbooks, we can find that there is a serious imbalance between Chinese and Western culture. In the existing University English textbooks, the content of western culture is relatively small, but Chinese culture is less, which greatly affects the improvement of students’ cultural literacy. English textbooks lack sufficient cultural content. English textbooks are the basis for teachers to carry out classroom teaching activities. At present, most of the contents involved in University English textbooks are scientific and explanatory articles, and the description of English culture is relatively few, which is not conducive to English cross-cultural teaching. Many times when teachers carry out classroom teaching activities, they will explain too much vocabulary, grammar and other knowledge. Most of the cultural knowledge is

one stroke with little careful explanation, resulting in students' lack of deep understanding of English culture.

3. University English teaching reform measures

(1) Carrying out classroom teaching activities.

University English teachers should change the traditional teaching ideas, conform to the requirements of the times, establish a new concept of cross-cultural teaching, integrate cross-cultural teaching into the whole English classroom teaching activities, fully consider the cultural differences between China and the west, enrich students' cultural levels, and realize the in-depth integration of language teaching and cultural infiltration, Promote the improvement of students' cross-cultural awareness, meet the needs of students' English language ability, and promote the improvement of students' English application ability in the actual scene.

When making a teaching plan, University English teachers must fully consider the cultural elements. They should rely on the content theme and combine professional knowledge with cross-cultural and skills. Grammar rules or vocabulary should not be used as a "scaffold" for teaching. They should focus on the course design, teaching content and classroom teaching. We should reasonably use language knowledge to enrich the cultural connotation of English, ensure the systematization of cross-cultural teaching, and improve students' language learning and cross-cultural communicative ability, so as to promote the improvement of English teaching effect.

(2) Applying diversified teaching methods and modes to achieve the optimization of cross-cultural application.

In University English teaching activities, University English teachers should reasonably apply diversified teaching methods to simulate scenes, introduce the topics they have learned, create a suitable cultural and linguistic environment, make students consciously or unconsciously experience foreign cultural atmosphere, and let students understand English culture with the help of video and pictures. For example, through the display of pictures and materials, students can intuitively understand foreign culture and customs; Through watching video materials, guide students to observe the humanities, education, economy and society of English speaking countries. For example, when learning the English theme of "unity but difference", watch the video of wedding ceremonies in English speaking countries to understand his wedding dress requirements in English speaking countries, how to receive guests, how to participate in all aspects of the wedding, and even how to publish the wedding vows and how to design the dishes for the banquet. Through these intuitive displays, the cultural factors contained in the theme are combined with the English language in the specific application background for teaching, guiding students to observe specific phenomena, comparing the cultural differences between China and the west, helping students effectively experience and feel the culture of English speaking countries, achieving effective communication between language and emotion, and making the language truly "live". In the process of learning, students will have a sense of achievement and satisfaction to acquire communicative competence, avoid pragmatic errors in a specific cultural background, and truly understand the cultural connotation and significance of cross-cultural communication.

(3) Fostering students' cultural confidence and strengthening the cultural sensitivity of language use.

When carrying out English classroom teaching activities, University English teachers also need to pay attention to establishing students' cultural self-confidence and strengthening the cultural sensitivity of language use. Cross cultural learning is not one-way. University English teachers should not only "bring in" foreign cultural connotations in teaching, but also guide students to "go out" Chinese culture. While learning western culture, we should guide students to bring traditional Chinese cultural content into English learning classroom through the method of comparison, cultivate students' cross-cultural identity, establish students' cultural self-confidence, integrate cross-cultural content into classroom situations, and students can feel and learn English cultural content in classroom participation. When facing different cultures, There will be no extreme negation or complete affirmation. For example, in the explanation of table culture, teachers can create a dining scene to guide students to observe the arrangement of knives and forks, dining order, tipping habits, etc. when dining in western English-speaking countries, and feel the cultural habits of English-speaking countries. At the same time, when explaining western table culture, teachers can introduce Chinese food culture into the classroom, allowing students to ask questions and discuss with each other, Compare the differences between Chinese and foreign dining customs; During the discussion, teachers should properly guide the differences between Chinese and Western cultures, so as to improve the cultural sensitivity, guide students to find problems, solve problems, reflect on problems, strengthen students' understanding of learning materials, establish students' cultural confidence, and strengthen the cultural sensitivity of language use, so that students can better understand the main points of cross-cultural communication.

(4) Optimizing the structure of teaching materials and cultivating students' deep intercultural critical consciousness.

University English teachers should optimize the existing teaching material structure, keep pace with the times, comply with the needs of teaching reform and students' learning, and scientifically compile a set of teaching materials. The compilation of teaching materials should focus on English grammar and language expression, select "fresh" cases that keep up with the times, and pay attention to the cultivation of students' cross language communicative ability. The teaching materials should combine language knowledge, language ability. By integrating the cultural connotation with the times can we better cultivate students' cross-cultural awareness. At the same time, setting situations with different difficulty gradients to cultivate students' deep-seated cross-cultural critical consciousness, facing specific cross-cultural situations, we can not only put ourselves in a position to tolerate and understand cultural conflicts, but also use cross-cultural communicative ability to speculate and resolve the contradictions caused by cultural conflicts.

At the same time, in order to promote the good development of University English cross-cultural teaching activities, University English teachers also need to pay attention to the combination of Chinese and Western culture. English textbooks should appropriately add some Chinese cultural elements, and increase the proportion of Chinese culture on the basis of infiltrating western culture. This also requires the

optimization of the structure of University English teaching materials. According to the current situation of University Students' English learning, we should compile cross-cultural teaching materials, strengthen the influence of culture, mobilize students' learning enthusiasm, and promote the comprehensive implementation of University English cross-cultural teaching.

Conclusion: It is great significance to introduce intercultural communication into University English teaching. This paper expounds the problems of University English Teaching in the cross-cultural perspective, and puts forward some suggestions on University English teaching. In University English teaching, university lecturers should change traditional teaching ideas, design teaching activities scientifically and flexibly, fully consider cultural factors, appropriately infiltrate Chinese culture, enhance students' confidence in Chinese culture, strengthen the cultural sensitivity of language use, and cultivate students' deep cross-cultural critical consciousness, These measures are the only way to cultivate students' intercultural communicative competence in University English teaching. It is believed that through the efforts of University English teachers, a group of talents with high-quality cultural communication ability will be trained to speak for China and communicate with the world.

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