

# Innovation Analysis of College English Teaching from the Perspective of Cross-Cultural Communication

Yunning Zhang\*

Haihua College, Liaoning Normal University, Dalian 116400, Liaoning Province, China

\*Corresponding author: Yunning Zhang, reneesherry@163.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the increasingly integrated international communication and cooperation, cross-cultural communication can enable talents to understand the cultural concepts and backgrounds of different countries, and thus form positive values. Language is the key carrier of communication and its role is also evident. Colleges are gathering places for cultural collisions, and in the context of cross-cultural communication, colleges need to play their role in optimizing English teaching and improving teachers' teaching levels, in order to cultivate more high-quality talents. This article mainly analyzes the strategies for innovative English teaching in colleges from the perspective of cross-cultural communication, hoping to provide references and inspiration for the research of cultivating cross-cultural communication talents.

**Keywords:** Cross-cultural communication; College English teaching; Innovative strategies

**Online publication:** August 1, 2024

## 1. Introduction

Cross-cultural communication refers to the communication and exchange between native and non-native languages. For English teaching in colleges, it is necessary to optimize and innovate teaching models from the perspective of cross-cultural communication, so that students can deeply understand the language connotations of different cultures. Since cultures vary in different countries, cross-cultural communication allows smoother communication while avoiding misunderstandings. Most importantly, it is beneficial for improving the core competencies of English major students.

## 2. Overview of cross-cultural communication studies

Cross-cultural communication is a discipline that studies communication and interaction between different cultures, aiming to understand people's communication methods, values, behavioral norms, etc. in different cultural backgrounds. This field explores the impact of factors such as language, non-language, and social habits on interpersonal communication in cross-cultural environments. At the same time, cross-cultural

communication is also an interdisciplinary field that involves knowledge from multiple disciplines such as linguistics, sociology, psychology, and anthropology. In the era of globalization, the importance of cross-cultural communication is becoming increasingly prominent. Therefore, it is crucial for college students to possess cross-cultural communication skills <sup>[1]</sup>.

### **3. Importance of innovating college English teaching in cross-cultural communication**

#### **3.1. Reflecting humanistic factors**

Language is an important carrier of culture, and culture is also a key component of language learning, because the languages of different countries carry their own cultural and ideological values, and can also reflect a country's thinking concepts. Cross-cultural communication can effectively integrate ideas, language, and culture. In college English teaching, integrating it can not only effectively teach students language knowledge, but also better cultivate their understanding of other cultures. In addition, through learning English, college students can experience a collision of ideas, prompting them to think about both the Chinese and English languages, Chinese and foreign cultures, and Eastern and Western philosophies. Over time, this can help students deepen their understanding of their own culture and other cultures, laying a strong foundation for them to become familiar with and understand various cultures.

#### **3.2. Further highlighting practical value**

The relationship between cross-cultural communication and college English learning is close and inseparable. The key purpose of college English teaching is to ensure that students can communicate fluently in English while enabling students to use language appropriately in daily life, work, and study. From the perspective of cross-cultural communication, innovative English teaching in colleges highlights practical value, which can help students better adapt to multicultural societies, enhance their cross-cultural communication skills, and prepare them for their future career development. During the process, teachers focus on cultivating students' practical language application skills, including speaking, listening, reading, and writing. At the same time, through simulating real-life communication activities, practical exercises, role-playing, and other methods, students can accumulate experience in cross-cultural communication and improve their practical application skills <sup>[2]</sup>.

### **4. Common problems in cultivating cross-cultural communication in current English teaching in colleges**

#### **4.1. Outdated cross-cultural concepts and textbooks**

At present, the state of cross-cultural communication education in English teaching at some colleges is not optimistic. This is primarily reflected in the fact that many teachers still use traditional educational models, focusing on improving student grades as the primary goal. Education and teaching management are overly centered on grades, lacking targeted efforts to cultivate students' practical English skills. Students are frequently required to memorize new knowledge intensively and continuously train in applying English grammar and new sentence structures. The main issue is that students lack opportunities for cross-cultural English communication due to a singular focus on learning English knowledge in school. The lack of authentic cross-cultural communication scenarios as support in textbook content leads to a continuous decrease in students' learning enthusiasm and interest.

## **4.2. Incomplete evaluation mechanism for cross-cultural education**

In college English teaching, the quality of cross-cultural communication education is not only easily influenced by educational content and teacher awareness, but also by evaluation mechanisms. The evaluation mechanism is a system for managing cross-cultural communication content, which can require the cross-cultural communication steps and content implemented by college English teachers during the teaching stage, and teachers should complete teaching instructions in accordance with the system requirements. Therefore, the evaluation mechanism is an important guarantee for the effective implementation of cross-cultural communication teaching. However, many colleges currently have incomplete evaluations of cross-cultural communication education in English teaching, mainly reflected in the following points: firstly, the evaluation mechanism lacks a comprehensive evaluation of students' cross-cultural communication skills. Cross-cultural communication competence includes multiple aspects such as language proficiency, cultural awareness, communication skills, problem-solving skills, etc. However, evaluation often only focuses on the assessment of students' language skills, neglecting other aspects of evaluation. The second reason is that teachers lack sufficient training and professional development in the field of cross-cultural communication, lacking relevant evaluation standards and methods, which leads to a lack of accurate evaluation of students' cross-cultural communication skills and an inability to effectively evaluate their performance in cross-cultural communication. Thirdly, the teacher did not guide students to self-evaluate their cross-cultural communication skills. Due to the lack of such opportunities, students are unable to timely understand their strengths and weaknesses in this area, making it difficult for the teacher to develop targeted improvement plans <sup>[3]</sup>.

## **4.3. Low professionalism in cross-cultural communication and cultivation environment**

Many colleges lack teachers or consultants with a professional background in cross-cultural communication, which makes it difficult for teachers to provide professional guidance and support to students when designing courses and carrying out related activities. Cross-cultural exchanges in many colleges are usually led by teachers, who are mainly responsible for playing the role of guests and communicating with students on a certain topic. During the activity, most teachers have relatively good oral expression skills, but the cultural assumptions and specific viewpoints proposed by teachers are not up-to-date, making it difficult to match the development of the cutting-edge era. In this context, although teaching activities can enhance students' cross-cultural communication skills, they are difficult to fully expand their cross-cultural perspectives.

# **5. Innovative strategies for English teaching in colleges from the perspective of cross-cultural communication**

## **5.1. Strengthening cross-cultural awareness and skills**

In the current social development, there are high skill requirements for talent, and for the teaching of English majors in colleges, it is necessary to promote teaching optimization and reform. From the perspective of cross-cultural communication, it is important to focus on cultivating students' cross-cultural awareness and communication skills. Among them, English teachers play a significant role, as they are not only designers and leaders but also participants. Therefore, it is necessary to enhance the cross-cultural awareness and humanistic qualities of English teachers, and comprehensively consolidate their cross-cultural connotations and language foundation. During the process, colleges need to regularly organize professional training and seminars on cross-cultural communication, invite experts and scholars to share theories, methods, and cases of cross-cultural communication, help English teachers understand the basic concepts and importance of cross-cultural communication, as well as encourage teachers to participate in domestic and foreign educational exchange

projects and cooperation plans, such as attending international seminars, visiting foreign schools, or engaging in online cooperation with foreign teachers, thus enhancing their cross-cultural experience and cognition. On this basis, colleges can also establish specialized online platforms or communities to provide teachers with experiences, resources, and teaching practice platforms for sharing cross-cultural communication, achieving mutual learning and communication, and thus providing inspiration for teachers. By enhancing the cross-cultural awareness and professional ability of English teachers in colleges, they can better carry out cross-cultural communication education, and thus cultivate students' cross-cultural communication skills and global perspectives in a targeted manner<sup>[4]</sup>.

## 5.2. Scientific selection of teaching materials

To ensure the effective integration of cross-cultural communication elements in college English teaching, teachers need to scientifically and reasonably select relevant textbooks. The selection of teaching materials should follow the following points: (1) Covering multicultural content: Teaching materials should cover multicultural content, such as the history, culture, traditions, customs, etc. of different countries and regions, to help students understand and respect people from different cultural backgrounds, and cultivate their cross-cultural communication skills. (2) Authenticity and practicality: Teaching materials should have a certain degree of authenticity and practicality, reflecting cross-cultural communication scenarios and challenges in real life, in order to stimulate students' interest in learning and enhance their learning motivation and application skills. (3) Focusing on current affairs and hot topics: Paying attention to current affairs and social issues can guide students to think about the importance and challenges of cross-cultural communication in today's society, and thereby enhance their comprehensive literacy and sense of social responsibility. (4) Combination of multimedia resources: Combining multimedia resources such as videos, audio, images, etc. can enrich the form and content of teaching materials, provide students with a more vivid and intuitive cross-cultural communication experience, enable students to have better perception and imagination during learning, and promote more emotional engagement. Information can be collected through various media such as film and television works, formal self-media, and foreign magazines, and then used as teaching materials for English cross-cultural communication education, so that students can understand the culture of English-speaking countries from different perspectives<sup>[5]</sup>. Over time, this can strengthen their cross-cultural awareness and communication skills. (5) Interdisciplinary cooperation: Collaborating with other disciplines such as anthropology, sociology, history, etc. to jointly develop cross-cultural communication teaching materials, and explore the connotation and significance of cross-cultural communication from multiple perspectives can enrich teaching content and improve teaching quality and effectiveness. For example, when teaching the poem *When You Are Old*, college English teachers can guide students to translate and interpret the content themselves, which describes various emotions and also contains the author's implicit expression of love and hate. Students need to understand the story behind the poem when learning so that they can grasp and understand the content of the text. After completing this teaching section, the teacher can also choose several ancient poems related to this content, for example:

*"Time flies with age. Although the beauty of the temples has changed, the heart remains unchanged. Try to play the golden wine, listen to the old music, as if intoxicated in the past."*—Xiu Ouyang's *Picking Mulberries*.

Definition: Nowadays, friends have left one after another, and worries and illnesses drive people to decay. Recalling the past, Beijue felt that time flowed so quickly. "Although my sideburns have turned white, my heart has not changed. I still hold up my wine glass in front of the banquet. I feel familiar in my heart when I listen

to old songs, just like when I was drunk listening to them.” By comparing it with the culture of ancient Chinese poetry, students can strengthen their confidence in national culture. When selecting teaching materials, teachers should consider students’ backgrounds and interests, ensure that the teaching content meets their actual situation and needs, and thereby stimulate their learning enthusiasm and participation <sup>[6]</sup>.

### **5.3. Optimizing and innovating cross-cultural English education models**

In the process of implementing cross-cultural communication teaching activities, college English teachers need to use innovative educational models as support, so that students can form cross-cultural communication habits when learning English knowledge. During the process, teachers can create a positive English learning environment for students and provide them with various learning resources. Cross-cultural communication methods can be integrated into classroom teaching, guiding students to interact and communicate with cross-cultural communication as the core, so that students can truly experience and appreciate the English context. For example, when teaching the course “Festival and Holidays,” English teachers can guide students to search for cultural knowledge related to the program in their spare time, and then explain the differences between Chinese and Western cultures in the classroom. On this basis, college English teachers can also integrate discourse content to incorporate cross-cultural knowledge, in order to effectively cultivate students’ cross-cultural communication skills. In addition, English teachers can also introduce cross-cultural themed courses, such as “Cross-Cultural Communication and Understanding” and “Cross-Cultural Communication Skills,” to guide students to understand and respond to communication challenges in different cultural backgrounds through theoretical explanations and case analysis. In the current social development, information technology has shown a rapid development trend and can be used as a key carrier for English teaching in colleges. It can not only provide convenience for cross-cultural English education activities but also promote the awareness of cross-cultural communication among students through online education resources. College English teachers should scientifically apply and utilize the educational advantages of information technology to enhance the visual experience of English knowledge teaching, which is conducive to mobilizing students’ enthusiasm for learning English knowledge and cross-cultural knowledge <sup>[7]</sup>.

### **5.4. Establishing a sound evaluation mechanism for English teaching in colleges**

The evaluation mechanism for English teaching in colleges is a key point in strengthening teaching quality. Currently, some teaching systems in colleges focus too much on assessing students’ basic knowledge, such as vocabulary, grammar, and reading comprehension. From an application perspective, there is a lack of cross-cultural communication awareness and skill cultivation in this educational approach. Therefore, colleges need to emphasize the development of cross-cultural English teaching activities. They should not only optimize and innovate teaching models, but also improve teaching evaluation mechanisms, increase practical questions to assess oral proficiency, and integrate psychological and cross-cultural communication knowledge into written exams and daily teaching to enhance students’ cross-cultural communication skills. In addition, a multi-dimensional teaching evaluation mechanism should be constructed, which can be based on offline classroom teaching and then extended to multiple aspects of teacher education activities to establish a comprehensive teaching evaluation mechanism, mainly including the setting of cross-cultural communication evaluation indicators and the establishment of an evaluation index system for cross-cultural communication skills, such as language skills, cultural awareness, cross-cultural communication skills, etc. It is necessary to ensure the comprehensiveness and accuracy of the evaluation and adopt diversified evaluation methods, such as exams, work, project practice, oral expression, etc., to comprehensively reflect students’ cross-cultural communication

skills and levels. On this basis, students can also be guided to engage in self-evaluation and peer evaluation, thereby promoting better self-awareness and learning reflection.

## 6. Conclusion

In the context of globalization, possessing cross-cultural competence can enhance college students' competitiveness in society. In college English teaching, teachers should attach importance to cultivating students' cross-cultural communication skills. This goal requires innovative English teaching models and effective teaching measures to expand students' cultural perspectives and enrich their cross-cultural cognition. Over time, it can fundamentally enhance students' practical English skills. In this context, English teachers in colleges should also enhance their cross-cultural communication and education skills, and use their literacy to drive students' learning and help them accumulate cross-cultural communication experience.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Pan J, 2023, Research on Innovative English Teaching Strategies for Art College Students from the Perspective of Cross-Cultural Communication. *Overseas English*, (20): 145–147.
- [2] Cheng J, 2023, The Infiltration and Integration of Cross-Cultural Communication in College English Teaching: A Review of “Transformation and Innovation of College English Teaching from a Cross-Cultural Perspective.” *Technology Management Research*, 43(10): 251.
- [3] Wang X, Chang X, 2023, Research on Innovation in College English Teaching from the Perspective of Cross-Cultural Communication. *New Curriculum Research*, (03): 44–46.
- [4] Zhang Z, 2022, A Study on Online Teaching Strategies for College English from the Perspective of Cross-Cultural Communication: A Review of “Research on Cross-Cultural Communication and Innovative Exploration of College English Teaching.” *Technology Management Research*, 42(22): 225.
- [5] Xie Y, 2022, Innovation in College English Teaching Mechanisms from the Perspective of Cross-Cultural Communication. *Journal of Hubei Open Vocational College*, 35(20): 16–18.
- [6] Mao H, 2022, The Current Research Status of the Infiltration of Chinese Culture into English Teaching in Universities from the Perspective of Cross-Cultural Communication. *Modern English*, (05): 104–107.
- [7] Zhao S, 2019, Exploring the Innovation Path of College English Teaching Reform from the Perspective of Educational Cross-Cultural Communication Competence. *Campus English*, (32): 81–82.

### Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.