

Research on Cultivating Cross-cultural Communication Abilities of English Majors under the Background of Educational Informatization

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Abstract: With the deepening of educational reform, the teaching of English majors should be further optimized. Teachers should actively introduce new educational concepts and teaching methods to better arouse students' interest, strengthen their understanding and application level of the knowledge they have learned, and improve the effectiveness of education. Information technology, as an important auxiliary means of English major teaching, can greatly enrich the content of English major teaching, broaden the path of education and greatly promote the more comprehensive development of students. Given this, this article will analyze the cultivation of cross-cultural communication skills among English major students under the background of educational informatization, and propose some strategies to further stimulate their thinking awareness and improve their cross-cultural communication abilities.

Keywords: Education informatization; English major; Cross-cultural communication; Ability development

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1. Analysis of the relationship between language and culture in cross-cultural communication

Cross-cultural communication mainly refers to the communication and interaction between native speakers and non-native speakers, as well as the communication between individuals with differences in language, culture, and other aspects^[1]. Due to significant differences in living environments, social customs, religious beliefs, and other aspects among different countries and ethnic groups, these differences gradually shape their unique language habits and contextual environments. It can be seen that language and culture are closely connected, and their development mutually promotes and complements each other. Language is an important carrier of culture and plays a crucial role in the dissemination of culture. The depth of an individual's understanding of culture also subtly affects their level of language mastery. Therefore, in the process of implementing English teaching, teachers must attach great importance to integrating cultural elements into the classroom, to help students better understand and grasp language knowledge in different contexts, besides improving the quality of education. In summary, cultural progress will drive the development of language, and the richness of language

will also feed back on culture ^[2].

2. Analysis of the cultivation of cross-cultural communication skills among English major students in the context of educational informatization

2.1. Insufficient emphasis

At present, many teachers in English major teaching do not attach importance to the cross-cultural elements contained in it. They lack the courage to break traditional educational concepts, which will greatly affect the formation and development of cross-cultural communication skills among English major students. In addition, many students do not have a deep understanding of excellent foreign cultures. When learning English as their major, they find it difficult to understand the cultural connotations behind various vocabulary and articles, which can greatly hinder the cultivation of their cross-cultural communication abilities ^[3]. Moreover, due to insufficient attention from teachers, many students do not develop a strong interest in cross-cultural exploration. They tend to spend their time and energy on theoretical knowledge, which can hinder their future learning of deeper English professional knowledge.

2.2. Single form of education

In previous English major teaching, many teachers often used the method of indoctrination when teaching. Although this can help students master certain English professional knowledge content, it is not beneficial for their cross-cultural communication ability improvement. In addition, college students themselves have a lively personality and a strong curiosity. If teachers use a unitary teaching method for a long time, it is difficult to stimulate the interest of college students in exploring English professional knowledge, which gradually affects their initiative in learning English professional knowledge and is not conducive to the cultivation of cross-cultural communication skills.

2.3. Insufficient depth of teaching

Some teachers may try to incorporate cross-cultural communication elements into the teaching process when carrying out English major teaching work, but their research on corresponding teaching methods and content is not in-depth enough, resulting in extremely limited actual cross-cultural communication ability cultivation effects ^[4]. For example, when carrying out English major teaching work, many teachers usually only introduce some English slang and habitual expressions to students, and rarely lead students to conduct in-depth analysis of the knowledge they have learned in different contexts. This not only impacts the cultivation of cross-cultural communication abilities but also results in college students developing incorrect perceptions of English knowledge, thereby affecting the quality of education.

3. Strategies for cultivating cross-cultural communication skills among English major students in the context of educational informatization

3.1. Enhancing comprehensive literacy and leveraging teacher leadership

- (1) Enhancement of the level of teacher literacy. In the context of educational informatization, to further enhance the effectiveness of cultivating cross-cultural communication skills among English major students, teachers should continuously improve their literacy, establish a belief in lifelong learning, and broaden their knowledge reserves. Only in this way can they lay a solid foundation for the development of cross-cultural communication skills in the future. In addition to learning English-related cultural

content, teachers also need to actively learn about excellent traditional Chinese culture, compare the two cultures, broaden their horizons, and enrich their English professional knowledge reserves^[5]. While enhancing their cultural literacy, teachers should also develop professional qualities, form solid professional skills and cognition, continuously improve their research, analysis, and thinking abilities, actively carry out relevant research on the cultivation of cross-cultural communication skills among English major students, combine English major teaching standards, analyze the cognitive habits, learning characteristics, English knowledge reserves, etc. of college students, form a set of their own cross-cultural communication ability cultivation ideas, achieve the integration of scientific research and teaching, and improve the effectiveness of education^[6].

(2) Teachers play a leading role. In the context of educational informatization, if teachers want to improve the cross-cultural communication ability of English major students, they should not only focus on the cultivation of comprehensive literacy, but also actively play their leading role, deeply explore the cultural connotations in English major knowledge, and provide assistance for the development of cross-cultural communication ability of college students^[7]. In the teaching practice of English majors, teachers can start from the following two aspects:

(a) Firstly, actively introducing more cross-cultural knowledge. When conducting English major teaching, teachers can use information technology to integrate more cross-cultural knowledge into the teaching process to help college students better experience the differences in thinking and behavior under different cultural backgrounds.

(b) Secondly, the enrichment of textbook resources^[8]. When carrying out the cultivation of cross-cultural communication skills in the context of educational informatization, teachers can try to introduce some high-quality digital resources from the internet into the classroom by creating an electronic textbook and further expanding the teaching content of English majors. When introducing digital teaching resources, we should ensure that the teaching content matches the learning needs of college students to help them build a more comprehensive English professional knowledge system, so that they can have a deeper understanding of cross-cultural communication content in the process of learning new knowledge.

3.2. Creating a favorable environment and cultivating cross-cultural awareness

(1) The use of Internet technology to create a learning environment. Under the background of educational informatization, the comprehensive level of information technology in China has greatly improved. Many teachers have begun to try to introduce information technology into the cultivation of cross-cultural communication skills, which has a great promoting effect on enriching educational content. Moreover, by introducing information technology, it can help college students create a better learning environment, allowing them to explore and learn English professional knowledge in a lively and interesting environment^[9]. In the teaching practice of English majors, teachers can provide college students with some English movies, TV dramas, etc., and also combine practical situations to play some interesting and educational animated movies for college students, such as *A Bug's Life* and *The Lion King*. This can effectively stimulate their interest in English learning and lay a solid foundation for their future development of cross-cultural communication skills^[10].

(2) The use of activities to create an atmosphere for English communication. In the context of educational informatization, when developing intercultural communication ability, teachers can try to use Internet technology to organize college students to carry out some interesting activities. This is to create an

atmosphere for English communication and help college students to have a deeper understanding of intercultural communication in activities. In cross-cultural English communication activities, college students can not only master more English professional knowledge but also better experience the cultural connotations in different English environments, thereby helping college students further broaden their mindset. For example, in the teaching of English majors in universities, teachers can organize speech competitions, knowledge competitions, etc. that contain foreign cultural elements. In these activities, college students can not only master more English professional knowledge but also have a deeper understanding of European and American cultures, which plays an important role in promoting their cross-cultural communication abilities ^[11]. Not only that, the school can also invite some foreign teachers to enter the campus and participate in various activities. This not only helps college students to have a deeper understanding of foreign cultures but also creates a higher quality English atmosphere, creating a high-quality environment for cross-cultural communication ability cultivation.

- (3) Conducting dialogue exercises to create an English-based communicative atmosphere. English and Chinese belong to two different language systems, and there may also be significant differences in the process of communication. When carrying out teaching work for English majors in universities, we should help college students continuously enhance their awareness of cultural differences and actively introduce more effective teaching methods. Only in this way can we significantly enhance the participation of college students in English classrooms, highlight their position as the main body of the class, and help college students further develop their cross-cultural communication abilities implicitly ^[12]. In the context of educational informatization, when carrying out the cultivation of cross-cultural communication skills among English major students, teachers should actively participate in the classroom during teaching activities, which can better bridge the distance between teachers and students, create a higher quality teacher-student relationship, and enhance the effectiveness of cross-cultural communication ability cultivation ^[13]. Not only that, conducting teaching work in this way can effectively eliminate the tense emotions generated by college students when learning English professional knowledge. They can also have a deeper understanding of the differences between Chinese and foreign cultures under the demonstration of teachers.

3.3. Innovative teaching models to enhance cross-cultural communication skills

- (1) “English classroom + media technology” to stimulate learning initiative. Stimulating the initiative of college students in English learning is the foundation for improving the effectiveness of cross-cultural communication skills, and it is also the key to carrying out English major teaching work. Therefore, when carrying out teaching work for English majors in universities, we can try to combine English major classrooms with media technology, which can make abstract English knowledge more concrete and vivid, thereby helping college students create a higher quality cross-cultural communication ability cultivation atmosphere, and encouraging them to actively participate in the learning and exploration of English major knowledge ^[14]. Before this, teachers select suitable information resources based on the actual situation of college students and conduct effective analysis based on the current learning situation. Through media videos, they can mobilize the audio-visual senses of college students, allowing them to complete the learning of English professional knowledge and improve their cross-cultural communication skills in an audio-visual classroom.
- (2) “English classroom + micro lesson videos” to enhance understanding effectiveness. China is not

an English-speaking country, which often leads to difficulties and misunderstandings among some university students when learning English major knowledge due to factors such as their environment and cultural background. When teaching difficult knowledge in English major, teachers can more intuitively feel the lack of understanding ability of college students towards English major knowledge, which will have a great impact on the development of cross-cultural communication ability in the future. With this complication, teachers can try to combine English major classroom teaching with micro-course videos, introducing scientific and interesting micro-courses to help college students understand the knowledge they have learned more intuitively and improve the effectiveness of cultivating cross-cultural communication skills. When integrating English major classrooms with micro lesson videos, we should control the duration of micro lesson videos. To ensure the integration effect of micro-courses with English major teaching content, teachers should try to control micro-courses within 5-10 minutes as much as possible. This can not only highlight the educational effect of micro-courses, but also ensure that students' attention is relatively focused and improve educational efficiency. Moreover, to further enhance the effectiveness of cultivating cross-cultural communication skills, teachers can try to incorporate some cross-cultural elements into micro lessons to promote their understanding ability to further develop^[15]. By combining the teaching of English majors in universities with micro-courses, the educational effectiveness under the background of educational informatization can be greatly improved, making English professional knowledge simpler and more visual. This has a great promoting effect on the development of cross-cultural communication skills in the future.

4. Summary

In summary, if we want to enhance the effectiveness of cultivating cross-cultural communication skills among English major students in the context of educational informatization, we can enhance their comprehensive literacy and give full play to teacher leadership. To create a good environment and cultivate cross-cultural awareness, it must start with innovative teaching models and enhance cross-cultural communication abilities. This analysis implicitly promotes the quality of cross-cultural communication ability cultivation for English major students in the context of educational informatization to a new level.

Disclosure statement

The author declares no conflict of interest.

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