

Cultivation Mode of Cross-cultural Communication Competence in the Context of First-class Curriculum Construction



Wei Yang^{1,*}, Mingxing Yang¹, Lan Wang¹ & Ziyang Qin¹

¹Moutai Institute, China

Abstract: Cross-cultural communication competence (CCC) has become an important task of foreign language education in colleges, and how to build a practical CCC cultivation model in the context of first-class curriculum construction has become a key issue in foreign language teaching. Taking the applied college Moutai Institute in Western China as an example, this paper discusses the construction of CCC cultivation model in the new era, taking into account the reform and practice of college English teaching and the problems of CCC cultivation in the current teaching situation, in order to improve students' cross-cultural communication awareness and CCC while promoting teaching reform.

Keywords: cross-cultural communication competence; first-class curriculum; college English; cultivation mode

1. Background

1.1 Need for cross-cultural communication competence (CCC) development

Cross-cultural communication involves the interaction between people of different cultural backgrounds and language symbols in the form of language, signals and words (Hu, 2013). The rapid development of China's economy and society is inseparable from the cultivation of international talents, and the CCC is a quality that international talents must have, so improving students' CCC has become an important task of foreign language education in colleges (Yang & Zhuang, 2007). According to the 2020 edition of the *Guide to Teaching College English*, college English should not only cultivate students' comprehensive language ability, but also improve their comprehensive cultural literacy, and should meet the needs of China's talent development and international exchange to the greatest extent (Cai, 2021). The purpose of applied colleges and universities is to cultivate service for national and local economic and social development,

and they should take up the important task of cultivating new applied talents with cross-cultural communication skills to meet the demand for international talents for national and local economic development (Cao et al., 2023).

1.2 Background of First-class College English Course Construction

The college English course is a compulsory general education course in Moutai institute, mainly for students in the first and second years of university. This course aims at English application ability, enhancing cross-cultural communication awareness and communication competence, and academic English application ability. During the course, while developing independent learning ability, it is supposed to improve students' comprehensive cultural literacy and enable them to have CCC in their future to meet the needs of the country, society, school and personal development (Seeberg & Minick, 2012). In the face of the rapid development of information technology and new educational concepts and methods, the traditional teaching mode is facing a great challenge and the English course is

Corresponding Author: Wei Yang
Moutai Institute, China

Email: yangweidear@gmail.com

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facing the situation of low efficiency (Manoharan, 2022). The teaching methods and means lack innovation and ignore the main position of students in the teaching process. Despite the use of modern information technology, the teacher is still reduced to a self-talking lecture tool, and the students' initiative in learning is not high, and their ability to learn and manage independently does not reach the expected goal. Therefore, it is quite important and necessary to carry out the reform and curriculum construction of college English courses.

2. Problems of cultivating CCC under the construction of first-class curriculum

2.1 Main problems in college English teaching

2.1.1 Emphasizing knowledge but neglecting ability and culture

The goal of university English teaching has changed from the cultivation of single language skills to the cultivation of comprehensive ability and literacy (Cai, 2007). However, the real teaching status quo is that language teaching always takes up a large proportion and culture teaching is less. Knowledge teaching is concentrated in class and students receive less knowledge outside class, and such problems vary. Under the traditional college English teaching mode, most of the English teaching is designed to cope with college English tests. In the classroom, language teaching takes up a much larger part. Students excel in grammar and vocabulary mastery, but are often at a loss in practical application. The lack of awareness and understanding of cultural differences in the classroom indirectly leads to the improvement of cross-cultural communication awareness and the ineffectiveness of students' cross-cultural communication skills.

2.1.2 Insufficient use of teaching materials

The current college English courses in our university are divided into "Reading and Writing Course" and "Audio-Visual Course", and the teaching mode and method are relatively traditional, with teachers' lectures as the main body of teaching. At present, the university English courses are all taught by multimedia, and a speech laboratory has

been established, but the teaching mode of the courses is single, and the organic combination and effective use of classroom teaching and modern information technology have not been carefully explored and studied, and the independent learning is formalized, and the effect of cultivating students' learning ability is not really achieved. Formally speaking, the course content and course resources of our university's English courses are well-equipped, with special teaching materials for comprehensive courses and listening courses, corresponding online learning resources, and the use of online learning platform for writing-assisted teaching and learning, but the teaching resources are not effectively used, resulting in a disconnect between online learning and course learning, lack of teacher guidance in online learning, and the teaching and learning effects are not satisfactory.

2.1.3 Single evaluation method

Since the initial start of the course in 2017, the evaluation method of college English in our college is mainly summative evaluation, which accounts for 60%, and formative evaluation accounts for 40%. In the teaching process, due to the gradual change of students' learning status, the traditional teaching evaluation method mainly based on summative evaluation appears too single to detect students' learning ability and learning effect, and cannot reflect students' learning dynamics comprehensively. This type of assessment ignores students' formative learning and their actual mastery of English language skills, and puts more emphasis on students' test-taking and memorization abilities. This makes it possible for students to focus more on the mastery of test-taking skills in the classroom and neglect the actual ability to use language, such as listening and speaking, which makes it difficult for students to express themselves fluently in actual language use.

2.2 Problems of CCC cultivation

Before analyzing the actual problems of CCC, we sent out questionnaires to 50 students in two classes in our school at random, mainly to investigate students' awareness of cross-cultural communication and their language level and attitude. Among the 37

valid questionnaires returned, we selected several questions that were most relevant to this study and their results. It can be seen that students' awareness of cross-cultural communication itself is not sufficient. In the question "What do you know about cross-cultural communication", the key words that appear more than 2 times are listed. 24 students did not understand what cross-cultural communication is, accounting for 64.9%, so it can be said that students do not have much knowledge about the connotation of cross-cultural communication itself.

The main purpose of foreign language learning is to communicate across cultures, and in the question of "What is the main purpose of learning English?" The percentage of exam-oriented responses is 48.65%, employment-oriented is 18.92%, which is the same as traveling and making friends, only 10% of the students do it for reading and 2.7% for checking foreign literature. It can be seen that most students are still exam-oriented and do not expect much from the cross-cultural communication use of English.

In addition, in the question of "What cultural knowledge do you want to learn through English class?" 67.57% of the students want to learn cultural knowledge that combines both Chinese and Western cultures, while 24.32% of the students think they can learn whatever the teacher teaches, and they have no opinion. This shows that students have certain intention to learn cultural knowledge, but they lack initiative and enthusiasm.

From the above-mentioned three points, we can see that in the actual process of cultivating CCC, students, as the main body of learning, do not know enough about cross-cultural communication, and they have no motivation and initiative to use foreign languages for cross-cultural communication. Students have been in the environment of one-sided knowledge output by teachers for a long time, forming passive learning and not paying attention to the practice of language itself. Combining the main problems in the process of teaching English and the problems in the process of developing cross-cultural communication skills, we propose the following

construction strategies.

3. Building the teaching mode of CCC cultivation by combining the construction of first-class curriculum

3.1 Constructing 2+1+1+X teaching mode

With the goal of cultivating students' CCC and independent learning ability, and improving the comprehensive application ability of language, we adopt the "2+1+1+X" online and offline mixed teaching mode, and change the traditional single teaching mode. The "2" is "Reading and Writing Integrated Course", which adopts the flipped classroom mode of micro-lesson and classroom teaching. The team teachers record the key and difficult points of the unit into micro-lessons and put them online for students to study independently before class and use the Unipus learning platform to assist in pre-study, and then the teachers give intensive lectures and practice on the key, difficult and doubtful points in class; 1+1" is to change the original 2 hours of audio-visual course into 1 hour of Welearn online learning plus 1 hour of teacher's classroom teaching guidance and students' practice learning, so as to make full use of high-quality network resources and improve the learning effect; "X" refers to students' online independent learning time. Teachers use platforms such as Unipus, Welearn, Pigai.com, and Padlet to issue learning tasks to students, teachers participate in online and offline Q&A, and students complete them under teachers' guidance, so as to cultivate and enhance students' independent learning and management skills.

3.2 Enriching the materials for moral Education and broaden the teaching resources

The teaching concept of "moral education" is a teaching concept that must be implemented in university education. In accordance with the requirements of morality, the syllabus of the college English course has been revised, incorporated moral elements into the teaching, actively explored the enrichment of teaching carriers, innovated teaching contents, expanded the depth and breadth of

educational contents. Our English course chose "New Generation College English" Basic Volume of 1-2 and Improvement Volumes 1-2 from Foreign Language Teaching and Research Press as the textbook of reading and writing course, and "New Edition College Advanced English Audio-Visual Course of Volumes 1-4" from Foreign Language Teaching and Research Press as the textbook of audio-visual course. Based on the textbook, the team integrated the course content, selected chapters that were suitable for students' learning level, reflected the learning difficulty and gradient, and revised the syllabus on the basis of the original teaching content, increased the content of the course thinking and politics, and highlighted the students' ability and quality and value-led training goals. In order to solve the problem of differences in students' learning levels, we made micro-videos of key and difficult points for students' independent learning. Students can watch the videos repeatedly according to their needs, so as to consolidate the learning content and enhance the learning effect.

3.3 Diversifying evaluation tools

The evaluation of course learning effect combines formative evaluation and summative evaluation, with emphasis on learning process evaluation. Teachers can give objective and fair evaluation to students through students' pre-class micro-learning, classroom learning participation, active teaching activities, learning records and evaluation of online learning platform and completion of homework (including written homework). In addition, teachers' evaluation and students' self-evaluation and mutual evaluation are included in the process evaluation system to enhance the scientific and credibility of process evaluation. After the curriculum reform, the formative evaluation and the summative evaluation take up 50% respectively. In the teaching practice, the proportion of process evaluation will be gradually increased by continuous revision and improvement according to the problems that arise. Teachers' teaching evaluation as well as students' learning evaluation are conducive to detecting the achievement of teaching objectives

and improving the effectiveness of teaching quality. By enriching and refining the evaluation methods, we pay attention to the evaluation of students' learning participation and the completion of learning tasks, and strengthen the cultivation of students' independent learning ability.

3.4 Strengthening teacher training and changing teaching philosophy

Teaching reform promotes scientific research and the latter feeds teaching. We adopted the theory of TPACK (Technological Pedagogical Content Knowledge) (Koehler & Mishra, 2009) as a guide, improving teachers' teaching techniques, methods, and content knowledge. In the process of continuous exploration and construction, training and scientific seminars on the use of information technology tools are conducted regularly with TPACK as a theoretical guide, starting from the aspect of teachers' competence. The theory emphasizes the three aspects of technology, pedagogy, and contents. In order to achieve the goals of developing students' language application skills, cross-cultural communication awareness and abilities, and cultivating application-oriented talents (Contents), we use goal-oriented, and student-centered teaching methods that combine lecture, discussion, cooperation, and independent learning with the support of technology.

3.5 Making full use of resources and enriching teaching methods

The English teaching classes use multimedia teaching and apply the voice lab, online learning platforms and Internet resources. At present, the online learning platforms employed are "Unipus" and "Welearn", and we also use the correction website for teaching and learning English writing, and build online micro-classes of English in Moutai College to promote students' independent learning before class and consolidate and review after class. We use Padlet to solve students' questions, encourage discussion, enhance interactive effect, and output learning results. Grammarly is utilized to help teachers and students check the fluency, conciseness, and coherence of writing and reading, etc. We also use Abo boo software to help students practice listening, intensive

listening, general listening, self-checking, and information means, and finally enhance students' independent learning ability and improve students' learning interest and learning effectiveness.

The cultivation path of diversified development talents is combined with the aforementioned contents, and the following feasible strategies are proposed. Moral education under the initiative of China's educational policy clarifies the content and objectives of the curriculum. Evaluation system is reformed to establish a more complete formative evaluation and Summation evaluation system, an effective supervision mechanism for students' learning in and out of class, and cultivate students' independent learning ability. We use information technology and Internet resources to enrich the form and content of language learning and to build a pathway for cultivating cross-cultural communication talents. Interest events are promoted to create a language learning environment and teaching situations, realizing a mode of training language application skills that combines theory with practice and cultivating students' CCC.

4. Conclusion

In this paper, under the background of the construction of first-class curriculum, we combined the cross-cultural teaching of college English with the purpose of improving students' CCC and constructing a diversified talent cultivation path, in order to be able to strengthen teachers' teaching position, consolidate students' subjectivity in teaching and learning. In this paper, from a case study, we constructed our university's 2+1+1+X teaching mode, and propose to carry out undergraduate foreign language teaching in teaching reform from enriching materials for moral education, broadening teaching resources, enriching evaluation means, strengthening teacher training, changing teaching philosophy, making full use of resources, and enriching teaching methods. As the research and curriculum construction continue, the teaching concept can be updated continuously in the future, and the TPACK theory can be used as a guide to

continuously promote the reform of university English curriculum and further improve the mode of cultivating cross-cultural communication competence.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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