

The Empirical Study on Cross-cultural Education of College English Teaching under the View of “One Belt and One Road”

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Abstract: with the implementation of the “One Belt and One Road” national strategy, the special function of language becomes more and more prominent as the most important communicative tool and information carrier of mankind. Common language is the bridge of communication of hearts and minds in the era of globalization and cultural communication is the tie of popular sentiments mutually. Therefore to expand cultural transmission function is the demand to college English teaching of the times. This study is to explore the importance of intercultural communication competence development, and English teaching method in cross-cultural education through empirical teaching research. By college English teaching, to promote the cross-cultural communication ability of applied university students, and prepare for students to work in the counties along “One Belt And One Road”.

1. Research on cross-cultural ability

1.1 The Concept of Cross-cultural Ability

The concept of cross-cultural ability can be traced back to the 1970s by Hymes, Ruben, Hammer. And other scholars have put forward many theories about the cross-cultural ability. The concept of communicative competence was first introduced by Hymes. On the one hand, the communicative ability requires the individual to master the language knowledge and grammar rules. On the other hand, the individual should use the language proficiently. The most important aspect of communicative competence is to meet the appropriateness of the target language. In other words, the use of language should conform to the norms of particular cultural context. In order to clarify the concept of communicative competence further, Ruben thinks cross-cultural ability includes attitude, character, empathy, interactive, respect, etc., and he expounds the above elements in cross-cultural communication in detail and the importance of effective and appropriate communication.

In terms of promoting the importance of intercultural competence, Hammer divided the effectiveness of intercultural communication into three dimensions. Namely, how to solve psychological pressure, effective communication and relationship building. Three scholars above provided preliminary research data for the connotation and composition of intercultural competence in their early research and provided the theoretical basis for the further development of the concept of intercultural competence. In the last three decades, foreign scholars have proposed many different terms and definitions of cross-cultural competence, such as intercultural competence, cross-cultural awareness and cross-cultural sensitivity. Among them, cross-cultural ability has been widely used in foreign language teaching. Some scholars have pointed out some key elements such as intercultural competence, knowledge, motivation and behavior, communication and context, effectiveness and propriety. At the same time, they stressed the importance of relationships and the environment, and emphasized that knowledge, skills and motivation are crucial to cross-cultural competence. In addition, the cross-cultural ability of multidimensional model researchers in Europe have carried on the deep discussion for key parts such as attitude and ability of cross-cultural consciousness, and they thought that the main composition of cross-cultural ability should include

cross-cultural knowledge, attitudes and skills, etc. Therefore, most scholars believe that knowledge, attitude, skills and consciousness are the core elements of cross-cultural competence. To sum up, scholars at home and abroad to the cross-cultural ability connotation formed relatively similar or the same ideas and views. Namely, the factors such as knowledge, skills, awareness, attitude are the core elements of cross-cultural competence.

1.2 The importance of cross-cultural ability under the view of “One Belt And One Road”

Since the 21st century, along with the advancement of globalization, especially Xi Jinping, the chairman put forward the strategic idea, more than 50 countries along the “One Belt And One Road”, no matter in terms of historical tradition and language, or in social systems and religious beliefs, have huge differences in those aspects. Construction of “One Belt And One Road” faces many problems and challenges. Therefore, cross-cultural ability is of great importance in the era of globalization. Universities not only need to focus on cultivating multi-disciplinary professionals, also need to cultivate cross-cultural talents engaging in international communication, especially the internationalization talented person. Such as foreign language and foreign trade, medicine, marketing, business negotiation, human resources, business administration, information technology, the international tourism, finance, administration, translation, etc. At the same time, cross-cultural talents that various universities fostered not only in China they play an important role but also play an irreplaceable role in international communication and international collaboration mechanism in many parts of the world.

At present, cross-cultural ability has become a hot topic that domestic and foreign scholars focus of attention, and how to cultivate college students’ cross-cultural ability has become the emphasis of the internationalization talents training under the view of “One Belt And One Road”. According to the latest *College English Teaching Guide* in 2017 by Ministry of Education, one of the important tasks of college English courses is to carry out cross-cultural education in terms of humanity. Language is the carrier of culture, and also is the part of the culture. At the same time, students learn and master English as a communication tool. In addition to learning and communicating advanced knowledge of science and technology or professional information, students should know more about society and culture in foreign countries, and enhance the understanding of different cultures, discover the similarities and differences between Chinese and foreign culture, meanwhile they should foster intercultural communication ability. With the continuous promotion of “One Belt And One Road”, applied university students have more opportunities to study and communicate abroad, and also have more opportunities to work in countries along the “One Belt And One Road”.

In the face of such opportunities, it is especially urgent to cultivate students to learn and understand different countries culture along the Silk Road through improving college English curriculum setting, teaching material construction, and teaching mode based on students’ learning and employment needs under the strategy background of “One Belt And One Road”. At the same time, in the national complex and diverse cultural environment of “One Belt And One Road”, the students also need to strengthen cross-cultural communication skills and cognitive skills training, and have sufficient reserves of knowledge and ability to participate in the international cross-cultural communication and occupation. Thus, improving students’ ability of cross-cultural communication is particularly important.

2. An empirical study on cross-cultural education in college English teaching

The author selected two classes of management major in the university, one is the experimental class and the other is the comparison class. The research is divided into three stages, namely the initial stage, the middle stage and the inspection stage. The comparative method was used for the study and the study time was one year.

2.1 Initial stage

Freshman students are in the two classes of management major, with 40 students in each class.

One is the experimental group and the other is the comparison group. In the second term after the university entrance, two group students participate in spoken language test organized by college English teachers at the beginning of the school. The test content is the national college English test band-4 oral exam in last December, and purpose of the baseline test is to evaluate the students' English communicative competence.

2.2 Medium term

From the beginning to medium term, experimental group of college English teaching is implemented cross-cultural knowledge teaching consciously along the countries of "One Belt And One Road" for two months. And the comparison group is implemented language teaching only, unless it is inevitable, there is no interpretation of cross-cultural knowledge specifically. The traditional college English teaching focuses on explaining the meaning of words, analyzing the usage of words, and explaining the syntax and analyzing the long difficult sentences. The teaching objective is to achieve the effect that the college students can understand the surface meaning of English language. The guiding ideology behind the teaching method is to focus too much on the superficial form of language and ignore its deep social and cultural factors. Compared with traditional language teaching, intercultural teaching infiltrates the cultural explanation in the process of language teaching to cultivate students' cultural awareness and intercultural communication competence.

The implementation process of this empirical study is as follows.

2.2.1 Import before class

Before explaining the content of the lecture, the teacher proposes one or two questions to guide the students to think about culture related to the content. Take the article on the American political system as an example. Teachers can ask the following question: how did the President of the United States vote, as you know? Is the federal government in the United States a central government in the general sense?

Is the relationship between the federal government and the state government equal to the central government and the provincial government in China ?

2.2.2 Explain in class

Students' answers to these questions are usually not entirely correct and satisfying. Teachers need to focus on these problems to expand classroom teaching and infiltrate intercultural teaching content according to the text. In terms of lexical explanation, it is not only to explain the meaning and usage of words, but also to introduce the cultural connotation of vocabulary. For America's "Lian bang zheng fu", it is not only translated to "the federal government", or interpreted being relative to the "state". It is necessary to explain briefly to the students American political system, that is the federal government is different from the central government by general understanding. The federal government has only the power to govern the affairs of the state, but it cannot interfere with the affairs of the state and its governments at all levels.

2.2.3 Feedback after class

Teachers assign homework to help students consolidate their language knowledge and improve their language proficiency. At the same time, teachers need to assign appropriate after-school tasks to encourage students to think deeply and investigate the culture. For example, in Chinese, the word "Ying guo" corresponds to the expressions "U. K.", "Great Britain" and "England" in English. Can three words and expressions be universal? What are the differences between their political or cultural connotations? To inspire students to think actively, teachers can explain or imply some information to students in advance appropriately. Such as in the opening ceremony of 2008 Beijing Olympic Games, the British delegation hold the sign in English GB (Great Britain), so it can be concluded that none of the British delegation members from Northern Ireland. It should be noted that this research process takes place in the college English classroom environment, which is different from the cross-culture study of the topic, so it is not expected to reach the effect on breadth

and depth of the latter.

In addition to the changes in teaching methods, students in different groups will be given a second oral English test in the midterm. In this test, teachers set up a professional job interview scenario in the countries along “One Belt And One Road” to examine students’ oral English and cross-cultural communication ability. Teachers can examine the teaching effect through the test situation between experimental class and comparison class.

2.3 Inspection stage

Through the teaching experiment, there will be a final oral English test in experimental class and the comparison class after one semester. The content of the final test is the national college English test band-4 oral exam in June this year. Teachers test students’ spoken language ability when they are taught by different teaching methods and the cultural infiltration effect of “One Belt And One Road”, and inspect the improvement of the students’ intercultural communication ability.

After experiment, the same method will be adopted next semester.

It is not only necessary to carry out intercultural teaching in college English teaching, but also it can enhance students’ cross-cultural awareness and improve their intercultural communication competence. Intercultural teaching should be an indispensable part of college English teaching, and it should not be used to fill in the occasional extra classroom time only. If classroom language teaching is relatively simple and easy, then cultural teaching is relatively complicated and involves a wide range of aspects. Intercultural teaching can enable college students to acquire the understanding ability of dual culture, namely the understanding ability of target language culture and native language culture. It also can make college students’ attitude towards cultural differences objectively and neutrally, treat the differences between different cultures rationally, and be tolerance of different cultural patterns. Meanwhile students can realize the fact that cultural difference is the objective existence, thus carrying out cross-cultural communication effectively.

3 The significance of cross-cultural education in applied university

Under the strategy background of “One Belt And One Road”, the research of the students’ intercultural communication ability improvement mostly focus on the study and cross-culture communication ability in English countries, but the study along the countries of “One Belt And One Road” is almost blank. Therefore, it has very important significance that finding out effective methods to improve students’ practical English ability and cross-cultural communication ability. So that through the cross-culture teaching to help students communicate in English smoothly in all the countries of “One Belt And One Road”, so as to promote employment ability.

Under the national strategy background of “One Belt And One Road”, application-oriented universities shoulder the responsibility of improving students’ intercultural communication competence in college English teaching. Based on the students’ learning needs and job requirements, college English teaching should be closely integrated into the market demand and the national development strategic target. In the aspects of positioning the goal of talents training, setting talent training scheme, setting curriculum, and carrying out teaching activities, it needs to pay more attention to train the students’ understanding of the different countries culture along “One Belt And One Road”, and cultivate the students’ cross-cultural communication ability, and prepare for students to work in the counties along “One Belt And One Road”.

“One Belt And One Road” has provided more opportunities for the development of applied universities in the wake of driving prosperity of neighboring countries. As an international language, English plays an important role in cultivating international professional and technical talents. As a public compulsory course, college English plays an important role in the universities. In the major transformation period of the world economy, college English teaching in applied universities assume a great mission and responsibility to cultivate more international excellent professionals and technical personnel who have good communication skills in foreign languages and application ability. Therefore, applied universities must pay attention to the reform of college English teaching for the sake of cultivating more international professionals.

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