

A Study on the Restrictive Factors in Cultivating Cross-Culture Communication Ability

A Reflection Based on College English Teaching Guide

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Abstract: The insufficient phenomenon among Chinese cultural knowledge, the education of information as well as the training in English expression are majors factors that hinder the formation and development of intercultural communicative competence, the *College English Teaching Guide* "learning and understanding the world's outstanding culture and civilization" and "effective dissemination of Chinese culture". Therefore, the specific analysis aims at providing practical references for exploring new cross-cultural teaching modes and contents.

1. Introduction

With the continuous advancement of the reform and opening-up policies and the increasing frequency of international cultural exchanges. The society has constantly put forward new requirements for the development of college English cross-cultural communication competence. The "Course Requirements for College English Teaching" puts forward: College English is based on "foreign language teaching theory, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main content, and integrates a variety of teaching modes and teaching methods."

2. Research Background

Intercultural communicative competence can be defined as "the ability of people of different cultural backgrounds to interact effectively and appropriately" (Perry & Southwell 2011: 455), and it refers to the completion of communicative activities in a specific cross-cultural environment (Byram 1997; Wu Weiping. 2013), the ability to use language appropriately (Liu Qisheng 2004), which also referred to "mastering certain cultural and communicative knowledge and apply the knowledge to practical cross-cultural environment and accept the challenge actively, positively, and happily. It also shows tolerance and appreciation for different cultures" (Zhang Hongling 2007:70). Although Chinese and foreign scholars have different definitions to cross-cultural communicative competence, it undoubtedly refers to the ability to communicate equally between different cultures and information.

3. The Factors restricting the cultivation of Intercultural Communication Competence of college English

Cross-cultural communication is a two-way interaction between different cultures. The lack of input or output of any side cannot guarantee the smooth development of cross-cultural communication. College English teaching appears to pay more attention to the introduction of the culture of the English-speaking countries and despise the ideological inclination and teaching imbalance of the mother-tongue culture input.

3.1 College English Teaching ignores the teaching significance of Chinese culture.

Under the impact of utilitarianism and the English culture, a large number of college English teachers and students believe that as long as they have a solid grasp of English they can successfully develop cross-cultural communication.

3.2 College English teaching lacks the necessary input of Chinese culture.

Language is the carrier and representation of culture. Culture is the connotation and essence of language (Kong Deliang, Luan Shuwen 2012:17). It is futile to learn a foreign language without learning its culture. In order to reverse the teaching dilemma of dumb English, most of the unified college English textbooks have always focused teaching content on foreign language and literature. Most of the teaching materials are English prose, novels, poetry, etc., and they lack relevant content of Chinese culture.” (Guo Min 2014: 135).

3.3 College English teaching lacks effective training of Chinese cultural English expression.

In the practice of college English teaching reform, we implement teaching at different levels, offering various types of compulsory and elective courses such as reading, listening, speaking, writing, and translation, introducing multimedia technology to innovate teaching methods, and building and expanding various learning resources. A series of teaching reforms have enriched the practice of college English teaching and have played a positive role in stimulating learners' enthusiasm for learning and reversing the phenomenon of dumb English teaching.

3.4 College English teaching lacks test evaluation system of Chinese cultural expression in English.

The assessment of college English teaching has also undergone constant adjustments in the form of testing and focuses of investigations. It has changed from testing the ability to capture knowledge and information, and from the final assessment to the process assessment. Combined with the final assessment. However, on the whole, college English test assessment still focuses on the investigation of language skills and ignores the concern for cultural knowledge, especially Chinese cultural knowledge.

3.5 The college English teaching lacks teaching faculty.

More and more college English teachers are using the advantages of the English to engage in research combined with economics, management, and education and develop teaching and research capabilities. However, due to the influence of traditional English teacher training models, the current college English teaching faculty is still dominated by the professional background of linguistics, translation studies, and English literature. The number of college English teachers with Chinese culture and literature as their professional background can not meet the objective needs of teaching Chinese culture.

4. Conclusion

College English Teaching Guide, an instructional document for college English teaching, it has clarified that "effectively disseminating Chinese culture" is not only an important teaching content for cross-cultural communication, but also a basic requirement for "strengthening national language strength" and "raising the national softness". In view of the fact that Chinese culture is an important part of the development of cross-cultural competence, college English teaching should comply with the objective developing requirements of the times, actively seek solutions, and take appropriate measures to introduce Chinese culture into college English teaching and help students grow into fully developed talent with intercultural communicative competence to meet the needs of the country, society, schools, and individuals.

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