

The Cultivation of Cross-Cultural Communication Awareness in College English Teaching for Sports Majors and its Impact on Students' Psychology

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Abstract

In sports schools, it is worth exploring whether teachers attach importance to students' cross-cultural communication awareness, and whether the strategies and methods for cultivating cross-cultural communication awareness are in line with the characteristics of vocational school students. The author found through tests and questionnaires that the cross-cultural communication awareness of sports school students is still far from the actual needs of society and life, and there are significant deficiencies in learning motivation, cultural learning practice, and learning initiative. Through interviews with teachers, classroom observations, and analysis of English assignments and tests, several important constraints on cultivating cross-cultural communication awareness have been identified. Based on the theory and research of cross-cultural communication ability cultivation, combined with the characteristics of vocational school students, this article proposes the following strategies for cross-cultural English teaching in vocational schools. Teaching students according to their aptitude, promoting their understanding of cross-cultural communication needs, and increasing their enjoyment of learning cross-cultural communication; To create an atmosphere and increase cross-cultural experience opportunities for vocational school students, in addition to creating multiple cultural contexts in the classroom and forming a language and cultural integration model, sustainable cultural homework and testing should also be conducted outside of class. The significant progress of students requires our teachers to devote themselves to conducting more in-depth investigations and experiments, and to persistently use our patience and perseverance to assist our students in their growth. Of course, education and acting alone are not enough. We need to influence the people around us with our own ideas and learn from each other.

Keywords: Sports Major University, English Teaching, Cross Cultural Communication Awareness, Student Psychology.

Introduction

With the continuous promotion of the "the Belt and Road", frequent and close exchanges between China and countries with different cultures require more and more foreign language talents to have intercultural communication skills. Since college students are the main force to promote the spread and exchange of international culture, it is a kind of education with practical significance to teach them how to treat Culture shock flexibly and inclusively in cross-cultural communication activities (Gandia & Adamatzky, 2022). In the new context and development opportunities, college English teaching should pay attention to the cultural heritage behind the language, establish a cultural positioning, and develop more reasonable and specific talent strategy training for actively exploring new models of cross-cultural communication ability cultivation for university talents. However, at present, most universities still adopt traditional teaching methods for college English teaching. The focus of this traditional teaching method is mainly on cultivating students' English knowledge and language expression, and

there is very little teaching on cultural aspects, and English teaching is the main way to cultivate cross-cultural communication skills, so it is necessary to cultivate students' cross-cultural communication skills in college English teaching to meet the growing demand for cross-cultural communication talents in China. In daily life, we may encounter situations such as guiding foreign tourists, socializing with international students, reading foreign novels, watching foreign movies and television, etc. These are all different forms of cross-cultural communication. The so-called cross-cultural communication refers to the communication between people from different cultural backgrounds. Different people have different social backgrounds, lifestyles, educational backgrounds, beliefs, political and economic conditions, as well as hobbies and personalities, in this way, it is impossible for the speaker and listener to reach a 100% agreement on the understanding of the information during communication. So, communication between anyone is cross-cultural communication. Communication is a necessary skill for human survival. Currently, with the acceleration of

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economic globalization, communication between different countries has become increasingly frequent. With the promotion of the Belt and Road Initiative, China's economic and cultural exchanges with non-use countries are increasing day by day (Černigoj, 2022). As the backbone of China's development, it is urgent for college students to cultivate their communication skills in daily life. Cross cultural communication ability is beneficial for the speaker to have a clear understanding of the other party's language and behavior in communication, and to be able to make corresponding behaviors according to the local customs and culture. Therefore, college students must possess cultural knowledge from different countries and be able to engage in corresponding practical activities to further master communication and communication skills. In most

universities, the teaching content of college English includes vocabulary, grammar, and sentence structure analysis. Figure 1 shows the overall goals specified in the English Curriculum Standards. In this teaching mode, teachers tend to focus more on imparting language knowledge, which is too monotonous and tedious, and cannot effectively stimulate students' interest in learning English. Students passively accept the teacher's teaching and view language and culture as isolated entities in English learning. Even if there is cultural infiltration in textbooks, these contents will be ignored due to the limitations of class hours. This teaching model places English proficiency above English culture, so students do not recognize the cultural differences between East and West, resulting in a lack of cross-cultural communication skills (Scarborough & Zellou, 2022).

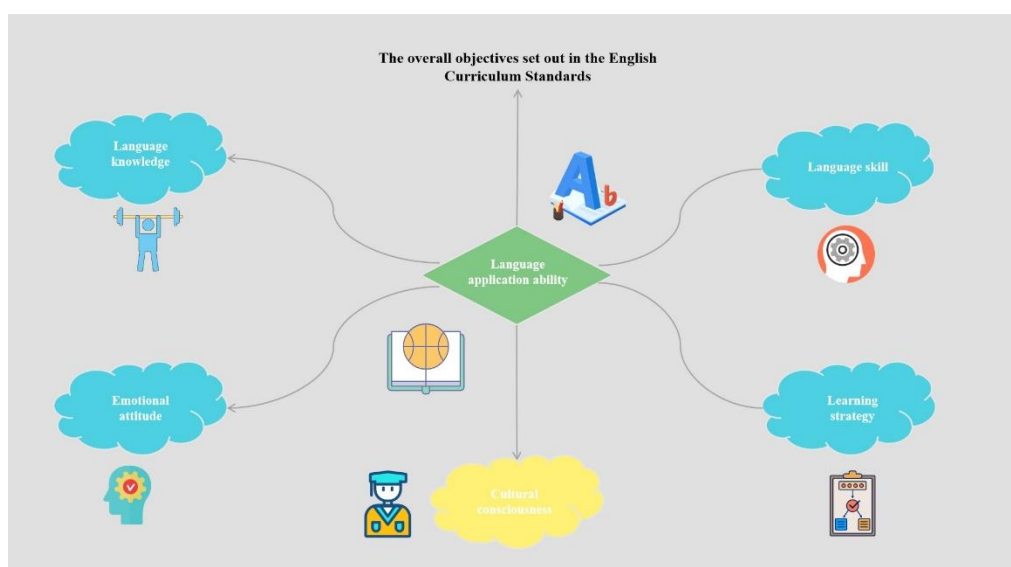


Figure 1: The Overall Goals Specified in the English Curriculum Standards.

Vocational school students can achieve self-transcendence through the improvement of cross-cultural communication awareness.

Firstly, cultivating cross-cultural communication awareness among vocational school students can help improve their learning attitude. The concept of cultivating students' world awareness is proposed in the teaching syllabus of vocational schools, and more authentic and rich contexts are provided to vocational school students, adding interest to their originally monotonous language vocabulary and grammar learning, and connecting language learning with real people and things, thereby stimulating their interest in learning and their fighting spirit to overcome difficulties, and enhancing their learning motivation.

Secondly, cultivating cross-cultural communication awareness among vocational school students can help improve their learning abilities. The cultural teaching of vocational school students is the catalytic enzyme of

language teaching, and their cross-cultural communication awareness is the source of language learning. The enhancement of cross-cultural communication awareness is beneficial for promoting language teaching and improving teaching quality. If students do not understand the target culture of the target language, it is difficult for them to understand the meaning of certain word items. In the process of English learning, our students often cannot quickly and accurately understand the actual meaning contained in language information. One of the reasons is to use Chinese style thinking and cultural norms to analyze and understand English expression. For example, 'restroom' is not a lounge but a restroom. In foreign countries, W. C is usually not used to indicate a restroom. The deep reason for not understanding, speaking improperly, reading poorly, and writing poorly is due to a lack of understanding of culture (Ryu & Lee, 2021).

Thirdly, the cultivation of cross-cultural communication awareness among vocational school students helps to

elevate their learning ideals. In the cultivation of cross-cultural communication awareness, students have learned to look at the world outside the framework of their own thinking, which is beneficial for broadening their horizons and comprehensive development. As a subject of school education, English needs to achieve both the overall goals of school education and the goals of the subject itself. The ultimate goal of school education is to promote the comprehensive development of students, and the English subject should also promote their comprehensive development. From the perspective of students' personal development requirements, if we identify cross-cultural communication ability as the main goal of foreign language teaching, by learning foreign culture and comparing it with their own culture, learners will inevitably reflect and question the values and reference frameworks formed through implicit socialization during the first and second socialization processes. This self-reflection can enhance vocational school students' understanding of cultural differences, Reducing or eliminating Ethnocentrism is beneficial to the cultivation of intercultural communicative competence.

With the development of technology, cooperation and exchanges among countries around the world in economic, political, cultural, educational and other fields are becoming increasingly extensive and close, and the trend of globalization is becoming stronger and stronger. In the context of globalization, the status of English as an international language has been further established and recognized. As a Interlingua, English has also been given new features. In the process of being used, English absorbed local culture and was able to be transformed and recreated. Today's English "does not belong to any country or nation". It includes English from native English-speaking countries, such as the United Kingdom, the United States, Canada, New Zealand, Australia and Ireland, as well as English from native English-speaking countries, such as Singapore English, Thai English, Indian English and African English. After integrating into diverse local cultures, English has become rich and diverse, and various language variants have been widely accepted and used. The development of English in a diverse cultural context requires us to pay more attention to the cultivation of cross-cultural awareness. Ernigoj, A examined whether social dominance orientation (power distance), uncertainty avoidance, individualism/collectivism, and cross-cultural engagement can predict neoracism and ethnocentrism. An online survey of the Slovenian sample (N=164) showed that social dominance orientation is the best predictor of neoracism and ethnocentrism, followed by cross-cultural contact (Černigoj, 2022).

In order to understand the current situation of cross-cultural awareness among vocational school students, this article conducted a survey. Through questionnaires and interviews, the author found that the cross-cultural awareness of vocational school students still cannot meet the current needs. The author believes that the main reason lies in various contradictions in teacher-student teaching. Based on the psychological characteristics of vocational school students and how to input culture, this article proposes some principles to be followed in cultivating cross-cultural awareness. Finally, from the perspective of students, some specific ways and means were proposed to cultivate cross-cultural awareness, providing specific guidance for practice.

Methodology

Test Object

Examining the current situation of cross-cultural communication teaching in sports schools, a total of 69 students from two classes in Grade 3 of A Sports School were selected to participate in the test instead of newly enrolled Grade 1 students.

Feedback from Testing

The recorded student errors are as follows:

Example 1: The error "open, a birthday party" that students make in their writing.

Example 2: Sentences used by students in writing. I have a big family (I have a big family) Chinese and English word are not simply one-to-one correspondence, they sometimes have significant differences in emotional color, collocation, and usage. In Example 1, 'open' should be 'held', while in Chinese, 'open' is actually an informal expression of 'held'. The English word 'open' and the Chinese word 'open' each have rich connotations, and their meanings only correspond in specific contexts. Example 2: Students often have this sentence in their oral expression: I have a big family, I have a big family, and then they say 'grandfather (mother), father...' Wait a long time. Family can be treated equally with family in Chinese. But if we delve deeper, there are many differences between English family and Chinese in terms of word meaning, cultural color, and so on. According to the Chinese way of thinking, this is correct. We have the saying 'four generations live together'. But according to Western cultural traditions, both grandparents and fathers lived independently. In fact, a family only includes parents and two generations who have not yet started a family. If our students use this to introduce themselves after graduation, they will feel sleepy. How can a young person have a large group of children?

Many students use the phrase 'Good learning, teacher' when creating dialogues. 'Teacher' is a sinicized version of English, which is transformed based on the thinking and consciousness of Chinese people. The correct expression in English should be 'Good morning, sir/madam/Miss' or 'Good morning, Mr/Ms XX' (Farnsworth, 2021).

Example 1: A student's sentence in writing is 'I hope my friends can come to my birthday party.' Example 2: On a snowy morning, she went out for a daily morning run. Student translation: A big snow learning She got out to run every learning. Example 3: My mother and I laughed to tears. Student translation: I and mother smiles of teachers. Example 4: My mother answered without thinking of the question and answers. Example 5: After we arrived at the hospital, the doctor asked my mother a few questions to confirm if she was okay. Student translation: After we got to hospital, doctor asked my mother some questions wanted to sure she is no problem. Example 6: The sentence in the student's composition: "Also hope you have fun," in Example 1, "able" should be "can", "can" and "able" have the same meaning, but the former is a Modal verb, and the latter is an adjective. The students' mixed use of parts of speech is derived from the flexibility of the use of the word "neng" in Chinese. The term 'neng' in Chinese can be used as a noun to indicate 'talent', such as 'showing one's abilities', 'envious of talents', etc; Can be used as a Auxiliary verb to mean "can do, can complete", such as "can do things"; It can also be used as adjectives, such as "capable person", "capable minister", etc. However, influenced by the abstract nature of Chinese, students translate English words according to Chinese expressions, resulting in such incorrect sentences.

Similarly, in Example 2, the incorrect expression of 'heavy snow' is also influenced by students' Chinese expression habits, resulting in a lack of proficiency in English idioms. Example 3, Example 4, Example 5, and Example 6 are examples where students ignore the differences in sentence structures between Chinese and Western languages, replacing English word order with Chinese style word order, and even creating sentences without a subject. It is obviously not suitable to use "my" thinking for cross-cultural communication. Students also have a negative attitude towards learning foreign languages that is repellent, habitually and intuitively using Chinese thinking to deconstruct English and its culture, taking for granted and explaining differences. In addition to the Chinese English structure, Chinese etiquette phrases have also been incorporated into English articles by students. I'm sorry my house is very small, please don't mind "is even added when writing an invitation letter for Australians to stay at home, which shows a Chinese style of humility. Of course,

the learning style and efficiency of vocational school students are also limited by the inherent Chinese learning thinking mode.

In addition to understanding issues in language and culture, there is also a significant portion of students who are ignorant about the differences between Chinese and foreign nonverbal cultures. As for the selection of communication topics, a considerable portion of students did not include age and health issues as taboo topics in the test. Age issues are not very sensitive in Chinese culture. Asking about the other person's age and even expressing their interest and concern for them. But in English culture, age is a relatively private topic. Some students can't help but ask foreign young female teachers "How old are you" in daily communication? As for health issues, influenced by the content in the textbook, students are accustomed to phrases such as "You should drink more water and take a good rest." However, in English and American people, it sounds like you are his parents, giving him advice. You have had a tiring joy. So, you must be best. The feeling to the listener is that you underestimate him and think he is 'fragile'. In addition, many students make mistakes about the differences in time concepts between China and the West.

From the test results, it can be seen that a lack of understanding of cultural equality and language equality, as well as the rationality of various ethnic cultures, is also a major drawback for sports school students. When testing the preferences of communication partners, one-third of students choose 'I am willing to talk to people from English speaking countries who speak Chinese as their second language'. The rapid development of modern Western society has led many of our students to develop a mentality of worshipping foreign cultures and looking down on their own culture. The answer to the Western Easter and Thanksgiving dates is quite accurate, but traditional Chinese festivals cannot be expressed in English, and even the specific time is unknown. This goes against the concept of equality in cross-cultural consciousness. In fact, only by fully understanding and mastering the excellent traditional culture of their own country, and continuously improving their own excellent traditional cultural cultivation, can students truly understand the culture of other countries. There are also a few people who blindly reject foreign cultures. Many students also commented after the test that in China, we all speak Chinese and let foreigners learn Chinese. We don't need to learn English. It still reflects the lack of awareness of equality, and any Western culture that follows, shames itself, or excludes any other culture other than the traditional Chinese culture is not advisable to adopt a self-respecting attitude (Pychyl et al., 2022).

A Survey on the Teaching Status of Cross cultural Communication Awareness in Vocational English

The goal of questionnaire development is to first identify the possible reasons for the problems reflected by students in the test: Internal learning motivation and

external learning environment; Secondly, it is to explore the integration of English teaching practice as a cutting-edge position in cultivating cross-cultural communication skills with existing relevant theories. The student questionnaire consists of 10 objective questions (see [Table 1](#)).

Table 1

Structure of Student Survey Questionnaire

Question number	Inspection content
Question 1	Do students have motivation for cross-cultural English learning.
Question 2	Students' understanding of the importance of cross-cultural English learning.
Question 3	
Question 4	Do students have sufficient cultural input in the classroom.
Question 5	
Question 6	
Question 7	Do students have sufficient cultural experience outside of class.
Question 8	
Question 9	Students' self-learning ability in cross-cultural learning.
Question 10	

There are a total of 8 classes in sports schools, with 175 students from 5 classes in Grade 1 and 91 students from 3 classes in Grade 3 participating in this questionnaire survey. They mainly come from the sports school taught by the author. Before the questionnaire survey begins, in order to make teachers and students take the survey seriously, in addition to requesting the assistance of relevant teachers, the following items are also specifically informed: (1) The questionnaire results are

only for research purposes and not for other purposes: (2) The name of the respondent does not need to be written on the questionnaire. Students can complete the questionnaire within the designated time. Retrieve 162 valid questionnaires from the first year of high school and 89 questionnaires from the third year of high school. The effective rates were 92% and 98%, respectively.

The survey data is shown in [Table 2](#).

Table 2

Student Survey Questionnaire Data

Problem	Correct	Deny
1. Have an interest in learning English culture.	16%	8%
2. Cultural teaching promotes language learning.	33%	6%
3. Does the teacher explain cultural knowledge in conjunction with the text.	58%	42%
4. Does the teacher provide rich cultural audio-visual materials.	45%	55%
5. Does the teacher guide the evaluation of Chinese and Western cultures.	34%	66%
6. Does English homework promote cultural learning after class.	19%	81%
7. Does the relevant test promote cultural learning after class.	13%	87%
8. Have you participated in English corners or other second-class learning.	25%	75%
9. Will you independently study the cultural teaching content of teachers in class.	14%	86%
10. Will you communicate cultural learning difficulties with classmates or teachers.	31%	69%

After the questionnaire survey, the author interviewed 8 English teachers from these classes. Author: "Do you often engage in cultural introduction in English teaching? What are the methods of habitual introduction?" Six out of eight teachers replied, "Often, the other two answered 'sometimes'; The methods of introduction are quite similar, and everyone agrees that thematic explanations are

the main form, while video observation and comparison of Chinese and Western cultures are accidental behaviors. Author: "What are the contents of your cultural introduction?" The eight teachers each have their own focuses, mainly mentioning the differences in values and thinking habits between China and the West, as well as the political, economic, and historical geography of the West.

Author: "In English teaching, which teaching do you often engage in cultural introduction? Reading? Listening? Grammar? Speaking? Writing?" The eight teachers' responses mainly include "reading", "speaking", and "writing", the most common answer is 'spoken'. Teachers choose 'oral English' mainly because it is the most important skill in vocational education. Author: "How do you evaluate the students in vocational high schools?" Several teachers have different opinions. Most of them regard students as victims of China's education system and losers of Teaching to the test. I believe that students mainly focus on learning professional skills and do not attach much importance to cultural courses such as English. I also believe that their English learning is not necessary. Author: "How do you evaluate students' learning level in English teaching?" All eight teachers answered with written and dictation tests. Author: "What do you think are the roles and difficulties of cultural introduction in English teaching?"

All eight teachers mentioned that cultural introduction is quite helpful for sports school students, but the so-called help refers to the active classroom atmosphere and the mobilization of learning interests. The main difficulty lies in the lack of time in the classroom and the poor language foundation of students. Several teachers reported that they tried their best to teach, but the students lacked the ability to learn. Most English teachers in vocational schools are hardworking, with heavy teaching tasks, and have to teach several classes in different majors, even across grades; The English teachers in vocational schools are dedicated, and they write lesson plans for different majors in the same textbook. Author: "Have you considered the examination of students' cultural awareness in English test questions? Only one of the eight teachers mentioned having relevant considerations, while the other teachers all said that they did not deliberately look for relevant exam materials, but only considered selecting articles on Western customs in their reading materials (Marwa et al., 2021).

The Restrictive Factors of Cultivating Cross cultural Communication Awareness in Vocational Schools

Student

The survey found that only a quarter of students participated in the second classroom to learn English related cultural knowledge. Many sports school students believe that traveling abroad is an important way to learn culture, and also acknowledge the role of foreign teachers, indicating that students attach great importance to experiencing culture firsthand. But students are in a relatively closed English learning environment, without the interactive process of using language and

understanding culture and cannot receive practice and exercise. Middle school students also rarely use English in their daily lives and have little opportunity to engage in cross-cultural communication with native English speakers. Therefore, students do not realize the necessity and importance of Mastery learning the cultural background knowledge, and also lose the motivation of actively acquiring knowledge and being willing to explore. The practice of separating language and culture in English teaching is common in sports schools, and many teachers' understandings of culture is narrow and limited, mainly focusing on the introduction of Western values and social customs. In textbooks, teachers clearly separate the teaching of cultural awareness from language teaching. For example, the second unit of the teacher's book "English 2" in the higher education version of vocational English textbook, Unit 1, "See a Terrible Movie," points out that the teaching goal of cultural awareness in this unit is for students to be able to understand foreign cultural and artistic forms such as "talk shows," as well as the leisure lives of foreign friends. The achievement of this goal is mainly reflected through the content of two reading articles, and many teachers refer to it by flipping over after dealing with language points. Moreover, there is a gap in the diligence of students in sports schools compared to those in regular high schools. Many students lack perseverance and perseverance, resulting in a lack of enthusiasm in their studies and unsatisfactory results in the middle school entrance examination. Sports school students have inherent deficiencies in their foundation. After entering the high school stage, they do not have sufficient language input to learn and cultural environment to cultivate. Students do not receive enough practice and do not actively digest knowledge, making it difficult to achieve a certain level of language proficiency, let alone cross-cultural communication skills. The improvement of cross-cultural communication ability cannot be separated from the improvement of language ability. In the process of learning and using English, we must also add factors of our own national language, otherwise it will not be able to continue to be used in that nation, and it will also lead to death. In history, English has absorbed many elements of Chinese culture, giving birth to many vocabularies with Chinese characteristics, such as Silk, Tea, and Kungfu. It is also rare for language to be taught in cultural contexts in classrooms. Due to certain objective and subjective conditions, the infiltration and introduction of Western culture in English teaching lacks consciousness, planning, and systematicity. As a student's point of interest, it was occasionally discussed in the classroom without in-depth exploration. Therefore, there

are no corresponding extracurricular learning tasks and assessments that match it.

When discussing the ways of cultural learning, many students mentioned in questionnaire interviews that cultural learning relies on teachers' professors, indicating that vocational school students rely heavily on teachers for their learning. In the questionnaire survey, only 14% of students independently explored the teaching content of the teacher in class, and less than half were able to discuss and cooperate with classmates. There is clearly a significant gap in self-learning ability between vocational school students and students in regular high schools. Lack of proactive independent learning; Not knowing how to choose self-learning content, materials, and methods; Not often able to self-monitor and manage the learning process; I don't know how to test the effectiveness of self-directed learning. In the practice of cultivating cross-cultural communication awareness among sports school students, the cultivation of self-learning ability cannot be ignored. Although the classroom is the main battlefield for students to acquire language knowledge and train communication skills, the limitations of classroom time and space, as well as the uneven level of peers, make it difficult to ensure the effectiveness of classroom teaching. If you have good self-learning ability, you cannot miss out on utilizing richer resources and more authentic opportunities outside of class.

Teacher

We can clearly see from the questionnaire that extracurricular cultural teaching is still insufficient. The promoting effects of English homework and testing on students' cultural learning are 19% and 13% respectively. Such data is shocking. Many young vocational schoolteachers, guided by modern educational concepts, are basically able to involve cultural content in teaching design and carefully organize their classrooms. In the 45-minute classroom, the teacher vividly led the students to explore the mysteries of English culture, but after class, the students withdrew and only catered to the lazy and non-brainy mentality of vocational high school students, simply assigning some copying and translation homework. This is still a "teacher centered" teaching approach: Only studying textbooks without studying students; only studying "teaching" without studying student feedback. Students clearly lack the motivation and ability to actively participate in learning activities that help develop their own cross-cultural communication skills. Even for English homework, sports school students have a perfunctory and coping attitude, completing tasks in order to complete them.

In class, we need to understand in simple terms, and out of class, we also need to study creative mobilization and behavior design. Some teachers blindly pursue happy teaching and use multimedia such as PowerPoint and videos, combined with game assistance, to design many activities. They believe that learning easily in the classroom is enough and does not burden students with homework. This is very sad. On the one hand, we recognize that the key point of secondary vocational education is to make students willing to learn, but on the other hand, we are fully researching how to attend classes and neglecting the selection and design of extracurricular tasks. As soon as the enthusiasm of the students in class was aroused, they regained their lethargy after class. The evaluation of English also fails to prioritize the goal of cross-cultural communication. From the questionnaire, we can see that exams play a certain role in promoting students' learning. However, from the perspective of the teacher's propositional approach, English evaluation rarely involves cultural content. Even if there is one, it still focuses on the detection of Western cultural knowledge, lacking necessary comparison and in-depth exploration, and even less on the examination of cultural attitudes, communication knowledge and skills. The evaluation of language knowledge and ability makes students with poor foundations lose more confidence in learning, with good ones getting better and bad ones getting worse. The polarization is even more severe. Testing should serve English teaching, rather than dampening students' enthusiasm. In addition, the means of English evaluation are too single, with written exams being the mainstream. Vocational education and ordinary high school are only different in terms of intellectual types, rather than the level of intelligence. Our students need to be guided by their own abilities. Some students are more interested and skilled in hands-on and applied skills, but due to difficulties in memory and understanding, they are not convinced of English and cannot motivate their enthusiasm for learning English. The question types of English evaluation are worth exploring. The setting and content of English test questions for vocational schools are mainly based on the provincial vocational college entrance examination papers. The test questions for written exams are relatively diverse, including word or phrase translation, grammar single choice, sentence translation, cloze filling, reading comprehension, and writing. But except for translation and writing, most of the other questions are objective, leading to a considerable number of students using guessing and guessing methods to cope with the test. Reading mainly focuses on expository and applied texts, with expository texts focusing on technology and culture,

reflecting a certain cultural teaching orientation. But the differentiation is more obvious, and the type of testing still follows the route of the college entrance examination, which is suitable for teachers to select excellent students. They cannot see the weaknesses of students with poor foundations, and students with learning difficulties cannot see the hope and clues of progress and cannot experience the joy of growth through testing. Translation questions are an exercise that can measure students' cross-cultural communication awareness. However, the translation question in the test paper is usually the same as the original sentence in the textbook. The main purpose is to encourage students who work hard to develop a good learning attitude that they have accumulated, which is of little help to the cultivation of cross-cultural communication awareness. The 'Complete Dialogue' question can be considered a substitute for oral practice.

Strategies for Cultivating Cross-Cultural Communication Awareness in Vocational English Teaching

Teaching Students According to Their Aptitude and Enhancing Their Motivation for Cross-Cultural Communication Learning in Vocational Schools

It can guide students to pay attention to culture in life. We can combine more cultural homework with practical life. The world that students come into contact within their daily lives is rich and colorful, and the numerous phenomena they see and hear can become a source of emotional knowledge in learning. We teachers should be conscientious individuals in life, allowing students to combine their life experiences with the knowledge they have learned, and elevate them to rational understanding. For example, in homework and exams, it is often combined with the reality of social life. This is a globalized and constantly developing society, where our public signage is bilingual, and many manufacturers have labeled their products with English names to attract the attention of foreign customers. Students can be guided to note English names in their daily lives and appreciate the importance of cross-cultural communication awareness. Place names, road names, building names, museum names in public places, product names and brand names when shopping in stores, dish names when dining in restaurants, and so on. Given that people travel, engage in business, work, visit family and friends, the first consideration is place names and road names. Moreover, in various tourist scenic spots, urban areas, and work departments, the popularity of English signage has greatly increased, which has a noticeable effect on students. If students can summarize the appropriate expressions of these names through corresponding accumulation and apply them in daily life,

such as pointing out directions to foreign friends, it will greatly promote their enthusiasm for learning English. In addition, our school should also use appropriate English signage at all possible locations. Repetition is the mother of learning, and students can easily reverse the repeated words and become familiar with them twice.

The learning joy of vocational school students is multifaceted. Recognize one's own happiness and realize the joy of self-worth. The joy of activities alone is superficial and fleeting, allowing students to recognize and discover the joy of learning, and achieving certain goals through their own efforts is the true joy. Appreciation of culture should begin with appreciation. Our teaching is based on "fish" as the first level, "fishing" as the second level, "cooking fish" as the third level, and also on "enjoying fish". Enable students to understand the necessity of studying hard, it is necessary to first have an enjoyable experience and stimulate good emotions. When training students to read, it is advisable to add jokes, proverbs, etc. to adjust the atmosphere, activate thinking, and also increase cultural experience. May I ask students to read those catchy sentences and appreciate the beauty of English rhythm. For example: Ka me and I'll ka them Take a look at English sentences like Chinese couplets and appreciate the beauty of English structure. For example: United we stand, divided we fall the feedback from sports school students that they cannot read English is due to their lack of reading training in Chinese language learning. The increase in sense of achievement is also an important source of joy for students in cross-cultural communication. Diversified teaching objectives can increase students' sense of achievement. The cultivation of cross-cultural communication requires appropriate selection of teaching content and models based on students' individual characteristics and cognitive abilities, in order to meet the needs of different students. The setting of teaching objectives in our vocational English education classroom should consider the diverse choices that students will have in the future due to industrial changes and technological advancements. With the changes in economic structure, existing skill requirements will inevitably be impacted. In order to ensure that students can learn and master new skills in the future, the content of vocational education should be more universal and open, improving students' cultural literacy as a whole. Our vocational education teachers' educational background and experience have all followed the educational route of general education, and their reading and learning habits differ greatly from those of students. We 'highlight the key points and do not do anything'. For students with poor English foundation, our goal can be to enable them to use

their limited vocabulary to appropriately express their unique and personalized voice in English as 'English-speaking Chinese'. As a Humanities, language has no theorem formula. The Industrial society is characterized by mass production and one mode of education: The information society attaches importance to people's subjectivity and innovation ability, recognizes people's differences in intelligence and emotion, and cultivates personalized and diversified talents. So stimulating students' interest and cultivating their ability to independently ask questions and seek knowledge is of greater significance for sports school students' English learning (Tagliatalata, 2021).

This class clearly focuses on extracurricular activities. In the first round of performances, four "Chaplins" introduced themselves in English with different shapes; In the second round of performances, students performed three songs, including "The Painter," "Night Shanghai," and "Three Little Bears," using the image of "Chaplin." In the third round, each student selected three questions related to the text content and answered correctly, earning 3 points. The students in this class are art majors who will work in industries such as singing and performing in the future. The teacher concluded by saying, "Nowadays, many entertainment stars are rushing out of Asia and heading towards the world. It is important to learn English well and understand how to deal with foreigners. Performance is a form of body language, and how to use it to knock on others' hearts requires more research and training from us. Combining majors with language and culture, students provide excellent feedback. In addition, by comparing cultural differences between China and foreign countries, we aim to reduce the interference of mother tongue culture on British and American culture, enabling students to more accurately grasp the essence of British and American culture, and promoting successful cross-cultural communication experiences. Our teachers should also actively interact with students based on their teaching objectives, understand their existing needs, choose object content that is suitable for students' main cognitive interests, and set up the "nearest development zone" of value consciousness to continuously develop students' value consciousness. The combination of fun and ideals will become a lifelong aspiration. Our current students are not lacking in knowledge, and Baidu and Google students know it as well as they can; They do not lack information, what they lack is methods for finding, identifying, analyzing, and summarizing this knowledge and information: sometimes, they even get lost in the ocean of information. Students should also improve their understanding of the motherland culture, Reinforcement

learning, and stimulate their interest in learning. An important feature of cross-cultural awareness is equality. Therefore, it is inappropriate to require us not to lean towards a certain culture in the guidance of students, and to excessively promote or belittle a certain culture. For example, the original translation of the Olympic mascot Fuwa was Friendlies, which was a combination of sound and meaning. Later, it was changed to a transliteration of Fuwa, which is more Chinese. "Come on" was changed from the free translation of English "Common" to a transliteration of Jiayao, which is more Chinese. Let our students also reflect on the mysteries and enhance our sense of pride. When our students find that the English names of some Chinese specialty foods are transliterations of Pinyin, such as deep-fried dough sticks, Yin and Yang, they will make some wrong promotions. Some words that do not remember English spelling are sometimes directly replaced by Pinyin, and then complacent. At this time, teachers have to remind students of the "win-win" characteristics of cross-cultural communication. We should not only pay attention to preserving our own characteristics when transliterating, but also fully consider the structural differences of Western languages, respect the reading and writing habits and thinking methods of Westerners, and strictly restrict the scope of use.

Create An Atmosphere to Promote Cross-Cultural Experience Among Vocational School Students

The teaching of culture should permeate all aspects of listening, speaking, reading, and writing. Listening is a weak link in various skills of vocational school students. The exercise of English listening ability for vocational school students is inseparable from the study of phonetic and cultural knowledge. Because their hearing impairment is mainly due to their poor phonetic foundation, many students do not have a good pronunciation standard. The weakness of their basic knowledge and abilities in phonetics limits their ability to respond. In order to strengthen the training of pronunciation and intonation, including stress, rhythm, sound changes, linking, rising and falling intonation, etc., so that students are familiar with various pronunciation and intonation changes. This includes a large number of cultural factors. For example, the differences in pronunciation between British and American phonetics. The British English pronunciation of "a" is, and the American pronunciation is. Because teachers often teach British pronunciation, some students may not be able to respond and understand the American word "What a good day!" in a timely manner. This requires teachers to change different listening materials, so that students can experience the characteristics and differences

of British and American pronunciation in a large number of sentences, quickly decipher, and improve listening response speed. In addition, vocational school students' English listening practice also requires learning idioms and sentence patterns. These all contain rich language and culture, as well as special English thinking patterns. It's good to have you here. "Passive sentences in English reflect the objective tone of Westerners and appear frequently in listening. Our students also need to exercise their ear's ability to recognize passive sentences. If we increase our understanding of passive sentences and use them more frequently in our own compositions, our students' listening and writing abilities can be greatly developed. If students do not know the unique functions of passive sentences in English, they cannot use them correctly.

For a long time, traditional teaching methods in China have relied on textbooks and blackboards, which make students' perceptual pathways have strong visual characteristics, even auditory input always requires the assistance of words. Considering the Learning styles of Chinese students, special attention should be paid to the introduction of visual culture. Firstly, there is text, which contains a wealth of English idioms in the textbook reading materials. In the study of idioms, students can learn about the past and present of British and American countries. Most English textbooks nowadays adopt a "thematic approach". The theme of each unit is often a human concern. For example: environment, education, human nature, life, workplace, universe, technology, etc. Teachers can start from the theme, connect with students in practice, collect relevant idioms and proverbs, and incorporate their own and students' thinking, attention, concerns, and questions about the theme as modern people into the process of questioning, seeking, exploring, discussing, and communicating in teaching. When learning a text in this way, 'seeing the trees also reveals the forest' is not limited to the content of the text, but rather to 'delving deeper into the topic, being close to students, and extending the expression'. Only by doing so can we avoid the negative effects of "teaching language" not "teaching literature" and not "educating people". Of course, teachers also need to learn a step first and expand their knowledge. Next is the picture. The graphic memory mode has been proven to be an effective memory comprehension mode. Teachers not only present knowledge, but also design relevant practice activities to activate this knowledge, which can be understood and applied by students. For example, words such as bagel and spaghetti that express Western food can be used in pictures to deepen students' impressions of these words. The posters of movies contain rich cultural information and are also a good teaching

material. Not only can it be taught in the classroom, but by introducing some excellent British and American movies, it can also stimulate students' interest, guide them to watch after class, and increase their cultural experience. And the use of videos. Videos are relatively more intuitive, vivid, and engaging, but due to limited classroom time, they can only be briefly tasted. Moreover, playing videos for a long time can easily cause fatigue for students, so the warm-up and final extension stages are favorable opportunities for video playback. During the warm-up stage, students are more likely to enter the context, and during the extension stage, students will actively search for relevant videos after class to satisfy their curiosity and thirst for knowledge (Alnwaiem et al., 2021).

Conclusion

Vocational school students have a contradiction between self-reliance and dependence in English learning, as well as a contradiction between diligence and laziness. When external conditions are healthy and inspire and guide children's self-education, it stimulates self-reliance and diligence; When external conditions are unhealthy, overindulgent or overbearing, dependence and laziness tend to thrive. Vocational school students are a special group, and there are some problems with them, such as weak sense of learning responsibility, stubbornness, and even confrontation. But they also share the commonalities of children of the same age, with a broad perspective, a pursuit of fashion, and a reverence for individuality. If we teachers can change their thinking, increase innovative research on teaching methods and homework content forms, and actively study cultural test outlines, we will definitely create a more diverse and diverse cross-cultural English learning environment for students. The author's survey in this article is not in-depth and extensive enough, and the questionnaire formulation is not meticulous and rigorous enough. It is inevitable to sit back and observe the situation only in our school's survey, and there are still certain deficiencies in the content and methods. Further improvement needs to be discussed with colleagues in the future.

Acknowledgements

The work was supported by the Teaching reform and Innovation project of colleges and universities in Shanxi Province "Research on the construction and application of dynamic discourse corpus from the perspective of multimodality (MDA)" (No. J2021635) from Shanxi Provincial Education Department.

It was supported by the Teaching reform and Innovation project of Jinzhong University "Research on the teaching resource database construction and application of project-based foreign language flipped classroom based on VR"

(No. Jg201922) from Jinzhong University.

It was supported by program of High-quality Sharing course Cross cultural communication (No. K2022471) in Jinzhong University of Shanxi Province in 2022.

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