A Study on the Combination of Intercultural Communication and Tourism English Education

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Keywords: Tourism English Teaching, Intercultural Communicative Competence, Language Teaching, Cultural Teaching

Abstract. With the success of a series of grand events in China, the demand for tourism talents has gradually changed from a purely professional skills type to a compound type with an international perspective, cross-cultural awareness and ability. Each tourism college and university also needs to follow this -Changes to strengthen the cultivation of students' comprehensive ability. Recently, the basic English of colleges emphasized the goal of "cultivation of intercultural communication skills" in the outline, and for tourism majors with strong foreign affairs, the cultivation of intercultural communication skills should also be put it on the agenda. The teaching of tourism English courses has played an important role in the cultivation of its ability, and the teaching of tourism English courses is also facing reforms. How to train students to be advanced with both professional tourism knowledge, international awareness and strong communication skills? Talents have become the focus of reform. Therefore, the author develops the theory of cross-cultural communicative competence, clarifies the basis and principles for developing cross-cultural communicative competence in tourism English teaching, and builds on the elements of cross-cultural communicative competence of authoritative experts to construct a suitable for tourism.

1. An Overview of Intercultural Communicative Competence

China entering the 21st century has also actively entered the role of communication. After successfully hosting the 2008 Beijing Olympics, it also ushered in the 2010 Shanghai World Expo. The cumulative number of visitors to the Expo Park has reached about 45 million. The direct tourism revenue is expected to reach 80 billion yuan. Chinese and foreign experts have agreed that the Shanghai World Expo will become a "giant engine to promote the development of China's tourism industry." This "World Expo fever" has resisted China's "tourism boom" and led to the vigorous development of China's tourism industry, the World Expo countdown to 100 days, has triggered a wave of seizure of talents in the service industry, and tourism professionals with strong professional skills, strong comprehensive quality, international vision and strong English expression ability have become unique. Tourism English teaching is the starting point. The content framework of cross-cultural communicative competence in tourism English courses is analyzed. Through empirical investigations, efforts are made to find effective ways and methods to cultivate students' cross-cultural communicative competence in teaching. This article introduces the theory of cross-cultural communication. The micro-courses promote the practical application of intercultural communication theory in specific courses. The three core elements of communication are the interactive combination of cross-cultural communication theory and tourism disciplines. It advocates the integration of language teaching and cultural teaching, emphasizing the generation of cross-cultural awareness, the cultivation of adjustment ability, the storage of knowledge ability, and the practice of communication ability. Taking this theory as the foundation, and integrating the overall language teaching theory and constructivist ideas, a cross-cultural communicative competence framework suitable for tourism English teaching has been constructed. This is a new attempt.
to extend the theory of cross-cultural communication, combining qualitative and quantitative analysis. It also makes the cultivation of cross-cultural communicative competence more specific and objective. Therefore, the cultivation of cross-cultural communicative competence in tourism English teaching is in line with the new English teaching concept of advocating pluralism and the cultivation of cross-cultural communicative competence in the "post-method era". It is more in line with the external attributes of the tourism discipline, which is conducive to improving the curriculum system of the tourism management major, and can also be used as a reference for other related courses.

2. Overview of Intercultural Communicative Competence

2.1 The Concept, Elements and Characteristics of Culture

2.1.1 Concept of Culture
"Culture" is one of the two key factors in intercultural communication-and the definition of "culture" is defined by different disciplines from different angles. Qi Yucun (1991) said: "Each discipline has a role in culture. There are no less than 250 types of definitions. "Chinese scholars define culture in a broad and narrow sense:" In a broad sense, culture refers to the sum of all material and spiritual products created by human beings; and narrow culture refers to Spiritual products, including language, literature, art, and all ideology."

2.1.2 Elements of Culture
The classification of culture has a distinction between material culture and spiritual culture in a broad sense, cognitive systems, normative systems, social relations and social organizations, material products, linguistic and non-verbal symbol systems in the narrow sense; the cultural upper-level institutions of Muellereier And lower-level institutions: R. Winston's four categories of language, material culture, social culture, and spiritual culture: such as Lazir's nine categories are all definitions closely linked to sociology and anthropology.

2.1.3 Cultural Characteristics
(1) The social nature of culture
Culture is a social phenomenon established by society, it is the product of human production and life. As a society's individual-cut behavior, it is inseparable from cultural constraints.
(2) Cultural heritage
The way people acquire culture is not formed innately, but acquired by the day after tomorrow, which makes culture inheritable. Through the accumulation of knowledge, people can acquire culture in families, schools, and society.
(3) Systematicity of culture
The cultural system is not static, but dynamic and variable, forming-a complex system in which the elements are structurally interconnected and functionally interdependent. The system is not static but immobile. What is developing in accordance with changes in different historical periods is precisely because of this characteristic of culture. When studying cultures in different periods and different backgrounds, we should see differences and find differences.

2.2 The Concept, Components and Characteristics of Communication

2.2.1 Communication Concept
"Communication" is another key element in cross-cultural communication. From the Latin cormonis, it can be seen that it is quite related to the word "common", that is, it means "common" and "share". "The interpretation is: person-to-person communication, or interpersonal communication. Different scholars define 126 types of communication, which are mainly divided into two major factions. One is to emphasize that the source of the behavior intends to send certain information to others. In order to
achieve the effect; the second is that whether the behavior of the source of the behavior is intentional or unintentional, as long as one of the behaviors affects others, communication is established immediately. The communication scientist LA Samover (1991) specifically defines "communication": "Communication can be limited to one person's reflection of another person's behavior or behavior remains. "Obviously, the definition of a communication scientist is broader.

2.2.2 Elements of Communication

Communicative methods can be divided into verbal communication and non-verbal communication (Wang Cairen, 1997). Speech communication is the use of symbols, sound and text to communicate: non-verbal communication refers to posture, expression, human characteristics, environment, etc., and speech Communication and non-verbal communication are always coordinated.

According to the communication process, it can be divided into information source, coding, information, channel, interference, information receiver, decoding, response of the information receiver, feedback and context (Yan Ming, 2009). First, the producer of the message is the source of the information. The thoughts to be expressed are completed by encoding, and the information is the result of encoding, and the specific manifestation that the information source wants to express is accepted by the information receiver through a certain channel, and the information processing is decoded, and a series of reflections are generated. And feedback, as context, is the last combination of communication, which helps people to understand the communication process more accurately and deeply.

2.2.3 Communicative Features

(1) Communicative interactivity

When communication takes place, the participants in the communication play a role and create together. In this process, everyone is sending and receiving each other's information, and this response is mutual, not one-way.

(2) the dynamic nature of communication

In communication, people are a continuous process of activity, which is dynamic, not static. People in the communication process receive the influence of information from each other through encoding and decoding, and each of the constituent elements in the communication process They interact with each other, so communication is in a dynamic change.

(3) Systematic communication

Communication is in a very large and tightly connected system. The success or failure of communication involves the scene, occasion, time, and number of people. A particular scene also determines the language and behavior of both parties in the communication, as well as the symbols they represent. The meaning of the language is also closely related to the occasion in which it is located, and each occasion has a specific behavior. Time and number of people will indirectly affect communication.

2.3 The Relationship Between Language, Culture and Communication

Language is a communication method peculiar to human beings, and it is the most essential feature that distinguishes it from other animals. Chinese ancients once said, "The reason why people are human, they also speak." Language has become such an important part of human life. For its definition Scholars have expressed their opinions, but the essential issues are still the same: language is a symbolic system for communication that uses speech as the representation, vocabulary as the content, and grammar as the structure.

2.3.1 Language is the Carrier of Culture and the Key to Related Culture

Language is the means by which people participate in social activities, and it is placed in a communicative context. It is closely related to various cultures. At the same time, language is also a tool of human inner thought, carrying the information expressed by culture, and the formation of culture cannot be separated from language. The Sapir-Wolf hypothesis believes that different languages lead to different behaviors. This is the theory of relativity of language. Obviously, this strong language
determines the way of thinking is not realistic, but two points are generally accepted: First, language as a code reflects culture and also limits people's thinking. Second, the importance of context when explaining the meaning of language.

2.3.2 Culture is the Foundation of Language

Domestic scholar Shu Dingfang (1990) proposed the relationship between language and culture: "Language is an integral part of culture and the carrier of culture; and culture is the base and environment of language." This means that each language has its own specificity. Cultural background, language expressions, communication rules and modes are largely constrained by culture. The language of people of each race or region contains deep national culture, so the language rooted in national culture is a great gem of humankind.

2.3.3 Culture is the Content of Communication

Jia Yuxin (1991) proposed: "Communication is affected by many factors such as culture and psychology." American scholar Larry directly classifies culture and communication as equal signs, and believes that culture affects communication. In social life, the communication tool of speech is it plays an important role in the transmission of information, ideas and emotions.

Therefore, learning language is for communication, and language is the carrier of culture, and culture is the foundation of language. To learn a good language is not only to learn vocabulary, pronunciation, and grammar, but also to understand the cultural and social strategies of language. If you want to communicate successfully, you must deal with the relationship between language and culture.

2.4 Constructivist Student View

Constructivism believes that in the learning context, learners have formed knowledge and experience related to daily life, and will have their own views on any problem. Even if they encounter unfamiliar problems, they will rely on previous experience and rely on its cognitive ability to explain assumptions about the problem.

Constructivism believes that simply forcing students to "inculcate" from the outside cannot play a teaching role, and the learners' original experience should be taken as the basic point to inspire learners to grow new experiences in the original knowledge. Teaching is not just the transfer of knowledge, but the processing and transformation of knowledge.

Students and students, teachers and students need to explore some issues and seek truth in the exploration. The great difference between individual teachers and students leads to different views and interpretations of problems. Therefore, although constructivism attaches great importance to individuals' self-development, but it does not deny the role of external guidance for learners.

2.4.1 Constructivist Learning Environment

Constructivism believes that learners' knowledge is obtained in a certain context (socio-cultural background), with the help of others, using necessary learning materials, through collaboration and communication between people, and through meaning construction. The ideal learning environment includes four parts: situation, collaboration, communication, and meaning construction.

Situation

When designing teaching, teachers must create a meaning construction that is conducive to what learners learn, which is the basis for creating a good learning environment. Collaboration

Throughout the entire learning process, collaboration should be continuous throughout, and the collaboration between teachers and students, and between students and students, has important meanings in the collection and analysis of data and information, the formulation and testing of hypotheses. It includes self-negotiation and mutual negotiation.

Communication
It is the most basic part of the collaboration process and an effective means of negotiation. Through communication, each learning group member shares information to achieve the purpose of learning and complete the task of group learning. Therefore, communication is for each learner to express their views and receive other information, which is very important for the learner's learning process.

Chapter Four: Ways to Improve Intercultural Communication Ability in Tourism English Teaching

Cultivate students' cross-cultural awareness

In the cultivation of cross-cultural communication skills, the cultivation of global consciousness is used as the basis for its ability to cultivate. Without this foundation, it is impossible to talk about adaptation and knowledge learning. In global consciousness, the cultivation of cross-cultural consciousness belongs to the foundation on the basis of learning. Learners from the initial cultural settling to the end can successfully reach empathy, the formation of cultural awareness has gone through different stages. That is, the cultivation of cross-cultural awareness is to make students recognize the differences between cultures, and recognize differences.

Determining the Dual Status of Tourism English Teachers

In classroom teaching, teachers have always played a leading role in the classroom, mastering the course progress, teaching content and teaching organization. Professional vocabulary, sentence patterns, and oral communication have always been the focus of tourist English teachers. However, students' cross-cultural communication skills still have not improved significantly. Therefore, the author believes that teachers, as the leader of classroom learning, should have dual identities, one is the lecturer of the learning content, and the other is the communicator of cultural awareness. In the classroom, it is not only to teach language knowledge, but also to serve as a messenger of culture and become a bond between the cultures of the two countries, so that students not only learn the use of language, but also let them feel the cultural differences between their home countries and foreign countries, and strengthen students. In terms of attitudes towards domestic and foreign cultures, it is neither too extreme nor too humble. It is clear that there is no difference between the two cultures, only the difference in ideology. Therefore, teachers have a huge boost in developing students' cross-cultural awareness. Role, this is the first step in the cultivation of student awareness.

2.4.2 The Combination of Language Teaching and Cultural Teaching

Tourism English, as an esp professional English course, has similarities with college English classrooms. It can be said that it is an extension of its professionalization. Tourism English courses have always been focused on language teaching such as professional vocabulary, sentence patterns, and oral communication. The improvement of students' cross-cultural communication skills has not significantly helped, which indicates that in addition to pure language teaching, we should also add other teaching methods to enhance the comprehensive ability of students. In recent years, the tide of cultural teaching has surged in, driving the reform of college English teaching. As a highly cultural tourism English course, the introduction of cultural teaching will bring a new reform. So how should language teaching and cultural teaching be combined? How is the important point of the reform. The author believes that the specific combination should be carried out in stages and content, and the following principles should be referred to:

Relevance to text content

The cultural knowledge points involved in the tourism English class should be closely related to the teacher's teaching content, leaving the textbook or the culture unrelated to the teaching content, it is easy to cause the blurring of language teaching goals, and the loss of cultural teaching to assist language teaching intention of.

Pay attention to the principle of moderation
The professor of cultural teaching should grasp the scale and distinguish the primary and secondary. If the tourism English course is in the early stage, the language teaching is the main, and the cultural teaching is the supplement, and the scale is well grasped: in the later stage, the language teaching is basically completed, and the cultural teaching is the main. Deepen students' memory of related content.

Pragmatism

The speciality of the undergraduate tourism management major lies in its unique vocational nature. Therefore, a practical principle is emphasized in the teaching of each subject, and cultural knowledge with greater use value such as cross-cultural knowledge appears in the content of tourism English teaching. Points should be used as an important part of implementing cultural teaching, and strive to be close to reality and enhance students' sensitivity to cross-culture.

2.4.3 Enhance Students' "Psychological and Cultural Debugging Ability"

The four periods in the U-shaped adaptation theory proposed by Black Mendenhall: the honeymoon period, the cultural shock period, the adaptation period, and the familiarity period, which have entered a stable state after a series of adjustments from a relatively unstable state. Teachers should also adjust the teaching process according to the status of students in classroom teaching to enhance students' psychological and cultural adjustment capabilities.

The "third space" overcomes cultural stereotypes and ethnocentrism. Cultural stereotypes and ethnocentrism are the main factors affecting the ability to adjust. Cultural stereotypes are the superficial impression of experience, are superficial, and they are a degree, The inherent view ignores individual differences: while the formation of ethnocentrism evaluates everything from its own cultural perspective, avoiding or even rejecting the formation of cross-cultural communication consciousness and the ability to adjust. The proposal of the "third space" allows different cultures to There is a zone of mutual integration, which gives cross-cultural communicators a better space to learn different cultures. This requested "third space" is essentially the adjustment phase of the u-shaped curve. After a period of confusion or frustration, Later, cross-cultural learners gradually found a solution to the new cultural environment, solved doubts, gradually became familiar with the local language and customs, understood the advantages and disadvantages of the local culture, and were able to objectively evaluate it. The role played by tourism English teachers should be the guide of cross-cultural communication, guiding students into the third space, that is, after the students experience cultural shock, they enter the adjustment At this stage, teachers should guide the culture through a series of specific methods, such as: exploring students' own exposure to different cultures, exhibiting arts and crafts exhibitions that reflect a certain culture, scenes in guest services and tour guide services, Chinese and Western cultures Differences and so on. In this way, students can experience cross-cultural communication, place themselves in different cultural situations, overcome empirical cultural stereotypes and ethnocentrism, change cultural positions, and transcend their own cultural model, and gradually enter "Third space" to experience, understand and understand different cultures, which is of great significance to enhance the adaptability of intercultural learners.

3. Summary

At this stage, the goal of cultivating tourism talents should shift from simply cultivating intermediate and advanced skills management talents to the cultivation of intercultural communicative talents with a more international perspective. This study takes the cultivation of cross-cultural communicative competence as the background and implements it into specific micro-levels. The course is an interactive combination of intercultural communication and tourism disciplines, and it is also a new teaching experiment for Tourism English. This article is based on cross-cultural communication theory, holistic teaching theory, and constructivist theory. The curriculum's own characteristics build a content framework for intercultural communicative competence that is suitable for students, and based on the
framework, it is possible to discover and analyze problems and propose training strategies based on the problems. In addition, the framework for cross-cultural communicative competence constructed in this study is based on the curriculum. Its own characteristics and the interpretation of intercultural communicative competence elements by various experts and scholars provide a reference for the interactive combination of different disciplines and intercultural communicative disciplines. Intercultural communication itself is a new discipline, and the interpretation of intercultural communicative competence can be seen by everyone. Seeing wisdom does not include all factors, and will cross-cultural communication the implementation of the development of international abilities into specific courses in the tourism discipline is a new attempt. At the same time, I hope that this study will provide some help in the reform of tourism English teaching, so as to promote more undergraduate tourism management students to have more strong professional ability to adapt to future development.

Acknowledgement

This research was financially supported by the National Science Foundation.

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