English Culture Teaching in Higher Vocational Colleges Based on Intercultural Communication

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ABSTRACT

On the basis of the theoretical research on the introduction of higher vocational English education culture, a detailed analysis is achieved for the current situation of the introduction of higher vocational English education culture through investigation. Detailed data is analyzed by means of Microsoft, Office, Excel and SPSS. Combining with the data analysis results, the current situation of the introduction of higher vocational English education culture is analyzed from the following aspects, such as teaching system, teachers' status quo, students' status quo and widespread aphasia of Chinese culture. The result shows that the overall level of students in intercultural communication is low. Although the importance of cultural learning has been emphasized, students have a passive attitude towards learning English and American culture. They lack effective learning methods and guidance. In conclusion, students should improve their own cultural knowledge and increase their learning ability in cross-cultural learning.

KEYWORDS
Higher vocational education; English teaching; cultural introduction; intercultural communication.

INTRODUCTION

Along with the economic globalization and the rapid development of information technology, transportation technology, multimedia technology and Internet technology are spreading rapidly. These technologies not only provide people with convenient communication, but also further meet and stimulate people's demands on cross regional and cross-cultural communication. In the current international environment, people's communication activities are more and more frequent, and most of them have different social background, geographical environment and uneven cross-cultural literacy. Therefore, intercultural communication is more important than ever [1].

In the past ten years, higher vocational education has embarked on the road of reform and opening up and made a great progress, and has achieved great success. It has trained a large number of advanced applied talents for the society [2]. Vocational education has become the main theme of industrial development and the main aspects of education reform. With the continuous improvement of comprehensive national strength, China's economic level is growing rapidly, and the international status is also getting higher and higher. The right of speech and influence are becoming more and more important [3]. Therefore, the importance of English as an international language

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is now reflected. International exchanges and international trade activities are increasing. In order to adapt to the development of the times, English has become a compulsory tool for students of various schools [4]. In addition, higher vocational English has its own particularity and strong practicability. The school is committed to the cultivation of students' practical use of English language ability in the process of higher vocational education.

However, in today’s English teaching, most students have poor oral English phenomenon. In many cases, they can't express their ideas accurately and cannot communicate properly with people in English speaking countries. What's more, misunderstandings and conflicts may lead to complete failure in communication [5]. The reason is not entirely due to the imperfect English language knowledge system, but due to the serious lack of English cultural knowledge, and even the national cultural knowledge. Therefore, in order to improve the level and quality of English Teaching in China, it is imperative to strengthen the study of cultural introduction in English teaching. The purpose is to transport the advanced applied talents needed by the present era.

CULTURAL INTRODUCTION AND INTERCULTURAL COMMUNICATION

The relationship between cultural introduction and intercultural communication

Intercultural communication refers to the communicative activity of the same language (mother tongue or target language) used by the communicators with different cultural backgrounds. Lacy [6] defines intercultural communication as the difference between cultural perception and semiotic system, which is not enough to change the communication between people in communication events. Wang Huoyan [7] defines intercultural communication as: Intercultural communication refers to the exchange of ideas and information between people with different cultural backgrounds. "Intercultural communicative competence" is the extension of communicative competence. It is easy to understand that the obstacles in the process of intercultural communication are more common than those of people with the same cultural background. Because everyone understands the words that other people speak according to the cultural customs and ideas they have experienced. If the speaker's ideas and cultural conventions are different, it is easy to lead to misunderstandings, and even lead to communication failure.

Culture, language and communication are closely related. People communicate through language, and culture influences the specific content of language and communication. Intercultural communication is the ability to ensure that people with different cultural backgrounds are able to successfully and reasonably communicate across cultures. Intercultural communication competence consists of two important attributes: the rationality of communication and the appropriateness of communication.

The basic factors affecting intercultural communicative competence

As shown in figure 1, there are four basic factors that affect intercultural communicative competence: emotional factor, situational feature, mental activity factor and knowledge factor.
Figure 1. Influencing factors of intercultural communicative competence.

From the perspective of knowledge, the knowledge structure and thinking mode of different communication objects are different, and different cultural values will have certain influence on the way of thinking. In terms of belief, especially the religious beliefs of different races, we should fully understand the different religious beliefs, the meaning of different behaviors and different languages. In order to improve the quality in cross-cultural communication, we should abandon the ethnocentrism and think that all nations are equal and free [8].

From the perspective of mental activity, language is one of the important bridges for us to communicate with others, which can directly reflect our thoughts. In nonverbal forms, body language and facial expressions convey a certain mood. We also need to know something about it and strengthen the performance in cross-cultural communication through role play and other ways.

From the perspective of situational features, different people live in different language environments, and their status or hierarchy in society is vastly different. At the same time, in the personal growth environment, there will be unforeseen third-party interference, which will affect our own way of thinking. In response to this situation, we can simulate the situation in a pre-contacted manner to improve our intercultural communicative competence [9].

From the emotional factors, some students are not confident about their English level. Therefore, they are shy to express their opinions, and then there is an escape mentality. Facing the challenge of cross-cultural communication, the willingness to communicate with others naturally will also decrease.

AN ANALYSIS OF CULTURAL INTRODUCTION IN HIGHER VOCATIONAL ENGLISH EDUCATION

Practice of cultural introduction in higher vocational English education

There is no doubt that no matter how meticulous the theoretical research is or how fruitful the research result is, the concrete practice of teachers and students in English education and learning is the most important. These practices determine whether
cultural introduction is successful or not. Then, this study will look at the practice of cultural introduction in higher vocational English education from the levels of teachers and students.

First of all, from the cultural introduction situation of higher vocational teachers in English teaching, the teacher's knowledge structure, the attitude of cultural introduction to teaching and their own cross-cultural comprehensive quality play a vital role in the effect of cultural introduction. They are the main guides to improve students' intercultural communicative competence in higher vocational English teaching [10]. The teacher's emphasis on cultural introduction in higher vocational English teaching has a direct impact on the practice of cultural teaching. In classroom teaching, teachers should try their best to integrate culture teaching into the teaching of English language knowledge so as to combine them organically. While teaching language skills to students, students should also be encouraged to understand the cultural background behind them and make adequate preparations for improving intercultural communication. The following table is a survey of teachers' attitudes towards intercultural teaching:

**Unfavorable factors of cultural introduction**

English Teaching in higher vocational colleges is not clear about the teaching target and specific tasks of cultural introduction: English teaching in higher vocational colleges mainly emphasizes students' listening, speaking, reading and writing ability. According to some important examination requirements for students, they can get excellent results in the examination. However, there is no requirement for understanding the history and culture of the country. It is only suitable for knowledge learning, and is not suitable for communication. There is not only lack of purposeful and planned cultural introduction in English teaching of higher vocational colleges, but also the introduction of conscious, planned and systematic cultural factors. Up to now, affected by teaching schedule, teaching hours and book knowledge, the English teaching program in higher vocational colleges can only carry out the teaching of language knowledge. At the same time, the specific teaching plan is still lack of specific goals. However, it is not enough for students to understand and learn western history and culture.

**TABLE 1. Teacher's Attitude Towards Intercultural Teaching.**

| Question No.                      | Option     | Quantity | Percentage |
|----------------------------------|------------|----------|------------|
| Degree of concern for ICC phenomenon | A. Not at all | 0        | 0.0        |
|                                  | B. A little | 25       | 55.6       |
|                                  | C. Very concerned | 20 | 44.4 |
| Effect of ICC on English learning | A. Not at all | 0        | 0          |
|                                  | B. A little | 15       | 33.3       |
|                                  | C. Very useful | 30 | 66.7 |
| Necessity of ICC on Internet      | A. Not at all | 5        | 11.1       |
|                                  | B. A little | 25       | 55.6       |
|                                  | C. Very necessary | 15 | 33.3 |
The concept of English teaching in vocational colleges is outdated or unclear, and the teaching method theory has major defects: Higher vocational education is a kind of vocational education activity, and the core is to cultivate students' professional quality. However, there are many foreign language teaching schools that ignore the important role of culture in foreign language teaching and communication. English education in higher vocational colleges should aim at cultivating students' interest in English. Therefore, they can understand the western culture, so as to be able to carry out cross-cultural communication and communication. However, the English teachers in vocational colleges are still in the exam oriented mode, and the relationship between theory and practice is not well dealt with in teaching. The particularity of the status of higher vocational education emphasizes that English education should be mainly based on application, focusing on training students' ability of practical English operation. English teachers in higher vocational colleges do not pay enough attention to this ambiguity. In the final analysis, they don't have the right knowledge values. It is not realized that the existence value of higher vocational English education needs to be reflected by the professional English literacy expressed by students.

**The main factors affecting cultural introduction**

Teachers and students are the two main bodies of teaching activities. Teachers lead the teaching activities, they are the initiators and executors responsible for carrying out and implementing the teaching tasks. Students are the core object of teaching activities, but also the object of education. In addition, the teaching material is the object of teaching activities. English teachers and students generally lack the awareness of cultural introduction and intercultural communication. The overall quality of teachers needs to be improved. English textbooks in higher vocational colleges are lack of materials involved in cultural introduction. In terms of English teaching and research arrangement, schools are not ready for the means and standards of cultural assessment ability.

Teachers have weak effect in introduction of higher vocational English education culture. In the practice of higher vocational English teaching, teachers often ignore the introduction of Chinese culture to students. Most of the English teachers in higher vocational colleges are exposed to English culture in their study and training. The teaching experience is restricted and influenced by the traditional teaching idea and the traditional English teaching system. Their cultural awareness is weak, and Chinese culture is inadequate. In the process of teaching, the time of introducing culture is less, and the content of Chinese traditional culture in textbooks is very low. Compared with the introduction of the cultural content of the English-speaking countries, the time and energy for the introduction of the native culture of the country are very little. Because of the neglect of the teaching and learning of native culture, it is difficult for students to express the Chinese cultural customs. This not only hinders the smooth progress of cross-cultural communication, but also affects the spread of Chinese culture to the world.

**CONCLUSION**

Under the trend of intercultural English communication, some conclusions are drawn from the study of the phenomenon of cultural introduction in higher vocational
English education. First of all, from the identity of language and culture, cultural introduction is imperative. Secondly, from the current situation of cultural introduction in education, the current awareness of cultural introduction between teachers and students still needs to be improved. Teachers should actively improve their teaching level. In the selection of teaching methods and teaching materials, the traditional ideas are updated to meet the needs of the current education development. Students should also seek more diverse and effective learning methods, adjust their English learning attitude, and improve their learning efficiency. In conclusion, students should improve their enthusiasm and interest in English learning. In addition, students should actively use their spare time to learn English through a variety of channels to enhance their cross-cultural communicative competence.

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