

Role of English Teachers in the Cultivation of Cross Cultural Communication

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Abstract

Language communicative ability is of great significance in the course of English teaching. These days, more and more scholars both at home and abroad have come to understand the essence of language, and the cultivation of communicative competence being the key to language learning is well accepted. The aim of this paper is to analyze the chief problems and difficulties in current English teaching put into practice, demonstrates the relationship between oral English teaching and cross-cultural communication aptitude. On the one hand, cross-cultural communication plays an important role in oral English teaching; in addition, oral English teaching supports cross-cultural communication competence. Our oral English teaching impression should be constant with that of the world. We should lay equal anxiety on cross-cultural communication skill and oral English teaching for the function of improving the students' cross-cultural vocal communication capability.

Keywords: Cross-cultural communication competence, Oral English teaching, language culture

1. Introduction

Language communicative skill is of great significance in the course of English teaching. Currently, more and more scholars both at home and abroad have come to appreciate the essence of language, and the cultivation of communicative proficiency

being the key to language learning is well recognized. Guided by foreign language teaching theories, the main content of college English includes English language knowledge, application skillfulness, cross-cultural communication and learning approaches. It is somehow a teaching system which incorporates a variety of teaching mode and teaching methods. Therefore, college oral English teaching is not simply the input of language knowledge, but also refers to a blend between the language and its culture.

2. The Problems Confronting English Teaching

The objective of teaching English is to improve students' ability of English listening, speaking, reading and writing. Still the teaching objective fails to meet its aim in some way for a variety of reasons. Our foreign language teaching here lays scrupulous stress on language forms together with pronunciation, grammar, the meanings of the word, etc. In actual fact, we have trained a lot of students who are capable of grammar teaching, but they do not have the actual communicative skill, which makes our language learning senseless. The teachers should make an attempt to progress themselves and set a superior example for the students. If the teachers have a strong aspiration to improve themselves, the students will profit a lot for sure. The reason for this problem is also related to the students themselves. Contrasting the time when they were learning their mother tongue, the students are scared of making mistakes when they speak English, which is clearly a big barrier for them to learn a foreign language, especially for the students who do not have a very good language surroundings. Last but not least, no matter what levels the students belong to, their main undertaking in the oral English class is still related to the sentence pattern drills, so after class the students still focus on reading as well as writing. So it is vital to change the teaching methods in the course of oral English teaching.

3. The Relationship between Cross-Cultural Communication and Oral English Teaching

Language is a part of culture, culture is also a part of language. It is difficult to separate both of them. This better explains the close relationship between culture and language. Krashen points out, “The basic function of the classroom is to provide students with the chance of knowledge input and place to which they get no access elsewhere.” At the same time, teachers should offer students the opportunities to practice the language in the situation which the native speaker may encounter in their daily life and solve the culture conflicts along the way with the students. Oral English class is a place where students can get access to the opportunity to improve their verbal and nonverbal communication skills. Cross-cultural communication is the main part of it. The ultimate goal of language teaching is to communicate with others freely and improve the overall cultural accomplishments.

4. The Main Reasons of Cross-Cultural Communication Failure

- 4.1. Lack of deep understanding toward the culture behind the language. For a long time, we put emphasis on systematic teaching of the language, that is, language knowledge, pronunciation, grammar and vocabulary in the process of oral English teaching. We just ignore the input the relevant cultures behind the language which is equally important. As a result, the students have no idea of the cultures and values of the English-speaking countries.
- 4.2. Lack of the English-speaking environment. In the traditional oral English class, teachers play a dominant role and students are merely passive listeners, just simply memorize the sentence patterns one by one. Undoubtedly, this kind of practice lacks of communicative efficiency. Finally, the students are thus reduced to a passive position.
- 4.3. Lack of understanding the style of language. The choice of language form is constrained by a few factors. The relationship between the two sides; the content of the topic discussion, background and even ways of communication will

influence the forms of conversation; traditionally, the students pay much more attention to memorizing grammar rules by rote learning and blurt out sentences without the real language context. In this way, the students can't use the language freely. In verbal communication, the students usually neglect the rank of the person he is talking to, the environment of the conversation and the wrong style of language leads to the failure of intercultural communication.

5. Ways to Improve Students' Cross-Cultural Competence in Oral English Teaching

According to the characteristic of oral English, oral English teaching should be based on the relative pedagogy, psychology and linguistic theory. Oral English teaching involves multiple interactions in terms of teaching aim, teaching contents, teaching strategies, and evaluation methods. Student-oriented, network-driving, input-based, real language environment, interaction from all dimensions, all of these are the necessary factors in improving the students' intercultural communication skills.

5.1. Improving Teachers' Own Qualities - As the organizer of the oral English class, teachers should set good examples for the students. Only by possessing certain knowledge about intercultural communication, can teachers handle the class with high proficiency. To achieve this goal, teachers should have a better language foundation and a strong intercultural communication competence. Therefore, we can invite some famous scholars and experts to give lectures about inter-culture to the teachers in the school. For another, we can send our teachers abroad as visiting scholar.

5.2. Enhancing Listening Practice, Increasing Language Input and Storage - The main aim of enhancing the students' transfer competence of language knowledge is to help them to acquire knowledge, information by means of reading as well as

listening, and recombine what they have heard through internalization, then it is possible for them to output the language. So the whole communication process is completed. As we know, language input is the essential condition to language output. Listening is the first and most important step in learning a foreign language and it is the important method of inputting information. The more you listen, the more exactly you know under what kind of circumstances you can say it, the more you want to express yourself in English when you encounter the situation. There is no doubt that verbal communication is the inevitable result of lots of listening practice.

5.3. Carrying Out Multimedia Integrated Teaching Model - Multimedia teaching is the combination of the three—visual, audio, language. The students can experience what they have learned through this multisensory training as if they were in the real native language environment which is necessary for any language learners. Specific new media introductions are as follows, such as English Liu Li Shuo learning software. The lessons on it are very organized. One module has ten different lessons. A module will focus on one topic, such as business college life or travel. And each module consists of ten related dialogues, which allows you to learn English when it's convenient for you. It offers two different ways to learn: Practice and Quiz. In Practice, you can study the lesson at your own pace, while in Quiz, you can test what you have learned in the same lesson. If you study hard, it is possible to get on the leaderboard. There are a lot of different learning materials for different learners of different levels. You are sure to find what you need.

Lizhi FM is useful learning software. This learning tool makes it possible for anyone who wants to be News Anchor. The students can record their favourite article with the beautiful background music they like and post it onto the new media platform, like Wechat, Blog etc to show off. In this way, students can

make his voice be heard by other people, and also others can share it, comment it, and even have an online communication. Of course, the students can subscribe other people's channel and and enjoy it anytime.

The English Dubbing Show is a fantastic software for the English learners. You can realize your dream of becoming a famous voiceover to the movie you love. You can also invite other people to cooperate with you to finish the work. Once finished, you will get the sense of achievement which can drive you to practice oral English with confidence and happiness. Students can improve their oral expression ability and communicate with the native speakers in decent language through different types of language training.

5.4. Cultivating English Thinking Habit - In oral English teaching, teachers are supposed to help their students form the good habit of communicating with others orally and think in English at the same time. Thinking in English means you have to understand, judge and express yourself in English. The people who don't have this kind of training experience might tend to translate what they have heard into their mother language and then store them in their memories. When it is time to output them, they would try their best to search for the corresponding expressions in their mother language and translate them into English. This is inevitably leads to the interference of one's mother language.

5.5. Enriching Culture Teaching Through Extracurricular Activities - In view of the deficiency in our foreign language teaching in terms of teaching time, teaching method, teaching process, etc., we can barely undertake the task of cultivating the students' intercultural communication awareness and ability. Therefore, the abundant extracurricular activities play a key role in awaking the students' culture consciousness. In order to make up the deficiency of classroom teaching, students should be encouraged to make full use of their spare time and

grasp the opportunities offered by the teachers to know more about English culture and cultivate their communicative competence. The school can organize some culture forums for the students and invite some teachers who have the overseas experiences or foreign teachers to introduce something about the culture and convention abroad that the students are eager to know. A wealth of extracurricular activities such as English Quiz Show, English Speaking Contest, English Imitating Contest or English Debating Contest can be organized on a regular basis, through which we can fully combine the language, culture study and after-school life.

6. Conclusion

In a word, in the process of foreign language teaching, English teachers should give up their traditional teaching concept, try some new teaching methods and new strategies, and social and cultural knowledge teaching should be carried out throughout the teaching of language knowledge and skills. In addition, the cultivation of intercultural communication competence doesn't just focus on culture and neglect language. It is also not a culture-centered thing. It is a kind of method of teaching language from the culture point of view. As an organic component of teaching, the cultivation of intercultural communication competence has a long way to go. College English teachers should cultivate the students' ability of acquiring the language knowledge as well as their ability of social communication. This is a very important task for English language teaching.

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