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THE CULTURE TEACHING MODEL FROM THE PERSPECTIVE OF CROSS-CULTURAL COMPETENCE: BUILDING AND PRACTICE

Language is the carrier of culture, and the curriculum for foreign language majors requires the unity of instrumentality and humanism in language teaching, that is, the training of language ability and humanistic quality. China's cross-cultural research is still in its infancy, and foreign language teaching requires college students not only to have a solid language foundation, but also to have strong cross-cultural competences to meet the needs of extensive international exchanges. This paper aims to build a culture teaching model from the cross-cultural competence viewpoint and conduct some teaching experiments to testify the teaching effect, so as to improve students' cross-cultural competence and humanistic quality, and cultivate their cultural self-confidence as well.

The lack of Chinese cultural knowledge will seriously affect students' cross-cultural communication, but teachers and students have not fully realized its importance, which requires teaching reform and the establishment of a new culture teaching model. The study attempts to build a culture teaching model in which the teachers effectively integrate Chinese cultural elements in English language teaching by using the method of cultural comparison, so as to improve students' cross-cultural competence and avoid the phenomenon of "cultural aphasia" on the occasions of the communication.

Through empirical research, the effective validity will be proved to achieve the results of preparing the students in proficiency and competence. The study has used the research methods such as questionnaire survey, knowledge testing and data statistical analysis to provide support for the culture teaching model, which prove that the teaching model can improve students' cross-cultural competence and humanistic quality, and enhance their cultural self-confidence as well. Combining cross-cultural theory and its practice, the teaching design carries out teaching reform, efficiently integrates online and offline teachings with the advantage of network media, to improve students' language competence and humanistic quality as well.

Key words: *cross-cultural competence, teaching, language competence, humanistic quality, cultural confidence.*

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МОДЕЛЬ НАВЧАННЯ КУЛЬТУРИ З ТОЧКИ ЗОРУ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ: ПОБУДОВА І ПРАКТИКА

Мова є носієм культури, а навчальна програма іноземних мов вимагає єдності інструментарію та гуманізму у викладанні мови, тобто тренування мовних здібностей та гуманістичних якостей. Міжкультурні дослідження в Китаї все ще знаходяться в зародковому стані, а викладання іноземних мов вимагає від студентів не лише міцної мовної основи, а й міцних міжкультурних компетенцій, щоб задовольнити потреби широкого міжнародного обміну. Ця стаття має на меті побудувати модель навчання культури з точки зору міжкультурної компетентності та провести деякі навчальні експерименти, щоб засвідчити ефект навчання, щоб покращити міжкультурну компетентність та гуманістичну якість студентів, а також виховувати їхню культурну впевненість у собі. .

Відсутність китайських культурних знань серйозно вплине на міжкультурну комунікацію студентів, але викладачі та студенти не повністю усвідомили її важливість, що вимагає реформування викладання та встановлення нової моделі викладання культури. Дослідження намагається побудувати модель навчання культури, в якій викладачі ефективно інтегрують елементи китайської культури у викладання англійської мови за допомогою методу культурного порівняння, щоб покращити міжкультурну компетенцію студентів та уникнути явища «культурної афазії» на випадки спілкування.

Завдяки емпіричним дослідженням буде доведено ефективну обґрунтованість для досягнення результатів підготовки студентів до кваліфікації та компетентності. У дослідженні використовувалися такі методи дослідження, як анкетування, перевірка знань і статистичний аналіз даних, щоб забезпечити підтримку моделі викладання культури, які доводять, що модель навчання може покращити міжкультурну компетентність і

*гуманістичну якість студентів, а також підвищити їх культурне самопочуття. – також впевненість. Поєдну-
ючи міжкультурну теорію та її практику, навчальний дизайн здійснює реформу викладання, ефективно інтегрує
онлайн- та офлайн-викладання з перевагами мережевих медіа, щоб покращити мовну компетенцію студентів
та також гуманістичну якість.*

Ключові слова: *міжкультурна компетентність, викладання, мовна компетенція, гуманістична якість, куль-
турна впевненість.*

Introduction. China's cross-cultural research is
still in its infancy. Theoretically, most findings draw
lessons from the existing research in Europe and
America. In terms of teaching practice, educators
have a certain understanding of culture teaching, but
they do not have enough understanding of the position
of Chinese culture in foreign language teaching, and
the empirical research is also in its infancy. In order
to realize the unity of instrumentality and humanism
in language learning, foreign language teaching
requires college students not only to have a solid
language foundation, but also to have strong cross-
cultural competences to meet the needs of extensive
international exchanges. Although achievements
have been made in foreign language teaching in
Chinese higher education, some problems still exist,
such as too much attention to the training of students'
language skills, the connotation of language and
culture ignored, and insufficient understanding of
the role of mother tongue culture in cross-cultural
competence, resulting in students suffering from
"Chinese cultural aphasia' in communications.
Cross-cultural communication is a two-way cultural
exchange, which demands the communicators should
not only master foreign language and culture, but also
spread Chinese culture.

The purpose of this study is to build a culture
teaching model from the cross-cultural competence
viewpoint and conduct some teaching experiments to
testify the teaching effect, so as to improve students'
cross-cultural competence and humanistic quality, and
cultivate their cultural self-confidence as well. The
study is based on the problem that the lack of Chinese
culture leads to the lack of cross-cultural competence.
The main research methods are knowledge test and
interview. The objects of knowledge test and interview
are sophomores and junior students for the bachelor's
degree in translation and interpreting at the language
pair of English and Chinese. Through the knowledge
test, we can understand students' mastery of Chinese
culture and their ability to express Chinese culture
in English. Through interviews, we can understand
the views and attitudes of teachers and students on
integrating Chinese culture into English culture
teaching. Through the analysis of the final test results
of the culture course in the experimental group and
the control group, this study compares the differences

between the two groups of data to test the teaching
effect.

Theory and method. Cross-cultural competence
is the theoretical starting point used in the analysis
of the teaching model. The goal of this research is
to advance the higher level of effectively training the
students' competence confronted with the cultural
differences. Ruben (1976), Imahori & Lanigan (1989),
Byram (1997), Ting-Toomey (2005), Gudykunst
(2014) have matured the study of cross-cultural
competence from different theoretical viewpoints,
including behaviorism, relations, foreign language
education, identity negotiation and interpersonal
communication. Brislin (1990) pointed out that, to
establish a correct outlook on culture, students learn
the features of their own and other cultural values and
behavior with the help of teachers, so that they will
appreciate cultural differences arising in exchanges.

Chinese scholars, Lin Dajin (1996), Xu Lisheng
(1997), Zhong Hua & Fan Weiwei (2013) have also
developed the theory of cross-cultural competence
from the angle of foreign language learning and
teaching, relying upon linguistic competence and the
criticism of the main views in the western countries.
The basic elements for cross-cultural competence
include cognition, behaviour, emotion and ethics.
The main features of cross-cultural competence are
appropriateness and effectiveness.

Through interpretative reading of humanistic
foreign language education theory, Sun Youzhong
(2017) pointed out that a learning community of
cooperative inquiry needs to be built for culture
teaching by integrating language into knowledge, then
the language competence, speculative competence,
cross-cultural competence and humanistic quality
are promoted in the meantime. Cultural teaching
as integration of language and knowledge will
promote students' humanistic quality and their cross-
cultural competence as well. Knowledge needs to be
developed about how cultural differences contribute
to cognition and emotional attitude in language skills
training. The author hopes to make a contribution on
this point within the framework of this analysis.

Main part. The culture teaching model is built
to promote the teaching effects. Through empirical
research, the effective validity will be proved to achieve
the results of preparing the students in proficiency

and competence. Two methods of language test and questionnaire are adopted to conduct this study. The purpose of the knowledge test is to test the 150 research objects selected through the questionnaire. The Chinese cultural knowledge test paper is divided into Chinese and English versions. The contents of the two test papers are exactly the same, including the number of questions, types and scoring standards. The total score is 100 points, which is divided into two major questions. The first question is to fill in the blank. There are 25 sub-questions, with 2 points for each question. The second question is a multiple-choice question, with a total of 25 sub-questions, with 2 points for each question. and the test needs to be completed in 60 minutes. It is required to test the English version first, and then the Chinese version, so as to avoid the preconceptions of the native language affecting the test results. The findings are as follows:

In Table 1, 156 valid papers were tested, and the results of the test paper through the statistical tool of SPSS 16.0 show that the average score of the Chinese version is significantly higher than that of the English version, with a difference of 5.8489 points; within the 95% confidence interval, $p < 0.05$, indicating that there are significant differences between the two sets of data. It can be inferred that the difference between the two groups of test results is caused by the difference of students' language understanding ability, and the score for the Chinese test paper is higher than that for the English test paper, indicating that students' English language understanding ability needs to be further improved.

As for interview, the author randomly selected 15 students and asked them three questions. The first one is "why do you think the test results are different":

S1: The knowledge of Chinese culture is insufficient. Even if some questions are answered in Chinese, they do not understand some knowledge;

S3: Although some Chinese cultural knowledge is familiar, there are some difficulties in expressing them in English, and the English courses rarely involve Chinese culture, so I don't know how to express in English;

S9: I don't quite understand the meaning of some English topics, and my English level needs to be improved.

The second one is "how do you think to solve these problems?" and their answers are:

S5: Chinese cultural knowledge should be integrated into English culture class;

S7: Organize more group discussion activities, compare cultural differences between China and foreign countries, improve the competence of communicating and expressing in English;

S12: The comprehensive ability of language use needs to be improved.

The third question is "Do you think the lack of Chinese cultural knowledge will affect cross-cultural competence?" and the 15 students' answer is "yes".

Through the analysis of results of knowledge test and interview, it can be seen that: students' Chinese cultural reserves are insufficient; their language ability of expressing Chinese culture in English is insufficient; the lack of Chinese cultural knowledge will affect their cross-cultural competence;their comprehensive English ability needs to be improved. Therefore, it is necessary to integrate Chinese cultural knowledge into English culture teaching, which can improve students' comprehensive ability of English language use and cross-cultural competence.

Building a culture teaching model. The lack of Chinese cultural knowledge will seriously affect students' cross-cultural communication, but teachers and students have not fully realized its importance, which requires teaching reform and the establishment of a new culture teaching model. The building of the culture teaching model takes the cross-cultural competence theory as the theoretical framework, follows the principle of integrating Chinese cultural knowledge into English culture teaching in an indirect way, adopts the method of cultural comparison and the online and offline mixed teaching, through pre-class preview, flipped classroom in-class after-class reflection and the teaching log writing, as well as online and offline multiple assessment methods for teaching evaluation, in order to achieve the unity of instrumentality and humanistic development of teaching objectives, and finally achieve the improvement of cross-cultural competence and humanistic quality. The characteristic of this teaching mode is to integrate Chinese culture into the whole teaching process by means of cultural comparison teaching method, organically combine online and offline mixed teaching and offline flipped classroom, and practice diversified evaluation methods.

Table 1

The T test of the paired samples

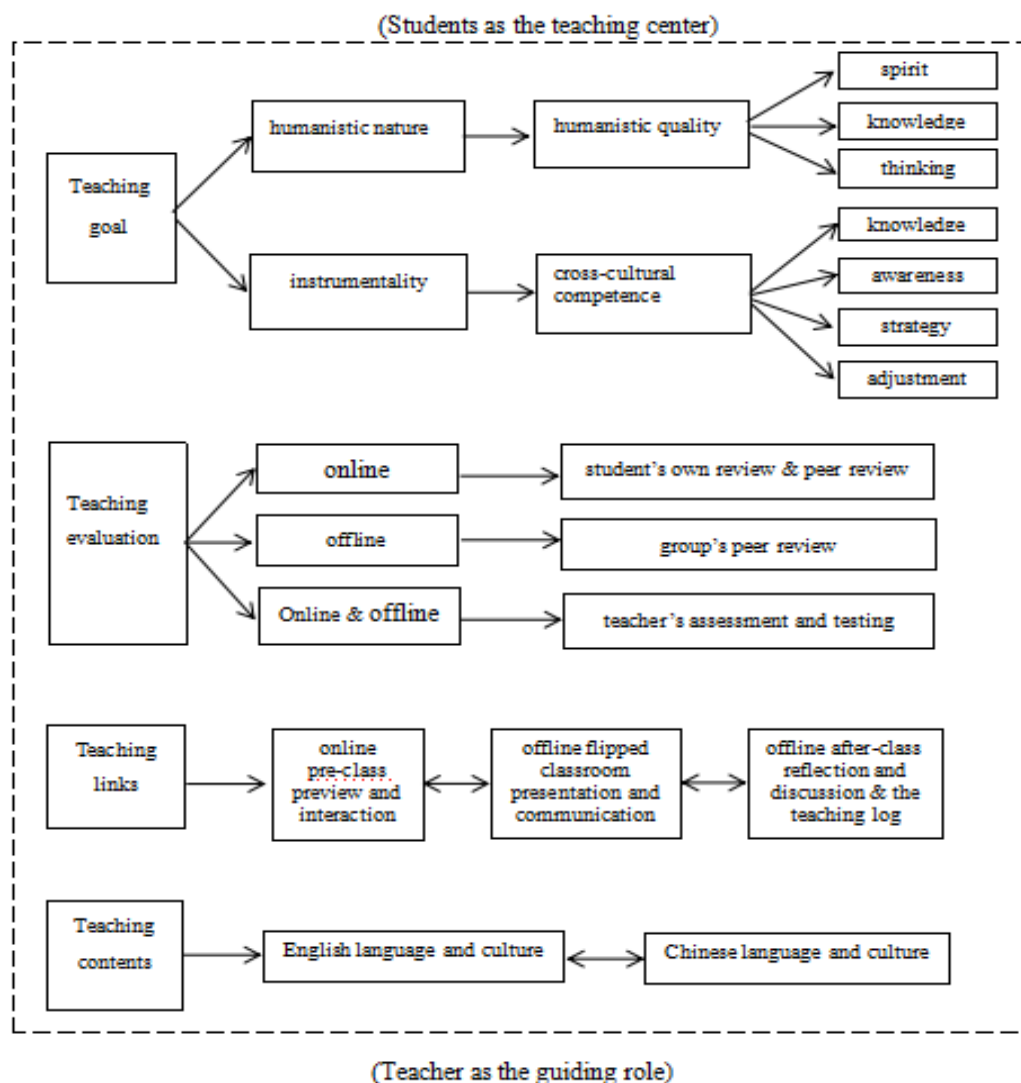| Group	Number of Objects	Mean value	Standard deviation	Degree of freedom	T Value	P Value
Chinese version	156	53.2316	8.13063	152	5.486	.000
English version	156	47.3827	8.61532			

(Students as the teaching center)

Fig. 1 Culture Teaching Model

In the culture teaching model for the English teaching, teachers work as the guiding role and students function as the center of the teaching. In the center of learning, through online and offline mixed teaching, students complete the teaching steps of pre-class preview and interaction, classroom presentation, communication and discussion, and reflection. Communication and interaction run through the whole teaching process. Chinese cultural knowledge covers a wide range, including history, political and economic systems and values. Chinese cultural teaching is integrated into English teaching by the invisible learning method of cultural comparison teaching, so as to broaden students' knowledge vision and improve their ability of expression, cross-cultural communication competence and humanistic quality. In the process of teaching, teachers guide students to learn the theory of cross-cultural communication, and express their beliefs, attitudes, values and world outlook in verbal and nonverbal ways; students cultivate their dialectical thinking ability through learning, communication and discussion of cultural differences between China and foreign countries. The instrumentality of foreign language education is reflected through the improvement of cross-cultural communication competence, including the improvement of cross-cultural knowledge and competence, the cultivation of cross-cultural awareness, the application of cross-cultural communication strategies and the training of cross-cultural adjustment; The training of humanism in language education mainly depends on the accumulation of humanistic knowledge, such as history, literature, politics and philosophy in Chinese and foreign cultures. Students understand national psychology and people's livelihood through understanding humanistic thought, ethnic and ideological characteristics, understand other people's cultures, enhance their cultural awareness and self-confidence, and build their own cultural ideas.

In addition, students can also master the cognitive and practical methods contained in humanistic methods, learn to think and solve problems with humanistic methods, and improve their speculative ability, which requires online and offline communication and practice. By understanding the humanistic spirit of Chinese and foreign cultures, understanding the differences in world outlook and values, students deeply understand the national spirit and the spirit of the times, study hard, shoulder the tasks entrusted by the times, and retell Chinese stories well in cross-cultural exchanges. After conducting the teaching experiment, the testing of teaching effect is as follows.

The above research shows that the culture teaching model is effective and can improve students' cross-cultural competence and humanistic quality. Teachers and students have more approval of the integration of Chinese cultural knowledge into English teaching. Teachers need to reserve more Chinese cultural knowledge and receive teaching training.

Conclusions. More attention to the Chinese cultural knowledge should be paid in teaching, and it is also integrated into the language teaching in a quiet way through cultural comparison method. By online and offline cultural comparison teaching and communication, students should be aware of the differences between Chinese and foreign cultures, communication skills and psychology, and students' information collection ability to sort and classify in all links of teaching design will be strengthened, through active discussion and offline communication, and their cultural thinking ability, cross-cultural awareness and competence are sure to be improved.

Based on the research of cross-cultural competence theory, this study attempts to build a cultural teaching model for its instructional design, trying to explore a new teaching method from its teaching practice. This paper makes a test analysis and reflection on the teaching effect by using scientific research methods, such as questionnaire survey, knowledge test and data statistical analysis. As a practical case study,

it is not merely for the reference of the language teachers. In the teaching design, reference is made to the cross-cultural training principles proposed by Sun Youzhong (2016), namely speculation, reflection, exploration, empathy and experience. Students exchange information, discuss and explore online pre-class, and discuss in-class to enhance their speculative ability. Teachers and students reflect through electronic portfolio after-class, in order to deepen their understanding of the problem and reach a consensus. In addition, in practical teaching, teachers should also pay attention to cultivating students' cross-cultural awareness in the global context, the ability to express Chinese and foreign cultures in English, and the skills, strategies and psychology of cross-cultural communication. Through the combination of cross-cultural teaching theory and practice, the teaching will carry out teaching reform, organically combine online and offline teaching with the advantage of network media, achieve knowledge integration and interactive communication, and improve students' humanistic quality, so as to achieve the instrumental and humanistic goal through foreign language teaching.

Cross-cultural competence is a practical ability with the dynamic and developmental feature, which is closely linked with practice and through a variety of ways of interactive communication. To accumulate Chinese and foreign knowledge, teachers and students should interact more in-class and after-class tasks. What's more, it is suggested that students take advantage of various opportunities to communicate online and offline with native English speakers. Teachers should organize students to practice more, such as participating in foreign teachers' teaching, online courses, English debate, English corner and second class activities, watching English movies, and using direct or indirect communication practice to enhance their cross-cultural competence. Obviously, cross-cultural competence training and development can not be achieved overnight. It needs long-term

Table 2

Statistical results of questionnaire survey

Serial number	Questions	Approval rate
1	Does the culture teaching model contribute to the cultivation of cross-cultural competence?	97%
2	Whether the culture teaching model is conducive to improving the expression ability of Chinese culture English.	97%
3	Whether the comparative study of Chinese and English cultures is conducive to training students' confidence in local culture.	90%
4	Whether cross-cultural competence needs to develop various knowledge and abilities.	100%
5	Whether the culture teaching mode is conducive to improving students' English level and interest in culture learning.	95%

practical teaching and reflection, and continuous improvement. Hu Wenzhong (2013) pointed out that developing cross-cultural competence is a complex and long-term process, which can not be achieved only through lectures, but also requires extracurricular cooperation, including studying or working abroad.

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