

Analysis on the integration of Public English courses in higher vocational colleges into Chinese culture in the perspective of cross-cultural communication—Take the New Practical College English Course as an Example

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Abstract: Public English classes in higher vocational colleges are not only a way to improve students' English language ability, but also a way to cultivate and enhance students' cross-cultural awareness, intercultural communication ability and cultural self-confidence. In teaching, we should fully tap the explicit and implicit Chinese cultural elements in English textbooks, reasonably arrange classroom learning content and after-school self-study expansion, use online and offline multiple teaching and learning models, and use process dynamic evaluation methods to better cultivate students' cross-cultural communication ability and cultural self-confidence.

Chinese culture has a long history, broad and profound, contains the deepest spiritual pursuit of the Chinese nation, and contains the most fundamental spiritual gene of the Chinese nation. Adolescence is a critical period for the formation of values. In addition to increasing students' English knowledge and improving their English ability, public English classes in higher vocational colleges should also play an active role in educating people, help students establish correct cultural values and thinking patterns, and help students become talents of the new era with high humanistic quality and international cultural vision.

1. The Necessity of Intercultural Communication Teaching and Blending into Chinese Culture in Public English Classes in Higher Vocational Colleges

Chinese culture refers to the total material and spiritual wealth created by the Chinese nation in the process of historical development, including the excellent traditional Chinese culture and "the revolutionary culture and advanced socialist culture created by the people under the leadership, construction and reform".

Culture is the core of language teaching, and almost all language textbooks contain cultural information. Textbooks are not only curriculum products, but also cultural products.[1] At present, the public English course in higher vocational colleges in China still needs to continue to strengthen the integration and learning of Chinese culture, so that students can deeply understand the excellent Chinese culture, improve cross-cultural communication ability and cultural self-confidence while

learning western culture and forming an international vision, instead of blindly worshiping western culture. The development of globalization and communication technology gives Chinese students more opportunities to contact foreign friends online and offline. When Chinese students can successfully introduce Chinese culture, they will experience a great sense of achievement. Therefore, the integration of Chinese culture into public English classes in vocational colleges is also conducive to improving students' interest and motivation in English learning.

2. Approaches and Steps of Integrating Higher Vocational English into Chinese Culture

2.1. Fully tap the explicit and implicit Chinese cultural elements in the textbooks to prepare for the cultivation of students' awareness of cross-cultural communication

In recent years, the country has paid more and more attention to cultural self-confidence. The Ministry of Education has actively promoted the corresponding requirements for English textbooks. More Chinese cultural elements have gradually been added to English textbooks of various schools at all levels. For example, Mickey Mouse is the reader of Unit 5 of English Volume I of Junior Two (People's Education Press). [2] In the after-school exercise, students are asked to think about cartoon characters that can represent Chinese culture, and Mulan is introduced. The English textbook New College English Course (Volume II, Third Edition, Chief Editor: Lin Li, Chen Yaping) used by the author's vocational college also contains many explicit Chinese cultural elements. The relevant details are as follows table 1:

Table 1: The relevant details

Unit 1	Qi Qiao Festival and Valentine's Day	Chinese traditional festivals "Qiqiao Festival" and "Qixi Festival"
Unit 2	Cultural confidence	Cultural confidence
Unit 3	Chinese Dream	China dream

In addition to these explicit Chinese elements, some units also contain implicit Chinese cultural elements, as shown in the following table 2.

Table 2: Some units also contain implicit Chinese cultural elements

Unit 1	Text A: Mystery of the White Gardenia	Chinese family culture: the love of parents, is far-reaching
Unit 3	Text A: Follow your dream	The Chinese nation's unremitting spirit of struggle: heaven, the gentleman to unremitting self-improvement
Unit 6	Environment (Invisible Sea Pollution: Microplastics)	The idea of harmonious coexistence between man and nature in traditional Chinese culture

2.2. In class and after class, carry out diversified teaching and learning models to improve intercultural communication ability and cultural self-confidence

For the four units with Chinese cultural elements, the cultivation of Chinese culture and intercultural communication ability is mainly in class. In the classroom, cultural introduction, cultural comparison between China and foreign countries, cultural expansion and other ways are used to complete the learning of Chinese culture while learning language knowledge efficiently. [3] For other units that do not include Chinese cultural elements, the cultivation of Chinese cultural awareness is mainly completed through homework: select a cultural topic from the cultural database to learn and

complete relevant exercises. Each unit carries out online and offline mixed teaching. In the classroom, heuristic teaching method, task-based teaching method, project based teaching method, etc. are often used. After each unit lesson, there will be relevant cultural loaded words learning and exercises, video materials, reading fragments and exercises to help students learn better in and out of class, offline and online[4].

Take Unit 3 Chinese Dream as an example for classroom teaching, the unit theme "Chinese Dream" only appears twice in the whole unit: "Warm Up" and "Listening". Most students are familiar with the three words "Chinese Dream", but they do not understand its connotation and background. It is worth further studying in the classroom.[5] Therefore, in the introduction part of this unit, students can first be inspired to watch the pictures and discuss "What is Chinese dream?", Then play the excerpts of CGTN Chinese Dream, and finally let the students discuss and summarize "What is Chinese Dream?", Form a closed loop for learning and understanding the concept of Chinese Dream. The listening part can further deepen the understanding of Chinese Dream. In the cultural comparison part, students are guided to understand Chinese Dream and American Dream through watching Forrest Gump's English film review video. The homework after class is about a 1 minute speech on Chinese dream. In order to help students complete their homework better, the homework library will provide Chinese Dream related videos, reading comprehension and other content, so that students can continue to digest and understand and expand the classroom content after class. Because the English level of most vocational college students is limited, students can be encouraged and praised in class to improve their confidence and interest in English learning[6].

2.3. Use process dynamic evaluation to stimulate students' motivation for continuous learning

The final total score of public English class includes the final English test paper score (100%, accounting for 50%) and peacetime score (accounting for 50%, involving classroom performance and homework completion). Classroom performance scores are recorded in electronic files by teachers and publicized in class groups at the end of the period. Each unit has 2 jobs (as shown in the table 3 and table 4). The unit containing explicit and implicit Chinese cultural elements is a language knowledge consolidation and expansion assignment+a culture related assignment.[7] After learning the relevant culture loaded words and watching the relevant videos, complete the content understanding exercise, and then query the data with the team members for content reconstruction output - do a PowerPoint for classroom presentation or record a video to explain the relevant culture. The assignments of the four units that do not include explicit and implicit Chinese cultural elements are two times of language knowledge consolidation and expansion of the unit+one time of cultural selective homework. The cultural homework is related to Chinese culture and practical affairs, but has nothing to do with the unit topic.[8] The main forms are speech, class presentation, making a video. At least two optional homework should be completed in a semester, and extra points will be added if more optional homework is done. The homework will be released in the rain class and set to show scores immediately after completing the homework. Students can check their scores for each homework and their total scores at any time, give periodic positive evaluation feedback in time, and improve their interest in learning achievement and learning interest. An additional 5 points will be added for every five consecutive assignments. The accumulated points will be cleared before one assignment is not done. An additional 10 points will be added for each additional assignment selected. The top 10 students with the total score of the final homework will be given extra rewards. Each student can get 10 more points for the total score of the final English homework. The upper limit is 100 points. Students who exceed the upper limit will be given a certificate of award and material rewards.

Table 3: Cultural units: Unit 1,2,3,6 (1 language knowledge assignment + 1 Chinese culture assignment per unit)

The first homework	Consolidate and expand the unit language knowledge	The score is 3 points
The second homework	Related to Chinese culture: making PPT / video	The score is 10 points

Table 4: Cultural units: Unit 4,5,7,8 (2 language knowledge assignments per unit + 1 cultural selection assignments)

The first homework	Consolidate and expand the unit language knowledge	The score is 3 points
The second homework	Consolidate and expand the unit language knowledge	The score is 3 points
Choose your homework once	Related to Chinese culture and facts (unrelated to the unit topic)	The score is 10 points

2.4. Problems needing attention

Through public English teaching in higher vocational colleges, students can deepen their understanding of Chinese culture, improve their cross-cultural awareness and ability, and enhance their cultural self-confidence. Teachers need to make a lot of preparations. 1. Increase the cultural knowledge reserve: Teachers need to constantly learn, accumulate and precipitate, and improve their own Chinese cultural literacy, so as to further explore the Chinese cultural elements of textbooks. 2. Learning and teaching methodology: when preparing lessons, we can better select appropriate teaching methods according to students' conditions and teaching materials; The designed teaching activities should be student-centered, highlight the dominant position of students, and enhance students' sense of participation and achievement in the classroom. 3. Improve communication ability: most of the students in higher vocational colleges are after 00, so teachers should pay attention to communication methods and build cooperative, guiding and communicating teacher-student relationships.

3. Conclusion

English is not only a language tool and means of communication, but also an important carrier of cultural transmission and inheritance. The public English course in higher vocational colleges should play the role of cultural front, guide students to appreciate Chinese culture in the comparison of different cultures by selecting appropriate teaching methods, conducting cooperative dialogue and communication and timely positive feedback evaluation, and improve their cross-cultural communication awareness and cultural self-confidence while mastering English knowledge and improving English ability.

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