An Empirical Study of the Cross-culture Ability of Foreign Languages Majors Students to Disseminate Chinese Culture: Taking Zhejiang Yuexiu University of Foreign Languages as the Example

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Abstract. This paper mainly aims to explore the current situation of Chinese culture in College Teaching. The author investigated 521 students who are major in 9 foreign languages and 10 teachers of Zhejiang Yuexiu University of Foreign Languages, hoping to know the attitudes towards dissemination of Chinese culture, their culture-dissemination orientation and abilities by an empirical study.

Introduction

Since the 18th National Congress of the Communist Party of China (CPC), the CPC Central Committee with a high degree of emphasis on the inheritance and development of the Chinese traditional culture has been proposed from the height of the national strategic resources to inherit the fine traditional culture and the Chinese culture “going out”. With the increasing status of China in the world and increasing strong voice, the Chinese people need to be more proactive and more accurate to the rest of the world’s people to introduce and disseminate Chinese culture.

However, from the existing research point of view, combined with the characteristics of the times and contemporary college students, foreign language college students with foreign language knowledge for the study of Chinese culture is relatively small, through the Chinese cultural transmission of contemporary college students to study the spread of less. Based on this background, the author studies this problem to explore how to combine the needs and characteristics of contemporary college students, the Chinese culture is effective and reasonable into the university foreign language teaching, to help students to enhance cross-cultural communication skills and promote students’ cultural literacy improve. According to the results of this study, the author also hopes to find some basis to help optimize the foreign language classroom teaching, improve the efficiency of college students’ foreign language teaching and improve the preparation of foreign language teaching materials for college students.

1. Literature References

1.1 Study on abroad

1.1.1 Research on the concept of cross-cultural communication

The earliest theory of cross-cultural communication is G Simmel. Now it is defined as the basic content of cross-cultural communication research. Since then, Prof. Larry A. Summayva and Professor Richard E. Potter [1] have argued that “cross-cultural communication refers to a situation in which people from different cultural backgrounds communicate with each other and its importance and uniqueness is the difference in culture, the inherent background of the exchange, experience and assumptions of the differences, will make the exchange difficult, and sometimes can not be carried out”.

1.1.2 Research on the Connotation of Cross Culture Communication

Professor Morana argued that governments, groups, individuals and technology, in different countries and cultures to pass between the values, attitudes, views and information research, while
promoting or curbing the content of the dissemination of the relevant institutional structure to do an in-depth study [2].

1.1.3 Research on the cross-cultural communication model

The first type of communication model is offered by the American scholar Harold Laswel [3] “5W” theory clearly put forward in the dissemination process, the transmission of the sequence and structure. France expert Amand Malate [4] advocated “a two-way interaction model in the process of cross-cultural communication” in the “new composition of the world”, that is in the process of intercultural communication, both the participant and the communicator of the information are the recipients of information, which embodies the interactive characteristics of cross-cultural communication.

1.2 Study in China

1.2.1 A Study of Cultural Input from the Perspective of Foreign Propaganda

Experts use this research perspective from the national strategic level. Duan Liancheng’s “external communication study” is the foundation of our foreign communication, and the book is the first to adopt the concept of “foreign exchange”. [6] The history of China’s foreign news communication has made a comprehensive and systematic introduction to the history of China’s foreign communication.

1.2.2 A cross-cultural solution-oriented research perspective

Scholars in this field study foreign communication as a cultural phenomenon. The problems and possibilities of cross-cultural communication are analyzed from the basic theory of cross-cultural communication such as cultural adaptation, cultural code, anxiety / uncertainty management theory and so on.

2. Research Design

2.1 Subjects

This study focuses on the following issues:
(1) What is the level and status quo of foreign language college students who carry out the Chinese culture?
(2) What the learning needs of foreign language college students on the Chinese culture of knowledge?
(3) Whether the teaching of students focuses on the cultivation of Chinese culture and communication capacity?
(4) What measures to take measures to cultivate foreign language students of Chinese culture communication ability?

2.2 Object of study

Choose 521 Students from Japan, Korea, German, Spanish, Italian, French, Arabic and other nine majors of Zhejiang Yuexiu University of Foreign Languages as the study of the object. By comparing the students’ sex, birthplace, language skill some factors, we want to know the students’ expectations and other aspects of the Chinese culture knowledge in questionnaire survey and interview ways. Meanwhile, as to some of the professional teachers, we also use interview way to get the result and to understand the teaching of teachers in cross-cultural teaching, Chinese cultural reserves and communication capacity.

2.3 Research methods

According to the needs of this study, combined with the relevant research results, the author designed the relevant questionnaire. At the same time, the Chinese culture communication ability to cultivate this theme, nine foreign language professional 21 students and 10 instructors interviews, and a brief record of the views of the respondents, accompanied by non-verbal behavior.
3. Results and Analysis

3.1 Students are not aware of the content and methods of Chinese cultural communication, and their motivation is not strong

Through this survey, the results show that 80% of college students learn the motive of cultural knowledge as a purely instrumental motive, and the purpose of learning is to pass the exam. In the student learning needs, only 15% of students think it is necessary to understand the Chinese cultural knowledge. And only 20% of students want to know the advantages of the spread of Chinese cultural knowledge. Less than 25% of students may be interested in Chinese culture courses. However, only 23% of students are aware of the importance of Chinese culture learning. In this survey of Chinese culture, the students’ perception of Chinese culture is very narrow. About 65% of the students can not do exactly the basic knowledge of Chinese culture, and above 57% of the students are basically ignorant of Chinese modern culture. In the analysis of the factors that affect the study of Chinese culture, about 78% of the students think that Chinese culture is too difficult to learn too much so that students do not want to learn. More than 64% of students think that there is no suitable teaching material. But 48% of students think that learning Chinese culture for future development without any help.

3.2 Students are not ideal for the level of Chinese cultural communication

3.2.1 Language skills are limited

More than 50% of students believe that they are lack of the capable of making Chinese Cross-culture communication. In the course of questionnaire survey and interview, students do not know how to introduce Chinese humanities and natural landscape, important festivals, Chinese politics, economic system and national policy in foreign language. Meanwhile about 78% of students said that when they made the introduction of Chinese culture to foreign guests, they would fell themselves stunned and no words to make explanations.

3.2.2 Cross-cultural communication abilities are relatively weak

Foreign language majors mainly study linguistics, literature and other knowledge. In the learning process, it will focus on language ontology, literary works of learning, and ignoring the professional as a cultural symbol to output. In addition, many students focus on the foreign language professional skills due to the lack of platform to build international exchanges. Students rarely have the opportunity to contact with foreign teachers, and international students, which resulting in our students lack of cross-cultural awareness.

3.3 The imbalance of teachers to cultivate students’ language and Chinese culture communication capacity

About 77% of the instructors said they were dissatisfied with their own cultural literacy, worried that their limited Chinese cultural literacy would limit students’ ability to improve their cultural communication. And more than 60% of the instructor said that the students did not specifically for the Chinese culture training and testing, meanwhile, 45% of the teachers do not know the actual level of Chinese culture for the Chinese culture. 63% of the teachers thought that the usual language learning has occupied students and teachers a lot of energy so that they unable to take into account the Chinese culture of knowledge. And 84% of the teachers agreed that the cross-culture abilities need to be improved and it will naturally reorganize the Chinese cultural knowledge and master the Chinese culture of knowledge expression skills. Only 17% of the teachers believe that the better master the languages skill for students, the better make cross-culture communication.

3.4 Curriculum and teaching materials lack of scientific

In the interview, a teacher suggested that Chinese culture curriculum set in a weak position, we should increase the proportion of Chinese culture courses, otherwise it will not conducive to Chinese cultural communication. Through the survey, based on the curriculum, specifically related to the Chinese culture curriculum is very few, only one elective course of Chinese culture and cross-cultural communication. The purpose of this type of curriculum is to accommodate students’
foreign relations. In the course of teaching in this course, more than 80% of teachers are taught in
Chinese, which is extremely unfavorable to the improvement of students’ international cultural
exchange ability and the spread of Chinese culture. In the selection and preparation of teaching
materials, some teachers pointed out that the current foreign language teaching materials, more
emphasis on the language of the country’s multi-cultural knowledge, due to fear of negative cultural
migration in China, and rarely explain the design of Chinese cultural knowledge. During the course
of the questionnaire survey, it was found that the students in the group pointed out that they could
not reach the authentic Chinese cultural elements in the classroom, and it was difficult to learn the
foreign language expression of Chinese culture. 89% of the students thought that the course of
teaching materials in the Chinese cultural knowledge is very small, if the textbooks involved in
Chinese culture, they are willing to learn.

3.5 Foreign language evaluation mechanism is not perfect

The contents of foreign language majors include grammar, vocabulary, listening, reading,
translation, writing and so on, which lack of cross-cultural communication ability and other aspects
of the evaluation system. Most of teachers and students agree that foreign language evaluation
system is not perfect. The comprehensive development of students’ comprehensive ability is not
taken seriously, and the influence of the examination oriented education has made the culture
teaching and the cultivation of students’ intercultural communicative competence often neglected
by teachers and students.

4. Revelation and Suggestions

4.1 Establish the correct ideas, improve learning motivation

With the spread of Chinese culture, we should teach our students to recognize their own national
culture and set up the culture pride and identity and use their own way to achieve Chinese cultural
interaction. We should guide students to learn language knowledge to enhance the driving force of
cultural transmission, enhance students learning motivation. Change the attitude of “the students
simply pursue the test results” to “the needs of professional and cross-cultural communication
needs”. Teachers should really pay attention to the students’ cross-cultural communication of
practical ability and needs. If blindly pursue the test results and ignore the ability of students to
develop and demand, it will be unfavorable for the students. On the other hand, from the
perspective of the spread of culture, when the language learning and cultural exchange of this
“human and human” relationship into “test” to become “people and things” relationship, not only
will the students desire to produce inhibition, At the same time will seriously affect the spread of
the effect. Motivation is the core of learning and the basis of cultural communication and
communication should be the most core content of language learning, so to establish the correct
ideas, improve learning motivation.

4.2 Optimize the teaching staff, give full play to the guiding role

4.2.1 The promotion of teachers’ cross-culture communication ability

College foreign language teachers as the communicator of knowledge, its own mother tongue
culture quality and teaching philosophy directly affect the students’ learning effect. Teachers should
be fully aware of the importance of the spread of Chinese culture and urgency, improve their own
culture of Chinese culture and the ability to spread foreign language. Therefore, in foreign language
teaching, teachers not only need the teacher language skills, but also the ability of Chinese culture
to spread. Teachers not only want to systematically study Chinese culture, strengthen research, but
also guide students to take the initiative to learn to help students form a capacity development,
cultural communication learning. National and government authorities at all levels should be aware
of the importance of Chinese cultural communication and provide teachers with opportunities for
training and training.
4.2.2 The Cultivation of Teachers’ Consciousness

In the course of teaching, teachers not only need to improve the students’ professional knowledge of foreign language, but also to strengthen students’ ability to spread Chinese culture in foreign language, encourage students to read relevant information about Chinese culture and guide students to reflect Chinese culture. The vocabulary, the knowledge background and the expression method are accumulated, so as to provide students with a good environment so that students can improve the motivation and learning efficiency in the practical application of foreign language, and promote the improvement of students’ foreign language level and expressive ability. University teachers to stand in the height of the spread of Chinese culture, the language of the language of the country culture and Chinese culture contrast, cultivate a new generation of universities have the responsibility to the world to spread the consciousness of Chinese culture, so that students realize the use of foreign language knowledge The responsibility of spreading Chinese culture abroad.

4.3 Improve the syllabus and evaluation mechanism

To improve the syllabus, do a good job guiding the correct guiding work, not to test as the center. It is hoped that the school decision-making level should be reasonable and accurate to the students’ syllabus. We should adopt the flexible evaluation system and teaching policy to avoid the foreign language examinations, entrance examination, and other kinds of foreign examinations as the only criterion for evaluating the quality of foreign language teaching, to return foreign language disciplines from the instrumental disciplines to the humanities. Schools to understand the reality, to change the current language and cultural teaching of the status quo, to achieve language teaching and cultural teaching integration, implementation of the outline, conform to the country’s current “cultural rejuvenation”, Chinese culture “going out” strategy. To carry out active and effective classroom teaching reform, to improve students’ foreign language ability, based on the promotion of students’ Chinese culture communication ability.

4.4 Strengthen students’ awareness of self-cultivation

University stage is an important stage in life for students to improve students’ identity for Chinese culture, actively promote the culture of Chinese characteristics, cultivate students’ national pride, and promote students’ national identity, national identity and cultural identity. Chinese cultural identity is the intrinsic motivation to improve the ability of Chinese culture communication. Only students love Chinese culture and consciously practice the traditional values of the Chinese nation, and consciously spread Chinese culture. Students’ Chinese cultural communication ability will improve rapidly.

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