



Analysis of Cross-Cultural Teaching Ideology Data Construction Based on Questionnaire Survey

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ABSTRACT

With the continuous development of globalization, cross-cultural teaching ideas are receiving increasing attention in education. To gain a deeper understanding of the application of cross-cultural teaching ideas, this article adopts a questionnaire survey method to collect relevant data and conduct data construction and analysis. Firstly, this article designs a questionnaire survey on the application scope, teaching methods, and textbook usage of cross-cultural teaching ideas. Distribute questionnaires to teachers, students, and education managers from different countries and regions through online and paper questionnaires and collect relevant data. This article adopts statistical analysis and data mining methods to process the collected data in terms of data construction. Firstly, analyze the sample characteristics of the questionnaire survey to understand the background and characteristics of the survey subjects. Secondly, analyze the reliability and validity of the questionnaire survey to ensure the reliability and validity of the data. Finally, descriptive statistics and factor analysis were conducted on the data from the questionnaire survey to explore the key factors of cross-cultural teaching ideas and the factors that affect the attitudes and behaviors of teachers and students.

Keywords: English, Cross Culture, Higher Vocational Education, Idea

1. Introduction

Language is the most important tool of human thinking and communication. With the economic globalization, opportunities for exchanges among countries are increasing. English is a general language, the number of people learning and using English is also increasing [1]. English learning is learning not only a language but also a culture [2]. Culture is the basis of language, one of the carrier forms of culture. Language learning is based on understanding the language system knowledge and is a comprehensive understanding and learning of the culture on which the language depends [3]. Therefore, language teaching is not only represented in English teaching but also requires studying and disseminating relevant cultures [4]. University education is one of the

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ways of English teaching, which pays more attention to the students' cultural quality education and the cultivation of their innovative ability. It is also the focus of national education. Higher vocational education is a part of university education and an important complement to higher education. Therefore, studying English teaching in higher vocational colleges is also very important. Intercultural communicative competence is the ability of individuals or groups to exchange information effectively with another person or group who is different from their cultural background, including cognitive, behavioral, emotional and other abilities [5]. As a whole, adequate intercultural communicative competence can't be separated from the ability of language application, which shows the ability to communicate appropriately in different situations [6]. Therefore, intercultural communication awareness is the basis and prerequisite for intercultural communicative competence. Students should also have cross-cultural awareness on the basis of relevant cultural knowledge and then further develop cross-cultural communicative competence [7]. English learning in China is also a two-way exchange of cross-cultural communication activities, and learners should analyze and understand other people and demonstrate themselves simultaneously during this period [8]. If the culture can't be properly understood, or the ongoing English teaching can't receive much attention, English can't be used well in intercultural communication to express the connotation of Chinese culture in various fields, such as tradition, politics, history and economy [9]. In this way, there may be failures of cultural exchanges or the result of inefficient cultural exchanges, thereby leading to "Chinese Cultural Aphasia" in international communication [10]. From above, it is an important topic in higher vocational English teaching to improve students' knowledge of language and culture so as to improve students' English expressions and facilitate effective cross-cultural communication, which is also one of the ways to analyze the infiltration and combination of intercultural teaching in higher vocational English teaching.

2. The State of the Art

With the development of economic globalization and the cultural diversity of various countries, higher vocational English teaching aims to train talents in intercultural communication and cultivate talents with cross-cultural awareness and ability to meet the needs of social development and to highlight the importance [11]. In Higher Vocational English teaching, the infiltration and cooperation of cross cultural ideas have become increasingly important. Cultural teaching has received more and more attention, especially students' cross-cultural awareness. Many scholars at home and abroad have done a lot of analysis and research in this field, and the development of cultural teaching in different countries has shown an unbalanced development trend. At present, in the way of language output, English speaking countries in the world mainly set language skills as the centre. In cross-cultural research abroad, the contribution of American culture is greater. Some scholars have highly analyzed the language output patterns of American culture, and the United States is one of the most inclusive countries in the world where immigrants, different religious beliefs, cultural diversity and other lifestyles can be highly integrated [12]. These cultures can be gradually put into practice based on maintaining the original national characteristics. As a result, research projects based on American culture are the most common in the world. The essential change in global foreign language teaching was mainly in the American "Intercultural Communication" and the former Soviet Union's "linguistic situation of the country" in the 1960s, and scholars also began to introduce language and culture directly into foreign languages [13]. Since then, "Communicative Competence" and "The Language of Culture and Society" have been published, in which "communication" was regarded as the ability to describe the cultural context of language in social life for the first time. Therefore, there was a directional reform in the field of language teaching. In the '70s and '80s, culture was clearly defined as the content of the course, and it was also pointed out that the important guarantees for improving the communicative competence of foreign language were social, cultural and linguistic competence. In the 90s, intercultural communication became more frequent. In the national syllabi of European countries and the United States, the objectives of cultural teaching were specified and explained. A culture oriented teaching model can improve the communication value of language. From the point of view of English-speaking countries, it can not only increase the horizons of the national culture but also enhance cross-cultural awareness so as to improve cross-cultural communicative competence.

In China, although people's knowledge of cultural teaching is improving gradually, the specific

application and effect are not satisfactory. Influenced by psychology and structuralist linguistics, domestic foreign language teaching focuses more on the teaching of language forms while ignoring the context of social culture, thus making English teaching a simple skill training [14]. In the 1980s, new theories and concepts were introduced into the field of language and culture and were applied to foreign language teaching simultaneously. Our teachers began to realize that culture must be integrated into English teaching. For the first time, Xu Guozhang has pointed out that in English teaching, the cultural elements of words and phrases are ignored, and we should pay more attention to the cultural elements and the culture of English-speaking countries [15]. Hu Wenzhong has pointed out that "it is impossible to learn English well without understanding British and American culture." He has also studied cross-cultural achievements abroad and has formed his cross-cultural research theory. With the development of the economy, intercultural communication is frequent, and the obstacles encountered in intercultural communication are also increasing so people have begun to pay more attention to cultivating people with cross-cultural awareness and intercultural communication skills. Some scholars have pointed out that our teachers have focused on teaching language forms for a long time, and culture teaching has always become a mere formality. The main way of culture teaching is only to teach, which is single and boring, and the concept of intercultural teaching combining language and culture has not gone deep into the practical application of English teaching. Therefore, it is necessary to reform the theory and method of cultural teaching so as to cultivate new cultural concepts and cultural awareness. Scholars have also paid more and more attention to the cultivation of cross-cultural awareness. Zhang Hongling has put forward ten principles of cross-cultural English teaching, such as "cross-cultural awareness and sensitivity cultivation, the focus of culture teaching". Through the study, scholars have realized the importance of cross-cultural concepts in English teaching and have realized that the ultimate goal of English teaching is to cultivate students' cross-cultural awareness and intercultural communicative competence. Based on this, taking higher vocational colleges as an example, the infiltration and combination of cross-culture teaching ideas in higher vocational education were analyzed in this paper.

3. Methodology

The infiltration and combination of intercultural teaching ideas in higher vocational English teaching were analyzed in this paper. A higher vocational school in Hebei was selected as the object, and the experimental class and the control class were adopted to carry out the contrast teaching experiment. Before that, a questionnaire survey was conducted to investigate the students' English culture, and a sociocultural testing was carried out. Therefore, the infiltration and combination of the cross culture teaching idea in higher vocational education was analyzed. And some suggestions and measures were put forward for intercultural teaching in higher vocational English teaching.

3.1. Objectives of Study

A total of 106 non-English Majors in two grade two classes at a vocational school in Hebei were selected as the objects, and these students had roughly the same characteristics, they all enrolled in 2013, aged 18-20 years, and learned English at least seven years. They had English compulsory courses for two years on campus. Before the experiment began, basic cultural elements such as general English and national knowledge were introduced during their first year of college English learning. Their English proficiency and proficiency were not significantly different when they entered the university. In addition, all students grew up in China and had never been to the West, so they had similar social and cultural backgrounds. The experiment was divided into experimental class and control class. There were 26 males and 27 females in the experimental class, while there were 27 males and 26 females in the control class. Before the experiment, all the objects were surveyed by questionnaire, and then pre-test and post-test were done at the end of the experiment.

3.2. Experimental Cycle and Model

The experiment lasted for four months from September 2014 to January 2015. Before the experiment, 106 objects were divided into classes, and they knew nothing about the experiment. In the course of the study, the experimental class adopted the original teaching mode of higher vocational colleges. The teacher led the class, and explained vocabulary, grammar and

so on while students took notes in class, which was difficult for students to have the opportunity to think independently and express their ideas. On the contrary, the comprehensive culture teaching method was adopted in the control class. Students were dominant and often interacted with teachers or other students, discussed and solved problems independently, and accomplished tasks assigned by the teacher, while in the process, the teacher was just a facilitator to guide the students.

3.3. Questionnaire Investigation

Through the related research, a cross-cultural questionnaire survey was designed in this paper, and students were allowed to make a choice through individual or multiple choice questions, the purpose of which was to understand the current situation of students' intercultural learning. A total of seventeen questions were set up, including English learning motivation and cultural differences between China and western countries. The data was collected and analyzed through the student's answer. The students' mastery of cross-cultural awareness and the problems existing in intercultural teaching were studied, thus providing data for the experiment. The results of the questionnaire are shown in table 1.

Serial number \ Answer rate	A	B	C	D	E	F	G	H	I
1	78%	21%	1%	/	/	/	/	/	/
2	27%	22%	38%	44%	31%	25%	30%	24%	30%
3	3%	22%	73%	2%	/	/	/	/	/
4	25%	43%	27%	4%	2%	/	/	/	/
5	52%	48%	58%	52%	75%	44%	30%	2%	/
6	78%	15%	4%	2%	/	/	/	/	/
7	34%	59%	4%	3%	/	/	/	/	/
8	15%	35%	30%	84%	69%	10%	/	/	/
9	69%	67%	55%	65%	16%	40%	3%	/	/
10	89%	44%	34%	10%	/	/	/	/	/
11	12%	22%	65%	/	/	/	/	/	/
12	31%	52%	18%	/	/	/	/	/	/
13	10%	72%	17%	/	/	/	/	/	/
14	28%	21%	51%	/	/	/	/	/	/
15	83%	18%	/	/	/	/	/	/	/
16	4%	55%	40%	/	/	/	/	/	/
17	83%	18%	/	/	/	/	/	/	/

Table 1. A study of students' cultural learning

3.4. Pre Test

At the end of the experiment, the social and cultural abilities of the experimental class and the control class were tested respectively, which was mainly composed of two parts, one was mainly about daily greetings and meetings, and the other was about the cultural knowledge of the English-speaking countries. The political, historical and other aspects of the United States were studied in this paper. A total of 104 copies of the test papers were handed in and proved to be effective and reliable.

3.5. Post Test

After the pre-test, another social and cultural test was conducted to verify whether the cross-cultural communication of the objects was improved. The questions were different from the pre-test, but was the same as the pre-test in terms of the architecture. From the test results, most of the students can successfully answer questions and collect data from the test for further analysis and discussion.

3.6. Using Software

The experiment was conducted by means of questionnaire survey, pre-test and post-test. Data was collected from experiments through the SPSS18.0 software, and its operation interface was obtained, as shown in Figure 1.

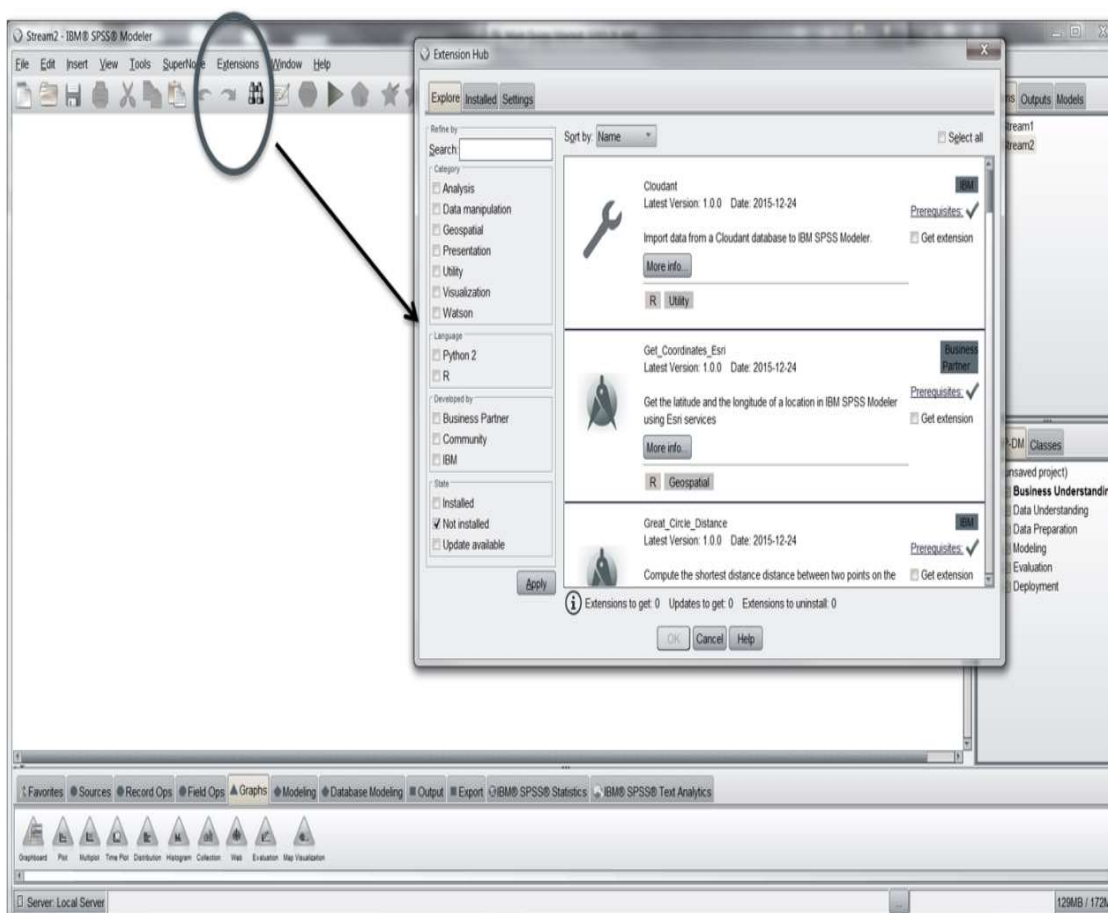


Figure 1. SPSS software operation interface

4. Result Analysis and Discussion

4.1. Questionnaire Survey Results and Evaluation

Through the questionnaire survey, table 1 shows a student's interest in English culture learning and the status of English culture learning before the experiment. As shown in the experiment, the students in the experimental class and the control class did not dislike English culture. According to the chart, almost half of the students were interested in English culture. On the whole, the findings of the questionnaire showed that the students themselves realized the necessity and importance of cross cultural concepts in English teaching. Because of their limited learning ability and low practical application, most students felt puzzled about how to learn English culture. Traditional English teaching methods could not effectively develop students' intercultural communicative competence.

Over the years, many scholars have been trying to detect students' language, culture, knowledge and interaction in a certain social culture. The results show that our students' intercultural communicative competence is not high. Some scholars have conducted intercultural communicative competence tests for more than 200 English majors and non-English Majors in five colleges and universities in northern China, and the non-English majors lack the awareness of intercul

tural communication. Some scholars have also tested non-English majors from eight different departments. The results show that the level of intercultural communication of non-English Majors in China is low and the individual differences are great. Based on this, pre-test and post-test were conducted to a higher vocational college in Hebei in this paper, so as to find out whether the comprehensive culture teaching method used in the experiment can improve students' intercultural communicative competence. In this paper, the software SPSS was used to analyze the results clearly and accurately, as shown in the following tables and figures, so as to explain the ability of comparison between the experimental class and the control class in cultural communication.

Pre-test	The control class	The experimental class
Maximum	85	88
Minimum	35	45
Range	50	43
Mean	61.85	61.74
Standard Error of Mean	10.38	10.11
Standard Deviation	1.51	1.38
N	54/54	
Correlation	-0.11	
Significance	0.49	
t-value	6.51	

Table 2. Comparison of social and cultural scores between the control class and the experimental class in the pre-test

Pre-test	The control class	The experimental class
Maximum	95	89
Minimum	50	49
Range	50	49
Mean	45	40
Standard Error of Mean	10.11	10.40
Standard Deviation	1.38	1.45
N	54/54	
Correlation	0.17	
Significance	0.00	
t-value	0.08	

Table 3. Comparison of social and cultural scores between the control class and the experimental class in post test

The pre-test results of the experimental class and the control class are shown in table 2. Although the results of the control class were slightly higher than that of the experimental class, the two classes had almost the same cross-cultural competence before the experiment. Table 3 is the posterior examination of the two instances data. In which, the average grade of the control class was much higher than that of the experimental class. As can be seen from table 2 that the value of T was 6.51 before the test, and the value of the meaning was 0.49, which meant that the difference was insignificant. Before the test, the results of the two classes were slightly different, and it was still possible to think that the two classes were almost identical before the study. According to table 3, the value in the post-test was 0.08 and the significance of the T value was 0, which had significant difference, so there was a statistically significant difference between the two groups in the post test.

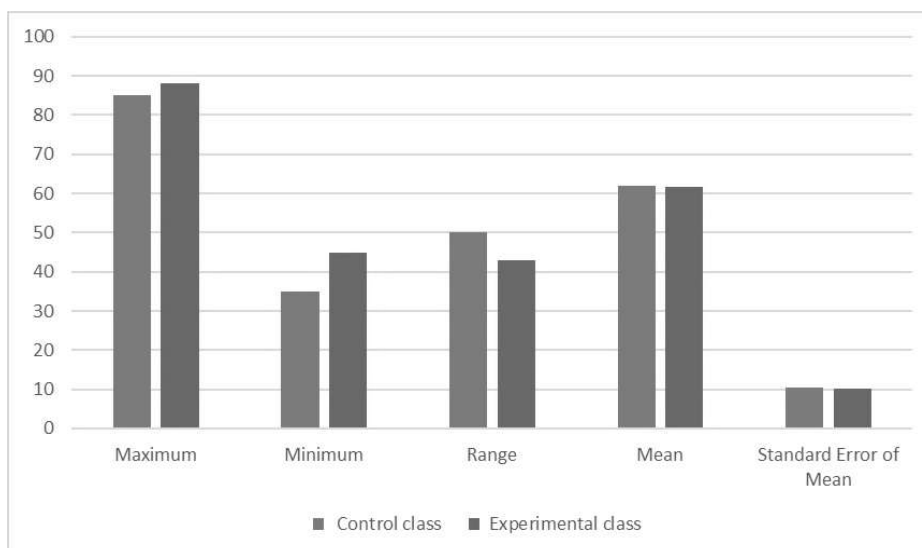


Figure 2. Score distribution of control class and experimental class in the pre-test

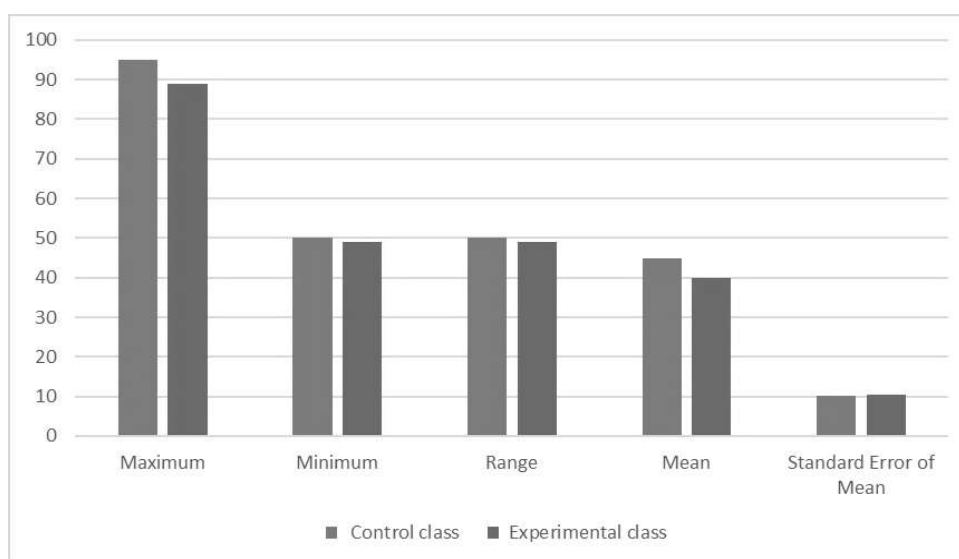


Figure 3. Score distribution of control class and experimental class in post test

Figures 2 and 3 graphically shows the fractional distribution of e-commerce of the experimental class and the control class in pre-test and post-test classes. According to Figure 2, it can be seen that the score of the maximum control class was slightly lower than that of the experimental class in the pre-test. But at the end of the experiment, the biggest e-commerce was greatly increased. Even though both the experimental class and the control class increased, the maximum growth in the experimental class was limited. Figure 2 shows that the scope of e-commerce was 50 before the experiment, and the contrast of the experimental class was 45, and the ranges of the control class and the experimental class were 45 and 40 respectively. Perhaps because of the same method, some students made great progress in the process, while some failed to improve their communicative competence. Although pre-test classes were almost at the same level, it can also be seen that the level of the control class was still higher than that of the experimental class after the test.

Pre-test	Variables	No	Mean	Std. Deviation	Std. Error Mean
Score	The control class	53	61.84	1.51	10.38
	The experimental class	53	61.74	1.42	10.41

Table 4. Comparison between the control class and the experimental class in social culture pre-test

Pre-test	Variables	No	Mean	Std. Deviation	Std. Error Mean
Score	The control class	53	68.86	1.38	10.11
	The experimental class	53	64.87	1.45	10.40

Table 5. Comparison between the control class and the experimental class in social culture post test

The standard deviation of the control class (1.51) was slightly higher than that of the experimental class (1.42) in the pre-test, as shown in table 4. In contrast, in the latter test, the standard deviation of the experimental class (1.45) was small higher than that of the control class (1.38), as shown in table 5. It can be concluded that compared with the experimental class, the results of the control class deviated from the central point, which showed that most of the students in the control class became more active in English learning and role play and had stronger English ability. According to the results of statistical analysis, the performance of the experimental class was improved slightly in the test, but the intercultural communicative competence of the class was not greatly improved. Therefore, the comprehensive culture teaching method can greatly improve the cultural teaching.

According to the above results and discussions, it can be found that most of the traditional English teaching models are still used in vocational English teaching, the concept of intercultural teaching becomes a mere formality, penetration and bonding are less, and students' intercultural communicative competence can't be improved. New methods should be adopted in higher vocational English teaching. For example, the comprehensive culture teaching method can greatly improve the students' active participation both inside and outside the classroom, and improve their interest in learning. Moreover, it can also improve students' intercultural communicative competence.

5. Conclusions

With the development of society and the increasing international communication, the fluent use of English is very important. In order to use English fluently, it is necessary to have a good understanding of its social culture, which requires learners to have a certain cross cultural ability. Higher vocational education is one of the ways to learn English. In English teaching, the infiltration and combination of cross-cultural ideas play a certain role in students' intercultural communicative competence. Based on this, the infiltration and combination of cross-cultural concepts in higher vocational English teaching were analyzed. Firstly, the foundation of language learning and intercultural communicative competence were briefly expounded, and the existing researches at home and abroad were summarized. Non-English Majors in a vocational college were divided into experimental class and control class respectively, and the experiments were carried out for four months with the existing teaching model and the new teaching mode. The research proves that the existing teaching mode still adopts the traditional teaching mode in higher vocational colleges. Cross cultural ideas are not combined with each other, but become a mere formality, while the integrated culture teaching method can improve students' intercultural communicative competence. Therefore, higher vocational English education should apply the idea of cross culture to English teaching.

In this paper, there are some limitations in research directions and methods, and thus the research direction can't be fully generalized, it is hoped that later researchers can draw on the results of this study and conduct more in-depth research.

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