

Research on the Optimization of English Oral Course Teaching Design for Non English Major College Students Based on Cross Cultural Concepts

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Abstract: With the increasing demand for cross-cultural communication, English oral courses for non English major college students need to break through the single language skill training model and integrate cross-cultural competence into course teaching design. This article is based on the cross-cultural concept, analyzing the problems in teaching objectives, teaching content, teaching process, teaching evaluation, and teaching resources of English oral courses for non English major college students. It proposes optimization paths from the aspects of reconstructing teaching objectives that integrate language and cross-cultural abilities, optimizing multicultural course content, improving communication interaction and cultural negotiation processes, constructing a multidimensional course evaluation system, and integrating diverse cross-cultural teaching resources, in order to promote the transformation of English oral teaching from language skills training to comprehensive cross-cultural communication ability cultivation, and provide theoretical reference for the reform of English oral courses for non English major college students.

Keywords: Cross-Cultural Concept; Non English Major College Students; English Oral Course; Teaching Design Optimization

1. Introduction

With the deepening of economic globalization, internationalization of education, and international exchanges, cross-cultural communication skills have gradually become an important part of talent cultivation in universities. As an important medium for international communication, English oral teaching not only undertakes the task of imparting language knowledge and training language skills, but also

needs to help students understand communication norms, values, and expression habits in different cultural backgrounds. For non English major college students, English oral courses have strong practicality and applicability, but some teaching still has problems such as prominent language ability goals, insufficient integration of multicultural content, insufficient classroom communication interaction, relatively single course evaluation dimensions, and insufficient integration of cross-cultural teaching resources, resulting in a certain gap between students' English expression ability and actual cross-cultural communication needs. The cross-cultural concept emphasizes cultural understanding, equal communication, respect for differences, and negotiation of meaning, providing important theoretical basis for optimizing the teaching design of English oral courses^[1]. Based on this, the cultivation of cross-cultural competence should be integrated throughout the entire process of curriculum teaching, and a interconnected teaching system should be constructed from the aspects of teaching objectives, teaching content, teaching process, curriculum evaluation, and teaching resources, so as to form a synergistic relationship between language ability cultivation and cultural ability development. By optimizing course design, students' cultural sensitivity, contextual judgment ability, and cross-cultural expression ability can be further enhanced, promoting the transformation of English oral teaching for non English major college students from language skills training to comprehensive cross-cultural communication ability cultivation, and providing reference for college English curriculum reform and talent cultivation.

2. Theoretical Basis for Integrating Cross-Cultural Concepts into English Oral Courses for Non English Major College Students

2.1 The Intrinsic Relationship between Cross-Cultural Concepts and English Oral Course Teaching

The cross-cultural concept emphasizes understanding, communication, and negotiation between individuals from different cultural backgrounds. Its core is not simply mastering knowledge of foreign cultures, but forming awareness and ability to effectively communicate based on cultural differences. The English oral course has strong communicative attributes, and its teaching objectives not only include pronunciation, vocabulary, grammar, and language expression ability, but also should pay attention to the cultural norms, values, and communication habits behind language use^[2]. For non English major college students, learning spoken English is essentially a process of interaction between language ability and cultural understanding. Integrating cross-cultural concepts into oral courses can promote a shift in teaching from single language skill training to comprehensive development of language knowledge, cultural cognition, and communicative abilities, thereby enhancing the practical communicative value of English oral teaching.

2.2 Cross Cultural Needs of English Speaking Learning for Non English Major College Students

The English learning of non English major college students has obvious instrumental and practical characteristics, and their oral communication objects and usage scenarios are increasingly showing multicultural features. Therefore, students' oral learning needs are no longer limited to accurately expressing information, but also involve understanding and adapting to different cultural backgrounds, communication rules, and values. In actual English communication, the same language expression may have different communicative effects due to cultural contexts, and relying solely on vocabulary and grammar knowledge is difficult to ensure smooth communication^[3]. Based on this, English oral courses need to pay attention to students' cultural sensitivity, cultural comparison awareness, contextual judgment ability, and cultural adjustment ability, so that students can choose appropriate expression methods based on understanding cultural differences, and achieve the ability transfer from language expression to effective cross-cultural

communication.

2.3 Value Orientation of Cross-Cultural Concepts in the Design of English Oral Course Teaching

The cross-cultural concept provides a clear value orientation for the teaching design of English oral courses for non English major college students, which integrates course objectives, content, process, and evaluation through the cultivation of cross-cultural communication skills, and promotes the formation of an internally consistent educational logic among various teaching elements^[4]. At the level of course objectives, the synergy between language skills and cultural abilities should be achieved; At the level of teaching content, we should break through the presentation of single English cultural knowledge, strengthen multicultural understanding and cultural comparison; In the teaching process, emphasis should be placed on communication and interaction, meaning negotiation, and cultural reflection; In teaching evaluation, attention should be paid to students' ability to comprehensively apply language knowledge to deal with cultural differences^[5]. Thus, a complete teaching design system is formed, which includes goal guidance, content support, process implementation, and evaluation feedback.

3. The Realistic Dilemma of Teaching Design for English Oral Courses for Non English Major College Students

3.1 The Language Proficiency Orientation of Teaching Objectives Does Not Match the Demand for Cross-Cultural Competence

The current teaching objectives of English oral courses for non English major college students still focus more on language knowledge mastery and oral skills training, emphasizing phonetic accuracy, vocabulary richness, grammatical standardization, and language fluency, while relatively insufficient attention is paid to cross-cultural awareness, cultural understanding, and communication adaptation ability. This goal setting can easily narrow down English oral teaching to language form training, enabling students to complete language expression, but it is difficult to adjust communication strategies according to different cultural contexts. In the context of increasingly frequent cross-cultural communication, students not only need to

possess basic language proficiency, but also need to understand the communication norms and value orientations of different cultures. Therefore, there is a certain deviation between the existing teaching objectives and the actual cross-cultural communication needs of students, which affects the comprehensive educational function of oral courses.

3.2 Inconsistent Cultural Presentation of Teaching Content and Cross-Cultural Communication Needs

The teaching content of English oral courses for non English major college students still mainly focuses on daily communication topics and language expression training to a certain extent, and cultural content is often presented as a supplement to language knowledge, without forming a systematic cross-cultural content system. Part of the teaching content focuses on the social and cultural information of English speaking countries, lacking in-depth explanation of the comparison, connection, and differences between different cultures, which can easily lead students to form one-sided cultural cognition. At the same time, there is insufficient connection between cultural content and specific language communication contexts. Although students can acquire certain cultural knowledge, it is difficult to transform it into understanding and expression abilities in actual communication. From this, it can be seen that there are still shortcomings in the cultural breadth, cultural comparison, and communicative appropriateness of the existing course content, which have not been fully coordinated with the requirements for cultivating cross-cultural communication skills.

3.3 Unidirectional Transmission of Teaching Process and Insufficient Cross-Cultural Subjectivity of Students

In traditional English oral teaching, teachers often take on the main responsibilities of knowledge explanation, language demonstration, and classroom organization, while students mainly participate in learning through imitation, repetition, and answering questions. The forms of classroom interaction are relatively limited. This teacher centered teaching process can help students master basic language knowledge and expression methods, but it is not conducive to students actively understanding cultural differences, forming cultural judgments, and conducting meaning negotiations. When cross-

cultural concepts are not fully integrated into teaching interaction, students tend to be in the position of cultural information receivers, lacking opportunities to actively compare different cultures, reflect on their own cultural positions, and adjust communication strategies. Therefore, there is still room for further optimization in terms of student subjectivity and cross-cultural practicality in the existing teaching process.

3.4 Result Orientation of Teaching Evaluation and Lack of Cross-Cultural Competence Evaluation

Currently, the evaluation of English oral courses for non English major college students still mainly relies on language knowledge and oral performance, with a focus on examining pronunciation, vocabulary, grammar, fluency, and accuracy of oral expression. The evaluation of students' cross-cultural understanding, cultural sensitivity, communication strategies, and cultural adaptation abilities is relatively insufficient. This evaluation method has strong operability, but it can easily simplify complex cross-cultural communication skills into language expressions, making it difficult to fully reflect students' actual level of comprehensive use of English for cross-cultural communication. At the same time, there is a certain disconnect between evaluation and curriculum teaching objectives, which results in a lack of sustained feedback and guidance for cross-cultural competence development. Therefore, it is necessary to promote the transformation of evaluation criteria from single language results to collaborative evaluation of language proficiency and cross-cultural competence.

3.5 Insufficient Connection between Teaching Elements and Weakened Cross-Cultural Education Function

There is still a problem of insufficient integration of cross-cultural teaching resources in English oral courses for non English major college students. Textbooks and auxiliary resources have a certain distance from the requirements of cross-cultural competence cultivation in terms of cultural content selection, cultural presentation methods, and communication context settings. On the one hand, some course resources mainly focus on language knowledge and conventional communication topics, with little involvement in

thinking patterns, communication norms, and social values under different cultural backgrounds, making it difficult to provide students with sufficient cross-cultural cognitive support; On the other hand, although multimedia resources and digital learning resources are relatively abundant, there is a lack of systematic integration between resources, and teachers are prone to problems such as scattered content and unclear cultural levels in the process of screening, restructuring, and utilization. In addition, there is insufficient attention paid to the English expression of Chinese cultural content in course resources, resulting in students being able to understand other cultures but having difficulty expressing their local culture in cross-cultural communication. Therefore, how to strengthen the construction of multicultural resources and improve the matching between resources and curriculum objectives is an important part of improving the teaching system of English oral courses.

4. Optimization Path for Teaching Design of English Oral Courses for Non English Major College Students Based on Cross-Cultural Concepts

4.1 Refactoring the Curriculum Teaching Objectives That Integrate Language Proficiency and Cross-Cultural Competence

Based on the cross-cultural concept, optimizing the English oral course for non English major college students should first change the single goal system centered on language knowledge and expression skills, and incorporate language ability, cultural cognition, cross-cultural awareness, and communication adaptation ability into a unified curriculum teaching goal, forming a goal structure that extends from language expression to cross-cultural communication ability. Specifically, students should be guided to understand communication norms, values, and behavior patterns in different cultural backgrounds, and be able to choose appropriate expression strategies based on specific cultural contexts, while consolidating their abilities in pronunciation, vocabulary, grammar, and discourse expression. At the same time, it is necessary to strengthen students' awareness of cultural comparison, so that they can not only understand English culture, but also recognize local culture with an equal and objective attitude, and avoid equating English

oral learning with English cultural imitation. For example, when conducting oral teaching around "invitation and refusal", the teaching objectives should not only require students to master relevant sentence patterns and achieve fluent expression, but also enable them to recognize the differences in expression habits and politeness principles of invitation, acceptance, and refusal in different cultures, and be able to adjust their expression methods according to the communicative object and specific context. As a result, the course objectives can be further shifted from "being able to speak English" to "being able to communicate appropriately in English in different cultural contexts", achieving an organic unity of language skills development and cross-cultural competence development, and providing clear guidance for the optimization of subsequent teaching content, teaching processes, and evaluation systems.

4.2 Optimize Course Teaching Content That Balances Multicultural Cognition and Cross-Cultural Expression

On the basis of reconstructing the teaching objectives of integrating language proficiency and cross-cultural competence, the content of English oral courses should be further optimized, shifting from presenting single language knowledge to a content system that combines language, culture, and communicative contexts. Firstly, the coverage of cultural content should be appropriately expanded. While introducing the social culture of English speaking countries, communication habits, values, and social norms of Chinese culture and other cultural backgrounds should be included to guide students to form a multicultural cognition. Secondly, cultural comparison and contextual relevance should be strengthened, and cultural knowledge should be embedded into oral expression tasks, so that students can master corresponding expression strategies based on understanding cultural differences, and avoid the separation of cultural teaching and language teaching. For example, in the theme of "Food Culture and Social Etiquette", it is possible to compare the differences in dining etiquette, table conversation, and hospitality between the East and the West, and guide students to introduce Chinese food culture in English while understanding the possible differences in expression when communicating with people from different cultural backgrounds. Again, it is

necessary to increase cross-cultural communication content that is open and realistic, covering common communication behaviors such as greetings, compliments, invitations, rejections, requests, apologies, and expressions of opinions, so that students can understand the cultural significance behind language forms. By constructing a diverse, interconnected, and progressive curriculum content system, cultural cognition is transformed into cross-cultural expression ability, providing content support for students to engage in effective English communication.

4.3 Improve the Curriculum Teaching Process That Highlights Communicative Interaction and Cultural Negotiation

On the basis of optimizing teaching objectives and course content, further adjustments should be made to the teaching process of English oral courses, placing students in real or simulated cross-cultural communication situations, and promoting the shift from one-way teaching by teachers to teacher-student interaction, student student collaboration, and cultural negotiation in the classroom. Firstly, teaching should be organized around communicative tasks, guiding students to discover cultural differences and develop corresponding communication strategies through situational introduction, viewpoint exchange, role interaction, and reflection and summary. Secondly, the student subject status should be highlighted, and students should be encouraged to compare, discuss, and negotiate around different cultural phenomena, so that they can understand the cultural positions of others while expressing their own views, and avoid simply attributing cultural differences to right or wrong or good or bad. For example, in the theme teaching of "Festivals and Cultural Customs", students can be organized to discuss the celebration methods, family values, and social habits of Spring Festival and Christmas in English, and asked to explain relevant behaviors in their own culture, and then negotiate appropriate communication methods from different cultural perspectives. Again, teachers should take on the responsibilities of classroom guidance and cultural regulation, promptly correcting cultural misunderstandings that arise in student communication, and promoting students' deep thinking through questioning, comparison, and summarization. This forms a teaching process of "situational communication

cultural comparison viewpoint negotiation reflective enhancement", which promotes the mutual promotion of language practice and cultural understanding, and encourages students to gradually transform course knowledge into practical cross-cultural communication skills.

4.4 Building a Multidimensional Curriculum Evaluation System That Connects Teaching Objectives and Learning Processes

On the basis of gradually achieving cross-cultural transformation in teaching objectives, course content, and teaching process, course evaluation should also shift from a single focus on language outcomes to a multidimensional evaluation system that takes into account both language and cross-cultural abilities, so that evaluation can truly play a role in goal orientation, process feedback, and ability promotion. Firstly, multidimensional evaluation indicators should be established based on the teaching objectives of the course. While examining phonetics, vocabulary, grammar, fluency, and expression completeness, cultural cognition, cultural sensitivity, contextual judgment, communication strategies, and cultural adaptation abilities should also be included in the evaluation scope, achieving a synergistic assessment of language proficiency and cross-cultural competence. Secondly, process evaluation should be strengthened by continuously recording students' learning performance through classroom interaction, oral tasks, learning reflection, and peer evaluation, to avoid judging learning effectiveness solely based on final oral tests. For example, in the theme of "Cross cultural Polite Expression", students can be required to complete invitation and refusal dialogues in different cultural backgrounds, and evaluate them from the dimensions of language accuracy, expression appropriateness, cultural understanding, and communication strategies. Again, a combination of teacher evaluation, student self-evaluation, and peer evaluation should be appropriately adopted to guide students to actively discover their shortcomings in language expression and cultural understanding, and adjust their learning strategies based on feedback. At the same time, the evaluation results should be promptly fed back to the subsequent teaching process, forming a circular mechanism of "goal setting process evaluation feedback improvement ability enhancement", so as to achieve effective

connection between curriculum evaluation and teaching objectives, teaching content, and teaching process.

4.5 Integrating Diverse Cross-Cultural Resources and Curriculum Teaching Support System

In response to the insufficient support of curriculum resources for cross-cultural competence development, it is necessary to further strengthen the integration of multicultural teaching resources and the construction of curriculum support systems, providing resource guarantees for the effective implementation of teaching objectives, content, and processes. Firstly, it is necessary to integrate resources such as textbooks, digital media, English audio-visual materials, and multicultural texts around the cultivation of cross-cultural communication skills, and construct a three-dimensional resource system that covers cultural knowledge, communication norms, values, and language expression. Secondly, attention should be paid to the multicultural attributes of resources. While introducing the culture of English speaking countries, Chinese culture and other cultural content should be added, and the teaching value of resources should be enhanced through cultural comparison and contextual analysis. For example, when carrying out oral teaching related to "Chinese Traditional Festivals", students can be guided to learn how to interpret cultural phenomena such as the Spring Festival and Mid-Autumn Festival in English by combining English introduction materials, cultural pictures and festival custom texts, and compare festival expressions in different cultures. Again, the connection between digital resources and classroom teaching should be improved, and high-quality cultural resources should be transformed into oral tasks and learning materials with clear teaching objectives, avoiding the use of resources being limited to simple display levels. By forming a support system that connects resource construction, screening and integration, classroom application, and learning feedback, the implementation effect of cross-cultural concepts in English oral courses can be further enhanced.

5. Conclusion

The cross-cultural concept provides a new theoretical perspective for optimizing the

teaching design of English oral courses for non English major college students. To address the issues of language proficiency goals being emphasized in curriculum teaching, insufficient multicultural content, limited communication and interaction, single evaluation dimensions, and insufficient integration of cross-cultural teaching resources, curriculum optimization should be promoted in coordination with teaching objectives, teaching content, teaching process, curriculum evaluation, and teaching resources. By integrating language proficiency and cross-cultural competence, enriching multicultural teaching content, strengthening communication interaction and cultural negotiation, improving multidimensional evaluation mechanisms, and constructing a systematic cross-cultural teaching resource support system, effective connections can be formed between various teaching elements of English oral courses, promoting students' gradual development from language knowledge and skills learning to cultural understanding, communication adaptation, and cross-cultural expression ability, thereby enhancing the comprehensive educational value of English oral courses for non English major college students.

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