

Original Paper

The Integration and Strategies of Cultural Teaching Content in Practical English Courses from an Intercultural Perspective

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Abstract

This paper discusses the integration and strategies of cultural teaching content in Practical English courses from an intercultural perspective. By analyzing the shortcomings of the current Practical English courses in cultural teaching, a series of integration strategies aiming at enhancing students' intercultural communicative competence, cultural awareness and language application ability are proposed. These strategies include clarifying cultural teaching objectives, enriching cultural teaching content, adopting diversified teaching methods and improving teachers' professionalism, etc, aiming to provide useful references and lessons for cultural teaching in practical English courses.

Keywords

Intercultural Perspective, Practical English Course, Cultural Teaching Content

Introduction

With the acceleration of globalization, cross-cultural communication has become an indispensable part of people's daily life and workplace work. As an international common language, English plays a crucial role in cross-cultural communication. As an important way to cultivate English application ability in the workplace, the teaching content of Practical English courses should not only cover the enhancement of language skills, but also focus on the teaching of cultural knowledge and the cultivation of cross-cultural communication ability. However, the integration of cultural teaching content in the current Practical English courses is still insufficient, and it is difficult to meet the requirements of cross-cultural communicative competence in the workplace under the background of globalization. Therefore, it is of great practical significance to explore the integration and strategies of cultural teaching content in practical English courses from an intercultural perspective.

1. The Necessity of Integrating Cultural Teaching Content in Practical English Courses from an Intercultural Perspective

1.1 Enhancing Workplace Competitiveness: A Key Factor in the Globalized Workplace

In the globalized workplace environment, intercultural communication skills have become an important yardstick to measure the comprehensive quality and competitiveness of people in the workplace. As a basic platform for cultivating international communication skills, the teaching content of Practical English courses should not be limited to the teaching of language skills, but should also integrate rich cultural elements. Through the systematic study of business etiquette, communication strategies and values in different cultures, learners are able to demonstrate excellent adaptability and flexibility in the broad arena of cross-cultural communication. This deep understanding and keen perception of multiculturalism can not only significantly enhance the international vision and cross-cultural sensitivity of people in the workplace, but also enable them to stand out in the fierce international competition, win the trust and respect of international partners, and thus effectively promote the smooth development and successful implementation of international cooperation projects.

Specifically, the integration of cultural teaching content helps learners to master business communication skills in different cultural contexts, such as how to flexibly use non-verbal behavior in cross-cultural negotiations, how to accurately interpret body language and facial expressions in different cultural contexts. The enhancement of these skills will enable learners to be more comfortable in the globalized workplace, effectively avoid misunderstandings and conflicts caused by cultural differences, and thus enhance the breadth and depth of personal career development.

1.2 Enhancing Cross-cultural Awareness: The Cornerstone of International Understanding and Respect

The integration of cultural teaching content is of inestimable value to the cultivation of learners' cross-cultural awareness. Intercultural awareness is an individual's deep understanding of and respect for different cultural phenomena, values and social customs in the context of globalization. Through learning the social customs, religious beliefs, values and other deep-rooted contents of different cultures, learners can gradually break the limitations of their own cultural background and understand and accept cultural diversity with a more open and tolerant mind.

This kind of cross-cultural understanding and respect not only helps to improve learners' personal qualities and charisma, but also plays the role of a bridge and a link in international exchanges, and promotes mutual understanding and friendly cooperation among different cultures. In today's globalization, people with cross-cultural awareness are more able to think at a global level, have a broader vision and more open-mindedness, and lay a solid foundation for international exchanges and cooperation. At the same time, the enhancement of intercultural awareness also helps to cultivate learners' sense of global citizenship, so that they can participate more actively in global affairs and contribute to the building of a community of human destiny.

1.3 Improving Language Application Skills: An Intrinsic Motivation to Deepen Language Comprehension and Expression

Language is a carrier of culture, and the ability to apply language is often closely related to cultural understanding. Incorporating cultural teaching content in practical English courses can not only help learners master basic language skills, but also guide them to deeply understand the cultural connotations and values behind the language. This in-depth integration of language and culture will make learners more comfortable in using English to communicate, more accurately express their thoughts and feelings, and more appropriately deal with various communicative situations.

Specifically, the integration of cultural teaching content helps learners to master the language expression habits and communication norms in different cultural backgrounds. For example, after understanding the modesty and subtlety of British culture, learners can more appropriately use euphemisms and ambiguities in English; after familiarizing themselves with the directness and openness of American culture, learners can more confidently express their own views and positions. This kind of language application not only helps to improve the learners' English communication ability, but also promotes the smooth intercultural communication, and builds a bridge for international cooperation and communication. At the same time, through a deeper understanding of the cultural connotations behind the language, learners are also able to more keenly capture the subtle differences and connections between different cultures, so as to more comprehensively grasp the complexity and diversity of international communication.

2. The Current Situation of the Integration of Cultural Teaching Content in Practical English Courses from an Intercultural Perspective

2.1 Imbalance in the Proportion of Cultural Teaching Content: The Lack of Dual-track Parallelism between Language Skills and Cultural Understanding

In the current teaching practice of Practical English courses, a significant problem is that the proportion of cultural teaching content is obviously insufficient, forming the phenomenon of the dual-track parallel deficiency of language skills cultivation and cultural understanding enhancement. Many courses still focus too much on the training of basic language skills such as listening, speaking, reading and writing, which are of course indispensable for cross-cultural communication, but it is difficult to cope with the complex and changing cross-cultural situations in the context of globalization only by mastering language skills. The lack of cultural teaching content makes learners face the dilemma of incomplete information and superficial understanding when they come into contact with and understand business etiquette, communication strategies and values in different cultures. The limitations of this teaching mode not only restrict the comprehensive development of learners' cross-cultural communication skills, but also sow the hidden dangers of misunderstanding and conflict due to cultural differences in the globalized workplace, which seriously affects the efficiency of communication and the establishment of a solid cooperative relationship.

Further, the lack of cultural teaching content may also lead to the lack of necessary cultural sensitivity and adaptability of learners in cross-cultural communication. Under the background of globalization, the increasingly diversified workplace environment requires practitioners not only to possess solid language skills, but also to have a deep understanding of and respect for different cultures. However, the current practical English courses do not have enough cultural teaching content, which makes it difficult for learners to accurately capture and interpret the cultural signals of clients and partners with different cultural backgrounds, thus affecting the development of effective communication and cooperation.

2.2 Lack of Systematization of Cultural Teaching Content: The Break between Fragmented Knowledge and Complete Frameworks

Although some Practical English courses have realized the importance of cultural teaching content and have incorporated certain cultural elements into the courses, these contents tend to be scattered and fragmented, lacking systematicity and coherence. Cultural knowledge is mostly taught in a point-by-point manner, failing to form a complete knowledge system and framework, leading to learners' confusion and disorientation in understanding and applying cultural knowledge.

The lack of systematic cultural teaching content makes it difficult for learners to have a comprehensive and in-depth understanding of business etiquette, communication styles and values in different cultural contexts. Such a fragmented approach to teaching cultural knowledge not only fails to help learners build up a complete knowledge system for intercultural communication, but also makes it difficult to cultivate their intercultural thinking and adaptability. In cross-cultural communication, learners may not be able to accurately judge and understand each other's cultural behaviors and cultural habits due to the lack of systematic cultural knowledge reserves, which may lead to misunderstanding and conflicts.

In addition, the lack of systematic cultural teaching content may also affect learners' understanding of the complexity of intercultural communication. Cross-cultural communication involves the interweaving and collision of multiple cultural factors, which requires learners to have comprehensive cultural knowledge and keen cross-cultural insight. However, the cultural teaching content of the current practical English courses is often too single and one-sided to meet this requirement, making it difficult for learners to cope with the complex and changing situations in cross-cultural communication.

2.3 Disconnection between Cultural Teaching Content and Practical Needs: The Deviation between a Single Cultural Perspective and Multicultural Needs

Another issue of concern is the obvious disconnect between the cultural teaching content and practical needs of practical English courses. Some courses focus too much on the introduction and teaching of Western culture, while neglecting business etiquette, communication styles and values in other cultures. This teaching mode with a single cultural perspective not only limits learners' knowledge and understanding of multiculturalism, but also affects their adaptability and competitiveness in the globalized workplace.

In the context of globalization, the increasingly diversified environment of the workplace requires

practitioners to possess a broad understanding and deep knowledge of different cultures. However, the cultural teaching content of current Practical English courses tends to be too biased towards Western culture, ignoring the importance and influence of other cultural contexts. This single-culture perspective teaching mode makes it difficult for learners to adapt to customers and partners in different cultural contexts in cross-cultural communication, and they cannot accurately understand and respect their cultural practices and communication styles.

In addition, the disconnection between cultural teaching content and actual needs may also lead to learners' cultural prejudice and misunderstanding in intercultural communication. Due to the lack of comprehensive understanding and awareness of multiculturalism, learners may develop prejudice and misunderstanding due to a one-sided understanding of a certain culture, which in turn affects the development of effective communication and cooperation. Such cultural prejudices and misunderstandings will not only affect learners' intercultural communicative competence, but may also have a negative impact on their personal image and career development. Therefore, Practical English courses should pay more attention to the diversity and inclusiveness of cultural teaching content in order to meet the requirements of the globalized workplace for intercultural communicative competence.

3. Strategies for Incorporating Cultural Teaching Content in Practical English Courses from an Intercultural Perspective

3.1 Defining Cultural Teaching Objectives

When integrating cultural teaching content in practical English courses, the first task is to establish clear and definite cultural teaching objectives. These objectives should cover the cultivation of intercultural communication skills, the enhancement of cultural awareness and the strengthening of language application skills. By accurately setting the cultural teaching objectives, we can provide a powerful direction and practical basis for the selection of cultural teaching contents and the design of teaching methods.

3.2 Enriching Cultural Teaching Content

3.2.1 Increase the Introduction of Multiculturalism

Practical English courses should vigorously increase the detailed introduction to multiculturalism, including but not limited to the norms of business etiquette, the uniqueness of communication styles and the diversity of values in different cultural backgrounds. By exploring business etiquette and communication styles in different cultures, learners will be able to adapt to the diversified needs of cross-cultural communication with greater ease; and by understanding the values of different cultures, learners will be able to broaden their horizons, recognize the world from a more comprehensive perspective, and thus cultivate a valuable global perspective and cross-cultural thinking.

3.2.2 Combining Practical Cases in the Workplace

In order to further enhance the practicality and relevance of the cultural teaching content, practical

English courses should be closely related to the reality of the workplace, and vivid workplace cases should be selected for in-depth analysis and lively discussion. By analyzing real cases of cross-cultural communication in the workplace, learners can experience business etiquette, communication styles and values in different cultures, thus showing stronger adaptability and flexibility in cross-cultural communication.

3.3 Adopt Diversified Teaching Methods

3.3.1 Simulation and Role Play

Simulation exercises and role-playing are tried-and-true teaching methods in practical English courses. By carefully simulating real business scenarios and organizing learners to participate in role-playing activities, we can provide learners with a valuable platform for practicing intercultural communication skills. For example, we can simulate the tense atmosphere of international business negotiation, the meticulous reception of customers and other scenarios, so that learners can experience the business etiquette and communication methods in different cultures in the role-playing, and thus sharpen and improve their intercultural communication skills in practice.

3.3.2 Group Discussion and Cooperative Learning

Group discussion and cooperative learning are also indispensable teaching methods in practical English courses. By organizing group discussions and cooperative learning activities, learners can brainstorm and discuss the problems and challenges of intercultural communication and share their experiences and insights. This interactive learning method can not only stimulate the learners' interest and enthusiasm, but also promote their mutual learning and communication, so as to improve their intercultural communication skills together.

3.3.3 Multimedia-assisted Teaching

Multimedia-assisted teaching plays a pivotal role in practical English courses. By making full use of multimedia technology and rich network resources, we can provide learners with more vivid and intuitive cultural teaching content. For example, multimedia materials such as videos and audios of business etiquette in different cultures can be played, so that learners can feel the business etiquette and communication styles in different cultures while watching and listening, and then understand and master the related knowledge in a deeper way.

3.4 Improve Teachers' Professionalism

Teachers play a pivotal role in practical English courses, and their professionalism and teaching ability directly affect the integration of cultural teaching content. Therefore, we must strengthen the training and learning for teachers and continuously improve their professionalism and teaching ability. Specifically, the following measures can be taken.

3.4.1 Strengthen Intercultural Training

Teachers should actively participate in cross-cultural training activities to gain an in-depth understanding of business etiquette, communication styles and values in different cultural contexts. Through cross-cultural training activities, teachers can broaden their horizons, get to know the world

more comprehensively, and develop a valuable global perspective and cross-cultural thinking. This will provide strong support and guarantee for them to integrate cultural teaching content in their practical English courses.

3.4.2 Updating Teaching Concepts

Teachers should keep abreast of the times and update their teaching philosophy. They should pay attention to cultivating students' intercultural communication ability and cultural awareness, and take the cultivation of students' comprehensive quality as the core goal of teaching. In the teaching process, teachers should actively use modern teaching concepts such as inspirational teaching and inquiry-based learning to stimulate students' interest and enthusiasm in learning, guide them to actively explore and learn the relevant knowledge of intercultural communication, so as to improve their intercultural communicative competence.

3.4.3 Improvement of Teaching Skills

Teachers should continuously improve their level of teaching skills, including teaching design, classroom management, assessment and feedback. Through continuous learning and practice, teachers can master various teaching methods and techniques more skillfully and organize the design and implementation of cultural teaching content and teaching methods more effectively. At the same time, they should also pay attention to the interaction and communication with students, understand students' learning needs and feedback in time, and constantly adjust and optimize their teaching strategies and methods in order to improve the teaching effect of intercultural communicative competence.

4. Conclusion and Prospect

4.1 Conclusion

In today's deepening globalization, intercultural communicative competence has become an important part of workplace competitiveness. Practical English courses, as the main way to cultivate English application ability in the workplace, the integration and strategy of its cultural teaching content is especially crucial. After an in-depth analysis of the necessity, status quo, integration strategy and evaluation of the implementation effect of the integration of cultural teaching content in Practical English courses from an intercultural perspective.

The integration of cultural teaching content is an important way to improve competitiveness in the workplace. Through the systematic integration of cultural teaching content, the Practical English course not only enriches the learners' linguistic knowledge system, but also significantly improves their intercultural communicative competence in the globalized workplace. The enhancement of this ability enables learners to better adapt to the multicultural environment, thus standing out in the workplace and enhancing their competitiveness.

Current Practical English Courses Still Inadequate in the Integration of Cultural Teaching Content
Despite the growing importance of cultural teaching, many current Practical English courses still have significant deficiencies in the integration of cultural teaching content. Courses often focus too much on

the training of language skills and neglect the systematic and coherent nature of cultural teaching. This imbalance results in learners facing many challenges in intercultural communication, making it difficult for them to effectively adapt to the communication needs of different cultures, which in turn affects the smooth progress of business cooperation.

Adopting diversified teaching methods is the key to improving the effectiveness of cultural teaching, and in order to improve the integration of cultural teaching content, diversified teaching methods and tools must be adopted. Interactive teaching methods such as simulation exercises, role-playing, group discussion, cooperative learning and so on can stimulate the learners' interest and enthusiasm in learning, so that they can learn and experience the differences of different cultures in practice, thus effectively enhancing the cross-cultural communication ability.

4.2 Prospect

Looking ahead, with the acceleration of the globalization process and the increasing demand for cross-cultural communicative competence in the workplace, the incorporation of cultural teaching content and strategies in Practical English courses will receive more and more attention. In the future research, we can further explore how to better integrate the cultural teaching content with the actual needs of the workplace, so as to improve the teaching effect of Practical English courses and the learners' competitiveness in the workplace. At the same time, the training and improvement of teachers' professionalism can also be strengthened to provide strong support for the integration of cultural teaching content.

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