

Construction of College English Expansion Curriculum System for Ethnic Minorities Under the Background of Big Data

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Abstract:

Under the circumstances that students' goal needs, learning needs and teachers' professional expertise are different, our teaching objectives, curriculum and teaching mode should also be different. It is unrealistic to expect or require all non-English major postgraduates to have high English academic communication skills. The diversified and individualized curriculum and teaching mode in line with the actual situation of colleges and universities in ethnic minority areas is the way to truly realize the concept of "adjusting measures to local conditions", "teaching students according to their aptitude" and "student-centered" foreign language education. Therefore, based on the needs analysis theory and students' English needs analysis data, this paper establishes a modular curriculum system. The system implements the rolling course selection system, small class teaching and student-centered teaching, while implementing diversified assessment methods to optimize the curriculum system. The system implements the teaching reform of English grading, classification and diversification, in order to provide inspiration and thinking for the reform of English Teaching for Postgraduates in Colleges and universities in ethnic minority areas and the development of English subjects..

Keywords: *Minority Students, Sustainable Learning, English Teaching, Teaching Reform.*

I. INTRODUCTION

Foreign language education is an important part of China's education system. In the field of pedagogy, foreign language pedagogy is a new applied Marginal Education Science. Different from other disciplines, it has its own multi-faceted, multi-level and diversified research perspectives [1]. It not only considers the needs of society, the needs of students' own quality development and the needs of cultivating talents, but also takes adjacent disciplines as the theoretical basis. The core of foreign language education is foreign language teaching itself. Through teaching activities, we can cultivate students' foreign language level, improve their own quality, and finally meet the needs of society [2-3]. At the same time, we should also give play to the important influence of media means such as teachers, teaching materials and teaching methods [4-5]. From the name of "foreign language education", it is different from the simple "textbook

teaching method". Foreign language education is to study foreign language teaching, learning rules and learning strategies from a more macro perspective, and pay full attention to the function of subject education. The application of foreign language education is not only to cultivate students' practical application ability of foreign language, but also to help foreign language teachers establish a correct view of foreign language education, cultivate teachers' foreign language education ability and improve the quality of foreign language education.

The marginality of foreign language education is mainly reflected in its interdisciplinary characteristics [6]. It not only has its own discipline theories, such as English linguistics, grammar, semantics, pedagogy and pragmatics, but also draws on the theories of relevant disciplines, such as pedagogy, sociolinguistics, psycholinguistics, psychology, sociology and anthropology. More importantly, foreign language education is an important educational science and a branch of educational science [7-8]. Foreign language pedagogy is not only influenced by linguistics, but also subject to educational science, such as psychology, pedagogy, curriculum theory, learning theory, teaching theory, social language situation, evaluation theory and educational research theory [9]. The marginality of foreign language teaching is manifested in its interdisciplinary characteristics. Foreign language education should not only be based on the theories of relevant disciplines, such as philosophy, linguistics, psychology, sociology, sociolinguistics, psycholinguistics, foreign language education psychology, social philosophy and anthropology, but also absorb the history of linguistics, psychology, philosophy, foreign language education and relevant research results at home and abroad.

The marginal nature of foreign language pedagogy is more reflected in the combination and integration of foreign language disciplines and educational disciplines. It has its own theories, methods and systems, just as the integration of pedagogy and psychology produces educational psychology. In the past, foreign language education did more research on the English teaching method itself, which was limited to the teaching of foreign language knowledge and skills. In recent years, with the development of educational psychology and psycholinguistics, foreign language teaching research is gradually based on theory [10]. However, its research scope is still in language learning itself, and there is little research on giving full play to the comprehensive educational function of foreign language education, especially the thinking and research between language teaching and educational research. The combination of educational discipline and foreign language discipline can turn experience into theory, reveal the law of foreign language education, expand the scope of research field, structural model and theory, and better meet the needs of social development, educational reform and the development of foreign language discipline. Therefore, the study of foreign language education has special significance. Chinese minority foreign language education is a special part of China's multi-ethnic national education system and foreign language education system, especially the foreign language education in Chinese Minority Colleges and universities plays a vital role in cultivating minority talents.

II. ANALYSIS ON ENGLISH LEARNING PROBLEMS OF ETHNIC MINORITY COLLEGE STUDENTS

At present, the goal of foreign language education is not only to cultivate students' ability to master a foreign language, but also to cultivate students' language application ability, that is, the ability to obtain and exchange information through the learned foreign language, so that students can use the foreign language for cross-cultural communication. With the globalization of economy, the deepening of reform and opening up and the western development, the national foreign language quality and foreign language level urgently need to be improved. In the process of developing the economy of ethnic minority areas and changing their poverty and backwardness, as well as in the development and introduction of foreign cooperation projects, foreign languages will undoubtedly become the basis for communication and an important tool for countries all over the world to communicate with each other and enhance their own strength in order to survive and develop. Foreign language education is a very important part of minority education. It is an important way to promote the overall improvement of national quality and realize the goal of western development.

As the focus of western development, in today's highly developed information society, people in ethnic areas must learn from the advanced science and technology of developed areas, especially western countries, and carry forward their excellent cultural traditions. Foreign languages, especially English, play an important role as a medium if they want to get rid of poverty and isolation, move towards modernization and the world. More importantly, the cultivation of foreign language ability is the key to the cultivation of a few talents in China. We must pay attention to the foreign language ability of talents. The gap of Western talents is first of all the foreign language level. There are difficulties in the foreign language ability and level of many ethnic minority professionals. Therefore, foreign language education in Ethnic Education in the development of the western region bears an important and arduous task. Foreign language education in ethnic universities is of great and practical significance to improve the foreign language cultural quality of ethnic minority talents, change the backward situation in ethnic areas and promote the western development.

Foreign language education in Chinese minority universities is a special part of the education system of multi-ethnic countries. In the field of pedagogy, foreign language pedagogy is a new applied Marginal Education Science. Different from other disciplines, it has its own new research perspective. Its core is foreign language teaching itself. Through teaching activities, we can cultivate students' foreign language level, improve their own quality, and finally meet the needs of society. At the same time, we should also give play to the important influence of media means such as teachers, teaching materials and teaching methods. From the name of "foreign language education", it is different from the simple "textbook teaching method". The scope of foreign language education is broader than that of teaching materials, teaching methods and teaching methods. Foreign language education studies foreign language teaching, learning rules and learning strategies from a more macro perspective, and pays full attention to the function of subject education. The basic teaching steps is shown in Figure 1.

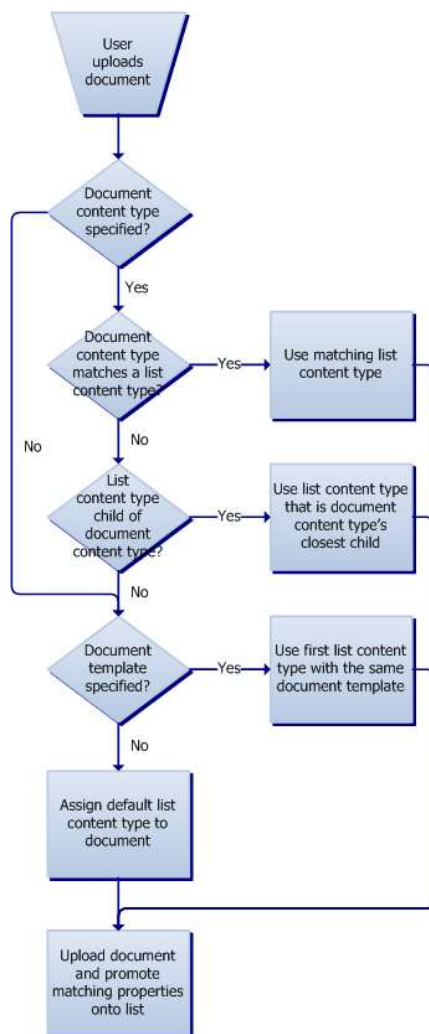


Fig. 1. The basic teaching steps

The application of foreign language education is not only to cultivate students' practical application ability of foreign language, but also to help foreign language teachers establish a correct view of foreign language education, cultivate teachers' foreign language education ability and improve the quality of foreign language education. Foreign language education in Chinese minority universities is a special part of China's multi-ethnic national education system. Foreign language education in Chinese minority universities plays a vital role in cultivating minority talents. Overall goal of the teaching model is shown in Table 1.

TABLE I. OVERALL GOAL OF THE TEACHING MODEL

| | | | |
|-----------------------------------|-------------------------|------------------------|---------------------------|
| Comprehensive application ability | cognitive ability | Emotional ability | Ability to act |
| Listening comprehension | Cultural awareness | Empathy ability | Speech act |
| Oral expression | Communicative cognition | Self-mental adjustment | Nonverbal behavior |
| Reading understanding | Written expression | | Cross-cultural competence |

At present, the goal of foreign language education is not only to cultivate students' ability to master a foreign language, but also to cultivate students' language application ability, that is, the ability to obtain and exchange information through the learned foreign language, so that students can use the foreign language for cross-cultural communication. With the acceleration of the process of world economic globalization and the introduction of China's western development strategy, develop the economy of ethnic minority areas and change their poverty and backwardness. In the development and introduction of foreign cooperation projects, foreign languages will undoubtedly become the basis for exchanges and an important tool for countries in the world to communicate with each other and enhance their own strength for survival and development, The importance of improving the foreign language cultural quality of ethnic minority talents is becoming increasingly prominent. The research on the English education of ethnic minority college students is the most typical and representative research in the English education of ethnic minority universities in China. The majority of ethnic minority college students in Ethnic Colleges and universities come from ethnic minority inhabited areas such as ethnic minority autonomous prefectures or autonomous counties in the Tibet Autonomous Region and the western region. They have their own unique national language, cultural customs and religious beliefs. Due to its geographical location and historical and religious reasons, ethnic minority society has slow economic, educational, scientific and technological development, backward social productivity and low living standards. It maintains a considerable gap from modern culture, which restricts the development of ethnic minority society. In the process of social modernization of ethnic minorities, the development of ethnic education is the only way to truly embark on prosperity and strength. In the process of minority education, foreign language education in minority areas and minority colleges has become an indispensable aspect in this process.

III. THOUGHTS AND COUNTERMEASURES

The foreign language education of ethnic minorities in China is a special and important part of the education system and foreign language education system of multi-ethnic countries. The development of foreign language education of ethnic minorities is of great significance to cultivate the foreign language ability of ethnic minority talents and promote English Teaching in Ethnic Colleges and universities. The concept and teaching guiding ideology of foreign language education for ethnic minorities play an important role in the development of foreign language education for ethnic minorities in China.

1. Change the teaching concept and guiding ideology

(1) Improving the educational concept of foreign language teachers in Minority Colleges and universities. The concept of teacher education is the ideological concept and spiritual pursuit of guiding teacher education. Teaching should not only meet the needs of imparting language knowledge, but also integrate moral education into foreign language teaching, which is a basic task in the process of foreign language education for ethnic minorities. Foreign language teaching is educational, which is a basic law. Teachers' moral education is not just about telling big truth, but teaching by example in the teaching process. This influence often does not depend on Teachers' language, but on Teachers' personality charm, professionalism, sense of responsibility and teaching effect in foreign language teaching. In addition,

teachers should apply encouragement and encouragement strategies in language teaching, especially to create a good psychological environment for minority students from remote areas in the process of foreign language learning and help them overcome the psychological conflict in foreign language learning. Develop students' self-learning awareness and self-learning ability. Make use of students' progress to encourage and enhance students' self-confidence in foreign language learning, overcome the shy, shy and timid psychology of ethnic minority students, promote communication between students and teachers and students, and create opportunities for students to apply what they have learned. At the same time, minority foreign language educators themselves should change their ideas, have a higher level of foreign language knowledge reserve, strive to become uninterrupted learners, be able to control classroom teaching and become the guide of students' learning. In the process of teaching, foreign language teachers should follow the three functions of Education: first, impart the existing knowledge of mankind; The second is to train learners' social ability; the third is to cultivate learners' personal quality and ability. Therefore, foreign language teachers should follow the law in the teaching process, change the teaching concept and promote the improvement of students' foreign language level.

(2) Changing the wrong concept and understanding that foreign language examination is the purpose of English teaching and that the passing rate of examination is the ruler to measure English teaching. The focus of teaching should be on the cultivation of students' communicative competence; The status of teachers should be changed from the imparter of knowledge to the instructor and quality monitor of practical ability: the classroom teaching mode should be changed from teacher centered to student-centered; Teaching should change from sentence level to discourse level, from simply paying attention to the accuracy of language use to paying attention to both accuracy and fluency. Establish the idea that learning knowledge is the basis, cultivating ability is the key and improving students' comprehensive quality is the purpose, and then change to the traditional teaching mode to change the focus of College English teaching from language ability training to pragmatic ability training. Teaching content in the model is shown in Table 2.

TABLE II. TEACHING CONTENT IN THE MODEL

| Language-based teaching content | Embedding and Cultural Teaching Content |
|--|--|
| Grammar Structure Project (3) | Cultural Behavior Project (12) |
| Functional ideas (10) | Cultural Psychology Project (5) |
| Language Skills Project (6) | Cross-cultural communication factors (8) |
| Speaking skills (7) | Writing skills (7) |
| Reading skills (10) | Translation skills (6) |

(3) Changing the past teaching philosophy of emphasizing knowledge over methods and emphasizing knowledge over quality. In the reform of College English teaching, we are building a new English talent training model with students as the main body, teachers as the leading, quality education as the content, training innovative talents as the goal, and reforming teaching methods and teaching contents.

(4) Establishing the teaching ideas of "taking students as the center, focusing on cultivating students' comprehensive application ability, comprehensively improving students' cultural quality" and "giving full play to teachers' leading role". Mobilize the initiative and potential of both teaching and learning, and maximize the realization of teaching objectives. Students are the main body of learning. College English teaching should establish the idea of student-centered, carry out personalized teaching, and pay attention to cultivating students' autonomous learning ability.

2. Reform and innovation of College English Teaching

(1) The necessity of foreign language education reform in Chinese Minority Colleges and Universities

In today's world, science and technology are advancing by leaps and bounds, knowledge economy is taking shape, and the competition of national strength is becoming increasingly fierce. Since the reform and opening up, China's economy has taken off, people's lives have improved significantly, and China's comprehensive national strength has been continuously strengthened. Entering the new century, especially with China's accession to the WTO and the success of Beijing's bid for the Olympic Games and Shanghai's bid for the Expo, marks China's greater openness and closer ties with the outside world. In this historical background and social environment, English is not only a tool for people to communicate and communicate, but also a means to enhance international competitiveness. In international communication, English is widely used and has become a relatively common language in the world. The popularity of English is reflected in various fields such as international politics, economy, trade, information exchange and so on. English is the main application language of the Internet. More than 85% of the international academic papers are published or read out in English, and the main academic journals of various disciplines are also mainly in English. Mastering the "weapon" of English can enable us to participate in international competition more effectively. In order to cultivate high-quality talents with international competitiveness that can meet the needs of social economy, science, technology and culture, higher education must strengthen and improve college English teaching. As an important part of China's higher education, ethnic higher education continues to grow under the guidance of the party's educational policies. As the main body of ethnic higher education, ethnic colleges and universities have made important achievements and played a unique role in cultivating ethnic minority talents, which has attracted more and more attention from all walks of life.

After entering the 21st century, with the introduction of China's western development strategy, to develop the economy of ethnic minority areas and change their poverty and backwardness, we must carry out rapid development. In this regard, ethnic minority talents will play a great role. In the development of economy and large-scale cooperation projects, English will undoubtedly become an important means of transportation.

Promoting the reform of College English Teaching in Colleges for nationalities is the need of the development of higher education for nationalities. With the increasing number of college students in Colleges for nationalities, the contradiction between College English teachers and non teachers is becoming more and more prominent. The number of students in Colleges and universities for nationalities, including the Central University for Nationalities and the Tibet Institute for nationalities, has been on the rise since 1999, while there are only 30 teachers engaged in College English Teaching in the Central University for Nationalities and only about 40 teachers of professional English and public English in the Tibet Institute for nationalities. Facing 2000 to 3000 students every year, how many teachers are needed to meet the teaching needs and complete the teaching tasks if using the traditional teaching method? How to ensure the quality of English teaching? These are the problems we must face and think about.

The continuous increase in the number of students in school is the requirement of social and economic development in a certain historical period of the country, and it is also the inevitable trend of the popularization of higher education, but our teachers can not grow unlimited at the same speed. In this case, how to deal with the relationship between limited teachers and heavy teaching tasks has become another task in front of us. On the other hand, the quality of College English teaching reflects the teaching quality and overall level of a school from ~ aspects to a certain extent. Students in Colleges for nationalities have weak English foundation and poor English learning concept. Most of the minority students come from ethnic minority areas in the frontier. For some students, English belongs to the study of a third language, English learning in the basic stage ignores the cultivation of listening and speaking ability and exam oriented teaching, resulting in "deaf English" and "dumb English" "There are many phenomena. It is difficult for students without English listening and speaking ability to develop and improve their interest in English learning, so some students are bored with English. Many ethnic minority students think that learning English is of little use. After graduation, most of them still communicate in ethnic minority mother tongue in ethnic minority areas. Such students do not realize the importance of English learning, so they are conscious and nervous about learning English Poor compulsion. Some students have great expectations for teachers and the classroom and hope to achieve a significant improvement in English level through classroom learning, which shows that students learn passively and lack autonomy and curiosity in English learning. Therefore, deepening the reform of College English teaching, improving the level of undergraduate English teaching and studying innovative teaching methods are also the needs of minority colleges and universities to improve the overall education quality and promote the development of the school.

Since the reform and opening up, the achievements of College English Teaching in China have been remarkable and attracted the attention of the world. After more than 20 years of efforts, College English teaching has completely changed the backward situation, established a practical and systematic teaching model, teaching content, curriculum system and teaching methods suitable for China, and gradually formed a distinctive College English teaching system and testing system. We should fully affirm this achievement. However, with the development and changes of China's reform and opening up and the situation at home and abroad, especially from the perspective of the talent training and development strategy of higher education in the 21st century, there are still some problems and deficiencies in China's

existing college English teaching. The most prominent is the lack of attention to the cultivation of students' Comprehensive English application ability.

3. Countermeasures for the reform of National Foreign Language Education

(1) Establishing the teaching idea and idea of taking students as the center and paying attention to comprehensive application ability, update the teaching idea, take students as the center and establish the teaching guiding ideology focusing on improving students' comprehensive application ability. The current college English teaching thought is formed under the specific historical conditions in the period of economic transformation. Facing the educational needs of the new century, its disadvantages are becoming more and more obvious, and restrict the reform and development of College English education and teaching. Therefore, how to adapt College English teaching to the requirements of social and economic development in the new century is an important topic in front of us. To accomplish this task, it is necessary to change teaching ideas and concepts, and effectively integrate them with the reality of China's economic and social development. In specific teaching practice activities, first, we should establish the idea of taking students as the center, pay attention to the cultivation of students' independent learning ability, realize the organic combination of in class and out of class, pay attention to the cultivation of students' self-study ability, and pay attention to meeting the requirements of students in the design of classroom teaching, Take the active participation of students as the measurement standard; Second, we should put the improvement of students' Comprehensive English ability in an important position, properly deal with the relationship between imparting knowledge, cultivating ability and improving quality, and deal with the relationship between teaching and learning; Third, we should deal with the relationship between listening, speaking, reading, writing and translation, pay attention to the overall improvement and coordinated development of comprehensive ability, modify the existing syllabus and issue syllabus or standards to meet the needs of the development of the times, make specific regulations and requirements for the teaching of listening, speaking, reading, writing and translation, and change from the original teaching idea of reading and understanding to the teaching idea of listening and speaking to comprehensively improve comprehensive application ability.

(2) Using modern information education technology. The implementation of the student-centered teaching mode and the implementation of the new teaching concept must be specifically guaranteed by corresponding measures, and new methods and means suitable for national conditions, school conditions and teaching practice should be adopted. The purpose of College English teaching has changed from focusing on cultivating students' reading ability to improving students' comprehensive application ability, so we must reform the current teaching mode and teaching methods. While considering and absorbing the advantages of the existing teaching mode and reasonably inheriting the tradition, we should make full use of modern information technology. The new teaching mode should take the teaching mode of combining classroom teaching with English teaching software running on campus network as the main development direction, so as to make English teaching develop towards personalized learning and active learning, so that students' learning is not limited by time and place, We should be able to fully mobilize the enthusiasm of teachers and students, and scientifically reflect the integration of culture, practicality and interest in

English teaching. Change the traditional teacher centered teaching mode, highlight the dominant position of students in teaching activities, and organically combine classroom teaching with extracurricular practice. Classroom teaching should focus on inspiration, guidance and interactive language communication, provide students with enough time and space for language practice and training, classify guidance, and teach different contents in classes for students at different levels.

Teachers should also be responsible for the inspection and guidance of English learning process, as well as the corresponding management based on computer. Extracurricular students can learn selectively and pertinently according to their own foundation and needs through computer software, so as to achieve the personalization of learning and the autonomy of time and place, and improve their interest in learning. Teachers should carefully design extracurricular activities, actively guide, create the necessary language environment for students' independent learning, develop and introduce teaching materials for the purpose of ability training, make full use of modern educational technologies such as radio, recording, projection, film, television, video, computer, multimedia and network for teaching, innovate teaching methods, and talk with teachers about current textbooks, chalk and blackboard. The mode of students' listening is changed into a personalized and active learning mode of network, teaching software and classroom comprehensive application.

The new teaching mode requires the transformation of teachers' roles. Teachers become organizers, guides and collaborators of classroom teaching and learning from preachers, teachers teach and dispellers. Teachers should change from teachers to students and provide services for students' learning. They should actively adapt to and promote the new teaching mode, which is beneficial to teachers' organizational ability beyond professional knowledge. Adaptability and the ability to absorb new knowledge put forward higher requirements. Therefore, the further study and training of College English teachers has become the key to the success or failure of the reform.

First of all, the administrative departments of colleges and universities should make use of the advantages of teacher training schools, teaching research institutes or teaching research offices in teachers and their teaching equipment to establish English teacher training bases and teaching reform experimental centers, establish teacher training resource centers, adopt formal training, resignation training, amateur self-study and on-the-job guidance, combine pre service and post service, and have a purpose. We will systematically select young and middle-aged backbone teachers with both political integrity and ability to further study and study in Colleges and universities at home and abroad, and study for relevant degrees, so as to make the training of English teachers systematic, scientific, institutionalized and even lifelong. Secondly, in terms of teacher training content. First, we should strengthen the training and education in English and Chinese bilingual and bicultural abilities and literacy, English teaching methods, etc.; second, we should improve the level and ability of English teachers' educational theoretical knowledge and awareness of educational scientific research; third, we should strive to cultivate the ability to use modern educational technology and establish a modern outlook on education. In addition, the administrative departments of colleges and universities should further improve the construction of personnel management system, strengthen the scientific management of the existing English teaching staff, reflect the idea of

respecting knowledge and talents from the policy, care for teachers, improve teachers' working and learning conditions, improve treatment, and relieve teachers' worries for the future, so as to effectively stabilize the English teaching staff and tap the potential of the existing teaching staff.

IV. CONCLUSION

Increase investment in foreign language teaching in ethnic minority colleges. Create a good foreign language learning environment for students and increase real language learning conditions, such as multimedia teaching, audio-visual and oral teaching, as well as rich and colorful foreign language extracurricular activities such as speech and drama, so as to stimulate the interest of minority students in foreign language learning and overcome the conflict and interference of their mother tongue. In the construction of College English textbooks for ethnic minorities, we should strengthen national cultural awareness and cultural content, and cultivate students' cross-cultural sensitivity. Educate students to learn to treat different cultures with an equal and objective attitude, and learn psychological adjustment to adapt to cultural differences. Foreign language educators should fully recognize the individual differences of students, adjust teaching strategies, teach students according to their aptitude, and create a good English classroom learning environment.

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