

The research of Cross-cultural communication ability training in English teaching

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Abstract. Since the ancient times are the teaching of foreign language teaching is an important subject. In recent decades, due to the communication between countries is more and more big, in addition to teaching language, foreign language teaching, undertake the task of the teach cultural knowledge. Intercultural communicative competence in students' oral English communicative verbal and nonverbal that means to eliminate communication barriers, smooth completion of the capability of communicative activities. Under the new situation of global economic integration, English teachers should improve teaching methods, make full use of in-class and after-class two ways, choose appropriate teaching resources, undertake to the student penetration of cross-cultural communication consciousness, and cultivate their communicative competence.

Introduction

Learning a language is learning culture, oral communication in English classroom from the essence is the cross-cultural communication. With the development of economic globalization, the various countries' culture, in the process of cross-cultural communication, not only need to master a language use skilled language knowledge and skills, also requires understanding the cultural knowledge and cultural differences, to help them better to eliminate communication barriers in cross-cultural communication activities, ensure the smooth operation of the communicative activities [1].

With accelerating the process of globalization, the progress of the development of high-tech, traffic communication, people communicate more and more widely. People cannot do without communication culture, people of different cultural background in the process of communication is bound to be faced with cultural differences [1]. So when people with different cultural backgrounds communicate, ability to cross-cultural communication is more and more important. In college English teaching, language teaching has always been a key, although this year to cultivate and strengthen the students' ability of intercultural communication is more and more attention, but in the process of cross-cultural communication ability still is a big problem.

Cross-cultural communication enlightenment to college English teaching

In the 50 s of the 20th century Chomsky proposed language for the first time this concept, refers to the language users have full knowledge of language rules. In recent years, foreign language teachings are more and more aware of the relationship between language and culture, they will communication concept extension for cross-cultural communication ability, refers to the communication with people from different cultural backgrounds of ability [2]. Cross-cultural communication has become increasingly popular in the foreign language teaching, and also puts forward a new challenge for the college foreign language teachers. Mankind (1990) pointed out: cross-cultural communication interference should be emphatically study communication and cultural factors, including the speaker of the language means, nonverbal means, social organizations, social norms and values of the speaker's and so on. G. (1999) proposed the cross-cultural communicative competence model; the model includes the former of communicative competence and cross-cultural ability, namely the sensitivity to cultural differences, tolerance and flexibility.

Cross-cultural communication refers to native speakers with the native speakers of communication between, also refers to any in language and culture background differences of communication between people. Popular is that if you deal with foreigners, should pay attention to what problem, how to appropriately to communicate. In learning English, learning to master the language of cross-cultural communication is a key point [2]. It is the study of people with different cultural background must grasp the content of the communication, can from vocabulary, pragmatic, communication of different aspects, such as customs and nonverbal communication means.

College English education doesn't like high school English education, focus on emotional appeal of grammar, sentence, vocabulary these basic language points, because the university is to cultivate students' comprehensive quality of high platform, in order to enable students to better adapt to The Times, improve the comprehensive quality, in addition to the language itself, enough attention should be attached to the role of culture in language [2]. College English teachers should strengthen the cultivation of students' cross-cultural communication ability, the use of communicative language teaching, pay attention to the communicative functions of language in practical application; The purpose of foreign language teaching is to cultivate students in different time, different space, according to different objects, and the specific communicative needs, consciously use appropriate and proper language form of realizing the function of cross-cultural communication ability. Thus, so that the students can freely use learned the language, and be able to use language skills acquired in the new language environment, become aware of language users, that is the key of the college foreign language teaching.

To understand the culture and social customs of English-speaking countries help to learners of English expression and communication skills. Different countries have different culture, people's thinking mode and the expression of natural is different. So we in the teaching of English culture teaching should be comprehensive, of course, must be system, have a purpose [3]. Teachers in the teaching process to teach them the English countries national values, time concept, way of thinking, the way to solve the problem, apology, thanks and regards, euphemism and communication habits such as part of the cultural differences.

Understand the cultural background is helpful to improve the ability of cross-cultural communication. That vary due to different cultural background, cultural symbol. Communication both sides do not understand each other languages of the cultural symbol and the situation of the collision. Such as: countries such as Britain and America said they are children of god, China said they are Chinese people, is a descendant of the dragon. Foreigners for the descendants of the dragon said it was very confused [3]. In China, as a cultural symbol, the dragon on behalf of the emperor; It is a symbol of strong, up. In western eyes, the dragon is a symbol of evil. Intercultural communication of both sides only a correct understanding of the implied in language system reflect each other's national culture background, values, customs, speech ACTS, the communication form factors, such as to produce resonance in the communication, to remove obstacles and overcome the cross-cultural communication.

Understand the value idea is helpful to better intercultural communication. British and American people worship personal heroism, a lifelong pursuit of success, the whole society advocating equality, competition, promoting the strong, think their status in society is a status symbol, surely your talents is a sign of confidence [4]. In China, people's compliment to personal achievement, always answers in modesty or self-denigration has, this is the Chinese for thousands of years "save them out the human", the Confucian traditional culture about that.

Pragmatic functions of the difference between two languages are beneficial to correctly express ideas. Discourse is form, concept and function of the concentrated reflection of three kinds of knowledge system, have a mutual relationship between them. In communication, people in their own opinions, thoughts, and that their views and attitudes, only people understand each other's intentions, effective communication can proceed [4]. For example, British and American people say "on your dinner" Dinner together is to invite the other party, and this sentence in Chinese eyes, is a kind of greeting. It must pay attention to the appropriateness of language used in communication, the

appropriateness in two aspects: one is whether the language is suitable for the language belongs to culture, on the other hand is whether the language is suitable for the occasion of the language use.

The cultivation of intercultural communicative competence in English teaching

The importance of cross-cultural communication in English teaching has no redundancy; the acquisition of language depends on its culture. Out of ignorance of the foreign culture element in communication interference, in the process of cross-cultural communication, English learners in China will likely "give priority to with me", consciously or unconsciously adopted Chinese way of thinking and conforms to the Chinese habit of expression, produce some pragmatic errors [5]. In college English teaching, found the problem and promptly correct, to strengthen the students' cross-cultural consciousness, is the college English education should pay attention to. The author has some relevant researches have been carried out on the students in our school, according to the personal teaching experiences.

Strengthening the role of teachers in cross-cultural communication ability training. Teachers must play a leading role in this process, first of all, English teachers should have two different cultural understanding, the culture of the target language and native language and cultural understanding, and can become the mediator of two different culture and explain, to help students overcome the different cultural differences, make them as soon as possible to get a kind of cross-cultural consciousness [5]. In addition, teachers how to use in a planned way, targeted, focused on, causes the student to exert a subtle influence on knowledge is also important.

Classroom teaching establishment situation, creating the atmosphere of cross-cultural communication. Traditional teaching mode is based on teachers as the leading role of the teacher speak, students listen ", students in the case of passive accept the teacher speak grammar knowledge, so in English teaching more boring, the lack of interaction, unfavorable to students' ability to cross-cultural communication. Teachers should change the teaching ideas, break through the traditional teaching method, establishment situation, and provide students with the opportunity to exercise your language skills [5]. Students to participate in the activities of language communication in the real context, must at the same time, applying the idea of listening, speaking, reading and writing skills, and in communication between students, teachers, and use the language and the language skills to complete the communicative tasks, to improve their intercultural communication ability. For example, you can at the beginning of the class for students to present this class communication goal, lets the student to this goal in the class have a preliminary understanding of, in the teaching of the text, change traditional teaching in teachers as the main body in the teaching way, let the students talk about their language difficulties encountered in the text [6]. Using the discussion and investigation analysis is the form of group cooperation and gives the classroom back to students. In addition, you can set up some situational dialogues, situation related to this course subject performance, lets the student role to join the conversation, and performance. In such a way of classroom teaching is the traditional way can highlight students' subject status, let the students use the language knowledge in the pleasant communication environment, social experience, improve the ability of cross-cultural communication.

Strengthen the bilingual cultural knowledge learning, understanding of Chinese and western culture. English teaching should not only pay attention to students' language acquisition of knowledge, more should pay attention to the students and the native language of western cultural knowledge and values, cultivate their cross-cultural communication consciousness. Teachers should seize every opportunity, through in-class and after-class two ways to strengthen the infiltration of bilingual cultural knowledge to the students [6]. In new teaching to the student before the text of a cell, PPT format, image data can be used a variety of forms such as infiltration of western culture for the students, let students from a deep level of understanding of the events described in the text of time background, to understand the character language, expression and psychological features. In addition to the use of class, the teacher should also be one thousand to strengthen the students' extracurricular readings. Such as to guide students to read English and American literature works or that some English newspapers and magazines, politics have time can also surf the Internet to listen to English

radio, and even watching English movies, listening to English songs and so on. Students in the process of reading literature, through to the character's inner feelings, joys and sorrows, truly realized that the western social and political aspects, it is a good way to understand the western culture [3]. In addition, the teacher can also conduct some activities on a regular basis, such as the regular reading group, western cultural knowledge contest, knowledge lectures, British and American poetry appreciation will, or to hire foreign teachers and students in language and culture communication, etc. By conducting a variety of cultural activities, let students have more opportunities to understand Chinese and western cultural differences and cross-cultural communication awareness.

Discover tutorial resources to foster intercultural communication ability. The existing English teaching materials are mostly just lay particular stress on the student's language points, grammar knowledge, the acquisition of reading skills and writing skills, to a certain extent, lack of training students' cross-cultural communicative competence factors. If any, are scattered in various parts of the teaching material, there is no overall and systematic planning [6]. Therefore, the teacher not only using the existing teaching materials for students to penetrate the bilingual cultural knowledge, can also serve as a textbook of developers, according to the actual situation of students and interests, aiming at training students' cross-cultural communication ability, independently explore textbooks. When choosing the teaching material, for example, not only should choose according to the traditional way is closely related to the learned language points of the text, you can also consider whether the selected teaching material content involves a certain amount of cultural information, lets the student after learning the text of Chinese and western cultural knowledge and values have a deeper understanding. And in the design of teaching process should emphasize the subject status of students participate in teaching activities, pay attention to stimulate students' participation. By choosing appropriate teaching material, to give students an imperceptible infiltration language and cultural knowledge, broaden their horizons, but also gradually cultivate their cross-cultural communication consciousness and ability.

A wide range of extracurricular reading and practice. In addition to cultural education, teachers should let students in extra-curricular reading, such as reading literary works. Literary works is to understand the customs of a nation, the relationship between social culture and the national psychological state of the most vivid material [4]. In learning English, in order to reduce the interference of mother tongue culture, the students are familiar with and understand the British and American culture and realize the differences of culture between China and the United States at the same time, also let the students have repeatedly communication activity with intuitive let students form the understanding of foreign culture.

Mother tongue positive transfer function. Many schools are held in the English speech contest, English debate on a regular basis, and some English drama performances in and outside class competitions [6]. Such competition way can stimulate students to English learning motivation, the process is to improve oral English, the students in the process is more or less understanding of cross-cultural knowledge, and the process itself is also in improving the students' intercultural communicative competence. That can meet the demand of students' individual character development, but also to cultivate students for English thinking ability, the ability to control.

A variety of cultural practice class activities, develop the students' ability of cross-cultural behavior. Schools can use local excellent education resources, interactive combined with local universities or colleges and universities, make full use of its powerful teachers, the foreign experts or lecturer please come into our school, the opening of a seminar on western culture, interact directly with students, build communication platform for the students, let them feel the authentic English and its ways and habits of speech [7].

In the long run, we learn English not only learning its language form, more attention should be paid to its rich content of the culture, this is our fundamental purpose of learning English, namely the cultivation of intercultural communicative competence [7]. We must expand the students' cross-cultural perspective, armed with good cross-cultural communication and the ability to communicate, to make it meet the need of modernization.

Solid language foundation seepage of cross-cultural knowledge. "Mother tongue refers to a person from prattles, from the first express ideas start using language. In most cases, the tongue is a person to use the most fluent language. In terms of cognition, language is a tool for all children know the world; in the aspect of culture, the language is the history and status of the expression of the most fundamental way. "in today's this big social background, the children almost began to contact the second language from kindergarten period, and kids this age have not certain cognitive ability, the most common is the confusion between Chinese pinyin and English letters [7]. In junior middle school stage, the children have taken a few years of English learning, people take it for granted that students can easily accept the all England teaching, but only a few students can do it and achieved excellent results, most cannot do. The basis of language determines the students' ability of learning a second language. In the middle school stage, for more complex articles or in the introduction of western culture, we can appropriate use of mother tongue to explain, lets the student in understanding from the obstacle under the premise of learning the culture. It can enhance their interest in learning, so that they are listening to the English due to not understand tired of emotions.

Summary

English teaching is the rules of the language structure teaching and training students' basic language skills, but it is not enough to have language ability, is not guarantee of real life of effective cross-cultural communication, the teaching of language use rules is needed. Therefore, in order to effectively train students' cross-cultural communicative competence, cultural teaching should be throughout the whole process of foreign language teaching. English teaching is language teaching and cross-cultural communication ability teaching, the combination of the two equally important and cannot be ignored.

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