

The Cultivation of Intercultural Communication Awareness in Business English Education of Higher Vocational Education

Xiao Tielei

School of Applied Foreign Languages, Guangdong Polytechnic of Industry and Commerce, Guangzhou, Guangdong, 510510, China

email: karla1999@126.com

Keywords: Intercultural, Business English, Teaching Practice

Abstract: Intercultural communication ability has a profound significance in promoting Chinese culture to the world, and it is also an ability element that needs special attention in foreign language teaching. In the business English course of Higher Vocational College, the elements of cross-cultural communication need to be developed, but also need to explore and explore the ways and paths of cultivating cross-cultural business communication ability in teaching practice, so as to embody the application attribute of the course.

1. Introduction

With the increasing international status of China, how to "tell Chinese stories and convey Chinese voice" to the world has become the focus of thinking. Intercultural communication is bound to become an important focus of English teaching. Business English course needs to cultivate students' international business skills, which requires us to pay attention to the cultivation of cross-cultural communication ability[1]. Intercultural communication refers to the communication between native speakers and non native speakers, and also refers to any communication activities between people with differences in language and cultural background. Intercultural communication is not only the communication in the form of language, but also the communication between different cultures. Intercultural communication ability is the sum of language ability (listening, speaking, reading, writing and translation) and social cultural ability (that is, the ability to communicate properly with people from different cultural backgrounds).

2. The Connotation Elements of Intercultural Communicative Competence

Brain Spitzberg, an American psychologist, believes that intercultural communication ability consists of three elements[2]: knowledge, motivation and skills, which interact and depend on each other. Intercultural communication ability needs enough intercultural knowledge, positive motivation and effective communication skills. All three factors should be possessed at the same time, and none of them can constitute intercultural communication ability alone.

2.1. Cultural Knowledge

The cultural knowledge here refers to the general cross-cultural knowledge including linguistic knowledge, pragmatic knowledge and social cultural knowledge[3]. For example, to understand the different cultural connotations of the same thing in different cultural backgrounds, and to adjust in a suitable context, so as to achieve the goal of successful communication. For example, in order to properly convey the special position of "dragon" in Chinese culture, we might as well switch one way of expression instead of "dragon" expression. For example, the meaning of color in different cultures is different. Only a deep understanding based on cultural knowledge can be properly adapted and applied in cross-cultural communication.

2.2. Motivation

This is a psychological concept, also known as emotional factors. Emotion is people's emotional

and psychological response to thoughts and experiences[4]. Different emotional factors will also affect the effect of cross-cultural communication. For example, in communication, "Politeness Principle" will be especially emphasized. It is true that in any culture, politeness is the basic principle of successful communication. However, we may neglect that in different cultural backgrounds, people's understanding and recognition of politeness are different[5]. For example, in the face of other people's praise, the Chinese people will naturally modestly refuse, because the Chinese tradition of humility philosophy teaches us that modesty is polite. Westerners are open to accept and give thanks, which is just because their culture respects others and doesn't deny the polite recognition of others. Empathy is the most important emotional factor. This requires avoiding ethnocentrism or cultural discrimination in cross-cultural communication, understanding and understanding the differences of different cultures equally, understanding and respecting different nationalities and cultures, and on this basis, taking the situation of the other side into consideration, in order to achieve the state of "empathy and empathy". For example, in domestic colleges and universities, foreign teachers often greet students in a Chinese way. For example, "where are you going[6]." "have you eat your meal?" these seemingly impossible sentences in English American communication actually come from foreign teachers. It is the function of empathy that makes one's emotional way conform to the culture of one's country and realize smooth communication.

2.3. Communication Skills

This is a proper and effective communication behavior in cross-cultural communication. Necessary intercultural communication skills will affect intercultural communication activities. Just as in general interpersonal communication, it is not successful to have language and knowledge reserve and positive communication consciousness. As a non-verbal factor, communication skill also has a strong influence in communication[7]. The communicators should pay attention to the subtle differences of nonverbal elements such as body movements, time concepts, color identity, space feelings, auxiliary language, etc. in the other culture, and properly understand and apply them in the communication activities.

3. Cross Cultural Factors and Teaching Practice in Business English Course of Higher Vocational Education

The purpose of business English course in Higher Vocational College is to cultivate students' ability of international business communication, understand common sense of English economy and trade, improve their ability of listening, speaking, reading, writing and translating in foreign business activities, be familiar with business process of economy and trade, master basic theories of economy and trade, master basic etiquette and rules of foreign business communication, and be competent for foreign economic and trade work with English as a tool Do[8]. The realization of this teaching goal is inseparable from the cultivation of cross-cultural communication consciousness and ability.

3.1. Cross Cultural Factors in Business English Course of Higher Vocational Education

Business reception is an important part of business activities, which is related to the smooth progress of business activities. Reception etiquette is different in different cultural backgrounds. For example, whether to shake hands or hug when meeting for the first time, whether to help pick up luggage after receiving customers at the airport or at the station, etc. all need to ask for customers' wishes. Because many Westerners don't like to be taken care of on behalf of others, it's likely to be considered rude to help them with their luggage for the sake of politeness. The arrangement of seats in the banquet should pay attention to the respect of the left in Chinese culture, but the right in the West. These differences are rooted in different cultures, beliefs and customs. We need to understand and master their cultural background to avoid misunderstanding or even communication failure.

Table 1 Analysis of final examination results of business English translation of class 1 and class 2

Class	Number	More than	80-89	70-79	60-69	Below 59	Highest	Minimum	Pass
-------	--------	-----------	-------	-------	-------	----------	---------	---------	------

		90 points	points	points	points	points	score	score	rate
1	44	9	7	14	9	5	95	40	88.6%
2	40	11	20	4	3	2	98	36	95%

The interpersonal communication and etiquette in the international business scene are also influenced by the cultural background. For example, when greeting, Chinese people are used to asking each other's name, occupation, family and income[9]. In British and American culture, these are questions that need to be avoided because of other people's privacy. They prefer to talk about weather and other topics. In business negotiation, it is more necessary to make clear the objective existence of cultural differences, fully understand and respect the differences in each other's customs, beliefs and behavior, and try to avoid topics that may cause discomfort to others. Although the current level of technology can solve the problem of language differences and avoid it, cultural differences rooted in the way of thinking and behavior norms are still important factors affecting the success of cross-cultural business negotiation. In international business communication and negotiation, we should always pay attention to the similarities and differences between the cultures of both sides, pay attention to the positive role of common factors, fully understand and respect the differences, tolerate and appreciate the differences to ensure the real barrier free international business communication.

There is also a very common way of international business communication is written communication. Although written communication can almost ignore the influence of non-verbal factors such as body language on communication, it is difficult to avoid completely based on the cultural differences behind the language. Because of the differences of the language itself, written expression will have incomplete equivalence. It is difficult for any Chinese vocabulary to find English vocabulary with the same connotation in English. Therefore, the differences in language, way of thinking, style and expression are all objective. We need to understand and deal with business documents with a cross-cultural mentality and awareness, and strive for smooth written communication. The basic requirements of business letters are accuracy, conciseness and standardization. However, in the specific writing practice, it is necessary to have good language skills and writing ability, master the basis of business knowledge, ensure complete format, complete information, standard and polite language, conform to the cultural customs of the other party, and ensure the efficient and smooth completion of the transaction. In the practice of international trade, there are many differences between languages and cultures. In order to ensure the smooth negotiation and transaction, it is necessary to master and apply the relevant rules of the United Nations Convention on Contracts for the international sale of goods and the international trade terms, properly select the appropriate rules and terms and use them accurately so as to avoid ambiguity or misunderstanding due to the differences in language and culture.

The teaching content of complaints and claims in international business is relatively small. Generally, only the reasons for complaints and the handling process and suggestions are provided in the teaching materials. But in fact, the cultural meaning reflected in this part is very profound, which reflects the attitude and handling way of Chinese and western people in the face of their own rights and interests. Under the influence of Confucianism and patriarchal principles, Chinese people often have the idea of patience in the face of general violations, while Westerners influenced by Christianity have a strong spirit of contract. Similarly, there is reliance on and respect for the law. All the bases of complaint and claim come from the contract. Only when the rights and obligations of both parties and the way of dispute settlement are clearly defined in the contract, can the risk be avoided or the dispute can be effectively and reasonably resolved. In the process of teaching, we will find that many students do not understand the role of the contract enough, resulting in misunderstanding or hidden dangers. To master the specific meaning of words, especially the existence of a large number of polysemous words in English, we have to make clear the specific meaning of words in the specific context and carefully choose the right words. For example, "bimonthly" has the meaning of "twice a month" and "once a month". In order to avoid misreading, we need to pay attention to the specific context and choose the right one.

3.2. The Realization of the Cultivation of Intercultural Communication Ability in Classroom Teaching

To acquire knowledge and information through various channels, especially the English language and culture background knowledge required by English teachers, only with rich western cultural literacy and a cultural attitude with a broad cultural vision, can students be guided to think English in the Western way of thinking in teaching, face cultural differences in an inclusive attitude, and understand and actively face the cultural differences in foreign-related communication Cultural collision. Actively study a variety of teaching methods, actively try role-playing, split teaching, situational teaching and other teaching modes, so that students can consciously apply corresponding communication skills in learning, and actively apply empathy and a variety of communication skills to complete cross-cultural business activities.

In the selection of teaching content, the latest relevant literature of British and American newspapers and magazines should be selected as far as possible to achieve the purpose of teaching language with pure language materials and understanding business activities with the latest cases.

We should try our best to create a real language situation and achieve the goal of experiencing cross-cultural business activities under the corresponding cultural background. In the teaching of basic language knowledge and business common sense, the influence of basic knowledge reserve and vocabulary understanding on daily business activities cannot be ignored. In the current vocational colleges, practical skills are too much emphasized while basic theories are ignored. It is necessary for us to clarify that the practical skills of Finance and economics courses must be based on rich theoretical knowledge. When necessary, we can select some foreign film and television clips for students to appreciate, so as to enhance cultural experience and cultural identity, and establish cross-cultural awareness.

In the practical teaching of business English, the resources of foreign teachers or overseas students should be used as much as possible,

Create real scenes to make the training process more challenging. It can also construct cross-cultural scenes in the sand table exercises of other business courses, enhance the interest and effectiveness of practical teaching, and cultivate students' active cross-cultural communication awareness.

4. Conclusion

Business English course is a comprehensive course integrating English language ability training, foreign business knowledge, business communication and other knowledge and skills. It has strong practicability and plays an important role in improving foreign language application ability and foreign business skills of business students in higher vocational colleges. It needs to emphasize its cross-cultural attribute in teaching practice and focus on cultivating students' cross-cultural ability The awareness and skills of communication can really achieve the goal of curriculum teaching and the practical goal of higher vocational education.

References

- [1] YUAN Fu, HU Liling, ZHAO Dandan. (2018). Brief Analysis of Specialized English Teaching Practice for Postgraduate under the Background of International Communication. *Journal of Higher Education*.
- [2] SHAN Xing-huan. (2018). A Reflection on Teaching Practice. *Overseas English*, no. 3, pp. 208-210.
- [3] Wenjun Lu. (2018). Research on Special Business English Specialty Construction——A Study Based on the National Standard of Teaching Quality for Undergraduate Business English Majors. *College English Teaching and Research*.
- [4] Mark A. Sulzer. (2018). (Re)conceptualizing digital literacies before and after the election of

Trump. *English Teaching: Practice and Critique*, no. 2.

[5] Cassandra Paul, Emily West. (2018). Using the Real-time Instructor Observing Tool (RIOT) for Reflection on Teaching Practice. *Physics Teacher*, vol. 56, no. 3, pp. 139-143.

[6] Saskia Rietdijk, Daphne van Weijen, Tanja Janssen,. (2018). Teaching Writing in Primary Education: Classroom Practice, Time, Teachers' Beliefs and Skills. *Journal of Educational Psychology*.

[7] Janine Bolger. (2019). The Pedagogy and Principles of Teaching Therapeutic Practice with Children and Young People. *Journal of Teaching in Social Work*, vol. 39, no. 2, pp. 181-188.

[8] Bai Y, Huang F, Wang Q, et al. (2018). Development of Practical Teaching Model Based on Intelligent Comprehensive Nursing Practice Platform, vol. 250, pp. 240.

[9] Carmen Palmer. (2018). Mirroring the object of the lesson: The creative process of scriptural rewriting as an effective practice for teaching sacred texts. *Teaching Theology & Religion*, vol. 21, no. 1.