College English Teaching in the Context of Intercultural Communication

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Abstract: Cross-cultural awareness and intercultural communication competence are one of the teaching tasks of university courses. Under the background of the new curriculum reform, college English education began to pay attention to the cultivation of college students' comprehensive quality and ability to ensure that students can learn more cultural knowledge and have the ability to communicate across cultures in the process of English learning. In order to promote students' cross-cultural consciousness, college English education should carry out teaching classroom from the perspective of cross-cultural communication, improve students' interest in English learning and cultivate students' cross-cultural communication ability. This paper analyzes the problems existing in college English teaching and puts forward effective strategies to carry out English teaching from the perspective of cross-cultural communication.

1. Teaching Advantage of Cross-Cultural Communication in English Teaching

   Culture and language influence each other and are inseparable. Language is a part of culture and can reflect people's thinking and present the characteristics of the nation. The communicative competence formed by modern people is composed of cultural knowledge and language adaptation, and there are certain cultural differences between different countries or regions, and there are problems in communication and communication. Therefore, in learning a language, learners can eliminate language barriers only by mastering the ability of cross-cultural communication. English as an international common language, college students in the process of learning English, to learn more cultural knowledge, enhance cross-cultural communication skills, in order to improve students' language use ability. Therefore, English teaching in colleges and universities is guided by cross-cultural communication to ensure the effectiveness of teaching.

   (1) to enhance students' cultural literacy

   To carry out college English teaching from the perspective of cross-cultural communication, teachers can not only pay attention to the cultivation of students' basic ability of listening, speaking, reading and writing, but also promote students to understand more foreign culture. At the same time, the construction of foreign cultural language environment, to a certain extent, can also promote students' language use ability. Students in the process of learning English, through understanding foreign culture, can deepen the degree of memory of language knowledge. Therefore, students' interest in English learning will be enhanced, and at the same time, it can effectively cultivate students' intercultural communication ability and further enhance their cultural literacy [1].

   (2) Improving students' ability of independent inquiry

   From the perspective of cross-cultural communication, college English teaching content is more practical, students can learn more about English from the classroom, but also deepen the understanding of foreign culture. Under the traditional English teaching, the students' ability of self-inquiry is limited, and cross-cultural communication is the guide of English teaching, which can further broaden the students' thinking mode, urge students to find new problems in the process of learning, and be able to solve them through their own ability [2]. The improvement of students' intercultural communication ability can also promote the communication between teachers and students. Therefore, the English classroom developed under the cross-cultural communication
promotes the students' ability of independent inquiry.

2. Factors Restricting the Development of Intercultural Communicative English Teaching

(1) Formalization of oral practice
In college English teaching, oral classes can help students communicate flexibly in English. However, the current practice of oral practice is seriously formalized, which is manifested in the students in the process of group dialogue, under the influence of the mother tongue environment, students often use their mother tongue thinking to express their views, thus neglecting English expression. In classroom teaching, teachers pay more attention to students' vocabulary application, whether pronunciation is standard or not, can not guide students to pay attention to the differences between Chinese and Western cultures, and students' English expression ability will also be reduced, thus they can not improve their oral English level [3].

(2) Separation of listening practice and cultural knowledge
In college English classroom teaching, listening practice can effectively help students form English language sense and further help students understand English expression habits. When preparing the listening materials, the teachers will combine the teaching materials and the students' actual situation, but ignore the explanation of the cultural knowledge of the listening materials, so the students can not get the cultural knowledge from the listening practice. Teachers pay more attention to students' listening ability, thus limiting the improvement of students' cross-cultural communication ability [4]. Teachers should change the traditional teaching idea, take the cultivation of students' cross-cultural communication ability as the main teaching goal, and urge students to acquire more cultural knowledge in listening practice, so as to promote the students' language expression ability to be enhanced.

3. Effective Strategies of College English Teaching from the Perspective of Intercultural Communication

(1) College English classroom teaching design
First of all, the determination of teaching objectives. Take intercultural communication as the teaching direction, formulate the teaching goal, cultivate the students' language ability, oral communication ability, and promote the students to understand more ways of cross-cultural communication. The goal of cultivating students' language ability urges students to master basic language knowledge, be able to pronounce accurately, understand grammar, and accumulate more vocabulary, at the same time, students should also have the ability to translate. The cultivation of students' communicative competence mainly refers to the ability of students to apply the basic knowledge of language, to carry out communicative activities, and to be able to communicate in groups using English. Teachers create a cultural atmosphere to promote students' cross-cultural communication ability effectively [5]. At the same time, the emergence of cross-cultural language environment can also help students improve their language use ability.

Secondly, the further improvement of the teaching content. The English classroom from the perspective of cross-cultural communication is intended to cultivate students' intercultural communication competence, and teachers should change the traditional teaching concept so that students can understand the connotation of language and culture in the process of classroom learning. Therefore, in the selection of teaching content, teachers should not only combine the teaching materials, synthesize the students' learning ability, but also combine the cultural background to construct the interesting English classroom, so that the students can think about the language and culture in the process of learning. In the process of thinking, further explore the development of language and culture. Teachers should also guide students to understand the differences between cultures correctly and avoid cultural misunderstanding in the process of learning, so as to promote students to use English to communicate accurately.

Finally, the application of diversified teaching methods. In cross-cultural communication English teaching, it is necessary to abide by the relevant principles in order to effectively integrate language
and culture with teaching, and to ensure that students can improve their own cultural literacy in the process of classroom learning. Therefore, teachers need to use a variety of teaching techniques can not only enhance the interest of classroom teaching, but also promote students' ability to explore independently. Teachers can use situational teaching to introduce the background of the text for students and guide students into the scene. according to the actual situation of the students, and adopt the way of dialogue to cultivate the students' language communication ability. In class, teachers can also ask relevant questions to guide students to think, which can not only increase the interaction between teachers and students, but also make students constantly improve their cross-cultural communicative competence in the process of language communication.

(2) to broaden the contact between students and culture

In English teaching, in order to further improve students' intercultural communication ability, teachers should not limit the scope of students' activities in the classroom, and should actively organize diversified teaching activities to broaden the scope of contact between students and culture. Teachers can set up related tasks in class to encourage students to communicate in English. Teachers guide students to use western culture to interview foreign students, students can complete the task in groups, and record relevant videos, and demonstrate in class, so as to facilitate communication and learning between students. The language communication with foreign students can promote the students' English practice ability to a certain extent, at the same time, it can make the students understand the foreign language habits further, and facilitate the students to understand the English culture more deeply. Teachers should give more support to students and build a cross-cultural communication platform for students in order to enhance students' cross-cultural communication competence.

(3) Adding extra-curricular materials

In order to make students understand the connotation of English culture more deeply, teachers can use English films to help students understand cultural knowledge and English language habits. And film and television materials, to a certain extent, can also truly reflect people's life and work state. It is helpful for students to know more ways to use English, so that students can use appropriate language to communicate with each other in different situations. Teachers can also provide more film and television works for students after class, and promote students to learn more about western culture, thus enhancing students' intercultural communication ability. In addition, teachers can recommend students' English books to help students enhance their awareness of cross-
cultural communication.

(4) Opening public elective courses

In order to further improve the cross-cultural communication ability of college students, schools should take the initiative to provide communication platforms for students. Open public elective courses in the school, targeted to cultivate students' language and culture ability. When setting up elective courses, teachers can cultivate students' cross-cultural consciousness and cultural accomplishment according to their professional characteristics and students' actual learning situation. In order to improve students' enthusiasm for learning, students can be organized to communicate and discuss in class, or set up relevant language competitions, students are willing to take the initiative to participate, but also to urge students to apply the basic knowledge learned in communication, and to improve students' language practice ability.

Figure 3 Intercultural competence

4. Conclusion

To sum up, the purpose of English language teaching is to further develop students' language communicative competence and promote their all-round development. English teaching from the perspective of cross-cultural communication can further enable students to learn more about foreign culture, while improving students' cultural literacy, further strengthen their English language expression ability. Under the background of the new curriculum reform, college English teaching pays more attention to the cultivation of students' listening, speaking, reading, writing and translating language ability, but also pays more attention to the improvement of students' cross-cultural communicative competence. Teachers should change their traditional teaching ideas, create a cultural atmosphere in the classroom, and improve students' interest in English learning.

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