

Study on the Cultivation of Intercultural Communication Competence in English Teaching

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Keywords: English teaching, Intercultural communication competence, Teaching mode

Abstract: This article mainly proposes cross-cultural teaching models and strategies as well as specific implementation methods, and emphasizes the importance and necessity of cross-cultural competence training in English teaching, analyses the status and significance of case study in cross-cultural communication teaching through specific teaching methods. It is concluded that multimedia teaching and practical teaching, subsequent diagnostic tests together with certain work experience are a good way to cultivate cross-cultural competence.

1. Introduction

With frequent and deep international exchanges, there is an increasing demand of college graduates master foreign language, and there is an urgent need for talents who have professional knowledge and can use English for cross-cultural communication purpose. In 2004, the Ministry of Education issued the “ Teaching Requirements of University English Curriculum “, in which there is clear requirements of college English teaching to “take English language knowledge and application skills, learning strategies and cross-cultural communication as the main objectives”, and cross-cultural communication is listed as the teaching content for the first time, which fully reflects the characteristics of university foreign language teaching in the new era. As a foreign language teacher, we should deeply understand the connotation of cross-cultural communication skills, explore ways to improve students' foreign language application ability, so they can become well-versed in Chinese and foreign cultures, fully developed intercultural talents truly master the language for communication instead of passing exam.

2. The Composition of Intercultural Communicative Competence

Intercultural communication refers to the communication between people of different cultural backgrounds (information senders and information recipients). According to the requirements of the syllabus, the teaching and learning of college English should be focus on one purpose: to train students to use foreign language knowledge flexibly and carry out cross-cultural communication successfully, that is, to cultivate the communicative competence of students to use foreign language so we should first understand the relevant factor of communicative competence. The concept of communicative competence was put forward by American sociolinguist Hymes in the early 1970s for Chomsky's “language competence”. Hymes believes that communicative competence not only includes knowledge of language rules, but also has the ability to use language appropriately in communication. There are four parameters for communicative competence: (1) Grammaticality: ability to judge whether grammar is correct or not; (2) Suitability: ability to distinguish which language forms are feasible; (3) Appropriateness: ability to know how to use language appropriately; (4) Practical operability: ability to judge the appropriate context of a certain statement. In the 1980s, Canale and Swain further described communicative competence as: grammatical competence (knowledge of grammatical rules), textual competence (the ability to organize coherent speech), sociolinguistic competence (knowledge of language use rules), and strategic competence (to achieve effective communication). Among these four abilities, grammar and discourse ability refer to the use of language forms, while the latter two abilities refer to the communicative function of language. In the early 1990s, Bachman proposed a new communicative

language competency model (CLA). He believes that communicative language competence is the ability to combine linguistic knowledge and the scene characteristics of language use to create and explain meaning. It consists of three parts: language competence, strategic competence, and psychophysiological mechanisms. Language competence is composed of knowledge and pragmatic knowledge that make up the text structure; strategic competence refers to the various means of applying language knowledge to communication; psychophysiological mechanism refers to the neural and psychological processes involved in the use of language communication. Bachman believes that the use of language is not only affected by phonetic, vocabulary, and grammatical rules, but also by the social and cultural environment in which it is used. Language ability is a dynamic concept, which includes not only the mastery of knowledge, but also the use of the knowledge mastered in communication. It can be seen from the above models that communicative competence is the ability of a person to use various possible verbal and nonverbal means to achieve a certain communicative purpose. Communicative competence includes the following: Language knowledge (vocabulary, syntax and semantics, etc.); communicative skills (the rules of the use of speech, the rules of the organization of the text, the rules of communication and interpretation, and the methods used to achieve the purpose of communication Etc.); Cultural knowledge (social structure, social values and social attitudes, etc.). Cultivating students' communicative competence is to cultivate their comprehensive language ability.

3. The Necessity of Introducing Cross-Cultural Teaching Mode in English Teaching

Intercultural communication competence refers to a kind of competence to understand cultural differences and behave appropriately. In the context of cultural studies, many researchers advocate the conceptualization of cultural differences in order to make learners realize the impact of cultural diversity on business and lay the foundation for the cultivation of cross-cultural awareness. But it is not enough to understand cultural differences. Cross-cultural awareness must be transformed into cross-cultural skills to serve business activities. The American scholar Bigelow has made a significant contribution to the research on the business capabilities that international business talents should have. Bigelow proposed that the business ability in a cross-cultural environment should cover 10 aspects: understanding of culture and organization, adaptability, relationship building ability, systematic and multi-perspective thinking ability, attitude, sensitivity, language ability, cultural influence decision-making ability, diplomatic ability and intercultural ability. When higher education trains intercultural talents, it should of course focus on cultivating students' cross-cultural communication skills. The introduction of a cross-cultural teaching model in college English teaching can not only help students adapt to the global economic integration in a better way, but also strengthen and improve their comprehensive abilities and qualities.

4. Cross-Cultural Teaching Mode and Strategy and Implementation

According to the characteristics of cross-cultural competence development at different stages, in English teaching, we should implement cross-cultural competence training programs such as fact teaching, analysis teaching and practical teaching. As is shown in Table 1:

Table 1 Cross-Cultural Competence Training Program

Cognitive stage	Teaching mode	Teaching method
Questioning, awareness	Fact teaching	The main method is to input a large number of cases and information
Understanding, synthesis	Analysis teaching	In-depth analysis and understanding by means of comparative analysis
Choice, expert	practical teaching	Focus on participating in activities and strengthen reflection

4.1 Fact Teaching Mode and Method

Fact teaching is mainly based on the input of a large number of cases and information. The specific implementation methods include lectures, provision of related books and videos, special

lectures, etc. Teachers teach students to understand and perceive the existence of cultural differences. The teaching of intercultural communicative competence pays more attention to the combination of language and culture, so that students can understand language and cultural connotations through cultural background. (1) Recruitment and competency training of cross-cultural teachers First of all, in terms of teacher strength, we must pay attention to the training of teachers' cross-cultural competence and sensitivity. The training of international business talents requires a high-level faculty-high-level professional knowledge, international vision and foreign work experience, able to teach international business courses, practical skills and practical experience. Therefore, the intercultural competence possessed by intercultural teachers is the first condition for intercultural teaching. (2) Pay attention to the combination of English and cultural teaching. Teachers should focus on the goal of cultivating cross-cultural communicative competence. Pay attention to the combination of English teaching and cultural teaching in the lecture, so that students can improve their own language quality and at the same time. Students teach the western geography, customs, and communication etiquette. Make full use of the characteristics of students in the stage of questioning and perceiving at this time, explain to students the cultural differences of Western countries, cultivate students' thinking in English cultural mode, and gradually form cross-cultural awareness of students. (3) Pay attention to the integration of English and other disciplines in lectures Professional talents with comprehensive qualities are indispensable for our cross-cultural communication. Therefore, teachers should pay attention to cultivating students' interdisciplinary ability in teaching, realize the integration of economics, law, business, trade and other disciplines, encourage students to learn more, see more, and practice more, so as to improve their intercultural communication skills.

Cultivating students' communication skills and cross-cultural awareness also requires teachers to use extracurricular time to provide students with books on cross-cultural communication skills and introduce some extracurricular videos to stimulate students' interest in learning and the desire to understand foreign cultures. Students are required to participate in it through reading notes and reports, and discuss the content of the video to understand cultural differences in different countries. The students' preliminary cross-cultural theoretical framework will gradually be formed.

Special lectures are an effective way to let students understand the cultural differences of different countries through periodic special introductions based on extracurricular. Such as hiring professional cross-cultural communication teachers, business English experts or foreign experts to give professional lectures to students, and conduct professional cross-cultural introduction and systematic explanation to students through activities and organizing competitions. Enable students to have a clearer understanding of the world outlook, outlook on life, cultural knowledge, non-verbal communication, etiquette differences, taboos, etc. At the same time, we can also engage in activities such as classroom question and answer and self-made speeches to invigorate the classroom atmosphere, so that students in the stage of questioning and detection can enjoy learning in a relaxed and happy atmosphere, and improve their comprehensive knowledge of cross-cultural competence.

The after-class exercises are designed to allow students to expand their thinking faster and better, and consolidate their cross-cultural theoretical knowledge. The requirements for post-class practice settings correspond to the content of the class, relevant books and videos provided, special lectures, etc., and form a more systematic whole with the knowledge taught or extracurricular knowledge in class, and realize the distance between students and cross-cultural and cross-cultural Increased awareness. After this stage, learners gradually realize the existence of cross-cultural differences and gradually rise to the stage of "understanding" and "synthesis". At this stage, learners begin to deeply understand the connotation of cross-cultural differences and the nature and dimensions of cross-cultural skills development, gradually integrate local and foreign cultures, and master skills-based cross-cultural capabilities. At this stage, the teaching model we adopted should be upgraded to an analytical teaching model.

4.2 Analysis of Teaching Models and Methods

Case analysis is a comprehensive training process of cross-cultural knowledge, awareness and thinking, and communication skills. When talking about the case teaching method, Chen Jianping emphasized: “Cases are written for specific teaching purposes. The teaching process is mainly discussion and debate among students. The purpose of teaching is to cultivate students’ abilities, including analytical skills, debate and Critical thinking skills, group and interpersonal coordination skills and communication skills.” Students in the second stage have basically a cross-cultural theoretical framework, integrating analysis and exploration, theory and practice, so as to achieve a leap in cross-cultural competence. The specific teaching process includes case collection, case analysis, case summary, case effect test, etc.

Classroom language training and comparative exercises. This method can assist the case analysis method to strengthen students' cross-cultural awareness and international communication skills. For example, in class, teachers can tell students about events that reflect cultural conflicts in the target country, or in international negotiations Examples of cultural conflicts that have occurred in China leading to negotiation failures. Then provide several different theoretical explanations. Students select the explanations they think are reasonable and compare them with the correct answers. This exercises students to analyze the reasons for the chosen answers and propose countermeasures. After the classroom training, the teacher gives necessary guidance and theoretical evaluation.

Multimedia interactive learning In the analytical teaching mode, multimedia interactive learning should be used in conjunction with case teaching, classroom training and comparative exercises to complement each other. Multimedia interactive teaching enriches the teaching carrier, enhances the interest, initiative and interaction of teaching; increases the amount of information, improves teaching efficiency and teaching quality. Students can argue about the reflected cultural differences and international communication skills, guided and evaluated by teachers, so as to consolidate students' cross-cultural competence and various business professional knowledge and skills. After in-depth analysis and understanding by means of comparative analysis, students gradually entered the highest stage of cultivating cross-cultural competence from the second stage, namely the fifth and sixth stages (choice, expert), and the theoretical guidance model for students will also rise to Practice teaching mode.

4.3 Practice Teaching Mode and Method

Self-diagnosis is an analytical training method. Since students at this stage have cross-cultural skills and enter the stage of “selection and expert”, they have the ability and foundation for cross-cultural training to self-diagnose. Teachers should strengthen practical teaching and training, such as conducting cross-cultural training such as simulated internships in the school laboratory, and let students conduct self-diagnosis of cross-cultural training on the results of simulated internships. This training method can be carried out through the steps of self-diagnosis of the students' knowledge-drawing conclusions-changing behavior patterns, and interactive cross-cultural training for self-diagnosis, such as letting students conduct self-diagnosis with representatives or experts from another culture Communication, learn each other's cultural customs, make a diagnosis of oneself, find out the place of cultural conflict, and learn various solutions and communication skills from it.

Role-playing is an experiential training. Students are designated as a certain role in international cross-cultural communication and experience the difficulties and problems encountered in cross-cultural communication. What this article advocates is a small-scale situational role-playing with classroom reality operability. Teachers can also interact with teachers and students, invite experts to participate in the performance, or use multimedia to build virtual cross-cultural communication spaces. The training can be carried out in stages through scenario introduction-role selection-student participation-teacher comment. Teachers need to pay attention to the selection of moderate difficulty of the situation, which is more conducive to the active participation of students, and comment on students' performance and play.

Multinational negotiation simulation is an effective practice activity for senior students to

improve their cross-cultural competence. International communication negotiation simulation practice teaching is an extension of classroom teaching practice. It can help students use the knowledge learned in the classroom to simulate the negotiation scene, thereby turning simple and boring theoretical knowledge into a vivid and interesting practical process; helping students become familiar with and understanding all aspects of actual international negotiation is especially important for cultivating students' negotiation skills, improving negotiation skills, mastering negotiation strategies and cross-cultural communication. This method is conducive to stimulating students' interest in learning, forming independent learning, \and finding some problems is also convenient for teachers to guide in time.

5. Conclusion

With the economic globalization and the integration of the world nowadays, cross-cultural communication has become a practical need. Therefore, the cultivation of intercultural communicative competence should be the ultimate goal of foreign language teaching, and cultural education should always run through the process of language teaching. Only in this way can foreign language teaching truly serve the society.

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