

A Study on Sensitive Areas and Communication Strategies of English Intercultural Communication Based on Ability Cultivation

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Keywords: Cross-Cultural, English, Communication Strategies, Sensitive Domain

Abstract: English Cross-Cultural Communication is the Most Extensive and Typical Field in Cross-Cultural Communication. Due to Many Reasons Such as Nationality, History, Geography and Society, Differences between Languages, Conflicts and Misreading of Heterogeneous Cultures and Collision of National Cultural Psychology Are Most Fully and Obviously Displayed in English Cross-Cultural Communication. Language and Culture Are Inseparable, and Language is Not Just a Symbol System. to Discuss the Social and Cultural Problems in Foreign Language Teaching, We Must First Clarify the Purpose of Foreign Language Teaching and Learning. We Must Fully Understand That the Process of English Communication Should Also Be a Process of Cultural Exchange, and We Need to Take Appropriate Measures to Integrate Social and Cultural Knowledge into the Training of Various Skills. Based on the Analysis of the Current Situation of English Communication, This Paper Expounds the Urgency and Importance of Cross-Cultural Teaching. It Also Analyzes the Sensitive Areas of English Cross-Cultural Communication and Puts Forward the Strategies of English Cross-Cultural Communication.

1. Introduction

As Communication Strategies Differ from Culture to Culture, People from Different Cultural Backgrounds Will Encounter Difficulties and Problems When Communicating in the Same Language System [1]. Globalization Has Become a Prominent Feature of Our Time. the Citizens of the Earth, That is, the International People, Are a Complete Person. People Should Not Only Be Containers of Knowledge, But Also Have Good Moral and Cultural Cultivation, and Should Have a Clear Understanding of the General Trend of the Development of World Civilization [2]. to Discuss the Communication Strategy in Foreign Language Teaching, We Must First Clarify the Purpose of Foreign Language Teaching and Learning. Communication is a Process of Communication between People, and Communication between People is Essential. Communication is Not Only an Intermediary of Interpersonal Communication, But Also a Contest of Wisdom, Expression of Mind, Collision of Thinking and Display of Charm [3]. the Objectives of English Education Include Cultural Knowledge, Cultural Understanding, Cross-Cultural Communication Awareness and Ability, and Specify the Objectives of Training Different Levels of Cross-Cultural Awareness [4]. in Today's Increasingly Frequent International Exchanges, English Culture Teaching in Higher Vocational Education Has Received More and More Attention. English Communication Should Pay More Attention to the Infiltration of English Culture to Improve Learners' Communicative Competence [5]. in Order to Achieve Communicative Purposes, Achieve Good Communicative Effects, and Avoid Misunderstandings, It is Necessary to Distinguish Different Communicative Objects, Adopt Effective Communicative Strategies, and Establish Appropriate Communicative Relations Are Particularly Important [6].

The Cultivation of Cross-Cultural Awareness as an Educational Activity Should Undoubtedly Be Carried out in School Education. as a Subject of Cross-Cultural Education Established by the School, the English Subject Naturally Becomes the Main Platform for the Cultivation of Cross-Cultural Consciousness [7]. Learning Foreign Languages is Conducive to Developing Students' Intelligence, Forming a Good Character, Noble Character and Strong Will, and World Awareness [8]. How to Use the Favorable Conditions of English as an International Language, Improve Cross-Cultural Awareness, and Understand the Entire World is an Urgent Task Facing All Industries,

Fields, and Groups [9]. Contemporary College Students, Shouldering the Heavy Responsibility of the Country and Nation, Should Demand Themselves At a High Level, and Must Not Just Stay on the Surface Words, Words, and Sentences. Behind Language is Culture, and Studying Culture from the Perspective of Language Education Has Become a Consensus [10]. Intercultural Communication Requires Two Abilities: the Ability to Use Language and the Ability to Understand Culture. in the Past, English Communication Was Always Aimed At the Acquisition of Language Structure and Language Ability. Cultural Teaching Was Often Ignored. Some Middle School Teachers Were Not Very Sensitive to This Issue. Students' Cross-Cultural Communication Skills Were Far from Being Cultivated, and Cross-Cultural Awareness Needed to Be Enhanced. [11]. Based on the Perspective of Competence Development, This Paper Expounds the Urgency and Importance of Cross-Cultural Teaching by Analyzing the Current Situation of English Communication. It Also Analyzes the Sensitive Areas of English Cross-Cultural Communication and Proposes Strategies for English Cross-Cultural Communication.

2. Intercultural Communication and College English Teaching

One of the Most Important Communication Sensitive Areas in Interpersonal Communication is Verbal Communication At the Beginning of Communication. the Communication Strategies Used At This Time Include Greeting Each Other and Deciding Whether to Make a Communication Agreement. Therefore, the Task of English Communication is Not Only to Cultivate Students' Language Ability, But Also to Cultivate Students' Communicative Ability. from the Perspective of Foreign Language Teaching, Culture Can Be Divided into Knowledge Culture and Communication Culture. the So-Called Knowledge Culture Refers to the Linguistic and Non-Linguistic Cultural Factors That Do Not Directly Affect the Accurate Transmission, While the Communicative Culture Refers to the Cultural Factors Implied in the Learned Language. Language and Culture Are Closely Related in Life [12]. the Meaning of Language is Closely Linked with Culture, Because Language is a Basic Way for Culture to Transmit Values, Beliefs, Concepts, Customs and Social Norms. a Questionnaire Survey Was Conducted among Public English Teachers in Colleges and Universities. among the 100 Teachers Surveyed, the Oldest is 55 Years Old and the Youngest is 24 Years Old. a Total of 50 Questionnaires Were Sent out, 48 Were Recovered and 45 Were Valid. the Main Purpose is to Understand the College English Teachers' Attitudes Towards Cultural Teaching and Cultural Testing, and Their Specific Practices in Teaching Practice. the Results of the Questionnaire Are Shown in Table 1.

Table 1 Survey Results

	Disagree	Uncertain	Agree
Culture is indispensable in foreign language and English communication	4	22	19
The cultural teaching in our school lacks system and has not formed a system	21	11	13
Know how to improve classroom culture teaching	6	25	14
Students can acquire enough foreign cultures from the current foreign language courses	20	15	10
Receive special training on cultural teaching	21	15	9

Due to factors such as race and social status of the users of this language system, they may have multiple communication rule systems at the same time, one or more of which have blended with the local language and culture. Judging from the test results, the language proficiency of the subjects in the language test is relatively small. However, their abilities in communicative strategy tests are relatively different. The results of the test show that the overall students' cross-cultural awareness is

weak, and their knowledge and skills of communication strategies are generally lower than their language knowledge and skills. At present, foreign language teaching focuses on cultivating students' ability of language itself, while ignoring its real value in using language and understanding communicative competence. The most fundamental purpose of foreign language teaching is to train students' interpersonal communication ability [13]. Localized English is developed on the basis of their own social, economic, cultural and educational backgrounds. Thinking culture is caused by thinking mode. How to teach must be based on what to teach. Compared with teaching methods, teaching contents should be paid more attention. While learning English language knowledge, teachers should integrate cultural background knowledge as part of language knowledge into the process of English communication. Communicative competence consists of three parts, as shown in Figure 1.

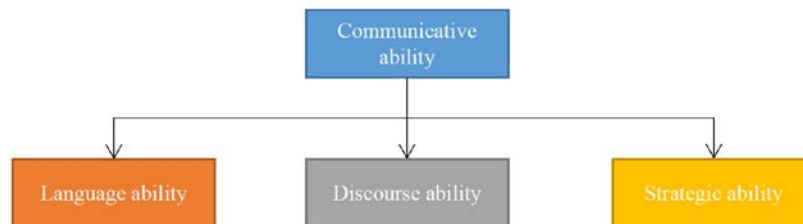


Fig.1 Composition of Communicative Competence

3. Sensitive Domain of English Communication and Application of Communication Strategies

In some situations of interpersonal communication, the communication agreement may also start with non-verbal agreement. For example, in shops, post offices and other places, the customer's approach to the counter is the signal for the communication agreement to start. In a sense, language is a part of culture and plays an important role in culture. Language is the foundation of culture. Without language, there is no culture. On the other hand, language is influenced by culture and reflects culture. From the perspective of modern education, foreign language teaching is incomplete or incomplete if it is not combined with the culture of the language country. At the end of language communication, people of different systems often adopt different communication strategies. It is precisely because of cultural differences that languages have formed different patterns. Globalization is not a static culture, but a process in which cultural commonalities are constantly expanding and enriching. It is also a process of cultural individualization, thus forming the driving force and main line of cultural progress. High school students have to face a large number of exercises every day, especially reading comprehension, which has long been common for students. However, even the most prosaic teaching is also a manifestation of cross-cultural awareness. Cultural scholars believe that globalization refers to the complicated overall process of the growth and accelerated development of cultures that function in the world, especially the formation process of the world's overall consciousness.

English culture tests are carried out on non-English major students in colleges and universities so as to understand their practical ability in cross-cultural communication. Seeking the root of the cultural mistakes made by the learners, and further exploring how to organize cultural teaching in teaching so as to cultivate their cross-cultural awareness and improve their cross-cultural communication ability. The subjects have been tested in practical english test for colleges before taking this test, so it is possible to make a comparative statistical analysis of their language test results and communicative strategy test results. The main statistical data of communication strategies and language tests are shown in Table 2.

Table 2 Communicative Strategies And Language Test Statistics

	Communication strategy	Language
Highest score	72	90
Lowest points	25	60
Average score	55	71
Standard deviation	5.58	6.12

The correct use of language is restricted by culture, and the vocabulary of language is loaded with culture all the time. Communicative cultural knowledge runs through all aspects of social life. The present age is an era of cultural diversity. Influenced by it, our language has become colorful. Just as the content of teaching in English communication should be the common nucleus of language, the introduction of culture should also be the common mainstream part of British and American culture. Language embodies the characteristics of a nation. It not only reflects its historical and cultural background, but also reflects its way of life and way of thinking. Language consists of pronunciation, vocabulary and grammar, the most active of which is vocabulary, and the task of loading culture is mainly accomplished by vocabulary. The differences in lexical meaning reflect the differences expressed by various languages. Without a certain cultural background of the target language, it will also have a negative impact on language learning, including the understanding of discourse and conversational meaning. The so-called relevance principle is that the cultural knowledge imparted should be related to the content of the textbook. If you can't accept the invitation for some reason, you should adopt appropriate strategies to avoid misunderstanding caused by the rejection. Therefore, rejection is a more sensitive area in cross-cultural communication than acceptance. We should train language learners to be sensitive to the language and culture they are learning, be good at discovering the characteristics of the culture, and gradually form rational curiosity, and be willing to understand and learn the culture.

4. Conclusion

English cross-cultural communication is the most extensive field in cross-cultural language communication, and it is the most typical and representative, which is determined by the number of English users and the range of English use. Teachers should change their teaching ideas and follow certain teaching principles. Take appropriate methods to integrate social and cultural knowledge into the training of various skills. We must fully understand that the process of English communication should also be a process of cultural exchange, a process of filling the cultural knowledge gap. Due to ethnic, geographical, historical and social reasons, the differences in language systems, heterogeneous cultural conflicts and misreading, as well as cultural and psychological conflicts are most obvious and sufficient in English cross-cultural communication. English communication is not only the English language itself, but also the understanding of English cultural background knowledge. In English communication, we should gradually penetrate Chinese and western cultural background knowledge according to the needs of teaching materials, with special emphasis on the cultivation of cross-cultural awareness of language learners. It is of great significance to carry out in-depth research on English cross-cultural communication in order to eliminate misunderstanding and improve communication quality.

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