

Intercultural Communication in College English Teaching

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Keywords: University; English Teaching; Intercultural Communication

Abstract: There are great differences between Chinese culture and British and American culture, which are reflected in the linguistic forms, internal systems and pragmatic conditions of the two languages. Therefore, on the basis of introducing the understanding of intercultural communication and intercultural communicative competence, the author explores the necessity of cultivating students' intercultural communicative competence in College English teaching. Studies have shown that in social interaction, language appropriateness is often more important than grammatical correctness. At present, language teaching has an absolute advantage in college English teaching, and cultural teaching is marginalized.

1. Introduction

Chinese culture is the main representative of Asian culture, and British and American culture is an important part of Western culture [1]. Some scholars have realized that language itself is a cultural phenomenon, which is the product of culture, and at the same time it is the carrier of culture—culture is attached to language [2]. The state has also put forward further requirements for college students to master the social and cultural knowledge of the target language nation and improve the comprehensive culture and humanity quality [3]. The Department of Higher Education of the Ministry of Education issued the "University English Curriculum Requirements (Trial)" issued in January 2004: "College English is based on English language knowledge and application skills, learning strategies and intercultural communication. The theory of foreign language teaching is Guidance [4]. And a teaching system that integrates various teaching modes and means [5]. Human beings use language to create culture, which in turn promotes the development of human society, but also enriches the expression of language [6]. The way of transmission is speaking and writing. The way of acquisition is listening and reading. Generally speaking, listening, speaking, reading and writing are four basic skills [7]. On the basis of schema theory, this paper discusses how to apply schema theory in College English vocabulary teaching to improve teaching and learning effect, and explores ways and means to improve college English teaching [8].

2. Methodology

In recent years, the practical application of Schema Theory in language acquisition has been accepted by more and more scholars [9]. That is to say, if English teaching only pays attention to examination results, and if we adopt the method of promoting students' mechanical memory in teaching methods, it will result in the low ability of students to use English, so that the purpose of English teaching cannot be achieved [10]. Communicative culture is an important aspect of cultural education in English teaching. It covers a wide range from daily address, greetings, thanks, thanks, praises, privacy, festivals to understanding and mastering euphemisms, taboos and even body language. Language is a manifestation and bearing form of national culture. If you don't understand the culture of this nation, you can't really learn the language of the nation. The ability of intercultural communication includes not only the ability of international cultural communication, but also the ability of inter-ethnic communication, inter-ethnic communication and communication between different groups within the same cultural circle, including different ages, occupations, different social classes, different education. Background and other people's communicative competence. Language is therefore an integral part of culture. Different ethnic groups have different

lifestyles due to factors such as geography and natural environment, so culture also has a strong national character.

“Cross-cultural awareness” refers to foreign language learners who have a good knowledge of the target language culture and strong adaptability and communicative ability, and can think and react like the thinking of the target language. And carry out various social activities. Therefore, learning a language is a learning culture. As some foreign scholars have pointed out: there is a very close connection between language and the culture on which it depends. Cultural linguistic studies have shown that language stores all the social life experiences of a nation, reflecting the full characteristics of the culture of the nation. The learning and application of language cannot exist separately from culture. Also, we can speak English teaching and cannot be separated from the purpose of this education. Education is to improve the overall quality and cultural level of students. English teaching is no exception. In accordance with the principle of language and national conditions, it is necessary not only to improve students' reading comprehension ability, but also to improve their cultural level, which is related to the improvement of students' overall quality.

3. Result Analysis and Discussion

To learn a language, you must read more literary works in this language. This is because literature is the crystallization of language, and the language of literature is the most quintessential language. Each culture has a number of special phenomena that are not found in other cultures, some of which are common in a certain national culture. In other national cultures, there is no such tradition and habit. These phenomena often play a role in intercultural communication. Cultural differences, especially the differences between Eastern and Western cultures, lead to different understandings of the same thing. The so-called cultural preservation refers to the lifestyle and values that preserve the culture and values of the local culture and reject the target culture. The so-called cultural adaptation refers to the adoption and integration of certain elements of the target culture while also trying to preserve their own way of life. Because examination-oriented education is to carry out teaching activities for examinations, it pays attention to training-oriented teaching. Therefore, scores have become the criterion to measure students' foreign language proficiency, so that foreign language teaching with the goal of improving students' quality is subject to examination-oriented education, resulting in inappropriate use of students' language. This is not only caused by the intercultural differences, but also by the neglect of the cultivation of students' intercultural communicative competence in teaching.

Over the years, there have been many phenomena in College English teaching, such as more language input, less culture input, more classroom knowledge input, less extra-curricular knowledge input, more abstract theoretical analysis, less specific understanding, more emphasis on language competence and less on practical communicative competence. Language learners can infer from many potential schemas one suitable for text situations to help interpret text content. Language learners infer in the selected schema, so that its components play a role. The formation of human thought relies on language, at the same time, human thought is expressed in the form of language. Pragmatic failures are not treated as grammatical failures. If a person who speaks a fluent foreign language has a pragmatic failure, he is likely to be considered polite or unfriendly. The vocabulary in the language is the most obvious tool for carrying cultural information and reflecting the social and cultural life of human beings. In the university English guiding program document, it is explicitly required to improve students' cultural literacy and intercultural communication ability. The new teaching mode begins with the cultivation of intercultural communication competence with English language and applied skills, learning strategies and intercultural communication as the main content. The general concern of the foreign language community.

4. Conclusions

The reform of college English teaching in the cross-cultural perspective is a systematic project to cultivate college students' intercultural communication skills. It is necessary to carry out a

comprehensive reform from the aspects of strengthening teaching theory research, improving teacher quality, enriching teaching resources, updating teaching concepts, changing teaching modes, innovating teaching methods and methods, and perfecting testing systems and evaluation mechanisms. Teachers' sensitivity to the differences between Chinese and English through the appropriate teaching methods can be integrated into the entire teaching activities, which is of great benefit to the development of intercultural communication skills of English majors. Only by recognizing that culture teaching and language teaching are equally important, language knowledge learning and five skills training should be put into the context of culture teaching. Only in this way can we improve our communicative competence and achieve the goal of training foreign language talents with intercultural communicative competence. College English teachers should cultivate students' ability to communicate appropriately in the target language while acquiring linguistic knowledge. This should become the reform trend of College English teaching and the ultimate goal of College English teaching in the new era.

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