

This Paper Attempts to Analyze the Innovative Path of College English Teaching from the Perspective of Intercultural Communication

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Abstract: English plays an important role in the teaching system of colleges and universities. English teaching can improve the competitiveness of college students in the future. Due to the particularity of English, which involves a lot of intercultural communication content, teachers should also pay attention to the significance of intercultural communication in the teaching process, and do a good job in the application of intercultural communication in college English teaching, so as to enable students to form intercultural awareness. College English teachers need to recognize the importance of cross-cultural communication in college English teaching, and scientifically formulate college English teaching innovation plans based on the actual situation of college students to improve the quality of college English teaching. This paper analyzes the positive role of innovation in college English teaching from the perspective of intercultural communication, and puts forward the path of innovation in college English teaching from the perspective of intercultural communication, aiming at providing reference for future teaching research.

Keywords: Cross-cultural communication; College English teaching; Positive role; Innovation strategy

Introduction:

With the continuous improvement of the level of social development in our country, there are obvious changes in the requirements for talents in various fields. Talents who adapt to future social development should have higher professional qualities to meet the needs of social development, which highlights the importance of English teaching in colleges and universities. Compared with Chinese, the common language of our country, English has strong particularity. In order to enable students to accurately use English for communication, teachers should improve traditional college English teaching concepts and innovate college English teaching forms in accordance with the contents of cross-cultural communication, so that students can comprehensively improve their comprehensive English application ability in college English teaching from the perspective of cross-cultural communication.

1. The positive role of college English teaching innovation from the perspective of intercultural communication

1.1 Improve the quality of college English teaching

In college education and teaching, English is a compulsory subject for students, and it is also an important way for students to improve their comprehensive ability. With the continuous innovation of higher education concepts in our country, some changes have taken place in the process of English teaching, and the popularization rate of cross-cultural communication in English teaching has increased. From the perspective of the meaning of intercultural communication, it refers to the communication between non-native speakers and native speakers, and also includes the communication between individuals with differences in language and culture. From the perspective of the positive role of innovation in college English teaching from the cross-cultural perspective, it can effectively improve the quality of college English teaching. In terms of specific performance, cross-cultural communication encourages college English teachers to not only tell students basic English knowledge, but also take cultural content as the main content of teaching for students in the process of teaching, which enables students to recognize English subject knowledge from an overall perspective. It plays a role in enriching teaching content and improving the pertinence of college English teaching ^[1].

1.2 Improve the English literacy of college students

As the main body of college English teaching, the application of intercultural communication content in college English teaching innovation can improve students' English literacy. In terms of specific performance, cross-cultural communication enables students to understand English knowledge from the perspective of English itself, form English thinking, correctly use English vocabulary and grammar to express relevant content, and improve the accuracy of students' English expression. In addition, cross-cultural communication encourages teachers to strengthen the cultivation of students' comprehensive English application ability in the process of teaching, which can make students improve their English listening ability, oral expression ability, reading ability and writing ability in an all-round way.

2. Innovative approaches to college English teaching from the perspective of intercultural communication

2.1 Innovative intercultural communication teaching content

In the process of college English teachers innovating English teaching based on the concept of cross-cultural communication, it can be carried out from the level of teaching content, and the content of cross-cultural communication can be organically combined with the content of college English teaching, so that students can master not only the basic English knowledge but also the English cultural content. In the concrete implementation, take the teaching of "When you are old" as an example. While explaining the meaning of the poem itself, teachers can guide students to translate the poem according to their own understanding. This poem not only covers the content at the story level, but also reflects the author's complex emotions, which are closely related to the cultural background behind the poem. In the process of teaching, teachers should guide students to conduct in-depth interpretation from the level of cultural background and cultural stories, so as to accurately translate the emotional expression mode, and enable students to change the traditional way of language understanding and understanding ideas in the process of translation, so as to improve students' cross-cultural communication ability ^[2].

In addition, teachers can also recommend classic English literary works for students to read, such as *Pride and Prejudice*, *Jane Eyre*, *The Great Gatsby* and *the Game of Cat and Mouse*, etc., guide students to try to summarize the cultural background and literary skills in the reading process, and compare them with Chinese classic literary works. Help students to cultivate cross-cultural awareness in the process of comparison, improve students' language ability and enrich students' English knowledge accumulation.

2.2 Innovating intercultural communication teaching forms

2.2.1 Situational teaching model

In the teaching process of English teachers in traditional colleges and universities, some teachers are affected by backward education concepts and lack of innovation in teaching forms. They only tell students basic English knowledge and require students to memorize and understand it, and lack effective guidance for students, let alone penetrate the content of cross-cultural communication, resulting in a large one-sidedness in students' English learning. In view of this, teachers can innovate college English teaching forms from the perspective of cross-cultural communication. In the concrete implementation, the situational teaching mode is one of the most commonly used teaching forms for teachers. In the process of teachers applying the situational teaching mode to carry out intercultural communication teaching, taking the teaching of Festival and holidays as an example, this unit tells about festivals and the contents of holidays. Compared with China, western countries have obvious differences in the ways of celebrating holidays and festivals, as well as in customs and habits. Teachers can use this as the entry point of context construction, and use multimedia equipment to play the festival celebration scenes about Western countries and traditional Chinese festival celebration scenes for students, so that students can make a comparison in the context. Students can perceive the differences between Chinese and Western cultures, thus forming intercultural communication awareness ^[3].

2.2.2 Practical teaching mode

Due to the systematic nature of English, students are not only required to have a certain basic knowledge of English, but also to have a certain ability to apply English knowledge to achieve the goal of English teaching. From the perspective of intercultural communication, as it covers multiple areas of English teaching, teachers can provide students with more opportunities to use English and carry out teaching in the way of practical teaching mode, so that students can improve their comprehensive English application ability in practical teaching. In the specific implementation, teachers can design English drama performances, speech competitions and debate competitions for students based on the teaching content, apply the application theme of intercultural communication content design practice teaching mode, and require students to carry out corresponding activities according to the theme. Due to the good flexibility of practical teaching mode, students can fully realize the significance of intercultural communication in the process

of participating in practical activities, and improve students' cooperation in the subsequent intercultural communication teaching by teachers.

2.3 Innovative evaluation of intercultural communication teaching

Teaching evaluation plays an important role in college English teaching and is also an important tool for teachers to evaluate classroom teaching. In the process of teaching evaluation of English teachers in traditional colleges and universities, the teaching evaluation of some teachers lacks the relevant contents of cross-cultural communication, which leads to the one-sidedness of the teaching evaluation system. From the perspective of intercultural communication, college English teachers need to make innovations in teaching evaluation in the process of innovative teaching. In specific implementation, teachers should not only evaluate students' mastery of English knowledge, but also take students' intercultural communicative awareness and competence as important criteria to improve the scientificity and rationality of college English teaching evaluation system [4].

Conclusion:

From the perspective of cross-cultural communication, college English teachers' teaching innovation can not only improve the quality of college English teaching, but also improve students' English literacy. College English teachers can innovate English teaching strategies according to the requirements of cross-cultural communication, which can be carried out from the aspects of teaching content, teaching form and teaching evaluation, so as to maximize the positive role of cross-cultural communication in college English teaching, promote the improvement of students' English learning efficiency and lay a solid foundation for their future long-term development.

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