

Research on Strengthening Students' Cross-Cultural Communication Ability in College English Teaching

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Abstract: In China's college English teaching, emphasis is placed on training students' listening, reading, and writing skills, and less on students' cross-cultural communication skills. Therefore, some students lack cross-cultural background knowledge, which causes students to misunderstand the meaning of each other's language when they actually use English to communicate with foreigners. Therefore, this paper actively studies how to effectively cultivate students' cross-cultural communicative competence in college English teaching, so that students can deeply understand the differences in cultural terms between their own country and other countries in their learning, and effectively improve students' actual oral communication skills.

Keywords: College English Teaching; College Students; Intercultural Communicative Competence; Training Strategies

Introduction

English learning will be affected by the language and culture of the country. Different language environments in China and the West, such as: the language habits of daily communication and dialogue, the sentence patterns of chatting, and the way of language in academic discussions are different. There are cultural contexts in China and the West difference. In college English teaching, teachers explain the corresponding cross-cultural background knowledge to students, which is conducive to cultivating students' cross-cultural communication ability and laying a solid foundation for students to smoothly carry out English communication activities.

1. The importance of cultivating students' intercultural communication competence in college English teaching

1.1 Encourage students to improve their comprehensive cultural literacy

As a language subject, English is particularly important in the process of students entering society and international communication. English teachers should not only focus on the cultivation of students' listening, reading, and writing skills, but also cultivate students' oral and practical communication skills. In teaching, teachers should expand the theoretical knowledge of Chinese and Western cultural backgrounds for students as an introduction, so that students can actively explore and study extracurricular Western culture, so as to continuously enhance their comprehensive cultural literacy.

1.2 It is beneficial to improve students' oral communication skills

Teachers pay attention to cultivating students' cross-cultural communication ability in teaching, which helps to improve students' communication ability. Teachers can add some cultural exchange activities in English teaching, so that Chinese and Western cultures can be continuously integrated, so as to promote students to form cross-cultural communication thinking, to avoid language communication barriers caused by cultural differences in their respective countries, and to help students to be able to communicate. Communicate and communicate with foreign friends more smoothly, so as to improve students' oral communication skills.

1.3 Conducive to cultivating students' English application ability

The English subject is a highly applied subject, and ultimately it is necessary to return to English for daily practical oral communication. Therefore, in order to enable students to communicate more smoothly with foreign friends, teachers continue to guide students to learn Western cultural background knowledge and Western English language characteristics in the classroom, so as to continuously improve students' English application ability and help college students can deal with it calmly when they go to the society and the international exchange platform.

2. Strengthening the cultivation strategies of students' cross-cultural communication ability in college English teaching

2.1 Teachers closely follow the content of the textbook to compare and teach different cultures for students

In the process of English teaching, teachers should fully study the textbooks and dig deep into the cultural differences in the textbooks that can be compared and analyzed, so as to promote students to have a deep understanding of their own culture and the English language culture of other countries. In the related English teaching with festivals as the theme, teachers can guide students to earnestly study the different cultures in Chinese and Western festivals.

For example, regarding the cultural differences between Christmas, which is loved by Westerners, and Spring Festival, a traditional Chinese festival, teachers tell students the origins of each festival and how people in their respective countries spend the festival. Students will better understand the cultural connotation of different countries through the teacher's explanation, and will have a better understanding of the English habits of their own countries and other countries in language communication, which is convenient for students to carry out English communication activities smoothly.

Teachers can also use some foreign film and television dramas as the introduction of course content, so that students can help students better understand the differences between Chinese and Western English cultures by experiencing the life scenes and states of foreigners. For example, teachers can play video clips of foreign film freshmen coming to the school to report their studies, and then let students review the scenes of their school opening reports to compare the scenes and analyze the background of different environments reflected in different countries.

Teachers can also use different shopping software and channels in China and the West to introduce them, so that students can understand the obvious differences between Chinese and Western eating habits. For example, the cheese and cheese "cheese" that Westerners often eat, a large part of the Chinese people actually rarely eat cheese and cheese in their daily life. However, cheese and cheese are very important in the diet of Western countries, and they are even eaten every day. Teachers start with the different food cultures of Chinese and Western countries to experience cultural differences and effectively cultivate students' cross-cultural communication skills.

2.2 Teachers guide students to role-play to build cross-cultural communication scenarios

It is very important for teachers to cultivate the intercultural communication ability of college students. If the students lack such intercultural communication ability, the interlocutor will substitute their own language and culture habits into the actual oral communication, and one party will use their own language and culture to substitute, while the other party cannot understand each other's English expressions in different language and cultural environments, resulting in oral misunderstanding. Therefore, in the process of English teaching, teachers should guide students to role-play to help students

analyze and discuss the English cultural background in real scenes in real life, and build a strong English learning atmosphere for Chinese students according to the topic needs of spoken English. English situation.

For example, teachers design English communication scenarios for students: Suppose there is a Chinese now, his mother is ill, and he must ask the foreign boss to take leave to go home to take care of his mother. In the communication of this English situation, the teacher divides the students into two different groups of men and women. The teacher first asked the students in the boy group to explain the reasons for asking for leave in the English dialogue, and then put forward the corresponding needs for asking for leave. Immediately afterwards, the teacher asked the students in the girl group to ask for leave in the English conversation, and then explain the reason for the leave to the boss.

In a conversation, there is also an orderly consideration for different sequences in topics. In this way, teachers can develop different dialogue sequences and the influence of English mood words in cross-cultural communication. Through role-playing, students will have a deeper understanding of the different cultural accumulations and cultural backgrounds of the interlocutors. In teaching, teachers can also collect some video clips about the humanities and customs of various countries in the world for students to play, so that students can realize that there are many scenes, wide range, and diversification of language used in English.

2.3 Teachers enrich English teaching methods and promote the

improvement of students' communicative ability

With the continuous development of Internet information technology, the introduction of information technology in college English classrooms is conducive to improving the teaching quality and efficiency of English teachers. The investment of information technology can broaden the horizons of students' English learning and enrich the teaching resources for teachers. For example, the application of information technology has provided many demonstration teaching courses and individualized learning courses adapted to students and cooperative learning practice courses among students for practical college English teaching. The introduction of these courses has greatly enriched the curriculum for students. In college English teaching, distance teaching methods such as micro-courses and MOOCs have also emerged with the continuous development of information technology, which has greatly innovated the teaching methods.

Teachers can follow the general trend of the times and actively use these technological means and information technology to bring students a sense of real experience of cross-cultural communication. In the form of MOOCs, micro-courses, etc., students can learn about the customs of various countries, the cultural beliefs of this country, and the concept of value systems of different cultures on the big platform of the video network, and students can better find the Chinese language and culture. The differences between Western languages guide students to carry out actual English learning in the same attributes and different attributes in Chinese and Western cultures. Teachers conduct cross-cultural English teaching through online video and other platforms. In the process, students' cross-cultural communication ability has been greatly improved, and students' cross-cultural communication experience has also been enriched. The long-term development of students' English.

At the same time, teachers can also expand the diversity of corresponding cultural connotations of Western countries to students by inviting corresponding foreign teachers for students. The oral expressions of foreign teachers are very standardized, and the teaching methods of foreign teachers are very vivid and exaggerated. In the long-term teaching of foreign teachers, students will imitate the foreign teacher's own tone of speech and expression, so as to promote students to gradually improve their cross-cultural communication skills in rich and interesting English classrooms.

3. Conclusion

Paying attention to cultivating students' cross-cultural communication ability is a new direction of college English teaching. In English teaching, teachers can cultivate students' cross-cultural communication ability, which can help students to broaden their horizons of English learning and effectively arouse students' enthusiasm and interest in English learning. In the process of learning, students will not only have a clear understanding of the language and culture of their living

environment, but also allow students to explore the diversity of the world's language and culture with an open and inclusive learning attitude and an eclectic learning method.

References

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