

Intercultural Communication and Foreign Language Teaching

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Abstract: In the process of globalization, cross-cultural communication has become an integral part of education, learning and business. This paper analyzes the development of cross-cultural communication and the improvement of international communication ability, mainly depends on the level of foreign language. In the past, cultural anthropology and ethnology were mainly concerned with the study of issues, but recently it has attracted the attention of the public, inspiring people to think deeply about foreign language education from the perspective of cross-cultural education.

Keywords: Language; Cross-cultural communication; Foreign language teaching

1. Foreword

Foreign language education focuses on the cultivation of "pure language ability". Although students have a good knowledge of grammar and are able to construct sentences with correct meaning and grammatical rules, by comparison, they are at a disadvantage in intercultural communication in foreign languages. Multicultural non-verbal communication teaching is an important part of foreign language teaching and an important way to improve students' communicative competence. Therefore, how to integrate foreign language teaching with intercultural communication is very important.

2. Factors affecting intercultural communication skills

Culture is constantly developing and changing, and these six cultures also influence and permeate each other. However, regardless of the form of communication and the process of information encoding and decoding, the factors and complexity that affect the process of information encoding and decoding in cross-cultural communication are far greater than or better than the general culture of the same person. Generally speaking, there are the following aspects:

2.1 Differences between perception and attribution

Different values lead to different perceptions of the same information and different attributions for the same behavior among people of different cultural origins. Perception is a set of internal activities that select, evaluate, and organize in response to stimuli from the external world. The world view, values and experiences formed during growth determine the content and consequences of perception. The ultimate cause is the explanation of the consequences of the behavior and the inference behind the observed behavior. Social and cultural environment affects people's subjective cognition and objective environment, and also has a great influence on people's cognition and attribution.

2.2 Differences in communication language

Language is not only a tool for communication, but also a messenger of culture, a tool for understanding social realities that influence thought and perception. Every language has its own pronunciation, grammar, idioms and polite expressions, so learning a foreign language and understanding the structure and usage habits of a language is very important for cross-cultural communication. In cross-cultural communication, it is necessary to appropriately adjust the cultural background acquired by communicators according to their skills, communicative characteristics and needs, as well as their speed, sentence length, intonation, facial expression and ability, so as to improve communication efficiency.

2.3 Differences in communication methods

As an important aspect of cultural communication skills, communication mode penetrates into all levels of society based on different cultural values and determines cultural differences. In expressing meaning, intention or desire, some prefer sincerity, while others are accustomed to zigzag and ambiguity. When speaking English, English syntax is clear, English sentence structure is reasonable, subject-verb (object) complete, verb tense changes, clear details, such as past, present, future, active and passive voice, real and imaginary, etc. An essay is logically structured, usually consisting of an introduction, a body and a conclusion, with clear meaning and credibility. The sentence structure of Chinese and Japanese is not rigid, and there can be no subject. The stylistic structure is more flexible, and the meaning is implicit and euphemistic. They like to state their emotions through clues.

3. Measures to cultivate students' ability of intercultural communication

3.1 Combine vocabulary training

Cultural differences and similarities are reflected in vocabulary, forming various vivid emotions and associations. Two words of the same language in different countries may lead to the same, partially the same and different associations, and some of the same associations will occur in two languages with completely different literals. These cultural differences will affect students' English

comprehension, reading comprehension and oral communication. For example, students are confused by these sentences in English and have difficulty understanding the meaning of dog. He is a lucky dog. In Chinese, the word "dog" has a derogatory meaning, such as "a dog's claws do not spit ivory out of a dog's mouth". "In English, dog is mainly a compliment, but it also means 'friendship', by the way." Cultural differences are also reflected in the gap of cultural information. In China, the relationship between Cousins is clear. There are strict Cousins, Cousins and Cousins, Cousins are different, but in English they are collectively called Cousins. Explore the cultural and historical importance of words and gain knowledge of culture-related words.

3.2 Guide students to contact western culture extensively

Teachers encourage students to choose more original English chapters in class, especially the wonderful short stories of classic novels, or use their spare time to read foreign languages, newspapers and magazines, current affairs and other comments to absorb cultural knowledge and culture, improve cultural awareness, expand cultural vision and improve cross-cultural communication skills. At the same time, colleges and universities should give play to the role of foreign teachers in spreading Western culture, organize students to communicate with foreign teachers and interact with foreign students, organize colorful training activities, and create opportunities for students to understand Western culture.

3.3 Cultivate students' independent learning ability

Foreign language teachers must pay attention to methods and do a good job in guiding students' thinking. Because students have a process of thinking from the most superficial to the deepest. Therefore, teachers must follow the enlightenment principle, guide students to correctly use contrast, absorb the essence of western culture, and cultivate students' positive cultural thinking.

4. Integrate Chinese culture into cross-cultural communication

Teachers must understand that communication is the interaction and dual significance of two cultures, guide students to widely absorb and learn the excellent western culture, at the same time to spread the brilliant Chinese culture of five thousand years to everyone in the country, so that foreigners can better understand China. Therefore, in the teaching process, teachers should teach foreign languages from the perspective of mother tongue culture. Not everyone needs to give up the culture of their mother tongue to learn a foreign language, but it enriches the cultural connotation of their mother tongue and achieves better cross-cultural communication results.

5. Strengthen classroom communication and promote exchange education.

Teachers should closely combine language and cultural elements, integrate language, culture and communication, and carry out foreign language education. Explore the cultural factors of various languages, increase students' intercultural communication ability, so as to achieve the purpose of communication. On the one hand, it teaches basic foreign language skills such as meaning and position, and on the other hand, it focuses on language application, learning words by constructing words and sentences. Cultivate cultural awareness.

6. Improve teaching methods and introduce western culture

Teachers must effectively introduce culture when teaching. This not only enriches the lecture content, but also makes the class lively and interesting, which can increase students' interest in learning foreign languages. When discussing specific words and sentences in foreign language education, teachers can insert cultural meanings after these words and sentences.

Conclusion: To improve the level of foreign language communication is an important mission to promote cross-cultural communication, which is the language communication ability needed by the development of international economy, and also the urgent task of China's higher education for thousands of years. Therefore, it should be clear that foreign language is also a part of cross-cultural communication. To understand the whole language, it has inextricably linked with culture and society. Foreign language education should deeply grasp the development direction of global education and elevate the level of cross-cultural communication of the people to a new level.

References:

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