

# Research on English Teaching Strategies based on the Cultivation of Intercultural Communicative Competence

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**Abstract:** In the context of the development of the new era, the contacts between countries are more frequent, and communication activities are gradually increasing, which further highlights the importance of intercultural communication competence. However, traditional English education pays more attention to students' language knowledge and ability, and neglects the cultivation of students' intercultural communication ability to a certain extent. Therefore, in the process of English teaching, teachers need to gradually shift from language teaching objectives to comprehensive communicative competence training objectives, gradually carry out teaching activities related to language knowledge and cultural knowledge, and comprehensively improve students' ability to solve problems in cross-cultural communication.

**Keywords:** Intercultural communication ability; English teaching; Strategy

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Intercultural communication has gradually gained the attention of more researchers, and the importance of this ability has gradually been recognized by English educators. In the process of English teaching, more attention is paid to the improvement of students' language ability than to the improvement of students' language performance. Intercultural communication ability mainly refers to the ability to communicate and solve problems with people from different countries in different cultural backgrounds. In the process of English teaching, students can improve their intercultural communication ability, usually by letting them use English communication. Therefore, in the process of English teaching, in order to improve students' intercultural communicative competence, teachers should not only impart cultural knowledge to students, improve students' language competence, but also make students have certain communicative competence.

## 1. Overview of intercultural communication competence

Different scholars have broad definitions of intercultural communication competence. For example, some scholars believe that in the process of intercultural communication, knowledge, attitude and behavior need to be effectively integrated, in which knowledge mainly refers to the cross-cultural knowledge and awareness required in target language cultural understanding and communication; Attitude mainly refers to emotions, motivations and intentions in cross-cultural communication. For example, changes in internal emotions, sense of national superiority and other aspects in cross-cultural communication will have a greater impact on communicators' attitudes and motivations; Behavior, mainly the actual performance in the context of cross-cultural communication, has certain operability and effectiveness. Therefore, maintaining adequate communication motivation, conforming to basic communication cognition, and combining with skilled communication actions, you can become a skilled intercultural communicator through your efforts <sup>[1]</sup>.

## 2. Problems in the cultivation of intercultural communicative competence in English teaching

English is an international language and is used by many nationalities. In the new era, globalization has promoted frequent cultural exchanges among civilizations and nations around the world, and diversified cultures have gradually merged into the traditional cultures of many nationalities. Communication and communication have gradually become a problem that social individuals need to face. Multi cultural communication needs language as a medium, and English involves the key language

of cultural communication. However, because English education generally emphasizes the reserve of English language knowledge, the teaching of phonetics and semantic forms, and ignores the spread of English background culture, it is not conducive to the cultivation of English context cross-cultural communication ability. Some English teachers ignore the role of culture in the actual teaching process. At the same time, they do not comprehensively consider the cultural influence factors of cross-cultural communication in classroom teaching. They still use the closed teaching mode and do not put the formulation of teaching tasks in the macro cultural background, which makes it difficult for students to truly apply what they have learned.

Some English educators in China only focus on the translation of relevant foreign literature on intercultural education, and have not formed an independent systematic discipline research. With the advent of the information age, various industries have developed rapidly, and cross-cultural communication research has gradually gained the attention of researchers. However, due to the constraints of backward concepts, English intercultural communication education has only been applied as a conceptual problem by researchers. At the same time, in the process of English teaching, various schools still apply traditional education methods, and lack innovative measures to cultivate intercultural communication ability, resulting in educational methods. It is difficult to effectively connect educational achievements with real activities<sup>[2]</sup>. Cross cultural communication is difficult to carry out in the English classroom teaching process. Even if some teachers receive the training on cross cultural communication topics, they cannot really apply what they have learned to the daily English classroom teaching process, which results in the students' incomplete understanding of cross cultural communication, and even a certain rejection of cultural differences. They cannot effectively apply the English language they have learned to cross cultural communication in real life.

### **3. English Teaching Measures Based on Intercultural Communication Competence**

#### **3.1 Enhance intercultural communication awareness and improve teachers' teaching ability**

Intercultural communication requires an appropriate adjustment of ideology, which is the language switch between the native and foreign cultures in the process of communication, thus requiring the communicator to have a good language control ability. Therefore, in the process of English teaching based on the cultivation of intercultural communicative competence, teachers need to consciously cultivate students' intercultural communicative competence, so that in the teaching activities, students can be encouraged and guided to compare and analyze their own national culture and foreign cultures independently from the perspective of cultural differences. On the basis of religious beliefs, folk customs, context and other aspects, teachers can combine their explanations to carry out independent exploration and learning. In classroom teaching, English teachers should appropriately expand and disseminate the knowledge points explained in the classroom, such as the cultural heritage and cultural characteristics of different countries, stimulate students' passion for learning and exploration, enhance students' sensitivity to foreign cultures in thinking, lay a good foundation for students' future social practice, and constantly deepen students' understanding and cognition of English context<sup>[3]</sup>.

Teachers are the executors and guides of English classroom teaching activities. They build bridges between students and knowledge so that students can master more knowledge and skills. English teachers are people who guide students to use their mother tongue and foreign language to communicate and talk. Their own intercultural communication teaching ability has a great impact on the quality and efficiency of teaching activities. In the process of classroom teaching, English teachers are the main source for students to learn English knowledge and the main English context. Different teachers' teaching habits have certain differences, which have a significant impact on students' thinking mode and learning effect. Therefore, English teachers need to pay more attention to their own English knowledge reserves and teaching direction updates, constantly improve their comprehensive quality and cultural cultivation, and apply new teaching concepts to classroom teaching activities. There is a great difference between eastern and western cultures. Ideas, folk customs, life and language context have a great impact on the output of language forms and contextual habits. In the daily teaching process, English teachers can enhance the awareness of cross-cultural communication, improve the teaching level of cross-cultural communication, and provide students with more efficient and high-quality teaching services by participating in training, autonomous learning and other ways.

#### **3.2 Enhance classroom interaction and mobilize students' learning initiative**

The way to quickly and accurately cultivate students' cross-cultural communication is mainly to let students speak actively, let students express their English knowledge and show their English ability, so as to effectively exercise students' cross-cultural communication ability. Students have certain language ability, and the storage of corresponding language knowledge is the basis and premise of this exercise. In the process of cultivating students' intercultural communication ability, they should

improve their intercultural language ability and communication ability, and exercise their thinking and judgment ability. In the process of English teaching and developing students' language ability, teachers should constantly increase students' knowledge reserves, innovate teaching methods, take students as the main body of learning, provide more space for students to express and display themselves, and enhance the interaction between teachers and students and students. In English teaching, English teachers should reasonably carry out English activities to help students accumulate experience in practical activities, understand and master more English knowledge, and provide more opportunities for English interaction, so that students can change their language knowledge they have learned and their language ability they have mastered. Teachers let students communicate more and improve their English ability <sup>[4]</sup>.

## 4. Conclusion

The change of social consciousness in China has gradually highlighted the value of English teaching. In the process of English teaching based on the cultivation of intercultural communication ability, we should constantly innovate the teaching mode and content, improve teachers' own intercultural communication teaching ability, comprehensively cultivate and enhance students' intercultural communication ability, so as to achieve the English teaching goal of promoting students to apply what they learn.

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