

Teachers' Role Positioning and Coping Strategies in the Context of Intercultural Teaching

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Abstract: With the increasingly close global relationship, intercultural teaching has become an inevitable trend in current education development. The cultivation of students' intercultural competence is bound to become one of the important goals of foreign language teaching. Intercultural teaching will present new characteristics because of the deepening of more intercultural factors, and it will also affect the interrelationship between teaching elements. As the main body of practice in the teaching process, the role of teachers will be different from traditional teaching. Facing the background of the era of intercultural teaching, teachers should adapt to the needs of the era and clarify their role positioning. This article first reviews the rich connotations of intercultural competence, analyzes the new characteristics of intercultural teaching. Then starting with the changes in the relationship between teachers and teaching elements, the article analyzes the role of teachers in intercultural teaching, and proposes coping strategies and suggestions for teachers to better adapt to the needs of intercultural teaching.

1. Introduction

Nowadays, as the trend of globalization continues to strengthen, the degree of interdependence and inter-connection between countries is increasing. In today's world characterized by globalization, internationalization, diversification and informatization, intercultural communication and intercultural conflicts have become unavoidable contents in people's daily work and life. The problem of human intercultural conflicts has not been dispelled and weakened with the development of society and economy, but has become more and more intensified. Intercultural teaching came into being and has become a new development direction advocated by today's education circles, and "intercultural competence" has become an inevitable requirement for new talents in the 21st century.

The requirements of Chinese high education have included "intercultural competence" as one of the core competence indicators for foreign language majors into the training specifications. *English Curriculum Standards for Senior High Schools (2017 Edition)* also emphasizes the need to cultivate students with Chinese feelings and international perspectives, as well as intercultural communication skills. It can be seen that cultivating new types of talents with intercultural competence is not only an important English teaching goal of current Chinese higher education but also basic education.

In the past four decades, the academic circle has carried out fruitful research on topics such as what intercultural competence is, how to cultivate intercultural competence, and how to measure intercultural competence. However, the research results that can provide practical guidance for

intercultural education and teaching of frontline teachers are relatively insufficient. As a practical subject in the teaching process, teachers play an extremely important role in teaching. To implement intercultural teaching, permeate intercultural awareness and concepts in the teaching process, and cultivate students' intercultural competence, the role of teachers must be paid attention to. In the context of intercultural teaching, teachers must adapt to the development of the new era, and their role positioning will also undergo new changes due to the characteristic of "intercultural". Therefore, if teachers want to implement intercultural teaching in practice, they must consciously transform their roles so as to develop students' intercultural competence and cultivate new talents that fit the requirements of this new era.

The article then reviews the related definitions of intercultural competence, analyzes the characteristics of intercultural teaching and investigates the possible changes of teachers' roles and coping strategies in the context of intercultural teaching in the future, in order to provide some specific and feasible suggestions for future intercultural teaching for English teachers in China, focusing on how to cultivate students' intercultural competence.

2. Definitions of intercultural competence

The study of intercultural competence began in the United States in the 1960s, aiming to solve the practical problems of immigrants in intercultural adaptation. Subsequently, with the influence of anthropology, the study of intercultural competence began to focus on the effectiveness of communication. However, scholars gradually realized in the research process that appropriateness is also an important part of intercultural competence. Therefore, effectiveness and appropriateness have become two important analysis levels of intercultural competence. In the 1980s, the study of intercultural competence in China also began to take off. Most scholars conducted detailed analysis of intercultural competence from the field of foreign language teaching, and based on the critical inheritance of Western theories, they proposed and constructed their own theories based on China's national conditions. Since the 21st century, as countries have become increasingly connected, the study of intercultural competence has shown a diversified development.

Many researchers in the field of intercultural competence have conducted studies to define the meaning of intercultural competence. For example, Fantini (2006) defined intercultural competence as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself". Johnson, Lenartowicz and Apud (2006) believed that intercultural competence refers to "an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad". Deardorff (2006) proposed that intercultural competence is the ability to communicate effectively and appropriately in intercultural contexts based on personal intercultural knowledge, skills and attitudes. Then Lustig and Koester (2007) believed that intercultural competence is composed of context, effectiveness and appropriateness, as well as three dimensions—knowledge, motivation, and behavior. Besides, Byram (2014) integrated the concept of intercultural citizenship into intercultural competence, and believed that intercultural competence should consist of four aspects: attitude and emotion, behavior, knowledge and skills, and action. In summary, these definitions are similar in two respects: first, they place intercultural competence in contexts with certain cultural differences; second, they all refer to certain qualities, attitudes, knowledge and skills, etc. to help individuals interact effectively with cultural differences.

Since the 20th century, some Chinese scholars have also made rich research results on the definition of intercultural competence. Gao (2002) puts forward that there are two levels of intercultural competence: "going across" and "going beyond"—the "going across" level includes

the cultural knowledge of the target language, personal communication skills and empathy while the “going beyond” level includes cultural differences, openness, flexibility, effectiveness and productive self-identification. Yang and Zhuang (2007) believed that intercultural competence consists of four parts: global awareness, cultural adaptation, knowledge and communication practice. These four parts do not exist in isolation, they are connected at different levels—global awareness is the most basic, cultural adaptation and knowledge are the intermediate levels, and communication practice is the ultimate goal. Gao (2014) proposed a model of “the unity of knowledge and action”—intercultural competence consists of two aspects: knowledge system and behavior system. Knowledge system consists of knowledge, awareness and speculation; behavior system includes attitude, skills and strategies. She believed that these two are interconnected and blended with each other, and only under the mode of combining knowledge and action can intercultural competence be cultivated. These definitions complement each other from different perspectives, enrich the connotation of intercultural competence, and deepen our understanding of intercultural competence.

In conclusion, intercultural competence includes many aspects, which not only requires specific attitudes, knowledge, skills, etc., but also needs to be put into practice in specific communication practices. These are all important aspects that cannot be ignored in the cultivation of intercultural competence. Therefore, if teachers desire to improve students’ intercultural competence through intercultural teaching, they must know and deeply understand what the specific connotation of intercultural competence is and what aspects it contains. Only on the basis of understanding can teachers be able to conduct intercultural teaching to students in a more targeted and effective manner.

3. Characteristics of intercultural teaching

Intercultural teaching is different from traditional teaching, which presents many new characteristics. The article analyzes the possible characteristics of intercultural teaching in the future from the perspectives of teaching content, teaching method and teaching elements.

1. Emphasis on culture

As definitions of intercultural competence reviewed above suggest, intercultural competence contains many aspects. If the teaching goal is to cultivate students’ intercultural competence, teachers need to make students respect the cultural diversity of the world, master basic intercultural research theoretical knowledge and analysis methods; be familiar with the history and current situation of the target country of the language they are learning, and understand the basic features of different cultures and their similarities and differences; able to explain and evaluate different cultural phenomena, texts and products; able to conduct intercultural communication appropriately and effectively; can help persons of different languages and cultural backgrounds to conduct effective intercultural communication, etc. Therefore, the cultivation of intercultural competence is inseparable from the learning, understanding and application of cultural-related content, including their histories, personalities, festivals, ways of speaking and thinking. Cultural penetration is very important in intercultural teaching.

Consequently, under the background of intercultural teaching, the emphasis on different cultures cannot be ignored.

2. Deep integration of language and culture

In the context of intercultural teaching, language and culture are deeply integrated, and language will play a role in all aspects of cultural penetration. Language and culture are inextricably linked. Different cultural soils have given birth to different civilizations and languages, and different languages have enriched its culture and promoted its development. As Sapir-Whorf Hypothesis stated, different languages have shaped different modes of thinking. Correspondingly, different language expressions affect different ways of cognition of the world, so language also permeates the way of

thinking to a certain extent. In addition, the teaching content of teachers and the learning content of students will be supported by language. The transmission of any knowledge, skills and cultural values requires language as an intermediary. How to use language to transfer will ultimately affect the teaching effect.

Through language, many aspects of culture can be conveyed, like expressions, way of thinking, values and so on. Therefore, language is the carrier and representation of culture, and culture is the connotation and essence of language. Mastering language skills and improving cultural quality are the themes and fundamental goals of foreign language teaching. Obviously, English language knowledge and intercultural communication skills are complementary and inseparable. This relationship between language and culture determines that in the process of foreign language teaching, the two must be deeply integrated, and they cannot be separated and taught as a single aspect. The transmission of any cultural-related knowledge requires language as the carrier, and only when the two are fully integrated can it be possible to give full play to the greatest advantages of intercultural teaching. At present, some teachers may still have a few difficulties in integrating language with culture. However, with the continuous development of the times, the continuous deepening of intercultural awareness, and the continuous updating and creation of educational and teaching concepts, the deep integration of language and culture will become an inseparable and important part of foreign language teaching in the future.

3. Focus on students' cultural awareness or experience

Intercultural teaching cannot stop at comparing the differences between different cultures, but should guide students to cross cultural boundaries into the other's meaning and emotional world, through perspective conversion or role-playing, to understand and experience cultural differences.

Due to geographical and historical reasons, the cultures of different countries and regions in the world show a rich diversity. This diversity is embodied in the uniqueness and richness of the identities of the different groups and societies that constitute the whole of humanity. As a resource for communication, innovation and creation, cultural diversity is necessary for mankind. In this sense, it is the common heritage of mankind and should be recognized and defended. A person with intercultural competence should form cultural awareness and respect the cultural diversity of the world in this sense. Additionally, during intercultural teaching, culture is permeated through teaching and learning, which means that students are engaged in experiencing different cultures in real situations. This kind of experience makes students know and understand deeply the different expressions, ways of speaking and thinking between various countries and then reflect and generalize and put into practice.

As mentioned above, intercultural teaching not only focus on students' knowledge and skills, but also pay more attention to students' emotive experience. Students' cultural awareness and their cultural experience are taken into consideration.

4. More output in intercultural teaching

The ultimate goal of intercultural teaching is to achieve appropriate and effective intercultural communication, and to help people with different language and cultural backgrounds to conduct effective intercultural communication. This requires students not only to have intercultural awareness and intercultural knowledge and analysis methods, to understand the similarities and differences of different cultures, to know how to interpret and evaluate these phenomena, but also to use them in the actual communication process. A person with intercultural competence is not only able to conduct effective intercultural communication on his or her own, but also has the ability to help others achieve the purpose of intercultural communication. Not only that, a person with intercultural competence can also adjust intercultural conflicts in the communication process, help both parties to resolve misunderstandings from a intercultural perspective, and achieve successful intercultural communication. This will lead to more language output by students in intercultural teaching. Only

when the relevant knowledge learned is internalized and used in specific situations, can students' intercultural competence be cultivated and developed. This output can be written or verbal. For example, teachers can require students to write the corporate's overseas media advertisements or to conduct intercultural business negotiations between business representatives with different cultural backgrounds.

Apart from that, language output can not only help students internalize knowledge and skills, but also enable students to reflect on their own intercultural behavior. First, students can use the intercultural knowledge they have learned to guide their intercultural practice to check their applicability; second, students can also reflect on the mistakes they have made in the process of communication and analyze their own intercultural practice, sum up experience and lessons, and continuously form complete and excellent intercultural competence in step-by-step practice.

5. Organic integration among each learning elements

The classroom in the future should become the center of students' activities, experiences and exchanges, and a learning community where they can be highly interacted with each other. With the continuous development of informatization and technology in today's era, teaching methods are becoming more abundant. Teachers not only use the materials and texts in textbooks for intercultural teaching, other various multimedia channels can also provide rich cultural resources and information. This diversity and flexibility of access to resources provides greater possibilities and development space for students' intercultural competence development. Students can not only obtain intercultural resources from the classroom, but at the same time they can also inquire about the intercultural knowledge and materials they are interested in through various channels after the class. In addition, the organizers of teaching are not only teachers, but also some intercultural experts on the Internet or related learning websites or forums. Learning resources are no longer limited to texts in textbooks, but also include diversified contents such as pictures, audios, and videos.

In addition, the cultural part of the intercultural teaching process involves various aspects. Therefore, intercultural teaching also breaks the boundaries of disciplines and realizes the dialogue and integration between different disciplines. The knowledge of each subject complements each other and is interconnected and interlinked. Further, they collectively contribute to the cultivation of intercultural competence.

Therefore, the various learning elements in the intercultural teaching process are organically and closely integrated, and the interaction between the various elements also plays a very important role. Together, they determine the effect and efficiency of intercultural teaching.

4. Analysis of the relationship between teachers and other elements

Roles are established in different relationships, and teachers have different roles in different relationships. To determine the relationship, first what elements are included in an activity should be clear. In teaching activities, the main elements are the educator, the educated and the educational intermediary system. Educators include teachers, parents and other persons who purposefully guide the educated; the educated refers to the student; the intermediary system of education includes teaching content, educational technology and other links that connect and interact between the educator and the educated. To comprehensively analyze the role of teachers in the context of intercultural teaching, the relationship between teachers and various elements should be started first.

1. Teachers and students

Even in the context of intercultural teaching, teachers and students are still the two main bodies in the teaching process. The role of teachers and students has not changed. The relationship between teachers and students is both independent and interactive. Therefore, in intercultural teaching, the leading position of teachers has not changed, and teachers still play a leading role in students' learning.

However, in traditional classrooms, teachers have relatively neglected the penetration of intercultural factors, focusing mainly on the teaching of knowledge and skills. In intercultural teaching, because of the integration of intercultural factors, the interaction between students and intercultural factors is greatly improved, which adds diversity and flexibility to students' intercultural learning, but during the entire interactive process, students may have some biases or misunderstandings in their own exploration and research. At this time, the teacher's guiding role still needs to be played out to guide students to think towards the right direction, which can develop students' thinking quality and cultural awareness.

Not only that, the use of educational information technology will increase in the future. Students can not only obtain intercultural resources from textbooks, but also obtain related resources from various multimedia channels. However, these resources are mixed, and not all students can correctly judge and select these resources and learn and internalize them. In this case, teachers should also play their own guiding role to help students choose appropriate learning resources from the numerous intercultural resources.

Therefore, in the process of intercultural teaching, teachers still have to give full play to their own guiding roles, guide students to acquire correct and appropriate cultural resources, carry out independent learning activities, experience intercultural differences, think towards the right and positive direction and enable students to give full play to their own subjective initiative and promote the development of their own intercultural competence.

2. Teachers and teaching contents

Today's information development makes the application of educational technology more and more mature. The closely connected Internet makes educational resources from closed to open. Teachers are no longer the only channel for students to obtain resources, and books are no longer the only content for students to obtain resources. Facing the abundance of intercultural learning resources on the Internet, teachers must keep pace with the times and update their educational and teaching concepts. Teachers should not only excavate intercultural values from materials on the textbooks, but also be good at selecting appropriate and advancing intercultural learning resources from the Internet as a supplement to the textbooks.

At the same time, the main body of selecting teaching contents is not limited to teachers, students should also take part in the selection and organization of teaching contents. Excluding book knowledge, students can choose related intercultural learning resources according to their own interests and needs, and learn to distinguish and judge different intercultural learning resources, and in this way can students exert their autonomy to a greater extent.

In such a process, teachers must organize and coordinate their own teaching contents and students' choice of teaching contents, which places higher requirements on teachers' professional and organizational abilities.

3. Teachers and teaching methods

After adding intercultural factors, the teaching method is bound to be different from the traditional classroom teaching method. In traditional classrooms, most learning activities and tasks are designed to focus on how to convey knowledge to students and teach them skills and methods. For example, in the reading class, the teacher enables students to master the content of the article through the design of some reading tasks, and at the end summarizes the reading methods used in this class. This not only fails to explore the intercultural factors or value of the reading materials, but also teaches knowledge and skills as two independent individuals. The two are not integrated in the teaching process, but separated.

Now with the intercultural factor, teachers not only just focus on knowledge and skills, but also on students' experience and development of cultural emotions throughout the teaching process. These three aspects are inseparable from each other in the teaching process. Teachers cannot teach one by

one, but must connect these three. Therefore, the design of the entire teaching activity must integrate the three aspects of knowledge, skills, and culture. The connection must be logical and natural, and the goals of knowledge, skills, and culture must be achieved in a natural way.

Therefore, this poses a challenge to how teachers design teaching activities to naturally integrate the three dimensions of knowledge, skills, and culture, and finally realize the cultivation of students' intercultural competence.

4. Teachers and educational technology

As mentioned above, the use of technology in the teaching process has become more and more extensive. Traditional classrooms rely on blackboards, textbooks, teaching aids, etc., but now they are different. The development of educational technology has made different intercultural content or knowledge diversified, and their presentation mode also fully reflects the diversity and flexibility. Educational technology brings richer cultural resources, more dynamic presentation methods and interactive methods for intercultural teaching, such as pictures, audios, and videos.

However, educational technology is not a human being. It has no human emotions and no way to communicate emotionally with students. Teachers are the main body of using educational technology. Teachers should use educational technology to present richer and dynamic resources to promote cultural exchanges and thinking with students. Therefore, in the future intercultural teaching, teachers must not only have rich educational teaching knowledge and experience, but also master the application methods and strategies of educational technology, so that educational technology can be truly integrated into the process of intercultural teaching, so that information technology serves for the cultivation of students' intercultural competence.

5. Analysis of teachers' role positioning

Through the analysis of the relationship between teachers and other elements, it can be seen that in the context of intercultural teaching, great changes will occur between teachers and each element. Therefore, in intercultural teaching, the role of teachers is different from the past.

1. Teachers are the guides of students' intercultural autonomous learning.

In traditional Chinese cultural, the status of teachers should not be challenged. For students, teachers are authoritative figures. Of course, this helps students and the society respect teachers and education, but it also restricts students' initiative and autonomy in learning. In intercultural teaching, the teacher's role should be transformed from the imparter of knowledge to the guide of students' intercultural learning. Teachers should guide students to choose appropriate and correct intercultural learning resources, guide students to master intercultural learning methods and strategies, and guide students to use knowledge to solve practical problems in a intercultural context. It has become inevitable for the student-centered teaching model to replace the traditional teacher-centered teaching model in foreign language teaching.

In intercultural teaching, teachers should take students as the main body, plan teaching content and teaching activities, and guide students to learn based on students' interests and needs. Teachers should give full play to the advantages of foreign languages, and organically integrate language teaching and intercultural teaching through some reading materials and task design, which not only improves students' language knowledge and skills, but also cultivates their intercultural competence. At the same time, teachers can also innovate teaching methods and combine task-based teaching methods with students' autonomous learning. When assigning learning tasks, teachers can appropriately provide some intercultural learning resources for students to carry out intercultural autonomous learning, so that students can learn culture while language, and be able to understand and master the culture of the target language country, native language culture and multiculturalism. However, teachers should pay attention that the setting of this task is not purely for learning culture, but should

integrate language and culture to achieve the simultaneous development of the two.

2. Teachers are the guides for students' intercultural awareness.

To cultivate students' intercultural competence, teachers must first make students aware of the differences between different cultures. Students have to clearly realize that not all countries have the same culture. Only when they have such a intercultural awareness, can students continue to develop their intercultural competence in depth. In the future, students may not necessarily express cultural contents in English, but even in such activities as business interactions, they should have a certain degree of intercultural awareness. Only with a high degree of cultural sensitivity and cultural awareness and good intercultural adaptation can they have the possibility to resolve conflicts in intercultural awareness.

Therefore, teachers should not only help students form a good learning attitude and motivation, but also cultivate students' intercultural awareness. In intercultural teaching, in addition to imparting basic knowledge and basic skills, teachers should also infiltrate some intercultural content in the teaching process, pay attention to the explanation and inspiration of intercultural content, and appropriately carry out some cultural theme activities to cultivate students' intercultural awareness.

In addition, an obvious shortcoming of traditional teaching is that it mechanically combines intercultural content with some sporadic intercultural skills. In fact, if students do not have a more comprehensive and in-depth understanding of the history of other countries, they will not be able to truly understand the characteristics of other countries' values, expressions, and behavior habits, and therefore they will not be able to truly realize the differences between different cultures and cultivate true intercultural awareness. Not only that, students must also know the local culture and explore and understand the superficial and deep similarities and differences between different cultures in comparative learning. This inspires teachers to enable students to understand the differences and reasons of formation of different cultures in intercultural comparative learning, construct a broader cultural outlook and world outlook, and truly cultivate students' intercultural awareness.

3. Teachers are the creators of intercultural situations.

Intercultural teaching is not just a one-way teaching process. The ultimate goal of intercultural teaching is to cultivate students' intercultural competence, not to input a large amount of intercultural knowledge and skills to students. Because in a real intercultural context, there will never be a standard answer or model to resolve all intercultural conflicts, which means that intercultural teaching should pay more attention to students' ability to explore intercultural events, so that students can quickly obtain information, think independently, and solve different problems creatively in real situations.

Therefore, in intercultural teaching, the creation of intercultural contexts is particularly important. As the guide of the teaching process, teachers need to design many real intercultural situations for students to carry out cultural exploration activities. In inquiry activities, teachers use questions to lead students to think, discover and finally solve them, which has become a process of pursuing new knowledge and new understanding. In such a process, teachers are the creators of intercultural contexts, and students actively explore in real intercultural contexts to achieve the development of intercultural competence.

Under the background of today's increasingly frequent intercultural activities, teachers can also create and carry out related cultural activities in a planned way, use various teaching methods to enable students to participate in intercultural comparisons and discussions, and to mobilize students' enthusiasm by organizing classroom activities so as to achieve the goal of cultivating students' intercultural competence.

4. Teachers are the witnesses of students' intercultural learning process.

In traditional teaching, teachers pay more attention to the results of students' learning, and usually use homework, tests, classroom observations and other methods to evaluate students. Obviously, this single evaluation method is difficult to evaluate students objectively and comprehensively. Moreover,

according to the current trend of teaching reform, teaching evaluation puts more emphasis on multi-evaluation and the combination of learning process and learning results. Therefore, the performance or progress of students in the entire intercultural learning process needs to be included in the final evaluation, which reflect the diversity and dynamics of the evaluation.

The previous statement also mentioned that the ultimate goal of intercultural teaching is to cultivate students' intercultural competence, and students' intercultural competence cannot be formed only by one-way teaching by teachers, but also require themselves to participate in intercultural events. In the process of exploration, students formed their own independent thinking, and finally realized the development of their own intercultural competence in this process of continuous exploration and discovery. Therefore, the performance in this teaching process is an aspect that teachers cannot ignore when evaluating students. It is through the learning process that students' knowledge can be enriched, students' skills can be exercised, students' thinking quality can be developed, and students' cultural awareness can be sublimated.

At the same time, paying attention to the process of students' intercultural learning also provides teachers with a new and more comprehensive perspective to evaluate students, and also provides teachers with more opportunities to provide suggestions and guidance for each student's specific situation. Teachers are no longer the judges who only care about the students' learning results, but also the witnesses who pay attention to the entire learning process of the students.

5. Teachers are the researchers in intercultural teaching.

The role of modern teachers is changing from teaching to researching. As a major trend of current language teaching, intercultural teaching has higher requirements for foreign language teaching. Teachers not only need professional education and teaching knowledge, but also need to be able to rationally dig out intercultural factors for specific situations, integrate them with teaching activities, and subtly cultivate students' intercultural competence. Therefore, only by constantly developing themselves can teachers adapt to the requirements of intercultural teaching for teachers.

Teachers should research in teaching and teach in research. Teachers should not just treat all teaching contents in the same way according to the teaching template provided by others, but also have their own thinking and design. Teachers should process teaching content differently according to different situations. This requires teachers to be good at observing in the process of intercultural teaching, be good at studying intercultural teaching in different situations, and build their own comprehensive knowledge system. The teacher's knowledge system includes English professional knowledge, pedagogical knowledge, intercultural knowledge, knowledge of subjects related to foreign languages, cultural knowledge of the target language, and cultural knowledge of the native language, etc. Intercultural knowledge, cultural knowledge of the target language, and cultural knowledge of the native language are all directions that teachers can continuously improve and enrich.

6. Coping strategies for teachers' role positioning

Nowadays, intercultural teaching has become a major trend in language teaching, and the cultivation of students' intercultural competence is unstoppable. Facing the changes in teaching objectives, teaching content, teaching methods, teaching methods and other elements, teachers are facing higher requirements and challenges in intercultural teaching. Regarding how modern teachers should cope with the role change and better adapt to the requirements of intercultural teaching for teachers, this article puts forward the following suggestions:

1. Improve personal intercultural competence

According to the actual teaching situation, some teachers have a negative attitude towards intercultural teaching. Even if they acknowledge the necessity of intercultural teaching in theory, they adopt an attitude of evasiveness in specific teaching practice. To a large extent, teachers' passive

avoidance is because intercultural competence is a very broad concept, and teachers find it difficult to master intercultural knowledge with so much information.

However, in the context of intercultural teaching, without the support and guidance of teachers, it is difficult for students to establish a sense of intercultural learning on their own. The intercultural competence of teachers is a prerequisite for the implementation of intercultural teaching. Therefore, teachers should have an accurate understanding of intercultural teaching and should strive to improve their intercultural competence. The teacher's comprehension and mastery of the target language culture, native language culture and other foreign cultures has a great role in promoting intercultural teaching itself. Teachers' intercultural competence can be improved from the following aspects:

In terms of emotional ability, teachers should continuously learn intercultural knowledge and respect cultural diversity. In intercultural teaching, teachers who are tolerant and open to the target language culture can train students with good intercultural sensitivity. At the same time, teachers should also constantly reflect on the influence of native language culture on students' thinking and behavior. Teachers should also have the ability to cultivate these emotions, cultivate students' interest in intercultural learning, and improve students' intercultural competence.

In terms of cognitive ability, teachers' own cognitive ability affects students' intercultural cognition level. Therefore, teachers should focus on their own accumulation, continue to conduct intercultural theoretical learning and practical research, deepen intercultural education and teaching concepts, and apply them to foreign language teaching practices. At the same time, teachers should continue to deepen their cognition and understanding of native language culture, guide students to understand the similarities and differences between native language culture and target language culture, and cultivate cultural appreciation skills.

In terms of behavioral ability, teachers should enrich their own intercultural practical experience, collect and sort out intercultural teaching material cases, analyze and study the cultural issues that appear in the cases. While improving teachers' self-intercultural theoretical thinking ability, they can also effectively integrate theories into foreign language teaching, organize teaching activities reasonably, and provide students with rich intercultural materials and intercultural real situations for intercultural learning.

2. Develop intercultural school-based resource research

Intercultural school-based resource research refers to education and teaching research that combines the actual situation of the school and uses the school's own advantages and characteristics with intercultural factors.

On the one hand, this can not only cultivate and promote the professional development of teachers. It provides a larger stage for the growth and development of teachers. However, in reality, many teachers indicate that they have not received professional cultural teaching training, lack relevant theoretical knowledge and teaching method guidance, and do not know how to combine language knowledge teaching with intercultural factors. Therefore, teachers can participate in more on-the-job training activities, and they can also hold more teaching and research activities to discuss how to integrate intercultural teaching into language teaching, and effectively increase the proportion of cultural penetration in teaching, especially how to combine native language culture and target language culture for comparative teaching, and constantly improve their intercultural quality.

On the other hand, teachers are the main body of teaching and research, and teachers should actively apply for educational research topics in teaching practice, so that teaching and research complement each other. Teachers should actively realize professional independent development and transform from passively receiving training to actively seeking dynamic development. In addition, teachers should have a relatively clear plan for their professional development. While steadily improving teaching skills, the study of professional knowledge, especially the study of native language culture, target language culture and intercultural aspects, should be strengthened. At present,

some teachers are unfamiliar with cultural teaching, and they are just copying them, which is not beneficial intercultural teaching. Therefore, teachers should pay attention to the improvement of their own cultural literacy. Only in this way can intercultural teaching be natural and fluent.

3. Actively reflect on teaching

Reflective teaching is an effective way for teachers' professional development. Only through reflection can teachers understand the advantages and disadvantages of teaching, so that they can better summarize experience and promote teaching. Reflective teaching enables teachers to learn how to learn at the same time how to teach, which is conducive to improving the quality of teachers and urging them to become research teachers and then expert teachers. After teaching, based on professional knowledge and teaching experience, teachers can discover, reflect and solve problems by writing teaching diaries, interviews, observations and other means.

Teaching diary is the simplest but most direct kind of teaching reflection. Teachers write down their feelings in their diary by recalling their own classrooms, which not only helps teaching, but also lays a certain foundation for teaching research. When writing a teaching diary, teachers should focus on the key points and difficulties of classroom teaching, and summarize their grasp of the key and difficult points in terms of teaching goals and teaching methods. In teaching with the goal of cultivating students' intercultural competence, the teaching diary should take the intercultural goals to be achieved in the classroom as an important part of reflection.

Teachers can also promote professional development through observation. Listening to the lessons are the traditional way of observing, but with the development of technology, teachers can videotape the teaching process. Teachers can watch the teaching videos of themselves or others to reflect on the teaching. They can also reflect on each other's teachings in the form of group reflections and discuss each other's teachings together. Teaching reflection through observation should not be limited to reflection on language teaching, but should also include reflection on intercultural teaching. Teachers should integrate culture into language teaching and always combine language teaching with intercultural teaching.

4. Improve the level of modern teaching

With the continuous maturity of educational technology, traditional teaching methods and contents can no longer meet the needs of modern teaching. The professional development of teachers themselves also includes keeping up with the times and making use of the advantages of modern educational technology to promote students' learning. Educational technology can provide rich cultural resources for intercultural teaching, and these resources have rich and diverse presentation methods, which provide convenience for intercultural teaching. This must be an inevitable trend in the development of foreign language teaching.

However, after all, educational technology is not a real person. It cannot interact with students dynamically and emotionally, which puts forward requirements on how teachers can use educational technology to promote learning wisely. Teachers should strengthen the learning of modern educational technology, fully and naturally integrate the use of modern educational technology into intercultural teaching, and use educational technology to enable students to interact emotionally and ideologically with the cultural resources provided.

On the one hand, modern teachers should learn to find and sort out rich intercultural resources and present them to students in a variety of ways to stimulate students' interest and enthusiasm for intercultural learning. At the same time, they should be good at organically combining the resources provided by educational technology with the teaching content, which make them complementary and promote learning together. On the other hand, teachers can also build online courses. Teachers can put the native language culture, target language culture and related intercultural knowledge on the online courses, or record some valuable cultural topics in the form of micro-classes, which is convenient for students to study further on their own after class, which provides a good environment

and abundant resources for students' intercultural independent learning.

Therefore, in intercultural teaching, teachers need to have new teaching thinking and the wisdom and ability to use educational technology, so that educational technology can truly serve intercultural teaching and promote the cultivation of students' intercultural competence.

7. Conclusion

Nowadays, with the increasingly close links between countries and the increasing frequency of intercultural activities, it has become the consensus of the world education community to cultivate international talents with intercultural competence. King and Magold (2005) proposed that the urgent task of education is to cultivate citizens with intercultural competence who can make wise and ethical decisions when faced with the problem involving multicultural perspectives in the era of increasing global interdependence. Therefore, foreign language education in the new era should focus on the cultivation of students' intercultural competence, and carry on the urgent task of cultivating intercultural international talents.

This article first reviews the rich definition of intercultural competence, laying a foundation for teachers to understand the specific connotation of intercultural competence. Then, because of the addition of more intercultural factors, foreign language teaching presents many new characteristics. Intercultural teaching pays more attention to culture, students' intercultural awareness and experience, emphasizes more on language output, and a high degree of integration of various factors and the deep integration of language and culture are presented.

Because of the new characteristics of intercultural teaching, the relationships between the various elements within the teaching also change. Based on the analysis of these changes in these relationships, teachers' role positioning also changes. Teachers are the guides of students' intercultural autonomous learning and students' intercultural awareness, the creators of intercultural situations, the witnesses of students' intercultural learning process and the researchers in intercultural teaching.

In order to cope with the changes in teachers' role positioning in intercultural teaching, teachers need to improve their personal intercultural competence, develop intercultural school-based resource research, actively reflect on teaching through teaching diary or observations, and improve the level of modern teaching. Only when teachers continuously improve themselves and promote their own professional development can they infiltrate the knowledge they have learned into the teaching process and cultivate students' intercultural competence in a purposeful and planned manner.

In conclusion, the trend of intercultural teaching has become unstoppable. Teachers need to deeply understand the rich connotation of intercultural competence, clarify their role in intercultural teaching, and strive to improve their personal qualities to meet the requirements of intercultural teaching for teachers.

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