

Approaches to the Cultivation of Intercultural Communicative Competence in College English Teaching in the New Era

Zhifang Wang^{1,2,a,*}

¹*Shanxi Institute of Technology, Yangquan, Shanxi, China*

²*Philippine Christian University, Manila, Philippine*

^a*nicole7062@163.com*

^{*}*Corresponding author*

Keywords: New era; College English teaching; Intercultural communication ability; Culture path

Abstract: Under the background of the new era, the development of society has higher and higher requirements for talents. Cross-cultural communication ability is an important ability quality that modern talents should have. In college English teaching, the cultivation of intercultural communicative competence should be regarded as an important teaching goal. The university stage is the key period for students to develop their English learning ability and cross-cultural communication ability. College English teaching should be combined with the new requirements of the new era, take the initiative to make changes, with the help of innovation and other means to improve the quality and effect of teaching, help students improve cross-cultural communication skills, and cultivate outstanding talents in line with the development requirements of The Times. Based on this, this paper analyzes the current situation of college English teaching by means of questionnaire survey, analyzes and summarizes the existing problems, and explores the cultivation path of cross-cultural communication competence in college English teaching combined with specific questions.

1. Introduction

In the context of global integration, the society has higher and higher requirements for talents, which not only requires solid professional knowledge and skills, but also puts forward new requirements for the cross-cultural communication ability of relevant talents. College English teaching should undertake the important task of cultivating students' intercultural communicative competence. The Guide to College English Teaching (2020) clearly points out that college English teaching should pay attention to the cultivation of students' intercultural communicative competence. While helping students develop their English literacy, English teaching should also help students appreciate the cultures of other countries in the world and deepen their understanding of different cultures around the world. Schools should train students to become outstanding talents in line with the requirements of the development of The Times.

2. The significance of cultivating students' intercultural communicative competence in the new era

Intercultural Communication Competence refers to an individual's ability to effectively convey, understand and respond to information in a context spanning different cultural backgrounds. This ability includes not only verbal communication, but also cultural, social and psychological aspects^[1]. Cultivating students' intercultural communication ability is crucial to the development of modern society, because we live in an increasingly globalized and diversified world, and exchanges and cooperation between different cultures are becoming more and more frequent^[2]. Only with certain intercultural communication ability can we meet the development needs of the new era. As an important subject of higher education, English should assume the responsibility of cultivating students' intercultural communication ability^[3]. It is of great significance to cultivate students' intercultural communicative competence in college English teaching, which is mainly reflected in the following aspects:

2.1 Promote cultural understanding and respect

Training students' intercultural communicative competence in college English teaching can help students better understand the values, beliefs, habits and behavior patterns of different cultures. This helps to reduce cultural conflict, enhance cultural respect and promote harmony among people of different backgrounds^[4].

2.2 Improve social adaptability

Students with intercultural communication skills are more likely to adapt to different cultural environments, whether in international travel, international business or international socializing. They are able to deal with the new culture more confidently and reduce the likelihood of cultural conflict^[5].

2.3 Enhance global competitiveness

In the context of globalization, people with intercultural communication skills are more competitive. These skills are very important for international entrepreneurs, diplomats, members of international organizations, and people in a variety of transnational jobs. Training students' intercultural communication ability in college English teaching can help students improve their competitiveness in employment and work, which is of great significance for their future development.

2.4 Broaden horizons

Cultivating students' intercultural communication ability in college English teaching can provide students with more opportunities for intercultural communication, and students can be exposed to different ideas, viewpoints and concepts, thus broadening their horizons. This helps foster open thinking and the ability to innovate.

2.5 Improve the communication effect

Intercultural communication competence includes the ability to cross language barriers so that students can communicate more effectively with people from different cultural backgrounds. This helps reduce misunderstandings and communication barriers, and improves communication

effectiveness.

Cultivating students' intercultural communication competence is a long-term and systematic project. In college English teaching, teachers are required to constantly improve and perfect teaching methods, such as providing multicultural education, encouraging international exchanges, teaching intercultural communication skills, and cultivating cultural sensitivity. In addition, students can also take the initiative to exercise and improve their cross-cultural communication skills through international volunteer service, cross-cultural exchange projects, and foreign language learning. With the joint efforts of teachers and students, a new way to cultivate intercultural communicative competence in college English teaching will be opened up to promote the all-round development of students while improving the quality and effectiveness of college English teaching.

3. Current situation of intercultural communicative competence training in college English teaching in the new era

3.1 Questionnaire

This paper explores the current situation of intercultural communication competence training in college English teaching by means of a questionnaire survey. The questionnaire is designed around college students' intercultural English reading strategies (Table 1) and analyzes the current situation of intercultural communication competence training in college English teaching from the perspective of students with the help of the questionnaire. At the same time, interviews with teachers are used to analyze the current situation of intercultural communicative competence training in college English teaching.

Table 1: Questionnaire of college English teaching strategies in the new era

item content	Fit perfectly	Most cases are fit	Basically conform to	Most cases do not match	Completely out of line with
1. Before I read the article carefully, I have a quick glance to get the general idea of the article and its background culture.					
2. When doing cross-cultural reading questions, I start with the questions, and then look for relevant answers in the article.					
3. Before reading the article, I first browse the questions before and after the article, determine the cross-cultural knowledge issues to pay attention to in reading, and start to read purposefully with the questions.					
4. For the details of cross-cultural knowledge in the reading materials, I use the scanning reading method, and will not read word for word in detail.					
5. When quickly through cross-cultural contexts, I read the beginning and end of the article and pay close attention to the paragraphs.					
6. I use the cultural relevance of titles, themes, sentences and paragraphs and their logical relationships to sort out the general content of the reading material.					
7. During the reading, I will understand the article based on my own experience and relevant cross-cultural knowledge reserve.					
8. I use my own subject knowledge and cross-cultural background knowledge to help me understand the content of the article and understand the author's attitude and views.					
9. In order to improve my reading ability, I pay attention to the study of cultural background knowledge, such as the cross-cultural knowledge introduced in the article or reading books on foreign cultures to expand the scope of knowledge.					

10. During the reading, I constantly adjust my understanding of the content of the article according to the cultural background information appearing in the context, and verify my prediction.					
11. In order to better understand the cultural background of the article, I make a structural analysis of the article and pay attention to the cultural logic between paragraphs and sentences tie.					
12. When I encounter difficult words in reading, I guess the meaning of words according to the cultural context of word formation or context.					
13. After reading a paragraph, I quickly summarize and predict the following cross-cultural knowledge content of the article.					
14. I use the title to predict the cultural connotation, the logical structure and the organization of the paragraphs.					
15. In order to better understand the cultural background of the article, I make a structural analysis of the article and pay attention to the cultural logical relationship between paragraphs and sentences.					
16. In order to help understand the cultural knowledge structure of the article, I will pay attention to the words and sentence patterns that show the cause and effect relationship.					
17. When encountering cross-cultural sentence patterns that I do not understand, I understand them through grammatical structure analysis and part of speech recognition.					
18. When browsing cross-cultural texts, I can focus on core sentences and paragraphs and ignore unimportant details..					
19. In the process of reading, I use cultural and intellectual transition words to understand the main points of the article.					
20. I can focus on the core cultural words of the sentence and ignore the redundant information.					
21. I will pay attention to the teacher's explanation and analysis of the cultural knowledge content that I do not understand or think is important in class.					
22. According to the needs of reading tasks, I will collect and organize cross-cultural related information on the Internet.					
23. I pay attention to expanding the vocabulary of cultural knowledge to improve the reading efficiency.					
24. In viewing, listening, speaking, reading and writing, I can often apply the cross-cultural knowledge gained from English reading.					
25. I will flexibly adjust and apply cross-cultural strategies according to different reading tasks and be clearly aware of the use of strategies.					

3.2 Study results

Summarize the description of cross-cultural English teaching strategies. The detailed description statistics are shown in Table 2.

According to the analysis of Table 2, the total score of cross-cultural English teaching strategies for college students is 722.91 points, and the full score is 1065 points, which is relatively high, indicating that students are satisfied with the overall situation of college English teaching strategies. Specifically, the score of speed reading strategy was the highest, followed by the score of word meaning and attention concentration strategy, and the average score of self-monitoring and self-learning strategy was the lowest. From an overall perspective, instructional monitoring strategies score relatively low, while reading preparation strategies score high. This shows that students' metacognitive strategy level is not high. In addition, it can be seen from the analysis of Table 2 that the scores of attentional strategies are the highest, and the scores of reasoning,

prediction and structural analysis strategies are at the middle level, which can reflect that teachers pay more attention to controlling students' listening status in English teaching, but their handling of cultural knowledge and structural analysis is not satisfactory. This makes it difficult for students to accurately predict the cultural connotation of an article, the expansion of paragraphs, and the logical structure. In addition, in terms of college students' self-evaluation, self-monitoring and self-learning, although with the improvement of grade, students' abilities in all aspects have been improved, the overall level is not high, which also indicates that the level of college English teaching strategies needs to be improved to a certain extent. As shown in Figure 1.

Table 2: Statistics of students describing cross-cultural English teaching strategies

	N	least value	crest value	summation
Word meaning strategy	213	1.00	5.00	728.00
Quick Reading Strategy	213	1.00	5.00	736.67
Concentration strategy	213	1.00	5.00	724.67
Self-evaluation strategy	213	1.00	5.00	722.33
Self-monitoring strategy	213	1.00	5.00	715.50
Self-learning strategies	213	1.00	5.00	712.50
inferential strategy	213	1.00	5.00	723.33
Prediction strategy	213	1.00	5.00	721.00
Structural analysis strategy	213	1.00	5.00	722.17
Reading preparation strategy	213	1.00	5.00	732.33
Reading implementation strategy	213	1.00	5.00	722.79
Reading monitoring strategy	213	1.00	5.00	716.78
Overall strategy for cross-cultural reading	213	1.00	5.00	722.91
Number of valid cases	13			

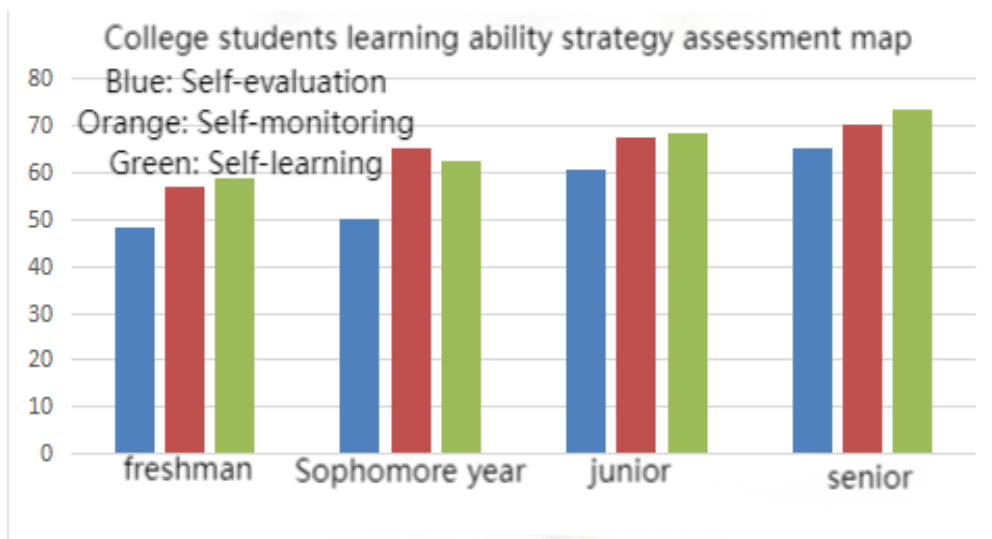


Figure 1: Strategy assessment diagram of college students' learning ability

To sum up, it shows that college English teaching still has certain deficiencies and problems in the cultivation of cross-cultural communication competence. It is necessary to take the new requirements of the new era as the guidance and actively explore a more scientific and efficient way to cultivate cross-cultural communication competence.

4. Strategies for cultivating intercultural communicative competence in college English teaching in the new era

Combined with the shortcomings and problems in the survey results, this paper explores the ways to cultivate intercultural communicative competence in college English teaching from three aspects: teaching preparation, teaching implementation and teaching monitoring.

4.1 Level of teaching preparation

The survey shows that the use of speed reading strategies and word meaning analysis strategies at the level of teaching preparation in college English teaching is satisfactory. However, under the influence of traditional exam-oriented education in middle and high schools, teachers tend to pay more attention to skill training in the use of strategies in teaching preparation, but there are shortcomings in the creation of classroom cultural background, which will bring certain adverse effects on the cultivation of intercultural communicative competence in the stage of teaching preparation. College English teaching needs to deal with a large number of students at the same time, and a large number of students will inevitably affect students' class participation. In the teaching process, although teachers subjectively hope to help students improve their cross-cultural communication ability through teaching, students are more eager to improve their own scores through learning, so as to successfully pass the final exam and English CET-4 and CET-6. Students study for the purpose of improving their own exam results, so they pay more attention to the study of vocabulary, grammar, sentence patterns, reading and writing skills and other important exam content in the learning process, and lack of initiative and enthusiasm in cross-cultural learning. In view of this situation, it is necessary for teachers to use effective means to motivate students in the teaching process, such as introducing cross-cultural communication classroom background before class. In the process of teaching preparation, teachers should combine the teaching content, extensively collect the relevant cross-cultural information, and pass it on to students in the classroom teaching process. If the teaching content involves cultural points, the teacher should explain the cultural points in detail, design relevant exploratory tasks, guide students to explore independently, enrich students' cultural knowledge, strengthen their cross-cultural awareness, and improve their intercultural communication ability.

Culture is the soul of language. In the process of college English teaching, in order to better cultivate students' intercultural communication ability, teachers should create more communicative situations. Learning in such situations can not only improve the efficiency and effect of English learning, but also contribute to the improvement of intercultural communication ability. To cultivate students' intercultural communication ability, we should not only introduce western culture to students, but also pay attention to the contrast between Chinese and Western culture, so as to help students deepen their understanding and cognition. Such as allowing students to express Chinese culture in English, this way can not only promote the combination of culture and language, but also help promote the spread of Chinese culture, but also exercise students' cross-cultural communication ability.

4.2 Teaching implementation level

In the teaching implementation stage, teachers should pay attention to guiding students to explore independently and let students explore the cultural connotation of teaching content independently. Taking English reading teaching as an example, teachers can guide students to sort out the structure of the article, analyze the cultural connotation of the article in depth, and allow students to interpret and understand the article in combination with their own experience and

cross-cultural knowledge they have learned and mastered. In English reading teaching, it is not only necessary to understand the article itself and the cultural content in the article, but also to guide students to strengthen the study of cultural background knowledge, which can not only broaden students' vision, but also promote the improvement of students' cross-cultural communication ability.

Language and culture are inseparable, so culture should be closely linked in the process of English teaching. With the help of multimedia, teachers can present audio or video related to different cultures to students to help students learn more about culture, and create corresponding situations to improve the culture of college English classes. In college English teaching, teachers should also help students establish and strengthen cultural awareness, and strengthen cultural rendering while imparting English knowledge. For example, when translating text and explaining vocabulary, relevant cultural background can be introduced according to specific teaching content. For example, when explaining grammar, teachers can consciously guide students to compare the differences in thinking mode and sentence structure between China and the west, so that students can realize the differences in cultural awareness between China and the west.

4.3 Level of teaching monitoring

The metacognitive consciousness of college students is not strong, and the metacognitive consciousness of junior students is lower than that of senior students. In view of this situation, teachers should carry out targeted teaching in the process of English teaching according to the actual situation of students. English teaching for freshmen and sophomores should pay more attention to the cultivation of students' self-learning habits and monitoring habits. Learning needs to take the initiative to connect the old and new knowledge and construct the meaning on this basis. Compared with primary school students and middle school students, college students have become more mature learners. They have formed a deeper understanding of mother tongue culture and English culture, and have their own emotional attitude and value judgment. During the learning process, students of CUHK will further familiarize and internalize the content taught by teachers according to their existing cultural knowledge. Through analysis and discussion, it forms new content and meaning construction, and finally produces more in-depth emotional attitude and value judgment. In teaching, teachers can use the Internet to share more cultural resource information with students, assign cross-cultural learning tasks to students, etc., drive students to explore independently in the form of tasks, and help students gradually develop the habit of independent learning.

Based on the analysis of Table 2, it can be found that the use of self-evaluation strategies and self-monitoring strategies in the process of college English teaching is not ideal, but self-evaluation and self-monitoring are crucial to cultivating students' cross-cultural communication ability. In the process of English learning, students have a strong purpose, more for the purpose of obtaining ideal results in the exam, and lack of enthusiasm for learning cultural knowledge, and learning motivation is seriously insufficient. In view of this situation, on the one hand, teachers need to strengthen guidance, on the other hand, it is necessary to help students improve their self-monitoring ability, and at the same time, it is necessary to strengthen the supervision of students. In teaching, emphasis is placed on strengthening students' self-monitoring awareness, so that students can gradually get rid of their dependence on teachers, and guide students to actively explore cross-cultural knowledge. Independent learning is far more effective than hard indoctrination. Taking English reading teaching as an example, English reading teaching should not only help students master relevant English knowledge and cultivate students' English reading ability, but also guide students to learn independently, let students prepare for reading independently before reading, conduct

self-monitoring in the reading process, and record the weak parts of their knowledge points so as to make up for the gaps in the follow-up. Students should improve their reading learning through self-supervision. After reading, we should take the initiative to test our learning effect, judge our knowledge mastery level, and make objective and scientific self-evaluation on this basis. Through this way of self-preview, self-monitoring and self-evaluation, we can improve the learning effect and gradually improve our cross-cultural communication ability.

5. Conclusion

The cultivation of intercultural communication competence is one of the important goals of college English teaching, and it is also an effective measure to promote the all-round development of students. The new era also puts forward new requirements on the ability and quality of college students, and corresponding college English teaching should be optimized and adjusted, and actively explore ways to cultivate cross-cultural communication ability, so as to help students improve the core quality of English subjects and strengthen cross-cultural communication ability.

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