A study on the cultivation strategies of non-English majors' cross-cultural oral competence

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Abstract: In addition to the theoretical framework and training strategies mentioned above, this study underscores the significance of fostering a nurturing and inclusive learning atmosphere for non-English major students. It advocates for the incorporation of diverse interactive and communicative exercises in the classroom, aiming to bolster students' self-assurance and drive in employing English for cross-cultural exchanges. Moreover, the integration of authentic scenarios and cultural backgrounds into language learning resources is proposed, enabling students to gain a deeper comprehension of and navigate through cross-cultural encounters. Furthermore, it is essential to recognize that language learning extends beyond textbooks and classrooms. To this end, the study advocates for a holistic approach that encourages students to immerse themselves in the language and culture. This can be achieved through extracurricular activities, cultural exchanges, and language immersion programs, among others. By embracing these strategies and fostering a vibrant and captivating learning environment, non-English major students can cultivate their intercultural communicative abilities with greater proficiency and confidence. Ultimately, this study strives to contribute to the realm of language education and offer practical insights for educators and learners alike, guiding them in their quest to enhance their cross-cultural communication proficiency.

1. Introduction

In today's globalized world, cross-cultural communication has become an indispensable competence. For non-English majors, how to communicate effectively in a non-native language environment has become an urgent problem to be solved. Therefore, the research on the cultivation strategies of non-English major students' intercultural communicative oral competence is not only helpful to enhance students' international competitiveness, but also of great significance to promote multicultural communication and understanding. The purpose of this study is to explore effective training strategies to help non-English majors improve their oral ability in cross-cultural communication, and to provide strong support for them to better express themselves and exchange ideas on the international stage.

2. The analysis of the current situation of non-English major students' oral intercultural communication ability

2.1. Definition and connotation of oral competence in cross-cultural communication

Any text or material outside the aforementioned margins will not be printed. Oral intercultural communication ability refers to the ability of non-English majors to express themselves, understand others, establish effective communication and deal with cultural differences in an intercultural communication environment. This ability not only requires students to master basic language knowledge, such as vocabulary, grammar and sentence patterns, but also requires them to have the ability to use the language to carry out practical communication in different cultural backgrounds. In the definition, "cross-cultural" emphasizes that communication occurs between different cultural backgrounds, which requires students to identify and respect cultural differences in communication and avoid communication barriers or misunderstandings caused by different cultural backgrounds. At the same time, the word "communication" highlights that this ability is embodied and exercised in actual communication, and students need to use language in the real context to achieve the effective transmission of information and the construction of meaning. The connotation of oral competence in cross-cultural communication is very rich, which covers many aspects such as language competence, pragmatic competence, strategic competence and sociocultural competence. Language ability is the foundation, including pronunciation, vocabulary, grammar and other language elements of the correct grasp and use; Pragmatic competence refers to the ability to choose appropriate language forms and expressions in different contexts. Strategic ability involves the flexible use of various strategies in the communication process, such as cooperation, compromise, avoidance, etc., to ensure smooth communication; Social and cultural competence requires students to have a deep understanding of different cultures, understand and accept cultural differences, and avoid cultural conflicts. The cultivation of oral competence in cross-cultural communication is a comprehensive process, which requires students to constantly improve their language level, enhance pragmatic awareness, master communication strategies, and broaden their cultural horizon. Only in this way can they be more confident and calm in cross-cultural communication.

2.2. Current situation and problems of non-English major students' oral intercultural communication competence

This section must be in one column. Non-english majors generally face some challenges and limitations in their oral competence in cross-cultural communication. First of all, they are relatively weak in language foundation, their vocabulary and grammar structure are not as good as English majors. As a result, it is difficult for them to express their views accurately and smoothly in cross-cultural communication, and they are prone to errors or ambiguities in language expression. Non-english majors also have deficiencies in cross-cultural cognition. Due to the lack of systematic cross-cultural training and practical experience, they have limited understanding of social customs, values and norms of behavior in different cultural backgrounds. This makes it difficult for them to adapt to each other's cultural habits when communicating with people from different cultural backgrounds, and it is easy to have cultural conflicts and misunderstandings. In addition, the lack of confidence of non-English majors in oral practice is also a significant problem. Fearing that their language level is not enough to cope with cross-cultural communication, they often dare not actively participate in oral practice for fear of making mistakes or being laughed at. This lack of confidence limits the development and improvement of their oral ability[1]. Non-english major students have some problems in their oral competence in cross-cultural communication, such as

weak language foundation, lack of cross-cultural cognition and lack of confidence in oral practice. In order to improve their oral ability in cross-cultural communication, it is necessary to strengthen basic language training, increase cross-cultural cognitive education, and encourage them to actively participate in oral practice to cultivate self-confidence and expression ability.

2.3. Factors affecting non-English major students' oral intercultural communication ability

There are many factors that affect non-English major students' intercultural communicative oral ability, which involve linguistic, cultural, psychological and social aspects. At the language level, non-English majors often face the problem of insufficient vocabulary and weak grasp of grammatical structure, which directly affects the accuracy and fluency of their expression in cross-cultural communication. In addition, the inaccuracy of English pronunciation and intonation can also affect the effective transmission of information and may even lead to misunderstandings. At the cultural level, cultural difference is an important factor that leads to the limitation of non-English major students' oral ability in cross-cultural communication. Due to the lack of in-depth understanding of the target culture, students may be unconsciously influenced by their own culture in communication, and adopt inappropriate communication strategies, resulting in cultural conflicts or misunderstandings. At the psychological level, when non-English majors communicate with people from different cultural backgrounds, they may have negative emotions such as anxiety and lack of confidence, which will hinder their active participation in cross-cultural communication and affect their oral expression. At the social level, the lack of language environment is also an important factor restricting non-English major students' oral intercultural communication ability. In daily life, students lack the opportunity to communicate directly with foreigners and can not improve their oral English in practice. In addition, the uneven distribution of educational resources also leads to the inability of students in some areas and schools to obtain high-quality English teaching and cross-cultural communication training. The oral competence of non-English majors in intercultural communication is influenced by linguistic, cultural, psychological and social aspects. In order to improve students' oral ability in cross-cultural communication, educators need to pay attention to these factors and formulate targeted teaching strategies to help students overcome obstacles and improve their oral expression level.

3. The theoretical basis of intercultural communicative oral competence training for non-English majors

3.1. Cross-cultural communication theory

Cross-cultural communication theory is a subject that discusses how individuals with different cultural backgrounds overcome cultural differences, transmit information effectively and reach understanding in the process of communication. It originates from the intersection of linguistics and anthropology and focuses on communicative behavior in different cultural contexts and the psychological, social and cultural factors behind it. The theory of intercultural communication plays an important role in the cultivation of non-English major students' oral competence in intercultural communication. Cross-cultural communication theory emphasizes that in oral communication, language is only a part of communication tools, and non-verbal behaviors, social norms, values, and ways of thinking all directly affect the effect of communication. For non-English majors, due to the lack of systematic language learning and cross-cultural experience, it is often difficult for them to use proper strategies in cross-cultural communication. Therefore, intercultural communication theory advocates the integration of cultural teaching into oral English teaching. Through case analysis, role playing, simulated dialogue and other means, students can understand the

communication rules and habits in different cultural backgrounds, and cultivate their cross-cultural sensitivity and adaptability. At the same time, cross-cultural communication theory also pays attention to the dynamic interaction process in communication, and believes that both sides of communication are constantly adjusting their language and behavior to suit each other. This point of view is particularly important for the cultivation of oral English ability of non-English majors. In oral English teaching, teachers should guide students to learn to listen to, understand and respect each other's viewpoints and cultural differences, and encourage them to flexibly use various communication strategies in practical communication so as to achieve effective cross-cultural communication [2]. The theory of intercultural communication provides the theoretical basis and direction for the cultivation of oral intercultural communication competence of non-English majors. Through in-depth understanding and application of this theory, we can help students better adapt to the needs of the globalization era and become compound talents with cross-cultural communication ability.

3.2. Oral ability development theory

The theory of oral competence development plays a central role in exploring the theoretical basis for the cultivation of oral competence in intercultural communication for non-English majors. According to this theory, oral ability does not exist in isolation, but is closely related to cognitive, emotional, social and cultural aspects. In the context of intercultural communication, the development of oral ability requires students to master language knowledge and skills, as well as intercultural awareness, intercultural understanding and effective intercultural communication strategies. For non-English majors, the development of oral English ability is not only a part of language learning, but also a comprehensive process. In this process, students need to exercise their oral expression ability through a lot of language practice, and at the same time, they need to deepen their understanding and respect for communicative behaviors, language habits and values in different cultural backgrounds. Such understanding and respect can not only help students use the language more accurately, but also enhance their confidence and comfort in cross-cultural communication. In addition, the theory of oral competence development also emphasizes the importance of context. In different contexts, language is used differently, which requires students to have flexible language application ability and cross-cultural adaptability. Therefore, when cultivating non-English major students' intercultural oral communication ability, we should pay attention to providing diversified contexts so that students can learn and grow in practice. The theory of oral competence development provides a powerful theoretical support for the cultivation of oral competence in cross-cultural communication of non-English majors. In practical teaching, we should make full use of this theory, combined with students' cognitive, emotional and social and cultural background, and design effective teaching strategies and activities to promote the all-round development of students' oral ability.

3.3. Educational teaching theory

The educational teaching theory provides a solid theoretical support for the cultivation of non-English major students' intercultural communicative oral competence. According to constructivism theory, learning is a process in which students actively construct knowledge rather than passively receive it. Under this framework, to cultivate students' intercultural communication ability, it is necessary to guide them to actively participate in intercultural communication activities, and construct and enrich their oral English ability through interaction and communication in practice. At the same time, cognitive flexibility theory emphasizes the ability of learners to flexibly apply knowledge in different situations. For non-English majors, this means that they need to be able to

flexibly adjust their oral expressions and strategies in different intercultural communication scenarios to adapt to different cultural backgrounds and communication needs. In addition, communicative teaching also emphasizes the cultivation of students' practical communicative competence in language teaching [3]. Under the guidance of this theory, educators should pay attention to the actual needs of non-English major students in cross-cultural communication, design realistic and meaningful communicative tasks, and enable them to improve their oral expression ability and cross-cultural awareness in the process of completing the tasks. At the same time, the theory of multicultural education advocates the respect and tolerance of multiculturalism in education and teaching, and cultivates students' cross-cultural sensitivity and respect for differences. This is especially important for non-English majors, because in cross-cultural communication, respecting and understanding the words and deeds of people with different cultural backgrounds is the key to establishing effective communication.

4. The strategies and methods of intercultural communicative oral competence training for non-English majors

In today's increasingly globalized world, intercultural communication competence has become one of the essential core qualities for non-English major students. In order to develop this ability effectively, especially in oral expression, we need to adopt a series of strategic and innovative teaching methods. The following will elaborate these strategies and methods, in order to provide useful reference for the cultivation of non-English major students' intercultural communicative oral competence.

4.1. Overall design and demand analysis of teaching strategies

(1) First of all, the design of teaching strategies should be based on a comprehensive and in-depth analysis of students' needs. This includes a careful examination of the student's language level, cultural background, learning motivation and future career development direction. Through demand analysis, teachers can identify students' specific problems and challenges in intercultural oral communication, and then formulate targeted and effective teaching programs. In the overall design of teaching strategy, we should pay attention to the combination of systematicness and flexibility. Systematic means that the teaching strategy should cover the whole process from the imparting of basic knowledge to the cultivation of advanced skills to ensure that students can get a comprehensive and balanced development at all stages of learning. Flexibility requires that teaching strategies can be adjusted according to students' learning progress and feedback in time to meet the individual needs of different students.

(2) Close combination of culture teaching and language teaching

The close combination of culture teaching and language teaching is of great importance in the cultivation of non-English major students' intercultural communicative oral competence. Language is the carrier of culture, and culture profoundly affects the use and understanding of language. Therefore, in the teaching process, we should pay attention to introducing relevant cultural knowledge to help students understand the values, ways of thinking, communication habits and so on under different cultural backgrounds. Through comparative analysis of the differences between Chinese and foreign cultures, students can more clearly understand the misunderstandings and conflicts they may encounter in cross-cultural communication, and learn how to use appropriate language and behavior to resolve these misunderstandings and conflicts. In addition, teachers can also use multimedia teaching resources, such as movies, music, pictures, etc., to create a more intuitive and vivid cultural learning environment for students to stimulate their learning interest and motivation.

4.2. Emphasize students' subjectivity and participation

In the process of cultivating the oral competence of intercultural communication, students' subjectivity and participation should be fully emphasized and respected. This is not only the basic requirement of modern education concept, but also an effective way to improve teaching effect and cultivate students' comprehensive ability. In the traditional teaching mode, teachers often occupy the dominant position, while students are in a passive state of acceptance. In this mode, students' enthusiasm and creativity are inhibited, which is not conducive to cultivating their independent learning ability and innovative spirit. In intercultural oral communication teaching, students' active participation and active practice are crucial. Only through personal practice can students truly master the skills and strategies of cross-cultural communication and improve their oral expression ability. Therefore, teachers should actively adopt cooperative learning, role playing and other teaching methods to encourage students to take the initiative to participate in classroom activities. For example, a group discussion can be organized for students to discuss a certain intercultural communication topic and explore ways to solve problems together. Through group cooperation, students can learn from each other, inspire each other, and jointly improve their oral expression skills. In addition, role playing is also a very effective teaching method. Teachers can set specific intercultural communication scenes and let students play different roles to conduct simulated dialogues. In this way, students can more intuitively feel the communication challenges in different cultural backgrounds, and learn how to use appropriate language and behavior to cope with various communication situations. Emphasizing students' subjectivity and participation not only helps to enhance students' learning interest and motivation, but also cultivates their teamwork spirit and cross-cultural communication ability. In a participatory learning environment, students can express their views and ideas more confidently, and dare to try new ways of communication, so as to continuously improve their intercultural oral communication skills.

5. Regular evaluation and feedback mechanism

In order to ensure the effectiveness of teaching strategies, it is essential to establish a regular evaluation and feedback mechanism. Evaluation and feedback are important links in the teaching process. They can help teachers to understand the learning situation of students in time, find the problems and shortcomings in teaching, and thus provide a powerful basis for the adjustment of teaching strategies. In the teaching of intercultural oral communication, the evaluation methods can be diversified, including classroom observation, student self-evaluation, mutual evaluation and teacher evaluation. Classroom observation is the most direct way for teachers to understand students' learning. By observing students' performance in class, teachers can judge whether their oral expression ability, cultural understanding ability and cross-cultural communication ability have been improved. Student self-assessment and mutual assessment can enable students to examine their own learning results from their own perspective and the perspective of others, find their own strengths and weaknesses, and formulate more clear learning goals. Feedback on the evaluation results is also very important. Teachers should timely feedback the assessment results to students, so that they know their learning progress and problems. The content of the feedback should be specific and clear, not only to affirm the student's progress and achievements, but also to point out their weaknesses in oral expression, cultural understanding, etc., and provide corresponding suggestions for improvement. This can not only help students better understand their own shortcomings, but also stimulate their learning motivation and self-confidence. At the same time, teachers should timely adjust teaching strategies according to the evaluation results, and carry out targeted teaching for the weak points of students to help them overcome difficulties and improve their abilities.

Regular evaluation and feedback mechanisms also facilitate effective communication between teachers and students. Through regular communication and feedback, teachers can gain a deeper understanding of students' learning needs and expectations, and students can express their learning puzzles and suggestions more clearly. This kind of benign interaction is helpful to create a positive and harmonious learning atmosphere and promote the smooth progress of oral English teaching in cross-cultural communication. To sum up, the cultivation of non-English major students' intercultural communicative oral ability needs a set of systematic and flexible teaching strategies as support. Through the implementation of strategies and methods such as needs analysis, close combination of cultural teaching and language teaching, emphasis on students' subjectivity and participation, and regular assessment and feedback, we can effectively improve students' cross-cultural oral communication ability. This is not only conducive to their interpersonal communication and career development in the context of globalization, but also an important way to train them to become outstanding talents with international vision and cross-cultural literacy.

6. Summary

This paper discusses the strategies and methods of cultivating the oral competence of non-English majors in intercultural communication. By analyzing the existing problems and influencing factors of non-English major students' oral intercultural communication ability, this paper puts forward some relevant training strategies, including cross-cultural awareness training, oral skills improvement and communication strategy training. On the implementation level, this paper puts forward a variety of teaching methods, such as classroom teaching, extracurricular practice and network resource utilization, and emphasizes the importance of evaluation and feedback mechanism. The research results provide theoretical support and practical guidance for the improvement of non-English major students' intercultural oral communication competence, and also provide suggestions and prospects for future research and practice.

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