

Analysis on the Influence of English Teaching Methods in Higher Vocational Colleges on the Cultivation of Intercultural Communicative Competence

Cong Wu

Sichuan Vocational College of Information Technology, Sichuan 628017, China

tracey_wu@163.com

Abstract. In order to explore the effective countermeasures to improve students' intercultural communicative competence in English teaching in higher vocational colleges, the current situation of English teaching in higher vocational colleges is revealed by analysing the problems existing in English teaching methods in higher vocational colleges. In addition, an in-depth analysis of intercultural communicative competence from three aspects of foreign cultural knowledge, intercultural language knowledge and communicative knowledge is carried out, and the ways and methods are put forward to realize intercultural communicative competence in English teaching in higher vocational colleges to train students' excellent intercultural communication ability, which is helpful for English teachers in higher vocational colleges to improve teaching methods, improve teaching level and optimize training effect.

Keywords: vocational English; intercultural communication; teaching methods; Chinese and western differences.

1. Introduction

With the advent of the new century, the rapid development of information technology and the increasingly frequent cooperation and exchanges between countries, more international talents are required. As the universal language of the world, English is increasingly used in a wide range and plays a very important role in cross-border communication [1]. More and more people attach importance to the practicability of English, hoping to use language as a link to improve their intercultural communication skills. One of the criteria to measure international talents is whether they have cross-cultural communication skills.

In today's higher vocational education, the cultivation of students' intercultural communication ability is far from enough, and many teachers still teach English in the traditional way [2]. As a result, there is a serious polarization between those who like learning English and those who are not interested in learning English. In addition, students with traditional teaching methods can't have smooth cross-cultural communication with foreign friends in the actual communication environment. The cultivation of intercultural communicative competence not only lies in the pure knowledge of grammar, vocabulary and other aspects but also includes the cultural connotation of sentences, the rules of language use and even the differences between cultures [3,4]. For example, cultural differences between countries will bring obstacles and even conflicts to people's communication, while behind the surface contradictions and conflicts, the real differences are the differences in culture and thinking forms.

To sum up, in order to solve the problem of how to cultivate intercultural communicative competence, corresponding solving strategies based on analysing the content of intercultural communicative competence are put forward and combined with the existing problems in current vocational English teaching methods.

2. Methods

2.1 Problems in English Teaching Methods in Higher Vocational Colleges

Teaching activities are superficial. Figure 1 is the self-evaluation diagram of teaching effectiveness. As shown in Figure 1, about one-third of the teachers think that despite the adoption

of a variety of teaching activities, the teaching effect is not obvious. First of all, many teachers do not spend a certain amount of time analysing their teaching objects in the process of designing teaching activities. Because teachers failed to grasp the personality of most students and didn't know their English level. As a result, teaching activities are either too complicated or too simple to attract students' attention. Sometimes the classroom atmosphere seems very active, but in fact, students do not really grasp the classroom content [5]. The teacher's teaching goal is not clear for the teaching task. As a result, although teaching activities are carried out smoothly, students can only participate in activities without any purpose, without substantial gains.

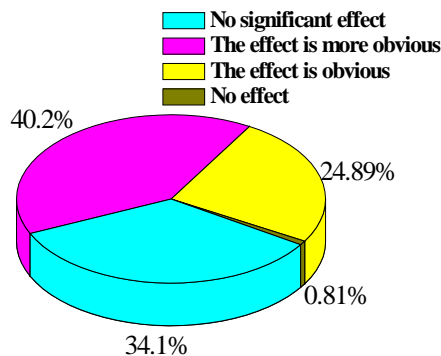


Figure 1. Self-evaluation diagram of teaching effectiveness

There's something wrong with the way the class talks. The cultivation of English communicative ability is inseparable from conversation and dialogue. Therefore, English teachers in higher vocational colleges design the module of teacher-student dialogue in class to exercise students' oral expression ability. There are also various forms of dialogue between teachers and students, including question and answer, discussion, interactive evaluation and so on. But there are three problems with this approach. First, most of the questions raised by teachers are closed questions. Students only need to answer "Yes" or "No". Second, some teachers also ask open-ended questions, but students can either find the answers in the textbook or the students can't answer then the teacher answers the question themselves, which ignores the process of students thinking and expression. Third, in the discussion session, after the students have expressed their opinions, the teachers often only give some simple praise such as "Good job" and "Well done", without specific comments or a summary of the whole discussion process.

The teaching content only focuses on the textbook and is not closely related to real life. The teaching of vocational English mostly belongs to the category of public courses. Many teachers will transfer knowledge from books to students intact, while more teachers only occasionally transfer extracurricular knowledge to students, as shown in Figure 2. Based on this situation, it is difficult for students to communicate and work in English in future cross-cultural jobs.

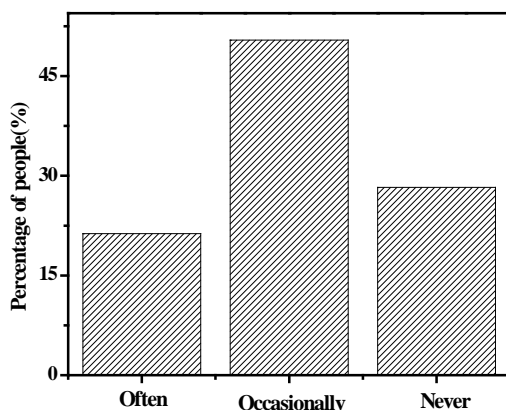


Figure 2. The proportion of teachers expanding extracurricular knowledge in English teaching in higher vocational colleges

The use of English teaching strategies in class is not effective. First, the teaching method of English vocabulary is only through repeated reading, without considering whether students have remembered its meaning or know how to use these words. Second, the teaching of English grammar is only explained by the teacher's concept, classification, and usage, which can't stimulate students to learn English with fun. Third, the teaching of English texts adopts the old-fashioned teaching method, which tries to make students understand the secrets of English by translating and explaining word by word and sentence by sentence. But students often spend a lot of time taking notes and stop thinking on their own. Fourth, most of the teaching strategies of English listening and speaking only use listening to the audio and reading the text. Maybe this teaching method can make students cope with the listening test easily, but it can't really improve students' oral communication ability, and can't communicate with foreign friends across cultures smoothly.

2.2 A Deep Analysis of the Influence of English Teaching Methods on Intercultural Communicative Competence in Higher Vocational Colleges

Higher vocational English teaching and intercultural knowledge imparting. If students want to have excellent intercultural communication skills, they must have enough intercultural knowledge. The English class is an effective way to acquire cross-cultural knowledge. The richer the knowledge the teacher teaches, the more the students will gain. Cross-cultural knowledge can be divided into three aspects: foreign cultural knowledge, cross-cultural language knowledge and communicative knowledge [6], as shown in Table 1. First, foreign cultural knowledge is the premise of learning all cross-cultural knowledge, which mainly consists of foreign geography, history, customs, and thinking habits. Therefore, English teaching in higher vocational colleges should involve all aspects of foreign knowledge to help students understand foreign cultural knowledge from multiple perspectives. Second, cross-language and cultural professors can help students master the cultural connotation of language expression, avoiding ambiguity and making jokes in the communication process. In English teaching, teachers in higher vocational colleges should explain the basic communication knowledge such as the pronunciation of words, the cultural connotation of sentences and the rules of language use. Third, intercultural communication inevitably requires communicative knowledge. Different cultural backgrounds produce different cultural differences, which inevitably leads to communication barriers. At this point, communicative knowledge can be used to solve this problem, so as to help us communicate with foreigners smoothly.

Table 1. Three aspects of intercultural knowledge teaching

Classification	Main content	Function
Foreign cultural knowledge	Foreign geographical knowledge, historical knowledge, customs, and customs, as well as foreign ways of thinking and values.	The cornerstone of cross-cultural knowledge
Knowledge of cross-cultural languages	Some basic communication needs to use language knowledge, such as the pronunciation of words, the cultural connotation of sentences and the rules of language use.	The premise of cross-cultural communication
Knowledge of communication	Foreign social etiquette	A prerequisite for intercultural communication

Higher vocational English teaching and the cultivation of intercultural communication attitude. When students are engaged in cross-cultural communication, their communication difficulties are not only due to their poor language knowledge but also due to their personal communication attitudes. Communicative attitude mainly refers to the attitude towards each other's countries and other cultures during the communication with foreigners, which is mainly reflected in the tolerance, respect and understanding of different cultures. Cultivating students' intercultural communication

attitude plays a very important role in understanding each other's will accurately, quickly and reasonably in the process of intercultural communication and making corresponding responses.

Higher vocational English teaching and the cultivation of intercultural communication skills. As a tool of cross-cultural communication, language has the biggest effect of helping different people communicate smoothly, and successful cross-cultural communication can only be completed smoothly with the assistance of communicative skills. Intercultural communication skills mainly include verbal communication skills, nonverbal communication skills, and communication strategies. Among them, verbal communication skills, as people's preferred communication skills, include both verbal communication and written language communication, which requires that teachers in the development of language communication skills should start from these two aspects to exercise students' language ability, for example, writing emails to foreigners or selecting common topics for cross-cultural communication. Nonverbal communication plays a very important role in communication, and nonverbal communication skills vary from country to country. For example, in China, the two sides "shake hands" to show welcome, but in other countries "shake hands" does not represent mutual friendship.

3. Results and Discussion

3.1 Improvement of Teachers' Own Ability and Quality

In the process of cultivating students' intercultural communication ability, teachers are the main implementers. If teachers themselves don't have a professional knowledge system of intercultural communication, can't make clear the teaching tasks and objectives, lack of professional teaching methods and teaching ideas, then it is difficult to train students with excellent intercultural communication skills. Therefore, the education department should take various measures to enrich the professional quality of gardeners in various ways; then, schools, teachers and students should pay more attention to the cultivation of intercultural communication ability. Schools should give teachers corresponding theoretical guidance in English teaching planning and encourage and support teachers to implement teaching methods conducive to the cultivation of intercultural communicative competence.

3.2 Exploring of Scientific Teaching Methods

While teaching students English knowledge, English teachers in higher vocational colleges should also pay attention to the cultivation of students' intercultural communicative competence. An excellent education is inseparable from scientific teaching methods. Therefore, teachers should not only impart knowledge but also adopt methods conducive to students' absorption and mastery, so as to make classroom learning more efficient. When cultivating students' intercultural communication skills, teachers can refer to the following methods, as shown in Table 2.

3.3 Optimization of the Current Student Evaluation System

At present, in the stage of higher vocational education, the majority of students whose main purpose is to learn English is to pass examinations, as shown in Figure 3. If the purpose of students is to test, as teachers, their teaching will be dominated by the test. Therefore, the scientific student academic evaluation system plays an important guiding role in the teaching of cross-cultural training. It is suggested that the content related to intercultural communication competence should be added in the examination, which can well cultivate intercultural communication competence and at the same time increase the number of application-oriented talents. In addition, the administrative department of education can evaluate students in a more comprehensive way according to the actual situation of education, establish an evaluation system of students' intercultural communication ability, and break the practice of measuring students only by test scores. At the same time, the evaluation of schools should also shift from the comparison of scores to the evaluation of comprehensive ability, gradually guide schools and teachers to pay attention to the cultivation of

intercultural communication ability and promote the development of students' academic evaluation system toward a more perfect direction.

Table 2. The teaching method of intercultural communication competence

Method	Teaching key points	Aim
Comparison of Chinese and western differences	In the process of teaching, teachers can compare the different cultures of China and the west and find out the similarities and differences between the two cultures	To help students better understand the customs and customs of western countries and the differences in thinking mode
Audio-visual teaching	Teachers can make full use of the multimedia platform in the classroom, for example, let students watch while speaking	To let students can intuitively feel the impact of foreign social culture
Reasonable choice of cross-cultural content	When teaching intercultural communicative competence, teachers should reasonably use the same cultural knowledge in the textbooks and integrate them together for an explanation	To impart content that is consistent with the student's level and ability
Creation of a cross-cultural communication platform	A variety of ways are used to create a scene or platform suitable for cultivating students' intercultural communication ability to enrich teaching activities such as role-play and group competition	The cultivation of intercultural communicative competence emphasizes the dynamics and interactivity of subjects in the process of communication

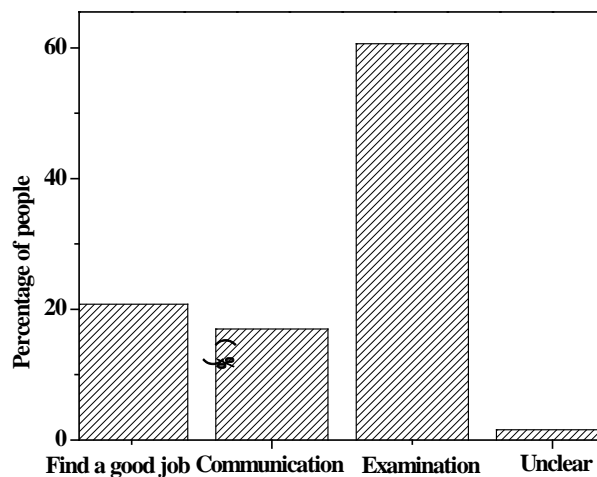


Figure 3. Higher vocational students' English learning motivation

4. Conclusion

With the development of globalization, vocational education is facing new development opportunities, and students with intercultural communication skills will become one of the main forces to promote the exchanges between China and foreign countries. Based on the problems existing in English teaching methods in higher vocational colleges and the different aspects of the cultivation of intercultural communication competence, it is believed that teachers should have a professional knowledge system of intercultural communication. On this basis, more scientific and effective teaching methods are actively explored, and it is suggested that schools should aim at improving application-oriented talents and establish an evaluation system for intercultural

communication competence, so as to further promote the cultivation and development of students' intercultural communication competence.

References

- [1]. Zhang F. Quality-improving strategies of college English teaching based on microlesson and flipped classroom. *English Language Teaching*, 2017, 10(5), pp. 243-249.
- [2]. Gu X. Assessment of intercultural communicative competence in FL education: A survey on EFL teachers' perception and practice in China. *Language and Intercultural Communication*, 2016, 16(2), pp. 254-273.
- [3]. Özüdogru M, Özüdogru F. The Effect of Situated Learning on Students Vocational English Learning. *Universal Journal of Educational Research*, 2017, 5(11), pp. 2037-2044.
- [4]. Agcam R, Babanoglu M P. An Investigation on EFL Teachers' Attitude toward Teaching Profession. *Higher Education Studies*, 2016, 6(3), pp. 21-31.
- [5]. Liu X. Motivation management of project-based learning for business English adult learners. *International Journal of higher education*, 2016, 5(3), pp. 137-145.
- [6]. Lin W, Shie J, Holmes P. Enhancing intercultural communicative competence through online foreign language exchange: Taiwanese students' experiences. *The Asian journal of applied linguistics*, 2017, 4(1), pp. 73-88.