

Research on Promoting Strategies of Intercultural Communicative Competence for College English Teacher

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Keywords: college English teacher; intercultural communicative competence; promoting strategies; composition model

Abstract: Cultivating students' intercultural communicative competence is the main goal of foreign language teaching. College English teachers must have strong intercultural communicative competence. Based on the theory of second language acquisition, intercultural communication and teacher professional development stage, according to the intercultural communication competence model is established, and put forward the college English teachers' intercultural communicative competence promotion strategy: the basis of language ability is to promote intercultural communication ability, the use of multimedia and network development experience in intercultural communication, set up with multicultural consciousness of teachers' professional development, improve the knowledge structure of college English teachers' intercultural communication, advocate the university teachers understand the cultural background of the two languages, increase the chance of college English teachers to go abroad to communicate.

1. Introduction

Intercultural communication refers to the communication between native speakers and non-native speakers, as well as any communication between people with different language and cultural backgrounds. Intercultural communication is a kind of communication behavior. In terms of the types of communication, it can be interpersonal communication or communication between individuals and groups. With the continuous development of economic globalization and information network, globalization has become an irreversible trend. People from different regions and cultural backgrounds are increasingly forming a position to live as world citizens, and intercultural communication ability has become a basic survival skill. One of the main objectives of foreign language teaching is to cultivate students' intercultural communicative competence. It is not only necessary in theory but also an extension of the practical principles of foreign language teaching to combine language research with intercultural research. Intercultural communication is closely related to foreign language teaching. Foreign language teaching not only imparts language knowledge, but also cultivates communicative competence and the ability to use foreign language for intercultural communication.

College English is a teaching system with foreign language teaching theories as the guidance, English language knowledge and applied skills, intercultural communication and learning strategies as the main contents, and a variety of teaching modes and means as a whole. English teaching is not only a leap between English and Chinese, but also a cultural fusion and exchange. Therefore, college English teachers should not only have a deep understanding of the intercultural communication theory, but also have a high level of intercultural communication ability, so as to effectively improve students' intercultural communication ability in English teaching. For a long time, due to educational authorities, schools and teachers' personal reasons, teachers' intercultural communication ability is not optimistic and cannot meet the requirements of English teachers in the era of quality-oriented education. Although language knowledge has reached a certain level, it is still far from the requirements of the ministry of education on cultural teaching, not to mention the need of intercultural communication practice. This paper studies the strategies for improving

college English teachers' intercultural communication competence, which will help their career development and reform of college English teaching.

2. Composition Model on Intercultural Communicative Competence

Intercultural communication is a new subject, and foreign scholars have made abundant research achievements in intercultural communication competence. Ruben proposed seven communicative dimensions and pointed out seven behavioral elements that enable individuals to effectively communicate in intercultural communication situations: respect, attitude in interaction, orientation toward knowledge, empathy, role behavior, management in interaction, and tolerance of ambiguity. In the European Union model, Michael Byram proposed that the components of intercultural communication competence are: intercultural communication attitude, knowledge, interpretation and presentation skills, discovery and interaction skills, and objective judgment of cultural awareness. Using the methods of social psychology, applied linguistics and sociology, YongYunKim combines the factors that affect intercultural communication competence to form a new intercultural communication competence model. Brian Spitzberg believes that intercultural communicative competence consists of knowledge, motivation and skill. Intercultural communication competence requires sufficient intercultural knowledge, positive motivation and effective communication skills. All three factors must be possessed at the same time. In intercultural communication in context, Judith Martin and Thomas Nakayama proposed a new intercultural communicative competence model, which includes four elements: knowledge factor, emotion factor, mental activity feature and situational feature. On the basis of absorbing these achievements, this study classifies intercultural communication competence into intercultural competence and communicative competence, as shown in Fig.1.

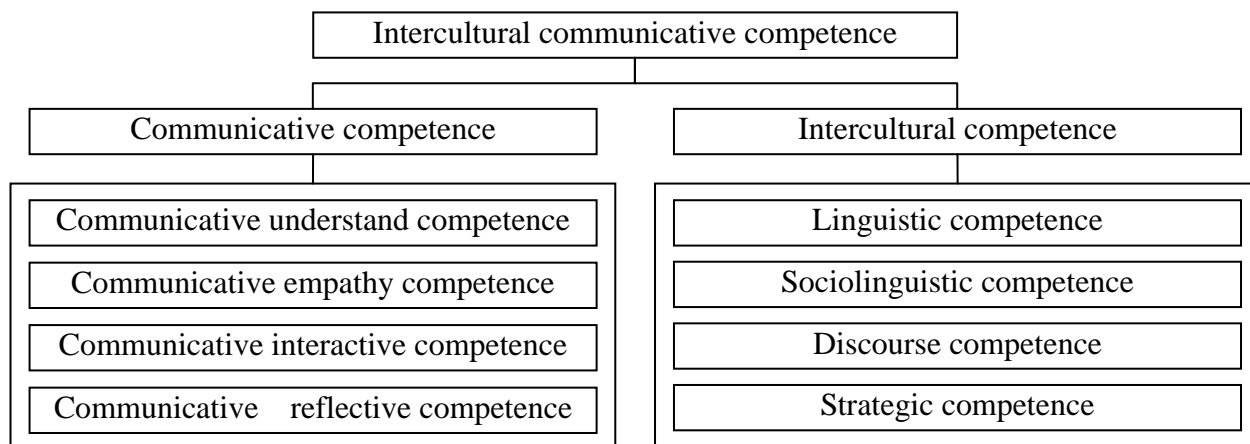


Fig. 1. Composition model on intercultural communicative competence

(1) Intercultural competence. Intercultural competence is a concept composed of consciousness, emotion and implementation approach. One is intercultural understanding. The primary condition of intercultural competence is also the premise and foundation, and the core element is intercultural knowledge. Second, the ability of intercultural empathy. Empathy is a kind of cognitive and emotional state, which needs to respect other national cultures, learn from each other and seek common ground while reserving differences while identifying with the national culture. Third, the ability of intercultural interaction. Here refers to the ability to communicate. Intercultural communication is not the interaction between cultures or groups, but the interaction between people. Fourth, the ability of intercultural reflection. Let the communicators face their inner experience squarely and try to externalize the influence of intercultural communication.

(2) Communicative competence. One is language ability. Includes the individual use language ability and the language analysis ability. Language ability is embodied in listening, speaking, reading and writing. Linguistic analysis is the ability to perceive as an analytical observation. Second, social language ability. The ability to understand the social context in which

communication takes place, including the relationship between the communicating parties, the information shared by the communicating parties, and the purpose of communication. Third, textual competence. In communication, it is appropriate to use context-coherent words instead of isolated sentences to emphasize fluency and coherence. Fourth, strategic ability. In the process of communication, the strain capacity, in order to enhance the effect of communication, to make up for the lack of communication ability caused by the interruption of communication, the use of strategies.

3. Theoretical Basis on Intercultural Communicative Competence for College English Teacher

The theoretical basis for the study of college English teachers' intercultural communicative competence includes three aspects: first, the second language acquisition theory. Language structure is built on the basis of understanding the content. People who master a language through "acquisition" can communicate with it easily and fluently. However, those who master a language through "acquirement" can only monitor the language by using the rules of that language. Second, the theory of intercultural communication. By integrating the characteristics of intercultural communication attitude, intercultural knowledge and intercultural behavior skills, a systematic intercultural communication theoretical model is established, which includes intercultural communication competence cognition, intercultural communication competence emotion and intercultural communication competence. Third, the stage theory of teacher professional development. Points the teacher professional development stage and the path to help teachers clear need to experience the steps in the process of professional development, help teachers according to the development stage to set up the own development both short-term and long-term goals, as well as to the school or teacher training institutions in light of the characteristics of teacher professional development to provide support to promote the development of professional terms.

4. Promoting Strategies on Intercultural Communicative Competence for College English Teacher

The improvement of college English teachers' intercultural communication ability is a complex and systematic project, which needs the joint efforts of many parties. Based on the model of intercultural communication competence, the following strategies are proposed to improve college English teachers' intercultural communication competence:

(1) Language competence is the basis for improving intercultural communication competence. Language competence refers to the ability to use language knowledge to carry out language activities such as listening, speaking, reading, writing and translating. The formation of language ability is the result of the internalization of grammar, pronunciation and vocabulary in the brain. In the process of transnational cultural communication, if the language ability is insufficient, the language is inaccurate, the expression is improper, the words are not adequate, the discourse structure is disordered, it will cause the difficulty of the discourse information transmission in the communication process, hinder the realization of effective communication, not only can't achieve the expected communication purpose, but also will cause misunderstanding, leading to the communication failure. Therefore, language competence is the basis for improving intercultural communication competence. The most important way for college English teachers to improve their intercultural communication competence is to improve their language competence. The important way is cooperation and exchange, that is, sharing experience and growing together with colleagues. The effective way is professional guidance, including professional theory guidance, backbone teachers guidance and advanced experience guidance.

(2) Use multimedia and network to expand intercultural communication experience. Based on the network environment, English learning breaks the traditional time and space restrictions and realizes the openness, interaction, sharing, cooperation and autonomy of English learning. Network learning mode is not only man-machine communication, but also the communication between

people beyond time and space. The use of multimedia to broaden the scope of English language and cultural knowledge is helpful to understand the customs and etiquette of foreign countries and the specific rules of language use in the cultural background. The verbal and non-verbal communication means, rules and modes of communication displayed by characters in films and television can help to improve the sensitivity to cultural differences and cultivate intercultural awareness on the basis of a full understanding of the background of intercultural differences. Development of network technology provides a more learning resources, teachers can more easily access to learning materials, using the case of intercultural communication on the network, and communicate in real time at different countries and regions, combining with the relevant suggestions and promote intercultural communication ability of the strategy, make full use of network development experience in intercultural communication.

(3) Establish the teacher professional development concept conforming to the multicultural consciousness. Multicultural awareness is the ability to recognize and distinguish cultural differences, the attitude of people to appreciate different cultures, and the ability to understand and tolerate different cultures. Teachers' multicultural awareness includes multicultural cognition, multicultural education and teaching skills, and multicultural awareness. They must have general subject knowledge, students' knowledge and solid educational professional quality. Only teachers with multicultural consciousness can develop the education that adapts to multicultural society. College English teachers should take the initiative to contact with foreign cultures, have a richer understanding and understanding of the social culture of English-speaking countries, systematically grasp multiculturalism, and permeate the teaching practice. They should always keep alert to multiculturalism, examine their attitude towards multiculturalism, and reflect on their role in multicultural education. In today's era of cultural diversity, teachers should strive to develop into a multicultural understanding and initiator, be a multicultural education environment creator and action researcher.

(4) Improve the knowledge structure of intercultural communication among college English teachers. Knowledge means that communicators should understand the communicative object, context and requirements of appropriate behavior in the target culture. Knowledge is the basis for communicators to correctly interpret verbal and non-verbal information and to choose appropriate communicative behaviors. Lack of intercultural communication knowledge, the communicator will be unable to determine whether the communication behavior is appropriate in the target culture. The successful realization of intercultural communication behavior is inseparable from the perfect interpretation of knowledge from three aspects: language, culture and communication. Only when language knowledge is combined with the culture behind the language can the essence and connotation of the language be grasped. Cultural knowledge includes both the culture of the target language and the culture of the native nation, and the knowledge of communication includes psychology and communication skills. Only by continuously expanding these three kinds of knowledge and combining them organically can the intercultural communication ability of college English teachers be improved and the intercultural teaching effect be guaranteed.

(5) Encourage university teachers to have an in-depth understanding of the cultural background of the two languages. Cultural background is the material culture and spiritual cultural environment that influences the physical and mental development and personality formation of people. The cultures created, accumulated and developed by people in different historical periods, ethnic groups and regions are very different from each other. With the development of human culture, different types appear, forming different cultural backgrounds. The formation and development of each language has a certain cultural background, if you do not understand the cultural background of the language, it is impossible to correctly understand and use the language. There are great differences between Chinese and western people in culture, including religious belief, historical culture, customs and habits, time concept, daily conversation, way of thinking, value orientation and national cultural concept, etc., leading to numerous barriers in communication between Chinese and western people. College English teaching is interspersed with cultural background to guide students to understand western cultural thoughts and Chinese excellent traditional culture, and to feel the

western cultural background is different from the local customs.

(6) Increase opportunities for college English teachers to go abroad. Research shows that the experience of going abroad has a positive impact on the professional ability and career development of English teachers, which is mainly manifested in improving language ability, enhancing intercultural awareness, renewing educational concepts, expanding cultural horizon and promoting personal development. At present, most of the teachers have no overseas living and living experience. Among the teachers who have lived abroad, most of the time is short and they are accompanied by Chinese friends from the same profession. They have established a small "China town" in the foreign culture. Many teachers go abroad to exchange is travel, seminar or training, cultural experience is marginalized. In addition to increasing the opportunities and extending the time for teachers to communicate abroad, teachers should be encouraged to break through the restrictions of local culture, comprehend the deep-rooted cultural differences, and improve their intercultural communication ability through effective feelings and reflections.

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