

Cultivation of Students' Intercultural Communication Competence from the Perspective of Cultural Export

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Abstract: English course has a dual nature of instrumentality and humanism. With the increasing frequency of foreign exchanges, in the process of developing students' English pragmatic competence, more attention should be paid to the culture and thought carried by the language itself. College English teaching should focus on cultivating students' understanding of Chinese culture and lay a solid foundation for improving their intercultural communication literacy and communication competence.

Keywords: Cultural export; Mother tongue culture; Intercultural communication

1. Introduction

College English teaching is an integral part of higher education. Its goal is to cultivate students' comprehensive English application ability, enhance students' autonomous learning ability, and let students understand the social and cultural knowledge of English-speaking countries, so as to meet the needs of China's social development and international exchanges. The linguist Kramersch clearly pointed out that language teaching is culture teaching, and culture has penetrated into the whole language learning process from the first day of learners' learning a foreign language [1]. It can be seen that English course is not only a language course, but also a culture course. In addition to cultivating students' language skills, improving comprehensive cultural literacy and intercultural communication competence is also an important part of college English teaching.

2. Current Situation of Culture Input in College English Teaching

Based on the current-used English textbooks selected by various colleges and the actual College English teaching situation, it can be seen that the cultivation of intercultural communication competence is not positive.

2.1 Focusing on language knowledge and language skills in teaching

Due to the influence of classical theories of linguistics, College English teaching in China has attached attention to the teaching of language system for a long time, focusing on the teaching of basic language knowledge and the training of basic language skills [2]. Teachers spend a lot of time explaining the content of the article and analyzing the structure of the text, explaining English grammar and words to students, thus ignoring the cultivation of language use. Meanwhile, little attention has been paid to the cultivation of intercultural communication awareness in the process of College English teaching, resulting in the students' lack of intercultural communication competence.

2.2 Lacking of mother tongue cultural knowledge input in textbooks

At present, the commonly used English textbooks, such as New Horizon College English and the New Comprehensive College English Book, are mostly related to the western culture and values, especially the American people's life, social problems and American culture, with little or no theme about Chinese culture. Although such textbooks can help students master the culture of English-speaking countries, they are not conducive to students' understanding of the basic Chinese culture knowledge, let alone to enable the students to accurately express Chinese culture in English and

properly conduct intercultural communication.

2.3 Low coverage of mother tongue culture in the tests

From the perspective of tests, all kinds of English level tests, such as the TEM-4 and TEM-8 and the CET-4 and CET-6, seldom involve Chinese cultural knowledge. Under the guidance of these tests, it is difficult to see the questions involving our mother tongue culture in the final exams of English majors or the College English final exams of the non-English majors. If we can increase the proportion of mother tongue culture-related questions in the English test, especially in the CET-4 and CET-6, which has a large number of test takers, it will promote students to have a strong motivation to learn their mother tongue culture in language learning. Whether it is active or passive learning, it is bound to strengthen the attention of college students to the mother tongue culture. Therefore, increasing the proportion of mother tongue culture in various English tests is not only an important way to strengthen the penetration of mother tongue culture, but also a way to improve students' ability to express their mother tongue culture in English and improve their communication competence.

2.4 Lacking of specific contextual training

Students lack specific English language contextual training in the process of learning English, resulting in low language abilities. Even though many college students have passed the TOEFL, CET-4 and CET-6 and other relevant English tests, students are relatively passive when communicating with others in English. Therefore, it is necessary to improve college students' English communication competence. In the process of college English teaching, teachers should pay full attention to the cultivation of students' intercultural communication competence. This will be conducive to the learning and development of students in the future, and can effectively improve students' English communication ability [3].

3. Strategies for cultivating intercultural communication competence from the perspective of "cultural export"

Language teaching is not only to develop the ability to understand a certain language and increase receptive knowledge. Language learning, or language input is to lay the foundation for future language output. Therefore, in addition to the input of knowledge and skills in teaching, language teaching in the new era puts more emphasis on setting up real contexts in class so that students can realize the active output of language in contexts with communicative value, give full play to their initiative and practicality, and finally realize the task of intercultural communication and achieve the cultivation of intercultural communication competence.

3.1 Waking up students' awareness of intercultural communication

To cultivate students' intercultural communication competence, teachers need to formulate training measures according to the actual situation of students to comprehensively improve their comprehensive application ability of English. Therefore, when carrying out College English teaching, teachers need to guide students to fully understand the language environment and language scene, better understand their own knowledge and themselves, and understand the transformation of language thinking mode, so as to better cultivate the intercultural communication competence in College English teaching. First of all, teachers should guide students to fully understand and master their own cultural situation. Everyone's behavior is influenced by culture. While learning western culture, let students understand the relevant knowledge of mother tongue culture and literature materials, so that they can have a further understanding of the common ground of world civilization, view cultural differences with a more tolerant attitude, and effectively improve their intercultural communication competence. Secondly, in order to improve the effect of students' cultural learning, teachers need to pay attention to students' learning attitude in teaching. Having a good attitude can make intercultural communication more effective. Therefore, in the process of cultivating students' intercultural communication competence in English, teachers should guide students to understand and analyze their emotional attitudes and thinking patterns, and guide students to make correct judgments about things without personal emotions, so as to better cultivate students' intercultural communication competence [4].

On the other hand, because many students can hardly have the real context to perform their intercultural communication competence in their daily life and study, and the pressure of passing the

CET also makes them ignore the importance of speaking. Therefore, when faced with the real intercultural communication situation, they lack confidence, have difficulty in coping with it freely, and even avoid it, all of which makes them unable to produce a sense of intercultural communication pleasure. Therefore, an important part of cultivating students' intercultural communication competence is to awaken college students' subjective consciousness, because the cultivation of intercultural communication competence is ultimately implemented on them. Teachers can mobilize students' enthusiasm for learning culture and stimulate their desire for intercultural communication by comparing Chinese and Western movies in class, appreciating songs of different styles in China and the West, and reading original English newspapers and magazines and classical Chinese. At the same time, teachers can cultivate students' sensitivity to culture differences and tolerance to deal with culture differences. Only when students realize that they are different from others in terms of culture and values, can they accept the existence of different cultures in intercultural communication, and at the same time learn to consider from the perspective of each other, so that intercultural communication can proceed smoothly.

3.2 Creating authentic intercultural communication contexts

Language learning and use should not be separated, and learning and use should be integrated [5]. Similarly, the acquisition and use of cultural knowledge should not be separated. Therefore, when organizing College English class, teachers should design a scene that allows students to conduct intercultural communication, and transform their knowledge into practical application ability, rather than simply teach theoretical knowledge of intercultural communication. For example, when organizing classroom activities, teachers can give different intercultural communication scenarios and let students practice in groups. After the teacher has assigned the communication task, the students cannot be completely left to their own discuss. Teachers can take a few minutes to use multimedia means such as pictures and videos to let students have a simple understanding of different tasks and related knowledge, and then let students practice in groups. In the process of the activity, the teacher also needs to pay attention to the real-time discussion of each group of students, urge all students to actively participate in the group activities and provide necessary help to students. After the group discussion, teachers should check the completion of each group task. After class, teachers can assign students relevant after-class tasks to help students further internalize the knowledge acquired in class. This enables to stimulate students' enthusiasm to acquire language ability in class, achieve the effective output, and give students the opportunity to use English for intercultural communication in classroom learning activities.

3.3 Building intercultural communication platform

In order to fully cultivate students' intercultural communication competence, in addition to creating contexts in the classroom, it is also necessary to provide students with more opportunities for intercultural communication practice. For example, teachers can use both virtual and real ways to build an intercultural communication platform for students and help them actively carry out intercultural communication activities. At the same time, various platforms should be flexibly applied to guide students to participate in practical activities independently. Organizing activities online such as English corners and oral English clubs and using information technology is conducive to strengthening students' intercultural communication competence through the virtual network communication platform.

3.4 Improving teachers' cultural literacy

Teachers are the key to students' effective cultural knowledge input. In addition to language knowledge, teachers should also appropriately teach cultural knowledge, so language and culture can be closely combined to achieve the ultimate goal of College English teaching. Teachers are required to be able to carry out the transmission of Chinese and Western cultures when conducting language teaching. Colleges should provide teachers with opportunities for intercultural communication, broaden their international vision, help them improve their intercultural communication ability, and finally achieve the establishment of high-quality teaching teams with intercultural communication ability. Only after the teachers improve their own cultural literacy can they really realize the transformation of the traditional teaching method that only attaches importance to the instrumental nature of language in teaching, and pay attention to guiding students to understand the cultural connotation behind the language in teaching, and not to let the failure of intercultural communication caused by ignoring the connotation of English words occur. Teachers can better understand the cultural differences and cultural

adaptation between China and the West. They are no longer limited to viewing western culture in the way of thinking of mother tongue culture, but can analyze cultural issues in an international perspective, guide students to correctly treat different cultures, and avoid misunderstandings in intercultural communication.

4. Conclusion

In a word, in order to achieve the ultimate goal of College English teaching and cultivate and improve the intercultural communication competence of college students, teachers need to change the focus of classroom teaching in a timely manner when carrying out College English teaching. They should not only explain the basic language knowledge of English to students, but also guide students to have a comprehensive understanding of the cultural knowledge of the target language and mother tongue, and effectively cultivate their intercultural communication competence.

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