

An analysis on the application of intercultural communication theory in college English teaching

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Abstract: The theory of intercultural communication studies the mutual understanding and communication between different cultures. In college English teaching, the application of intercultural communication theory has become an important means of teaching reform and innovation to help students to better understand and cope with the communication challenges under different cultural backgrounds. This paper discusses the application of intercultural communication theory in English teaching in universities, and puts forward corresponding teaching strategies to improve the quality and effect of English teaching in universities.

Key words: university; English; intercultural communication theory; application

1 Introduction

In today's globalization, intercultural communication has become an inevitable phenomenon. In English teaching in colleges and universities, teachers not only need to teach language knowledge, but also need to guide students to understand the differences and similarities between different cultures, so as to enhance students' cultural awareness and cross-cultural communication ability. The application of intercultural communication theory can help students to better understand and cope with the communication challenges under different cultural backgrounds, and improve students' intercultural communication ability and language expression ability. This paper will discuss the application of intercultural communication theory in English teaching in universities and propose corresponding teaching strategies.

2 Difficulties in the application of intercultural communication theory in college English teaching

The application of intercultural communication theory in college English teaching is a challenging task. Although the theory provides valuable guidance and support for teachers and students, there are some difficulties in its practical application. Firstly, the integration of language teaching and intercultural communication is one of the difficulties in the application of the theory. Language teaching aims to teach language knowledge and skills, while intercultural communication emphasizes the cultivation of cross-cultural awareness and cross-cultural communication ability. How to integrate the two organically has become an important challenge in language teaching. Some teachers may rely too much on language teaching and lack the vision and methods for intercultural teaching. Therefore, teachers need to integrate intercultural communication teaching with language teaching, so as to achieve better teaching results. For example,

intercultural contexts and scenarios can be applied to learn cultural knowledge and communication skills in the process of language communication, so as to improve students' cross-cultural communication ability [1]. Secondly, the existence of cultural background and differences is another difficulty in the application of the theory. There are huge differences between different cultures, which can have a profound impact on cross-cultural communication. For example, there are great differences between Chinese and Western cultures in terms of etiquette and values, and these differences will produce conflicts and misunderstandings in communication. In college English teaching, how to effectively deal with cultural differences has become a problem that teachers and students need to solve. Therefore, teachers need to deeply understand the differences and similarities between different cultures, and master the basic principles and methods of cross-cultural communication. At the same time, teachers also need to guide students to respect different cultural backgrounds, and cultivate their cultural awareness and cultural appreciation ability. Finally, evaluating and testing intercultural communication ability is another difficulty in the application of the theory. The cultivation and evaluation of intercultural communication ability is an important task in college English teaching. However, it is difficult for the traditional language testing and evaluation methods to comprehensively and accurately evaluate students' intercultural communication ability. Therefore, how to establish a scientific and effective evaluation system of cross-cultural communication ability has become a problem for teachers and students to face. Teachers need to guide students to pay attention to cultural differences in the process of language communication, strengthen the cultivation and training of cross-cultural communication ability, and carry out diversified evaluation methods. For example, students' cross-cultural communication ability can be evaluated through practical tasks, role-playing and cultural communication activities to ensure the realization of teaching objectives.

3 The method of using intercultural communication theory in college English teaching

3.1 Building a intercultural teaching environment

Building an intercultural teaching environment is an effective strategy for applying intercultural communication theory in college English teaching. By creating cross-cultural contexts and situations, students are guided to learn cultural knowledge and communication skills in the process of language communication, so as to improve students' cross-cultural communication ability [2]. Cross-cultural materials, such as cross-cultural videos, pictures, novels, are introduced into the teaching, so that students can perceive the life and values under different cultural backgrounds, and exercise their cross-cultural awareness and communication skills. By using modern technologies such as the Internet and social media, a cross-cultural exchange platform will be established for students to communicate with overseas students online. This can not only improve students' English communication skills, but also promote cross-cultural communication and enhance students' international perspective. In teaching, students can experience the differences and communication strategies between different cultures by simulating the cross-cultural situation, thereby improving their own cross-cultural communication ability. For example, through the design of cross-cultural negotiation, cross-cultural tourism and other situations, students can experience the process and skills of cross-cultural communication in the simulation.

3.2 Cultivating intercultural awareness and sensitivity

Cultivating intercultural awareness and sensitivity is another important strategy to apply the theory in college English teaching. Intercultural awareness and sensitivity refers to the recognition and respect of different cultural backgrounds and differences, and the ability to adapt and respond to challenges and changes in cross-cultural communication [3]. Firstly, guide students to understand the cultural background and differences. In teaching, teachers can guide students to understand the cultural background and values of different countries and regions, so as to deepen students' cognition and understanding of cultural differences. Secondly, improve students' cultural sensitivity. Teachers can improve students' cultural sensitivity through cultural details, language use, communicative behavior and other aspects in teaching. For

example, teachers can ask students to analyze the etiquette and social rules in different cultures, guide students to understand and know the differences between different cultures, and enhance students' cross-cultural sensitivity. Thirdly, encourage students to have contact with multiculturalism. Teachers can encourage students to participate in cross-cultural exchange activities, internships or volunteer services, so that students can contact diverse cultures and feel people and things under different cultural backgrounds, so as to cultivate students' cross-cultural awareness and sensitivity.

3.3 Teaching intercultural communication skills

Teaching intercultural communication skills is another important strategy to apply the theory in college English teaching. Intercultural communication skills refer to the communication skills that can adapt to and respond to different cultural backgrounds and differences in intercultural communication. Language and non-verbal communicative skills are equally important in intercultural communication [4]. Teachers can teach students how to use language communication skills, such as correct language speed and intonation. Meanwhile, attention should also be paid to the teaching of non-verbal communication skills, such as body language and facial expressions. Different communicative strategies are under different cultural backgrounds. Teachers should teach students how to use communicative strategies according to different cultural backgrounds and situations [5]. For example, in cross-cultural negotiation, the negotiation strategies and skills between different cultures should be mastered to enhance the effect of negotiation. In cross-cultural communication, one's cultural background and values have a great influence on communication. Teachers can teach students how to understand their own cultural background and values, and how to adjust their communication methods and strategies according to their own cultural characteristics, so as to improve their self-awareness of intercultural communication.

4 Conclusion

Intercultural communication is a global subject, which is of great significance to college English teaching in the era of globalization. The application of intercultural communication theory in college English teaching can help students better understand and cope with the communication challenges under different cultural backgrounds, and improve their intercultural communication ability and language expression ability. To effectively realize the teaching goal of intercultural communication, teachers need to adopt a variety of teaching methods and strategies according to students' different needs and backgrounds, such as creating real context, cultivating students' cultural awareness and appreciation ability, and guiding them to learn and communicate independently. Through the continuous exploration and summary of the teaching practice, the application of the intercultural communication theory in college English teaching will be further improved.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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