

The path to improve the quality of college English teachers from the perspective of cross-cultural communication

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Abstract: With the deepening of globalization, international economic cooperation, academic exchanges and cultural interaction are becoming more and more frequent. The diversified and multi-polar world needs intercultural communication competence. Cultivating the intercultural communication competence of the young generation has become an important part of China 's international communication ability construction in the new era. On this basis, the improvement of college English teachers ' literacy must also pay attention to the cultivation of their intercultural communicative competence. As the designers and implementers of teaching activities, teachers ' intercultural literacy directly determines the success or failure of college English teaching reform. This paper focuses on the requirements of college English teachers ' literacy from the perspective of cross-cultural communication, and probes into the specific ways to improve college English teachers ' literacy, in order to better help cultivate foreign language talents with cultural inclusiveness.

Keywords: intercultural communication, universities, English teachers, professionalism

Introduction:

The " College English Teaching Guide " clearly points out that English courses should help to cultivate students ' intercultural communicative competence, which also puts forward higher requirements for the professional quality of college English teachers. Traditional college English teaching takes basic language knowledge (vocabulary, grammar, etc.) and exam-oriented ability (CET-4 and CET-6) as the main teaching objectives, while in the current syllabus, ' cultural literacy ' and ' international competence ' are placed in a more prominent position^[1]. This change shows the leap from " instrumental " to " humanistic " in college English teaching, so it also puts forward more clear requirements for teachers ' cultural literacy and teaching ability. In the face of the problems existing in the cultural knowledge renewal, cross-cultural classroom design and digital tool application of some college English teachers, the reform of college English teaching should focus more on the improvement of teachers ' cross-cultural communication ability, and put forward effective strategies and suggestions from three levels: knowledge learning, skill training and system guarantee.

1.College English teachers ' quality constitution from the perspective of intercultural communication

1.1 Cultural literacy

Cultural knowledge literacy is the basis for college English teachers to improve their intercultural communicative competence. It has made clear requirements from the cultural content of English-speaking countries in terms of historical traditions, social customs, literature and art. College English teachers need to master certain intercultural basic knowledge.

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At the same time, they can also have a deeper understanding of the values, ways of thinking and codes of conduct behind the culture. From the perspective of cross-cultural communication, college teachers should have a certain sense of cultural comparison, be able to systematically sort out the similarities and differences between Chinese and foreign cultures, and pay attention to emerging issues such as immigrant culture and global consumer culture, so that teachers can more appropriately integrate cultural elements in English teaching practice and help students better understand the cultural significance behind the language in classroom teaching.

1.2 Intercultural communicative competence

Intercultural communicative competence requires teachers to have the ability to understand, explain and adapt to communicative behaviors in different cultural backgrounds, master language learning ability, language awareness, cultural awareness and cultural experience, and can be widely applied to college English teaching. To improve students' intercultural communicative competence in teaching practice^[2]. It is worth noting that the intercultural communicative competence mentioned here is not limited to the language level. Teachers also need to master certain non-verbal communicative competence. They can understand and interpret the cultural specificity of non-verbal symbols such as body language, time concept and spatial distance, and transform them into important resources and tools to improve the effectiveness of classroom teaching.

1.3 Cultural attitudes and values

From the perspective of cross-cultural communication, college English teachers should establish a sense of cultural equality, so as not to judge other cultures with local culture as the sole criterion, nor blindly admire different cultures, but to respect the differences and diversity of different cultures with a more open and inclusive attitude and an attitude of understanding and respect. At the level of values, college English teachers should establish a high degree of cultural self-confidence, adhere to the core value position in cross-cultural dialogue, and have certain critical thinking. They can dialectically analyze the power relationship and ideology behind cultural phenomena such as cultural hegemony and cultural commercialization, and help students rationally view cultural differences, so as to respect diversity and adhere to cultural subjectivity.

1.4 Reflection and adaptability

The reflection and adaptability that college English teachers need to have refer to not only the ability to reflect on their own teaching practice, but also the ability to adjust classroom teaching strategies and methods in a timely manner on the basis of summing up experience and lessons, and the reflection and adaptability of teachers from the perspective of cross-cultural communication. More often, it refers to the ability of teachers to regularly examine their own cultural cognitive limitations and to respond quickly to new cultural phenomena^[3]. College English teachers need to have the ability to adapt to different cultural environments and teaching needs, and to maintain teaching effectiveness for a long time by flexibly adjusting various new teaching methods, new teaching concepts and new teaching tools.

1.5 Digital tools application ability and data literacy

Under the background of the digital era, teachers need to learn to use and master various digital teaching tools and platforms such as online teaching platforms and multimedia teaching resources, and can apply them to efficient teaching design and implementation, which is the actual requirement for teachers' digital tool application ability. The data literacy requirements for college English teachers are that they need to have a certain ability to screen and integrate cultural information. Based on the Internet platform, a large number of appropriate teaching resources are put into teaching practice to further improve the effectiveness of college English classroom teaching.

2. The path to improve the quality of college English teachers from the perspective of cross-cultural communication

2.1 Knowledge reconstruction : Establish a cross-cultural teaching resource library and carry out cultural theme discussions.

From the perspective of cross-cultural communication, the knowledge reconstruction requirements for college English teachers are put forward to help teachers break through the knowledge boundary of traditional language teaching and

improve their own cross-cultural literacy. First of all, it is necessary to establish a cross-cultural teaching resource library covering language knowledge, customs and values under different cultural backgrounds. The teaching resource library should also specifically include the mainstream culture of English-speaking countries, minority culture, emerging cultural forms under the background of globalization and other related contents and resources, and pay attention to the diversity of cultural types^[4]. Carrying out cultural theme seminars is an effective way to deepen teachers' cultural understanding from the perspective of cross-cultural communication. Schools should regularly organize teachers to carry out seminars around cultural conflicts, cultural identity, cultural communication and other issues, focus on practical problems, and help teachers implement cross-cultural teaching to reserve sufficient theoretical nutrients.

2.2 Skill Enhancement : Organize cross-cultural training and expand opportunities for international exchanges

Schools should regularly organize cross-cultural thematic training covering cross-cultural communication skills, cultural adaptability training and other cross-cultural thematic training. Cross-cultural thematic training should focus more on the systematic cultivation of college English teachers' practical ability, and discuss and guide the practical problems that teachers may encounter in cross-cultural communication. Specifically, cross-cultural thematic training should cover three modules of training content design : theoretical analysis of cross-cultural communication, application training of teaching scenarios, and practical operation of digital technology tools. The training form adopts the ' learning-practice-evaluation ' cycle mode, and appropriately cooperates with micro-teaching video analysis, peer review, expert feedback and other methods to effectively improve teachers' cross-cultural communication ability. In addition, schools also need to give backbone teachers some international exchange opportunities such as short-term visits, cooperative research, and online cross-cultural collaboration projects to help them access cutting-edge theories and practices and expand the cultural vision of college English teachers.

2.3 Institutional support: build a long-term cross-cultural training mechanism, optimize the assessment and incentive mechanism

From the perspective of cross-cultural communication, the long-term training mechanism of college English teachers needs to run through the whole process of their career development. Xue Xiaoyi specifies a five-year cycle of cross-cultural literacy improvement plan, and divides the training into three stages : entry adaptation period, ability growth period and professional maturity period^[5]. In the induction training period, cultural adaptation workshops, tutorial system assistance and other projects are carried out for young teachers to cultivate their cross-cultural awareness. In the period of ability growth, it focuses more on the cultivation and improvement of teachers' teaching ability, and regularly carries out special training such as cross-cultural curriculum design and digital resource development, so as to improve the effectiveness of teaching. The professional maturity period can support college English teachers to achieve ability transition through academic leave, international research and other forms. In the face of the optimization of the assessment and incentive mechanism for college English teachers, it is required that schools should incorporate intercultural competence into the teacher evaluation index system. In the title evaluation, it is also possible to appropriately add a channel for the identification of intercultural teaching achievements, and give certain bonus incentives or policy preferences to college English teachers who develop high-quality cultural case libraries and host intercultural teaching reform projects.

Conclusion

Under the background of deepening international exchanges and cooperation, the improvement of intercultural communicative competence of college English teachers has received more attention. Because the level of teachers' professional quality directly affects the ability and level of college graduates, the development of college English teaching itself is particularly important. Universities and relevant departments should further improve teachers' cross-cultural training system and integrate cross-cultural teaching resources. Teachers themselves should also take the initiative to break through the inertia of traditional teaching with a more open and positive attitude, improve their professional quality and cross-cultural communication ability, and strive to build a new ecology of foreign language education that is more

adaptable to the needs of globalization.

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