

A Study on College English Teaching Reform of Ideological and Political Education in the Curriculum to Improve Undergraduates' Intercultural Communicative Competence

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Abstract: Traditional college English classes pay more attention to students' language knowledge and skills, but not enough attention to their intercultural communicative competence, which makes many students unable to effectively carry out intercultural communicative and exchange. From the perspective of ideological and political education in the curriculum, this paper discusses how to integrate this concept into college English teaching design organically, and how to adopt educational drama mode to make innovative attempts on existing college English classroom activities, so as to help students better understand Chinese and Western cultures, guide them to correctly view cultural differences, and cultivate their intercultural awareness and ability.

Keywords: Ideological and political education in the curriculum; College English teaching; Educational drama; Intercultural communicative competence.

1. Introduction

In today's globalization, cross-cultural communication ability has become an indispensable quality for contemporary college students. With the increasingly frequent international communication, college students with intercultural communication ability can better adapt to the diversified social environment, communicate and cooperate effectively, and realize the common development of individuals and society. Therefore, improving the intercultural communication ability of college students has become one of the important tasks of current higher education.

College English, as an important course for cultivating students' intercultural communication ability, undertakes multiple tasks such as imparting language knowledge, cultivating language skills and improving cultural accomplishment. However, under the traditional teaching mode, college English teaching often pays too much attention to the transfer of language knowledge and skills, but neglects the cultivation of students' intercultural communicative competence. As a result, many students are often unable to communicate and exchange effectively when facing people with different cultural backgrounds, and even have misunderstandings and conflicts.

In order to change this situation, this paper will discuss how to improve the cross-cultural communication ability of college students from the perspective of ideological and political education in curriculum. As a new educational concept, curriculum ideology and politics aims to cultivate students' social responsibility, innovative spirit and practical ability through the deep integration of ideological and political education and subject teaching. Integrating the idea of ideology and politics into college English teaching can not only help students better understand Western culture, but also guide students to correctly view cultural differences and cultivate cross-cultural awareness and ability.

Firstly, this paper reviews the current research status of

intercultural communicative competence at home and abroad and the practice and problems of intercultural communicative competence training in college English teaching. Then build a theoretical framework to analyze the definition and connotation of cross-cultural competence and the basic ideas and principles of ideological and political education in curriculum; Finally, according to the case study, this paper puts forward some effective strategies to improve cross-cultural communication competence under the curriculum ideological and political perspective, and puts forward some suggestions for the reform of college English teaching.

2. Literature Review

According to Samovar & Porter, intercultural communicative competence consists of motivation, skill and knowledge. "Effectiveness" and "appropriateness" are the core of intercultural communication competence.

The research of foreign experts in the field of cross-cultural communication mainly focuses on the following two aspects. First, foreign scholars have made researches on the definition, components and models of intercultural communicative competence. They have discussed the concept and definition of intercultural communicative competence from various perspectives and proposed five different types of intercultural communicative competence models, namely compositional models, co-orientational models, developmental models, adaptational models, and causal path models. Second, some foreign scholars have done a lot of research on the cultivation of intercultural communication competence. Byram, a British scholar, systematically and in detail discussed how to cultivate students' intercultural communicative competence in foreign language courses.

Domestic scholars mainly focus on the following two aspects of intercultural communication competence research.

First, it discusses the cultivation of students' intercultural communicative competence in foreign language teaching. For example, Gao Yongchen's *Construction of the Theoretical*

Framework of Chinese College Students' Intercultural Communicative Competence Assessment System, Qu Nini's *Research on Intercultural Communicative Competence of Foreign Language Learners* and Hu Wenzhong's *How to Position Intercultural Communicative Competence in Foreign Language Teaching*. Foreign language scholars generally believe that the ultimate goal of foreign language teaching is not language competence, but intercultural communication competence. In this way, the goal of foreign language teaching extends from simple language competence to communicative competence, and from communicative competence to intercultural communicative competence.

Secondly, it discusses the cultivation of students' intercultural communicative competence in foreign language teaching. Researchers have explored and studied the cultivation of college students' intercultural communicative competence from different aspects of college foreign language teaching. For example, Wang Guixiang discussed the cultivation mode of intercultural communication competence of non-English major Students from four aspects including teaching, evaluation, testing and curriculum system in his article *Intercultural Communication Competence Cultivation Mode of Non-English Major Students*. In his article *An Analysis on the Cultivation of College Students' Intercultural Communicative Competence from the Perspective of Memetics*, Li Chunguang emphasizes that the life cycle of memetics is based on four processes, namely assimilation, memory, expression and communication, so that learners can enhance their intercultural communicative awareness and form their intercultural communicative competence in simulated intercultural communication. In her article *An Empirical Study on Improving the Intercultural Communication Ability of College Students*, Yang Jing improved the intercultural communication ability of college students by completing 10 topics about cultural differences in class discussion.

Liu Ruiqin believes that compared with foreign countries, China's cross-cultural communication research started relatively late, but the research has never been interrupted. However, to a large extent, Chinese scholars' research on intercultural communication is still in the initial stage, mainly introducing and introducing foreign research achievements, and lacking sufficient theoretical and practical achievements to establish a theoretical guidance system suitable for foreign language teaching in China^[1]. Professor Liu Runqing has also pointed out that the domestic academic circles are more scattered and listed in the study of cross-cultural communication, but less systematic research. Low level generalization is more, high level abstraction is less; There are many practical suggestions, but few theoretical achievements^[2].

Education Drama plays an important role in improving students' intercultural communication ability. Earlier attempts and researches have been made on the theory of dramatic pattern language learning in education abroad. Richard, a British scholar, believes that drama is a process of communication. Each sentence is an exchange between actors and actresses, between the actor and the audience. Brian Cox, an educator, pointed out in the *English Language Syllabus* in 1990 that Education Drama contributes to the realization of English language and culture teaching.

Domestic educators and teachers also began to study Education Drama. Scholars believe that cultural input in Education Drama can help students better understand the

relationship between cultural identity and social relations, and help students gain more cultural background knowledge and fully understand cultural differences. Drama places students in situations of conflict, and students share solutions to problems together. In addition, drama can actually serve as a hidden lesson for English learning. In the process of using drama to learn a language, students gain a deep understanding of cultural contexts and social relationships.

To sum up, the study of intercultural communication is not an independent study, but is closely related to a variety of disciplines, such as anthropology, psychology, communication, linguistics, etc. However, cross-cultural communication is more closely related to linguistics, so the cultivation of college students' intercultural communication competence is suitable for college English teaching. At present, the study of intercultural communication competence has become the focus of college English teaching, but these studies mainly focus on the consciousness level, and there are few specific training models and testing methods for the behavior level, and there is a lack of systematic theoretical guidance. As a compulsory course for all college students, college English course should not only undertake the teaching task of developing students' language knowledge ability and cultivating English skills, but also take moral cultivation as the fundamental task, transmit correct values, give full play to the synergistic effect with ideological and political education, and explore the teaching reform direction of curriculum ideological and political education to realize the educational function of the course and guide college students to establish correct world outlook, values and outlook on life. Therefore, from the perspective of Education Drama theory and combining with the current situation of college students' weak intercultural communication ability in college foreign language teaching, the author puts forward specific teaching reform measures to cultivate college students' intercultural communication ability from the behavioral level.

3. Theoretical Framework

3.1. The definition and connotation of intercultural communication competence

The concept of intercultural communication was first put forward by American anthropologist Hall in his book *Silent Language* published in 1959. Spencer & Franklin defined intercultural communication competence as the ability of communicators with different cultural backgrounds to carry out effective and appropriate verbal or nonverbal communication behaviors and to deal with the psychological problems and communicative consequences arising from such behaviors. B. D. Ruben pointed out that intercultural communication competence is the ability to have the same unique activity mode as individuals in a certain environment should have, and a relative ability to meet people's basic requirements, satisfy their personality, and achieve their goals and expectations. Lynch & M. J. Hanson defined intercultural communication competence as the ability of individuals or organizations to effectively communicate in different cultural contexts, and emphasized the respect and identification of individuals and organizations for different cultures involved in communication.

In China, Hu Wenzhong believes that cross-cultural communication refers to the process of people with different cultural backgrounds engaging in communication. Cross-cultural communication competence refers to the ability to

communicate with people from different cultural backgrounds so that the purpose of communication can be achieved successfully. Zhang Weidong and Yang Li believe that cross-cultural communication competence is the ability to properly use language and cultural knowledge to carry out effective and appropriate communication practices with members of different cultures, and is a decisive factor in cross-cultural communication activities. Foreign language education is the main channel to cultivate intercultural communicative competence. Cross-cultural communication competence refers to the ability to communicate with people from different cultural backgrounds, follow the adaptability principle of language to environment and relationship, and achieve the purpose of communication.

Although domestic and foreign scholars and experts in the field of intercultural communication have different definitions of intercultural communication competence, they are essentially the same. They all believe that appropriateness and effectiveness are the keys to intercultural communication competence. The three elements of intercultural communicative competence are motivation, knowledge and skill respectively. Motivation refers to the desire to communicate with others, knowledge refers to the awareness and understanding of communication, and skills refer to some abilities that should be possessed in communicative behavior. In addition, communicative competence and intercultural competence are the core of intercultural communicative competence. Among them, communicative competence consists of language competence, pragmatic competence and strategic competence. Cross-cultural competence consists of cross-cultural sensitivity, inclusiveness and flexibility.

3.2. The basic ideas and principles of ideological and political education

In 2018, the National Education Conference and the National College Undergraduate Education Work Conference put forward the “four return to the basic”, and the 40 articles of the Ministry of Education in the New era of higher education stressed the strengthening curriculum ideology and professional ideology and politics, that is, strengthening every teacher’s moral consciousness and integrating ideological and political education elements into each course.^[3] Therefore, every subject has an educational function, and every teacher has an educational function.

The Guide to College English Teaching of the Ministry of Education clearly points out that college English courses belong to the humanities and social disciplines, and have both instrumental and humanistic characteristics.^[4] This subject attribute lays a theoretical foundation and logical premise for the ideological and political education of this course. This course is a public basic course in colleges and universities, with many credits, long class hours, large coverage of teachers and students, and wide influence. The original content of English textbooks is generally considered to be a gray area and sensitive area. Therefore, in order to enrich the connotation construction of the subject system of ideological and political education in colleges and universities, the ideological and political course of College English is particularly important.

Since November 2017, Xiamen University Tan Kah Kee College has launched the teaching reform practice of ideological and political education in College English courses, clarifying the basic connotation of ideological and political education in College English courses as follows: With the

content-based English teaching mode, the broad ideological and political education concept is organically integrated into the cultivation of students’ language skills such as listening, speaking, reading, writing and translating as well as cross-cultural communication ability, so as to broaden students’ international perspective, acquire the influence and education of Chinese elements such as excellent Chinese culture and in-depth understanding of socialist core values. Only when students possess noble moral sentiments, good humanistic qualities and solid foreign language ability can they be able to tell Chinese stories well to the world, and only then can teachers truly practice the educational goal of the new era.

3.3. Education drama

The Chinese word “Education Drama” was originally translated from the British DIB (Drama in Education), which refers to the dramatic method adopted in the classroom teaching of schools. As an ancient art form, drama has developed different types of functions, such as therapy, education and training, in the course of its evolution. The original drama with the main purpose of artistic expression has derived a series of applied practical results through continuous exploration and practice, whose purpose and form have been separated from the original artistic drama matrix, and thus evolved into a new dramatic form - Applied Drama. Applied Drama is divided into many branches due to its different functions, among which plays with educational purposes are collectively referred to as Educational Drama. Educational drama began to be promoted into schools by drama educators in the 1960s. However, Education Drama is a way to receive new ideas and is a change in the emotional and cognitive evaluation of learners. Its subjective and objective learning is based on drama, and the value judgment of related concepts is also established in it.^[5] At the same time, Education Drama is a process of contact with external things, using a “what-if” way of mental preparation to activate, maintain, or reinforce this contact. Education Drama can also be a mode of learning. In the activity, students move through the roles and situations in the drama, make judgments and cognition, and thus develop and explore many issues, events, and various relationships. Children develop and express their ideas and values through hands-on experience and learning based on constrained performance behavior.

The core word of Education Drama is education; The means of Education Drama are dramatic elements, such as role play, games, imitation, etc. The purpose of Education Drama is to implement education, that is, to consolidate cognition and expand thinking; The main field of Education Drama application is in schools. The overarching principle of its implementation is that Education Drama is a student-centered learning style and a process of learning experience acquisition for learners. Secondly, Education Drama is a teaching method that attaches importance to process. It is a structured theatrical teaching method created to guide learning, cognition, emotion and thinking.

4. Case Study - Intercultural Communication Experience Classroom: Cultural Blending and Competence Improvement in College English Teaching

4.1. Background

Under the background of globalization, improving students' intercultural communication ability has become one of the important goals of college English teaching. In order to better cultivate students' intercultural awareness and ability, Xiamen University Tan Kah Kee College has carried out a teaching reform and introduced the teaching mode of intercultural communication in the classroom.

4.2. Implementation

4.2.1. Curriculum

Add the "Intercultural Communication" course module, covering cultural differences, non-verbal communication, international etiquette and other content. Combine the cultural characteristics of English-speaking countries, design cultural experience activities, such as simulated international conferences, role play, etc.

4.2.2. Teaching methods

Using case teaching method, students are guided to analyze the cross-cultural conflicts and solutions in real cases. Group discussion, role play, interactive games and other interactive teaching methods are introduced to stimulate students' interest and enthusiasm in learning.

4.2.3. Practical activities

Organize students to participate in international cultural festivals, English corners and other cultural activities inside and outside the school to increase students' exposure to different cultures. Students are encouraged to participate in international exchange programs, such as exchange students, short-term study visits, etc., to experience life and learning in different cultural contexts.

4.2.4. Teacher role

Teachers act as facilitators to help students understand cultural differences and develop cross-cultural awareness and competence. As facilitators, teachers encourage students to actively participate in cross-cultural communication activities and improve the level of cross-cultural communication.

4.3. Results

4.3.1. Students' cross-cultural awareness is significantly enhanced

Students gain a deeper awareness and understanding of interpersonal communication in different cultural contexts. Students began to take the initiative to pay attention to the characteristics and differences of different cultures, showing stronger cultural sensitivity.

4.3.2. Students' intercultural communication ability has been improved

Students are more confident and appropriate in cross-cultural communication and are able to communicate and cooperate effectively. Students have excelled in international exchange programs and have received wide acclaim and recognition.

4.3.3. Students' satisfaction with college English courses is improved

Students highly approve of the teaching mode of

intercultural experience class with diverse Education Drama activities, believing that this teaching mode is more lively, interesting, practical and effective. Students' satisfaction and participation in college English courses have increased significantly.

4.4. Reflections

The cultivation of intercultural communicative competence should run through the whole process of college English teaching. Innovative teaching methods and practical activities are effective ways to improve students' intercultural communicative competence. Teachers play an important role in the cultivation of cross-cultural communication ability, and they need to constantly improve their cross-cultural literacy and teaching ability.

Through this case, we can see that paying attention to the combination of the Education Drama activities and the cultivation of intercultural communication ability in college English teaching reform not only helps to improve students' English language ability, but also cultivates students' intercultural awareness and ability, laying a solid foundation for students' future international exchanges and career development.

5. Research Results and Discussion

5.1. Analysis of the current situation of students' intercultural communicative competence

Xiamen University Tan Kah Kee College has made a survey on the intercultural communication ability of 500 non-English major undergraduates. The result shows that although these students have passed College English Test Band 4, their intercultural communication ability is not being optimistic. Among the surveyed students, more than 50% have never read books or academic articles in the field of intercultural communication, and nearly 50% are not clear about Western cultural customs at all, and lack cross-cultural communication knowledge and skills. Although students are exposed to foreign cultures in many ways, they still have problems in the aspects of cognition, emotion and behavior in cross-cultural communication. Through the investigation, it is found that not only the overall level of intercultural communication competence of college students is low, but also the cultivation of intercultural communication competence of college students has not been effectively practiced.

It can be seen that the current situation of cross-cultural communication ability of non-English majors in college English teaching in China is not optimistic. Due to the influence of traditional teaching model, the current college English teaching model does not aim at cultivating college students' intercultural communicative competence. On the one hand, in the practice of foreign language teaching, there are still widespread problems such as emphasizing language over culture, emphasizing some sentence patterns and other mechanical exercises, and neglecting cultural practice. On the other hand, the current college English teaching still takes exams as the main goal, such as the national College English Test - CET-4 and CET-6, and the final English test of colleges and universities.

Although most foreign language teachers have realized the importance of cultivating college students' intercultural communicative competence in foreign language teaching, they still ignore the cultivation of college students'

intercultural communicative competence in foreign language teaching, or do not know specific training strategies. There are also a few teachers who do not play any guiding role in the cultivation of college students' intercultural communication ability due to their own weak intercultural communication concepts. In this way, the college English teaching model will lose the significance of college foreign language teaching, which will probably lead to the inability of college students to carry out effective and appropriate cross-cultural communication in their future life. Therefore, college English teachers must follow the teaching syllabus and aim at cultivating students' intercultural communicative competence. In foreign language teaching, the emphasis is gradually shifted from the explanation of language knowledge to the cultivation of intercultural communicative competence. At the same time, teachers should help students acquire both language knowledge and good intercultural communication skills.

5.2. The current situation and problems of intercultural communication competence training in college English teaching

For a long time, college English teaching in China has laid emphasis on students' mastery of English knowledge and skills and the development of English test-taking ability in terms of teaching concept, teaching process and teaching content, and paid more attention to students' understanding and mastery of language knowledge points in textbooks in the setting of teaching objectives. However, it neglects the cultivation of non-intellectual factors such as students' ideological and moral quality, character and social communication ability, and lacks the content of ideological and political education. At present, college English teaching has not paid enough attention to the ideological and political education function of the curriculum. In order to better realize curriculum education, the teaching process should give full play to the academic education function of college English, through carrying the form of language learning, infiltrating ideological and political education concepts in all aspects of teaching, and organically combining the cultivation of knowledge acquisition skills with the evaluation and reference of culture and its multiple values.

5.3. Effective strategies for improving intercultural communicative competence under the perspective of ideological and political education in the curriculum

5.3.1. Deeply explore the ideological and political elements of the curriculum and integrate them into the cultivation of cross-cultural communication skills

Explore ideological and political elements in teaching materials: Teachers should deeply explore ideological and political elements in teaching materials for intercultural communication competence training, such as cultural values, historical background, moral concepts, etc., which can help students build cultural self-confidence and cultivate correct ideological values.

Building a cultural sharing platform: Through the construction of cultural sharing platforms, such as online cultural exchange communities, international cultural festivals, etc., students can experience different cultures in practice and enhance cross-cultural communication skills. On

these platforms, students can share their own cultural experiences and learn about other cultures, thereby deepening their understanding and respect for different cultures.

5.3.2. Strengthen practical teaching and improve cross-cultural communication competence

Carry out cross-cultural communication activities: Organize students to participate in international exchange programs, overseas internships, international volunteers and other activities, so that students can exercise cross-cultural communication skills in practice. These activities allow students to experience different cultural environments and improve their language skills, cultural adaptability and cross-cultural communication skills.

Simulate cross-cultural communication scenes: Simulate cross-cultural communication scenes in class, such as business negotiations, cultural exchange meetings, etc., so that students can carry out cross-cultural communication practice in a simulated environment. Through role play and group discussion, students will have an in-depth understanding of communication rules and skills in different cultural backgrounds.

5.3.3. Strengthen the construction of campus culture and create a good ideological and political atmosphere

Carry forward excellent traditional Chinese culture: carry forward excellent traditional Chinese culture through traditional culture lectures, exhibitions, performances and other activities to enhance students' cultural confidence and national pride. Guide students to integrate excellent traditional Chinese culture into cross-cultural communication, and show the charm and value of Chinese culture.

Strengthen international perspective education: Hold lectures on international situation and international cultural exchange activities to broaden students' international perspective and enhance their concern and understanding of global issues. Guide students to establish global consciousness and the concept of a community with a shared future for mankind, and cultivate talents with international vision and intercultural communication ability.

5.3.4. Improve teachers' ideological and political literacy and intercultural communication ability

Strengthen teacher training: to train teachers in the course of ideological and political and intercultural communication ability, improve teachers' ideological and political literacy and intercultural communication ability. Teachers are encouraged to participate in academic exchange activities at home and abroad to learn about the latest educational concepts and teaching methods.

Establish teacher incentive mechanism: Establish teacher incentive mechanism to encourage teachers to integrate ideological and political elements into curriculum teaching and cultivate cross-cultural communication ability. To commend and reward teachers who have outstanding performance in the cultivation of curriculum ideological and political and intercultural communication ability.

6. Intercultural Communicative Competence Test

6.1. Cross-cultural communication competence test

6.1.1. Develop evaluation criteria

Make clear the specific standards and indicators of intercultural communication competence, such as cultural

awareness, language ability, non-verbal communication ability, adaptive ability, problem solving ability, emotional intelligence, etc.

According to the teaching objectives and course content, set specific assessment objectives to ensure that the assessment is consistent with the teaching objectives.

6.1.2. Observe classroom performance

In class, observe the enthusiasm and performance of students participating in cross-cultural communication activities. Pay attention to students' interaction and communication skills in group discussions, role playing, interactive games and other activities. Assess students' ability to respect and understand the views and customs of different cultural contexts.

6.1.3. Case study

Students are asked to analyze cross-cultural communication cases and articulate their understanding and solutions. Through case studies, students' cognition of cultural differences and ability to deal with cross-cultural conflicts are assessed.

6.1.4. Project work

Assign project assignments related to cross-cultural communication, such as simulated international conference, cross-cultural business negotiation, etc.. Assess students' performance in intercultural communication in the project, such as language use, non-verbal communication, cultural sensitivity, etc.

6.1.5. Self-assessment and reflection

Students are encouraged to conduct self-assessment and reflection, thinking about their own growth and shortcomings in cross-cultural communication.

Through self-assessment, students are helped to recognize their progress and areas for improvement.

6.1.6. Peer assessment and feedback

In group activities, encourage peers to evaluate and provide feedback to each other. Peer assessment can provide different perspectives and perspectives, which can help students gain a more comprehensive understanding of their cross-cultural communication skills.

6.1.7. External evaluation and feedback

If conditions permit, external experts or people with experience in intercultural communication can be invited to assess and give feedback on students' intercultural communication skills. External evaluations can provide more objective and professional assessment results and help students better understand their cross-cultural communication abilities.

6.1.8. Follow-up evaluation

In the teaching process, students' cross-cultural communication ability is regularly tracked and assessed, so as to timely understand the progress of students and areas needing improvement. Follow-up assessment can be done through classroom observation, homework assessment, testing, etc..

6.1.9. Feedback and guidance

Based on the assessment results, students are provided with specific feedback and guidance to help them identify their progress and shortfalls, and suggestions and ways to improve. Feedback and guidance should be targeted and operable to help students effectively improve their cross-cultural communication skills.

6.2. Evaluation criteria for intercultural communicative competence

6.2.1. Cultural awareness

Whether students are able to recognize and respect cultural differences. Whether students demonstrate an understanding of and respect for different cultural practices, values and beliefs. Whether students have cross-cultural sensitivity and inclusiveness.

6.2.2. Language ability

Students are able to use accurate and fluent language in cross-cultural communication. Whether students can adapt to the needs of different language environments and adjust the way of using language. Whether students have cross-cultural listening comprehension ability and oral expression ability.

6.2.3. Non-verbal communication skills

Whether the student has good body language, facial expression and eye contact skills. Whether students can use appropriate non-verbal communication means to supplement verbal communication and enhance communication effect.

6.2.4. Cross-cultural adaptability

Whether students can quickly adapt to the new cultural environment, including lifestyle, social habits and work patterns. Students are able to deal with cross-cultural conflicts and misunderstandings and seek common ground and solutions.

6.2.5. Problem solving ability

Whether students are able to use critical thinking and creative thinking to find solutions to problems encountered in cross-cultural communication. Whether students are able to effectively process information in cross-cultural communication and make informed decisions.

6.2.6. Social skills

Whether students have good intercultural social skills such as relationship building, friendship maintenance and problem solving. Whether students are able to establish good interpersonal relationships with people from different cultural backgrounds and work together effectively.

6.2.7. Critical Thinking

Whether students are able to critically analyze different cultural perspectives and understand the reasons and logic behind them. Whether students can maintain independent thinking and not blindly accept or reject certain cultural views.

6.2.8. Cultural integration and innovation

Whether students can actively integrate into the new cultural environment and achieve cultural integration while maintaining their own cultural characteristics. Whether students can exert innovative thinking in cross-cultural communication, put forward new ideas and methods, and promote cultural exchange and development.

In the evaluation process, specific evaluation indicators and evaluation methods can be designed according to these standards, such as questionnaires, observation records, work analysis, oral reports, etc. At the same time, it is also necessary to pay attention to the objectivity, fairness and effectiveness of the evaluation to ensure that the evaluation results can truly reflect the improvement of students' ability.

6.3. Methods to ensure the objectivity and validity of intercultural communicative competence tests

6.3.1. Make sure the test is objective

Setting assessment objectives: The first task is to clarify the specific objectives of the assessment, such as assessing students' academic ability, skill mastery, cross-cultural communication ability, etc.. Determine the scope and depth of the assessment in order to provide direction for the development of assessment criteria.

Clear assessment criteria: Develop clear, specific assessment criteria to ensure that evaluators use the same criteria for all students. These standards should be based on teaching objectives and student learning outcomes. If there are existing industry standards, educational standards or professional guidelines in the field of assessment, they should be used as an important reference for the development of assessment criteria. Draw on existing successful experience to ensure that the evaluation criteria are in line with industry or field trends. At the same time, the assessment criteria should be the same for all assessed persons and avoid discrimination or bias.

Standardized testing: Use standardized testing tools and processes to ensure that all students are tested under the same conditions. For example, ensure that the test environment is quiet and the test time is uniform.

Combine quantitative and qualitative assessment: Use quantitative criteria to assess the performance of the assessed whenever possible to improve the objectivity of the assessment. At the same time, it is also necessary to consider that certain abilities or qualities are difficult to fully quantify, so qualitative assessment methods such as observation, interviews, case studies, etc., need to be combined.

Ensure that standards are operational and measurable: Evaluation standards should be specific, clear, and easy for evaluators to understand and operate. The criteria should be measurable so that the evaluator can score or rate the performance of the person being evaluated against the criteria.

Consider dynamics and flexibility: The assessment criteria should be dynamic and flexible to adapt to the assessment needs in different situations. For example, the assessment criteria can be adjusted and refined according to the individual differences of the assessed person, the stage of development, or the changes in the assessment environment.

Avoid subjective bias: Evaluators need to be trained to ensure that personal bias or subjective feelings are avoided during the assessment process. Evaluators should grade students based on their performance, not personal preferences or biases. The evaluation process should be open and transparent to ensure the fairness and fairness of the evaluation results.

Use multiple assessors: If possible, use multiple assessors to assess student performance, which reduces the impact of a single assessor's subjectivity on assessment results.

Blind and anonymous grading: During the grading process, ensure that the evaluator does not know the student's identity or background to reduce bias. Also consider using blind assessment, where the evaluator does not know the student's name or class.

6.3.2. Ensure the validity of the test

Content validity: Ensure that the test content is closely related to the teaching objectives and assessment criteria. The test should cover the key knowledge and skills that students

need to master. At the same time, according to the evaluation criteria, develop a detailed evaluation process and operational guidelines. The evaluation process and operational guidelines should clarify the evaluation steps, methods, timelines and responsible persons to ensure the smooth conduct of the evaluation.

Structural validity: Assessment tools should be designed to accurately measure students' abilities. For example, when designing the test of intercultural communication ability, it should be ensured that the test can truly reflect students' cultural awareness, language ability and non-verbal communication ability. According to the evaluation objectives, determine the evaluation key performance indicators. These indicators should accurately reflect the ability or performance of the person being assessed. For example, when assessing students' intercultural communication ability, the following KPIs can be set: cultural awareness, language ability, non-verbal communication ability, cross-cultural adaptability, etc.

Calibration validity: Verifies the validity of a test by comparing it to other assessment tools or criteria that are known to be valid. For example, test results can be compared to students' classroom performance, homework grades, or other relevant assessment results.

Feedback and revision: Assessment tools are constantly revised and refined based on assessment results and feedback from students. This helps to ensure that tests are always aligned with teaching objectives and students' learning needs. In addition, in the evaluation process, actively collect feedback from the assessed, evaluators and other relevant personnel. Based on feedback, evaluation criteria, processes and operational guidelines are continuously improved and optimized to improve the effectiveness and usefulness of the evaluation.

Focus on interpretation of outcomes: Individual student differences and contextual factors need to be taken into account when interpreting assessment results. Avoid interpreting the results simply as the student's ability level, but should be analyzed and interpreted in the context of the student's specific situation.

7. Conclusion

From the perspective of curriculum thinking and politics, this study explores effective ways to improve students' intercultural communication ability by introducing Education Drama as a teaching method. With its unique interactive and situational simulation characteristics, Education Drama provides students with an immersive language and cultural learning environment.

The research shows that the cultivation of cross-cultural communication competence based on mother tongue cultural identity is the key. Through Education Drama, students are able to more deeply understand and identify with their own cultural roots, and at the same time are more likely to accept and respect other cultures, forming equal cultural values. This kind of two-way cultural identity promotes the benign development of intercultural communicative competence. In addition, educational drama not only improves students' language ability, but also significantly enhances their communication skills. In drama performance, students need to use English to carry out role dialogue, emotional expression and plot advancement. This practical learning method effectively improves their listening and speaking ability and language application ability. More importantly,

Education Drama can make students feel closer to the reality of cross-cultural communication through simulating real scenes. In role play, students learn empathy and empathy, improve understanding and respect for cultural differences, and develop positive cultural attitudes and confidence in cross-cultural communication. At the same time, Education Drama encourages students to give full play to their creativity and imagination, and participate in the simulation of cross-cultural communication situations through self-writing, self-directing and self-performing. This innovative practice not only exercises the students' comprehensive ability, but also lays a solid foundation for their future cross-cultural communication.

Therefore, college English classes should incorporate Education Drama into the college English teaching system, and set up special courses or modules to enable students to learn and use English in drama performances and improve their intercultural communication skills. At the same time, teachers should receive relevant training to master the teaching methods and techniques of Education Drama. Schools should establish a scientific evaluation mechanism to comprehensively and objectively evaluate students' learning effect. The evaluation content should include language knowledge, communication skills, cultural attitude and other aspects, and the evaluation method should be diversified, including classroom performance, homework completion, exam results and so on. Through the scientific evaluation mechanism, teachers can know the students' learning situation in time, adjust the teaching strategy, and improve the teaching effect. Under the guidance of the ideological and political ideas of the curriculum, Education Drama can better help the educational development of college English classes,

improve the cross-cultural literacy of college students, further promote the reform of college English teaching, and improve the teaching quality and effect.

Acknowledgment

This paper is the phased result of a research project of Xiamen University Tan Kah Kee College, called A Study on College English Teaching Reform to Improve the Students' Intercultural Communicative Competence from the Perspective of Ideological and Political Education in Curriculum (2021J04).

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