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Study of Effective Strategies for Cultivating Intercultural Communicative Competence in English Language Education

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Abstract: In the context of globalization, intercultural communication competence has become one of the core objectives of English language education. Its main characteristics include the integration of critical thinking ability and cross-cultural ability, the combination of cultural sensitivity and language use, situational adaptability and cross-cultural strategy use, and the balance of identity and cross-cultural tolerance. These characteristics require students not only to have a solid language foundation, but also to have the ability to understand and adapt to different cultures. In the form of training, students' cross-cultural communication ability can be comprehensively improved through the study of English article background, English grammar structure, teaching media and Western cultural customs. This paper further discusses effective strategies for cultivating intercultural communication competence in English language education, including strengthening the consciousness of cultural subject and feelings of family and country, strengthening critical thinking and intercultural critical thinking ability, cultivating intercultural and international communication ability, and assisting intercultural communication practice through the second classroom. These strategies help students to better communicate and exchange in a multicultural environment, while enhancing cultural self-confidence and promoting the spread of excellent Chinese culture.

Keywords: English Language Education; Intercultural Communication Ability; Culture Method; Effective Strategy.

1. Introduction

"Cross-cultural communication" (or inter-cultural communication) refers to the communication and exchange between people of different ethnic, religious and cultural backgrounds. The core of this concept is culture, and cultural factors include a nation's history, tradition, religious belief, values, social organization, customs and habits, the stage of social development and social system. Due to differences in cultural backgrounds, it is natural for people to have psychological distance in communication, so cultural collision, communication mistakes and interpersonal conflicts are always inevitable, and the consequences are often very serious (Mogea, 2023). Under the tide of globalization, English language education is no longer limited to the teaching of language skills, but pays more attention to the cultivation of cross-cultural communicative competence. Cross-cultural communication competence is crucial for cultivating talents with international vision and cross-cultural competitiveness. However, the cultivation of intercultural communication competence is not an easy task, which requires learners not only to master language skills, but also to deeply understand the values, customs and behaviors of different cultures. Therefore, it is particularly important to explore effective strategies for cultivating intercultural communicative competence in English language education. These strategies need to focus not only on improving language skills, but also on cultivating cultural awareness, critical thinking and practical experience. This paper will deeply explore effective strategies for cultivating intercultural communication competence in English language education, with the aim of providing useful reference and inspiration for English educators and jointly promoting the in-depth development of intercultural communication education.

2. Main Characteristics of Intercultural Communication Competence in English Language Education

2.1. Integration of Critical Thinking Ability and Cross-Cultural Ability

Cross-cultural competence training requires students to objectively look at the differences and commonalities between Chinese and foreign cultures, rationally analyze and evaluate conflicts under different cultural backgrounds, and propose solutions, which is closely related to critical thinking ability. Educators should guide students to deeply analyze Chinese and foreign cultural phenomena, texts and products through cases, explore the cultural reasons behind them, and critically examine them, so as to improve their cross-cultural critical thinking ability. Critical thinking involves core skills such as analysis, reasoning and evaluation, which is conducive to in-depth discussion of cross-cultural phenomena and problems and more objective and thorough response to an analysis of conflicts and contradictions in cross-cultural communication (Li, 2024). The Teaching Guide for Undergraduate Foreign Language and Literature Majors in Colleges and Universities (2020) emphasizes that it is necessary to train students to understand cultural phenomena, have the awareness of cultural differences and intercultural communication ability, interpret the world's cultural diversity, cultivate the awareness of respect for diversity, and enhance the critical cultural awareness and have the ability to explain and evaluate different cultural phenomena. With the advancement of globalization, the cultivation of intercultural communication ability and critical thinking ability is not limited to English majors, but should be oriented to all English learners. This helps to deepen their understanding of

Chinese culture, cultivate cultural confidence, and promote understanding, respect and tolerance of diverse civilizations. The deep integration between the two can better promote the improvement of English learners' cross-cultural critical thinking ability and adapt to the needs of cultural communication under the background of globalization.

2.2. Combination of Cultural Sensitivity and Language Use

Cross-cultural communication competence requires learners to show a high degree of cultural sensitivity in language communication and to be keenly aware of language habits, communication etiquette and taboos in different cultural backgrounds. This sensitivity is not only reflected in the understanding of language forms, but also in the respect and adaptation of cultural connotations. In the process of intercultural communication, there are often cases of communication failure due to the conflict of cultural values, principles of etiquette and social relations. Therefore, it is of great significance to study and study cross-cultural differences. Effective cross-cultural communication depends on many factors, but it is mainly influenced by two factors: one is culture, and the other is communication. As shown in Figure 1 below. Cultural factors determine the background and mode of communication, and communicative competence is embodied in language expression and interaction skills. In cross-cultural communication, we should not only respect each other's culture and habits, but also maintain our own cultural identity and dignity. A lack of understanding of the other person's culture can lead to offense, misunderstanding and even conflict. Learning cross-cultural communication knowledge, understanding its essence and process, aiming at overcoming obstacles, avoiding mistakes and resolving conflicts, is an urgent need to adapt to the development of The Times.

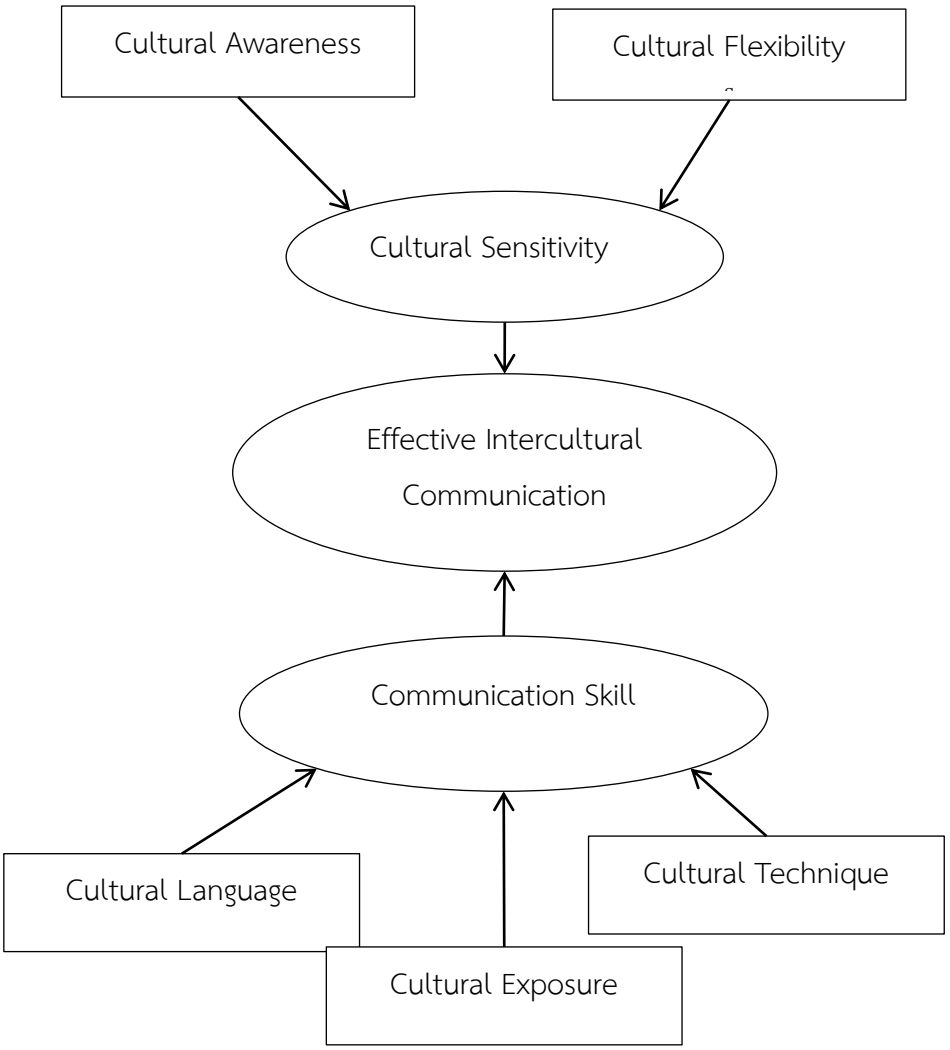


Figure 1. Influencing factors of cross-cultural communication

2.3. Situational Adaptability and the Application of Cross-Cultural Strategies

Situational adaptability and the application of cross-cultural strategies are one of the core characteristics of cross-cultural communication competence. In English language education, learners need to flexibly adjust their language styles and communication styles according to specific scenes, objects and purposes. This requires them to be sensitive to cultural norms and communication requirements in different situations, and to choose appropriate behaviors and language expressions accordingly. In formal business meetings, language expression should be standardized and rigorous, following the principles of immediacy and efficiency in Western culture; In informal social situations, it can be more casual and relaxed, appropriate use of humor and informal expressions to close the relationship. This adaptability is not limited to language, but also involves non-verbal behaviors

such as body language, facial expressions and eye contact, which may also be misunderstood due to cultural differences and need to be flexibly adjusted (Chen & Pan,2023). In addition, the use of cross-cultural strategies is crucial to improve the effectiveness of communication. Learners need to master a variety of strategies, such as active listening to understand each other's point of view and needs, to avoid conflict; Clarify misunderstandings and ensure mutual understanding through questioning and confirmation; Seek consensus and establish a good basis for communication. These strategies not only help to solve the problems caused by cultural differences, but also promote the smooth progress of cross-cultural communication.

2.4. Balance of Identity and Cross-Cultural Inclusion

In English language education, intercultural communication competence emphasizes the balance between identity and intercultural tolerance. Learners need to maintain a deep understanding and identity with their own culture, while demonstrating tolerance and respect for other cultures. This ability to balance is the key to cross-cultural communication and the goal of language education in the age of globalization. Identity enables learners to confidently express their own views and values, and provides a cultural basis for cross-cultural communication. However, it is not enough to emphasize only identity, learners also need to develop an inclusive attitude towards other cultures, respect and understand cultural differences, and avoid misunderstanding or discrimination caused by cultural prejudices (Saaida,2023). In cross-cultural communication, learners may encounter ideas and behaviors that are completely different from their own cultures. This is a time to find common ground and respect differences through language learning and cultural understanding. This ability to balance helps to build a good cross-cultural relationship and enhance learners' cultural literacy and global perspective. In addition, this balance is also reflected in the process of language learning. Learners should not only master language skills, but also learn about different cultural backgrounds through language learning, better understand their own culture, and develop respect and tolerance for other cultures. This balance enables learners to achieve harmonious coexistence between themselves and others in cross-cultural communication, and promotes the smooth progress of cross-cultural communication.

3. The Main Training Forms of Intercultural Communicative Competence in English Language Education

3.1. Improve Cross-Cultural Communication Competence from English Essay Background

In English language education, the background of English articles is an important resource for cultivating students' intercultural communicative competence. Each English article carries specific cultural information, reflecting the author's cultural background, values and social environment. Through in-depth analysis of the background of the article, students can not only better understand the content of the article, but also gain rich cross-cultural knowledge from it. The background helps students understand the history, society and customs of different cultures. For example, when reading articles about Western festivals or traditional customs, students can intuitively feel the differences between different cultures (Luo, 2021). The accumulation of such background knowledge helps students avoid misunderstandings or conflicts caused by cultural ignorance in cross-cultural communication. Context can also reveal the values and ways of thinking of different cultures. For example, Western cultures emphasize individualism, while Eastern cultures are more collectivist. Through comparative analysis, students can learn to think from different cultural perspectives and cultivate cross-cultural critical thinking ability. Teachers can help students build cross-cultural awareness by guiding them to discuss the background of the article. For example, by analyzing cultural conflicts in news reports or literary works, students can learn how to respect and understand different cultures in practical communication.

3.2. Strengthen Intercultural Communication Competence from Teaching Media

In modern English teaching, the diversity of teaching media provides a broad space for the cultivation of intercultural communicative competence. Traditional English teaching is often limited to books and oral practice, but this single mode cannot meet the needs of students for real language environment. Therefore, teachers need to introduce a variety of teaching media, such as international times, literary works, movies and TV dramas, so that students can learn English in a richer context. First, international times and news reports are an important window into the dynamics of Western society. By reading and discussing current events, students are exposed to the latest linguistic expressions and cultural phenomena, while also developing an interest in and understanding of international affairs. This kind of learning style with real context can help students better adapt to the needs of cross-cultural communication. Secondly, literary works and films and TV dramas are vivid cultural carriers. They not only provide rich language materials, but also show life scenes and values in different cultural backgrounds through plots and characters. For example, by watching British and American movies and TV series, students can learn oral expression, body language and cultural etiquette in daily communication. In addition, teachers can also make use of multimedia teaching tools, such as online courses and virtual communication platforms, so that students can interact with people from different cultural backgrounds. This kind of interaction can not only improve students' language ability, but also enhance their cross-cultural communication awareness

3.3. Learning Western Cultural Customs to Enhance Intercultural Communication Skills

In English language education, learning Western cultural customs is an important way to improve students' intercultural communication ability. Cultural customs include social etiquette, customs and ways of life, etc. These details are crucial in cross-cultural communication. If students lack understanding of Western culture and customs, they may have misunderstandings or even conflicts due to cultural differences. Social etiquette is particularly important in Western culture. In the West, "Dress culture" is regarded as a science, especially in formal occasions, such as evening dress

style. Western culture emphasizes the fashion sense and details of clothing, such as the color coordination of jewelry and clothing, and the limit of the amount of jewelry. This attention to detail is significantly different from the Chinese "Qipao" culture's pursuit of integrity and curvacity. Through comparative learning, students can not only understand the aesthetic concepts of different cultures, but also improve their own cultural accomplishment. In a word, learning Western cultural customs helps students better understand and respect cultural differences in cross-cultural communication, so as to improve their communication skills.

4. Effective Strategies for Cultivating Intercultural Communicative Competence in English Language Education

4.1. Strengthening the Sense of Cultural Subjectivity and National Sentiment

In intercultural communication teaching, it is crucial to enhance students' cultural subject consciousness and national sentiment. Most of the foreign language textbooks are written by native English learners, and the western cultural ideologies embedded in them may have an invisible influence on students, and even cause them to neglect the subject position of their own culture in intercultural communication. Therefore, teaching should not only clarify cultural self-confidence, but also help students to adhere to the Chinese cultural stance in cross-cultural communication and spread the excellent Chinese national culture. In current foreign language education, Chinese excellent traditional culture has been implicitly integrated into all aspects of teaching. Through the introduction of philosophical thoughts such as Confucianism and Taoism, as well as literary arts and folk culture, students are able to build up their cultural confidence and sense of identity. When comparing and analyzing with western literature, teachers can guide students to trace the spiritual values advocated by Chinese and foreign cultures and the reasons for their formation. This will not only help students to stick to their cultural stance in cross-cultural communication, but also better spread Chinese culture. In this way, students are able to respect other cultures in cross-cultural communication, but also adhere to their own cultural subjectivity, and truly realize two-way cultural exchange and integration.

4.2. Strengthen Critical Thinking and Cross-Cultural Thinking Ability

In intercultural communication teaching, strengthening critical thinking training is the key to improve students' critical thinking ability. After in-depth learning of their own culture and the culture of other countries, students need to explore the commonalities and differences of different cultures through in-depth cognitive training, and understand the values and ways of thinking contained in them. Only with critical thinking can students explore the reasons behind complex cultural phenomena and better express and communicate their intentions in cross-cultural contexts. Cross-cultural teaching should be an inquiry process to help students transform unknown knowledge into a new system. Teachers should carefully design teaching tasks and adopt inquiry teaching mode to guide students to break through the surface understanding of cross-cultural knowledge. For example, teachers can give divergent guidance around a certain topic, correlate relevant cultural cases and conflict phenomena, and encourage students to explore independently. By finding, filtering, analyzing, and reasoning information on the Internet, students not only train critical thinking, but also develop cross-cultural critical thinking skills. The cultivation of this ability helps students to make prudent and sympathetic evaluation in cross-cultural communication, so as to better cope with the challenges brought by cultural differences (Hossain,2024).

4.3. Cultivate Cross-Cultural and International Communication Capabilities

In intercultural communication teaching, educators should not only make clear the subjectivity of their own culture, but also have "cultural consciousness" and avoid "culture-centered theory". On the basis of understanding different cultural phenomena, educators should guide students to think about the future development direction of culture. After understanding cultural differences, cross-cultural learners need to feel and critically evaluate cultural differences by means of perspective change or role exchange (Aririguzoh,2022). The development of this ability helps students to view diverse cultures with an international perspective and to empathize with international audiences through diverse means of communication. After forming a systematic cognition of multi-culture, cross-cultural learners can look at new things in China and the world from a new perspective, and build international communication influence. Telling stories of good people and stories of culture is the best way to spread internationally. Through the guidance of cross-cultural knowledge, the construction of a practice-oriented integrated training system and the promotion of multi-dimensional integration and innovation of disciplinary knowledge, teaching staff, hardware and software can better enhance the international communication ability of contemporary young people and help tell Chinese stories well. The cultivation of this ability is not only an important goal of cross-cultural teaching, but also an important mission of foreign language education in the era of globalization.

4.4. The Second Classroom Helps the Practice of Intercultural Communication

Cross-cultural teaching should create more opportunities for cross-cultural communication in order to promote the fundamental improvement of cross-cultural competence. After completing classroom learning, students need to internalize knowledge in real scenarios and test teaching results through practice. Schools can organize international exchange activities, such as international student exchange meetings, overseas study Tours, etc., to provide students with practical opportunities for cross-cultural communication. In addition, students can also participate in the foreign teachers' club intercultural competence competition and other competitions to further develop their intercultural communication skills. In the real intercultural communication practice, students can personally experience the way of life and thinking of people with different cultural backgrounds, so as to have a deeper understanding of and respect for different cultures. After practice, students can share success or failure cases, dig deep into the reasons behind, and review and discuss in class and after class. Through continuous reflection, students can improve their oral and written communication skills and better resolve cultural conflicts and conflicts. This

process of practice, speculation and discussion can not only help students internalize cross-cultural knowledge, but also find a better way to spread the excellent Chinese culture, and truly improve cross-cultural communication ability.

5. Conclusion

The cultivation of intercultural communication ability is an important part of English language education, and it is also a new requirement for education in the era of globalization. Through optimizing curriculum design, enriching teaching methods, strengthening practical teaching and cultivating students' consciousness of cultural subject, students' intercultural communication ability can be effectively improved. Specifically, curriculum design should pay attention to the balance of cultural content, not only to introduce western culture, but also to emphasize the spread of excellent Chinese culture; The teaching methods should be diversified to cultivate students' cross-cultural thinking ability. In addition, practical teaching is a key link to improve cross-cultural communication ability. Schools should provide students with real cultural exchange scenes through international exchange activities, overseas study Tours, cross-cultural competence competitions and other forms. In intercultural communication teaching, teachers should pay attention to the cultivation of cultural subject consciousness, help students stick to the Chinese cultural stance in intercultural communication, and spread the excellent national culture of China. Through these efforts, we are able to cultivate outstanding talents with international perspectives and intercultural communication skills, providing important support for building a harmonious international exchange environment in a multicultural background.

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