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# The Implicit Promotion of Intercultural Communicative Competence to College English Teaching

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**Abstract:** Driven by global economic integration, people around the world communicate more and more frequently. As a result, students face increasing challenges in mastering the skills of English, the global language. Under the traditional explicit education mode, college English teaching brings great pressure to some students, which is not beneficial to the understanding and mastery of knowledge. Therefore, this paper discusses how to promote college English teaching in the process of cultivating intercultural communicative competence from various angles.

**Keywords:** Cross-cultural communication; English teaching; Implicit promotion

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## Introduction:

In the context of global economic integration, international communication is getting closer and closer, which also leads to the increasing demand for cross-cultural communication skills. Language and culture are closely related. If English education is not integrated into culture, it will inevitably lose its significance. Therefore, when conducting college English courses, it is necessary to start from different cultural backgrounds, so that students can have a deeper understanding and control of English vocabulary and grammar. At the university stage, English teachers need to pay attention to the cultural training of students to enhance their cross-cultural communication skills.

## 1. The Importance of Intercultural Communicative Competence Training of the Implicit Promotion for College English Teaching

The cultivation of intercultural communication skills involves many fields, including the absorption and transmission of culture, the study, comparison and research of other cultures. The cultivation of the kind of skill is related to the knowledge of many subjects. To have the kind of skill, English listening and speaking skills are essential, necessary vocabulary expression skills are also needed, and Western cultural background knowledge behind English is also needed to understand, so as to communicate with people smoothly. After meeting the above requirements, students will also improve their English ability at all levels.

### 1.1 The process of intercultural communication competence training can alleviate the problem of insufficient educational resources

Through independent training after class, we can make up for the lack of traditional explicit teaching model in teaching material resources and teaching time. In the general explicit teaching model, students are required to learn in a limited course time. Since each student has different level of abilities, the effect of the information they obtain will also be different. At present, the number of educational participants in universities is huge, and there are problems in the quality distribution of teachers. Therefore, teachers can make use of various online education platforms, as well as online courses on intercultural communication skills in universities, to help students strengthen and expand their knowledge, make them better understand all aspects of intercultural communication, and provide them with learning materials covering all areas of English. Nowadays, English education has changed from the initial model of blind listening and dumb communication to pay more attention to how to effectively communicate information in real life and business communication. It is obvious that it cannot meet the needs of language ability development to improve cross-cultural communication skills with Westerners only by relying on daily group communication in class. Therefore, in order to effectively carry out cross-cultural

communication in the future, students will choose a lot of exercises after class to improve their cross-cultural communication skills. It can not only make up for the lack of educational resources and time for students, but also help them better cope with the challenges of intercultural communication in the future.

## **1.2 The process of cultivating cross-cultural communication competence can improve students' learning enthusiasm imperceptibly**

In developing students' intercultural communication skills, students will be exposed to unique customs and cultures from around the world. When they come into contact with and understand the food culture of some western countries, the "foodie" students' enthusiasm for food exploration will continue to heat up. When they come into contact with the special festival culture of some western countries, students full of curiosity will also want to try and experience the local customs. When they come into contact with the taboo culture of some Western countries, some students' spirit of "curiosity kills the cat" will be amplified infinitely. All kinds of hobbies and interests can stimulate students' great enthusiasm for English learning, and then have a hidden promotion effect in all fields of English learning. When students need to use daily communication skills to communicate with their peers and understand their various areas of concern, students may find that Mandarin is not easy for them to understand and their English vocabulary is quite limited. At this time, they may be very anxious to actively master and remember the communication vocabulary in certain situations. In this way, students' English vocabulary will increase accordingly. Similarly, an irregular accent can hinder communication. In order to prevent communication barriers, it is also important to understand some knowledge about the culture behind the language. Therefore, when developing cross-cultural communication skills, students will actively study all elements that may affect communication in order to achieve communication effects, which can enhance students' English application skills and promote their English learning.

## **2. The Implicit Promotion of Intercultural Communicative Competence to College English Teaching**

### **2.1 Choose English teaching materials scientifically and innovate and enrich the content of teaching materials**

With the popularization of the Internet, students can find the information they need more quickly, so the form and content of English textbooks are increasingly rich. At the present stage, English textbooks for higher education cover a wide range of topics, including many excellent reading works, social focus issues, and corresponding English cultural theories, which clearly demonstrate the differences between Chinese and English. However, there are still many problems and conflicts hindering the development of English teaching. For example, English teachers pay too much attention to English knowledge and corresponding grammar education, but neglect to improve students' language communication skills. In the process of selecting English textbooks, college English teachers must pay special attention to the subject of English, and properly integrate the culture and folklore of some English-speaking countries into the teaching plan, so as to effectively integrate them with English teaching, enhance the influence of cross-culture in English textbooks, and enable students to have a more comprehensive understanding of foreign culture and social customs. When teachers guide students to study the western Christmas, they should not only elaborate according to the knowledge of textbooks, but should encourage students to compare the Western Christmas with the Chinese Spring Festival, and consult the relevant information of the two festivals in their spare time, and then compare the origin of the two festivals to find their similarities and differences.

### **2.2 Take students as the main body and further innovate teaching methods**

English teachers need to abandon the old teaching methods, go beyond the shackles of the old teaching, and regard the students as the core of the teaching. At the same time, they should play a good role of guidance. In the course of teaching, teachers need to adopt a variety of different teaching methods, such as scene teaching, collaborative teaching, research teaching, simulation teaching, etc., in order to achieve the transformation from a single teaching method to a diversified teaching method. English teachers need to provide interactive and collaborative platforms for students to help them study and understand various types of actual situations, and by comparing the cultures of different countries, enable them to have a deep understanding of the cultural spirit, values and historical traditions of the countries where English is used, so as to enhance their cognition in cross-cultural learning. In the process of English teaching in college, cross-cultural education means are rich and diversified. Teachers can introduce attractive educational strategies such as debate competitions, situational simulations, interactive answers, and cross-talk performances, which will help students master English in a relaxed environment, enhance their learning enthusiasm and vitality, and unconsciously guide students into cross-cultural communication scenes, so as to achieve the learning goal of closely combining English knowledge with cultural environment and further improve the teaching effect and quality of the course.

## 2.3 Give full play to the advantages of information technology and create cross-cultural communication context

Information technology is not only popular in various fields and companies, but also has extremely critical application value in college English education. When improving college students' cross-cultural communication skills, English teachers need to understand and effectively use the advantages of information technology to create a comfortable and standardized atmosphere for cross-cultural communication. At the same time, teachers can also create a real English communication environment through online chat tools, original English video and audio, and knowledge sharing platforms to provide students with diversified knowledge. In addition, teachers can use virtual reality technology to make students experience themselves in the language environment, and at the same time, they can carry out cross-cultural communication freely in the virtual language environment. The use of information technology can create an immediate teaching atmosphere and achieve integrated educational goals. In this way, students can gain new ideas, effectively share and use the knowledge gained, and also engage in in-depth discussions, which can help them to deal with and respond to social challenges more quickly and flexibly.

## 2.4 Enhance the influence of local culture in the process of intercultural education

In the course of teaching, teachers need to use a variety of educational strategies to enhance students' cross-cultural communication skills, not only to impart English cultural knowledge to them, but also to help them enhance their own learning skills, so as to achieve two-way communication in cross-cultural communication. In the course of teaching, college English teachers should pay attention to the elaboration and promotion of local culture, so that students can have a deep understanding of Chinese culture and take the initiative to promote Chinese culture. Both Chinese and English have been influenced by various cultures, so there are many differences between them. In the regular English teaching process, teachers need to pay attention to the teaching of mother tongue culture, and actively look for various cultural elements in English textbooks, especially some non-linguistic cultural elements. Students are encouraged to compare the cultural differences between Chinese and English in order to understand the effects of interaction between different cultures and to expand and deepen their cross-cultural communication skills.

## Conclusion:

In general, through the training of language learning and listening and speaking skills, students can improve their cross-cultural communication ability in different environments. Teachers should pay attention to cross-cultural communication training for students during teaching time and rest time, stimulate their enthusiasm for learning, and encourage them to actively enhance their cross-cultural communication skills. The way not only helps to improve the method teachers teach college English, but also helps students to better master English.

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