

Study on Strategies for Cultivating Students' Intercultural Communicative Competence in Middle School English Teaching

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Abstract

It is of great significance and value to cultivate students' intercultural communicative ability. And English subject has significant advantages of cultivating the ability of intercultural communication. Therefore, in order to promote the cultivation of students' intercultural communicative competence in middle school English teaching, this paper first explains the principles of developing intercultural communicative competence, and explains the five principles to be adhered to in intercultural teaching, laying a foundation for the research of the whole paper. Secondly, the factors restricting the cultivation of students' intercultural communication ability are analyzed and sorted out, and it is found that the growth environment of teachers and students is the key problem in intercultural teaching. Finally, it puts forward some strategies to develop students' intercultural communication ability from the perspectives of teachers, government and schools.

Keywords

English teaching; Intercultural communicative ability; Strategy.

1. Introduction

As a universal language, English is an important tool for cross-cultural communication. Learning English is of great significance for students to understand foreign cultures, enrich cultural competence, form cultural understanding and tolerance, and improve cross-cultural awareness and ability. The improvement of students' cross-cultural ability can also better improve national quality, strengthen cultural confidence, and better promote Chinese culture to the world. Therefore, the administrative department of education has also emphasized the intercultural communication ability as the basic quality of students' development. In *The English Curriculum Standards for Senior High Schools (2017 Edition, revised in 2020)* and *The English Curriculum Standards for Compulsory Education (2020 Edition)* (hereinafter referred to as *The Curriculum Standards*), cross-cultural communication competence is included in the "cultural awareness" part of the key competency. At the same time, *The Curriculum Standards* also stipulate the level of cultural awareness and accordingly make requirements for the intercultural communication ability to be cultivated in middle school. It also highlights the necessity of constructing intercultural communication system in foreign language teaching and the importance of cultivating students' intercultural communication ability.

At the same time, middle school students are in an active stage of thinking development and have a certain cross-cultural knowledge base, but they are not comprehensive and systematic. At present, the research on students' intercultural communication ability in China mainly focuses on the university stage, and less attention is paid to the middle school stage. Therefore, this paper aims to explore the cultivation strategies of students' intercultural communicative competence in middle school English teaching stage, so that students can better use language to develop intercultural ability and realize the educational value of English subject.

2. Principles for Developing Intercultural Communication Ability

2.1. Communicative Principle

As the name implies, the cultivation of intercultural communicative competence needs to take “communication” as the premise. As the communicative approach advocates, “Foreign language classroom should be a place full of ‘communication’” (Zhao Li, 2007). As a means of communication and a carrier of culture, language can help students develop cross-cultural awareness in communication, thus it can effectively promote the cultivation of intercultural communication ability. Through language communication, students can learn more about the culture, customs, living habits, political and economic conditions of foreign language countries based on the basic knowledge, and develop their communication skills, so as to realize the understanding, tolerance, exchange of Chinese and Western cultures. However, it should be noted that the communication emphasized here is not a simple language dialogue, but the cultural exchange between teachers and students, and between students and students on the premise of exchanging information. Both sides can acquire and reflect from the exchange of views.

2.2. Hierarchy Principle

Hu Wenzhong (1999) advocated developing students’ intercultural communication ability through different ways and levels. Just as knowledge and skills are hierarchical, Li Ying (2002) believes that language and culture knowledge should be taught at different levels, that is, students’ intercultural communication ability should also be cultivated at different levels. Different scholars have divided the cultivation of intercultural communication ability into different levels. Although the classification basis is different, it can be generally summarized into three levels: perception culture, internalization culture and application culture. At the first level, students need to know and be familiar with foreign cultural knowledge and understand its cultural values, including its history, customs, beliefs and so on. However, understanding the culture of other countries does not mean that they can truly understand the culture of other countries (Chen Shen, 1999). Therefore, on the second level, students should internalize the cultural knowledge they have learned, transform the external intangible cultural knowledge into internal knowledge, and correctly evaluate the culture of other countries from a critical and inclusive perspective. The third level is to use the language and cultural knowledge to deal with various problems in cross-cultural communication. When designing intercultural communication activities, teachers should consciously develop students’ intercultural communication ability from the aspect of levels.

2.3. Developing Principle

The principle of development here is mainly reflected in two aspects. On the one hand, it emphasizes the development of culture. Although culture has certain stability, its content and structure are always changing with the development of the times. Therefore, while cultivating students’ intercultural communication ability, students should be guided to view Chinese culture and other cultures from the perspective of development. On the other hand, it emphasizes the development of students. Students are also in constant development and change. The current era, students access to the cultural knowledge is more and more widely and they are also under the influence of culture from outside. Therefore, when designing intercultural teaching content, teachers should take students’ existing cultural knowledge as the basis, arrange intercultural communication activities reasonably according to their needs, reflect the principle of development, so as to better develop their intercultural communication skills. As the saying goes, “It takes ten years to grow trees, but a hundred years to rear people”, English teachers should adhere to the principle of development and treat cross-cultural

teaching from the perspective of development, so as to make it develop in a healthy and beneficial direction and promote the healthy development of students.

2.4. Introspective Principle

Sun Youzhong (2016) believes that solving cross-cultural problems depends on the application of students' cognitive skills, which reflects the importance of introspection on the cultivation of students' intercultural communication ability. Different scholars have different definitions of introspection. Scriven and Paul (1987) believe that introspection is a professionally trained thinking process in which the thinker conceptualizes, applies, analyzes, synthesizes or evaluates the acquired information through observation, experience, reflection and communication. In the cultivation of intercultural communicative competence, the principle of introspection means that teachers should guide students to conceptualize, apply, analyze and evaluate intercultural knowledge by using the method of reflection. At the same time, there are differences in culture, so students should be guided to look at different cultures with a critical attitude and reasonably absorb the excellent culture of other countries, and respect the differences between cultures.

2.5. Situational Principle

The situational principle emphasizes the penetration and experience of students' training process of intercultural communication ability. The process of cross-cultural communication should not be blindly instilled by teachers, but should be students' active experience of cultural values in language interaction and cultural context. Let the English classroom full of freshness and let the teaching content close to the life of students, which will naturally be more easy to arouse the resonance of students. At the same time, not only the teacher to enjoy teaching, students will also enjoy learning. Therefore, the cultivation of intercultural communication ability should be permeated in every classroom teaching and every activity, so that students can experience the emotions, attitudes and values conveyed by other cultures in the created cultural context and atmosphere, such as intercultural role playing and intercultural film appreciation. The teacher must create a true and correct situation. If possible, they can strive for students to communicate with foreign friends.

3. Factors Restricting the Cultivation of Students' Intercultural Communication Ability

By collecting the existing problems, it can be found that teachers and students as well as environment have an impact on the teaching of intercultural communication. Therefore, we should explore these aspects one by one to find out the factors that restrict the cultivation of students' intercultural communication ability.

3.1. The Factors of Students

3.1.1. Students Attach Low Importance to Cross-Cultural Learning

At present, countries in the world are increasingly connected, and cultural exchanges are increasingly frequent. Therefore, intercultural learning and the cultivation of students' intercultural communication skills are the basis for effective communication and exchange with other countries in the world. No matter at the national level or the local level, the cultivation of intercultural communication ability is actively advocated. However, under the influence of various factors, in order to get good grades, students pay more attention to the study of English language knowledge. Some students think that the study of cultural knowledge is not conducive to the improvement of scores, because these cultural contents are not the assessment contents. Meanwhile, some students think that learning western culture is a manifestation of cultural inconfidence. It can be seen that students do not realize the importance of cross-cultural

learning. This learning attitude separates the relationship between language and culture, equates English learning with language knowledge learning and equates learners with problem-solving machines. This attitude is not only detrimental to the core competency to be cultivated in English courses, but also detrimental to the improvement of cross-cultural communication ability.

3.1.2. English Learning Motivation Is Not Strong

Students are the object and subject of teaching activities. Teachers usually consider their psychological characteristics and actual situation first when carrying out teaching activities. Learning English is of great significance for students to understand other cultures, improve their cross-cultural awareness and ability, and promote communication, interaction, understanding and tolerance between countries. At the same time, English learning can also help form the learning ability, cultural awareness, thinking quality and learning ability to be cultivated in English courses, and fully realize educational function in English courses. However, some students do not have strong motivation for English learning and think that English is difficult and even useless. This is obviously not good for students to develop various abilities through English, let alone improve their intercultural communication skills. Therefore, the level of students' motivation for English learning will affect the effect of intercultural teaching.

3.1.3. Lack of Intercultural Communication Awareness and Strategy

Although students have mastered some cross-cultural knowledge, they will still make some mistakes in real situations. For example, when receiving compliments from foreign friends, the correct way is to directly answer "thank you". However, because Chinese people have always been modest as a virtue, so it is easy to answer politely. Therefore, although students know these theories, due to the lack of cross-cultural awareness and strategies, they fail to apply cross-cultural knowledge well in the practice of cross-cultural communication, so similar phenomena still occur in real life, which leads to misunderstandings in communication and cultural conflicts.

3.2. The Factors of Teachers

3.2.1. Lack of Intercultural Communication Competency

Teachers are in the leading position in teaching, holding the choice of knowledge content and the form of lectures. English teachers' insufficient understanding of intercultural communication or limited knowledge reserve will lead to corresponding problems in intercultural teaching. The cultivation of students' intercultural communication ability depends on teachers' intercultural literacy, which will affect students' mastery of intercultural knowledge. Teachers with high intercultural ability can explain cultural knowledge to students in simple terms with vivid and interesting examples and freely answer students' questions about intercultural knowledge, thus effectively promoting the improvement of students' intercultural communication ability. However, some teachers do not have a clear understanding of the purpose and significance of intercultural teaching, do not have a good grasp of the methods to cultivate students' intercultural communication ability and some teachers do not have a clear concept of intercultural communication ability. All these will greatly affect the development of intercultural teaching and the development of students' intercultural communication ability.

3.2.2. Intercultural Teaching Design Lacks Systematicness and Innovation

At present, there is no systematic teaching mode in cross-cultural teaching, and most of them are scattered. What content should be selected and what method should be adopted in intercultural teaching is generally decided by the teachers themselves. Under normal circumstances, teachers choose the content of intercultural teaching according to their own experience, hobbies and values. However, in most cases, these contents have little relevance to

classroom language teaching and are only used as supplementary knowledge to arouse students' interest. This kind of intercultural teaching has strong subjectivity, and students cannot form a comprehensive view of intercultural knowledge, which is easy to cause one-sided understanding of other cultures and hinder the development of students' intercultural communication ability.

At the same time, teachers carry out intercultural teaching mainly through pictures, films, music or oral explanations. Therefore, teachers' design of intercultural teaching activities mainly includes: watching videos, role playing, extracurricular reading, etc. Although the effective implementation of these activities can indeed improve students' intercultural communicative literacy to a certain extent. However, if frequently used, students will feel tired and thus reduce their interest in cross-cultural knowledge. It can be seen that the current intercultural teaching activities lack novelty and are relatively single, which affect the cultivation of students' intercultural communication ability.

3.2.3. Teachers' Analysis of Cross-Cultural Materials in Textbooks Is Not Deep Enough

In the past, there were little contents and sections of cross-cultural knowledge in textbooks, but after continuous curriculum reform, the current textbooks have added more cross-cultural elements, which provides reference for teachers to cultivate students' intercultural communication ability. However, due to the limited level of teachers, some teachers do not have a deep understanding of cross-cultural knowledge in the textbooks and fail to explore the educational value of cross-cultural materials. They only talk in general and fail to touch the core of culture, let alone the cultivation of students' intercultural communication ability. At the same time, there is also a phenomenon that teachers rely too much on the cross-cultural materials of textbooks, which will lead to rigid intercultural teaching. Therefore, it is of great significance to improve the ability of teachers to explore the intercultural knowledge in the textbooks.

3.3. The Factors of Others

3.3.1. Limitations of the Classroom Environment

If students are allowed to communicate directly with people from other cultures and are placed in the environment of other cultures, the development of students' intercultural communication ability can be promoted more quickly and effectively. But obviously, not every student has that opportunity. In China, class teaching system is the basic form of teaching organization, in which students receive lessons from the same teacher in the same classroom. Although teachers will create certain situations according to the teaching content so that students can acquire knowledge and skills of cross-cultural communication. However, the created situation is always less significant than the real situation, and the situation created by teachers cannot replace the real intercultural communication situation. At the same time, class time is limited, and teachers usually finish the task of language teaching before conducting intercultural teaching. Therefore, the time spent in intercultural teaching is greatly shortened, which greatly restricts the development of students' intercultural communication ability.

3.3.2. The Influence of Chinese Culture

There are many differences between Chinese and western cultures, which are embodied in traditional customs, living habits, ways of thinking, values, cultural psychology, religion and non-verbal communication (Wang Limei, 2009). Influenced by their mother tongue, students are prone to pragmatic failures in cross-cultural communication. For example, British and American people belong to the mode of linear thinking, attaching importance to rationality and logic, and expressing directly in language. Influenced by Confucianism, Chinese people's way of thinking is spiral, and their language expression is obscure, implicit and euphemistic. Therefore, it is necessary to pay attention to this point in cross-cultural communication with British and American people. For another example, English-speaking countries generally use "good

morning” as a greeting, rather than asking “where are you going” or “have you eaten yet”, which they consider too personal. However, studies have shown that in most cases, students consciously or unconsciously use their mother tongue to learn English and use Chinese culture for cross-cultural communication (Yang Xinxin, 1999). It can be seen that students will be affected by their own culture to some extent when conducting cross-cultural communication, resulting in negative transfer effect.

4. Strategies for Developing Students’ Intercultural Communicative Competence

English teachers are the main implementers of English education, and are the most active factors in teaching. Meanwhile, teachers are the guidance and participants in the classroom and the actual learning of students is always inseparable from their teaching. English teachers should be the practitioners of intercultural communication and strive to create intercultural teaching classes that students like. In addition, the growth of students is affected by the society and schools and other aspects. Therefore, the government and schools should contact each other and make joint efforts to form a joint educational force and create the best learning atmosphere for the growth of students.

4.1. Strategies for Teachers

4.1.1. Make Effective Use of Network Resources to Expand Cross-Cultural Teaching Ways

The emergence of the Internet has epoch-making significance for the development of human history. Its emergence not only shortens the distance between people, but also changes people’s traditional way of communication and thinking. Therefore, the development of the Internet is one of the effective ways of English teaching, and its rich resources provide a guarantee for intercultural teaching. *The Curriculum Standards* has always advocated the integration of information technology and English teaching, and advocated teachers should make full use of the support of modern information technology for English teaching and learning, and make reasonable use of Internet resources to promote the effective development of English teaching. In the process of cultivating students’ intercultural communication ability, teachers can first encourage students to cultivate their autonomous learning of intercultural communication through English learning websites. Fisher believes that learners who learn foreign languages through online resources are explorers who complete intercultural communication tasks (Liu Wei, Du Jingfen, Gao Yueqin, 2016). Teachers can recommend online learning platforms for students and teach them the methods of cultural information search, so that students can not only increase cultural knowledge and develop cultural literacy, but also improve their independent learning ability and intercultural communication ability. Secondly, teachers should make reasonable use of network resources to enrich classroom intercultural teaching content and realize resource-assisted intercultural teaching. Teachers can use the Internet to select cultural materials related to teaching, provide students with a multi-modal learning environment, enrich teachers’ own cross-cultural knowledge, and promote students’ intercultural communication ability.

4.1.2. Improve Students’ Ability of Nonverbal Communication and Create A Good Classroom Environment for Intercultural Communication

There are two main ways of communication. The first is speech act and the second is non-speech act. Nonverbal behavior including gestures, eye contact, voice, intonation, facial expressions and so on. These non-verbal behaviors have the functions of exchanging information, transmitting ideas, expressing emotions and attitudes, explaining social status and

social relations, etc., which are of great significance to the cultivation of students' intercultural communication ability (Jia Yuxin, 1997).

According to American sociolinguist Hymes (1972), "it is not enough for a language learner to only learn language, but to master the ability to properly use language to communicate in a specific context." Therefore, the cultivation of intercultural communication ability is inseparable from the role of the environment. However, due to environmental constraints, we cannot guarantee that every student can communicate in a direct cross-cultural environment. However, teachers can innovate teaching activities to create a real and good intercultural communication environment for students, so that students can develop skills and strategies of intercultural communication in the created environment and successfully apply intercultural knowledge into practice. In this process, teachers should give positive demonstration and guidance so that students can correct inappropriate verbal and non-verbal behaviors in time. In addition, teachers can also use cultural differences as questions to create cross-cultural learning situations to increase the interactive, interesting and scientific situation, so that students can deepen cross-cultural knowledge learning, cultivate cross-cultural awareness and form cultural tolerance and understanding through cultural comparison.

4.1.3. Based on Teaching Materials, Add Cultural Factors Appropriately

Guided by curriculum standards and selected subject content, the textbook is the main reference basis for teachers to carry out classroom teaching, which is systematic and scientific. The cultivation of intercultural communicative competence should not be divorced from the teaching materials, but should embody the principle of combining theory with practice, integrating language and culture. At the same time, there are rich cultural materials in the textbook, so teachers can make full use of the cultural elements in the textbook and supplement additional cultural knowledge appropriately based on the textbook. However, the contents and cultural knowledge of textbooks are extensive and complex, which requires teachers to dig deeply into the cultural connotation of textbooks, explain and demonstrate to students in a simple and understandable way.

Teachers should also balance the time allocation between language teaching and cultural teaching and pay attention to the amount of cross-cultural knowledge. It is necessary to grasp the relationship between language knowledge and cultural knowledge. If possible, teachers can appropriately supplement foreign language textbooks to increase cultural authenticity. Teachers should also pay attention to the relevance and practicability of cross-cultural knowledge selection. The selected cultural materials should be closely related to the learning content and can effectively meet the needs of students in the real cross-cultural communication environment.

4.1.4. Carry Out Cross-Cultural Comparative Teaching and Transform the Negative Transfer Effect of Chinese Culture Into Positive One

For mother tongue culture's influence on the students' intercultural communication, teachers can actively engage in intercultural comparative teaching. Through a comparative analysis of the differences between English and Chinese cultures, teachers can explain cross-cultural knowledge to students in a targeted and systematic way, guide students to pay attention to cultural differences, strengthen students' understanding of different cultures, better solve the conflicts in cross-cultural communication, increase cross-cultural sensitivity, and reduce the interference of mother tongue culture. But in fact, mother tongue culture also has a positive transfer effect. Since language and thinking are both common and universal, it is also necessary to compare cultural similarities in cross-cultural learning and promote students' cross-cultural knowledge learning by taking advantage of the correlation between mother tongue culture and English. Therefore, intercultural comparative teaching emphasizes not only the comparison of differences, but also the comparison of similarities.

In addition, intercultural comparative teaching is based on the premise of respecting the national culture. With the continuous development of China's reform and opening up and the era of globalization, the exchange of Chinese culture and different cultures has become increasingly close. On the one hand, it is conducive to the continuous development and renewal of Chinese culture with the times. But on the other hand, it is easy to cause inferiority in own culture and worship of foreign culture in cross-cultural communication. Therefore, cross-cultural contrastive teaching should also develop students' correct understanding and attitude towards their own culture and other cultures and maintain their mother tongue culture. Only with the organic combination of Chinese culture and English culture can we effectively carry out cross-cultural communication, and only by deepening the sense of identity and pride of mother tongue culture can Chinese culture and other cultures be on an equal place in the process of cross-cultural communication.

4.2. Strategies for Government and Schools

4.2.1. The Teaching Evaluation System Should Be Perfected and the Teaching Goal of Intercultural Communication Competence Should Run Through All Teaching Stage

In order to cultivate students' intercultural communication ability, educational authorities should perfect the current teaching evaluation system and integrate the examination of intercultural knowledge into the test evaluation. On the one hand, influenced by the traditional exam-oriented education, teachers and students tend to teach "what the students learn in the examination". Therefore, intercultural communication ability should be regarded as a content of evaluating students, so that teachers and students can pay attention to and cultivate this ability. On the other hand, testing and evaluation, as the means of testing students' learning effect and teachers' teaching effect, can give feedback to students' intercultural communication ability. Both teachers and students can adjust their teaching methods and learning methods from the feedback, so as to better improve students' intercultural communication ability. This can be done by written examination, oral question-and-answer, or observation. However, we should pay attention to the objectivity, authenticity and comprehensiveness of the evaluation, and establish a scientific evaluation system of intercultural communication to ensure the improvement of students' intercultural communication ability.

Both the curriculum standard of compulsory education stage and the curriculum standards of senior high school stage explain the training objectives of each learning period, including the requirements for the cultivation of students' intercultural communication ability. Therefore, schools should require teachers to integrate intercultural communicative competence into the teaching process as a teaching objective. Students can be influenced by culture all the time and accept the learning of cultural knowledge, which can also arouse students' attention to cross-cultural communication.

4.2.2. Special Training On Intercultural Teaching Is Provided for English Teachers to Improve Their Intercultural Communication Ability

The level of teachers' intercultural communication ability has an important influence on the cultivation of students' intercultural communication ability. Therefore, schools should also pay attention to the cultivation of teachers' intercultural communication ability and provide teachers with special training in intercultural teaching. Schools can carry out relevant training from the three aspects of cultural knowledge, cultural awareness and cultural behavior, so that teachers can promote the development of cultural awareness on the basis of cultural knowledge and finally convert knowledge and awareness into conscious action. For example, we can provide teachers with cultural lecture training, analyze and guide teaching materials and observe excellent teachers' intercultural teaching classes, constantly adjust and optimize our own intercultural teaching in learning, and practically improve our own intercultural ability.

However, it should be noted that the training subjects are not only in-service teachers, but also pre-service teachers. The integration of pre-service and in-service intercultural teaching and training should be realized, and the cultivation of intercultural communication ability should run through the whole career of teachers.

However, due to the numerous roles and heavy tasks of teachers, some teachers consider training to be a burden. Therefore, schools should encourage teachers to actively participate in the training process, adopt a certain assessment and reward mechanism, and mobilize the enthusiasm of teachers to learn. It should also be noted that training should not be formalized, but should be carried out in a variety of rich scientific and practical activities so that teachers can really acquire, think and act.

4.2.3. The Intercultural Teaching Community of Teachers Should Be Established to Improve the Level of Intercultural Communication Between Teachers and Students

To cultivate students' intercultural communication ability, high-quality teachers are indispensable. Teaching community mainly refers to a group based on emotion and responsibility and pursued by common understanding and common value (Sang Lei, 2016). The intercultural teaching community is jointly organized by teachers and students, aiming to solve the intercultural problems faced by teachers and students in the process of teaching. Its goal is to improve the intercultural communication level of teachers and students in the process of cooperation. Individual teachers have limited intelligence and energy, but groups of teachers can give full play to the abilities of each teacher. Therefore, the school can set up a team of teachers specializing in intercultural teaching to build a platform for cultural knowledge exchange and reference for teachers to discuss the cultivation of students' intercultural communication ability through cooperative learning. In this community, each teacher can play their own advantages, learn from each other. At the same time, the schools should not only do a good job in building teaching communities, but also do a good job in service. Schools should understand the needs of these communities, provide psychological and technical support for teachers, and increase members' sense of trust, responsibility and mission in the teaching community.

4.2.4. Create Intercultural Communication Atmosphere and Enrich English Culture in School

Students spend most of their time in school, and the school's environment affects students in various aspects. Therefore, schools should attach importance to the development of intercultural communication environment. First of all, strengthen the construction of campus system culture. System construction can play a role of restraint and management. Schools can formulate corresponding teaching management models, such as holding regular meetings, revising management plans and holding regular activities, so as to better standardize cross-cultural teaching and promote the construction of school system culture to a higher level. Secondly, for the construction of campus material culture, we can start from the landscape and buildings in the campus to create a better cross-cultural communication atmosphere. For example, a special section of intercultural communication learning is set up in the school propaganda column and the class display board, mainly introducing the content of intercultural communication and explaining the importance and significance of intercultural communication. Thirdly, the construction of campus spirit and culture should be strengthened. The development of a school is constantly moving forward with the times and history. The school tradition, school philosophy and school discipline and school spirit will affect generations of students. For example, cross-cultural education activities are carried out around school spirit and school motto, so that teachers and students can understand and practice them, making the school a stable place for cross-cultural activities. Finally, school can carry out the construction

of cultural activities. Practice is the source of knowledge, so we should put cross-cultural communication into action. For example, traditional cultural festivals into schools and the comparison between Chinese and western festivals can be held to broaden the teaching ways of cross-cultural communication.

Schools should make full use of the favorable conditions, strengthen the construction of system, material, spirit and activities, and provide students with a good learning environment. At the same time, let them nourish and edify in the atmosphere of cross-cultural communication, so as to be imperceptibly nourished and influenced by cross-cultural communication.

5. Conclusion

Language is the carrier of culture, and culture is an important part of language. They are closely related. American linguist Sapir (1921) believed that culture can be explained as “what society does and thinks”, while language is “the expression of ideas”. Therefore, it is of great significance to develop students’ intercultural communicative competence through English language learning, which has become a research hotspot in recent years. Meanwhile, Professor Jia Yuxin (1997) also pointed out that “intercultural communication competence is the ultimate goal of foreign language teaching, and language education is to a large extent cultural education”. This shows that the fundamental purpose of foreign language teaching is to achieve cross-cultural communication and promote the communication between people with different cultural backgrounds. Therefore, in order to better cultivate students’ intercultural communication ability, intercultural teaching should follow the principles of communication, hierarchy, development, introspection and situation. Teachers should analyze the main factors affecting students’ intercultural communication ability and find solutions to integrate various cultural resources to improve students’ intercultural awareness and communicative ability. It is worth mentioning that in cross-cultural teaching, we should not neglect the propaganda and education of Chinese culture, and should cultivate students’ cultural identity and confidence. Only by fully recognizing and understanding our own culture can we view other cultures in an equal and inclusive way, thus improving students’ cross-cultural communication ability.

With the continuous development of the times, cross-cultural communication will be endowed with different connotations and values. And the teaching of cross-cultural communication needs more extensive and deeper exploration, which will also play an increasingly important role in the cultivation and development of students.

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