STRATEGIES FOR CULTIVATING THE INTERCULTURAL COMMUNICATIVE
COMPETENCE OF CHINESE EFL LEARNERS

The attached seminar paper by Nian Yan entitled “Strategies for Cultivating the Intercultural
Communicative Competence of Chinese EFL Learners,” to be submitted to the Graduate Faculty
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COMPETENCE OF CHINESE EFL LEARNERS

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Master of Science in Education

By
Nian Yan

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I would like to express deeply thanks to my parents for their continued support and encouragement. Under the influence of the COVID-19, they maintain the peace of family and everyone’s health, creating a favorable environment for me.

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Abstract

Strategies for Cultivating Intercultural Communicative Competence of Chinese EFL Learners

Nian Yan

Under the Supervision of Dr. Teresa Burns

With the popularization of teaching methods and the deepening of language and culture research, more and more foreign language teaching experts and scholars have reached a consensus: the goal of foreign language teaching is to cultivate students' intercultural communicative competence. Traditional foreign language teaching pays attention to language analysis and neglects language function analysis and language use research. Many people blindly believe that learning a language is learning a whole set of grammar rules. In formal intercultural communication occasions, many students’ practical application of English is low and they don’t know how to use English properly. This paper focuses on the importance of intercultural communicative competence in the English as a Foreign Language (EFL) teaching process and holds that the systematic analysis and research on intercultural communication has positive significance in cultivating and improving students' intercultural consciousness. In order to enhance students' intercultural awareness and improve their intercultural communication ability, teachers should combine language and culture teaching content, learners' learning strategies and teachers' language and culture teaching strategies organically, which is not only necessary but also feasible.

Keywords: intercultural communication, EFL teaching in China, communicative competence
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Chapter One: Introduction

Most language teachers know that teachers and students from different cultural backgrounds have different ways of thinking, values, customs, lifestyles and so on because they have received different cultural education. These differences have a certain impact on communication and consciousness which may produce misleading information and cause communication obstacles for Chinese EFL (English as a Foreign Language) learners.

Bilingual teaching in colleges and universities in China began and gradually has become popular in colleges and universities from 2001 on. The purpose of such teaching is to cultivate to cultivate compound talents with both professional and foreign language ability, as well as international awareness and intercultural communicative competence (Li & Yao 2014). Intercultural competence is based on a deep sensitive understanding of the other person and on communicative capacities (Bélisle 2007). Intercultural competence has become a new demand for high-quality talents in the 21st century in this era of multi-civilization and inter-communication. The cultivation of intercultural competence is not only at the level of knowledge
input, but also how to internalize the knowledge of language and culture into our own intercultural competence, and to carry out intercultural communication effectively in real life.

The following research and analysis can better help us understand the definition, principles and methods of intercultural competence, deepen our understanding of intercultural communicative competence, and have a more systematic and clear idea of how to develop intercultural communicative competence in the process of education.

1.1 Statement of the Problem

Sociolinguistics regards relationships between language, culture and social intercourse function of language as its research target from the beginning. The aim of English teaching is to enable students to use languages in communication. The problem, simply put, is to answer the question of how college English teachers in China can cultivate students’ intercultural communicative competence particularly when faced with students who come from very similar linguistic and cultural backgrounds. This seminar paper will review how some theorists have answered this question.

Foreign language teaching looks at terms like “modernism” in particular ways. In this context, “modernism” actually explores contemporary human evolution in that it explores how we perceive the culture which surrounds us in time. Modernism is written history (Brown, 2013). As a college teacher in China, how do we introduce the multiculturism inherent in modernism into the second language teaching classroom?

1.2 Definition of Terms

*Intercultural Communication:* This term was initially used in Edward T. Hall’s (1959) influential book, *The Silent Language*. Hall is thus seen as the founding father of Intercultural
Communication, which may be viewed as “the symbolic exchange process whereby individuals from two (or more) different cultural communities negotiate shared meanings in an interactive situation” (Ting-Toomey & Chung, 2005, p. 39).

**Code-Switching:** As one kind of intra-speaker variation, code-switching occurs when a speaker changes from one variety or language to another variety or language in accordance with situational or purely personal factors (Ellis, 2000).

**Language awareness:** This refers to learners' development of an enhanced consciousness of the forms and functions of language, helps students reflect on language in use (Callies & Keller, 2008).

**Multimodal Discourse:** This means the combination of different semiotic modes—for example, language and music—in a communicative artifact or event (Van Leeuwen, 2005). Multimodality also refers to the diverse ways in which a number of distinct semiotic resources systems are both codevelop and co-contextualized in the making of a text-specific meaning (Baldry & Thibault, 2006).

**Intercultural dimension:** This concept concerns how learners understand how intercultural interaction takes place. It acknowledges that social identities are part of all interaction. Speakers’ perceptions of other people and others people's perceptions of them influence the success of communication. Reflecting upon and integrating these concepts into intercultural communication may allow speakers to see how they can find out for themselves more about the people with whom they are communicating (Byram & al2, 2002, p.15).
1.3 Purpose of the Study

With the continuous development of society, exchanges and cooperation between China and other countries in the world are becoming more and more frequent. Students must be prepared for this reality. That means that English and a Foreign Language (EFL) teachers shouldn’t only pay attention to the explanation of English language knowledge, but also must cultivate students’ intercultural awareness and improve their intercultural communicative competence. Foreign language teaching must pay attention to the cultivation of students' communicative ability (Zhang & Ni, 2016), especially for EFL learners who lack the environment for learning a second foreign language in a “natural” context. The reality is that most Chinese students study English in the classroom but do not use it outside of the classroom. Further, since most classrooms are comprised of other students from similar non-English-speaking cultural backgrounds, the classroom culture can easily remain Chinese, at least to some degree, even when the target language is English. But this sort of teaching may not be effective for increasing students’ English communicative competence with speakers outside of China.

Based on the analysis of the importance of intercultural learning and the causes of intercultural misunderstandings, this paper puts forward some teaching strategies to improve EFL learners’ intercultural awareness and intercultural communicative competence.

1.4 Significance of the Study

As a social phenomenon, language is a tool for communication, and it is also an important part of culture as well as a mirror which reflects a nation's culture and reveals its cultural content. Therefore, in language teaching, teachers should not only teach the students language knowledge
such as the vocabulary and grammar, but also introduce the cultural background and teach the communication principles which combine with various social and cultural factors, thus the students know what to say in what situations (Zhang & Ni, 2016).

Intercultural communicative competence refers to the communication between the speaker and the non-native speaker, and also to communication between people with different linguistic and cultural backgrounds. Because different peoples are in different environments, whose cultures may be formed by different views on such topics as ecology, materialism, social views and religion (to name only a few), their language environments have produced different language habits, social culture, local customs and other contextual factors. Different cultural backgrounds cause people to speak in different ways or habits. A second language learner's understanding of a second culture is fundamentally affected by his or her culturally defined world of view, beliefs, and presuppositions (Xue Jiao, 2014). Therefore, people always like to use their own way of speaking to explain other's words, which may lead them to make inaccurate inferences about other's words, resulting in conflicts and failures. The changes and demands of the times make many language teachers show great interest in it, and it is of great practical significance for us to study the malfunction problems in intercultural communication. This is because English teaching is not only to impart language knowledge, but also to cultivate students' communicative competence and their ability to apply English for intercultural communication. Just learning a foreign language's pronunciation, grammar rules and mastering a certain amount of vocabulary does not mean that the foreign language learner will be able to communicate smoothly.

In intercultural communication, if the two sides of communication cannot enter into the same cultural background, it is easy to produce puzzles or misunderstandings, thus making communication fail. Cultural mistakes are worse than linguistic ones because they tend to create
misjudgment, or ill feeling between native and foreign speakers (Xue Jiao, 2014). There are differences between different nationalities and cultures: especially in the aspect of communicative culture, there are great differences between the East and the West.

These differences complicate the task of teachers and learners in the Chinese EFL classroom. Sometimes for the same vocabulary, for the same address, for the same gesture, for the same sentence, the understanding of the British and Americans is very different from the understanding of the Chinese. The findings of this study will figure out how to cultivate students' inter-cultural communication competence in English teaching though some researches. The fundamental purpose of English teaching is to communicate with people of different cultural backgrounds and improve the efficiency and quality of English teaching in a large area and improve Chinese EFL learners' English application ability.

1.4 Delimitation of the Study

This paper is mainly aimed at teachers of English as foreign language teaching college students in China. It focuses upon how communication problems occur and gives corresponding strategies to resolve them. The study is to help college teachers and college students get creative ideas and effective methods into the classroom so more ways can be developed and motivate students. The teachers and students both have different background in different area. Investigations may work for some while may not work for others. This is may not an exhaustive study to cover all the circumstances.

1.5 Methodology
A review of literatures was conducted for this seminar paper, including professional journals and articles about Intercultural Communicative Competence and how it is being used in Chinese classrooms. Most sources are from UW-Platteville on-line library.
Chapter Two: Review of Literature

2.1. Chinese EFL Learners

2.1.1. Teaching in China

Li & Yao (2014) noted that bilingual teaching has been considered as an important aspect of connotative development in colleges and universities. But Chinese courses in culture, sociology and history have almost no bilingual teaching curriculum in universities in China. Bilingual teaching aims to cultivate language skills in order to acquire other related knowledge, and thus use language to learn, rather than only learning about the language. Their study mentions some types of bilingual education, such as the Dual Language Immersion Bilingual Education, which can help students to build the enthusiasm of foreign language learning and to pay much more attention for the function of language learning. According to a survey they conducted, bilingual teaching has been perfectly used in science, technology, economy, law etc. However, there is lack of this type of bilingual teaching curriculum in Chinese university courses in culture, sociology and history. Bilingual teaching in colleges and universities not only plays an important role in carrying forward the spirit of the times but also cultivates students’ national consciousness.

Zhang & Wang (2016) conducted a survey of sociolinguistics in which they analyzed the causes of so many obstacles encountered by English-speaking sociolinguists teaching in China and the problems existing in foreign language teaching in China, so as to help readers better understand the application of sociolinguistics in English teaching in China. Sociolinguistics, as we know,
studies the relationship between language and society. Generally speaking, the essence of sociolinguistics is how social factors affect the structure and use of language. The foreign language teaching must pay attention to the cultivation of students' communicative ability. However, foreign language teaching in China has ignored the communicative ability with only paying attention to the language form for a long time. We should associate the language with these social factors to set the teaching aims, such as how to improve the students' English communicative competence, design teaching program, determine teaching method and finish teaching task etc. In order to achieve the real goal of English teaching, we should integrate language with the social context.

To investigate the ICC (Intercultural Communication Competence) status quo of Chinese college students, Chen & Wang (2018) conducted research with data from teacher questionnaires. They sought to find one focus of the four aspects for further research of influencing factors of ICC. Their results showed that success in acquiring intercultural awareness, intercultural skills and intercultural knowledge are heavily influenced by intercultural attitudes which are of the most importance to ICC.

English has become a compulsory course in China. English ability will even affect the results of a student's college entrance examination. Non-English majors and English majors alike must pass CET-4 and TEM4 if they want to get bachelor's degree. However, many college graduates who have passed CET-4 or TEM4 still fail when communicate with foreigners. They often sink into embarrassment or even conflict in cross-cultural communication because of their limited intercultural knowledge or skills or just avoid such contacts because of their previous failures or having no confidence in their oral and speaking. ICC should be stressed when teaching them to be the talents of international vision for the 21st century.
2.1.2. The Development of Cultural Competence as Learning Process

Learning to communicate with speech and language is a major developmental task for young children. Delays in language acquisition are one of the earliest indicators of developmental deficits that may affect individual academic and social outcomes throughout their lives. Kaiser and Megan (2011) emphasized how effective interventions played an important part in early language learning process. The complexity of the language system and the relationship of language and communication to other domains of development make effective early intervention uniquely challenging.

Parents' language input and interaction strategies as well as the human living environment will affect children's language development. Parent training to support language development in children with language impairments is an effective early intervention. Alternative and augmented modes of communication (AAC) can improve young children’s immediate functional communication and support the development of spoken communication competence. The methods for teaching joint attention and prelinguistic communication skills (point, show, give, turn taking) have included environmental arrangement, modeling, prompting, and reinforcing child responses in naturalistic and direct teaching paradigms. In most intervention studies, an increase in targeted pre-linguistic communication skills was reported; however, the impact of teaching pre-linguistic skills on subsequent acceptance and expression of language use has been variable.

2.2. General Considerations

2.2.1. Communication and Language

Xue (2014) concluded that language teaching is one of the most important aspects of applied linguistics. At present, communicative language teaching is widely used by Chinese
foreign language teachers, especially English teachers. As we all know, the purpose of language learning is to communicate. Therefore, the fundamental task of language teaching is to improve learners' communicative competence. The initial idea of communicative competence is that users of a language must have the ability to communicate effectively in a language beyond grammar; they also need to know how language is used by members of the speech community to accomplish their purpose. Communicative competence has its own background, that is, communication always occurs on a certain occasion. A qualified communicator should choose a suitable language to express himself according to the changes of the situation, which requires learners to understand and master communication strategies, which is useful to improve their communicative competence.

2.2.2. Intercultural competence

Kanu (2007) concludes that teachers who understand and respond to learners' cultural and linguistic diversity significantly affect their academic achievement, retention and sense of belonging regardless of their ethnicity. The challenge for teacher education programs is to develop new teachers with these intercultural competencies to serve different learners, schools, families and communities. A research article by Shi (2014) verifies the social needs of foreign language skills and cultural communicative competence though the statistical analysis of 810 questionnaires from business expatriates. It indicates that in order to cultivate internationalized talents, it’s not only necessary to improve students’ foreign language skills but also their intercultural communicative competence. It further suggests systematically arrange the related contents of intercultural communication in foreign language syllabus and teaching materials in order to improve students' foreign language ability and intercultural communicative competence at the
2.2.3. Combing Language Teaching with Cultural Teaching

According to Xue (2014), cultural teaching in English classes should cover these following contents: cultural connotation of words, expressions and idioms with distinct target culture features, cultural factors affecting verbal and nonverbal communication, general knowledge of the English-speaking countries, differences in cultural values and thinking patterns.

EFL teachers should stress the cultivating of learners' intercultural awareness while they pass on linguistic knowledge. For this purpose, related approach was studied by Xue (2014) to bring together some of the varied facets of the whole picture for the reader and present a brief analysis of how to cultivate learners' communicative competence through cultural teaching. Language structure, communication patterns, rhetoric rules, etc. are influenced or ever restricted to a large degree by its superstructure—culture. There were some teaching principles mentioned for the development of students' intercultural communication competence in the teaching activities, such as use target language as the primary vehicle to teach culture, prevent the negative effects of native culture on target culture teaching, employ cultural comparison method etc. It also referred to some strategies of culture teaching, such as arouse learners' interest in cultural teaching, set cultural context for vocabulary, create a cultural context for teaching activities and select and arrange the teaching content properly.

2. 3. Intercultural Theories

Intercultural theories emerged in developmental psychology and learning theory in North America (McAllister & Irvine, 2000). Oberg (1958) and Brown (2013) both present “culture
The Role of Intercultural Communication Competence

Researches on ICC date back to 1970s. Since then, ICC has been focusing on academic research for cultivating talents with international vision. It is within that context that scholars ask, “what is ICC?”, “what is the nature of ICC?” and “what has been done recently with ICC?” To make sense of these questions, we should firstly know more about culture, communication as well as intercultural communication.

2.4.1. What is Intercultural Communication Competence (ICC)?

ICC is the overall internal capability of an individual to manage key challenging features of intercultural communication: namely, cultural differences and unfamiliarity, inter-group posture, and the accompanying experience of stress (Samovar & Porter, 2004). Chen & Starosta (1997) defined that ICC was “the ability to effectively and appropriately execute communication behaviors to elicit a desired response in a specific environment”. According to Hymes (1971),

shock” theory, which was criticized for pathologizing cross-cultural contact and bicultural identity development within an illness metaphor. Christensen (1989) proposed a five-stage intercultural development model progressing from "unawareness" to "transcendent awareness.” Byram (1997) proposed a model of ICC which was widely used in foreign language teaching and Intercultural Communication studies. There were five elements included: attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical awareness. Meyer (1991) described the process in foreign language learning in three stages: monocultural, intercultural, and transcultural. McAllister & Irvine (2000) point out that parallel models emerged to explain racial and interracial identity development, especially Helms's (1990) two-stage White identity theory.
communicative competence comprises four degrees: 1) possibility (knowledge of and ability to use the generative base of language); 2) feasibility (knowledge of whether and to what extent something is possible, and the ability to be practical or feasible); 3) appropriateness (knowledge of language behaviors and its contextual features and the ability to use language appropriately); 4) performance (knowledge of whether and to what extent action is taken with language and the ability to use language to take such action). Kim (1991) noted that ICC should be located within a person as his or her overall capacity or capability to facilitate the communication process between people from differing cultural backgrounds and contribute to successful interaction outcomes. Gudykunst (1991) proposed that ICC should involve affective or relational competence apart from cognitive and behavioral competence.

2.4.2. Intercultural Communication and Language Awareness

To arouse students' awareness while learning English for Specific Purposes (ESP), Yang (2013) made a study by forming a computer-supported collaborative learning (CSCL) community to engage teachers and students from different domains and countries in intercultural communication. He indicated that language awareness of EFL would be stimulated when they monitor the accuracy of their language usage (process-oriented) and assess their language performance (product-oriented) during intercultural communication with their peers from different backgrounds (across majors, colleges, and universities) or countries. In the CSCL community, the students discussed various topics in the contexts of Vocational, Business, Technical, Travel and Medical English. The intercultural characteristics of the CSCL community fostered students' awareness of language, because they acquire expressions about the lexical, syntactic, and organizational levels from different cultures and contexts. They were also engaged in knowledge
sharing since the learning resources such as learning materials, photos, assessments and discussions were shared online among the universities. Moreover, in the on-site discussion groups, students were provided with opportunities to meet with peers from different colleges such as the College of Engineering, Management, Humanities and Applied Sciences, etc. Through the discussion of a common problem, students from different backgrounds developed common language knowledge and meaning in a specific context. Students were able to enhance their language awareness at the lexical, syntactic and discourse organization levels through on-site group discussions and online CSCL communities with the support of peers from different majors and universities in a multicultural context.

2.4.3. Code-Switching

Code-switching is a common phenomenon which happens in many, or in fact most, cases concerning cross-cultural communication and language teaching. Almost all the teachers of English in China cannot avoid switching from English to Chinese. In order to find out how frequently it happens and why it happens in EFL classrooms in China, Yang (2004) made a study of code-switching in Chinese EFL Classrooms and found out that the code-switching of Chinese teachers has nothing to do with their language competences. Then why did they do it?

First, teachers switched into another languages that students were familiar with to adapt to students’ English Proficiency. The process of code-switching in the classroom is a dynamic one geared to what the teacher thinks will help the students learn. Second, some cases proved that code-switching is helpful to attract the listener’s attention. In order to ensure the smooth proceeding of class, teachers should make the students understand the orders and receive this state of being, then they can make positive responses. Finally, Cook (2001) claims that most studies of
cognitive processing suggest that even advanced L2 users are less efficient in absorbing information from L2 than from L1. Teachers try to explain some items to the students because the goal of improving their abilities of study rather than improving their linguistic abilities.

2.5. Assessments, Measurements and Strategies for Intercultural Communicative Competence

2.5.1. Intercultural Communicative Competence Assessment Project

In order to develop students' intercultural competence, it is necessary to change from an information-based approach to one based on mastering cultural analysis and cultural communication, so that learners can successfully interact with people of other cultures and identities. A project by Bélisle (2007) addresses learning goals within an eLearning environment; the results indicated that focusing on cultural embeddedness applied to learning theories as much as teaching models. Both facilitated intercultural learning and teaching. Elearning in schools and universities is therefore knowledge-based learning integrating the use of digital technology in setting up learning environments. Hidden challenges are emerging due to multiculturalism and the development of digital information and knowledge and the promotion of the use of digital information and knowledge in all activities. New possibilities for obtaining, copying and publishing information differ in understanding and accepting long-term evidence in various cultures. There is also a trend with the new “ego-literature,” or unedited digital publishing (blogs, SMS, forums) that is more favorable to expression: anyone can decide to become author on the web and as evaluation criteria need to be reviewed in a multicultural context. It is becoming very difficult to maintain qualitative criteria and critical appreciations. At this point, the networks promote a new experience of democratic expression, which can better distinguish critical thinking
from ordinary people as a need.

Seonaigh (2010) adopts teachers' collaborative conversations about culture. University teacher educators cooperate with pre-service teachers and cooperative teachers who are considered intercultural teaching experts. Each unit of three teachers weekly work together on web-based dialogue and critical intercultural events discussed by teacher candidates in their internship experience. Open naturalistic dialogues rather than structured interviews or dialogues provides participants with more inductive, flexible forums to remember, document and analyze their intercultural decision-making processes. Online conversation is not only a "loud thinking" of past intercultural decisions, but also a "discussion" of the consultative decision-making process involved in the common interpretation of important intercultural events, including the identification of crucial criteria and principles for effective intercultural teaching.

2.5.2. Competency Framework for Effective Intercultural Interaction

Seonaigh (2010) believes that Intercultural education offers a robust concept to ground a framework for teaching culturally and linguistically diverse learners. Research conducted by Gai (2013) indicated methods to strengthen the function of multimodality in intercultural communication teaching in order to improve college students’ intercultural communication competence. Van Leeuwen (2005) figures out that multimodality means the combination of different semiotic modes-- for example, language and music--in a communicative artifact or event.

Multimodality emphasizes the multiple forms of literacy, information exchange and some other related factors. Multimodal discourse approach has been hotly discussed especially in the field of foreign language teaching, the ultimate goal of English learning should be to help students communicate with other countries to meet the requirements of globalization. Multimodality brings
image, video, audio and so on for students to understand the meaning of words and know more customs of foreign cultures as if being personally on the scene, which the traditional teaching mode can’t compare (Gai, 2013).

Teaching methods should be changed according to different teaching aims. Teachers should make students understand the ultimate goal of College English teaching is to cultivate their communicative competence. After class, teachers should require students to read English newspapers, magazines and novels, listen to English songs, watching English movies and so on. Students should be required to find out the cultural differences between China and English-speaking countries and share them in class. In addition, English club activities such as English corner and some other extracurricular activities should also be fully used to create English communication environment to improve the students’ interest in communication. (Gai, 2013)

Another related approach is a study by Li & Yao (2014). Their view was that organizing high level teachers to write compound teaching material for the bilingual teaching of ideological and political materials would be one way to solve the problem of the shortage of teaching material in classrooms. In addition, the rapid development of China’s economy makes China the second largest economic country, and the world attaches great importance to China’s development. More and more people want to find out about the Chinese model and the Chinese road. In this case, the spirit of the times has become an important spiritual wealth in the world, and the cultivation of students' cultural consciousness and students' ideological and political bilingual teaching have become the Chinese consciousness of the spirit of the times in China. When students realize they are learning a foreign language from a position of cultural strength, they may be more enthusiastic about it.

Foreign films have long been used in English Language Teaching (ELT) and have been
proven effective in improving learners' linguistic competence. Sherman (2003) believes that authentic film is a “window on English language culture.” So, foreign films cannot only be used for teaching but also for educating students about social aspects and they have great potential in facilitating language and culture learning in the classroom especially in terms of fostering ICC. Yue (2019) reports an empirical study designed to explore the processes students engage in when viewing the Disney film _Mulan_ in a Chinese college classroom and how students come to understand another culture through watching films. The case study illustrates that foreign films especially those with diverse cultural elements are instrumental in developing students' ICC. Kramsch (1995) makes the point that intercultural content in film can reveal how people from different backgrounds think and interact by focusing on areas such as immigration, racism and discrimination, etc.. Results show that using film has the potential to not only raise greater awareness of cultural differences (and similarities) but also serves to generate a feeling of empathy in learners. Sometimes learners may be tortured by the conflict of their own values and the newly acquired ones. Elola & Oskoz (2008) indicates a learner's own values may affect their responses toward those of the target culture in a positive or negative manner. It then becomes necessary to make learners aware of their own behaviors and beliefs by developing a critical cultural awareness; that is, by developing the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

2.6. Summary

Ana Oskoz (2008) suggests that knowledge is also social, which means how individuals acquire knowledge is informed by their own social group and the social group of others. Bélisle (2007) argued that developing intercultural awareness in learners can be facilitated by elearning
environments. Furthermore, as pedagogical practices, previously based mainly on paper technology, gradually integrate digital technology, a much more important goal can be attained with teachers: a renewed understanding of the cultural embeddedness of learning and teaching. Seonaigh (2010) points out that social and emotional learning and power dynamics play an important role in intercultural teaching. Portera (2008) explains that “intercultural education” and “intercultural pedagogy” are regarded as a more appropriate response to the new context of globalization and the increasing convergence of different languages, religions, cultural behaviors and ways of thinking.”
Chapter Three: Recommendations

There are many factors that lead to cultural differences between China and the West, such as different cultures, different backgrounds, different customs and so on. Therefore, in foreign language teaching, teachers should change the traditional teaching methods and concepts, combine language knowledge with cultural background knowledge, attach importance to the cultivation of students’ cultural ability and the improvement of cultural quality, and avoid cultural conflicts. The following are some specific teaching strategies:

3.1. Improve existing teaching methods

In college English teaching, teachers should combine the teaching materials, adopt practical principles, and introduce cultural knowledge closely related to the teaching content. In class, the teacher could take full advantage of modern teaching means (multimedia courseware, image data, Internet, learning APP, etc.) to arouse the students’ enthusiasm for learning and increase the amount of cultural information in the classroom. Some approaches like using images, videos, audio and so on can help students understand the meaning of words and know more customs of foreign cultures as if being personally on the scene, offering an immediacy that traditional teaching mode cannot accomplish or even compare with. It is also possible for students to be the subject of the introduction of cultural background, and to output cultural knowledge to the students in the form of speeches, lectures and so on. To increase students’ chances and experiences of intercultural communication, teachers should encourage students to communicate face-to-face with foreigners, or to understand how proficiency is achieved in intercultural through social networks.
3.2 To carry out rich extracurricular activities and strengthen cultural education in universities.

College students, especially non-English majors, have very limited English class hours. Teachers can recommend to the school a variety of electives such as American and British culture, the East-West cultural comparison, or conduct cultural lectures regularly, and introduce the English and American culture to the students, and let the students understand the cultural gap between the East and the West. Teachers should also guide the students to read the western English literature extensively with the extra-curricular time, to browse English web sites, to watch the original film and TV works of the British and American, and in general cultivate students’ interest in culture rather than exclusively language. Teachers can recommend some foreign films with plentiful cultural elements to students and design appropriate prompt questions and assign cultural context tasks. From these ways, students may easy to absorb the cultural knowledge, to expand the visual field of the West, and to improve the cross-cultural communication ability. It’s also necessary for the teachers to encourage students to take part in activities such as question answering, debating, speech, group discussion and role playing and so on, which can better help them build the ability of multimodal information expressing and eventually help them to express themselves accurately and completely by using various modality in order to achieve successful communication.

3.3 Teachers need to strengthen their own cultural knowledge

In college English teaching, English teachers must constantly study and improve their own cultural qualities, so they possess the ability of experiencing a double culture. In practical teaching, teachers should break away from the traditional teaching mode of vocabulary and grammar and combine the vocabulary teaching with the cultural background knowledge as well as guide the
students to understand the relevant cultural knowledge. Students need to master the language from the perspective of culture and recognize the purpose of the real understanding of the learning language is to carry out cross-cultural communication. Only if the cultural quality of each teacher is improved can more attention and review be paid to stimulate the students’ interest in learning English, so as to improve the teaching effect of the students’ intercultural communication ability.
Chapter Four: Conclusion

The development of intercultural competence, already present in language education, can lead the way to an enhanced experience of learning and teaching. Students and teachers can empower in as much as they develop a new culture of education, based on intercultural competence, critical thinking, awareness and self-regulated practices. Communication always occurs on a certain occasion, so it regards that communicative competence has its own background. A qualified communicator should be proficient in understanding and mastering communication strategies which is useful to improve their communicative competence and be good at using a proper speech to express himself according to the changes of the situation.

ICC has been considered as one of the ultimate goals of TEFL (Teaching English as a Foreign Language). It is commonly accepted that foreign language teaching should combine with the target culture. Intercultural teaching scholarship require a framework which integrates various abilities, orientations, and critical consciousness into effective intercultural teaching. This framework needs to be based on teacher decision-making rather than on deep teacher identity dynamics, which requires brand-new transformative educational interventions that go beyond the ways and scope of most foreign language teachers’ educational programs.

The cultivation of the ability of intercultural communication is a comprehensive project, and the language and culture are two inseparable aspects. In the course of the English teaching in college, teachers should make clear that the language is used correctly only in a certain cultural background and context, from which it can reflect its communicative value. Therefore, teachers should not only transfer the language knowledge to the students, but also attach importance to the cultural teaching, so as to eliminate the language barrier caused by the cultural differences in the
intercultural communication.
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