

## Business English Teaching and Intercultural Communicative Competence Training Based on Needs Analysis

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**Abstract:** Economic globalization calls for compound talents who have solid language skills and are familiar with international business rules and cultures around the world. Therefore, how to cultivate students' intercultural communicative competence has become one of the main contents of business English teaching. Cross-cultural communicative competence refers to the language ability of comprehensive control and judgment formed by students in business English literacy training. There are many problems in business English teaching in the context of demand, such as prominent formalism, insufficient training of individualized cross-cultural communication skills, and lack of teaching students in accordance with their aptitude. Cultivating students' intercultural communicative competence is the direction of our foreign language teaching reform. Business English teaching is inseparable from the cultivation of intercultural communicative competence. In linguistics, intercultural communication mainly refers to the flexible transformation of learners' thinking mode in the process of learning and accumulating knowledge. And the transformation in this process is diverse, including the influence of different languages and the transformation between different ways of expression.

### 1. Introduction

The 21st century is an era of rapid development of information and communication technology, and the exchanges and cooperation between countries in the world in economic, political and cultural aspects are becoming more frequent [1]. However, cultural differences between countries can cause many conflicts when people communicate. Cultivating the sensitivity of different cultures, shortening the distance between different cultures, and improving the ability of cross-cultural communication are important tasks in business English teaching in this century [2]. The term "intercultural communication" refers to the communication between individuals of different cultural backgrounds, that is, the interaction between people of different cultural backgrounds [3]. Cross-cultural communicative competence includes the following five aspects: (1) Language competence. It refers to mastering the language knowledge of mother tongue and foreign language, such as pronunciation, grammar and vocabulary. (2) Knowledge structure. Refers to common sense knowledge. (3) Strategic ability. It refers to having good psychological quality and being able to use language and non-language skills to cope with and repair communication channels in various communication situations. (4) Ability to use. Refers to the ability to use various language forms in a timely manner. (5) Behavior ability [4]. Refers to the appropriate verbal and nonverbal behaviors when a person uses a foreign language to communicate with people of foreign cultures [5]. However, it is no easy task to cultivate students' intercultural communicative competence, which needs to be accumulated in long-term business English literacy training [6]. In linguistics, cross-cultural communication of language mainly refers to the flexible transformation of learners' way of thinking in the process of learning and accumulating knowledge [7]. And the transformation in this process is diverse, including not only the influence of different languages, but also the transformation between different language expressions [8]. This paper introduces the connotation of intercultural communicative competence, and finally puts forward the Countermeasures of cultivating intercultural communicative competence in Business English teaching.

## 2. The Necessity of Cultivating Intercultural Communicative Competence in Business English Teaching

### 2.1 Intercultural Communicative Competence

Culture is not only a guide to people's actions, but also a core concept in cross-cultural communication. Culture and communication are inseparable. American anthropologist Hall once put forward that “communication is culture, and culture is communication”. In cross-cultural communication, the cultural differences between the two sides often constitute obstacles and even lead to communication failure. Therefore, learning foreign cultures and understanding the main differences between Chinese and Western cultures are the basis of cultivating cross-cultural communication ability. There are great differences between Chinese and Western cultures, which are mainly reflected in two aspects: high context culture and low context culture, collectivism and individualism. In China's general foreign language practice, although most foreign language teachers have realized that language is the carrier of culture and cannot exist without culture, foreign language teaching has basically shifted from pure language teaching to paying equal attention to both language and culture. At the same time, we must also see that cross-cultural communication has not received enough attention in business English teaching. On the one hand, this phenomenon is caused by the view that business English teaching emphasizes business and neglects culture, and on the other hand, it is also caused by many restrictions on current business English teaching. It can be seen that the essence of intercultural communication ability refers to the ability to effectively and appropriately conduct interpersonal communication in a specific environment to achieve the desired effect. According to the recommendations in “Undergraduate Teaching Requirements for Business English Majors in Colleges and Universities” (Trial) on business English teaching and cross-cultural communicative competence training, it can be seen that the training of cross-cultural communicative competence does not account for a high proportion of the entire business English teaching. As shown in Table 1:

Table 1 Proportional Distribution Of Professional Course Hours

Course nature	Course sorts	Core Curriculum	The proportion accounted for specialized courses
Professional Course	Language knowledge and skills	Language knowledge: Introduction to Linguistics, others Language skills: (Business) Comprehensive English, listening, speaking, reading, writing, translation	54%~64%
	Business knowledge and skills	Business foundation: Introduction to Economics, Introduction to Management, Introduction to International Business Law, courses in other professional directions, courses in other business skills	15%~25%
	Ability	Intercultural Communication: Introduction to Intercultural Communication, Business Communication Practice, Others	6%~11%
	Humanistic literacy	General Theory of English and American Literature, Others	6%~11%
	Professional internship/practice		15%(Not included in the total class hours)
	Graduation thesis (design)		
Total			100%

Intercultural communication ability enables us to know when to speak, when to keep silent, what kind of body language is appropriate in a specific situation, how to communicate effectively with people of different social status and so on. In short, if we use language to communicate with people from different cultural backgrounds, we must pay more attention to improving our intercultural

communication ability. At the same time, in the process of business English teaching, it is necessary to improve students' humanistic quality and internalize it into the cultivation of their cross-cultural communicative thinking ability, which can not only effectively strengthen students' cross-cultural communicative ability, but also help to improve their practical ability, and finally promote the improvement of business English teaching effect. Cross-cultural communicative competence has comprehensive requirements for students, which requires students to use relevant methods and skills to analyze and deal with the difference information. Its pursuit of precise quantification promotes the cultivation of cross-cultural communicative competence in business English teaching to be objective and scientific.

### 3. Cultivation Strategies of Cross-Cultural Communication Ability in Business English Teaching

#### 3.1 Cultivation of Intercultural Communicative Competence

Cross-cultural communication is actually a dynamic and practical process. At the same time, culture as a social phenomenon is also a very abstract concept. British culturist Taylor believes that culture is a complex whole, including knowledge, beliefs, art, morals, laws, customs, and all the abilities and habits acquired in human society.

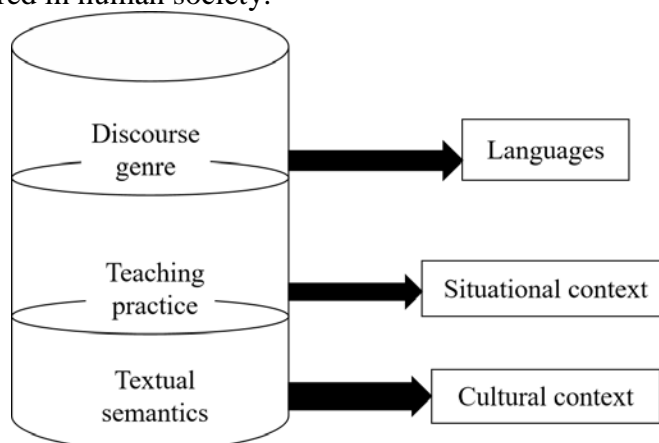


Fig.1 The Construction of Business English Classroom Knowledge Teaching

It can be seen from the figure that genre, teaching practice and discourse semantics are closely combined to form a continuum. Teachers play a key role in it. Business English is an interdisciplinary subject of English language, literature and economics. On the one hand, it can improve students' English level and emphasize business knowledge; on the other hand, it should have cross-cultural characteristics, That is, a textbook that can help students integrate English, professional basic knowledge and cross-cultural knowledge. However, there are few such textbooks in China at present. Then, the new challenge facing our business English teachers is to choose the original economic English textbooks to “make foreign things serve China”.

#### 3.2 Methods of Cultivating Intercultural Communicative Competence in Business English Teaching

The development of cross-cultural communicative competence helps to enhance students' interest in learning English. In the process of conducting business English teaching activities, the school should combine its talent training goals and the characteristics of the school, reform and improve its teaching methods for the cultivation of cross-cultural communication skills, pay attention to the cultivation of students' humanistic quality and practical ability, and strive to create A good and strong atmosphere for business English teaching and learning. Through the development of some cross-cultural communication activities, students are encouraged to fully explore the business English materials around them, continuously exercise their business English literacy, improve their cross-cultural communication skills, and cultivate their thinking skills in

cross-cultural communication. Therefore, we should have a good understanding of the following aspects. To improve students' intercultural communicative competence, first of all, foreign language teachers should have strong intercultural communicative competence and the awareness of cultivating students' intercultural communicative competence. To a certain extent, the teaching environment affects students' cognition, emotion and behavior in the process of learning. Therefore, optimizing the teaching environment is of great significance to improve the teaching effect of business English. The needs analysis model consists of eight aspects, which can clearly reflect the relationship between various needs. The emphasis is on the analysis of language ontology, students' individual and learning process. Their model covers three dimensions of goal scenario analysis, learning scenario analysis and current scenario analysis, which is a more comprehensive demand analysis model. As shown in Figure 2.

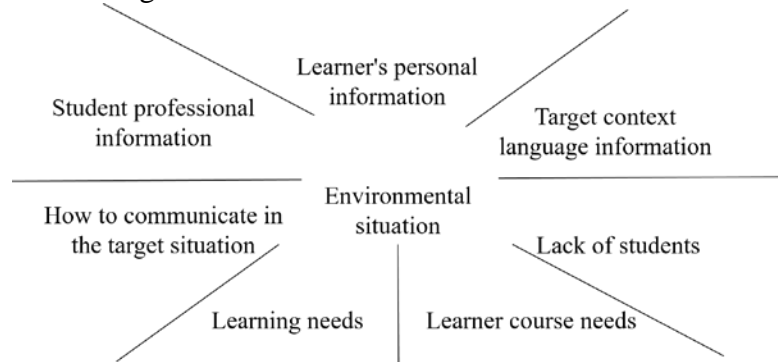


Fig.2 Demand Analysis Model

Teachers should adopt teaching methods that can stimulate students' potential and desire for knowledge, such as situational teaching method and task-based teaching method, and pay attention to the introduction of cultural factors. Students should be encouraged to participate in extracurricular cultural activities and given appropriate guidance to cultivate students' desire for cross-cultural communication.

#### 4. Conclusions

With the rapid development of global economic integration, cross-cultural communication activities are becoming more frequent, and cross-cultural communication skills can be described as essential qualities for Chinese college students. Therefore, the cultivation of cross-cultural communication skills has become the leading direction of my country's current foreign language teaching reform. Business English teaching is inseparable from cultivating students' cross-cultural communication skills. "Education should face modernization, face the world, face the future", this is the incisive conclusion that Comrade Deng Xiaoping put forward after profoundly analyzing the changes in the international situation, and it is also our general guiding ideology for discussing business English teaching. Therefore, teachers, schools and even the society need to pay more attention to this problem-how to cultivate students' awareness of cross-cultural communication and improve students' cross-cultural communication ability in business English classes in colleges and universities. Therefore, we should completely change the traditional means of cultivating intercultural communicative competence in business English teaching, so as to adapt to the psychological requirements based on students' needs and realize the psychological turn of cultivating intercultural communicative competence in business English teaching. Only when the transformation of English thinking is closely combined with the requirements of personnel training can there be a broad space for survival and adequate development.

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