

A Brief Analysis of the Relationship between Intercultural Communication and College Oral English Teaching

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Abstract: With the continuous development of global economic integration, the economic, political and cultural exchanges between different cultural countries are becoming more and more close. Therefore, cross-cultural communication has become a problem that people in various countries attach great importance to. As a common language in communication between different countries, English is a bridge and a main tool for communication between different cultures and people, which makes cross-cultural communication an important goal in college oral English teaching. Therefore, in English teaching, we should pay attention to the infiltration of different cultures, so that students can strengthen their understanding of different cultures on the basis of mastering the basic skills of spoken English, and promote the practical application of students' spoken English skills. From this point of view, this study briefly introduces the relationship between intercultural communication and college oral English teaching, and focuses on the causes of language usage errors in intercultural communication and strategies to improve students' intercultural communication in college oral English teaching.

1. Introduction

Under the background of more and more cultural exchanges and collisions around the world, the enthusiasm and importance of Chinese college students for English learning has been constantly improved, mainly reflected in the continuous improvement of students' enthusiasm for learning English, and the improvement of students' English learning ability and mastery level. However, although college students in China are learning English well in terms of vocabulary and grammar, there are still some problems, such as poor communication and errors in the use of English. The root cause is the different cultural backgrounds of different countries. Therefore, in order to enable college students to better use English for communication and give full play to the role of English as a language communication tool, it is necessary for students not only to master the use of English words and grammar, but also to understand the cultural background of different countries and get rid of the thinking mode of Chinese in the process of learning English. Only in this way can students make better use of English to communicate [1].

At present, the goal of college oral English teaching in China is to cultivate students' comprehensive ability to use English, especially oral English, so that students can make full use of English for cross-cultural communication in their future work and life. At the same time, it is necessary to improve students' English cultural literacy, so that students can better adapt to the requirements of English communication in the development of the international community [2]. It can be seen from this that oral English teaching plays a very important role in college students' English teaching nowadays. Improving college students' awareness and ability of intercultural communication through oral English teaching is also the key to oral English teaching.

2. Intercultural Communication and College Oral English Teaching

The so-called intercultural communication refers to the communication between people of different cultural backgrounds. In the process of communication between people of different cultural backgrounds, people should not only have basic English listening and speaking ability, but also respect other people's different values and different lifestyles, and abide by basic ethical codes of

conduct. Only in this way can we promote friendly communication and communication between people of different cultural backgrounds. Therefore, in the process of learning spoken English, college students should attach importance to the learning of relevant knowledge of different cultural backgrounds, so as to be able to use English language appropriately in communication with others and improve their intercultural communicative competence. This requires college students not only to master certain knowledge of English vocabulary and grammar, but also to learn different cultures, customs and lifestyles of different countries. Only in this way can we achieve the proficiency and rational use of spoken English [3]. The relationship between intercultural communication and college oral English teaching is shown in Fig.1.

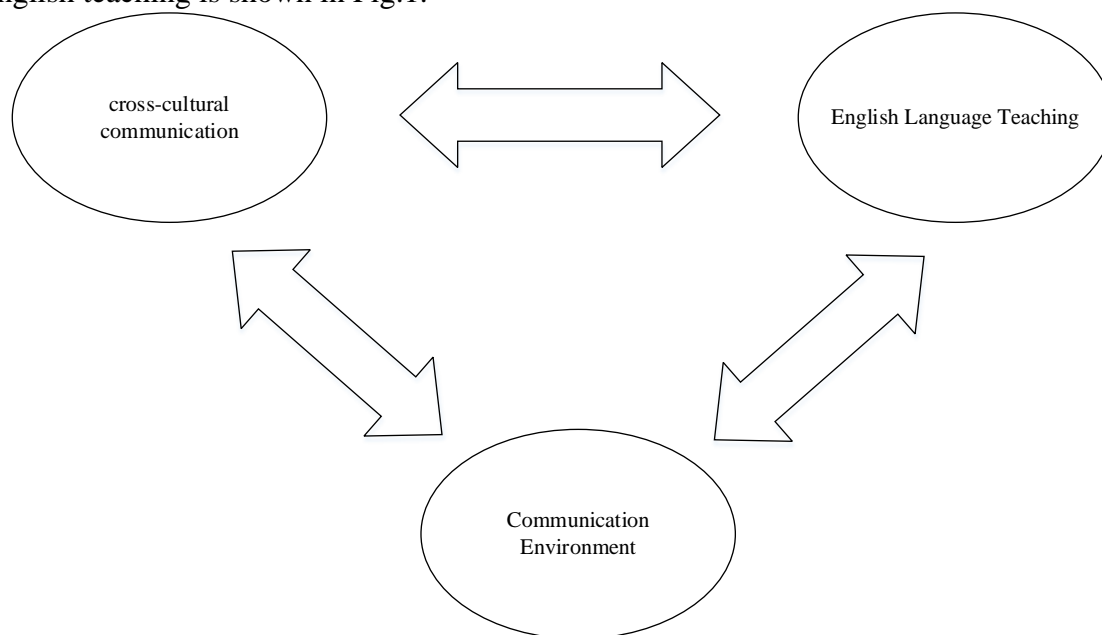


Fig.1. The relationship between intercultural communication and college oral English Teaching

3. The Causes of Language Usage Errors in Cross-cultural Communication

3.1. Different cultures have different codes of conduct.

At present, there are many reasons for college students' misuse of language in intercultural communication. One of the main reasons is that the norms of behavior in different cultures are different [4]. The so-called code of conduct is the widely accepted moral norms and standards of conduct in society. From the current situation of communication and communication between people of different cultures, there is a very obvious problem that people of different cultural backgrounds often unconsciously ask others to use their own social norms of conduct to evaluate their personal moral qualities, so that they can tolerate. It is easy for people of different cultural backgrounds to misunderstand each other in the process of communication, and misjudge each other's behavior because of the difference of cultural backgrounds. Therefore, different cultural norms of conduct will cause some friction in the process of intercultural communication, which is not conducive to people's intercultural communication.

3.2. The Impact of Pragmatic Transfer

In the process of people's intercultural communication in different countries and regions, the influence of pragmatic transfer is also a major cause of language usage errors in people's intercultural communication [5]. When college students encounter problems, their understanding and solving of problems are often based on the things, behaviors and phenomena they have mastered, and they can find effective solutions through their subjective evaluation and values. In the process of intercultural communication among college students, such values and personal subjective knowledge are often brought in unconsciously, which easily leads to obstacles in intercultural communication among college students. Therefore, for college students, the neglect of pragmatic transfer in intercultural

communication is one of the main obstacles to intercultural communication.

3.3. Differences in Thinking Patterns

In addition to the above two points, there is another reason for the misuse of language among college students in intercultural communication, which is the difference of thinking patterns. Different cultural backgrounds will have different effects on people's ideological understanding, thus making people form different modes of thinking. From the development of western culture and Oriental culture, western culture focuses on the cultivation of logical thinking ability and analytical ability, while oriental culture focuses on the cultivation of integrity and intuition. Under the influence of different cultural backgrounds, people in different regions tend to form different modes of thinking, and in the process of intercultural communication with others, the differences of such modes of thinking will be neglected, resulting in the collision of cultural values in the process of intercultural communication, resulting in the collision of people's cultural values. Cross-cultural communication failures [6].

4. Strategies for Improving Students'Intercultural Communication in College Oral English Teaching

4.1. Focus on introducing intercultural communication into oral English class and cultivating students'intercultural awareness

In order to better cultivate college students'intercultural communicative competence, it is necessary to adopt certain strategies in college students' oral teaching. One of the most important strategies is to focus on introducing intercultural communication into oral English class and cultivating students'intercultural awareness [7]. At present, English teachers pay more and more attention to the close relationship between English teaching and multiculturalism, so they begin to pay attention to introducing different cultures into oral English teaching. Therefore, English teachers should first pay attention to the construction of cultural atmosphere. For example, the use of multimedia to show students the cultural development and customs of different countries, and compare with the local conditions and customs of our country, to deepen students'understanding of the customs and customs of different countries. In addition, in the process of oral English teaching, English teachers should not only attach importance to students'mastery of spoken English in English teaching materials, but also further expand students' spoken English through classical English movies, which can not only improve students'interest and enthusiasm in learning spoken English, but also enable them to learn spoken English. Students experience different cultural situations of spoken language application through film immersion.

4.2. Cultivate students'cultural literacy and enhance students' sensitivity to cultural differences

In the process of oral English teaching, cultivating students'cultural literacy and enhancing students' sensitivity to cultural differences are also important strategies to enhance students'intercultural communication in oral English teaching. A common problem of Chinese college students in the process of learning English is the lack of spoken English language environment. Therefore, in the process of learning English, naturally speaking, the cultural background and thinking mode of our country are brought into the process of learning English, which leads to the generation of English expressors under Chinese thinking. This is obviously not conducive to students'oral English learning. Therefore, in order to make college students develop correct oral English expression habits, it is necessary to improve their cultural literacy and enhance their sensitivity to cultural differences. Teachers can encourage students to discuss in groups and distinguish the differences between Chinese culture and foreign culture by letting them watch classic English movies. In addition, teachers can hold regular cultural lectures to popularize diverse cultural knowledge to students [8].

4.3 Attaching Importance to Student-centered Diversified Classroom Activities

In traditional English teaching, most college students learn oral English by mechanical recitation,

which greatly reduces the students' subjective initiative, and easily leads to errors in the practical application of English [9]. Therefore, teachers should respect students' subjectivity in class and improve students' oral English communicative competence by carrying out diversified classroom activities. For example, teachers can improve students' enthusiasm in oral English by grouping students, role-playing and debating sessions, and in the process, enhance students' intercultural communication ability.

5. Conclusion

Language is the reflection of culture, so we should pay attention to the norms of spoken English in intercultural communication. Therefore, in the process of learning oral English, college students should pay attention to the cultivation of intercultural communicative competence. Based on this, this study briefly introduces the relationship between intercultural communication and college oral English teaching, and focuses on the causes of language usage errors in intercultural communication and strategies to improve students' intercultural communication in college oral English teaching.

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