

The Influence of Diversified Culture on Students' Intercultural Communication Competence in English Teaching

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Abstract: English teaching is no longer just a matter of cultivating people who have a third language. It is necessary to establish a connection with the world. Therefore, English teachers have become the main force in cultivating talents in line with the world. The analysis of English teachers in the training of their own cross-cultural awareness measures, in the teaching process to guide students to improve their English level and students' understanding of the world's culture. English teaching should lay emphasis on the basic knowledge of students while paying attention to imparting English cultural knowledge, cultivating students' diverse cultural communicative competence, and improving students' English proficiency. We must change educational concepts, explore and update educational methods, pay attention to the accumulation of basic knowledge, encourage students to participate in language communication practice, use teaching materials to infiltrate multiculturalism, attach importance to the teaching process, use modern education methods to cultivate students' cultural heritage, and improve students' diversity.

1. Introduction

The emergence of global economic integration has made the contacts of all countries in the world more and more compact. In today's society, the network transmission is rapidly developing. The network has changed the inherent mode of information dissemination, which has facilitated the dissemination of information throughout the world and has, to a certain extent, brought people closer to each other, in a rapidly changing socio-economic situation (Mikkonen K, 2016). People gradually began to understand the cultures of various countries in the world, and they also hope to become modern talents who understand the cultural qualities of various countries through various means. Under the new curriculum reform, English teachers have made major breakthroughs in the curriculum setting, the combination of language and culture, and teaching methods in the teaching process. Today, they are in a multicultural background and the multicultural perspective that educators should take. In practice, try to continuously explore the teaching of English culture.

In the current teaching environment, the participation of teaching staff comes from a number of ethnic areas, forming the status quo of the diversified ethnic culture of college students, and English is currently the first language of communication among countries in the world. In China, English teachers are basic education teachers whose students have a preliminary understanding of world culture. English teachers play a key role in establishing students' contact with the Western economy and culture (Mikkonen K, 2006). The cross-cultural awareness of English teachers is directly related to the primary cultural qualities of the students they educate. Therefore, choosing a multicultural education theory as a teaching instruction is inevitable. Starting from this point, English will also build a multicultural teaching model in terms of teaching methods, learning methods, and academic evaluation. The advantages of this teaching model are obvious to all.

As the most important language tool for people in international communication, English is used more and more widely. It is used more and more frequently and is used more and more frequently. At the same time, English is also proposed for people's ability to use English language in communication. Therefore, the emphasis on the use of language and the cultivation of multicultural communicative competence in English teaching is not only a leap in basic knowledge education in junior high school, but also lays a foundation for later higher professional knowledge learning, and

it also adapts to our social economic development and opening to the outside world. Claim. First, multicultural communicative competence needs new requirements for junior high school English teaching (Betancourt J R, 2016; Huda M, Sabani N, 2017). The so-called multicultural communication refers to the fact that we need not only communicate in English with English-speaking people but also communicate with non-native English speakers. Different countries and different nationalities must have different cultural heritages that protect traditions. “Festivals” and “Cultural Heritages” tell us that China’s festivals are very cohesive and inclusive, and that it is a precious spiritual culture that is consistent with the long history of our nation’s long history. Facing the treasures of Chinese civilization, teachers have the obligation and responsibility to help students become familiar with, master and understand how to inherit and protect these cultural heritages. Learn to treat new things dialectically. “Television” and “Science and Technology” allow students to understand that science is a double-edged sword: it brings about human progress and social development, but it also has a negative impact on our lives. While educating students to use any modern science and technology to serve us, do not rely on that technology, do not become slaves of technology and machines, and live sensible and fulfilling lives. For example: TV and computer games can be used as a leisurely way to send off their spare time, but they replace their own learning and life as a main business. Do not put the cart before the horse. Students should soberly live their own youthful life.

2. The Backgroud of Teaching Development in Culturally Multilingual Context

2.1. Humanities development

Humanistic quality, in a broad sense, refers to the intrinsic spirit of a person as a person and development as a person. This kind of spiritual character converges in the national spirit in the macroscopic aspect and is reflected in people’s value orientation. In a narrow sense, it refers to the internalization of humanistic knowledge and skills. It mainly refers to a person's cultural qualities. In college English teaching, teachers should guide students to think about the purpose, meaning and value, help students to perfect their personality, and inspire students to be a person with noble moral character (He Y, 2013; Moeller A K, 2014). The performance of environmental construction can not only improve the learning quality of ethnic students in various countries, but also strengthen the national unity, solidarity and cooperation awareness, and enable students to learn together about the influence of different ethnic cultures. Under the development of customs and history, learn more knowledge. This is reflected in the process of higher vocational English culture teaching in the context of cultural pluralism. The English teaching environment is combined with culture. It is more suitable for students to learn English, improve students' writing ability, and spread the topic of English teaching widely. Recognition of the learning outcomes brought about by culturally diverse contexts on campus and in classrooms. In addition, schools should also actively set up some English learning and practice activities that are conducive to the integration of multiculturalism and student learning psychology to ensure that students can truly learn English knowledge from a broad cultural teaching environment and develop to the international level. The influence of the cultivation of intercultural communicative competence on talents adapted to social development is shown in Figure 1.

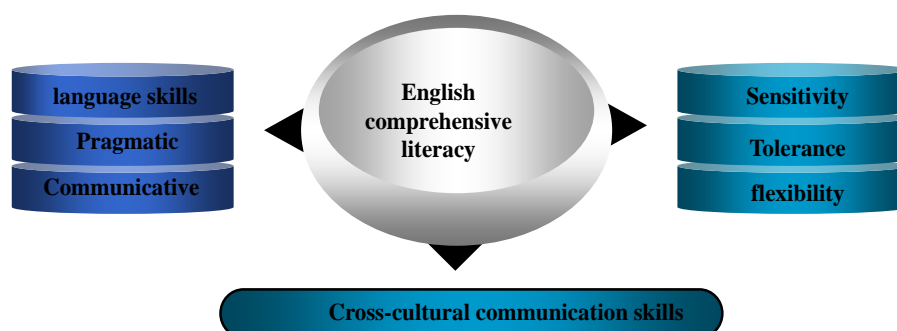


Figure 1. Intercultural communicative competence

2.2. The Current Status of English Cultural Teaching in the Multicultural Context

English teachers, who are language instructors, are also people who introduce foreign cultures and spread domestic culture. When English teachers teach students foreign languages, they must also allow students to deeply understand the culture of foreign countries and spread their culture abroad. In today's society, to cultivate linguistic talents that are in line with the world, teachers must first understand the cultures of various countries in the world (Keengwe J, 2010). The most important of these is the understanding of their culture. Therefore, English teachers must not only have a deep understanding of their own culture, but also absorb the cultural essence of other countries so that students can learn the cultural connotation of each country while learning English. The continuous development of a country is doomed to leave a lot of cultural essence. Only by having a deep understanding of its culture can we better understand foreign cultures. The so-called diversity culture is a kind of cultural cognition that combines the domestic culture with foreign culture. English is currently a world language. The countries in China's foreign trade are not only countries where English is the mother tongue, but many countries also study English as a second language. Therefore, English teachers must not only understand the national culture of English as the mother tongue, but also involve other Western countries as much as possible, so as to reflect the cross-cultural significance of English teachers. Only by popularizing Chinese and Western cultures, English teachers the differences between their own culture and Western culture in teaching, Influence the dimension of intercultural communication. As shown in Figure 2, the Chinese and Western cultures from a comprehensive perspective.

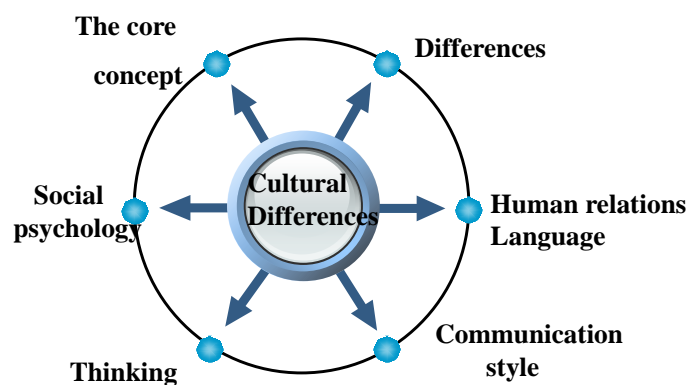


Figure 2. Influence the dimensions of cross-cultural communication

In contrast to multiculturalism, teachers should compare their own culture with western culture on the same platform to find out the same cultural essence and use different cultures for comparative teaching so that students can understand the differences between Chinese and foreign cultures in their studies. . To tolerate multiculturalism, teachers must first take the lead. On the basis of their own culture, they do not exclude foreign cultures, do not use the subjective thinking of their own culture to negate foreign cultures, and understand the cultures of countries around the world based on the country's national conditions.

3. The Effect of English of English Teching in the Multiculturalanl Context

3.1. The practice of promoting English diversified teaching

In the English multicultural environment, the moral education classroom is not limited to the development of the value of book education, but also extends to various forms of extracurricular activities. As a powerful complement to English classroom activities, competitions, extra-curricular activities, and interest groups are the best stage for students to fully improve their English proficiency (Perry L B, 2011). They can be performed by English teachers themselves, such as extra-curricular reading, ability competitions, and English writing competitions; they can also committee and associations collaborate to organize a series of English extracurricular activities:

singing, recitation, speech, storytelling, word-serving, and intellectual surfing. These activities are also educating people while improving students' English proficiency, because these activities can cultivate their sense of competition and teamwork, temper their students' good psychological qualities and their hard work, and permeate moral education into English teaching. In and out of the classroom, it avoids the stereotyped teachings to students.

Each country's culture will contribute to the development of its country. This is something teachers and students should understand. For equality and multiculturalism, teachers should evaluate the culture of various countries from a neutral perspective, that is, they have confidence in their own culture and do not make radical comments on foreign culture. Each country's culture is precipitated by various countries for many years and has the particularity of its national culture. Teachers should use an equal angle to give lectures to students, analyze the pros and cons of different countries' cultures, and try to allow students to learn from countries' good knowledge and culture.

1) Construct a multicultural teaching method: After the new curriculum reform, under the new teaching environment, the curriculum of multicultural education is mainly set up for the students of various nationalities and countries. To enable them to adapt well, they extract their cultural essence or characteristics into the English teaching in schools. From the experience of learning to experience the cultural diversity of English language features, coupled with emotional education, completely constructed a multicultural teaching method. As an international language, English is a well-known condition in the state of education. In particular, students of other ethnic groups are more difficult to learn English than Han students learn English. In this way, the effects of the implementation of higher vocational English culture teaching in the context of cultural diversity can make better sense.

2) Multicultural learning methods: The main content of constructing a multicultural learning method is to require students to actively participate in a more self-learning process, consider their own learning characteristics, and choose the English learning model that suits them. At present, students have begun to realize the importance of this point. Some students are outgoing and some students have different personalities. The learning programs that need to be strengthened during the natural learning process are different. Therefore, it is necessary to learn English well in a diversified context. To find their own diversified learning methods, in addition to strengthen the promotion of cooperative classrooms, promote the students to improve together, so that students of various characteristics can cooperate with each other, learn from each other, and truly achieve the purpose of English learning in the context of cultural diversity.

3) Building a multicultural environment: Teachers can lead students to collect beautiful English poetry and enjoy the beauty of language from the appreciation of poetry. You can listen to audio, imitate and read until you are skilled. Teachers can also instruct students to understand the cultural ideas conveyed in poetry and encourage students to read and recite poems. Teachers should help students solve language problems such as continuous reading, swallowing, and weakening, and guide students to inquire about and appreciate the cultural connotations reflected in foreign language songs.

The performance of English cultural teaching in higher vocational colleges under the context of cultural pluralism is indeed obvious to all. After students implement the multicultural teaching model in English learning, their ability to listen, speak, read and write in English is improved. The implementation of English cultural teaching in the context of cultural pluralism is shown in Figure 3. On the other hand, according to relevant data, the education sector has concluded that the students who are interested in English learning have grown substantially and the development of education is beyond any doubt.

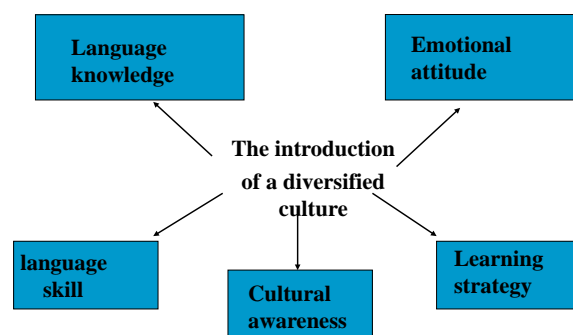


Figure 3. Relying on the Implementation of English Cultural Teaching in the Multicultural Context

3.2. The organic combination of English application ability and humanistic quality

Language learning is inseparable from certain cultural studies. For the time being, culture has become one of the obstacles preventing students from reading. This is mainly because teachers ignore the infiltration of cultural knowledge in the English class. Therefore, in order to promote students' English reading, teachers can introduce reading and learning through culture, eliminate students' reading obstacles, and lay a foundation for effective reading. Of course, the introduction of culture does not necessarily require teachers to infiltrate. It can arrange assignments before class, allow students to introduce reading learning with results presentation, and deepen students' mastery of cultural knowledge. For example: In the course of learning Oxford High School English, teachers arrange preparatory tasks to guide students to understand relevant cultural knowledge, and allow students to demonstrate cultural learning achievements and achieve good teaching results. Prerequisites. Students need to use library resources, Internet resources, and other available means to find cultural knowledge about the festival and present it in different ways so that students can easily understand it. In the next day's reading class, the English class became a "cultural knowledge sharing class." Students listened to the cultural achievements of students who did not, in order to understand the information of various festivals, broaden their horizons, and successfully eliminate cultural barriers in reading.

3.3. Diverse teaching methods to cultivate students' reading ability

Deepening students' understanding of a single reading teaching method is not helpful for the development of students' reading ability, and will also reduce the interest of students in reading English. Therefore, teachers must use a variety of teaching methods to cultivate students' reading ability.

1) Personalized reading guides students to ask questionable reading:

Reading activity is a kind of personalized behavior. Therefore, teachers should carry out personalized reading in English classes and guide students to actively ask questions after reading. After the students read the book individually, the teacher should guide the students in questioning sessions, so that students can express their unique experiences, reading knowledge, reading doubts, etc., thus improving the effectiveness of English reading teaching. First, the teacher gives students 8 minutes of personalized reading time, and students can read in the way they like. If you can choose softly silent reading; you can choose to read and so on. Secondly, after 8 minutes have passed, in order to check the results of personalized reading, the teacher asks students to ask questions based on their own reading. According to the student's question, the teacher can check out the student's personalized reading. For students' questions, teachers can guide students to exchange ideas.

2) Problematic reading, deepening student understanding:

Reading with questions, students are clear when reading, and it is easier to catch the article center and deepen student understanding. Therefore, in the high school English reading class, teachers can combine reading texts to design certain problems so that students can read according to the problem and purposefully, thereby improving the reading effect. Teachers give students sufficient time to read and try to answer these questions, and then master the main information of the article and deepen the understanding of the topic of reading. The influence of diversified

English teaching on cross-cultural influences is shown in Figure 4. When designing problems, teachers should pay attention to the flexibility of the problems and also must closely link the contents of the teaching materials in order to achieve effective reading and advance the reading teaching of high school English.

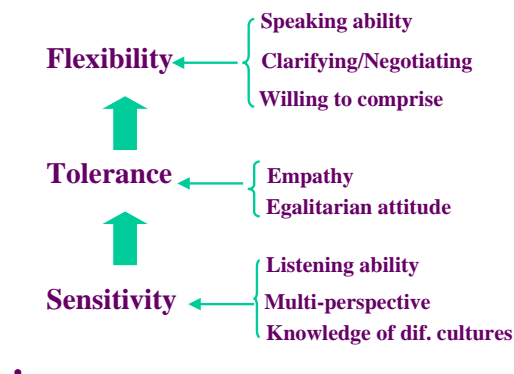


Figure 4 Intercultural competence

4. Emroving Student’S Cross-Culturam Communication Ability In Multiculturan English Education

4.1. Give students enough freedom to choose

When we are teaching in English diversified teaching, we must provide students with abundant reading materials and an elegant reading environment. We must always be giving students enough freedom to choose the books and materials that they want to read. In order to improve student's reading efficiency, we must encourage students to exchange their sense of reading, and at the same time pay attention to allowing students to choose their own partners willing to communicate, so as to ensure that students' thinking is not limited and that they can achieve the purpose of reading newspapers and magazines in English. We must support students in reading various materials and readings, and they should not unduly limit their freedom of choice. The results of the survey between the European and American cultural circles and the Japanese and Korean cultural circles are shown in Table 1.

Table 1. Comparison between European and American Cultural Circles and Japanese and Korean Cultural Circles

Forty responses	Europe and America	Japan and South Korea
Group activity satisfaction	92.5%	87.5%
More opportunities to speak	42.5%	55.0%
Deeper discussion	45.0%	32.5%
Mandarin levels	35.5%	17.5%
different countries	47.5%	72.5%

In a variety of evaluation methods to demonstrate the content of cultural penetration in English diversification, the English curriculum to English diversified teaching to establish a comprehensive evaluation of the students to promote the development of a comprehensive diversified English teaching system. Therefore, the content of the evaluation includes not only the evaluation of language knowledge in English diversified teaching prices, but also the evaluation of cultural knowledge content. The author suggests that English diversified teaching can increase the number of cultural tests in the test. A variety of methods can be used for listening, writing, diversified teaching and speaking in English, etc. The combination of task-based teaching activity evaluation

and formative evaluation of English diversified teaching can be used to develop students' communicative competence in English. Form the awareness of cross-cultural communication and the basic emotions, attitudes and values of English diversified teaching. The states of Europe, the United States, Japan, and South Korea are shown in Table 2.

Table 2. The state of exchange between Europe, America and Japan and South Korea

State of communication	Europe and America	Japan and South Korea
Think well before saying	15.0%	27.5%
Like chatting	42.5%	37.5%
Introduce your country	37.5%	37.5%
Don't worry about wrong	40.0%	27.5%

The current high school English textbooks have actually included rich cultural content in the setting of teaching content. There are quite a few articles on the history, culture, and customs of British and American families. Therefore, teachers in the teaching process, while doing a good job of language knowledge, and fully tap the cultural knowledge contained in the teaching materials to help students obtain English language background cultural knowledge from the textbooks, so that students better understand the world culture, training Students' intercultural communication skills. Figure 5 shows a new model of intercultural communicative competence, which includes four elements: knowledge factor, affective factor, mental activity feature, and situational feature.

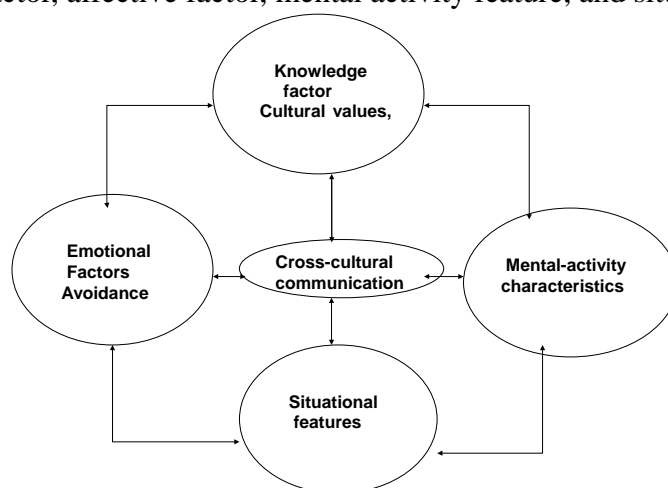


Figure 5 Cross-cultural communication

4.2. Master multinational culture in reading after school

In teaching, we should not only fully teach the content of the teaching materials, but also guide students to carry out extracurricular reading. Extra-curricular reading is different from the school's teaching materials. It will allow students to understand more natural and social knowledge and develop students' horizons. Therefore, the development of extracurricular reading will also help students improve their reading interest. We must pay attention to combining reading knowledge in and out of class to help students consolidate. For example, we can use the blackboard to allow students to cut out the extracurricular knowledge they are interested in and share it with other classmates. This will not only increase the amount of reading for each student, but also promote competition among classmates. Impression of what you read. This can help students to reduce reading difficulties and learn more terms in English newspapers and magazines, so as to improve students' reading quality. The statistics and analysis of the 138 questionnaire survey results are shown in Table 3. Students should also be encouraged to write down the reading and promote students' Think about reading in English and improve your imagination.

Table 3. Answers Survey Results Statistics and Analysis

data collection	Percentage
Group activity satisfaction	92.1%
More opportunities to speak	44.9%
Deeper discussion	42.0%
different countries	58.0%

English reading comprehension teaching is one of the most important parts of the whole English teaching process. This is because in the process of English reading teaching, students can not only master professional knowledge of English grammar, but also show content of cultural penetration in multiple evaluation methods. English courses need to establish a diversified evaluation system aimed at promoting students' all-round development. Therefore, the evaluation content includes not only the assessment of language knowledge, but also the evaluation of the content of cultural knowledge. The author suggests that a part of the culture test can be added to the examination. The evaluation method can be implemented in multiple ways. Listening, writing, speaking and display can be used. Combine the evaluation of task-based teaching activities with formative assessment to develop students' language communication skills, so that students can develop cross-cultural communication awareness and basic emotions, attitudes and values.

4.3. Outstanding innovative comprehensive quality

The spirit of innovation, practical ability, science and humanism, and environmental awareness are the basic qualities that citizens must possess in the new century. The most important of these qualities is the spirit of innovation. According to statistics, since 1946, Americans have received half of the world's award-winning prizes for Americans. In recent decades, some of the most important scientific and technological achievements in the Western world: 60% were first developed by the United States, and 70% were first applied in the United States. The National Competitiveness Committee of the United States stated that the United States has achieved 24 leading positions in 27 key technical fields. Because of this, it is not surprising that the U.S. economy has developed at a good level and that the overall national strength ranks first in the world. In short, to promote high school English reading teaching depends on methods and strategies. Teachers can no longer use a single teaching model and method, but should introduce a variety of methods to promote the efficiency of high school English reading teaching. The Circular Model for Cultural Input is shown in Figure 6.

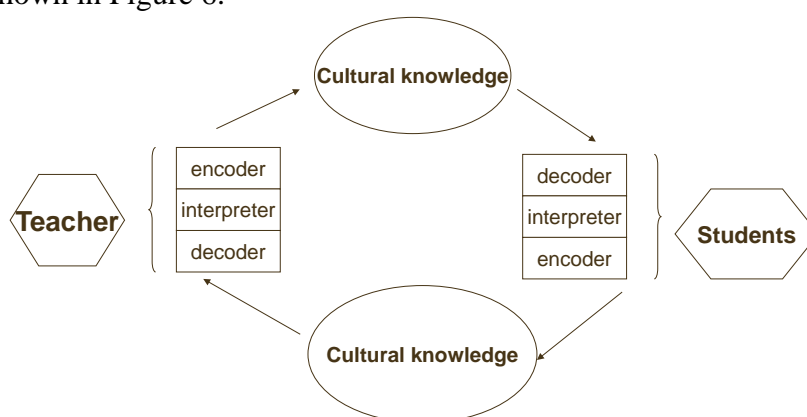


Figure 6 Circular Model for Cultural Input

In the process of its development, English education and teaching have produced many teaching factions and their corresponding implementation measures. Each type of English education has both advantages and disadvantages. English teachers need to make use of their advantages to avoid their disadvantages and display them skillfully in cultural education. For example, the old-fashioned approach to English education cannot be blindly ignored because of its inadequacies and ignore the positive significance of its merits. What has to be said is that old-fashioned education means to

some extent help learners adopt English to promote the civilization of their own country and to proclaim the civilization of their country. English teachers need to adopt different education and teaching measures, integrate cutting-edge teaching concepts, and transfer concrete knowledge and knowledge and civilization of their own country during the education process. The importance of communicator/importer's own quality, channel capacity, and diverse enthusiasm are shown in Figure 7.

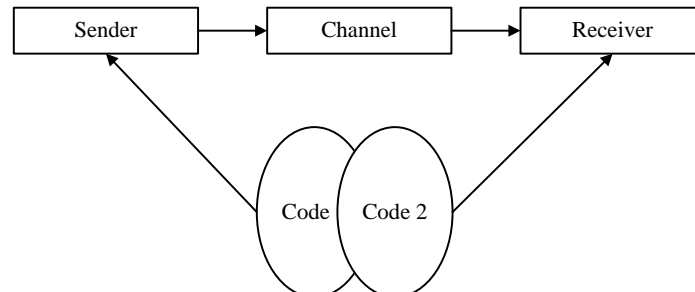


Figure 7 Moles appended Shannon's model adding a crucial element

In addition, it is not possible to focus solely on the differences and collisions between different civilizations. It is also necessary to consider the coexistence between civilizations and civilizations, the diversification and infiltration of their respective cultures, and The output of the country in the adoption of the second language. In the process of teaching the second language, the teacher should know the students' language skills and understand their corresponding difficulties in understanding. Before designing the next lesson, the development of learners' language prowess should be considered as the most important consideration, and the actual teaching measures should be inferred. Particular attention needs to be paid to the fact that the main points of the civilization background mentioned in the curriculum should be consistent with the imparted knowledge and must not be presented.

5. Conclusions

In summary, the cultural and ecological education of college English has received widespread attention from all walks of life. Although after many years of hard work, the conditions, modes, and methods of college English teaching have made great progress. However, there are still ecological imbalances in cultural education. . In the entire foreign language ecosystem education, college English plays a dominant role in Western cultural teaching. The output of language and the transmission of culture are among the weakest links. This is related to the chaos of cross-cultural communication systems in the syllabus. All in all, English teachers are employed. During this period, we must continue to learn again, learn English knowledge, and at the same time expand our understanding of diversified cultures. We must learn the cultural knowledge of countries around the world from an objective perspective and have a certain degree of insight, analysis, and judgment about foreign cultures. In the daily teaching, English knowledge is integrated with the cultures of various countries for education, and students' understanding of a diversified cultural system is cultivated. Therefore, we must pay more attention to cultural and ecological education in the future and establish a multicultural education model.

Acknowledgments

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