

Research on Strategies for Cultivating Intercultural Communication Ability in Higher Vocational English Teaching

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Abstract: In the current context of continuous deepening globalization, intercultural communication ability has become one of the key goals of higher vocational English teaching. This paper deeply discusses how to effectively cultivate students' intercultural communication ability in higher vocational English teaching, analyzes the existing problems in current teaching, and proposes corresponding teaching strategies. Through comprehensive literature research, teaching practice, and case analysis, this paper elaborates on a series of specific teaching methods and activities, aiming to help higher vocational students enhance intercultural awareness and strengthen intercultural communication ability to better meet the needs of future workplaces.

Keywords: higher vocational English; intercultural communication ability; teaching strategy

1. Introduction

In today's world, the process of globalization is accelerating continuously. As an international common language, English is increasingly important in cross-cultural communication. As an important position for cultivating applied talents, higher vocational colleges' English teaching should not be limited to imparting language knowledge but should attach great importance to cultivating intercultural communication ability. However, at present, there are still many problems in cultivating intercultural communication ability in higher vocational English teaching, such as lack of intercultural teaching content, single teaching methods, and weak intercultural awareness of students. Therefore, in-depth research on effective teaching strategies and vigorously cultivating students' intercultural communication ability has become the core topic of higher vocational English teaching reform.

2. The Importance of Intercultural Communication Ability

2.1 Definition of Intercultural Communication Ability

Intercultural communication ability refers to the ability of an individual to accurately understand, well adapt to, and actively participate in communication and interaction under different cultural backgrounds. This covers multiple aspects such as high sensitivity to different cultures, excellent adaptability, effective communication skills, and profound cultural identity.

2.2 The Importance of Intercultural Communication Ability

2.2.1 Promote International Exchange

In the context of globalization, intercultural communication ability is a solid foundation for realizing international exchanges and cooperation. Only those with intercultural communication ability can accurately convey information and understand others' intentions in international exchanges, thus promoting exchanges and cooperation between different countries and regions.

2.2.2 Enhance Employment Competitiveness

In the international market, talents with intercultural communication ability are highly favored. With the continuous improvement of the internationalization degree of enterprises, the requirements for employees' intercultural communication ability are also getting higher. Higher vocational graduates with intercultural communication ability can better adapt to the working environment of multinational enterprises and have stronger employment competitiveness.

2.2.3 Enhance Cultural Identity

Through cross-cultural exchanges, people can deeply understand the unique charm of different cultures and thus enhance their identification with their own culture. At the same time, cross-cultural exchanges also help promote cultural diversity and inclusiveness and promote mutual understanding and respect between different cultures.

3. The Current Situation of Cultivating Intercultural Communication Ability in Higher Vocational English Teaching

3.1 Limitations of Teaching Content

At present, higher vocational English teaching content mostly focuses on imparting language knowledge, and there is an obvious

lack of systematic cultivation of intercultural communication ability. Teaching content is often limited to the learning of language structures and vocabulary, while ignoring the teaching of cultural backgrounds and communication skills. For example, when explaining English texts, teachers often only focus on the explanation of vocabulary and grammar and ignore the cultural information contained in the texts.

3.2 Monotony of Teaching Methods

Teaching methods mostly adopt traditional lecture methods, lacking interactivity and practicality, making it difficult to effectively cultivate students' intercultural communication ability. In traditional lecture methods, students passively receive knowledge, lack opportunities for participation and practice, and it is difficult to apply the learned knowledge to actual cross-cultural exchanges. For example, in English classes, teachers often only explain knowledge points unilaterally, and students rarely have opportunities for oral expression and communication.

3.3 Weakness of Students' Intercultural Awareness

Students generally lack awareness of the importance of intercultural communication, have weak intercultural awareness, and lack the willingness to actively learn and practice. On the one hand, students lack understanding of foreign cultures and have fear and rejection of cross-cultural exchanges. On the other hand, when learning English, students often only focus on learning language knowledge and ignore understanding the cultural background. For example, when students communicate with foreigners, misunderstandings or conflicts may occur because they do not understand the cultural habits of the other party.

4. Strategies for Cultivating Intercultural Communication Ability

4.1 Enrich Teaching Content and Integrate Intercultural Elements

4.1.1 Add Theoretical Knowledge of Intercultural Communication

In teaching, teachers should integrate the basic concepts, principles, and skills of intercultural communication so that students can have a preliminary understanding and understanding of intercultural communication. For example, teachers can explain the differences in values, beliefs, customs, etc. between different cultures and let students understand the possible problems and solutions in intercultural communication.

4.1.2 Introduce Cross-Cultural Case Analysis

By analyzing successful and failed cases of intercultural communication, students can understand the practical application and possible problems of intercultural communication. Teachers can select some representative cross-cultural communication cases, such as business negotiations, tourism exchanges, international conferences, etc., and let students analyze the cultural differences and communication skills in the cases to improve students' cross-cultural analysis ability and problem-solving ability.

4.2 Innovate Teaching Methods and Improve Teaching Interaction

4.2.1 Adopt Role-Playing Method

By simulating cross-cultural communication scenarios, students can experience the process of intercultural communication through role-playing. Teachers can design some cross-cultural communication scenarios, such as business negotiations, tourism receptions, international conferences, etc., and let students play roles with different cultural backgrounds to conduct dialogues and exchanges. In the process of role-playing, students can personally experience the cultural differences and communication skills in cross-cultural communication and improve their intercultural communication ability.

4.2.2 Implement Project-Based Learning

Through cross-cultural communication projects, students can learn and apply cross-cultural communication skills in practice. Teachers can design some cross-cultural communication projects, such as international cultural exchange activity planning, cross-cultural business negotiation scheme design, etc., and let students carry out project implementation in groups. In the process of project implementation, students need to carry out activities such as data collection, scheme design, and teamwork to improve their intercultural communication ability and comprehensive quality.

4.3 Strengthen Practical Teaching and Enhance Cross-Cultural Experience

4.3.1 Carry out Cross-Cultural Exchange Activities

Organize students to participate in international exchange projects and have face-to-face exchanges with foreign students. Schools can establish cooperative relationships with foreign schools or institutions and organize students to participate in international exchange

activities such as short-term study abroad, international volunteer services, and international cultural exchange activities. Through these activities, students can personally experience the charm of different cultures and improve their intercultural communication ability and comprehensive quality.

4.3.2 Use Network Resources for Online Communication

Use network platforms such as language exchange websites and international social platforms to let students have online exchanges with foreign friends. Online communication can break the limitations of time and space and allow students to communicate with foreign friends anytime and anywhere. In the process of communication, students can improve their oral English expression ability and intercultural communication ability, and at the same time, they can also understand the cultures and lifestyles of different countries and regions.

4.4 Strengthen Cultural Education and Cultivate Cultural Identity

4.4.1 Offer Cultural Courses

Offer comparative courses of Chinese and foreign cultures to let students understand the characteristics and differences of different cultures. Schools can offer some comparative courses of Chinese and foreign cultures, such as an introduction to Chinese culture, an introduction to Western culture, and cross-cultural communication, so that students can systematically learn the characteristics and differences of different cultures. In the course of learning, students can improve their cultural literacy and cross-cultural analysis ability and enhance their understanding and respect for different cultures.

4.4.2 Hold Cultural Festival Activities

By holding activities such as international cultural festivals, students can personally experience the charm of different cultures. Schools can regularly hold international cultural festivals, international food festivals, international art exhibitions, and other activities to let students feel the charm of different cultures in the activities. In the activities, students can taste the cuisines of different countries, appreciate the artworks of different countries, and understand the customs of different countries, improving their cultural literacy and intercultural communication ability.

5. Teaching Practice and Case Analysis

5.1 Teaching Practice

In higher vocational English teaching, teachers can combine the above strategies and design a series of teaching activities, such as intercultural communication lectures, role-playing games, international cultural exchange projects, etc., so that students can learn and improve their intercultural communication ability in practice. For example, teachers can invite foreign teachers or international students to hold intercultural communication lectures on campus to let students understand the cultures and customs of different countries; teachers can organize students to play role-playing games, simulate cross-cultural communication scenarios, and let students improve their intercultural communication ability in the games; teachers can organize students to participate in international cultural exchange projects, such as international volunteer services and international cultural exchange activities, so that students can experience the charm of different cultures in practice and improve their intercultural communication ability.

5.2 Case Analysis

Taking the English teaching practice of a certain higher vocational college as an example, analyze its successful experience and existing problems in cultivating intercultural communication ability and propose improvement suggestions. In English teaching, this higher vocational college pays attention to cultivating students' intercultural communication ability and has taken a series of teaching measures, such as offering comparative courses of Chinese and foreign cultures, organizing students to participate in international exchange projects, and holding international cultural festivals. Through these measures, students' intercultural communication ability has been significantly improved, and they have performed well in international exchanges and cooperation. However, this higher vocational college also has some problems in cultivating intercultural communication ability, such as insufficient intercultural teaching ability of teachers and limited teaching resources. In response to these problems, the following improvement suggestions are proposed: strengthen teacher training and improve teachers' intercultural teaching ability; expand teaching resources and actively strive for internal and external resources to enrich teaching content.

6. Conclusion

Intercultural communication ability is an important goal of higher vocational English teaching and is of great significance for cultivating students' international vision and employment competitiveness. Higher vocational English teaching should start from enriching



teaching content, innovating teaching methods, strengthening practical teaching, and strengthening cultural education to effectively cultivate intercultural communication ability. At the same time, teachers and schools should also continuously strive to overcome challenges and provide students with a better learning environment and resources for intercultural communication. Only in this way can we cultivate high-quality applied talents with an international vision and strong intercultural communication ability and meet the needs of society for higher vocational talents.

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