

# The cultivation of cross-cultural communication ability in high school English teaching

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## Abstract

The cultivation of cross-cultural communication ability is one of the important contents of high school English teaching. With the development of globalization, cross-cultural communication skills are becoming increasingly important. In order to cultivate students' cross-cultural communication skills, teachers need to take targeted measures. The cultivation of cross-cultural communication ability in high school English teaching requires starting from three aspects: materials, methods, and activities. Through various channels and methods, students are guided to understand and understand communication methods in different cultural backgrounds, improve their cross-cultural communication ability and awareness, and thus lay a solid language and cultural foundation for their future global development.

## Keywords

Cross-cultural communication; English teaching; cultivation.

## 1. Introduction

With the continuous advancement of globalization, cross-cultural communication skills have become an indispensable part of English learning. In high school, cultivating students' cross-cultural communication skills is of great significance. It can not only improve their English proficiency, but also help them better integrate into the international community and adapt to future development needs. This article mainly explores the cultivation of cross-cultural communication skills in high school English teaching, aiming to provide useful ideas and references for teachers, in order to better guide practical teaching work. This article will explore the concept of cross-cultural communication, the core competencies of cross-cultural communication ability, and the cultivation strategies of cross-cultural communication ability, including how to choose textbooks, design teaching activities, and guide students to participate in cross-cultural communication. I hope this article can be helpful to English teachers and students, and promote the continuous innovation and development of high school English teaching.

## 2. Literature review

Scholars generally believe that high school English teaching should focus on cultivating students' cross-cultural communication skills to meet the development needs of the globalization era. More and more studies have shown that the cultivation of cross-cultural communication in high school English education urgently needs to be strengthened. Zheng Xiaoli (2018) found through a survey that in high school English teaching, teachers have insufficient understanding of students' cross-cultural learning needs, leading to insufficient development of students' cross-cultural communication abilities. Therefore, they proposed methods such as providing text materials with cultural characteristics, offering courses and activities on cross-cultural communication, and organizing students to engage in cross-cultural communication practices to encourage the cultivation of students' cross-cultural

communication abilities. Wen Jianming (2019) believes that in high school English teaching, more emphasis should be placed on the integration of language and culture, cultivating students' language abilities and cultural awareness in cross-cultural contexts. They speculate that students' cross-cultural communication abilities can be improved by introducing overseas cultural elements, cross-cultural communication skills, and emotional factors. Wu Hongyan (2020) pointed out in her research that the cultivation of cross-cultural communication in English teaching should run through the entire curriculum. They emphasize that teachers encourage students to engage in cross-cultural communication practices during the teaching process, and cultivate students' abilities such as cross-cultural thinking, exploring multiculturalism, and enhancing understanding and respect through these practical activities. The recent research results of Lin Huifen (2021) show that the use of multiculturalism and diverse materials in the field of English education is key to achieving cross-cultural communication ability cultivation. In addition, they mentioned the positive impact of providing cross-cultural materials, conducting cross-cultural activities, promoting cross-cultural awareness and knowledge education in high school English teaching on the cultivation of students' cross-cultural communication abilities. Overall, previous studies have shown that high school English education needs to strengthen the cultivation of cross-cultural communication skills. High school English teaching can cultivate students' cross-cultural communication skills through various methods, such as providing text materials with cultural characteristics, offering cross-cultural communication courses and activities, organizing students to engage in cross-cultural communication practices, etc., in order to improve students' understanding, respect, and communication skills towards different cultures.

### **3. The concept of cross-cultural communication ability**

Cross cultural communication ability refers to a series of communication abilities that individuals possess in communication across different cultural backgrounds, including language ability, cultural awareness, emotional attitude, etc., in order to achieve effective and accurate communication and exchange. In the current context of globalization and the information age, cross-cultural communication skills are becoming increasingly important and have significant implications for people's work and life. Specifically, cross-cultural communication ability includes the following aspects: (1) cross-cultural awareness: cross-cultural awareness refers to an individual's cognition and understanding of values, beliefs, behavioral patterns, etc. in different cultural backgrounds. This awareness plays an important role in individuals' understanding of their own and others' cultural identity and differences, and in accepting and respecting different cultures. In cross-cultural communication, individuals with cross-cultural awareness are more likely to discover, analyze, and understand problems in the process of cross-cultural communication. (2) Cross cultural adaptability: Cross cultural adaptability refers to the ability to self regulate and adapt in a cross-cultural environment, that is, in different cultural backgrounds, individuals can flexibly and timely change their behavior, thinking, coping strategies, etc. to adapt to the requirements of different cultural environments. This ability plays a crucial role in cross-cultural communication, and only individuals with cross-cultural adaptability can effectively communicate and communicate in a multicultural context. (3) Language ability: Language ability refers to the ability to use effective language communication in cross-cultural communication. This includes both oral and written communication. Sometimes, even if both parties are not native speakers, mastering the same language can promote communication and also help eliminate cultural differences. (4) Cross cultural knowledge: Cross cultural knowledge refers to understanding and mastering the history, customs, etiquette, and other related knowledge of different cultures. For interacting with people from other cultural backgrounds, gaining a deeper understanding of their habits, beliefs, and cultural characteristics can help reduce misunderstandings and achieve better

communication outcomes. (5) Cross cultural communication skills: Cross cultural communication skills refer to the use of various communication strategies and skills for effective communication in cross-cultural communication. For example, attention should be paid to using specific etiquette, language, or cultural symbols for cross-cultural communication objects to ensure the effective transmission of information. At the same time, it is also important to learn to listen to others' perspectives and cultural backgrounds in order to establish more effective communication and mutual trust. The improvement of cross-cultural communication ability requires learning and mastering certain knowledge and skills, but at the same time, it also requires paying attention to the cultivation of attitudes. Specifically, after mastering the core competencies in the above five areas, it is necessary to have the following abilities to further improve the effectiveness of cross-cultural communication: firstly, sensitivity is required, which means being sensitive to cultural differences and diversity, and being able to understand and respect different cultural behaviors and values. This requires learning cross-cultural theories and social, historical and cultural background knowledge under different cultural backgrounds. Secondly, it is necessary to have flexibility and be able to flexibly adjust one's behavior and way of thinking when facing cross-cultural situations. This requires constantly honing and revising one's behavior in cross-cultural communication practice to adapt to the needs of different cultures and situations. Thirdly, in cross-cultural communication, it is necessary to possess the ability to self reflect, promptly reflect and correct any errors or biases that may exist in cross-cultural communication, in order to continuously improve one's cross-cultural communication skills. This requires the ability of critical thinking and ideological analysis. Fourthly, in cross-cultural communication, it is necessary to maintain openness and curiosity, attempting to understand and accept viewpoints and ideas from different cultural backgrounds, which requires an inclusive thinking and cultural relativism attitude. Finally, the improvement of cross-cultural communication skills also requires the ability to acquire information, learn to acquire information, values, habits, etc. from cultural backgrounds, in order to better understand others and communicate with each other. The improvement of cross-cultural communication skills is a continuous process, which requires continuous learning and practice in daily life and work to gradually enhance one's cross-cultural communication skills. At the same time, the cultivation of cross-cultural communication skills needs to focus on self reflection and continuous improvement, in order to become more proficient in cross-cultural communication.

#### **4. Strategies for cultivating cross-cultural communication skills**

##### **4.1. Design cross-cultural themed teaching**

Cross cultural themed teaching refers to the use of various teaching methods and methods by teachers in the classroom to cultivate students' cross-cultural communication skills by enabling them to understand the background, history, cultural symbols, etc. of different cultures. For example, when teaching British and American literature, students can be guided to gain a deeper understanding of British and American culture and social background, enabling them to recognize the impact of cultural background on literary works. This teaching method not only enables students to learn English and read, but also enhances their cross-cultural awareness and sensitivity. Cross cultural themed teaching should run through the entire teaching process, integrating cross-cultural elements into various aspects such as teaching objectives, textbook selection, teaching methods, and evaluation methods. For example, when teaching key sentence patterns, students can be guided to understand the usage and differences of these sentence patterns in different cultural backgrounds by reading relevant texts and exchanging ideas.

#### **4.2. Add cross-cultural media resources**

Cross cultural media resources refer to multimedia, books, movies, and other resources that can help students better understand different cultures, and through these resources, broaden students' cross-cultural perspectives and improve their cross-cultural knowledge and skills. For example, when teaching poetry, multimedia resources, including audio and video, can be used to allow students to hear poetry recitations and performances from different countries and regions. This helps students understand and master the artistic styles and aesthetic characteristics of different cultures. Teachers should choose appropriate cross-cultural media resources, such as cultural and artistic works, literary works, short films, documentaries, news reports, etc., so that students can understand other cultures through various forms and apply the knowledge they have learned to practice. At the same time, teachers should also pay attention to the authenticity and reliability of resources, ensuring the accuracy and authority of information sources.

#### **4.3. Organize cross-cultural exchange activities**

Cross cultural exchange activities refer to activities that involve students in real-life communication with people from different cultural backgrounds, such as socializing with overseas schools and conducting cultural experience activities. This helps to expand students' cross-cultural perspectives and improve their cross-cultural communication skills. In this process, students should learn to use effective language for communication, and understand and respect the views and behavior of people from different cultural backgrounds. Cross cultural communication activities should have a certain degree of pertinence and practicality, so that students can feel the complexity and situational nature of cross-cultural communication in real scenarios. In addition, teachers should also encourage students to fully utilize school and social resources, actively participate in international activities, and enhance their ability for international communication and cooperation.

#### **4.4. Guide students to carry out cross-cultural studies**

Cross-cultural studies refers to a group or individual research project that enables students to deeply understand and master the knowledge and skills in a specific cultural field. This approach requires teachers to fully guide and encourage students to unleash their imagination and creativity while guiding them, while also providing timely feedback on students' achievements to promote their better mastery of cross-cultural communication skills. Cross-cultural studies requires students to have a certain ability of independent thinking and innovation. Teachers should guide and supervise students from project topics, survey design, result discussion, etc. At the same time, attention should also be paid to keeping students open and respectful of other cultures, guiding them to pay attention to cross-cultural factors when conducting research.

### **5. Conclusion**

In short, the cultivation of cross-cultural communication ability in high school English teaching needs to be approached from multiple aspects. Teachers should pay attention to students' experience, practice, and reflection in teaching design and implementation, helping students comprehensively improve their cross-cultural communication ability to adapt to the constantly changing social needs in the future.

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