

RESEARCH ON INTERCULTURAL COMMUNICATION COMPETENCE OF ENGLISH MAJORS IN ETHNIC COLLEGES OR UNIVERSITIES: TAKE YUNNAN MINZU UNIVERSITY AS AN EXAMPLE

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Abstract

The necessity of developing and enhancing intercultural communicative competence (ICC) is emphasized in the National Standards of Teaching Quality for Undergraduate English Majors. In order to provide theoretical foundations for significantly enhancing the ICC of English Majors in ethnic universities, the status of ICC across English Majors is examined in ethnic universities in accordance with three research questions using the questionnaire method. Based on the result discussion, implications and suggestions are made for the foreign language teaching and reform in ethnic universities.

Keywords: intercultural communication competence; questionnaire method; English majors; ethnic colleges

1. INTRODUCTION

The "National Standards for Undergraduate Teaching Quality of English Majors" were announced by the Ministry of Education, China in 2015, and they serve as a crucial foundation for the admission, development, and evaluation of English majors in regular colleges and universities. They make it abundantly clear that English majors should cultivate and enhance their intercultural communication skills. Additionally, it is indicated in the ability criteria that English majors should have intercultural competence, and it is a requirement to understand the current condition of their intercultural communicative abilities. This study centers on three pre-set research topics in order to effectively foster the intercultural communicative capacity of English majors in the ethnic universities. This study uses a questionnaire survey to examine the intercultural communication skills of English majors in the ethnic universities. In order to improve the status of foreign language teaching, improve the quality of teaching, and cultivate more qualified English majors for ethnic minority areas.

Models of Intercultural Communication Competence

Based on the components of intercultural communicative competence, scholars at home and abroad have put forward many Multiple cross-cultural communication models. Among them, the British scholar Byram who proposed the model of intercultural communicative competence from the perspective of language teaching and cultural teaching is the most influential. His model of intercultural communication consists of language competence, sociolinguistic competence, discourse competence, and intercultural competence, while intercultural

competence includes attitude, knowledge, interpretation/association skills, discovery/interaction skills, and critical cultural awareness.

Deardorff established three-tiered pyramid cross-cultural competency model is composed of the necessary attitudes at the bottom of the tower, the knowledge, understanding and skills at the second, and the ideal internal results at the third. Concept and empathy ability can reach the top of the pyramid, so as to carry out effective and appropriate cross-cultural communication.

Chinese scholar Wen Qiufan mentioned that a model of intercultural communicative competence is proposed, which consists of communicative competence and intercultural competence. The former includes language competence, pragmatic competence, and strategic competence, while the latter includes sensitivity to cultural differences, tolerance, and flexibility in dealing with cultural differences. The composition of communicative competence in this model is slightly different from that of Byram model.

Research Design

Research problem is: How is the overall level? Are there significant gender differences in the level of intercultural communicative competence of English majors? What is the pattern of the development trend of intercultural communicative competence of English majors at different grades?

The subjects of this survey are all from Yunnan Minzu University. There are a total of 190 students in the four grades of language majors. The distribution of questionnaires is completed with the assistance of the teacher in charge, and a total of 190 questionnaires are distributed. It takes about 20 minutes to fill out the form. After the test, 190 questionnaires were recovered, with a recovery rate of 100%.

This paper uses the questionnaire survey method to explore the English majors in ethnic universities. The questionnaire "Intercultural Communication Competence Self-Scale for English Majors" (ICCSRS) adopts the form of Likert five-point scale, including 63 items in eight aspects, of which 33 are positive and 30 negative. The research results proved that the scale has good discrimination and construct validity and high reliability.

Table 1 Reliability of the Intercultural Communication Competence Self-Rating Scale (ICCSRS) for English majors

	Cronbach's Alpha	based on standardized Cronbach's Alpha	item number
Intercultural Communicative Competence	.858	.871	63
Linguistic Competence	.802	.802	13
Sociolinguistic Competence	.820	.820	6
Discourse Competence	.526	.541	7
Strategic Competence	.420	.440	8
Knowledge	.658	.762	13
Attitudes	.656	.684	8

Awareness	.616	.608	3
Skills	.434	.425	5

2. RESEARCH RESULTS AND DISCUSSION

The overall level of intercultural communicative competence of English majors in colleges for nationalities. The scale used by the author in this study is to comprehensively consider the cross-cultural communication competence of English majors in ethnic colleges and universities from the eight sub-competencies of language ability, sociolinguistic ability, discourse ability, strategic ability, knowledge, attitude, awareness and skills. level. It can be seen from Table 2 shows that the average intercultural communicative competence of English majors in Yunnan Minzu University.

Table2 Intercultural communication competence and the mean variance of each sub-competence

	average	N	standard deviation	variance
Intercultural Communicative Competence	3.128 3	190	.344 68	.119
Linguistic Competence	2.513 2	190	.549 20	.302
Sociolinguistic Competence	3.347 7	190	.702 52	.494
Discourse Competence	3.063 7	190	.510 17	.260
Strategic Competence	3.344 2	190	.486 46	.237
Knowledge	2.907 7	190	.581 10	.338
Attitudes	3.716 7	190	.535 48	.287
Awareness	3.897 4	190	.793 57	.630
Skills	3.303 6	190	.539 70	.291

Among the eight sub-competencies, the average value of cross-cultural awareness is 3.897 4, and the average value of attitude is 3.716 7, indicating that English majors in ethnic colleges and universities have strong cross-cultural awareness and attitudes, and they have a strong willingness to seek opportunities or participate in cross-cultural cultural communication. Socio-linguistic ability and strategic ability are evenly matched, the mean values are 3.347 7 and 3.344 2 respectively, indicating that on the whole, English majors in colleges for nationalities have considerable socio-linguistic ability and use language or non-language means to overcome communication difficulties caused by insufficient language ability Ability. The mean values of cross-cultural skills and discourse ability followed closely, being 3.303 6 and 3.063 7 respectively, indicating that English majors have certain behavioral skills to deal with cross-cultural communication activities and the ability to start, maintain and end conversations gracefully.

As shown, in terms of gender, there is no significant difference in the level of intercultural communication ability between male and female students. Boys are slightly higher than girls. Comprehensive investigation of "deep culture" including values, ways of thinking, national character, etc., the results of the investigation are credible and reliable. At the same time, it also

shows that boys' extensive reading and cross-cultural knowledge reserve are the main reasons why their cross-cultural communication ability is slightly higher than girls'.

Table 3 The Correlation Between Intercultural Communication Competence and Each Sub-Competence

	Intercultural Communicative Competence		
	Pearson Correlation	significant (both sides)	N
Linguistic Competence	.699**	.000	195
Sociolinguistic Competence	.483**	.000	195
Discourse Competence	.622**	.000	195
Strategic Competence	.548**	.000	195
Knowledge	.683**	.000	195
Attitudes	.604**	.000	195
Awareness	.411**	.000	195
Skills	.586**	.000	195

Note: The average significant level is 0.05

Table 4 Gender Differences in Intercultural Communication Competence and Sub-competencies

	sex			
	male		female	
	average	N	average	N
Intercultural Communicative Competence	3.191 986	twenty one	3.120 601	174
Linguistic Competence	2.505 5	twenty one	2.514 1	174
Sociolinguistic Competence	3.466 7	twenty one	3.333 3	174
Discourse Competence	3.088 4	twenty one	3.060 8	174
Strategic Competence	3.315 5	twenty one	3.347 7	174
Knowledge	3.124 5	twenty one	2.881 5	174
Attitudes	3.779 8	twenty one	3.709 1	174
Awareness	3.888 9	twenty one	3.898 5	174
Skills	3.361 9	twenty one	3.296 6	174

The development model of cross-cultural communicative competence in all grades of English majors in colleges for nationalities The author found an interesting phenomenon in this research. As shown in Table 5, the average intercultural communicative competence of each grade of English majors in colleges for nationalities is the highest in the freshman (3.152 7), followed by the fourth (3.142 9), and the freshman (3.142 9). Two again (3.136 3),

Table5 Mean variance of cross-cultural communicative competence in each grade of English majors in colleges for nationalities

Grade	average	N	standard deviation	variance
Freshman	3.152 7	55	. 327 08	. 107
sophomore	3.136 3	53	. 377 55	.143
Junior	3.101 3	73	. 331 17	.110
Senior	3.142 9	14	.379 22	.144
Total	3.128 3	195	. 344 68	.119

Table6 Comparison of the mean values of each grade and each sub-ability of English majors in colleges for nationalities

	Grade			
	1	2	3	4
Linguistic Competence	2.502 1	2.492 0	2.504 7	2.681 3
Sociolinguistic Competence	3.469 1	3.350 9	3.334 2	2.928 6
Discourse Competence	3.163 6	3.075 5	2.984 3	3.040 8
Strategic Competence	3.413 6	3.339 6	3.277 4	3.437 5
Knowledge	2.854 5	2.952 1	2.919 9	2.884 6
Attitudes	3.722 7	3.709 9	3.666 1	3.982 1
Awareness	3.939 4	3.899 4	3.908 7	3.666 7
Skills	3.381 8	3.347 2	3.241 1	3.157 1

Junior lowest (3.101 out of 3). This result is quite different from the expected linear increasing development model of intercultural communicative competence of English majors at all grades before the study. Among them, the standard deviation of intercultural communication ability of senior students is the highest 0.379 22, indicating that senior students show significant differences among the four grades. As shown in Figure 2, the development trend of intercultural communicative competence in the four grades of English majors in colleges for nationalities is basically in a horizontal pattern, and there is no significant difference among the four grades; only junior students have slightly lower intercultural communicative competence than English. The overall average level of the four professional grades is slightly lower by 0.027.

Table6 shows the comparison of mean values between different grades and sub-abilities in colleges for nationalities. In the four grades of English majors, although the average language ability of seniors is the highest (2.618 3), seniors' mastery of language knowledge and There is still a large gap between the ability to use language skills and that of English majors in ordinary colleges and universities. Although this result is not optimistic, but excluding the fact that the English proficiency of the current freshmen is better, the other three grades, namely sophomores, juniors and seniors. The language proficiency is still showing a progressive

development trend, in line with objective laws. The mean value of sociolinguistic ability and discourse ability is the highest among freshman students, which are 3.469 1 and 3.163 6 respectively; the mean value of strategic ability is slightly higher among senior students, which is 3.437 5; the mean value of cross-cultural knowledge is slightly higher among sophomore students, which is 2.952 1. This result is related to the fact that sophomores are studying Western cultural history; the mean value of cross-cultural attitudes is the highest among seniors, which is 3.982 1. It shows that seniors have the most mature attitudes towards intercultural communication and are quite willing to actively seek Opportunities for cross-cultural communication activities; cross-cultural awareness and cross-cultural skills, freshman students are the strongest, and their mean values are 3.939 4 and 3.381 8, respectively.

From the above comparison, it can be seen that the overall English level and cross-cultural communication ability level of the 2018 English major freshmen in this ethnic college are relatively good, and their English level can be seen from the average English level of the college entrance examination. Among the eight sub-competences that measure intercultural communication competence, the first-year students are the best among the four sub-competencies of sociolinguistic ability, discourse ability, cross-cultural awareness and cross-cultural skills. Although there is a gap between this phenomenon and the research expectation, this unexpected finding also shows that the level of freshmen in this class is more prominent among the four grades. The senior students are slightly better in the three sub-competencies of language ability, strategic ability and intercultural communication attitude. At the same time, it is necessary to further reflect on why the level of cross-cultural communication ability of junior students is not outstanding enough after three years of English major study, as well as relevant social and cultural courses, British and American literature courses and cross-cultural communication courses.

Conclusion

The average values of intercultural knowledge and language ability are both below 3.00, indicating that the main factors affecting the cross-cultural communication ability of English majors in this school are the lack of cross-cultural knowledge and lack of language knowledge. In addition, the results obtained by the author using Pearson correlation analysis show that there is a significant correlation between intercultural communication competence and the eight sub-competencies, among which the two subcompetencies of language competence and intercultural knowledge have the strongest correlation with intercultural communicative competence .

In terms of gender, there is no significant difference in the level of intercultural communication competence between boys and girls, and boys are slightly higher than girls. Among them, the cross-cultural knowledge reserve of boys is significantly higher than that of girls, while girls are slightly higher than boys in terms of strategic ability.

The development trend of intercultural communicative competence in the four grades of English majors in colleges for nationalities is basically a horizontal pattern, and there is no significant difference among the four grades. The average value of cross-cultural communicative competence in each grade is the highest in the freshman, followed by the

fourth, third in the second, and the lowest in the third, and the senior students show obvious differences among the four grades.

Teaching inspiration:

1) Firstly, English majors are lacking in language ability, and need to further improve their language knowledge and ability to use language skills to consolidate their language foundation. Therefore, in the revision process of the new training program, the proportion of class hours of core courses for English majors should not be blindly reduced.

2) Secondly, English majors do not have enough cross-cultural knowledge reserves, so it is necessary to add professional compulsory courses and professional elective courses related to social culture and literature, such as history of western civilization, general situation of English-speaking countries, overview of Chinese culture, comparison of Chinese and Western cultures, Intercultural Communication, History of British Literature, History of American Literature and other courses. Moreover, the opening hours and the school year need to be adjusted, and they should not be too concentrated in the upper grades, because the English majors in the upper grades are unable to study with peace of mind due to the disturbance of many external factors such as employment and postgraduate entrance examinations, let alone seriously consider crosscultural communication. The importance of ability.

3) Intercultural communication courses, which are core courses for English majors, should not be taught by foreign teachers. Because the intercultural competence that English majors need to possess covers many aspects, including mastering the basic theoretical knowledge and analysis methods of intercultural research, and understanding the basic characteristics, similarities and differences of Chinese and foreign cultures, etc. Therefore, the main problem of foreign teachers teaching is that they are not very clear about the main characteristics of Chinese culture, and they cannot effectively compare the basic characteristics and similarities and differences of Chinese and foreign cultures. Therefore, students cannot obtain effective cross-cultural knowledge. In addition, the existing teaching materials used in intercultural communication courses involve insufficient introduction of theoretical knowledge and analytical methods of intercultural research.

4) Universities for nationalities should focus on building high-quality teachers to drive EnglishIn order to improve the intercultural communication ability of professional students, various forms of cultural communication such as overseas visit training should be adopted to improve the level of intercultural communication ability

of teachers, so as to carry out effective intercultural communication teaching in the classroom.

In addition, teachers should have a "culturally conscious" view of cross-cultural foreign language teaching, based on a balanced mufti-directional

introduction of mother tongue culture, target culture or multiculturalism, to cultivate students' ability to establish a connection between the mother tongue culture system and the target culture system As the core, through the cultivation of cultural discernment and judgment awareness, students are encouraged to be more aware of their "cultural identity", which is conducive to students spreading their mother tongue culture, forming a world public opinion that is beneficial to their own country, and more importantly, enabling them to conduct cross-cultural Form a self-conscious and confident cultural stance in communication.

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