

# Research on Inter-culture Communication Application Teaching\*

Dongmei Li

School of Foreign Languages  
Fujian Jiangxia University  
Fuzhou, China 350108

**Abstract**—This paper analyzes the external environmental factors and internal factors that influence the intercultural competence in globalization, and discusses the ways to improve intercultural communication ability. Inter-culture communication based on computer network opens up a new space for foreign language teaching, which not only facilitates the training of language skills, but also promotes the learners' inter-culture communication ability. Based on the analysis of the concept, characteristics and classification, this paper expounds the potential of inter-culture communication based on computer network for foreign language teaching.

**Keywords**—globalization; inter-culture communication ability; inter-culture communication based on computer network

## I. INTRODUCTION

Intercultural communication ability is increasingly recognized as an essential part in economic, politic and society. It also plays a vital role in the construction of learners' new cultural values. Foreign language teaching is not simply aimed at spreading knowledge and skills, but focused on the mission of changing the world. It should enable learners to have important social and cultural functions. Therefore, it is important to find new ways to improve the intercultural communication ability in the process of globalization.

## II. LITERATURE REVIEW

Many researchers find that society and culture communication ability influence the learners' inter-culture communication. Qu Zheng (2003: 38-24) focuses on the inter-culture communication and find effective methods of improving foreign language teaching. He finds that the stylistics and inter-culture communication studies are positive to the guidance of the learners' inter-culture communication ability. Yu Guimin (2004: 30-33) analyzes the obstacles in inter-culture communication and learns that

it influences the learners' inter-culture communication ability.

For empirical research, Bei Zhang and Lan Ma (2004: 62-68) studies the learners' traditional Chinese and American culture knowledge and find that the accumulating of the native culture is positive to inter -culture communication. Yongchen Gao (2006: 26-29) studies the advanced learners' ability of inter-culture communication and proposes the method of improving inter-culture communication.

The research on inter-culture teaching model is as follows: Yihong Gao (2002: 27-32) proposes the mode of inter-culture leaping. Yang Ying (2006: 24-29) builds a new frame of inter-culture communication. Shen Chen proposes the Merger mode of local culture. These modes focus on the practical application of inter-culture communication, which is beneficial for the improvement of learners' problem solving ability, but they all emphasis the dynamic process of learning and neglect the importance of teaching content selection.

However, the learners pay more attention to the inter-culture communication ability but rarely touch the practical application. More researches about the teaching methods need further studies. For instance, the experience of internet culture communication becomes an important area to further study, and the internet provides more choices for inter-culture communication.

Besides, the learners have fewer chances to take part in inter-culture communication activities. The current teaching focus on the theories and it also takes much for the universities to hire the foreign teachers, organize the inter-culture communication activities etc. More ways should be explored to provide the learners more chances to take parts in those activities.

The learners' ability of practical application should be improved. Although the learners are active in the part of discussion, they made more mistakes in the process of application, such as inaccurate understanding of key contents, improper ways of communication, and misunderstanding of the foreign culture.

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### III. THEORETICAL ANALYSIS

#### A. *The Necessarily for Inter-culture Applied Teaching*

Inter-culture applied teaching meets the need of training applied talents in Undergraduate Education. The training of applied talent requires the application-based teaching, which is quite different from the traditional method of theory teaching. It is task based learning which aims to solve the problems in communication.

Inter-culture applied teaching meets the requirements of different professions. More qualified professionals in inter-culture communication are required in rapid development of cultural globalization, so human resource training should meet the profession requirements. The learners' ability of inter-culture communication is important in their future careers.

#### B. *Factors Affecting the Development of Inter-culture Communication Ability*

Globalization is important for the development of inter-culture communication especially to the content, form and direction. Different culture and context require different communication ways. It is vital for the learners to make the proper reaction and make the right decision in different context. The successful inter-culture communication is closed related to the sharing of linguistic context, situation context and culture context.

Exteral factors influence the learners' communication will, which is intensified by the learning form, communication achievements, the atmosphere and the classmates' communication situation. The convenience, the alternative and group stress are appositive factors for the learners' communication will. The proper communication atmosphere is also good to the learners' inter-culture communication behavior.

Inter-culture communication intention is intense under the influence of intrinsic factors including inter-culture communication concept, group psychology, and cognitive ability. Value perception is also positive to learner's inter-culture communication intention, which is intensified by self-value perception, cultural value perception and social value perception.

Learners are sensitive and vigorous. They are keen on the exploration and discovery of things around and more impressive to things experienced in person, so the stimulation on individual learners will have a great impact on their cognitive effects. On the other hand, learners may also feel aesthetic fatigue about continuously inputting the similar information materials. New data are required to form fresh stimulation in order to maintain positive learning attitude.

Besides, the Cognitive experience exists in many forms, including understanding new information, new unstable experience, and existing stable experience and so on. For the first step, learners' curiosity about new information develops into questioning and analyzing. Next, they reorganize the experience and prediction through logical thinking and synthetically applying accumulated knowledge. Then, they

predict inter-culture communication through the accumulated knowledge, cultural experience, target context, and transform the incomprehensible information into new and unstable experience in the internalization process. The leaner use and practice these information to form stable experience. When they receive new information, the process will cycle again and transformed into a relatively stable experience. Finally inter-culture experience can be accumulated.

The cognitive gap is also dynamic. It is presented in various forms, such as the cultural gap between the native culture and the target language, the gap between the native context and the target context, the gap between the learners' English proficiency and the curriculum goal, the gap between information input and learning results. Learners' cognitive gap can be reduced in a series of complex processes. This process is complex as follows: Analyze the relevance between target language and native language through cognitive and contextual relevance. Then, analyze the received information by the interaction of explicit input and introspection input. Finally, a series of complete experiences of cultural interaction are formed by negotiation, correction, construction, interaction of cultural elements and practice of cultural information.

The learner's psychological perception of inter-culture teaching activities, teaching situations and interpersonal relationships are transformed into learning behavior, interpersonal support and situation support, which constitute the three dimensions of effective classroom environment construction for inter-culture teaching. The interaction between internal factors and external factors will promote the construction of an effective classroom environment for inter-culture communication. Also, the learning interest, rewarding evaluation, and self-efficacy are important indicators for predicting learning outcomes. The learner's perception of the learning outcome triggers a change in the level of input and participation in the learning process which could promote the implementation of teaching skills and the development of teaching activities, the coordination of interpersonal relationships, and the establishment of teaching situations.

### IV. DISCUSSION

#### A. *Approaches to the Development of Inter-culture Communication Competence*

Inter-culture communication competence is the product of learners' interaction with situation, and it is deeply influenced by social activities and social culture. Inter-culture communicators must revolve in the cultural situation and activities, and learners' inter-culture communication competence are gradually developed in series of observation, imitation and practical applications.

#### B. *Objective Conditions and Atmosphere Requirements for the Development of Inter-culture Communication Competence*

The identification of inter-culture communication is positive to the willingness of inter-culture communication,

but it may not lead to more actual inter-culture communication behavior. In order to transform positive self-worth perception into inter-culture communication application, it's necessary to provide objective conditions and environmental support and help learners to realize the benefits of possible accomplishments. It's suitable to optimize the task setting of inter-culture communication, increase the proportion of practice in and out of class, expand the choices of inter-culture communication content, widen the path of inter-culture communication, and improve the convenience of inter-culture communication practice.

A systematic inter-culture knowledge system can be built through reconstructing the original information and new information meanings by comprehensive use of cultural background knowledge, thinking mode, information coding and decoding. Set different inter-culture communication tasks to create a simulated communication environment, so that students can negotiate the meaning of inter-culture communication in activities and develop their inter-culture communication skills. In these processes, communicators critically reflect on their communication behaviors, and appropriately adjust the behaviors and strategies in different inter-culture communication scenarios. They also adjust the inappropriate performance of the attitude, knowledge, and skill dimensions to further enhance inter-culture communication skills. Cultivate their skills in classroom discussion, case analysis, simulation tasks, reflective logs, role-playing and other teaching activities. The integration of external information and the original knowledge system is realized in the case analysis and multi-modal input. The interactive communication link creates a inter-culture communication scenario through role-playing. The learners get critical reflections on communicative attitudes, knowledge, and skills through reflective journals, and improve inter-culture skills in collaborative learning.

### *C. Promoting Inter-culture Experience Through Discourse*

Kristeva's (1969) classic theory of intertextuality states that "the new theory or chapter is based on the theory of the predecessor. It includes references, hints, imitations, play, plagiarism, etc." Intertextuality can be used to study the mutual citations between texts, and further explore the relationship between discourse and inter-culture communication.

The learners and teachers can use intertextuality to get sound achievements in inter-culture communication experiences. Through intertextuality, learners can share and receive different social and cultural knowledge, and actively mobilize all favorable conditions to study or practice an inter-culture communication task in groups. In the process of sharing, learners will integrate their knowledge consciously or unconsciously into research results and give them new meaning. Through the development of learners' cognition and the expansion of thinking space, their inquiry ability and critical thinking are improved. Teachers can also understand the learners' opinions and comments through intertextual and cooperative dialogues. They can provide supplementary learning and supplementary guidance through various means

such as consultation and assistance, evaluating the learners' identifications and conflicts presented in this process.

### *D. Reasonable Control of Information Gap in Activities*

Information gaps can be further narrowed by reasonable control over the difficulty of the event. The difficulty of the activity should be controlled within a reasonable range, so the learner can get it through a certain efforts with suspense and challenges. The gaps in learners' foreign language proficiency and cultural knowledge will have an impact on the absorption of cultural information and the implementation of communicative tasks. Too much information gaps may lead to the negative attitude of the learners and reduce their enthusiasm of participation. Therefore, it is necessary to take the learners' levels in to consideration, and set the tasks hierarchically to provide the learners more task selections.

### *E. Constructing the Third Space Culture*

The inter-culture communication based on the third space. The third space culture is not limited to any kind of culture. It is different from the native language culture and the target language culture. It is the continuous discovery and understanding of the self and others by the learners. It is a process of expanding the learners' values and worldviews. The third space of inter-culture communication is constructed on the basis of multicultural meaning negotiation, which provides a buffer platform for the collision, negotiation and integration of multiculturalism, so learners could gradually adapt and accept the target language culture.

### *F. Inter-culture Communication Practice of Virtual Network Community*

The cultural experience of the virtual network community has become an effective way to expand inter-culture communication. The cultural exposure or input of the simulated inter-culture experience in the classroom is limited, which is not enough to cause the change of the learner's culture identification. The rapid development of the network promotes the formation of a new social context and profoundly affects the learner's learning style and identity construction. New discourse patterns and new inter-culture communication practices have also flourished. The learner's inter-culture communication experience has transcended the classroom and is largely integrated with the use of online practice activities. In the practice of network multi-modal discourse, the learners could choose the proper learning methods.

Although the cultural experience of reality and virtual cyberspace plays a positive role in promoting the inter-culture communication ability of learners, not all network resources do so, such as the variation of soft news stylistic features and the abuse of network language phenomena can also constitute audition interference and misleading for learners. Therefore, it is need to further explore the purifying path of mass media language and find the proper way to use the network resources reasonably and effectively to improve the inter-culture communication ability.

At the same time, modern communication tools such as virtual networks and cellphones play multiple roles in the learning process. They play the different roles such as learning tools, teachers or classmates. The online cultural experience is actively promoting collaborative learning, inquiry learning, and learning communities. Due to the weakening of the social role of the virtual network, the learner's experience, status and other identity characteristics are weakened in the virtual cyberspace. The reduction of anxiety factors enables learners to engage in inter-culture communication practice freely and further promote learners' information capabilities, collaborative communication skills, and self-exploration capabilities.

With the continuous development of computer network technology and the popularization of network applications such as e-commerce, network education and electronic office, the concept of international community and global village has been realized on the Internet. The form and content of Intercultural Communication Based on Computer Network have become increasingly rich. Generally speaking, it can be classified as follows:

- According to communication tools, it can be divided into communication activities on the platforms of E-mail, network chat, electronic BBS, news discussion group, video meeting, real-time communication in virtual environment (such as MOO), etc.
- According to the people involved in communication, it can be divided into acquaintances' communication and strangers' communication, and people with the same cultural background, Communication between people from different cultural backgrounds.
- According to time, it can be divided into real-time communication and non-real-time communication.
- According to the purpose or content of communication, it can be divided into communication aimed at work, study, leisure and making friends. Hundreds of millions of Internet users in the world frequently participate in the above various types of communication activities, making their work, study and life more rich, convenient and efficient.

Compared with traditional face-to-face inter-culture communication, it has the following characteristics:

- Without the support of paralinguistic and body language, the two sides of communication mainly communicate through text, sometimes using voice chat for oral communication, but mostly using written communication.
- Not limited by time and space, inter-culture communication can be carried out anytime and anywhere, which is not only convenient and efficient, but also cheap.
- With the continuous development of network technology, the content and form are very rich, which can carry out real-time communication, and non-real-time communication (e.g., via email, blog).

- Text, video, audio, image and other multi-modal information is conducive to the development of multiple intelligence, and can promote learning.
- It is very conducive to teamwork and group discussion. By using some software (such as MUDs, GDSS, etc.), people in different parts of the world can communicate and cooperate online.

It is not hard to see that these characteristics are very beneficial to our intercultural foreign language teaching design. Without the support of paralinguistic and body language, it will undoubtedly bring some difficulties to communication. But on the other hand, it protects a group of students with low self-esteem and timidity, enabling them to get rid of the anxiety caused by appearance, skin color, temperament and other factors, so as to participate more in inter-culture communication practice. In a sense, network education has truly realized the equalization of education. Secondly, online inter-culture communication is not limited by time and space. It can be carried out anytime and anywhere, and it is cheap and convenient. This is undoubtedly an important advantage for foreign language teaching. Under the traditional teaching system, students' learning is usually limited to the classroom, and it is inconvenient to learn outside the classroom. Nowadays, the development of the Internet enables education to really break through the wall. School education and social education, classroom teaching and extracurricular teaching can be well combined, and teachers can easily use it for teaching design without taking pains to create communicative situations. In addition, Intercultural Communication Based on Computer Network has various forms and rich contents, which also have a great impact on teachers' teaching design and stimulating learning. Students' motivation is very beneficial. Multimodal information presentation is also an advantage to stimulate motivation, maintaining interest and promote learning. Finally, with the promotion of collaborative learning today, online inter-culture communication can undoubtedly promote the collaborative learning mode and facilitate students to conduct task-based and project-based learning through cooperation. All in all, it has provided great possibilities for intercultural foreign language teaching. It should be designed and applied scientifically and converted practical teaching effects.

Although there are some differences between the online world and the real world, it is also an all-encompassing complex world. In this virtual world, language, culture and communication are still the main elements, which are exactly the elements of foreign language learning and teaching. Language is the content of learning and the medium of teaching. Culture is the material for learning and the environment for communication. Communication is both a means and an aim of learning. These three factors are interrelated and inseparable, which constitute an organism of foreign language learning.

As an important member of the network world, Intercultural Communication Based on Computer Network has the characteristics of perfect combination of language, culture and communication, so it has great potential for



foreign language teaching. Two people with different cultural identities communicate and interact through verbal or non-verbal means in the interconnected internet world. In this process, language and its closely related non-verbal behaviors serve as the media of communication, and culture as the content and environment of communication constitute the necessary conditions for communication activities. If the teaching design of this communication process is carried out, the teaching purpose, goal, content, learning task or activity process, the roles of teachers and students, as well as the evaluation and assessment methods can better serve the teaching. Scientific teaching design can promote learners to improve the practical application ability of the target language through the use of the target language in the process of inter-culture communication, and at the same time enhance their cultural awareness and improve their inter-culture communication ability.

How to carry out scientific teaching design and turn its potential of foreign language teaching into satisfactory teaching effect? At present, there are many researches on this issue. Although no widely accepted theories and models have been formed, many attempts have achieved satisfactory teaching results, providing important enlightenment for future research and practice.

Intercultural Communication Based on Computer Network focuses on how different social cultural and institutional factors affect network foreign language teaching. On the one hand, cultural differences lead to different attitudes, processes and effects of network foreign language teaching. On the other hand, it is precisely because of these cultural differences that internet-based intercultural communication becomes a powerful weapon to cultivate learners' intercultural communication ability. How to make use of cultural differences is a subject to be further studied. Computer-aided foreign language teaching has begun to pay attention to the role of social and cultural factors in online foreign language teaching, and began to explore how to use the rich opportunities and platforms of online inter-culture communication to promote foreign language learning and improve inter-culture communication ability. However, as an emerging research field, the research still needs to further expand its perspective, enrich its content and produce more results. It has opened up a new space for foreign language teaching, but the current research is still in its infancy and cannot meet the needs of the growing network foreign language teaching. Urgent research topics include:

- Is there any difference between internet-based intercultural communication ability and traditional face-to-face intercultural communication ability? Web-based intercultural communication competence is not only an important condition of network foreign language learning, but also one of the goals of network foreign language learning. Learners need to have a certain inter-culture awareness, knowledge and skills to better conduct online learning and training of foreign language listening, speaking, reading and writing in various forms. The idea of intercultural foreign language teaching holds that cultivating intercultural communicative competence is an

important goal of foreign language teaching in the new era, which is also applicable to network foreign language teaching. Therefore, it is an important topic to study the concept and connotation of network-based intercultural communication competence.

- What factors will affect internet-based inter-culture communication? How to reduce the negative influence of these factors in network foreign language teaching? Like face-to-face inter-culture communication, there are many factors that will affect the inter-culture communication based on the Internet, such as the attitude towards network communication, the level of language ability, different values, etc. In order to understand these factors clearly, it is necessary to conduct a thorough investigation and study. These results are important for us to discuss how to reduce the interference of various factors in network foreign language teaching. Network of foreign language teaching is a complex project, involving multiple levels (teachers, students, resources, teaching theory, technology, etc.), multiple links (make sure the teaching purpose, design the teaching activities and tasks, choose teaching methods and evaluation, etc.) and a variety of factors (cultural, institutional, physical, psychological, motive, style, strategy, etc.). Successful design of network foreign language teaching must be considered comprehensively and applied comprehensively. For web-based intercultural foreign language teaching, it is necessary to focus on the role of culture.
- Can existing inter-culture communication theories be applied to online inter-culture communication? Is it necessary to develop new theories to explain and analyze online inter-culture communication? After half a century of development, inter-culture communication has formed a series of theories or models. Although these theories cannot adapt to the reality of today's cultural development with the changes of time, they have been criticized from various aspects. They are still an important reference for people to study culture and the basis for developing new theories. So are these widely accepted theories of inter-culture communication applicable to the emerging online inter-culture communication? How to analyze online inter-culture communication? Does it need a new theory? These questions need to be answered by further research.
- How to design teaching of different types so that it can promote the improvement of learners' foreign language skills and intercultural communication ability? In order to apply these different types of intercultural communication activities to foreign language teaching, scientific teaching design must be carried out, because different types of activities are suitable for training different foreign language skills. For example, as far as online communication tools are concerned, E-mail is more conducive to the training of writing ability, while voice chat is more

- What is suitable for the training of speaking ability? News discussion groups, video meetings are more suitable for group collaborative learning, but E-mail is more suitable for small scale, especially the communication and interaction between two people. For those who participate in communication, teachers can make full use of the communication between strangers and people with different cultural backgrounds to design inter-culture communication tasks, so that learners can experience the rules of inter-culture communication and apply the principles of inter-culture communication. In terms of time, real-time communication is suitable for oral communication skills training, while non-real-time communication can be designed as some reading and writing training tasks. It provides rich and vivid language use situations for foreign language teaching and can improve learners' communicative competence through teaching design and intercultural communication ability. In short, the objective network communication activities must be scientifically designed before they can be transformed into teaching activities.
- How to integrate online teaching activities with courses so as to make them an organic part of the course system? Research on network foreign language teaching shows that the most ideal foreign language teaching mode at present is neither the traditional classroom teaching nor the whole network teaching, but the organic combination of the two and the integration of network teaching and curriculum teaching. It is a long and complicated process to cultivate foreign language communicative competence and intercultural communicative competence, which requires learners to grow and make progress at all levels of cognition, emotion and behavior. Traditional classroom teaching and network teaching have their own advantages and disadvantages. The former is more conducive to emotional communication and behavior imitation, while the latter is more effective for autonomous learning, cooperative learning and the acquisition and use of real materials. Therefore, how to make them complement each other through teaching design has become an important research topic in foreign language teaching. As for intercultural foreign language teaching, due to the limitations of class hours and environment, learners can only master a large amount of language and cultural knowledge in traditional classroom teaching, while the transformation of emotional attitude and improvement of communicative ability required by intercultural communication are often not realized. If it's necessary to make use of the rich inter-culture communication activities on the Internet to design inter-culture foreign language teaching, it's possible to form a beneficial and effective supplement to the traditional classroom teaching.
- How to use online game environment (such as MUDs) for inter-culture training? After decades of experience, inter-culture training has formed many methods for foreign language teaching, such as case study, film recording, role playing, comparison and contrast, etc. Simulation games are particularly favored by trainers and trainees. This method is the theory basis of constructivism, trainees by attending some simulated real scene of the game, personal feeling to give him some of the impact of different cultures. This is a kind of experience, such as to find the learning method, to consolidate the learners to master the knowledge, cultivating empathy, forming ability. At present, computer experts and educators have also developed some online game software. How to use this software to design inter-culture foreign language teaching has become an important research topic.
- It is necessary to measure and evaluate learners' intercultural communication behaviors on the Internet. Assessment and evaluation is an important link in teaching and an important means to promote students' learning and teachers' teaching. However, the assessment and evaluation of inter-culture communication behavior has always been a difficulty. Even the experts who specialize in this topic admit that completely objective and effective assessment tools are impossible to come into being. Nevertheless, it's necessary to draw on the research results of inter-culture training to form the criteria for foreign language learners to consider their intercultural communication behaviors on the Internet.
- Is there cultural hegemony on the Internet? How does it manifest itself? What should foreign language learners do? Many experts have expressed concern about the possibility of cultural hegemony on the Internet, believing that this will cause the younger generation to gradually forget their own culture and become assimilated by western culture, mainly represented by the United States. Intercultural foreign language teaching emphasizes that the purpose of foreign language teaching is not only to help learners master the knowledge and skills of target language, understand their culture, and conduct effective intercultural communication with them, but also to pay attention to learners' native language ability and understanding of native culture. Precisely speaking, the goal of foreign language teaching is to cultivate talents who can play a bridge between the native culture and the target culture, so they should not be affected by cultural hegemony. It is of great significance to study how learners deal with the tendency of cultural hegemony on the Internet. The above research topics involve many disciplines and require the cooperation of experts and scholars from different disciplines to conduct interdisciplinary research.

In order to construct and transcend these traditional teaching methods and their impact on identity, it is necessary to develop and redefine the real purpose of language

communication in the classroom and language learners' participation in language community communication. Although structured Eco linguistics is not linked to any teaching method, it is beneficial to the teaching and learning of structured post-methodological language. In fact, how to theoretically frame teaching and learning in a post-method environment directly affects instruction, learning, and identity development in education. Eco linguistics includes the following propositions: language is presented in character activity, language comes from opportunities provided in positive communication, language comes from multiple interactions, recognize the importance of language quality. Language and thought, gesture and culture work together to produce meaning, which needs to be negotiated between communicators. The identity of learners is constructed by the speech they produce in verbal communication activities, and language reflects the experience and experience of the communicators.

Recognizing that there are many planned and unplanned opportunities in language education is critical. These opportunities are more likely to occur at the level of cognitive concentration than at the level of verbal input and output communication. In other words, language expands learners' awareness of the world, because in dialogue and communication, inter-culture communication experiences are connected and new experiences are established. A frame of reference can be a personal cognitive reference point for talking about a topic with another conversational. It can be a newspaper article, or a traffic accident witnessed, or a very good dessert. Thus, this "third element" provides many opportunities to negotiate meaning or engage in purposeful activities in a communicative conversation.

Traditional teaching methods mainly focus on the quality and quantity of language input. In fact, it is difficult to say that the quantity of language input is less important than the quality of language input, because learners always hope that the more language they have, the more they can handle it. This identity as a language learner can only be formed by participating in real conversation to negotiate meaning. This is the reality of language learning. For example, many learners master a lot of English knowledge, but feel frustrated when they cannot express themselves or communicate exactly in real conversation. For example, "shopping" in a book is different from the actual occasion in New York or London. Therefore, it's suitable to provide opportunities for students to participate in conversational communication with new language, because the completion of real communication does not depend on the construction of speech in false context but on the realization of speech act activities. Identity is always in a new state of being, and the world around it does influence language, but context does not always dictate or dictate the language to be spoken or the way to communicate in real society. The meaning of speech always contains the voice of the individual. Here the individual voice is not a pure linguistic concept, nor is it a pure individual entity, for the act of coordinating with others presents a unified self. Sounds or words give us the power to change how others see us and how people see themselves. In many cases, it is only when learners hear what is said in a

certain verbal communication activity that they truly realize what the beliefs of inter-culture communication are. Therefore, it is necessary to provide learners with input beneficial to support individual voice in teaching. Pedagogy allows learners to negotiate their identity. When investing in language learning through language practice, inter-culture communication activities are formed and developed in dialogues in specific situations.

The influence of personal identity construction and other factors in second language teaching provides us with a lot of meaningful inspirations for foreign language teaching. For example, how can teachers guide second language learners to construct positive identities and images, and how can they motivate learners to construct different personal identities and meet their needs in different ways? How can different teaching strategies be used to help second language learners construct their desired identity? Identity is established, negotiated and adjusted in verbal communication. Identity construction is a dynamic pragmatic process, which is restricted by communicative context factors such as language learning environment, teachers' guidance methods and students' self-learning beliefs. These ideas and questions play a vital role in our foreign language teaching.

## V. CONCLUSION

Through the analysis of the external and internal factors affecting inter-culture communication competence in the context of globalization, this paper explores ways to improve learners' inter-culture communicative competence. It needs to improve the objective conditions and environmental conditions of inter-culture communication competence development. It also promotes inter-culture experience and culture practices in virtual network communities to achieve inter-culture experience development. But what is the ideal identity that learners could chose in the various possibilities of culture globalization? What's the function of learning motivation, learning response, learning needs, behavioral characterization and other factors in inter-culture communication? It is also needs to further study how to purify the mass media language and how to use the rich network resources to get more inter-culture communication skills.

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