

ON IMPROVING OF BUSINESS ENGLISH MAJORS' INTERCULTURAL COMMUNICATIVE COMPETENCE BASED ON TRIADIC RECIPROCAL DETERMINISM

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ABSTRACT

Serving regional economic development is the main function of higher vocational education. At the same time, regional economic development and economic structure adjustment act on the talent training mode of higher vocational education. Complying with the development trend of Sino-foreign cooperation in politics, economy, trade, science, and education under the background of the "Belt and Road" initiative, strengthening the cross-cultural ability of language majors and cultivating international talents with cross-cultural ability are the common concerns of today's language teaching workers. The topic has also become a consensus in higher education. Based on the "three-element interaction theory", the thesis focuses on how to meet the needs of international talents, increase the input of cross-cultural knowledge, create a learning atmosphere suitable for learners, and integrate cross-cultural communication under the influence of a cross-cultural communication environment, communication subject and communication behavior. Knowledge integration is integrated into teaching, builds language services with characteristics of the Bay Area, and promotes the improvement of cross-cultural communication skills of business English majors in the Bay Area.

Keywords: Triadic Reciprocal Determinism; Intercultural communication environment; Intercultural communication Behavior; Intercultural communication personality

1.0 INTRODUCTION

At present, as the "One Belt, One Road" strategy progresses, more international professionals and technicians are urgently needed. The National Medium and Long-term Reform and Development Plan (2010-2020) clearly points out that a group of international elites with international vision and knowledge of international rules should be cultivated to participate in international affairs and international competition. In order to meet this requirement, the talent cultivation of higher vocational business English majors must break through the singularity of language and business skills and continuously cultivate skilled talents with a global governance level and high standards, who must have cross-cultural communication and exchange in addition to language and profession.

2.0 PROBLEM ANALYSIS

The current situation of intercultural communication competence of college students in vocational colleges in China generally has the following problems: (1) low level of

knowledge of intercultural communication; (2) lack of active communication awareness; (3) difficulty in perceiving the viewpoints of communication targets and the causes of cultural prejudices; (4) a great distance between intercultural communication competence of college students and the actual needs and development goals of the region. Traditional teaching does not integrate intercultural communication competence with the law of learners' cognitive development; there is a lack of resources for intercultural teaching and learning, and there is a lack of sufficient resources to support and guide the whole educational process; the existing professional education curriculum fails to articulate and integrate with the requirements of foreign-related work competencies with enterprises. On the basis of Bandura's triadic view of the interactive decision, through a profound understanding of China's regional economic development trend, we explore the ability of intercultural communication talents that can adapt to the needs of China's higher vocational training and regional economic development, and analyze its constitutive and influential factors to explore how to improve students' intercultural communication ability in higher vocational English teaching.

3.0 TRIADIC INTERACTION THEORY IN THE PERSPECTIVE OF INTERCULTURAL COMMUNICATION COMPETENCE

In the early days, Cupach and Spitzberg (1984) put forward three major concepts of motivation, knowledge, and skills, which have been generally accepted and borrowed by Chinese and foreign scholars. [1] Byram (1997) proposed a model of intercultural communication skills based on knowledge, skills, and attitudes; under the combined effect of linguistic competence, social competence, and discourse competence, language competence, and knowledge, skills and attitudes can be integrated to form an interconnected and interactive communication competence. [2] According to the various theories of the above-mentioned scholars on intercultural communication, three common factors of cognitive, affective, and behavioral aspects are summarized. [3] (Hu, 2012)

American psychologist Albert Bandura, based on the social faculty theory, argues that three factors, internal factors of the individual, behavior, and external environment, influence each other.

The triadic interaction causality is a product of the synergy of intercultural competence, intercultural behavior, and intercultural environment.[4]

Intercultural personal competence is not only a linguistic expression of language use; it also includes cross-cultural perception when communicating in a different linguistic environment and being able to effectively eliminate this cultural interference. Intercultural communication characteristics are the mental qualities of cultural confidence, way of thinking, and mental will, while intercultural competence is the result of converting implicit cultural knowledge into behavior and cultural communication. From the viewpoint of college students' interaction objects, their intercultural motivation contains both internal and external motivation. The external drivers are motivation triggered by understanding, appreciating, and satisfying the communication needs of foreign cultures. Internal and external linkages can be very effective.

And in cross-cultural communication, there are mainly communication-based implicit communication and practice-based explicit communication. Implicit communication refers to

the learning of language specialization by mastering the development trends in a certain field; while in communicative activities, students' communicative activities are mainly expressed in communicative communication and information transfer, etc.

The intercultural communication environment for students includes two aspects: first, the educational context. In the process of cultivating intercultural communication, teachers' teaching context is an important tool to cultivate students' intercultural communication. For example, a "human-centered" classroom and a teaching platform based on "communicative learning", and the "management" of "teaching" includes the management of curriculum, learning incentives, and processes.

Therefore, I propose a new communicative strategy, that is, communicative skills under the combined effect of communicative individuals, communicative behaviors, and communicative situations.

4.0 INTERCULTURAL COMMUNICATION SKILL SYSTEM BASED ON TRIADIC INTERACTION

The interactive effects of intercultural communication between individuals, communicative activities of cultures, and communicative situations are the basis of intercultural communication. Due to the interactive effects of communicative individuals, behaviors, and communicative contexts, the respective communicative functions are reflected in the intercultural communication of business English. This paper intends to elaborate on the interaction of individuals, behaviors, and communicative contexts in different cultural contexts.

4.1 Integration of teaching contexts is a prerequisite for improving students' comprehensive quality

Integrated teaching design emphasizes the integration of learning objectives, teaching methods, and evaluation feedback, is guided by clear learning objectives and promotes mutual collaboration between students and students, and is closely related to the external conditions for cultivating students' cross-cultural communication and creation. [5] Since General Secretary Xi Jinping put forward the "One Belt, One Road" strategy in 2013, it is important for higher vocational graduates to pay attention to and apply internationalization strategies in overseas exchanges and strengthen the cultivation of intercultural communication for college students. Foreign trade colleges and universities should closely integrate with industry enterprises, implement school-enterprise collaboration projects such as "Business + Foreign Language", and optimize the layout of the curriculum to strengthen language communication and cultivate high-level language skills talents. In the classroom, there is a need to change the single, lecture-based intercultural teaching method. Based on the regional characteristics, focus on traditional and local culture, while using the power of government, school and industry to carry out inter-enterprise cooperation, focus on cross-cultural communication from the perspective of "One Belt, One Road", and focus on developing students' effective cross-cultural communication skills from the selection of teaching materials and teaching methods. Improving intercultural communication in business English means developing students' awareness of business culture when communicating across cultures and using foreign languages to communicate appropriately. However, because

of the small amount of information that the human brain can store, cultural knowledge and social background features in language and culture are rudimentary for students, so there are gaps in the cultural profiles of British and American countries, experiences in communicating with British and American people, and overviews of intercultural theories. [6] However, the lack of learners' knowledge of traditional Chinese culture caused by the lack of cultural knowledge in the classroom of Anglo-American culture only for them in the basis of cultural knowledge involving intercultural communication also needs to be paid attention to. Therefore, in Business English, we should dig deeper and synthesize textbook topics to provide appropriate learning contexts for Business English, and combine various forms of classroom activities with business contexts such as business reception, product promotion, and negotiation.

While performing multiple tasks such as classroom organization, implementation, and evaluation, the teacher's intercultural communication is an important condition for improving students' intercultural communication. The development of the teacher's international awareness, intercultural educational awareness, and intercultural practical skills is key and must be based on a certain theoretical foundation. The teacher's perspective should not be limited to textbooks and classrooms but should look at the whole world and develop an international perspective. Based on the development of society and the world, classroom teaching should be transformed from a static study of national culture in the target language to a three-dimensional one based on "language, culture, and business". The teacher first introduced business examples and then role-played them in groups according to the actual situation. Secondly, the teaching scenarios were designed based on business situations to help participants master business communication activities such as customer contact, product promotion, and trade negotiation, to clarify the corporate culture in the process of eliminating objections and concluding deals, and to be able to accurately predict and collaborate in order to achieve different business communication. In order to improve teachers' cross-cultural communication and education, teachers are encouraged to further their studies overseas to improve their cross-cultural communication skills, master the professional development dynamics, and skillfully apply the new era language professional skills training standards. Teachers continue to promote educational and teaching reforms based on multicultural perspectives, deep language knowledge, and solid knowledge and skills in business culture.

4.2 The role of communicative activities in promoting intercultural communication

In order to achieve the strategic goal of the "One Belt, One Road" Bay Area and to strengthen the trust and support for each region, foreign language students must understand the cultural knowledge of different countries. At the same time, it is necessary to strengthen the study of Chinese traditional and contemporary culture, inherit our cultural spirit of struggle and harmony since ancient times, enhance our self-esteem and self-respect, and let the people of the Bay Area, especially those along the "Belt and Road", see our desire for common ground and harmonious development.

At present, although college students majoring in English in higher education have good foreign language proficiency, their cross-cultural communication awareness is relatively poor and they lack the knowledge of cross-cultural understanding. This course is an important basic course of Business English, aiming at cultivating students' cultural communication

awareness, proficiency in their cross-cultural communication skills, forming respect and understanding of foreign cultures, and improving their acumen and awareness of various cultures through practical training in British and American culture. The program combines business communication rules, etiquette norms, cultural theories and cultural literacy to develop high-quality foreign language skills to match and adapt to the development needs of the international community. At the same time, attention is paid to cultivating students' cultural literacy. In addition to the regular training of enterprise project classes and order classes, we also arrange for students to participate in various economic and trade exchanges, China-Arab Economic Forum, Canton Fair, and other trade exchanges, use their cultural knowledge to provide services to the community, gain cross-cultural communication experience through "knowing and doing", and improve their cross-ethnic communication skills. Teamwork, discussion, teamwork, and project-based classroom teaching methods are used. By participating in teaching activities aimed at improving communication activities, we can break the traditional lecture mode, actively build online resources, and introduce the intercultural communication practice teaching system to expand the breadth and depth of the curriculum design, so as to achieve the complementarity of active communicative behavior training and the construction of intercultural knowledge environment..

4.3 The key to intercultural communication efficiency is the optimization of intercultural communication skills

Efficient behavior is a belief that one is able to organize and implement an activity so as to achieve a specific goal. Intercultural communication behavior is an important factor that affects its own effectiveness. Self-efficacy beliefs are judgments that individuals make when organizing and implementing a behavior. [4] According to Bandura, self-efficacy is constructed mainly from the following: behavioral experiences as a measure of competence; through competence transfer and comparison with the performance of others; and to some extent, people will use to judge their own abilities and strengths. It integrates students' cognitive, social, emotional, and behavioral competencies and combines them organically for the purpose of cross-cultural communication. This is because efficiency beliefs are not related to each individual's skill level but depend on each individual's perception of his or her abilities in different contexts. The results show that differences in the effectiveness of learners of the same language ability or the same learners in different communicative contexts are due to fluctuations in their efficacy beliefs. In the pre-course survey, most of the students expressed a strong interest in the course, but some of them found it difficult to analyze and process effectively when engaging in cross-cultural communication. Therefore, when facing cultural communication barriers, teachers must strengthen students' sense of resilience and efficacy so that they can effectively use what they have learned and assist them in transforming from traditional cultural communicators to intercultural speakers through the construction of intercultural environments, knowledge, and behavior systems.

Students' beliefs about their own efficacy in intercultural communication will have an impact, thus reducing the pressure on them to play an active role in intercultural communication. In the classroom, students are allowed to work together through role-playing and negotiation to analyze key intercultural cases, relying on teacher lectures, group discussions, case demonstrations, and effective teaching methods such as project simulation and design implementation to give students a greater sense of accomplishment. The main features of this

course are "knowledge and action" and "group work", which allow students to experience the practical work of intercultural business in a more realistic environment, and to gain a deeper understanding of national and foreign cultural knowledge, establish correct intercultural attitudes, develop professional skills in intercultural communication, and gain theoretical and practical knowledge of intercultural awareness. Learning experience.

5.0 THE BEST WAY IN THE TRIADIC INTERACTION PERSPECTIVE OF INTERCULTURAL COMMUNICATION

In this paper, the behavior of vocational English majors who adapt to different regional characteristics and their own inner characteristics are discussed from different perspectives in the context of cultural communication and English education in the new situation. In traditional language education, students correspond the development of intercultural communication to the development of foreign languages. In fact, it is difficult to improve students' intercultural communication with language skills training alone. Thus, based on the cooperation among the four levels of government, school, industry, and enterprises, the training of intercultural communication for foreign language majors is strengthened in order to achieve the purpose of cultural knowledge, cultural understanding, and cultural communication to meet the needs of the development of the new era.

At present, the development path of higher vocational language service professionals in China is relatively single, with a low level of training and a lack of core competence. Intercultural communication awareness, intercultural adjustment behavior, knowledge, and communication practical situations constitute the way to construct and cultivate the intercultural communication competence model.

5.1 Curriculum-driven strengthening of students' intercultural communication effectiveness

In the process of cultural communication, cultural communication is an important element of interactional understanding. In this context, intercultural communication is primarily concerned with cultural learning, comparison, understanding, and acceptance. And intercultural knowledge creates external conditions for improving oneself; the practice and adjustment of communication as an intercultural behavior are intercultural competence. [7] Learning involves noticing, maintaining, and generating; in the classroom, through communication between the teacher and classmates, the learned knowledge is converted into appropriate actions. If students' communicative skills are lacking, then the teacher can develop the skills they need through example demonstrations and guided actions. [4] The teachers take the "Business Elite Challenge" and "Professional Teaching and Cultural Teaching" as the core, strengthen the "1+X" skills certification and professional teaching practice, innovate the curriculum The teachers focus on "business elite challenge" and "professional teaching and cultural teaching" to strengthen "1+ X" skills and professional teaching practice, innovate curriculum reform, promote teaching and learning through competition, and motivate students' self-drive to accomplish and achieve their goals. Such self-awareness will lead to positive responses and increase one's efficiency. The integration of competition modules and certificate content into the classroom enhances students' speaking, negotiation and communication skills, while by improving their verbal and communication skills, students are in turn motivated to become more aware of themselves.

The competition will have a catalytic effect on the environment, improve the humanistic quality of college students, and cultivate practical technical talents to meet the needs of the "One Belt, One Road" strategy. In this case, we must improve our own cultural literacy, and to a certain extent, promote the students' knowledge and influence on their own culture, and master and understand the cultural elements. Cultural knowledge is the starting point, cultural awareness is the link, and cultural cognition is the ultimate goal.

5.2 Enhancing students' cross-cultural behavior under industry-education integration

At present, individuals play an increasingly important role in self-development, social adaptation, and individual change, and the acquisition of self-efficacy requires external motivation and later behavior and perseverance. In the construction of the educational environment, the integration of "production and education" as the development and extension is conducive to the full integration of vocational education and core literacy enhancement. Foreign trade companies have the conditions for multinational business practice, so they can find suitable partners through vocational education, and give full play to the company's job skills and resources to realize the "school-enterprise double main body". Through their "apprenticeship", students can get in touch with, understand and participate in the company, experience every stage of the business process, experience the working atmosphere of the company, have a reasonable and perceptive knowledge of cross-cultural communication, and understand the process of cultural interchange. The profession should pay particular attention to the relevant teaching activities implemented in the integrated language, culture, and business courses. Project-oriented and more time for practical training should be reinforced in the whole process of vocational education in terms of knowledge, competence, and professional awareness of vocational English talents.

Combining school-enterprise cooperation and teaching practical training to build language skills, intercultural communication skills and core literacy; teaching expertise in foreign languages with integrated application and communication skills to promote cooperation between schools and enterprises in order to achieve the goal of training foreign language professionals, which includes relying on listening, speaking, reading; five different language learning methods, mastering different cultural communication skills and accumulating cultural knowledge to develop intercultural sensitivity.

5.3 Improve comprehensive literacy to optimize cross-cultural communication environment

With the rapid development of China's economy and technology, the traditional intercultural communication skills training in Britain and the United States can no longer meet the needs of domestic companies to "go global" and "One Belt, One Road" strategy development. International awareness is needed in foreign language teaching.

At present, the intercultural communication skills of different regions are weak in the teaching of Asian and European regions, Central Asia and Eastern Europe, so the development of "One Belt, One Road" and the Bay Area is greatly constrained. For this reason, programs to develop intercultural communication skills that are appropriate for diverse needs should be developed according to the needs of each major. Intercultural communication skills are a kind of communication skills for people with different cultural

backgrounds. Various cultural exchanges are held to promote intercultural communication in the Golden Bay area, to understand and evaluate the differences between one's own culture and foreign cultures, and to understand and judge cultural awareness in cultural interactions from multiple perspectives. By understanding and disseminating systematic knowledge of one's own country's culture, having a certain degree of cultural enlightenment and analytical power, being able to analyze, synthesize, compare and summarize various different and diverse cultural phenomena, and searching for the roots of different cultures.

6.0 CONCLUSION

The launch and promotion of the "One Belt, One Road" strategy have brought new opportunities for the development of higher vocational and technical education in China, and also created a better development space and prospect for English graduates. Generally speaking, the development of "One Belt, One Road" has brought great opportunities and challenges to our development. Therefore, in the training of language service personnel, how to combine language ability and cultural quality, in-depth Chinese and foreign cultural exchanges, and cultivate diversified and complex language service talents, in order to achieve the purpose of diversified and complex language services. Language is the root of "interconnection", while cultural quality is the key support. The all-around development of "One Belt, One Road" is based on different levels of cultural exchange and different cultural backgrounds, which will inevitably lead to different levels of demand and thus improve the level of foreign language services. The three-dimensional interaction theory perspective improves English teachers' cross-cultural communication skills, establishes a good language environment, and makes it possible to achieve the best teaching effect in order to properly guide college students to treat different cultures in a comprehensive manner to meet the needs of coordinated development.

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