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## How to cultivate business english talent ability of cross-cultural communication

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### ABSTRACT

The development of economy and globalization is increasing the demand of interdisciplinary talents with English ability and business knowledge. Cross-cultural communication ability is one of the ability of business English talents to possess. Teaching situation is not optimistic, however, many graduates of cross-cultural communication ability is not strong. Colleges and universities should be thinking about how to further develop the students' ability of intercultural communication.

### KEYWORDS

Business English; Talent cultivating; Cross-cultural Ccommunication.



## INTRODUCTION

The cultivation of business English talents, with the development of economic globalization, is getting more attention of the colleges and universities. Interdisciplinary talents with both business knowledge and strong ability of English language become important in foreign economic activity. Many colleges and universities conforms to the trend of the time and set the business English professional or business English courses, increasing the training of business English talent to a new stage. And in the process of cultivating talents of business English, the cultivation of intercultural communicative competence is one of the important links. Whether foreign economic activities can proceed smoothly or not, to a large extent, depends on the intercultural communicative competence of the personnel involved in business activities.

Although business English has been received by some foreign language schools, but under the influence of traditional teaching and the training mode, they still give priority to teaching English language knowledge and business knowledge in class, they don't value the cultivation of students' ability of intercultural communication, so that the students lack of sensitivity to cultural differences, in the actual communication activities the task cannot be effective so that it's easy to fail. Whether a business English major graduate is qualified for foreign economic activities depends on his strong ability of intercultural communication, fully understanding the difference between different culture, and smoothly coping with different culture. So, we should be in the actual teaching activities to further strengthen the students' intercultural communicative competence.

## THE CROSS-CULTURAL COMMUNICATION ABILITY

Intercultural communication can be divided into communicative competence and intercultural skills. Communicative competence includes: language competence, pragmatic competence and strategic competence<sup>[1]</sup>, which are interrelated, mutually restricted and coordinate. Cross-cultural ability includes: their sensitivity to cultural differences, tolerance and flexibility in dealing with cultural differences. The sensitivity of cultural differences refers to the ability to recognize cultural differences; Tolerance refers to the understanding of other cultures and respect; the flexibility of dealing with cultural differences involves two aspects, one is the flexible adjustment according to the speaker's background, the other is the ability of dealing with the conflicts caused by cultural differences and communication ability. The intercultural communicative competence is not single, a complex of culture communication ability based on the communicative competence.

### The status quo of cross-cultural communication

With the development of social economy, business English is getting more and more attention of the colleges and universities. However, one of the biggest problems for students is that as long as they learn the necessary English and business English knowledge, they will be capable to deal with foreign economic activity in the future career. However, in the operation of the actual work after graduation, graduates find himself can not to complete the task smoothly, sometimes even get into trouble in communication<sup>[2]</sup>.

Although courses like British and American literature, British and American general situation are arranged for the students, teaching knowledge is still the key of the department curriculum. Only a few courses in general are set in the third or fourth grade, which cannot form a long lasting cultural acquisition. In addition, with our school as an example, there are not many courses about cross-cultural communication, which leads to let students pay more attention to cross-cultural communication ability. Students think that as long as they follow the arranged courses, their knowledge is enough to work after graduation. Courses about cross-cultural communication ability training can not always run through their whole study life, which doesn't let the students to have enough time to develop a sense of sensitivity for cultural exchange. The result will make the knowledgeable graduates get into trouble. They will make many mistakes in cross-cultural communication, even can affect the business. In short, business English talents who want to make achievements in the work must have considerable ability to cross-cultural communication, otherwise, even if you have more knowledge, you can't communicate with others effectively, then everything will flow.

## HOW TO CULTIVATE THE CROSS-CULTURAL COMMUNICATION ABILITY

### First of all, set scientific and reasonable curriculum and teach the original

Cross-cultural communicative competence is the core of business English talents, according to this, we should open some courses such as business culture, British and American general situation, manners, law and other relevant courses, in many ways to broaden the students' knowledge, making students have a more clear understanding of culture difference. Nowadays, some universities use books written by domestic scholars for business English majors. These books put more emphasis on knowledge, but also in some key aspects they do not particularly master. Use original teaching books can let students accept the original knowledge and have more perceivable business English.

### Second, change the traditional way of teaching and traditional way of teaching.

Upon hearing this, everyone will know that refers to the teacher's centralized way of teaching in which the teacher is teaching and the students are listening. In this class, the teacher is the imparter of knowledge, students are passive recipients.

And there is less interaction between teachers and students, how will the students skillfully use the learned knowledge for communication? As students and their teachers rarely communicate with each other, how do they understand what they have learned? Now student-centered teaching is advocated. How to have a class is what each teacher needs to think seriously about. In this class, students are assigned to do all the tasks, which is actually a place for students to use English to communicate business, can strengthen the students' communication and the ability to deal with the problem<sup>[3]</sup>.

### **Third, cultivate cross-cultural communication consciousness in diversity**

Cross-cultural communication consciousness is not developed on one day. Students should be encouraged to read some related business English magazines, newspapers, books and so on. The widespread popularity of the Internet as a good medium provides students the diversification of learning. On the Internet more English website introduces relevant knowledge of business English, especially all kinds of cases which are very beneficial resources for students to develop intercultural communication consciousness. The use of existing resources, sticking to it, eventually can improve self-consciousness of cross-cultural communication.

### **Finally, a variety of teaching methods and English activities increase the chance of actual combat**

Teaching methods should be used in a variety of ways, should not be confined to the classroom teaching, encouraging students to participate in a variety of English activities, such as English speech contest, writing competition and so on, which can increase the opportunities of language use. More internship opportunities should be created for students, to work in the relevant enterprises with foreign business practice. Actual participation will improve students' ability to apply theory to practice. In the process of practice, students can experience the cross-cultural communicative competence to complete the task, more clearly understanding how to make up for their deficiencies.

## **CONCLUSIONS**

The success of business English talent training is under the influence of various factors—mastering the language knowledge, understanding business knowledge, students' own quality and so on. Cross-cultural communication ability is one of very important aspects. And how to cultivate the students' cross-cultural communication ability is not more courses to solve this problem. Colleges and universities need to brainstorm and form a system to train students' vital ability.

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