

# Construction of Intercultural Communication Competence in Junior High School English under the New Curriculum Standard

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**Abstract:** Under the dual background of globalization and the implementation of the Compulsory Education English Curriculum Standards (2022 Edition), intercultural communication competence has become a key goal of cultivating core literacy in junior high school English. This study adopts literature review, case analysis, and survey research methods to systematically explore the construction pathways of intercultural communication competence in junior high school English. Firstly, it clarifies the concept and requirements of intercultural communication competence under the new curriculum standards, taking the "Festivals" unit of People's Education Press Grade 8 textbook as the research carrier to analyze its intercultural elements and teaching value. Secondly, it reveals current teaching problems such as fragmented knowledge, single methods, and one-sided evaluations through surveys. Then, it proposes construction strategies from three dimensions: teaching content integration, teaching method innovation, and teaching evaluation optimization. Finally, it verifies the effectiveness of the strategies through teaching cases. The research shows that with festivals as the carrier and the systematic design of "content-method-evaluation", students' intercultural knowledge reserves, communication skills, and cultural attitudes can be effectively improved, providing practical references for junior high school English intercultural teaching.

**Keywords:** New Curriculum Standards; Junior High School English; Intercultural Communication Competence; Unit Teaching; Systematic Construction

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## 1. Introduction

### 1.1 Research Background

With the deepening of globalization, cross-cultural exchanges have become increasingly frequent, and English, as an international lingua franca, plays an irreplaceable role. Countries around the world attach great importance to cultivating students' intercultural communication competence, which helps students adapt to multicultural environments and promotes the harmonious coexistence of global cultural diversity.

The "Compulsory Education English Curriculum Standards" clearly states that English courses should cultivate students' core competencies including cultural awareness, and guide students to understand different cultural backgrounds, enhance sensitivity to cultural differences, and improve cross-cultural communication skills.

The "Go for it!" textbook published by People's Education Press is widely used in junior high schools. Its Grade 8 "Festivals" unit covers Chinese and foreign traditional festivals such as Spring Festival, Mid-Autumn Festival, Christmas, and Thanksgiving. These festivals, as important cultural carriers, contain rich cultural connotations and provide high-quality learning contexts for cross-cultural communication.

### 1.2 The Significance of the Research

Theoretically, this study enriches the theoretical framework of intercultural communication competence cultivation in junior high school English education. It analyzes the intercultural resources in textbooks through specific unit cases, explores effective teaching strategies, and provides empirical support for related theories.

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Practically, this study provides concrete teaching cases and operable suggestions for English teachers. It helps teachers grasp the objectives and requirements of intercultural communication competence cultivation, integrate cultural content into teaching scientifically, stimulate students' learning enthusiasm, and promote their all-round development.

## **2.Theoretical Foundation**

### **2.1 The Connotation and Composition of Intercultural Communication Competence in Junior High School English**

Intercultural communication competence refers to the comprehensive ability of individuals to understand and respect different cultures, and communicate effectively through appropriate means. It includes four interconnected dimensions: knowledge, skills, attitudes, and awareness.

The knowledge dimension is the foundation, requiring students to master language knowledge such as vocabulary and grammar, as well as cultural knowledge such as the history, customs, and values of English-speaking countries. For example, in the "Festivals" unit, students need to master festival-related vocabulary and understand the cultural connotations behind festivals.

The skills dimension includes language application and communication strategies, requiring students to accurately use listening, speaking, reading, and writing skills, and flexibly apply communication strategies to overcome cultural barriers.

The attitudes dimension emphasizes respect, inclusiveness, and openness, advocating that students recognize the equality of all cultures and actively embrace cultural diversity.

The awareness dimension includes cross-cultural awareness and reflective awareness, enabling students to perceive cultural differences, adjust their behaviors, and deepen their understanding of cultural diversity through reflection.

### **2.2 Requirements and Guidance of the New Curriculum Standard for Intercultural Communication Competence Cultivation**

The "Compulsory Education English Curriculum Standards (2022 Edition)" clarifies the core requirements for cultivating junior high school students' intercultural communication competence. It requires students to master cultural knowledge of different countries, enhance sensitivity and tolerance to cultural differences, and initially form intercultural communication awareness.

In teaching practice, this requirement is reflected in three aspects: in teaching content, teachers need to deeply explore cultural elements and expand relevant content through various resources; in teaching methods, situational teaching, cooperative learning, and task-driven learning are advocated to strengthen students' practical experience; in teaching evaluation, a comprehensive evaluation system is constructed, combining multiple evaluation methods to focus on students' cultural awareness and communication competence.

### **2.3 Analysis of the "Festivals" Unit in Grade 8 of People's Education Press "Go for it!"**

#### **2.3.1 Content Structure and Features of the "Festivals" Unit**

The "Festivals" unit integrates vocabulary, grammar, texts, and exercises, forming a progressive learning system to improve students' language proficiency and intercultural communication skills.

**Vocabulary:** Covers festival names and celebration-related terms, helping students accumulate linguistic resources for describing festivals through various learning methods.

**Grammar:** Focuses on the application of the simple present tense and present continuous tense in describing festival activities, enabling students to accurately express festival-related content through examples and exercises.

**Texts:** Divided into Section A and Section B. Section A introduces Chinese traditional festivals, and Section B focuses on Western festivals. The texts use concise language to explain the time, customs, and cultural connotations

of festivals, highlighting the differences between Chinese and Western cultures.

Exercises: Includes listening, speaking, reading, and writing training. Through diverse exercise forms, it improves students' comprehensive language application ability and deepens their understanding of festival culture.

Table 2-1 Intercultural Communication Elements in Textbooks

Plate	Core Content	Manifestation of Intercultural Elements
Vocabulary	Festival names, celebration terms, traditional customs	Comparison of Chinese and foreign festival-specific vocabulary
Grammar	Simple present tense, present continuous tense	Application differences of tenses in Chinese and foreign festival scenarios
Text (Section A)	Chinese traditional festivals	Origins, customs, and cultural connotations of Chinese festivals
Text (Section B)	Western festivals	Religious background, social significance, and celebration forms of Western festivals
Practice	Comprehensive training of listening, speaking, reading, and writing	Cross-cultural dialogue and contrastive writing tasks on festival topics

### 2.3.2 Mining and Presentation of Intercultural Elements in the "Festivals" Unit

The "Festivals" unit is rich in intercultural elements, which are presented through "festival cultural knowledge" and "diverse presentation forms".

In terms of festival cultural knowledge, the unit details the origins, customs, and cultural significance of Chinese and Western festivals. For example, the Spring Festival focuses on "secular reunion", reflecting Chinese cultural values such as family supremacy; Christmas focuses on "religious commemoration", embodying Western Christian culture and the spirit of sharing.

In terms of presentation forms, the unit uses texts, pictures, and activities to help students understand multiculturalism. Texts deeply interpret the cultural values behind festivals; pictures intuitively show festival scenes; activities such as group discussions, role-playing, and cultural comparison projects encourage students to actively participate and enhance their cross-cultural experience.

## 3.Strategies for Constructing Intercultural Communication Competence in Junior High School English under the New Curriculum Standard

### 3.1 Integration and Expansion of Teaching Content

Teachers should deeply integrate and expand teaching content to provide students with rich cultural information. On the one hand, they can supplement authentic language materials such as English news articles and holiday-themed audio-visual works to expose students to authentic language expressions and contemporary cultural connotations. On the other hand, they should integrate Chinese cultural elements into teaching, guide students to understand the cultural connotations of traditional Chinese festivals, and encourage them to introduce Chinese culture in English, enhancing their cultural identity and cross-cultural expression ability.

### 3.2 Innovation and Application of Teaching Methods

Situational teaching method: Create immersive cross-cultural scenarios, such as simulating Western festival celebrations in classrooms, allowing students to practice language expressions and social etiquette in real contexts.

Project-based learning: Organize students to carry out cross-cultural communication projects in groups, such as researching world festivals and creating English display works, cultivating their independent learning ability and teamwork spirit.

Cooperative learning: Design group discussion and collaborative research activities to guide students to explore cultural similarities and differences through interaction and improve their cross-cultural communication skills.

### 3.3 Improvement and Optimization of Teaching Evaluation

Establish a multi-dimensional evaluation framework, combining teacher evaluation, student self-evaluation, and peer evaluation to conduct comprehensive and objective assessments. Diversify evaluation methods, including written tests, oral assessments, group project evaluations, and classroom performance records. Combine formative evaluation and summative evaluation, focusing on both students' learning process and results, and providing timely feedback to promote students' continuous improvement.

Table 4-1 Evaluation Types

Evaluation Type	Evaluation Subject	Evaluation Method	Evaluation Content	Weight Proportion
Formative Evaluation	Teacher	Classroom observation, assignment grading, group discussion evaluation	Participation, knowledge application, collaborative skills	30%
	Student Self-evaluation	Study logs, reflection reports	Learning effects, shortcomings, improvement plans	15%
	Peer Evaluation	Peer review forms, project evaluations	Teamwork, task contribution, communication effectiveness	15%
Summative Evaluation	Teacher	Oral tests, written tests, project presentations	Cultural knowledge, communication skills, cultural expression ability	40%

## 4.CONCLUSION

This study takes the new curriculum standards as the guide and the "Festivals" unit of Grade 8 "Go for it!" as the carrier, conducting in-depth research on the construction of intercultural communication competence in junior high school English. The main conclusions are as follows:

Intercultural communication competence, including knowledge, skills, attitudes, and awareness dimensions, is an important part of junior high school English core literacy. The new curriculum standards clearly put forward requirements for its cultivation, which is of great significance to students' comprehensive development.

The current cultivation of intercultural communication competence in junior high school English faces problems such as insufficient student cultural knowledge, limited communication skills, single teaching methods, and inadequate teaching evaluation. The influencing factors involve teachers, students, textbooks, and teaching environments.

The systematic construction strategy of "teaching content integration - teaching method innovation - teaching evaluation optimization" can effectively solve the existing problems. It helps teachers improve teaching effectiveness, enhances students' intercultural communication competence, and provides practical references for cultivating talents with global perspectives in the new era.

In the future, follow-up research can further expand the scope of research objects and deepen the exploration of strategy implementation effects, providing more comprehensive support for junior high school English intercultural teaching.

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