

Study on the Cultivation of Chinese Senior High School Students' Intercultural Communication Competence in English Classes Based on English Curriculum Standard 2017

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Abstract: Intercultural communication competence is crucial to the effective interactions with foreigners from other cultural background with foreign languages. With the increasing globalization and information, intercultural communication competence becomes more and more significant. Based on the world developing tendencies and deeper educational reform, there are increasing descriptions and requirements of cultivating students' intercultural communication competence in the newly Senior High English Curriculum Standard 2017. However, there are many hindering obstacles from both subjective and objective perspectives. Besides, although some possible strategies have been put forward, a set of complete system about cultivating students' intercultural communicative competence has not been established. How to cultivate students' intercultural communicative competence effectively remains a serious problem. Therefore, this paper will make a brief analysis of previous studies about cultivating intercultural communicative competence by scholars at home and abroad, pointing out its prominent problems in Chinese senior high English classes, and introduce some possibly feasible approaches for reference. During the process, the educational ideas in English Curriculum Standard 2017 will be tightly correlated with.

Keywords: English Curriculum Standard 2017; Cultivation of Intercultural Communication Competence; Senior High School English.

1. Introduction

1.1. Research Background

1.1.1. Internationally, the Pursuit of Social, Technological and Cultural Development

With the development of science and technology, social, economic and cultural exchanges between different countries are becoming more and more frequent, and the highly developed informationization has greatly changed people's way of communication, which greatly shortens the distance between people and enables people far away from each other to contact conveniently. Because of those technological development and changes, they can also make friends from diverse culture and countries, and communicate with them easily, gradually making intercultural communication a common phenomenon in contemporary world. Actually, these changes are both opportunities and challenges, and it's necessary for every country to make full use of them and cultivate intercultural talents to adapt to them, so as to seek for further economic and technological improvement.

Besides, in spite of globalization, informationization and multicultural coexistence, peace and development are still the main themes around the world. More communication, understanding and mutual tolerance than ever are needed for the global cooperation. In face of the tendencies and for better development, China put forward the idea of building a community with shared future for mankind and advocated to respect multicultural differences. English is still one of the main languages widely used in today's world. It is not only an important tool for international communication, but also an important carrier of ideas and culture. In Chinese educational system, English has been a compulsory course for several decades and great achievements have been made in overall

grasp of English knowledge and skills, but because of many complicated factors there is still a great shortage of talents with high intercultural communication competence.

What's more, China was in a difficult situation from overall aspects in modern time. Admiring and learning from western countries is one of the prominent features. Under the jointly efforts of numerous Chinese people, having made outstanding achievements in all areas, China attracts worldwide attention and gradually climbs to the top of the world in many aspects. Besides, China has a history of 5000 year with splendid culture, having countless valuable classics and wonderful landscapes. However, comparing with outstanding technological and economic achievements, the international cultural influence is not enough. People should be proud of their Chinese identity and build strong cultural confidence in heart. To deal with it, various measures and projects have been taken. To tell Chinese "stories" well and spread excellent Chinese traditional culture to the word, people with high intercultural communication competence are in urgent need.

1.1.2. the Requirements of Senior High English Curriculum Standards.

From 2001 to 2022, Chinese Ministry of Education published 5 versions of English curriculum standard in total. They are Curriculum Standard 2001, 2003, 2011, 2017 and 2022, and among them Curriculum Standard 2001, 2003 and 2017 are related to senior high school English learning and teaching. Next, I will focus on the analysis of three versions.

English Curriculum Standard 2001 is involved in compulsory education and senior high school education stage, namely from the third grade of primary school to the third grade of senior high school. Within it, English curriculum objectives for students of grades 1-9 are creatively put forward, which basically marks the formation of English

courses' overall framework in elementary education. Concretely, rough expressions about the strengthening of students' intercultural awareness are mentioned in this version.

The subsequent English Curriculum Standard 2003 inherits the core ideas of previous version and is only for senior high. It clearly states the overall goal of strengthening students' comprehensive ability in senior high, which mainly includes five aspects. There is also a further description of culture awareness. There are good exemplary sentences like "cultural awareness is the guarantee of the correct use of language" "cultural awareness should include cultural understanding, knowledge and so on". What's more, Version 2002 also points out that the importance of intercultural awareness is becoming increasingly prominent in English learning.

English Curriculum Standard 2017(later revised in 2020) inherits the essence of prior versions, and is designed based on the philosophy that "education performs its fundamental mission of fostering virtue and morality". It attaches great importance to "core competence". Specifically, core competence of a certain discipline is the epitome of its education value, and it is about the correct value, necessary character and key skills that students gradually form through discipline learning. Core competences of English discipline mainly include language ability, cultural awareness, thinking capacity and learning ability. Among them, cultural awareness refers to the understanding of Chinese and foreign cultures, and the recognition and admiration of excellent cultures around the world. In other words, it is about students' cognitive, affective and behavioral orientation of intercultural phenomenon under the background of globalization. The cultivation of cultural awareness can not only help students enhance their national identity and cultural confidence, but also grow into civilized people with social responsibility.

1.1.3. the Pursuit of Students' All-round Development

For senior high school students, intercultural communication competence is significant and indispensable for their all-round development. On the one hand, students' learning of foreign language knowledge like the customs, festivals and cultural traditions of English-speaking countries, is potentially accompanied with the cultivation of intercultural communication competence. On the other hand, the process of cultivating students' intercultural communication competence is also an important way to put their learned English knowledge into practice. Actually, proper application is the ultimate goal of language learning. However, there are great cultural differences between China and the West existing in almost every aspect of social life. Therefore, if students are not capable of intercultural communication competence, it is more likely to make unnecessary mistakes during the process. Those mistakes may mislead the conversation and then result in failed communication. The traditional teaching emphasizing knowledge but neglecting ability, is unhelpful to the development of students' overall competence to use English. Furthermore, it may bring about more negative impacts. In conclusion, cultivating students' intercultural communication competence can not only consolidate their learned language knowledge, but also is good for their all-round development.

1.2. Significance of the Research

1.2.1. Practical

The traditional teaching method, which emphasizes the learning and grasp of language knowledge but neglects the

cultivation of all-round competence, is universally stressed and practiced in Chinese English classes for a long time. Under that educational system, several generations learn English discipline and gradually grow up to be adults. Therefore, the traditional way of English teaching has a deep and rooted influence in Chinese students' English learning. Chinese Ministry of Education takes great effort to change the situation. Under the jointly efforts of experts, scholars, front-line English teachers and so on, English Curriculum Standard 2017 is finally published in 2018, marked as the embrace of "core competence age" and worked as the contemporary senior high English teaching guideline. Besides, with the tendencies of world's globalization and informationization, the solid grasp of English language knowledge is not enough, and talents with high intercultural communication competences are urgently needed. Taking all these into consideration, this paper focuses on studying the cultivation of senior high students' intercultural communication competence based on English Curriculum Standard 2017, mainly from the aspects of its common problems and proper ways of better practice.

1.2.2. Theoretical

Since the publication of English Curriculum Standard 2017, many studies based on it or its specific detail emerge into the research field. Heated topics include overall introduction of its "new" content and features, comparison between it and other prior senior high versions and discussions from detailed perspectives like way of teaching, teaching evaluation, development of core competence, education value, interdisciplinary integration and so on. Besides, core competences of English discipline include four aspects namely language ability, cultural awareness, thinking capacity and learning ability, and studies based on them are also popular. Intercultural communication competence is just a small branch of cultural awareness, it can be easily ignored and therefore it can be found that there is a small number of studies focusing on the cultivation of senior high students' intercultural communication competence based on English Curriculum Standard 2017. Therefore, focusing on this topic, this paper is worked as a small component to bridge the gap theoretically.

1.3. Research Questions

Based on English Curriculum Standard 2017 and the cultivation of senior high students' intercultural communication competence, this paper aims to deal with three main questions and they are: (1) Why is intercultural communication competence so important for senior high school students? (2) What are common and prominent problems preventing their cultivation of intercultural communication competence? (3) How to cultivate their intercultural communication awareness and further develop related competence by teaching and learning?

2. Literature Review

2.1. Intercultural Competence

The study of intercultural competence firstly originates from America and it has been for more than 50 years. Chinese scholars start to bring into foreign countries' research findings on this topic in 1990s, and critically inherited and carried out further studies on their basis, and have made great achievements these years. With different methods, Researchers at home and abroad give diverse definitions of

intercultural competence. According to Byram (1997), intercultural competence is about people's ability to make smooth and understandable conversation with others from different countries or cultures. Sinicope (2007) had the similar idea, and held that the core of intercultural competence is about people's effective intercultural interactions with appropriate manner, behavior, etc. Apart from that, it refers to the ability to integrate knowledge, skills and attitudes to achieve effective communication and visible behavior in the intercultural context (Deardoff, 2006). What's more, Seru (2004) made a list of its characteristics like "able to deal with uncertainty, observe the world from other's place, and rethink oneself from outer aspects; willing to expose oneself to different cultural context, etc". Those above are some of the representative definitions and explanations of intercultural competence by foreign scholars, and it can be reflected that people being capable of certain intercultural competence, are more likely to perform appropriately and have effective interaction with their natives.

As for the definition and elements of intercultural competence, domestic scholars also actively express their different ideas and thinking. Among them, Jia is an important representative. It is the ability that in order to achieve his or her personality, goals or expectations, people from a specific cultural setting try to perform the same unique activity as a native individual in a certain environment of another different culture (Jia Yuxin, 1997). Gudykunst (1984) put forward the three factors of effective communicative competence, and they are cognitive, affective and conative components. Based on Gudykunst's theory, Jia gave further explanation and divided the intercultural communication competence into seven elements.

They are respectively (1) the empathetic ability and the ability to (2) show respect and positive attitudes towards others, (3) keep a descriptive and non-judgmental speaking style, (4) understand other's personality as much as possible, (5) deal with different situations flexibly, (6) communicate with each other in turn, and (7) tolerate new and ambiguous situations and to respond to them with ease (Jia Yuxin, 1997). The deep core lies in standing in the others' position to think and communicate. The cultural empathy is the crucial factor contributing to successful intercultural communication, and its significance can be reflected both in Jia's and Gudykunst's theories of intercultural communication. In later years, professor Jia enriched and further developed the concepts "communicative competence" "intercultural communicative competence" and proposes "global communicative competence" in correspondence to "global citizenship".

2.2. The Cultivation of Intercultural Communication Competence

Among various models, Byram's models of intercultural competence is one of the most universally accepted and used one. It is often regarded as a guideline and widely used by researchers and teachers to study students' development of intercultural competence with various ways of teaching. Byram (1997) explains that intercultural communication competence enables people to communicate with others from different cultures effectively in foreign languages. He also put forward that intercultural communication competence includes four components and they are attitudes, knowledge, skills and critical cultural awareness (Byram, 1997). These four elements are interactively correlated and works together to mediate and control the intercultural

communication, so that it can satisfy all the communication participants.

As for the concrete cultivation of intercultural communication competence, the intercultural language teaching approach was stressed and researchers in western countries studied its application and practicality from diverse perspectives. From the perspective of innovative approach, the independence of culture and the understanding of intercultural settings are highlighted. Therefore, to cultivate students' intercultural communication competence, it is important for English teachers to popularize related skills and knowledge in teaching process and Ho (2009) pointed out that the designing of learning tasks and long-term plan for development is the biggest challenge. Some effective techniques include role-play, story retelling, various kinds of encouragement for students and so on (Cunico, 2005). On the other hand, the reflective approach pays more attention to the relationships between language, culture and learning. From this perspective, it stressed that students understand their mother tongue first and then gradually move to the recognition and understanding of other foreign language (Liddicoat and Scarino, 2013). The process is carried out through various innovative and dynamic learning and teaching practices like recognizing, comparing and reflecting. The dynamic feature lies in that cultural knowledge is not just about the factual knowledge, but the way of using language and the way of expressing and communicating in its culture setting (Liddicoat, 2002).

The teaching or cultivation of intercultural communication competence has also been discussed and studies in domestic research field. For example, based on Byram's intercultural competence model, Wang and Yu (2003) studied the intercultural communicative competence of non-English major learners and found that that their competence has great room for further improvement. Researchers are also trying to design some courses for facilitating their competence. For example, Qin (2015) designed a kind of course named Intercultural English Course for Six Weeks. What's more, Chinese Ministry of Education published English curriculum 2001, 2003 and 2017, which partly paid attention to the cultivation of students' intercultural communication competence to different extent. They work as guidelines as English teachers' teaching and students' English learning in different time stage. Focusing on them carefully, it can be found out that as time goes by there is an increasing awareness of develop students' cultural awareness in Chinese education of English discipline.

However, despite of efforts on the study and exploration of teaching intercultural communication competence at home and abroad, there is no widely accepted way of teaching. How to integrate the cultivation of intercultural communication competence into language teaching remains a great challenge.

3. Several Prominent Problems about the Cultivation of Students' Intercultural Communication Competence in Senior High School English Classes

By looking through the studies on students' cultivation of intercultural communication competence and on senior high school students' English teaching and learning condition, it can be found out that many problems exist. Focusing on some of the prominent problems and for better understanding, they

are divided into four aspects for analysis, namely the factors of teaching method, English teacher, assessment system and others.

3.1. Deep Influence of Rooted Traditional Ways of Teaching and Learning

Traditional way of teaching pays more attention to students' learning and grasping of language knowledge like grammar, sentence structure, vocabulary, but often neglect the development of students' all-round competence. Under its influence, students seem to be study "machines" learning, memorizing and using language knowledge mechanically, and the final goal of school learning seems to rank well in class and get high scores, which actually deviate the development of core competence and the pursuit of education value. Under the internally background of information and globalization, the significance of intercultural communication competence is becoming increasingly prominent. Curriculum standard 2017 is the latest one aiming at senior high students' development of core competences. It put the development of cultural awareness to an important place and intercultural communication competence is an essential part of it. The appearance of curriculum standard 2017 brings new ideas and plans to English teaching. However, senior high students often shoulder the burden of getting high scores, so that they can get into a good university after 3-year efforts. Besides, in most of the senior high schools, a teacher's teaching quality and performance is tightly connected with students' examination performance. By adapting flexible way of teaching, the classroom atmosphere and students' action can be more active, but teachers are not sure of how much knowledge they have grasped and whether they can perform well in the final examination. Undoubtedly, traditional way of teaching has many drawbacks like ignoring students' spontaneity, lacking of vividly etc, but its advantages are also prominent. One of the most important one is its high teaching efficiency. Students can learn great amounts of knowledge in a short time, and by mechanical way of consolidation, students can effectively grasp most of them.

All these reflects that under the deep and rooted influence of traditional way of teaching, there is few opportunities provided for teachers and students to explore the cultivation of students' intercultural communication competence. Besides, because of stressful school burden and little times for students' extracurricular activities in senior high, students have no access to more intercultural information, and they can only get to know some superficial intercultural knowledge like local customs and traditions from the textbook.

3.2. A Small Number of Qualified and Capable Front-Line English Teachers

Many English teachers are unfamiliar with the phrase "intercultural communication competence" and have little factual or theoretical knowledge of it. They are incapable of the related professional knowledge system and therefore don't know how to teach or cultivate students' intercultural communication competence properly. The teaching of language knowledge is undoubtedly significant. Apart from that, the teaching of cultural knowledge and communicative skills is also important, which is the solid foundation. To develop students' intercultural communication competence, teachers should guide students to get to know the main cultural characteristics of western countries and the intercultural differences in English classes. Since the

publication of English Curriculum Standard 2017, great achievements have been made on the practice of new educational ideas and concepts, especially in big cities like Beijing, Shanghai etc. These big cities are equipped with excellent teachers, advanced teaching aids and rich educational resources, so they can get enough support and assistance and there are abundant platforms for them to carry out and put those devised educational ideas into practice. However, China has a vast territory and educational quality varies greatly in different areas and places. For various reasons like having no access to those advanced resources, don't having enough time to receive training because of workload, having no expert guidance, most of English lacks both theoretical knowledge and practical ability to cultivate students' intercultural communication ability effectively. From these above, it is clear that there are insufficient qualified English teachers who deeply understand the great importance of intercultural communication competence, have related theoretical and practical knowledge, and are able to practice and develop students' competence effectively with proper ways. A small number of qualified and capable front-line English teachers has been a great challenge hindering the cultivation of students' intercultural communication competence.

3.3. The Lack of Proper Assessment System

Although the diversify of methods for students' assessment, scores in the examinations and tests still hold the top place. In senior high, most of the examinations and tests are knowledge-based, paying attention to test students' grasp of grammar, vocabulary, sentence structure and so on. In this way, students' memorization and understanding of language knowledge and their usage of language skills can be directed reflected and visibly observed with the form of a number. However, many important competences like intercultural communication competence which are crucial for students' all-round development, cannot be tested with scores on papers. Although the requirements for the cultivation of students' intercultural communication awareness and competence are clearly stipulated in English Curriculum Standard 2017, there is no set of professional assessment system up to now, and how to reflect it in examinations and assess it properly remain a big problem.

3.4. Other Restrictive Factors

Apart from all those mentioned above, there are many other objective obstacles. For example, the cultivation of students' intercultural communication competence is not easy but complicated, requiring a long-term process. Instead of complete system of teaching language skills and knowledge, the practicality of teaching intercultural communication competence is comparatively low. The intercultural communicative feature of the competence has meant that the solely teaching in the classroom is not enough, and its cultivation requires after-school intercultural communicative practices like making deep conversation with foreigners, studying abroad etc. Besides, in spite of governments' increasing attention and investments to education, there is an unavoidable fact. China has a huge population and the number of senior high school students is also huge. Too meet their educational needs, more than 30 students in a class are the common norm in most of the senior high school. In most of the cases, with limited lesson duration and great course teaching pressure, teachers can't pay attention to every

student and satisfy all their needs. Schools are also incapable of providing the platforms and opportunities of intercultural communication for all the teachers and students. Therefore, systematic and effective cultivation of students' intercultural communication competence is hard to be carried out in classroom teaching and school education in most of the senior high school right now. What's more, since the appearance of intercultural communication competence in curriculum standard 2001, many scholars have put forward some strategies for the cultivation of students' intercultural communication competence like recruiting teachers from foreign countries, organizing students to visit foreign places of interest, organize activities to experience their cultural atmosphere and festival customs etc. There are also other strategies put forward by foreign scholars. All of them seems to be of great feasibility theoretically, but have great difficulty in fully implementation and accomplishment practically.

To draw a conclusion, no matter from subjective or objective perspective, there are many factors negatively preventing the cultivation of senior high students' intercultural communication competence and its current situation is not optimistic in most of the senior high schools and classroom teaching.

4. Measures to Effectively Cultivate Students' Intercultural Communication Competence in Senior High School English Classes

It is almost impossible to get rid of all those subjective and objective preventing factors in a short-term period. However, there are some aspects schools, teachers and students can practically focus on and make breakthrough. For example, as for the deep influence of tradition way of teaching and the overemphasis of language knowledge and skills in English teaching, schools and teachers can try to infuse more various and interesting activities and procedures into classroom teaching. To deal with teachers' little or superficial awareness and knowledge of intercultural communication competence, excellent online teaching tutorial and materials can be fully used and systematic training can be conducted to develop teachers' professional knowledge and competence, so that they can better popularize those intercultural differences and skills to students. What's more, more English optional course can also be set up for students' better command of intercultural knowledge and skills in diverse aspects. The following paragraphs are the explanation and illustration of these measures' feasibility and practicality.

4.1. Popularize the Cultural Differences Between China and the West to Students in Classroom Teaching.

Textbooks are the main material of English teaching. The present widely used senior high English textbooks involves much introduction of western countries' cultural background, daily life, customs and habits, which is carefully selected and organized by textbook designers. There is also much supplementary information of those cultural knowledge and information in teachers' teaching reference books. Therefore, teachers should make efforts to make full use of them, collect more related knowledge as much as possible, and use all of them to cultivate students' intercultural communication competence with proper ways. Specifically, when preparing the lessons, they should sort out the cultural phenomenon

involved in the textbooks and dig it deeply, so as to integrate them into the process of language teaching. All these can greatly enhance students' learning interest and sensitivity of cultural phenomenon and differences, and help them form English teaching habits.

Besides, apart from those cultural information and knowledge we can clearly observed in the textbook, much cultural phenomenon is secretly hidden in English vocabulary and grammar. From the vocabulary perspective, the different definitions of different colors in China and the West can be taken as an example. In western countries, "red" often refers to danger, blood and violence, while happiness in China. Besides, the color "white" is connected with the meaning of pureness and flawlessness, while bad luck, fear and death in China. Therefore, western women dress white veil and the main color of their wedding place is white. However, in ancient China, bride dress in red to get married, lanterns are red, sedan is red and it seems that everything is red. There are a huge number of English vocabulary words, so teachers should explain the hidden cultural knowledge of words selectively.

As for the perspective of grammar, there are also many differences. For example, if the meaning is clear, subjects are often omitted. However, in English, subjects must be clear written and the formal subject "it" is brought into to deal with the phenomenon of long subjects. Besides, active sentences are frequently used in Chinese, while passive sentence are more common in English. It is because Chinese people pay more attention to the emotional expression, while western people stress the logical statement of objective things more. By understanding those cultural differences, some grammatical mistakes may be possibly avoided in students' English learning. All these are good for the cultivation of students' intercultural competence.

4.2. Develop Teachers' Professional Competence by Taking Systematical Training.

Teachers and students are the main participants of classroom teaching. Teachers' teaching plays a decisive role in students' learning, including the cultivation of students' intercultural communication competence. However, most of the teachers are not capable of related knowledge reserve and don't know how to teach and develop their intercultural communication competence properly. To deal with it, systematic trainings must be organized to develop their professional competence of intercultural communication competence. The training can be logically divided into three procedures, namely the grasp of intercultural knowledge, the learning and practicing of advanced teaching methods and ideas, the feedback and reflection for further improvement. For the first procedure, teachers can take full advantage of the English textbooks and their reference books, so as to get to know what intercultural knowledge are involved and must be known by students. Sets of books about the introduction of western countries' cultural information in the library are quite necessary for teachers' systematic learning and grasping of intercultural knowledge. Many online resources like videos and classes can effectively help them understand and sort out much knowledge in a short time. Secondly, it is also the most crucial part. Schools can invite experts and excellent teachers to give lectures, give instructions and guidance for classes personally. Imitating excellent teachers' design of classroom teaching is also a reliable way to make improvement

gradually. The last step is also of great significance. Proper reflection is the key to finding their own deficiency and making consistent improvement. It requires the jointly efforts and cooperation of teachers' group, students, school and professional experts.

4.3. Design and Carry out Various Activities and Ways of Teaching in Class.

Appropriate activities and games can be adopted in English classes, which can not only arouse students' interest, but also potentially enhance their intercultural knowledge and sensitivity of intercultural phenomenon. For example, there is a passage in senior high English textbooks published by PEP, which is a clip of the movie *My Fair Lady*. The story focuses on a young woman called Eliza Doolittle, a flower seller whose Cockney accent interests a phonetician, Henry Higgins. Henry decides to take the challenge and mold Eliza into a lady by perfecting her speech and etiquette. There are many funny parts in the story, and teachers can take advantage of this feature. For example, they can ask students to do a role-play. By imitating characters' expression, pronunciation and tones, their inner spontaneity can be activated, they can also truly experience and feel the differences in language communication and daily habits between China and the West, and their language skills and intercultural communicative skills can be effectively improved during the process.

4.4. Recruit Foreign Teachers and Set up More Optional English Courses for Students.

It is without doubt that communicating with native speakers directly is an effective way of learning and improving individual's English level. This kind of conversation can also provide a proper cultural atmosphere and language environment to students, within which students can get to know the typical cultural features and characteristics of western countries naturally, be familiar with their language customs, and enhance students' language ability and intercultural communication competence effectively. These years, more and more schools recruit foreign teachers and Chinese English teachers at the same time. While Chinese English teachers can teach language knowledge and skills to students effectively and often better know the universal problems students have difficulty in, foreign teachers can devote themselves to correcting students' pronunciation, popularizing intercultural information and enhancing students' oral English and intercultural communicative competence. Therefore, if permitted, schools can recruit foreign teachers as much as possible.

Besides, schools should also try to provide students with more English optional courses. Although there are already many courses in senior high, schools can arrange several classes for students' learning of local traditions, festival customs, behavioral habits etc, which will not occupy a lot of time and bring more pressure to students, but allow students to take breaks from heavy study load and cultivate their intercultural communication competence.

5. Conclusion

According to internationally developing background, there is an increasing need of talents capable of high intercultural communication competence at present. Besides, the cultivation of students' intercultural communication competence also greatly reflects the pursuit of students' all-

round development. What's more, based on curriculum standard 2017, it is also an important part of English discipline's core competences, which can't be ignored in classroom teaching. From the three aspects, the necessity of cultivating students' intercultural communication competence is clearly clarified. Three-year senior high stage is an important period for students' language learning and cultivation of intercultural communication competence. Learning of language skills and knowledge and knowing of intercultural information lay foundation for the cultivation of students' intercultural communication competence. Therefore, teachers should be aware of it and properly integrate the cultivation of students' intercultural communication competence into the process of language teaching.

This paper focus on the theme "a study on the cultivation of Chinese senior high school students' intercultural communication competence in English classes based on English Curriculum Standard 2017" and illustrate it from mainly four parts, which include the explanation of background information, the stipulation of its significance or necessity, the analysis of some prominent problems, and the introduction and explanation of some possible approaches can be adopted. Because of the direct pointing out of most students' low intercultural communication competence in senior high, the analysis of the main preventing obstacles and the introduction of some feasible measures, this paper may have some referring meaning and bring some enlightenments for English teachers' classroom teaching improvement and cultivation of students' intercultural communication competence during the process.

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