

Intercultural Communication Competence and College English Reading Teaching Strategies

Yang Yade

Baoshan University, Baoshan City, Yunnan Province, 678000, China

Keywords: College English Reading Teaching; Intercultural Communicative Competence; Training Methods

Abstract: With the deepening of the globalization of the world economy, English language has gradually developed into an international language, and international exchanges are also using English. Social English has an increasing demand for English-speaking talents, especially some English-speaking talents with cross-cultural communication skills are even scarcer. This paper focuses on the methods of promoting students' intercultural communication skills in college English reading teaching.

1. Introduction

Under the trend of economic globalization, the development of economic globalization has been promoted, and the distance between countries in the world has been shortened. At present, the great integration and collision of cultures are inevitable. People with different cultural backgrounds have more frequent contacts than before. If we want to communicate successfully, we must have strong intercultural communication ability. English reading plays an important role in English learning. It not only helps students improve their reading level, but also helps students acquire more high-quality knowledge of different cultures in English reading. Therefore, during the development of English reading teaching, in order to mobilize the students' enthusiasm for learning and further improve the participation of students in the classroom. Teachers must not only pass on some necessary reading skills to students, but also pay attention to the cultivation of their intercultural communication skills, and successfully transform the English knowledge they have learned into future communication services.

2. The Connotation of Cross-cultural Communication and Its Relation with English Reading

Cross-cultural communication can promote good communication between people with different cultural backgrounds. There are mainly two ways of communication: non-verbal communication and verbal communication. The combination of the two means of communication constitutes a complete human communication system. In order to achieve successful intercultural communication, both sides should not only possess some basic linguistic competence, but also have some social and cultural cognitive competence, which is also part of the non-verbal communication mentioned above. If the cleavage communication sides do not have enough understanding of the culture of both countries and simply choose their own cultural background as the entry point, it will inevitably lead to the failure of the communication process. This requires students to focus on developing students' ability at the level of intercultural communication when learning English.

Teachers play a central role in traditional English reading teaching. Class activities focus on the teacher's "speaking". Students are more likely to take notes below. The focus of the class is to analyze words, sentences, and grammatical structures. The post-class practice modules discuss more of the key sentence patterns and grammars. This is not only interesting for students, but also shows strong and complicated features. In this kind of teaching method, the teaching of relevant cultural knowledge is not paid enough attention, and almost all of them are aimed at repeated analysis and translation of those sentences. It does not help students to analyze and summarize articles in essence, which is not conducive to students' understanding of the article. After learning, although students

can master English knowledge proficiently, their ability to communicate in English can hardly be substantially improved, and their intercultural communication level is mostly low. The object of language service is communication, so we should attach importance to the cultivation of students' intercultural communicative competence in English reading teaching. The language knowledge in an English reading is relatively abundant, and there are many cultural knowledge about other countries. At the same time, the cultural background contained in the reading should be fully excavated, which plays a particularly important role in improving students' intercultural communicative competence.

3. Current Situation of English Reading Teaching

Most of the English reading teaching in Colleges and universities in China is mainly based on translation teaching method, which highlights the importance of teachers. Teachers' explanations directly affect students' understanding. However, teachers' own cultural level has obvious limitations, and it is often difficult to explain the scientific and systematic cultural background. Because of the pressure of entrance examination and other negative aspects, teachers use more classroom time to explain English knowledge points, and seldom impart those cultural background knowledge. This method is applied to more native language students, focusing on grammar analysis, which directly affects the learning effect of the target language. Specifically, the teacher can choose an article with lexical interpretation as an entry point, select some phrases and vocabulary from it, and combine some examples to explain the usage and meaning of the content. Later, in the analysis of texts, teachers often apply the method of sentence-by-sentence translation. If there is a special hold, the teacher is likely to make a lengthy explanation for these grammatical related knowledge. Then make an effective summary of the entire article, but also allow students to try to explain in their own language. After the teacher completes the teaching process, he also applies exercises to test his teaching effect and the learning effect of the students. Under this kind of teaching method, although students can master the English knowledge well, when the actual use of English to cross-cultural communication, the ability will be very different.

4. Strategies for Strengthening Students' Intercultural Communication Ability in English Reading Teaching

4.1. Applied discourse analysis

Traditional English reading teaching begins with the explanation of the second round of sentences. Students first understand the specific meaning of vocabulary phrases, and then apply vocabulary to form a complete sentence. This teaching method pays more attention to language-level learning, and combines the corresponding phrases and vocabulary. The students are more at the language level, but they pay less attention to the cultivation of intercultural communication skills. However, the method of applying language analysis can help students to control the content of the whole article and the author's corresponding writing intentions in a macro, so that they can have a deeper understanding of the central ideas and cultural backgrounds contained in the article. When analyzing the content of the discourse, it will make certain analysis both internally and externally, so as to organize the teaching. From the outside, the starting point for the analysis of the discourse level is the language, the tense and the language field. The internal analysis of discourse level is not only to analyze the function of the basic unit of semantics, but also to analyze the coherence and cohesion of discourse, rhetoric and information structure adopted at one time. Attention should be paid to the cultivation of students' comprehensive competence in communication and language. In this way, students can not only confine themselves to sentences and vocabulary, but also grasp the whole text. The method of discourse analysis attaches great importance to the cultivation of students' ability in autonomous learning. Students should also make preparations before class so as to solve the problems of sentences and vocabulary encountered during reading by themselves. Then, we need to analyze the characteristics of the structure and

organization of the article and the corresponding central ideas, to understand the language style used by the author, so that students can not only deepen their memory about the article. Let the students master the specific skills of language use and the methods of infiltrating culture in detail. Teachers further explain the article, so that students can learn more about the cultural background, and effective central ideas and writing style from the article learning. Improve students' ability to analyze problems comprehensively. Teachers' use of discourse analysis helps to improve students' ability to comprehensively analyze problems.

4.2. Applied Cultural Contrast Method

When culturology and anthropology first appeared in the 189 world, people began to apply the method of cultural comparison widely. In modern society, "scientific comparison" applies more methods of cultural research and observation. Only when there is contrast can there be a certain degree of identification. The existence of identification also contributes to the rise and improvement of space. This method is more reflected in the classroom, more in the English reading class, aiming at the students' local culture and target culture need to make a certain comparative study. Teachers can make a comparison between the native culture and the cultural background of the English language countries after watching the teaching. By comparing the cultures, students can learn more about the cultural knowledge in different countries. It not only deepens students' understanding of local culture, but also helps students to enhance their ability and consciousness during intercultural communication. The application of the cultural contrast method focuses on comparing the differences between different cultures. The essence of language belongs to the carrier of culture, and this difference is more reflected in the vocabulary of language. Any vocabulary does not only have meaning in itself, but also has a rich sense of connection. The meaning of this association has a closer relationship with the cultural knowledge input by scholars. Different people must have differences in the lexical solution. The associative meaning of this vocabulary must be different. For example, the "dragon" mentioned in Chinese culture symbolizes authority, and its meaning is also supreme. The "dragon" mentioned in the Western culture expresses the meaning of darkness such as fear, rudeness and evil.

4.3. Applied culture introduction

The introduction of culture in cross-cultural teaching is a very important link. The meaning of culture in foreign language teaching includes the characteristics of the language country, historical geography, literature and art, and lifestyle. In the beginning, students need to have a rough understanding of the differences between our culture and the culture of English-speaking countries. The teaching involves some knowledge about the culture of English-speaking countries. It needs to be as close as possible to the daily life of students. contact. And can stimulate students' interest in English learning. In the high stage of English learning, it is necessary to expand the scope of students' contact with foreign cultures, help students to broaden their horizons, help them improve their discriminating ability and sensitivity to cultural similarities and differences, and promote their effective intercultural communication skills. The current English textbooks are more colorful in content, including the economic, political, cultural and military aspects of English-speaking countries. However, because most students have a lack of cultural background knowledge, even if students have a good foundation, it is difficult to apply it to cross-cultural communication. Teachers can apply the method of cultural introduction when conducting English teaching, so as to make full use of the large amount of time before the class, introduce the relevant cultural background knowledge of different countries to the students, help the students to broaden their horizons, and cultivate their interest in learning. For example, when studying classical movies and TV works, teachers can introduce the historical background of the content of the film creation and performance to the students, so that they can have a profound understanding of the characteristics of the characters under the specific historical background. Let's take "Gone with the Wind" as an example. Teachers can first introduce the historical background to students, so that students can better appreciate the image of the heroine in the works. Teachers can also apply some visual methods such as pictures. For example, when learning "Five Famous Symbols of American Culture", students can

watch some pictures or videos about the Goddess of Liberty. If teachers encounter specific problems in practical application, they should be able to make specific analysis to ensure the effectiveness of cultural introduction and compare the differences in cultural aspects between different regions. To strengthen students' understanding of cultural background, cultivate their interest in learning, and ultimately improve their ability in cross-cultural communication.

In addition, you can also use the method of English topic speech to ensure that the design topic is not only related to the content to be explained, but also in accordance with the students' daily preferences. It is better to combine with some social hot spots in the current situation, which is more likely to arouse students' psychological resonance and express what they think. The application of topical speech can greatly enhance the efficiency and initiative of students during their studies. Students can also eliminate the cultural barriers that exist during reading and develop their intercultural communication skills.

5. Conclusion

Summarizing the content described by the author above, we can find that the reading process in English teaching is extremely important. Teachers should introduce some background knowledge about reading materials to students as much as possible during the course of English reading teaching. It can not only stimulate students' interest in reading, but also enhance students' understanding and improve teachers' teaching efficiency and students' learning effect in practical teaching.

References

- [1] Pei, Zhengwei. Classroom discourse in college English teaching of China: a pedagogic or natural mode? [J]. *Journal of Multilingual and Multicultural Development*, 2015, 36(7):1-17.
- [2] Zhuang, Lan Y. A Research of the Application of Visual Simulation Technology in College English Teaching [J]. *Advanced Materials Research*, 2014, 1044-1045:1565-1567.
- [3] Wu L N, Xiao T H. The Application Research of Network Resources in English Reading Teaching [J]. *Applied Mechanics and Materials*, 2014, 687-691:2502-2505.
- [4] XY Zhou. A Comparative Study of Reading Strategies Used by Chinese English Majors. [J]. *English Language Teaching*, 2014, 7(3):13-18.