

A Study on the Introduction of Cross Cultural Communication in English Reading Teaching from the Perspective of Cross Culture

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Abstract: English reading course aims to cultivate students' ability to obtain information in English, which is highly practical. Students' English language ability and cross culture awareness are relatively weak. In the teaching process, they often pay attention to the cultivation of language knowledge and reading ability and ignore the teaching of cultural knowledge, which makes the cultural differences between China and the West become an obstacle to reading, resulting in the inability to improve students' overall reading ability. In view of this, from the perspective of cross-cultural communication, this paper puts forward a teaching method of integrating the four elements of culture introduction, cultural context creation, cultural contrast and cultural acquisition in college English reading class, integrating cultural teaching into language teaching, and cultivating students' awareness and ability of cross-cultural communication while teaching students reading skills, so as to promote English reading teaching and improve its connotation construction.

1. Introduction

With the development of science and technology, the cooperation and exchanges among countries in the world in the fields of economy, politics, culture, and education have become more extensive and close, and the trend of globalization has become stronger and stronger. In the context of globalization, the status of English as an international language has been further established and recognized [1]. As an international language, English has also been given new features. In the process of being used, English absorbs the local culture and can be transformed and re created. Therefore, cross cultural communication ability is a necessary quality for college students. College English teaching is the best way to cultivate this ability, and English reading teaching is actually an important means to cultivate cross cultural communication ability [2]. Today's English reading materials have a wide range of knowledge and a large amount of information, which involves various cultural knowledge of the source language countries, including historical geography, local customs, traditional customs, behavioral norms, social etiquette, values and so on [3]. Actually, English reading is a kind of cross-cultural communication between learners and authors through reading written materials. Different cultural backgrounds may cause obstacles to this cross-cultural communication, thus affecting the smooth progress of English reading teaching. Now people are

increasingly aware that there is a powerful driving force behind cross-cultural communication research and cultural teaching-the driving force of global integration [5]. The combination of language teaching and cultural teaching has become an inevitable trend, and foreign language teaching based on cross-cultural communication is the focus of our future practice [6]. It is urgent and urgent to build an effective cross cultural communication foreign language teaching model. Therefore, this paper proposes a research on the introduction of cross cultural communication in English reading teaching from the perspective of cross culture.

2. Problems in English Reading Teaching in Cross Culture

2.1 The Relationship between Cross-Cultural Communication and College English Reading Teaching

The communicative model proposed by Shi Lamu vividly describes the coding and decoding process of sender and receiver in communication. As shown in Figure 1.

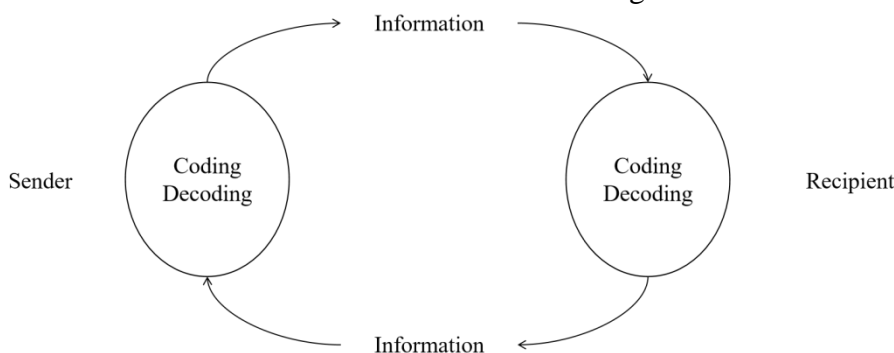


Fig.1 Shi Lamu's Communicative Mode

The interactivity of communication is reflected in all the participants in the communication work together to create and maintain meaning together. In communication, people are sending and receiving information at the same time at all times. as shown in picture 2.

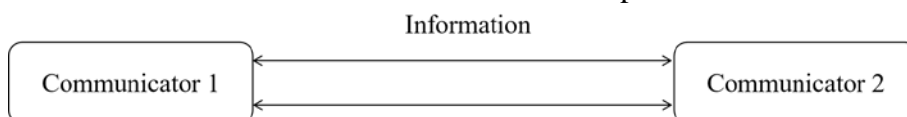


Fig.2 Communication Process

Cross cultural communication refers to the communication between people with different cultural backgrounds and languages. Cross cultural communication needs to break through the limitations of nationality, nationality, religious belief, family background, educational background and other factors, overcome the obstacles of cultural differences, understand, accept and appreciate foreign culture on the premise of mutual respect, and spread the excellent culture of our country to achieve effective communication [7].

Although cross-cultural communication is a new discipline, foreign scholars have made rich research achievements in cross-cultural communication ability. The most detailed is the cross-cultural communication in Context written by JudithMartin and ThomasNakayama, which puts forward a new cross-cultural communication ability model, including the logical relationship of four elements: knowledge factor, emotion factor, mental activity feature and situational feature, as shown in Figure 3.

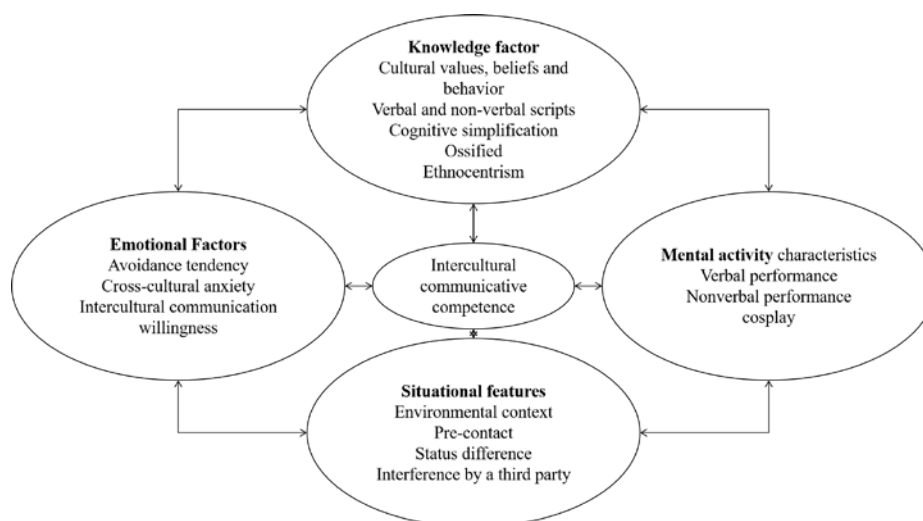


Fig.3 Cross-Cultural Communicative Competence Model

English reading ability is a kind of cross-cultural communication ability. The essence of the reading process is to write the author's code and the reader to decode it. Reading itself is a one-way language input, that is, readers only need to understand the meaning expressed by the writer through the article, and do not need to feed back their opinions, feelings, questions, etc. to the writer. However, reading is also the basis of language output activities such as translation, writing, and even oral English. Therefore, college English reading teaching should pay attention to both language input and output to improve students' two-way cross-cultural communication ability [8].

2.2 Analysis of Cross Culture Barriers in English Reading

Values are the core of cross cultural communication, which determines how people communicate. If you don't understand the differences in values, you can't really understand the differences between Chinese and Western cultures. English readers are easy to understand the article with their own values and think that the other party's values are no different from their own, which will lead to learners' inability to really understand the author's real thoughts in English reading, thus affecting the effect of English reading. The differences in values between Chinese and Western cultures are mainly reflected in the differences between collectivism and individualism [9].

Some Chinese students will encounter this situation when doing English reading exercises: the reader thinks he has read the article, but when choosing the main ideas of the article, he habitually goes to the last paragraph of the article to find the answer, and the result is often incorrect, which is the Cross culture obstacle caused by different thinking modes. Westerners usually put out their views clearly first, and then use supporting materials to demonstrate their views, which can be called deductive model. Chinese people, on the other hand, first tell the materials a little bit, and finally make the finishing point and put forward their own views, which can be called inductive mode. Influenced by this difference in thinking mode, Chinese learners often find it difficult to grasp the main idea of the article when reading it, and sometimes even produce false associations.

The factors that affect cross-cultural communication include verbal behavior, paraverbal behavior, and nonverbal behavior. Since the process of English reading is a Cross culture communication between the learner and the author through written materials, it lacks the context of communication, so the Cross culture obstacle in English reading is mainly reflected in language behavior, namely vocabulary, colloquialism and language. Article level. If students do not understand the relevant cultural background, they will have obstacles in reading English articles that

involve this aspect.

3. Introduction of Cross Cultural Communication in English Reading Teaching

3.1 Higher Vocational English Reading Teaching from the Perspective of Cross-Cultural Communication

Integrating cross cultural communication into English Reading Teaching in Higher Vocational Colleges focuses on cultural introduction, cultural context construction, cultural comparison and cultural acquisition. First of all, cultural introduction is a systematic process of laying the groundwork for cultural background knowledge, integrating some fragmented cultural images, taking the relevant cultural background as the starting point of reading courses, arousing students' attention and guiding students to explore. Secondly, the construction of cultural context is to create an atmosphere of cross-cultural communication in reading class, so that students can appreciate western culture between the lines. Thirdly, cultural comparison is a summary of the reading content. By comparing the western culture and Chinese cultural elements contained in it, we can explore the similarities and differences, so as to gain a firmer grasp of cross-cultural communication knowledge. Finally, cultural introduction, cultural context construction and cultural comparison should not just stay in the classroom, and cultural acquisition is an extension of the reading classroom. The subtle influence of social life has a deepening and amplifying effect on classroom teaching. Cultural acquisition is carried out in the general environment of social life. Higher vocational students' study and internship are based on practical skills and professionalism, so their participation in a large number of social practical activities can be combined with English reading courses to jointly cultivate cross culture awareness and communication skills. In the context of globalization, there are frequent exchanges between China and foreign countries. In the process of higher vocational students attending various trainings, internships and internships, we can explore the use of English as much as possible. In the process of practical use of English, students can call the cross cultural communication knowledge learned in the reading course, strengthen the awareness of cross culture and improve the ability of cross cultural communication. Creating English cultural environment and carrying out English cultural activities for students is one of the important ways of cultural acquisition.

3.2 English Reading Teaching Should Strengthen Cultural Infiltration inside and Outside the Classroom.

And culture are symbiotic and blended. English reading teaching involves many aspects of cultural knowledge, such as social status quo, national system, social customs, etc., and social and cultural learning embedded in language is very important, because foreign language learning is cultural learning, and it is difficult to understand language without culture. Tu Bei believes, "For foreign language teachers, the biggest challenge is not to add cultural knowledge to the language or to open another cultural course, but how to integrate language and culture to teach. Teachers should have a deep understanding of China. The comparative value of culture and western culture at the level of language level, way of thinking and narrative structure, as well as social language, etc., to master the strategies and skills of English reading teaching.

The content of culture is all inclusive, and the study of culture should not be limited to class. It can guide students to absorb and experience foreign culture through various channels outside class. For example, we can collect some articles and pictures from English speaking countries to let students understand foreign history, art and customs. Recommend reading books showing foreign cultures to students, so as to increase their understanding of English culture, create a diverse

language environment and deepen the practical application of cultural knowledge.

“Learn and then know the shortcomings, teach and then know the difficulties.” Under the background of cultivating students' cross-cultural communication ability, English reading teaching should change the traditional teaching method, and instead take students as the main body and teachers as the guidance. Mobilize students to collect reading materials and consciously absorb the nutrition of Chinese and Western cultures. Teachers should have the ability to inspire and guide students' cross culture awareness in the reading teaching process, fully mobilize students' enthusiasm for English reading learning, effectively organize student-centered English reading teaching, and improve students' humanistic quality and English cross-cultural communication ability.

4. Conclusions

In the classroom teaching process of English reading class, teachers must fully tap the teaching materials to help students understand the similarities and differences between Chinese and Western cultures, improve students' cross culture awareness and enhance students' cross cultural communication ability. The teaching mode of reading class is integrated into the teaching design, so that the reading class can achieve the effective combination of knowledge goal, ability goal and emotion goal. When organizing classroom teaching, teachers should give full play to students' dominant position, create various opportunities for students to participate in classroom, and enable students to use and master language through interaction and communication between students and teachers and students. To sum up, handling the relationship between language and culture is the main link in foreign language teaching. Reading, as a kind of communicative activity, also carries the teaching task of cultivating communicative competence and infiltrating cultural awareness. Higher vocational English reading teaching from the perspective of cross-cultural communication focuses on integrating cultural guidance, cultural context construction, cultural contrast and cultural acquisition into the teaching process. First of all, through cultural introduction, systematic cultural background knowledge is used to pave the way for the reading teaching process, integrate some fragmented cultural representations, and use related cultural background issues as the entry point of the reading course to arouse students' attention and guide students to explore. Secondly, create an atmosphere of cross cultural communication in the reading class, let students appreciate western culture between the lines, and transform the whole reading process into the construction process of cultural context. Thirdly, through cultural comparison, compare the elements of western culture and Chinese culture, and explore the similarities and differences, so as to obtain a stronger grasp of cross cultural communication knowledge. Finally, the introduction of culture, the construction of cultural context and cultural comparison are extended from the classroom and connected with the society in order to achieve the goal of cultural acquisition.

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