

Research on the Teaching of Cultural Content in English Textbooks from the Perspective of Intercultural Communication

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Abstract: With the gradual rise of the economic globalization level, the communication among various countries has also become increasingly frequent, which has led to deeper changes and development in the language and cultural exchanges between people. As the universal language in the world, English plays an important role in people's communication. It not only provides teachers and students with rich linguistic and cultural knowledge and skills, but also enables Chinese people to understand the exotic customs of western countries to a certain extent, thus continuously deepening the economic and cultural exchanges with other countries. Based on the in-depth understanding of cross-cultural communication, this paper further explains the important significance of strengthening the research on the cultural content teaching in English textbooks in the context of cross-cultural communication. On this basis, the paper expounds the problems and deficiencies existed in the current process of teaching English cultural content in detail, and puts forward corresponding solutions from the aspects of teachers' professional quality, teaching and evaluation methods, and the reasonable distribution of teaching material content. It aims to promote the cultural teaching in English textbooks to increase students' cross-cultural awareness and ability, and further to improve their intercultural communication ability.

1. Introduction

As a traditional liberal arts subject with both humanity and instrumentality, the content presented in English textbooks can enable the public to obtain the customs of different countries and the cultural values contained in their cultures to a certain extent and further expand people's horizons and cultural perspectives. With the popularity of English, people are encouraged to notice and understand other different cultures and their cross-cultural communication awareness and ability are constantly enhanced. Therefore, English can make certain contributions to cultural exchanges between countries.

2. The Significance of Strengthening the Research

2.1. To Cultivate Cross-Cultural Communication Talents

Due to the changes and development of cultural globalization brought by economic globalization, cultural and economic exchanges among countries have become increasingly frequent. In order to continuously enhance the in-depth cooperation between countries at all levels of economy, culture and society, there is an urgent need for a variety of high-level intercultural communication talents. In the context of cross-cultural communication, more attention are needed to focus on the teaching of cultural content in English textbooks, which will help to cultivate a large number of cross-cultural communication talents to a certain extent, [1] further improve the English cultural literacy and professional level, thus the international level of the country. The effective absorption of various cultural reading and English knowledge in English textbooks can not only help students to improve their English abilities like listening, speaking, reading, writing and translating, but also deepen students' understanding of other cultures to a certain extent, and improve their intercultural communication ability.

2.2. To Improve the Quality and Level of English Learning

In the cross-cultural context, further in-depth research on the teaching of cultural content in English textbooks will help improve the quality and level of students and teachers' English learning. [2] It will enable them to dig into the deep meaning and culture in the language to enhance their enthusiasm and interest in English learning, and change the traditional large-scale cultivation mode that attaches importance to English learning achievements while ignoring students' foreign language cultural awareness and language competence. In addition, in the process of English teaching, the teaching content of the textbook is constantly adjusted to further meet the real needs and demands of students' English learning, so that students can more actively engaged and master more cultural knowledge, and constantly keep the desire and ability to express in English.

2.3. To Promote the Spread and Inheritance of Traditional Culture

As a tool for language communication, English is not only convenient for people to understand the culture and language of other countries, but also conducive to the outward spread of one's own culture. Especially in the current context of cross-cultural communication, strengthening the teaching and research of cultural content in English textbooks can promote the spread and inheritance of the traditional culture of a nation. More and more international trades and intercultural communications happen since English becomes a lingual franca, which helps to spread Chinese culture and establish the right and important role of Chinese civilization in the world. In particular, due to the language inconsistency between countries, more translation scholars are required to translate important domestic documents and works and spread them overseas, so that traditional culture can be further spread and developed. At the same time, it can also further enhance cultural diversity, break the limits and expand the scope of daily cultural learning of Chinese people.

3. Current Problems in the Teaching Process of Cultural Content in English Textbooks

3.1. The Cultural Quality of Teachers Needs to be Improved

In the process of English teaching, teachers should not only impart various language knowledge

and skills to students, but also guide students to further explore the important cultural information hidden behind the language. However, the current cultural literacy of English teachers needs to be improved. [3] Teachers' deficiency of culture awareness will affect the development of students' intercultural communication ability, which leads to the same deficiencies in students' use of English in daily life. What's more, due to the weak intercultural communication awareness and the inadequate handling of cultural content in English textbooks, some teachers may spend more time in class to transmit western culture, thus limiting the spread of Chinese culture.

3.2. Students' Strong Utilitarianism in English Learning

Because of the long duration of exam-oriented education and the increasing requirements of the current society for talents, many students pay more attention to the comprehensive mastery and improvement of English language knowledge and skills in the process of English learning, so as to cope with various English tests and get higher grades, and achieve excellent results through their own efforts. This leads to students' strong utilitarianism in English learning. They often ignore the cultural connotation in the language. Therefore, when teachers teach cultural knowledge and content of cross-cultural communication in English classes, it is difficult to arouse students' strong interest in learning. So students' ignorance of the knowledge system of the cultural content will further hinder the reform and improvement of culture teaching in English textbooks.

3.3. Uneven Distribution of Cultural Themes in English Textbooks

The English teachers and textbooks writers face different contexts and social environments. In addition, there are certain communication barriers between English teachers and textbook writers since each English textbook has different decomposition of cultural content and the orientation of every textbook is different, which results in the uneven distribution of the cultural theme content of English textbooks. [4] The unbalance of cultural content in English textbooks will cost some teachers and students to spend a lot of time and energy in rearranging the cultural content or neglect all, which further affects the effective absorption of diverse cultures in English and the improvement and development of intercultural communication ability of students.

4. Specific Implementation Strategies for Optimizing the Teaching of Cultural Content in English Textbooks

4.1. To Improve teachers' Professional Quality and Level

In order to further promote the teaching of cultural content in English textbooks and provide good guidance and training for students' cultural learning, teachers' professional quality and level should be improved from the perspective of intercultural communication. On the one hand, teachers should establish correct cultural values, combine Western culture with Chinese civilization and develop them in an innovative way, so that students can gradually learn from and think about the civilizations of other countries in the process of English learning, constantly improve the level and ability of English culture, and promote the effective transmission, inheritance and innovation of Chinese culture. On the other hand, teachers should also constantly strengthen their intercultural communication ability, actively seek relevant teaching resources and content, and consult relevant experts and scholars, so as to provide more help for students' intercultural communication practice.

4.2. To Reform the Traditional Teaching and Evaluation Model

Traditional teaching aims at students' mastery of English language knowledge and skills, but ignores the cultivation of students' practical language ability and cross-cultural communication ability. Therefore, English teaching should gradually reform the traditional teaching and evaluation model, give full play to students' autonomy in the in-depth exploration of English language and western culture, and strengthen the effective cultivation of students' critical thinking. [5] In addition, the relevant content of the excellent traditional Chinese culture needs to be added to the classroom teaching process, so that students can conduct in-depth cultural exchanges and cooperation with foreign friends on the basis of fully understanding their own civilization, and further improve their intercultural communication ability and level. Specifically, teachers can comprehensively evaluate students' English learning and intercultural communication abilities according to their daily learning and life performance, and provide targeted teaching materials and consulting services to students so as to further meet their development needs.

4.3. To Reasonably Allocate Cultural Themes in English Textbooks

First of all, textbook compilers should reasonably allocate cultural themes in the process of compiling English textbooks, [6] and rationalize cultural content in English textbooks in combination with English teachers' teaching experience and students' learning interests. What's more, the authors of English textbooks should also relate the teaching content closely to students' daily life as much as possible in the process of selecting cultural themes to increase students' interest in English learning, in order to promote students to dig and understand the contents of textbooks and textbooks in -depth, and encourage them to constantly develop a good habit of self-reflection. Secondly, textbook writers should set up extracurricular practical activities according to students' learning interests and textbook contents, or provide them some online English learning platforms to contact foreign scholars or peers and foreign students, which further strengthen the communication and connection between western countries and China. Therefore, they can further understand diverse cultures around the world and communicate easily with different topics and in different circumstances.

5. Conclusion

Strengthening the research and development of cultural content teaching in English textbooks from the perspective of cross-cultural communication will help teachers and students to further strengthen the in-depth research and exploration of cultural teaching in the content of textbooks, thus further deepening the effective mastery of cultures and civilizations of various countries, in order to cope with the difficulties and setbacks encountered in the process of cross-cultural communication. It can also add English teaching content and ideas to a certain extent, and enrich students' English learning content and knowledge system.

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