

Research on Teaching Strategies of College English Reading Based on the Cultivation of Intercultural Communication Competence

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Abstract: The study aims to explore how to integrate the cultivation strategies of intercultural communication competence in college English reading teaching, in order to improve students' intercultural competence and reading abilities. This study introduces the concept and importance of intercultural communication competence, as well as relevant strategies for college English reading teaching. Based on case analysis, the study concretely illustrates how to apply the teaching strategy of intercultural communication competence to college English reading teaching, and what effects it has achieved. Finally, it proposes teaching strategies for cultivating intercultural communication competence, including awareness cultivation, knowledge cultivation, skill cultivation and emotion cultivation. The results of the study indicate that it is effective to apply strategies for cultivating intercultural communication competence to college English reading teaching, which can improve students' reading and intercultural communication abilities.

Keywords: Intercultural communication competence; College English reading; Teaching strategies

Intercultural communication competence has become one of the indispensable abilities. For college English teaching, it is necessary to meet the improvement of student' language ability and to cultivate their intercultural communication competence. Based on this, the study aims to explore how to integrate the cultivation strategies of intercultural communication competence in college English reading teaching. The study can provide some reference and inspiration for teachers and provide systematic English reading skills for students.

1. The concept and significance of intercultural communicative competence

1.1 The connotation and characteristics of intercultural communication competence

Intercultural communication competence refers to an individual's ability to effectively understand and respond to the communicative needs and challenges of different cultures in a communicative environment that spans different languages, cultures, and national boundaries^[1]. Its connotation and characteristics mainly include these aspects: intercultural awareness, language skills, social skills, cultural adaptability and intercultural communication strategies. The prerequisite for individuals to develop intercultural communication competence is to form intercultural communication awareness. It is necessary to develop language skills. Intercultural communication involves the establishment and maintenance of interpersonal relationships. In order to conduct intercultural communication, it is necessary to have the ability to adapt to culture and interpersonal relationships. Intercultural communication requires the use of specific communication strategies.

1.2 The importance and application of intercultural communication competence

Intercultural communication competence enable individuals to better understand and respect other cultures, which is conducive to promoting cultural exchange^[2]. people with intercultural communication competence are more competitive in an international workplace and can better respond to the challenges and opportunities in a multicultural environment. They can better cope with the cultural differences involved in transnational business activities.

2. Overview of teaching strategies for college English reading

2.1 The significance and objectives of college English reading teaching

(1) Cultivating English reading ability. The core goal of college English reading teaching is to cultivate students' reading ability. Students can accurately understand the text and obtain information and ideas.(2) Increasing vocabulary and improving grammar. Students can expand their vocabulary and consolidate their grammar knowledge by reading different types of passages.(3) Cultivating critical thinking. College English reading teaching can cultivate critical thinking ability, enabling students to rationally analyze and evaluate the ideas and information in reading materials.(4) Cultivating intercultural communication competence. English is the global language. Teaching of college English reading should also cultivate intercultural communication skills and help students understand people from different cultural backgrounds.(5) Broadening knowledge. Students can understand knowledge in different fields and broaden their knowledge by reading different materials.

In summary, the significance and objectives of college English reading teaching include improving English reading ability, expanding vocabulary, improving grammar, cultivating critical thinking and intercultural communication skills, and broadening the scope of knowledge^[3].

2.2 Relevant strategies and implementation principles for college English reading teaching

There are many strategies. Multi-angle reading encourages students to adopt different reading methods, such as skimming and scanning. Providing Context refers to providing students with sufficient background information to make it easier to understand articles. Teachers can also strengthen vocabulary memory by using word cards and vocabulary lists. Exercise skills refers to teaching effective reading skills. Teachers should provide timely feedback, point out errors and shortcomings, and help students improve their reading skills^[4].

There are five implementation principles. The first one is to specify different levels of reading plan according to students' English proficiency and course requirements. Second, teaching content should be related to students' actual lives and studies. The third principle is that teachers should adopt various teaching methods, such as lectures, reading exercises and discussions. The fourth principle is that teachers should encourage students to use the content and skills to improve practical reading ability. The fifth principle refers to that teachers should provide feedback on students' reading performance, provide goals and directions for students, and provide support for further improvement of reading ability^[5].

3. A Case of integrating intercultural communication competence training into college English reading teaching strategies

3.1 Case background

Introducing the ability of intercultural communication in reading teaching. Teachers and students discuss in practical cases, which is conducive to promoting students' understanding of different cultures.

3.2 Actual case

Introducing a case involving differences in etiquette between China and the West, such as red representing joy at Chinese weddings, but it representing danger and warning in the West. Discussing the differences in the case to understand the two cultures.

3.3 Implementation method

Introducing relevant cases in reading teaching. Students explore and analyze cases from different perspectives through group discussions, oral expression and writing.

3.4 The role of teachers

Teachers should encourage students to explore independently. They should constantly guide and promote students to communicate, and promptly correct students' misconceptions and inappropriate statements.

3.5 Effect analysis

It is beneficial to enhance students' cultural awareness and intercultural communication competence through above ways. Students can understand the differences and similarities between cultures.

4. Teaching strategies for cultivating intercultural communication competence

4.1 Awareness cultivation strategy

It is necessary to guide students to understand the background of different cultures by introducing information about historical events and geographical locations, and encourage students to appreciate multiculturalism by guiding students to contact, understand and so on.

Teachers should encourage students to actively participate in intercultural communication activities. At the same time, intercultural communication courses and activities can also be arranged. In addition, teachers should attach importance to students' language

learning to improve their language proficiency and ability of using language.

4.2 Knowledge cultivation strategy

Students need to master the differences between different cultures, understand their values and behavioral norms. Teachers can help students master relevant knowledge by explaining cultural differences and organizing cultural experience activities. Teachers can also help students master intercultural communication skills through classroom exercises. In addition, teachers can teach different communication strategies, such as adaptation, adjustment, acceptance, patience, and perseverance.

Implementing multicultural education is also an important way. Teachers can use classroom teaching methods and adopt the concept of multicultural education to guide students. At the same time, it can provide students a diverse and inclusive learning environment. With the development of information technology, teachers can also use ICT tools for intercultural learning.

4.3 Skill cultivation strategy

(1) Role play. Students can simulate intercultural communication in a virtual context, and they can experience communication differences and issues in different cultural backgrounds. Teachers can design different tasks to enable students to communicate in different cultural contexts. (2) Intercultural teamwork. Students from different cultural backgrounds collaborate to complete a task or project. Students need to understand and respect each other's cultural differences, negotiate to solve problems, so that they can improve their ability to cooperate across cultures. (3) Develop a cultural questionnaire. Teachers can ask students to develop a questionnaire for a certain cultural group. Students need to design relevant questions. They can understand the values, customs, traditions of the cultural group through the survey. (4) Language exchange. Teachers can divide students into different language learning groups and require them to collaborate with other language groups for language and cultural exchanges. In this way, students can improve intercultural communication competence. (5) Cultural Party. Teachers can organize a cultural party, in which students can deeply understand other cultures through performances, demonstrations, games, and other methods. Students can display their cultural knowledge, skills, and experiences they have learned. (6) Intercultural dialogue. Teachers can organize an intercultural dialogue for students from different cultural backgrounds. In dialogue, students need to listen to each other, understand, respect, and accommodate cultural differences. Students trust and respect each other through communication.

4.4 Emotional cultivation strategies

(1) Appreciate different cultures. Teachers can organize activities for students to experience other cultures, allowing students to experience the charm of different cultures through practice. (2) Develop a cultural sharing plan. Students can actively share their cultural knowledge and experience, so that students from other cultural backgrounds can understand different culture. Therefore, students' interest and curiosity in other cultures will be stimulated. They will establish a sense of mutual respect, understanding, and tolerance and mutual trust. (3) Carry out cultural exchange activities. Teachers can arrange for students to participate in cultural activities organized by students from other cultural backgrounds, such as festival celebrations, artistic performances, etc. (4) Establish a multicultural atmosphere. Teachers can create a multicultural atmosphere. For example, introducing different views of culture into discussions, so that students can explore the commonalities and differences of multiple cultures. In school life, teachers can organize cultural themed activities.

In general, emotion cultivation strategies can help students establish attitudes and emotions that are open, inclusive, respectful, understanding, enhance students intercultural communication competence and cultural recognition ability. Therefore, it is beneficial to conduct intercultural communication and cooperation, and promote social harmonious development in the era of globalization.

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