

# Intercultural Education of English Subjects and Critical Reading Teaching in College English

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**Abstract:** With the enhancement of China's comprehensive national strength and the improvement of its international status, there are more and more dialogues and exchanges between China and the world. The "one belt and one way" initiative and the establishment of the free trade area play an important role in international exchanges and cooperation. As an important language tool for international communication, English plays an important role in the development of different disciplines such as economy, culture and politics. Starting from the current situation of College English teaching, this paper points out the communication barriers caused by the differences between Chinese and Western cultures in the process of College English teaching, and puts forward corresponding solutions. While enriching college students' English professional knowledge, we should improve students' learning ability of cross-cultural education in English subject through English speculative reading teaching.

## 1. Introduction

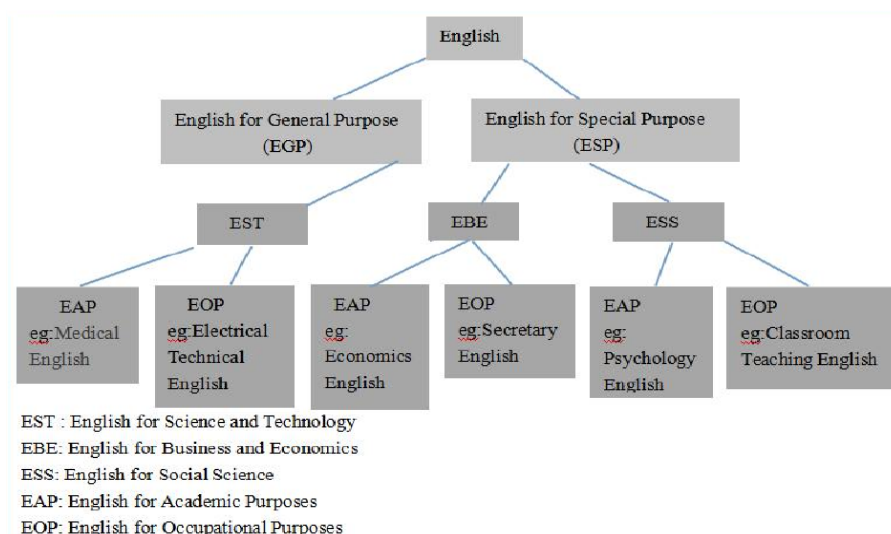


Fig.1. The Architecture of English Intercultural Education

Cross-cultural education is an important part of College English teaching. English is not as easy to learn as the first language. Learning it takes us a lot of time and energy. Language essentially represents a kind of culture, which permeates the way of thinking and cultural patterns of the people of that country. In the process of learning English, we will inevitably find that there are many differences in communication and expression between English and Chinese, which reflects cultural differences and requires students to recognize and remember, but this often leads to the deviation of semantic transformation. Therefore, in the process of College English teaching, teachers must establish and form the educational awareness of cross-cultural education. Chinese and English teachers attach great importance to the accumulation of vocabulary and the learning of students' knowledge points, neglecting the cultivation of students' logical thinking ability, which is not conducive to improving students' critical reading ability. In addition, College English teaching attaches great importance to language content and neglects the expansion of students' thinking, which

makes it more difficult to cultivate students' thinking ability. However, critical thinking is a necessary ability for students to adapt to society and realize their own development. Students' English learning requires not only mastering English words and knowledge points, but also mastering certain English skills, and being able to make self-recognition and thinking judgments.

## **2. What's the Meaning?**

### **2.1. Meeting the needs of national development and society**

In real life, language is a tool for people to communicate. The purpose of College English teaching is to enable students to use English to disseminate the local culture of our country. At the same time, learning from the beneficial experience of foreign countries, it reflects the obvious characteristics of two-way cultural exchange from the side. That is to say, if we want to base ourselves on the world's National Forest and strengthen our national strength, we must show our advantages and excellent culture to the world, realize the dissemination and development of the excellent traditional culture of the Chinese nation, and gradually enhance our comprehensive strength. Cultural soft power. Therefore, cross-cultural education in College English teaching can not only enable students to learn practical language and cultural knowledge, but also cultivate students' habit of looking at problems from different perspectives and feeling different cultural value systems in the process of learning, so that students can feel different cultural value systems in the process of learning. Live from multiple perspectives and improve students' comprehensive abilities.

### **2.2. Helping to Improve Students' Language Ability**

Cross-cultural education in College English teaching can effectively improve students' English language ability. In the process of transferring high-quality and high-quality talents to the country and society, students' educational and cultural level will affect the improvement of English language ability. Through cross-cultural education, students can feel the life of different cultural backgrounds, maintain the enthusiasm of English learning and improve their language learning ability. Cross-cultural education in College English teaching can help students construct learning situations in the context of foreign cultures and better understand English knowledge and its constitutive rules. It is a more convenient way and method to promote students' learning.

## **3. Problems**

### **3.1. Teachers lack the awareness and mode of cross-cultural education.**

Although cross-cultural education plays an important role in College English teaching, in practical teaching, College English teachers generally do not understand cross-cultural education and lack rich theoretical knowledge as the support of professional skills, which directly leads to the lack of cross-cultural education for teachers. The education of Rose's subject culture knowledge is in the process of students' teaching. For example, when teachers teach English, when they explain similar English words, phrases or characters, they will not let students understand the cultural knowledge and connotation behind them. They just blindly let students remember and recite. This leads to the separation of linguistic form from social and cultural connotation, which easily leads to the situation that students only know the form of language and can not use it. Therefore, in the process of teaching, College English teachers must establish the awareness of cross-cultural education and have a broad vision. Teachers are the direct factors affecting students' learning and shoulder the responsibility of training college English teaching talents for the society and the country. Therefore, in order to achieve cross-cultural education, we must dig deep into the cultural connotation and cultural connotation behind the language.

### **3.2. Students' poor understanding ability**

Restricted by examination-oriented education, most students only rely on rote learning. To a large extent, they don't know what their purpose of learning English is, just to get certificates or job

guarantees. This kind of learning purpose can easily reduce students' enthusiasm and sustainability in learning English. Therefore, in the daily learning process, due to the lack of certain cross-cultural knowledge, it is difficult for students to understand and correctly use English language communication. Essentially, there are great differences between English and Chinese in terms of syntax, vocabulary and discourse. [1] It is necessary for students to understand the cultural implications and connotations behind these linguistic knowledge in order to help them understand and use linguistic knowledge. Otherwise, due to the lack of cross-cultural knowledge, students are prone to learning bias, which will hinder their English learning and self-development.

### **3.3. Defects of English Textbooks and Language Practice**

In College English textbooks, we can find many characteristics. However, the integration of cross-cultural education and the internal logic of English teaching is not close enough. There is still much room for improvement. The content of textbooks is limited, which limits the teaching content of teachers. Under such circumstances, students can only acquire part of cross-cultural knowledge. At the same time, English as a foreign language, students lack the corresponding language environment in the process of learning, and it is essentially difficult to improve their English ability. At present, although the exchanges between our country and other countries are increasing day by day, in the actual learning process, students seldom have the opportunity to participate in international exchanges.

### **3.4. Lagging of Teaching Mode**

Some College English teaching modes are relatively backward. Teachers still adopt the teaching mode of "one class, one class". Teachers teach students texts in accordance with English textbooks, explain knowledge points, and emphasize that students recite English knowledge points and English texts. Students have no chance to analyze English knowledge and English texts in English class, and their thinking ability can not be exercised. In addition, the "cramming" teaching mode of teachers will lead to students' lack of activity and speculative opportunities in English learning, seriously affecting students' analysis of the logical relationship between English sentences and paragraphs, and cultivating students' logical thinking.

### **3.5. Insufficient Learning Motivation**

Some college students lack motivation to learn English. They think that English learning only needs to pass CET-4 or CET-6 and pass the final exam. [2] They lack attention to English learning and do not regard the cultivation of speculative reading ability as the goal of English learning. Under such circumstances, many college students neither actively study English nor actively analyze the logical relationship between reading material paragraphs. Less logical analysis is not conducive to improving the ability of speculative reading. In addition, some college students rely too much on English teachers and are accustomed to passive learning [3]. They conflict with active learning and heuristic teaching, which seriously affects the cultivation of thinking ability.

## **4. Ways to Cultivate College English Simultaneous Reading Ability**

### **4.1. Improve the teaching mode of reading**

In the process of cultivating critical reading ability in College English reading teaching, we should actively improve the teaching mode of reading and adopt the mode conducive to the cultivation of critical reading ability. Therefore, English teachers should strengthen the theoretical research of English reading teaching, rationally choose reading teaching mode under the guidance of scientific theory, and pay attention to students' analysis of reading materials.

The use of heuristic reading teaching can improve students' autonomy in reading teaching, strengthen the scientific guidance of students' reading, enable students to exercise logical thinking on the basis of independent reading, and improve students' speculative reading ability [4]. In addition, College English teachers should also pay attention to students' induction and arrangement of reading materials, so that students can use logical thinking in the process of sorting out reading materials and

improve their critical reading ability.

#### **4.2. Optimizing Classroom Atmosphere**

Good classroom atmosphere can promote the cultivation of students'critical reading ability. Therefore, College English teachers should actively optimize the reading classroom atmosphere. Therefore, English teachers should actively create harmonious, independent and relaxed reading classes for students, encourage students to actively participate in the classroom, actively analyze and think about reading materials, guide students to find problems in reading, and help students solve problems. In addition, English teachers should actively encourage students to ask questions in reading class, cultivate students'habit of positive thinking, strengthen students' logical thinking on vocabulary, theme and structure of reading materials, so that students can form independent opinions, thereby improving students'language expression ability. Reading ability [5].

#### **4.3. Change Reading Methods**

Changing the way of reading is an important way to cultivate critical reading ability. Therefore, College English teachers should actively change students'reading styles. Therefore, English teachers should actively teach students scientific English reading methods [6]. Specifically, English teachers should actively cultivate students'reading and thinking habits, so that students can form positive thinking. At the same time, English teachers should strengthen the encouragement and guidance of college students'reading, cultivate students' critical thinking, so that they can critically look at the problems existing in reading [7]. In addition, English teachers should pay attention to the agility of students'thinking, train students' thinking in reading, and let them learn to think in reading. They think more and analyze more.

### **5. Conclusion**

There is a great demand for innovative talents in society. The cultivation of innovative talents needs to continuously improve students'innovative thinking and speculative thinking [8]. Under such circumstances, College English teaching should attach importance to the cultivation of students'critical reading ability, and actively cultivate students' critical reading ability through reading. The cultivation of critical reading ability has also become an important goal of College English teaching. But at present, there are still some problems in the cultivation of students'critical reading ability, such as the lag of teaching mode, insufficient motivation for learning, and the limitation of class hours, which seriously affect the improvement of students' critical reading ability [9]. In order to solve these problems, colleges and universities actively explore strategies to cultivate critical reading ability of College English [10]. Studying the ways to cultivate college students'critical reading ability can not only improve college students' critical reading ability, but also have far-reaching significance for cultivating innovative English talents. Only in this way can we cultivate talents who really communicate in English and avoid their misunderstandings. Mistakes in future work caused by cultural differences.

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