

Exploration of Teaching Strategies for English Reading of Senior High School From the Perspective of Cross-cultural Communication

Xiao-Qi Wu

Foreign Language Institute of Sichuan Normal University, Chengdu, Sichuan, China

Email:

1870092204@qq.com

Abstract

Under the educational background of globalization, fostering students' cross-cultural communication awareness and abilities is of demand for talent cultivation. And cross-cultural communication is an significant topic in English reading teaching of senior high school. Owing to the current situation of developing cross-cultural communication in English reading teaching, this paper proposes some teaching strategies in terms of teachers and students on how to cultivate students' cross-cultural communication abilities in English reading teaching. For instance, teachers should study the texts thoroughly and explore cross-cultural materials, strengthen the explanation of cultural background knowledge, develop diversified teaching models and methods as well as design cross-cultural situational communication activities. As for students, it's better to establish cross-cultural awareness, read cross-cultural materials as much as possible and enhance the awareness and ability of independent learning.

Keywords

Cross-cultural communication; English reading teaching; Teaching strategies

Cite This Article

Wu X.Q. Exploration of Teaching Strategies for English Reading of Senior High School From the Perspective of Cross-cultural Communication. *Education Theory: Teaching and Learning*. 2023,2(5):35-44. <https://doi.org/10.55571/ettl.2023039>

Copyright

© 2023 by The Authors. Published by Four Dimensions Publishing Group INC. This work is open access and distributed under Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Introduction

Under the educational background of globalization, General Senior High School Curriculum Standards of English(2017 Edition) clearly proposes to develop students' cross-cultural communication skills and enhance their cross-cultural communication abilities, so that students can have an international perspective and observe and understand the world from a cross-cultural perspective. Cross-cultural communication is a vital aspect in teaching of English reading. By learning and understanding different culture, history, and social backgrounds, students can better understand and appreciate the differences between cultures of different countries. Therefore, how to promote students' mastery of cultural knowledge and cultivate their cross-cultural communication abilities in the English reading teaching has become a task that teachers need to constantly explore in practice.

Key Concepts of Cross-cultural Communication

There are many definitions for the connotation of cross-cultural communication. For example, scholar Chen(2019) held that cross-cultural communication can be understood as communication between people with differences in cultural backgrounds. And Wang(2016) believed that cross-cultural communication involves some issues such as cultural differences, cultural unfamiliarity, and cultural psychological exclusion. However, in a broad sense, cross-cultural communication refers to communication activities conducted in different cultural backgrounds. In cross-cultural communication, people need to face the differences in various cultural factors such as language, values, beliefs, habits, etc. Thus, they need to understand and respect each other's culture, and also need to flexibly respond and adapt to different cultural environments. The purpose of cross-cultural communication is to promote understanding and communication between different cultures, avoid cultural conflicts and misunderstandings, and improve the effectiveness and quality of cross-cultural communication. At present, cross-cultural communication plays an extremely important role in teaching, which can improve students' language and cross-cultural ability, and it is beneficial to promote the students' comprehensive quality.

For cross-cultural communication awareness, Hadley(1993) considered that cross-cultural awareness is a sensitive response of communicator to different cultural factors. That is to say, when using a foreign language, speakers must adjust their language output and understanding based on the cultural background of the target listener. According to the viewpoints of scholars both domestically and internationally, cross-cultural communication awareness refers that people have a certain understanding and cognition of the differences between different cultures, and they can understand and respect the values and behavioral patterns of different cultures. More precisely, people not only recognize and respect the differences of different cultures, but also actively seek common ground for better communication and cooperation in interpersonal communication across different cultural backgrounds. Cross-cultural communication awareness involves people's cognition and understanding of their own culture, the culture of others, and cross-cultural communication, as well as their performance and behavior in communication. It is an crucial ability that can help people effectively communicate with people from distinctive countries, avoid conflicts as well as promote mutual understanding and respect.

In addition, there is no accurate definition of cross-cultural communication ability, and many scholars have different classifications of the elements of cross-cultural communication ability. For example, Wang(2016) pointed out that cross-cultural communication ability actually refers to the ability to reasonably figure out some relevant problems in cross-cultural communication. Hu(2013) also pointed out that although different scholars have different definitions and elements of cross-cultural communication ability, some crucial factors are collective such as the ability of the cognition, attitude, and behavior. That is to say, cross-cultural communication ability means the ability that an individual needs to possess when

communicating with others in different cultural backgrounds. It includes understanding, respect, and adaptability to different cultures, as well as the ability to effectively communicate, resolve conflicts, and collaborate. And cross-cultural communication skills are of importance for interpersonal communication and career development in modern society, which can help people better understand and respect people from different cultural backgrounds and establish good interpersonal relationships.

Cross-cultural Communication and English Reading Teaching in Senior High School

The Relationship Between Cross-cultural Communication Ability and Reading Ability

First of all, reading ability is the foundation of cross-cultural communication. Only with a certain level of reading ability can one understand the language, writing, and expression patterns in different cultures, thereby better engaging in cross-cultural communication. The improvement of English reading ability is a key part of enhancing people's language ability as well as cultivating cross-cultural communication ability. Besides, cross-cultural communication is beneficial to help boost reading ability. In the process of cross-cultural communication, people need to understand and respond to different cultural ways of thinking, language expression, and social habits, all of which require extensive reading to achieve. Consequently, cross-cultural communication can stimulate people's interest in reading and assist them to better understand and use language. Overall, reading ability and cross-cultural communication mutually promote each other. In the process of cross-cultural communication, people often need to use written materials for communication so reading ability can also help people to communicate more effectively across cultures. Furthermore, people can learn about the history, cultural background, social systems of different cultures by means of reading, thereby better understanding the differences between different cultures and better adapting and integrating into them.

The Importance of Cross-cultural Communication Awareness and Ability in English Reading Teaching

General Senior High School Curriculum Standards of English(2017 Edition) explicitly stated that students' cross-cultural communication awareness and ability should be cultivated in the general and specific goals. For instance, emphasis should be placed on expanding students' international perspectives and ways of thinking in terms of language proficiency, which is conducive to cross-cultural communication. The definition of cultural awareness also includes students' cross-cultural cognition, attitudes, and behavioral orientations displayed in the era of globalization. According to the new curriculum standards, English teaching highlights the significance of reading teaching in many aspects. The English curriculum is characterized by the integration of instrumentality and humanity. Scholar Jiang(2016) took the attitude that one of the objectives of English teaching is to cultivate students' cross-cultural communication abilities, and English reading teaching is one of the essential forms of English cross-cultural communication. Hence, it is extremely crucial to cultivate students' intercultural communication awareness and ability in English reading teaching, which mainly reflects in the following aspects:

In the first place, it is helpful for students to comprehend languages and ways of thinking in different cultural backgrounds. English, as a globally recognized language, carries information and values from a variety of cultures. By reading English texts from different cultural backgrounds, students can understand and feel the differences and commonalities between different cultures so as to enhance their cross-cultural communication ability and better engaging in cross-cultural communication.

In the second place, cultivating students' cross-cultural awareness is of incredibly importance in English

reading teaching, which is beneficial to recognize the existence of cultural differences for students and guide them to respect and comprehend the perspectives and behavior of different cultures. It is a way to help cultivate students' cross-cultural communication awareness, enhance their cultural confidence and inclusiveness.

In the third place, students are required to improve their own language abilities. By reading and analyzing different contents in English, students are able to learn various language expressions and usage, thereby improving their language abilities. In the meantime, students are also capable of learning how to use appropriate words and expressions in cross-cultural communication to avoid misunderstandings and conflicts caused by cultural differences.

Last but not least, it is conducive for students to enhance their international vision in today's era of globalization for the reason that talents with cross-cultural communication awareness and abilities are prone to be more popular and competitive. And English reading teaching can help students understand things or events on a global scale, broadening their international vision. Meanwhile, cultivating students' global awareness and international literacy lays a good foundation for their future cultural and international exchanges.

The Current Situation of Cultivating Cross-cultural Communication Ability in High School English Reading Teaching

With the publish of the new curriculum standards, the cultivation of cross-cultural communication awareness and ability in English reading teaching has received more attention than before, but some problems still exist in the actual teaching process.

Firstly, cross-cultural materials is insufficient in English reading teaching. In high school English reading teaching, there is relatively little content on cross-cultural elements in the reading materials used by teachers. Yue, Xu & Ding(2020) maintained a idea that although the selected textbooks in high school English reading teaching cover a wide range of fields, there are few reading materials on topics such as geographical environment, historical background, customs of English speaking countries. In some textbooks or teaching resources, the cultural background and social customs involved are relatively single, lacking diverse perspectives and rich cultural content. This situation makes it difficult for students to truly comprehend and feel the differences and diversity between distinctive cultures, which affects the development of their cross-cultural awareness and abilities. Moreover, some textbooks only cover the culture and history of Western countries, without introducing other countries or regions, resulting in students' deficient understanding of other cultures. At the same time, some teachers also lack sufficient cross-cultural materials and teaching resources because the acquisition of cross-cultural materials also requires a certain amount of time and effort, and some teachers may not be able to invest enough time in finding and preparing these materials due to their busy work and teaching tasks. To sum up, these phenomena have an impact on the cultivation of students' cross-cultural communication abilities. Students may lack understanding and cognition of different cultures, making it tough to demonstrate good communicative skills in cross-cultural communication.

What's more, teachers do not have a clear grasp of cross-cultural concepts, which leads to inadequate emphasis on cultivating students' cross-cultural awareness in the teaching process. In English reading teaching, owing to the lack of the relevant knowledge and experience of teachers, their understanding and application of cross-cultural materials are not deep enough in the teaching procedures. As for some teachers, they are unable to integrate cultural background and social customs into reading teaching, resulting in poor teaching effectiveness. In the meantime, some teachers place too much emphasis on teaching the knowledge of the language and reading skills in reading class. However, they do not pay sufficient attention to fostering students' cross-cultural awareness. Influenced by the thinking of exam-oriented education, most teachers often put more emphasis on teaching language knowledge and ignore

the significance of cultural knowledge. And teachers often briefly introduce cultural backgrounds or social customs in their teaching, without delving into the differences and similarities between different cultures, nor guiding students to understand and respect the differences between different cultures. In addition, some teachers pay much attention on students' understanding and reading skills of English articles when evaluating their English reading ability, ignoring students' ability of comprehension and application ability for some cross-cultural materials. It is the situation that affects the cultivation of students' intercultural communication awareness and ability.

In the current teaching of English reading, it should be pointed that some teachers lack diversity and innovation in their teaching designs and methods, which caused a certain impact on the students' train of cross-cultural awareness and abilities. First of all, a single teaching design and method cannot meet the personalized needs of students, making it difficult for them to actively participate in the classroom and lacking interest and enthusiasm for studying cross-cultural materials. Furthermore, it is intensely difficult to guide students to think deeply and explore under traditional teaching methods, which makes their grasp of cross-cultural materials relatively superficial and easily limits their horizons. And students are uneasy to access diverse cultural backgrounds and ways of thinking so that their cross-cultural awareness and ability development can be hindered. Lastly, a single teaching method may not cover the diverse needs of students, nor provide sufficient opportunities and platforms for cross-cultural thinking and communication, so their development and growth will be influenced greatly.

Strategies for Cultivating Cross-cultural Communication Ability in High School English Reading Teaching

Strategies for Teachers

Studying the Texts Thoroughly and Explore Cross-cultural materials

The new curriculum standard clearly states in the teaching suggestions that teachers need to delve into the text and grasp the core content of teaching. In English reading teaching, the first step for teachers is to carefully study and analyze the teaching content or reading text, and explore cross-cultural elements within it. For example, in the new version of FLTRP Senior English compulsory Book 2, Unit 4, Stage and Screen. The theme of this unit belongs to human and society and it involves the artistic forms on stage and screen, which is the content of thematic contexts. And this unit guides students to understand the differences and integration of Chinese and foreign cultures, experience cultural diversity, and appreciate cultural activities by comparing representative stage arts between China and foreign countries, introducing different types of stage performances and television programs. In this unit, the starting out section presents six common cultural and entertainment activities on stage and screen through posters, namely ballet, concerts, Sichuan opera, drama, Spring Festival Gala, and crosstalk, aiming to help students understand common Chinese and foreign cultural and entertainment activities. By learning this part, students are expected to compare representative stage and screen art forms both domestically and internationally, and initially form cross-cultural awareness. And as for the understanding ideas section, this reading text introduces the distinctive characteristics of Chinese Peking Opera and one's own viewing experience of a foreign high school student, highlighting the charm of traditional Chinese art as well as reflecting the differences between foreign opera and Chinese Peking Opera. And students are able to view the differences between Chinese and Western cultures in a dialectical way in order to cultivate their cross-cultural awareness. Therefore, by carefully analyzing the teaching content, teachers can more fully understand the cross-cultural elements in the reading text to design teaching activities and explore other relevant teaching material or resources during lesson preparation.

Apart from thoroughly studying the content of the textbook, teachers should pay attention to using some other methods to excavate teaching resources related to cross-cultural communication, so that the teaching content can be enriched and students' cross-cultural awareness and abilities can be improved. For instance, teachers are competent to introduce some multimedia materials in class such as music, movies, pictures and so on. These materials demonstrate the characteristics and styles of different cultures, allowing students to more intuitively experience cross-cultural differences, enhancing their awareness of cross-cultural communication. Secondly, it is feasible for teachers to utilize cross-cultural resources such as overseas websites, videos, and movies, which aims to help students to know customs and traditions of different countries and cultures and promoting their cross-cultural communication awareness and ability. Moreover, teachers are capable of searching the internet or read textbooks to select reading materials like articles, stories, poems, which contain cross-cultural elements for students to read and broaden their horizon.

Deep exploration of cross-cultural materials is of great significance in high school English reading teaching, which can be manifested in the following aspects. Firstly, students can better understand the similarities and differences between different cultures, thereby cultivating cross-cultural communication awareness and abilities, and improving their cross-cultural communication abilities by means of delving into cross-cultural materials. Secondly, cross-cultural materials typically involve multiple aspects such as different countries, ethnic groups, and languages. Through exposure to these materials, students can not only broaden their horizons but also gain relevant knowledge. Thirdly, cross-cultural materials are of difficulty and involve different cultural and historical backgrounds. During the process of reading these materials, students are capable of improving their reading ability as well as their language ability. Lastly, by delving into cross-cultural materials, students are able to better comprehend their own culture, cultivate a sense of identification and confidence in their own culture, and they are willing to better respect and understand other cultures. In short, it is intensely significant to deeply explore cross-cultural materials in high school English reading teaching.

Strengthen the Explanation of Cultural Background Knowledge

Undoubtedly teachers should focus on explaining the cultural background knowledge behind the reading materials. By explaining cultural background knowledge to students in the classroom, such as relevant history, geography, social and cultural aspects, teachers can guide students to better understand cultural differences. While explaining cultural background knowledge, teachers let students to reflect on the differences between different cultures and encourage them to respect and tolerate different cultures. For example, in the new version of FLTRP Senior English compulsory Book 2, Unit 2, there are many reading texts related to Chinese and foreign festivals, demonstrating literary works related to Christmas, and discussing the changes in the traditional Chinese tradition of eating reunion meals during the Spring Festival that have emerged with the development of the times. Therefore, teachers are expected to appropriately explain the cultural background of these two festivals in the teaching process, introducing the origin and celebration methods of Spring Festival and Christmas. For the Spring Festival, attention should be paid to the importance of traditional Chinese lunar new year and family reunion, and traditional customs such as red envelopes and New Year's Eve dinner can also be mentioned. And for Christmas, it involves Christian birthdays and celebrating ways in Western countries like Christmas trees and gift exchanges. More importantly, teachers need to emphasize the differences between Chinese and Western cultures. Chinese people value family reunion and traditional customs, while Western countries place more emphasis on individual independence and commercialized holiday celebrations. On the contrary, Christian countries have a unique religious nature and the significance of gift exchange, which is different from the traditional exchange of courtesies and family reunion of Chinese people. Consequently, it is vital and conducive for

students to learn some knowledge of different cultural background information and values.

All things considered, emphasizing cultural background knowledge in high school English reading teaching is beneficial to better learn the differences and similarities between different cultures, enhance students' cultural sensitivity and their cross-cultural communication awareness and ability. To be more specific, cultural background knowledge can assist students to know the differences between different cultures, avoiding inappropriate words and actions in communication. By explaining cultural background knowledge, teachers can lead students greatly understand different cultures, thereby enhancing their cultural sensitivity. In addition, understanding cultural background knowledge is conducive to learning the cultural connotations in reading materials for students so as to improve their reading ability in the learning process.

Developing Diversified Teaching Models and Methods

In the past, some traditional teaching methods such as grammar-translation method were unable to attract students' learning interests, as these methods were mostly teacher-centered and overly focused on explaining grammar and vocabulary during the teaching process. Therefore, in current English reading teaching, teachers should adopt diverse teaching models or methods to cultivate students' cross-cultural communication awareness and abilities, such as role-play, group discussion, situational teaching methods, etc. Allowing students to be exposed to different types and backgrounds of reading materials is beneficial to stimulate their learning interest by means of diversified teaching methods.

Take role-play as an example, the use of role-play in reading teaching is full of interest, which specifically refers to allowing students to play characters from different cultural backgrounds. Through simulation and performance, students can understand and experience different cultural ways of thinking and behavior, fostering their cross-cultural communication skills and awareness. Role-play can not only stimulate students' interest in learning, but also promote the cultivation of students' sense of cooperation. Because students' own interest in learning can make them more engaged in teaching and promote teaching efficiency. What's more, role play requires students to cooperate in groups, and students need to cooperate with each other to complete tasks, which is conducive to cultivating students' team spirit and collective consciousness. For example, the teacher chose an article about Mid-Autumn Festival in the reading class. Firstly, the teacher divides the students into small groups and assigns a role to each group, such as Chinese, American, British, etc. Then, the teacher asks students to read articles about Mid-Autumn Festival, and guides students to learn the cultural background and celebration methods of Mid-Autumn Festival in China. Next, the teacher asked each group to discuss the celebration method and cultural background of the Mid-Autumn Festival in their role play, and express their wishes for the Mid-Autumn Festival in their own way. In the process of role-play, teachers guide students to pay attention to the differences and similarities between different cultures and promote cross-cultural communication. And teachers can ask students whether there are festivals similar to Mid-Autumn Festival in their own culture, or how people celebrate similar festivals in different cultures. Through role-play, students can not only have a deep understanding of the cultural background and celebration methods of the Mid-Autumn Festival, but also learn the celebration methods of other cultures to enhance cross-cultural communication awareness and ability.

Design Cross-cultural Situational Communication Activities

In the English reading teaching of high school, carrying out cross-cultural situational communication activities is one of the effective ways to cultivate students' cross-cultural communication awareness and ability. By setting up cultural communication activities in teaching process, students can be exposed to cultural background knowledge from different countries and regions, which helps them understand and

respect different cultures. Besides, students are able to use language in real contexts and improve their language abilities in speaking, reading and so on during cross-cultural communication activities. Moreover, different forms of cross-cultural situational communication activities are beneficial for students to master the backgrounds and characteristics of different cultures, thereby expanding their international perspective, fostering their understanding of the diversity of world cultures and enhancing students' cultural confidence.

Specifically, cross-cultural situational communication activities can be carried out through the following methods in English reading teaching. Firstly, teachers can choose representative cross-cultural themes or scenarios as supplementary teaching materials based on the teaching content and student' interests, such as international tourism and business, etc. This is an effective way for students to comprehend the similarities and differences between different cultures. Moreover, teachers organize group discussions to allow students to discuss cross-cultural issues in the text. Through discussion, students are able to know the differences and commonalities between different cultures and learn how to communicate effectively in cross-cultural contexts. In the end, it is feasible to organize some cultural activities for displaying. Teachers ask students to choose a country or region within a group and show the cultural background, customs, and traditions of that region. Through displaying activities, students gain a deeper understanding of the differences and commonalities between different cultures. After the activity, students can be guided to think about their performance and learning gains in the activity, as well as identify their problems and shortcomings in cross-cultural communication.

Strategies for Students

Establish Cross-cultural awareness

Scholar Jiang Yujing mentioned that establishing cross-cultural awareness is a basic prerequisite for improving students' cross-cultural communication skills in English reading, because only those with high cross-cultural sensitivity can be aware of the existence of cross-cultural phenomena when reading articles, and understand the meaning of the article with an objective and understanding psychology (Jiang, 2016). As a result, building cross-cultural awareness is of great significance for cultivating cross-cultural communication awareness and abilities for students themselves. As with the development of globalization, cross-cultural communication is becoming increasingly frequent, enabling students to better adapt to different cultural environments and integrate into diverse societies. And while understanding the differences and similarities between different cultures, students can also help themselves better understand the world, expand their horizons and ways of thinking. Establishing cross-cultural awareness is beneficial for cross-cultural communication in that students are able to better communicate and interact with people from different backgrounds, and enhance their self-confidence and social skills. Additionally, cross-cultural communication ability is one of the crucial qualities in modern society, which students have a tendency to become more competitive in the job market by possessing cross-cultural communication ability so as to create good job opportunities for themselves in the future.

From the perspective of students, cross-cultural awareness can be established in learning through the following ways. In the first, students should learn about different cultural backgrounds and values through reading. And these reading materials can be obtained through the recommendation of the teacher, or students choose cross-cultural materials which they are grateful for themselves. Reading materials can be described as literary works, news reports, historical stories, etc. from different countries and cultures, which is beneficial for students to experience the ways people think and behave in different cultural backgrounds. Secondly, students are expected to learn and experience different cultures by communicating with people from different cultural backgrounds. If it is possible, students can actively participate in cultural exchange activities organized by schools or community organizations, join international student

exchange projects, and other means to promote cross-cultural exchange. Moreover, students need to reflect on their cultural identity and prejudice. By understanding one's cultural background and values, and attempting to approach and understand different cultural ways of thinking and behavior, they are going to broaden their horizons. And students can also promote cross-cultural communication and understanding by means of learning multiple languages as learning other languages can help students better know the ways of thinking and values of other cultures, while also improving their language and cross-cultural communication abilities.

Reading Cross-cultural Materials as Much as Possible

As for students, reading cross-cultural materials by means of books, newspapers, or online resources is also one of the ways to cultivate their cross-cultural communication awareness and ability. Reading articles or books from different cultural backgrounds allows students to understand different cultures and broaden their horizons. Moreover, cross-cultural reading materials often involve lots of cultural and historical backgrounds, which requires students to have strong reading comprehension abilities. The process of reading and understanding cross-cultural materials is also a process for students to improve their reading comprehension abilities. More importantly, it should be pointed out that students should pay attention to the way of reading. The following are several ways to read cross-cultural works more effectively. Firstly, students would like to understand the relevant cultural and social background, so as to have a deeper understanding of the connotation and significance of the reading materials. At the same time, attention should be paid to learning cultural differences such as the values, customs, beliefs of different cultures in the process of reading. By comparing the similarities and differences between different cultures, students can better comprehend the cultural elements in the texts, and thus have a more comprehensive understanding of the reading materials.

For example, in the reading class, the teacher supplemented the content of the book ,The Catcher in the Rye, which is a representative work of American author J.D. Salinger and tells the story of a lonely and rebellious young man named Holden in American society. Students should first understand the background of the work and the author' s cultural background in the classroom, as well as the cultural characteristics and values of American society. Next, group discussions will be conducted on the main characters and events in the book, analyzing their behaviors and ways of thinking, and attempting to understand the social and family environment in which they live. During the reading process, the teacher offer students guidance to pay attention to cultural differences. For example, Holden' s behavior and thoughts may be seen as impolite or inappropriate in other countries and cultures, but in American culture they are seen as a manifestation of rebellious spirit and independent thinking. Finally, students begin to understand the ways of thinking and values in different cultural backgrounds and to reflect on the impact of their own cultural background and life experience on themselves through learning and group discussion. After class, students need to share their thoughts and feelings through writing or oral expression, so that other students can understand the differences and similarities between different cultures from their own perspective. Through this cross-cultural reading, students gradually understood the differences between different cultures and also increased their understanding of the reading materials.

Enhancing the Awareness and Ability of Independent Learning

Improving students' own independent awareness and ability is the internal driving force for cultivating their cross-cultural communication awareness and ability. Students should actively participate in English reading classes, express their own opinions and viewpoints, communicate and discuss with teachers and classmates in order to improve their reading comprehension and communication skills. What's more,

students are able to choose different cross-cultural materials for reading, such as novels, poems, reports from different countries and regions. Furthermore, students can take advantage of various online resources to search for information and literature related to cross-cultural communication, such as some conversations about cross-cultural communication. And students can participate in cultural exchange activities organized by schools or communities, such as English corners and cultural festivals, to communicate with foreigners, understand different cultures and lifestyles as well as enhance their cross-cultural communication skills. These methods all contribute to the cultivation of cross-cultural communication awareness and abilities while enhancing learners' autonomous learning abilities.

For example, when students read *Jane Eyre*, a foreign literary work, they can have the following learning process. First of all, they independently read the novel and record unfamiliar words and phrases during the reading process. After reading a chapter, it is better to independently access relevant background knowledge, such as the Victorian era British social background, British cultural traditions, etc. Students can access it through channels such as the internet and books. Afterwards, students reflect and analyze the characters and plot in the novel, understand the impact of British culture and social habits on the novel, and form their own understanding and perspectives. In the end, by group or class discussions, they are able to share their own views and understanding and discuss with others, which is an effective way to expand horizons and cultivate cross-cultural communication ability.

Conclusion

From what has been discussed above, it is extremely significant to cultivate students' cross-cultural communication awareness and ability in English reading teaching of senior high school. In the teaching process, teachers should transform the traditional teaching methods and adopt various teaching strategies to foster students' cross-cultural communication abilities. Besides, students themselves should also take some effective measures to enhance cross-cultural awareness. In the era of globalization, the cultivation of cross-cultural communication awareness and ability is an important link in talent cultivation. Reading teaching under English curriculum should make good use of its own subject value, continuously explore ways of cross-cultural education and enhance cultural confidence in teaching practice.

References

1. Ministry of Education of the People's Republic of China. English Curriculum Standards for Senior High Schools (2017 edition, 2020 revision). Beijing: People's Education Press, 2020.
2. Chen, Min. Cultivation of students' cross-cultural communication consciousness in English teaching. *Journal of the Chinese Society of Education*, 2019 (S1): 93-94.
3. Wang, Baoping. English teaching strategies based on the cultivation of cross-cultural communication skills. *Theory and Practice of Education*, 2016, 36 (26): 49-51.
4. Hadley, A. O. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1993.
5. Hu, Wenzhong. How to position cross-cultural communication competence in foreign language teaching. *Foreign Language World*, 2013 (06): 2-8.
6. Jiang, Zhijuan. Analysis of English reading teaching based on the perspective of cross-cultural communication. *Overseas English*, 2016 (16): 57-58.
7. Yue, Xiaoyao, Xu, Ping&Ding, Qian. Strategies on cross-cultural awareness in English Reading Teaching in Senior High school. *Journal of Harbin Vocational and Technical College*, 2020(03):135-139. DOI:10.16145/j.cnki.cn23-1531/z. 2020.03. 043.