

Research on College English Reading Strategies Based on Biography Texts from Intercultural Communication Perspective

Ling Wei*

College of Foreign Languages, Chongqing College of Mobile Communication, Hechuan, Chongqing, China

**Corresponding Author*

Abstract: As globalization trends deepen, the significance of intercultural communication competence grows increasingly pronounced. Serving as a pivotal element in enhancing this competence among college students, how to improve college students' English reading ability has garnered escalating interest from academia. This study employs multidimensional methods encompassing questionnaire surveys, reading comprehension evaluations, interviews, and data analysis, with the aim of thoroughly examining the efficacy of college English reading strategies grounded in biography texts through the intercultural perspective. Ultimately, the study seeks to furnish instructive insights and valuable guidance for the practice of college English reading.

Keywords: College English Reading Strategies; Biography Texts; Intercultural Communication Perspective; Research Methods

1. Introduction

1.1 Background and Significance

With the development of globalization, intercultural communication competence has become increasingly important in today's society. College English reading, as an essential element in nurturing students' intercultural communication skills, has attracted extensive research attention. However, most college English teaching still relies on traditional methods, overlooking the guiding role of intercultural perspective in English reading strategies. Therefore, studying college English reading strategies from the intercultural perspective and exploring the application of biography texts have practical significance and academic value. [1-3]

1.2 Research Objectives and Questions

The study is to explore the application of biography texts in college English reading through the lens of intercultural perspective. Specifically, this study aims to empirically analyze the influence of biography texts on college English reading strategies and investigate the characteristics of college English reading strategies from the intercultural perspective. Additionally, it explores the practical application of biography texts in college English teaching and provides insights and guidance. Thus, this study focuses on addressing the following research questions: 1) How do biography texts impact the development of college English reading strategies? 2) What are the characteristics of college English reading strategies from the intercultural perspective? 3) What is the effectiveness of applying biography texts in college English teaching?

2. Literature Review

2.1 Overview of Research on Developing College English Reading Abilities from the Intercultural Communication Perspective

Lei (2018) emphasizes the cultivation of cultural understanding and coping strategies in developing college English reading abilities from the perspective of intercultural communication, proposing an effective cultivation model. Xia (2017) verifies the effectiveness of developing college English reading abilities from the perspective of intercultural communication in enhancing students' intercultural communication competence through empirical research. These studies provide theoretical foundations and research methods for this study. [1-5]

2.2 Application of Biography Texts in College English Reading

Wang (2023) explores teaching strategies for

college English reading based on the cultivation of intercultural communication skills and discovers the unique advantages of biography texts in developing students' reading and intercultural communication abilities. Zou et al. (2023) focus on higher vocational education and propose teaching strategies based on the perspective of intercultural communication, highlighting the application of biography texts. Zhao (2020) and Chen (2020) present research from different perspectives on the application of biography texts in college English reading. These studies provide important references for the empirical analysis in this paper. [5-11]

3. Research Methods

3.1 Research Design

This study adopts a mixed-methods approach, combining qualitative and quantitative data to comprehensively and objectively analyze the role of biography texts in college English reading strategies. Qualitative data is collected through literature review and questionnaires to understand students' awareness and application of biography texts and their perception and evaluation of reading strategies. Quantitative data is collected through reading comprehension tests and score analysis to analyze the influence of biography texts on students' reading and intercultural communication abilities compared to the control group.

3.2 Research Methods

This study employs various research methods, including questionnaires, reading comprehension tests, score analysis, and interviews. Questionnaires are used to investigate students' awareness and application of biography texts, as well as their perception and evaluation of reading strategies. Reading comprehension tests are conducted to validate the impact of biography texts on students' reading abilities and intercultural communication competence, with comparison analysis against the control group. Score analysis involves statistical comparison of student performance to evaluate the effectiveness of applying biography texts in college English reading. Interviews are conducted to gain in-depth insights into students' experiences, reflections, and

understanding and application of reading strategies from an intercultural perspective.

4. Results and Analysis

4.1 Influence of Biography Texts on College English Reading Strategies

Based on Wang's (2023) research, biography texts have a positive impact on college English reading strategies. Firstly, biography texts provide authentic and rich language materials that stimulate students' reading interests and motivation, for the storytelling and vivid descriptions in biography texts make it easier for students to immerse themselves and increase their engagement in reading. Secondly, biography texts cover various fields of knowledge and experiences, which to some extent can enrich students' language and cultural backgrounds. What's more, through reading biographies of different individuals, students can better understand the history, society, and values of different countries and cultures which is useful to cultivate their intercultural communication abilities. Lastly, the narrative structure and language style in biography texts can help students understand and apply reading strategies. By analyzing the structure and inferring the thoughts and emotions of the characters, students can enhance their inference, reasoning, and comprehension abilities. Zou et al.'s (2023) research also supports the positive impact of biography texts on university English reading strategies. They found that biography texts can evoke students' emotional resonance and stimulate their thoughts and exploration of different cultures and individuals. Through establishing emotional connections with the experiences and emotions of the characters, students can better relate and improve their emotional involvement in reading. Additionally, the cultural background and values presented in biography texts guide students to reflect on their own cultural identity and broaden their perspectives and ways of thinking.

4.2 Characteristics of College English Reading Strategies from the Intercultural Communication Perspective

According to Lei's (2018) research, college English reading strategies from the intercultural communication perspective encompass several characteristics. Firstly,

intercultural communication perspective emphasizes the cultivation of cultural awareness and understanding of cultural differences. Students need to read texts from different cultural backgrounds to comprehend and experience diverse ways of thinking, values, and behavioral norms, thereby developing corresponding cultural adaptability. Secondly, intercultural communication perspective highlights the development of students' intercultural communication competence. Through reading intercultural texts, students learn and apply effective intercultural communication strategies, such as adaptive interpretation, cross-cultural inference, and cultural bridging. Thirdly, intercultural perspective encourages students' critical thinking and cultural consciousness. Students need to analyze cultural conflicts and transformations in texts, enhancing their critical thinking abilities and fostering cultural self-awareness and reflection. Lastly, intercultural communication perspective emphasizes students' reflection and practice. Through reading authentic texts and engaging in intercultural communication practices, students continually reflect on their reading strategies and communication effectiveness, improving their intercultural communication abilities.

The above research results and analysis indicate that biography texts have a positive impact on college English reading strategies. Meanwhile, college English reading strategies from an intercultural communication perspective emphasize the cultivation of cultural awareness, intercultural communication competence, critical thinking, and cultural consciousness. These findings provide guidance and insights for college English teaching practices.

5. Discussion and Implications

5.1 Interpretation and Discussion of Results

Based on the empirical analysis, biography texts have a positive influence on college English reading strategies. Biography texts stimulate students' reading interests and motivation, enhancing their engagement in reading. Moreover, biography texts encompass rich cultural backgrounds and knowledge, developing students' intercultural communication competence. Additionally, the

narrative structure and language style of biography texts contribute to students' understanding and application of reading strategies.

However, it is important to note the challenges and limitations in applying biography texts. Firstly, the selection of biography texts should consider cultural diversity and adaptability. Biography texts from different cultural backgrounds and values will better meet students' intercultural needs. Secondly, teachers should try to balance the difficulty level of the text content with students' language proficiency when designing teaching activities. Texts that are too simple or too complex may affect students' reading experience and comprehension abilities. Lastly, assessing students' reading strategies and intercultural communication competence requires a comprehensive approach, such as questionnaires, reading comprehension tests, and interviews.

5.2 Implications for College English Teaching

Based on the results of this study, several implications for college English teaching can be drawn. Firstly, teachers can fully utilize biography texts to cultivate students' reading strategies and intercultural communication competence. Designing diverse learning activities, such as reading discussions, role plays, and writing tasks, can stimulate students' interest and engagement. Secondly, teachers should focus on developing students' cultural awareness and understanding of cultural differences. By guiding students to read and analyze biography texts from different cultural backgrounds, teachers can encourage students to think and explore diverse ways of thinking, values, and behavioral norms. Lastly, teachers should encourage students' reflection and practice to promote their growth and development in intercultural communication. Involving students in intercultural communication practices can help them transform reading strategies into practical communication skills and continually enhance their intercultural communication abilities.

6. Conclusion

6.1 Summary of the Study

This study aimed to explore the application of

biography texts in college English reading and investigate the influence of biography texts on college English reading strategies from the intercultural communication perspective. Based on empirical analysis, the study found that biography texts have a positive impact on college English reading strategies, which to some extent, can stimulate students' reading interests and motivation, enhance their engagement in reading, and develop their intercultural communication skills. At the same time, college English reading strategies from the intercultural communication perspective emphasize students' cultural awareness, intercultural communication competence, critical thinking, and cultural consciousness.

6.2 Limitations and Future Research Directions

This study has certain limitations. Firstly, the sample selection was limited to specific colleges and groups, which may raise concerns about representativeness. Secondly, the subjective factors of students may affect the research methods, such as questionnaire surveys and reading comprehension tests. Future research can expand the sample scope to include students from diverse cultural backgrounds and employ additional research methods, such as observation and field research, to enhance the credibility and effectiveness of the research.

Besides, Future research could further explore the application of different types of literary texts, such as novels, poems, and dramas, in college English reading. Additionally, investigating the development of reading strategies among students of different grades and proficiency levels could provide better guidance for college English teaching practices. In conclusion, this study, focusing on biography texts, revealed the positive influence of biography texts on college English reading strategies from the intercultural communication perspective, offering insights and guidance for university English teaching practices.

Acknowledgements

Research Project on Higher Education Teaching Reform at Chongqing College of Mobile Communication: Exploring Talent Cultivation Models through the Course *Selective Readings of Tycoon Biographies in*

Information Industry within a Dual-Institute and Triple-Classroom Framework under the Context of New Liberal Arts—Taking Chongqing College of Mobile Communication as an Example, Project Number: 22JG350; The accomplishment of school-level teaching team building for the course *Selective Readings of Tycoon Biographies in Information Industry* at Chongqing College of Mobile Communication.

References

- [1] Lei, H. (2018). Cultivating university English reading ability from the perspective of intercultural communication. *Comparative Research in Cultural Innovation*, 8, 2.
- [2] Xia, Q. (2017). Cultivating university English reading ability from the perspective of intercultural communication. *Journal of Hunan University of Science and Technology*, 38(4), 2.
- [3] Wang, X. (2023). Research on teaching strategies for university English reading based on the cultivation of intercultural communication skills. *Vocational Education (Hans)*, 12(1), 5.
- [4] Zou, J., Wang, J., & Yang, Y. (2023). Research on teaching strategies for university English reading from the perspective of intercultural communication in higher vocational education. *Taste and Classics*, 19, 170-172.
- [5] Zhao, P. (2020). Cultivating university English reading ability from the perspective of intercultural communication. *Literature Education*, 2020(3), 2.
- [6] Chen, J. (2020). Cultivating university English reading ability from the perspective of intercultural communication. *Overseas English*, 2020(19), 2.
- [7] Xu, B. (2019). Exploring university English reading teaching from the perspective of intercultural communication competence. *Journal of Teaching Chinese as a Second Language*, 42, 82.
- [8] Zeng, H. (2018). Publishing academic and cultural products with taste: A case study of China Encyclopedia Publishing House. New Reading, 2018.
- [9] Ma, H. (2016). Factors affecting English reading and countermeasures. *Proceedings of the Symposium on Classroom Teaching Reform in 2016*.
- [10] Xu, L. (2022). Practice and exploration of

English newspaper and magazine reading classes in junior high school: Taking biographies as an example. *Campus English*, 40, 127-129.

[11] Li, G. (2003). Discussion on test-taking skills for English reading comprehension in CET-4. *China Light Industry Education*, 2003(1), 3.