

The Acquisition of Culture Loaded Words and the Cultivation of Students' Intercultural Communication Ability

Ling Xiao

Guangzhou College of Technology and Business, Guangzhou, 510800, China

Keywords: Intercultural communication, Culture loaded vocabulary, College english vocabulary teaching

Abstract: The cultivation of cross-cultural communication ability requires students not only to understand foreign cultural knowledge, but also to be familiar with domestic cultural knowledge. The culture loaded vocabulary produced by cultural differences is an important part of English teaching. Students' lack of understanding and mastery of culture loaded vocabulary is the main reason for the failure of cross-cultural communication. Therefore, in College English vocabulary teaching, we should take the cultivation of cross-cultural communication ability as the teaching goal, pay full attention to the teaching of culture loaded words, at the same time, we should enrich the ways of students' cultural learning, accumulate rich culture loaded words, so as to improve students' cross-cultural communication ability.

1. Introduction

As a tool and means of social communication, language itself is a part of culture, which has the function of cultural image and cultural heritage. Any language embodies the national customs, cultural customs, historical evolution and development, and also contains the National Outlook on life, lifestyle and spiritual world. Therefore, language can not exist without culture, nor can it be separated from the practices and beliefs inherited by society. Vocabulary, as the building material of language, is essential for communication. Vocabulary, also known as “vocabulary”, is the summary of all words and fixed phrases in a language. Wilkins (1976), a famous linguist, once said: without grammar, we can express little, and without vocabulary, we can express nothing. However, when people with different cultural backgrounds communicate with each other, they often fail to understand the social and cultural factors closely related to the use of vocabulary. The cultural factors in language communication are mainly embodied in the culture loaded words at the lexical level. On the one hand, different metaphors are used for the same reference, which is easy to cause misunderstanding or wrong decoding among different cultures; on the other hand, different cultures have completely different references or lack of cultural connotation, that is, there are some things or concepts in a certain culture that are completely not possessed by other cultures and thus cannot be understood. These two aspects, especially the second one, have become the biggest obstacle in cross-cultural communication.

In 2004, the Higher Education Department of the Ministry of Education issued the College English curriculum teaching requirements, which pointed out that “the teaching goal of College English is to cultivate students' comprehensive application ability of English, especially listening and speaking ability, so that they can effectively communicate in English in future study, work and social communication, at the same time, enhance their independent learning ability, improve their comprehensive cultural quality, so as to adapt to our society Meeting the needs of development and international exchange “. As a universal language in the world, English is an important communication tool for multi-cultural coexistence and understanding. With the increasing international cooperation and exchange in China, there is an urgent need for international talents with both skilled professional skills and cross-cultural capabilities. In foreign exchange, it is very important to use English and Chinese culture loaded vocabulary properly. Therefore, College English teaching should pay full attention to the cultural information loaded by vocabulary, guide the practical teaching of vocabulary with the theory of cross-cultural communication, so as to improve the students' cross-cultural communication ability, lay the foundation for training applied talents, promoting international communication and social development^[1].

2. The Definition of Culture Loaded Words

Vocabulary teaching includes the teaching of sound, form and meaning of words, especially the teaching of vocabulary meaning. Incorrect understanding of lexical meaning often leads to the failure of intercultural communication. According to Geoffrey Leech (1981), a famous linguist in England, the cultural meaning of words is easy to be misunderstood. Because from the perspective of social function of language, cultural differences are most prominent on the lexical level. Compared with the conceptual meaning of a word (usually the definition of the word in the dictionary), the cultural meaning of a word is the meaning attached to the conceptual meaning of a word item, including the meaning related to national cultural factors such as connotation, style, emotion, association, etc. Cultural meaning is the subjective evaluation of an object (language or non language) by a certain cultural group. If the evaluation of two cultural groups is different, it will cause interference and affect normal communication. Vocabulary, as a medium to convey information or express ideas between people, is endowed with a unique national cultural color, with a strong nationality and strong contemporaneity. Culture loaded words are those words that are attached to the conceptual meaning and reflect the rich cultural connotation of a nation.

Culture loaded words, also known as cultural vacancy words or cultural connotation words, are different from general words. Culture loaded words can most directly and sensitively reflect the cultural characteristics of a nation in a national vocabulary system, and are the mirror image of national culture. Linguists define culture loaded words from different perspectives. Newmark (1998): it is believed that culture loaded words can be single words or fixed phrases, which are used by a specific society to express its unique way of life. Hu Wenzhong (1988) pointed out that culture loaded words refer to words within a specific cultural range, which is a direct or indirect reflection of national culture in language vocabulary. Generally speaking, culture loaded words refer to those words, phrases and idioms that mark the unique things in a certain culture. These words reflect the unique ways of activities that a specific nation has accumulated gradually in the long historical process, different from other nations, and carry important national culture information^[2].

3. The Acquisition of Culture Loaded Words and the Cultivation of Students' Intercultural Communication Ability

3.1 Taking the Cultivation of Intercultural Communication Ability as the Teaching Goal, We Should Pay Full Attention to Culture Loaded Words

The ultimate goal of College English Teaching in China is to cultivate talents with cross-cultural communication ability, which is in line with international standards. The American Education Council conducted a three-year (2004-2007) field survey on the training plans and specific implementation strategies of six universities in the United States to train international talents. It was found that almost all the schools in the study emphasized the improvement and enhancement of cross-cultural exchange knowledge as the primary evaluation index. Therefore, our teaching should not only teach language knowledge, but also pay attention to culture teaching, especially the teaching of culture loaded words in College English vocabulary teaching, and strengthen the cultivation of students' cultural awareness. The survey shows that students have a better command of western culture vocabulary than Chinese culture vocabulary, which has something to do with our teaching. Nowadays, College English teaching materials are mainly selected from original British and American newspapers, magazines, books, or a small number of adaptations, in which a large number of Western cultural knowledge and vocabulary are retained, which are frequently involved by teachers in classroom teaching. With the integration of the world economy, words full of "foreign flavor" are everywhere in our life. From French fries, hamburgers to Thanksgiving and mother's day, it can be said that our students may be more proficient in using western culture vocabulary, but do not know how to express Chinese culture in English.

In fact, the connotation of intercultural communicative competence is very rich. To have intercultural competence, we should not only understand other countries' cultural knowledge, but also attach importance to and be familiar with our own cultural knowledge. As the cornerstone of College English teaching, vocabulary teaching is naturally inseparable from culture. Students are often influenced by language transfer, and the Chinese vocabulary corresponds to English vocabulary, resulting in the misuse of words, affecting cross-cultural communication. This requires that teachers should make great efforts to excavate the cultural vocabulary in teaching materials, pay attention to the learning of Chinese and Western cultural background knowledge in teaching, and pay attention to the introduction and comparison of cultural loaded words, which should not be ignored. In particular, teachers should cultivate students' cultural sensitivity and cross-cultural awareness, so that students realize that something unique to one culture does not necessarily exist in another culture. Even words with the same literal meaning can cause different associative meanings^[3].

3.2 Enriching the Ways of Cultural Learning and Accumulating Culture Loaded Words

Based on the survey of students' attitude towards cultural learning, we know that students themselves attach great importance to the learning of their own cultural knowledge, and are very willing to learn how to express Chinese culture in English, but they often suffer from the difficulty in obtaining materials to introduce Chinese culture in English, and over rely on mother tongue transfer strategies (students may also be aware of the existence of cultural differences). Today, with the highly developed information technology, there are many ways to acquire knowledge. However, various kinds of materials are different from each other, so it is difficult for students to distinguish their advantages and disadvantages. Therefore, College English teachers should not only use textbooks in classroom teaching, but also recommend high-quality newspapers, books and learning websites to students for extracurricular learning . Newspapers and magazines suitable for college students to read and to understand Chinese culture include China Daily, 21st century, English world, etc. Websites that facilitate students' self-study and help them understand western culture are as follows:

OneStopEnglish	http://www.onestopenglish.com/	;ManyThings.org
http://www.manythings.org/	;The Internet TESL Journal	– Conversation
Questions http://iteslj.org/questions/	;BBC/British Council	– Teaching

Englishhttp://www.teachingenglish.org.uk/ etal^[4-6].

4. Conclusion

Through cultural learning in and out of the classroom, we can gradually accumulate English and Chinese culture loaded words, so as to improve students' intercultural communication ability. Some studies have proved that the acquisition of a foreign language and culture is mutually reinforcing with the acquisition of mother tongue and culture, and the understanding of mother tongue and culture is conducive to foreign language acquisition. Learners should focus on developing their cultural self-awareness potential. At the same time, College English teachers should make full use of modern teaching equipment, such as multimedia equipment and Internet, to create a real language learning environment for students. Or use learning software, video materials, etc. to more intuitively show the content of culture, and arrange students to read some newspapers and literature books after class. Culture teaching should run through vocabulary teaching and form a systematic vocabulary teaching mode.

References

- [1] Li Yunling. *A study on the correlation between cross-cultural sensitivity and cultural loaded vocabulary acquisition [D]*. Heilongjiang: Northeast Forestry University, 2017.
- [2] Li Tingting. *A study on the correlation between high school students' cross-cultural sensitivity and English culture loaded vocabulary acquisition [D]*. Jiangsu: Yangzhou University, 2017.
- [3] Zhang Xiaoyan. *A study of implicit cultural words in TCFL [D]*. Zhejiang: Zhejiang Normal University, 2013.
- [4] Zeng Weiyang. *A survey of teaching Chinese as a foreign language in the middle and advanced stage [D]*. Chongqing: Southwest University, 2011.
- [5] Liu Yingxu, Gong Yingxue, Zhou Shuang. *A study on the translation of Chinese dishes under the theory of Intercultural Communication [J]*. *Science and technology information*, vol. 15, no. 4, pp. 218-219, 2017.
- [6] Cao Xiaoqin, Lu Yangyang, Liu Hanyu. *The cultivation of intercultural communication ability based on the acquisition of culture loaded words: a case study of tourism English curriculum [J]*. *A comparative study of cultural innovation*, vol. 2, no. 9, pp. 178180, 2018.