

# *Research on English Culture Introduction Teaching from the Perspective of Applied Linguistics*

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**Abstract:** How to import English culture into classroom English teaching is a problem that current English teaching workers should think about. At present, there are many problems in English teaching in China. On the one hand, the English localization is serious and it fails to show the unique charm of English. On the other hand, English teaching methods are not correct, making English learning a heavy burden for students. Faced with the above situation, the teaching model of English culture into classroom teaching came into being. Learning a language first needs to understand the characteristics of language and culture. The purpose of English learning is communication and application. Therefore, it is of practical significance to introduce English culture into teaching.

## **1. Introduction**

With the rapid development of modern society and economy, the trend of world economic integration is accelerating. As a universal language, English is playing a more important role. Therefore, different levels of schools will focus on English teaching, the purpose is to allow students to master solid English knowledge and basic communication skills, so as to improve the overall competitiveness of students. As a language subject, English is a blend of instrumental and informative courses. Therefore, students should be able to grasp the cultural connotation behind the tool when taking into account the role of their tools. And for language teaching, if you do not understand the customs of the language and the language and the knowledge of historical national conditions at all, it is impossible to master the connotation of the language, let alone communicate and apply. Language is formed and developed under certain historical conditions, implicating the cultural phenomena of nations and nations in different periods. Therefore, the study of the introduction of culture in English teaching has important practical significance for improving the effectiveness of English teaching.

## 2. Introduction to Applied Linguistics and Cultural Introduction to Teaching

### 2.1 Applied Linguistics Overview

The concept of applied linguistics was first proposed by the Polish linguist Bodun de Kurdene in 1980. Applied linguistics is an academic proposition between the description of human language theory and the practice of language teaching. In general, the application of linguistics is divided into two broad senses and narrow senses. Generalized applied linguistics is also the use of linguistic theoretical knowledge to solve problems in other fields. The narrow sense of applied linguistics specifically refers to language teaching, especially foreign language teaching or second language teaching.

### 2.2 Introduction to Culture Introduction Teaching

The American applied linguist Sapir once said: "Language has an environment. It cannot exist without being separated from culture. It cannot be separated from the traditions and beliefs inherited by society. " Similarly, people must learn English from the origin of English and even universally applied. The country's cultural soil cannot simply learn this language without considering the cultural environment in which it is rooted. Therefore, according to the application of linguistics, the introduction of culture into teaching is the main method of teaching English. Teachers need to apply the culture into the classroom teaching. Under the perspective of applied linguistics, the introduction of culture into teaching means that teachers need to guide students to combine language learning with cultural backgrounds, and actively learn the culture, history, customs and lifestyle of English language countries based on the basic knowledge of language. A relatively stable operational teaching that continuously enhances its comprehensive ability in English learning.

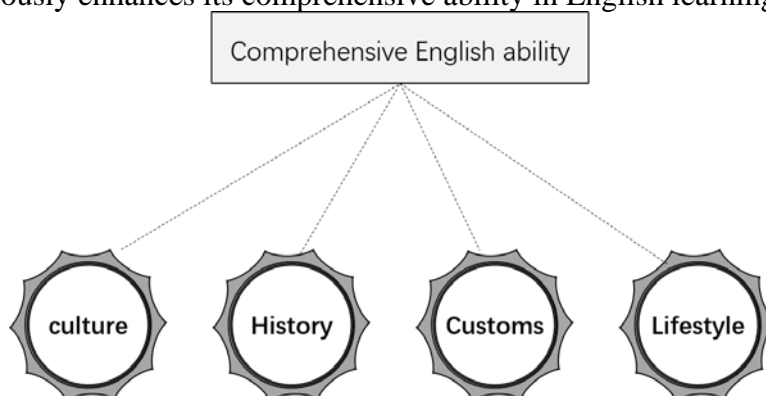


Fig. 1 English comprehensive ability built on understanding English culture

## 3. The current situation of English teaching in China

Under the current education system in our country, many students are not interested in learning English. There is even a joke: "Failed in English, I prove that I am patriotic." Obviously, blindly instilling knowledge without cultivating interest will only arouse the student's disgust. When students cannot achieve the desired results in the English language, they will find out a variety of reasons and pretexts to justify themselves. The result is ten years of learning, the understanding of English is still only a few words. If you think about it, isn't there a lot of people with very poor English who can often say a word or two in English? Think about it again, you must be familiar with a few sentences of English, and yes, that is the line in American movies. A person who knows almost nothing about English grammar and has little vocabulary remembers only the lines in the movie. The reason for this

must be understood by everyone. The cultural connotation of English is not as profound as in Chinese, and the culture carried by English is so attractive. For example, Hollywood movies have provided so many convenient conditions to English teachers who do not know how to use them. They only know how to read and write. Reading, back-writing, and writing, the result is that learning English is just to deal with the exam. Teaching methods that differ greatly from educational intentions should not continue, but should begin to change now, otherwise it is a waste of time.

#### **4. Analysis of the specific influence of the introduction of English culture on the perspective of applied linguistics**

As mentioned above, the combination of applied linguistics and cultural introduction has an important influence on English teaching. Then, the specific performance in several aspects will be summarized as follows.

##### **4.1 Influence of Cultural Import on Listening in English Teaching**

In the learning process of English, listening is the most important part of the hearing. Because of the comprehension problems caused by hearing, it is the main obstacle for many students when they study English. Because of this, the improvement of hearing is more urgent. In fact, this is also caused by the different environment between the non-native language and the mother tongue. Due to the qualitative thinking of the mother tongue, many students use the inherent learning mode to try to interpret the meaning of English in the process of English listening. This model will lead to learning. There are more obstacles and misunderstandings in the process. For example, the phrase "under the weather" is actually a common saying in English. It is often used to indicate the body. If you don't understand it, students can easily combine it with the weather, and you cannot correctly understand the meaning of the English sentence. E.g:

W: Sorry, I'm afraid I can't go shopping with you tomorrow.

M: Why?

M: Oh, I've been under the weather today.

In the above dialogue, there is no new word for students. Even so, most students still cannot get a positive solution. In this set of conversations, the meaning of the word Weather is the weather, and the word under the weather is an expression of colloquialism. In countries of the English language, people often use it to express physical discomfort. If you do not understand this cultural background, students will easily understand why it is the weather.

##### **4.2 Influence of Cultural Introduction on Oral English Teaching**

Different languages have certain differences in their vocalization styles. Chinese and English, one of which is a pictograph and one of which belongs to the Latin alphabet, belongs to two large language systems. The difference in vocalization methods is particularly evident. In addition to the vocalization methods, the differences in grammar also lead to certain obstacles in the oral communication between the Chinese people in English. For example, the sentence "there is a box on the table", if translated into English according to the Chinese grammar, it becomes "On the table has a box". Foreigners may understand it, but they will find it strange that the correct translation should be There is a box on the table. In addition, there will be taboos that some people do not understand because of cultural differences. For example, when a countryman sees the first side of a foreigner, he asks, "Hello, have you had your meal? Some dissatisfaction. For the Chinese, it's normal to meet and ask, "You haven't eaten," but it is different for foreigners. In their eyes, eating without food is a matter of personal privacy and should not be mentioned in public. There is no need to tell others that they

have not eaten themselves. "After being out of the mouth", using spoken language indiscriminately when you don't know the national culture of an English-speaking country may cause a joke, and may even leave people unattended. Therefore, when teaching oral English, the introduction of culture is very important. Only if you are familiar with the culture of English-speaking countries can students be able to target and know what to say.

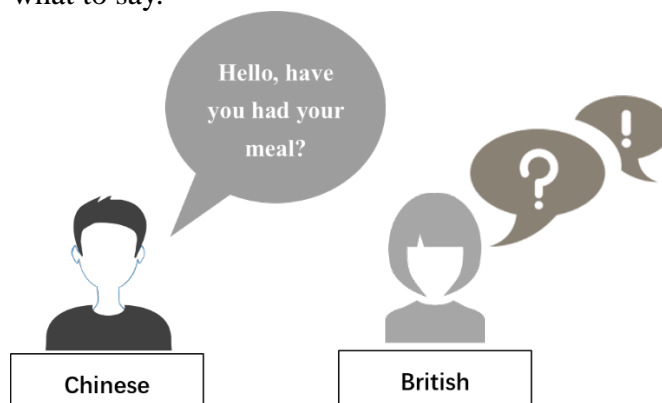


Fig.2 Differences between spoken English and spoken Chinese

### 4.3 Cultural Introduction in English Reading

For English reading comprehension teaching, cultural introduction also plays an important role. Through the reading of teaching students to understand the rich cultural information, at this stage our country's choice of teaching materials covers a wide range, many articles have introduced the English culture history and development background, especially a variety of literary works for the introduction of English culture to provide a wealth of fresh Live material. Teachers should grasp the characteristics and advantages of the teaching materials and conduct cultural introduction in the classroom in due course. For example, the English drama Box and Cox speaks of Boxer and Cox in the same house during the day and night. As the influence of the TV series, Box and Cox become the English saying, indicating that the two sides take turns or alternately. In the process of reading teaching, on the one hand, teachers should help students understand the subject of the article, learn the basic knowledge of materials, and improve their language skills. On the other hand, they should encourage students to tap cultural information in materials so that they can improve their language skills. English cultural background, expand your vision. For example, the English name is the first name and the last name is the latter. In English, the woman's name is used after the husband's surname. Some nicknames are also different from the original word (David calls it Dave); the title is generally Mr/Mrs. /Ms/Miss+ The surname or name of the name; Except Dr/Prof/Captain, etc. that represent a small number of career titles, other occupations generally do not need titles; relatives and friends generally call their names. When reading English articles, it is necessary to combine cultural understanding. Teachers must not only allow students to understand the meaning and subject matter of the article when they teach, but more importantly, they should give students in-depth explanations based on the culture mentioned in the article, including the writing of articles. The background, the language usage of the text, etc., can not only help students understand the content of the article faster and better, but also improve students' interest in English.

### 4.4 Influence of Cultural Introduction on English Writing Teaching

Both the new curriculum requirements and the English syllabus have put forward certain requirements for English writing. For example, in the process of writing, students not only need to firmly grasp various phrases and grammars, but also have some common and agreed-upon

English-speaking countries. The types and methods of expression are well-understood, ensuring that the articles they write are consistent with the lifestyle and grammar. For example, because Chinese people do not understand the various daily habits and expressions in English-speaking countries and the influence of Chinese history and culture, many students will use Chinese thinking to write in English and create English models with Chinese characteristics. Common is "good good study, day day up", that is, our common good study, every day, for these words, the British usually do not know what to do. This phenomenon is very common for English learners in our country. It is precisely because of this that the majority of English teachers must pay attention to the introduction of the American and English system in the classroom and extracurricular teaching, and continue to expand their knowledge horizons so as to achieve an increase. The purpose of cultural accumulation.

#### **4.5 Influence of Cultural Introduction on English Translation Teaching**

Cultural introduction is the highest stage of English learning, which requires users to have a thorough understanding of the humanities in English and Chinese. A person who can become a translator, his English application level can be said to have reached the highest level among his peers. He needs to be proficient in English vocabulary, grammar and language habits, and be able to freely switch between Chinese and English. If someone thinks that translation is simply a translation of a word or a word in English, he can try to translate the phrase "look out". A word or a word is translated as "look outside", but in fact the phrase means "Careful"; For example, you do not say It looks like you are saying "You don't want to say," but in fact it means "Yes is"; Translate When it comes to swimming I beat him by miles Is it translated as "When I went to swim, I beat him a few meters away?" In fact its correct meaning should be "Speaking of swimming, I am much stronger than him." The corresponding culture of each language system is not the same. If you do not consider the cultural connotations of English-speaking countries and do not understand the language expressions of English-speaking countries in English translation, you will make the translated words inconspicuous. Unknown inside. Therefore, to strengthen the study and understanding of the culture of the English-speaking countries and to accumulate more knowledge of the language styles of the English-speaking people, the translation can be handy.

#### **4.6 Cultural Introduction in Vocabulary Learning**

For the simple mastery of greetings, teachers need to focus on introducing and supplementing the cultural and historical background knowledge associated with them, and if necessary, comparing the Chinese culture. This will not only allow students to know the surface meaning of words but also understand their culture. Connotation. For example, in comparison with Chinese, there are few family appellations in English, and one cousin covers several kinds of relatives such as "doctor/cousin and cousin/cousin"; the word "peasant" is a unified concept in Chinese (refers to "The agricultural laborers", in English, are represented by farmer and peasant according to their economic conditions and cultural and educational differences. The differences in the above-mentioned vocabulary refer to the different concepts and social conventions of Chinese and Western peoples in interpersonal relationships. Through different interpretations of the same word, one can see the different attitudes and customs of the two Chinese and English peoples. Regarding "please" in Chinese, most Chinese people think that "please" in Chinese is equivalent to "please" in English, but it is not appropriate to use "please" on certain occasions in English-speaking countries. When I get on the bus, I don't say "please" but say "After you". When I ask people to eat, drink, or smoke at the dinner table, I generally use "Help yourself" in English instead of "please". These are the influence of customs and other factors, not the structure of the language itself.

## 5. Summary

From the perspective of linguistics, it has become an important issue for English educators in China to explore the measures for the introduction of English culture into teaching. The English curriculum standard states that: To broaden students' cultural vision, they must develop their awareness and ability in cross-cultural communication. To achieve cross-cultural communication, one must first understand its language-related cultural background. Therefore, English teachers should introduce culture and education in English listening, speaking, reading and writing, and cultivate students' ability to understand English cultural connotations.

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