

Research on the Influencing Factors and Countermeasures of College English Teaching Effect Based on Cultural Carrier

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Abstract: In traditional college English teaching, teachers are the main body, while students are often in a passive position. This teaching mode is the most common, but it has great disadvantages, which greatly reduces students' learning enthusiasm, low classroom efficiency and difficult teaching quality standards. Language is the carrier of spreading culture and the means of preserving culture, reflecting a nation's characteristics and way of life and thinking. Language and culture influence and depend on each other. Based on the perspective of cultural carrier, this paper takes the factors that restrict the effect of college English teaching as the starting point, and probes into the concrete countermeasures to enhance the effect of college English teaching from the aspects of promoting the changes of teachers' teaching concepts and methods, teaching objectives, and students' learning methods, so as to provide some references and opinions for improving the efficiency and quality of college English teaching.

1. Introduction

At this stage, with the reform of teaching system and the increase of social demand for talents, college English teaching reform still faces many problems and challenges [1]. The reason is that the effect of college English teaching is not obvious, and there are many restrictive factors, which are not conducive to the enhancement of college English teaching effect, nor to the improvement of students' comprehensive English learning ability. Due to various reasons, the current English writing level of Chinese college students is not satisfactory, which to some extent restricts the cultivation of their comprehensive English application ability and affects the improvement of college English teaching quality. The effectiveness of communication already depends not only on the correctness of the language form, but also on the social background and cultural connotation involved in the language form. In cross-cultural communication, if the two sides of communication cannot enter the same cultural background, it is easy to be confused or misunderstood, thus causing communication failure [2]. As the 21st century is approaching, facing the rapid economic development in our country and the trend of economic globalization, our country needs more high-level and high-quality English talents. Therefore, in the face of global economic integration, how to improve the economic benefits of college English teaching, make learners have the potential for sustainable development through college English teaching, have the ability to exchange information with English as a tool, and engage in effective cross-cultural communication is an urgent problem to be solved in college English education.

2. Language and Culture

Language and culture are closely related. As a tool and means of communication, language is an important carrier of culture. Culture can be interpreted as what society does and thinks, while language is the concrete expression of ideas [3]. That is, customs, traditions and social organizations. Although they have different emphases in the teaching process, they are closely related. The relationship between them determines that the language teacher must also be a culture teacher. Language develops with the development of the nation. Each language is produced and developed in

a specific social and historical environment. It is a kind of spiritual wealth created by human beings in their evolutionary process. It is a part of culture and has cultural characteristics [4]. Due to the differences between China and the West in values, ways of thinking, moral standards, social etiquette and other aspects, these differences are bound to affect the use of language and form different cultural conventions and speech conventions. However, people always follow their own way of speaking actively and without thinking in conversation, so as to understand each other's words and choose the way of response. This is why pragmatic failure occurs in cross-cultural communication. It is both a structure and a speech. The cultural knowledge structure is formed by the accumulation of cultural factors in the human brain for a long time. It belongs to the deep cultural structure of psychological level. Therefore, in English vocabulary teaching, teachers should fully explore the cultural connotation of English vocabulary, sum up, summarize and compare these words with Chinese meaning which have other special cultural meanings, so as to improve the efficiency of vocabulary teaching and achieve the real purpose of vocabulary teaching.

3. Factors Restricting College English Teaching Effect

3.1 Teachers' teaching methods are backward

The teacher did not grasp the important and difficult points in the teaching materials. In actual teaching, teachers will spend a certain amount of time to prepare teaching materials and formulate teaching objectives according to the physical and mental development characteristics of students. However, for teachers lacking practical teaching experience, it is difficult to grasp the important and difficult knowledge of each unit. For college students who are about to enter the society, besides mastering professional basic knowledge, being able to use English flexibly and effectively has become an important basis for determining future development. On the whole, the level of English teachers in our country is relatively low, which is mainly due to the relatively short development period of English in our country and the insufficient attention paid by the whole nation [5]. However, some teachers have deviated from the concept of interactive teachers, focusing on the construction of classroom teaching atmosphere. Therefore, it seriously ignores the importance of innovative teaching concepts and methods, resulting in the formation of a "form-oriented, content-oriented" teaching mode in college English teaching. On the surface, college English classroom teaching is rich in form and content, including the introduction of multimedia equipment and foreign teachers. In English teaching, this concept is especially obvious, because many teachers do not really realize the practical significance of English teaching. The main purpose of teaching is to help students obtain various certificates, such as the most common English certificates of CET-4 and CET-6, etc. This examination-oriented teaching concept denies the innovation of English teaching. If students are not interested in learning English or even afraid of learning English, they will be passive in the learning process and will inevitably produce negative energy to the teaching effect of English.

3.2 Students' own factors

The students themselves have a poor foundation in English. For students with poor foundation, learning English is a difficult thing. In addition, without the guidance of correct learning methods, students' English learning results cannot be improved rapidly, and their confidence in English learning will also be affected [6]. As the score line of college enrollment is based on the total score of the college entrance examination, there are great differences in college students' English entrance level. In a class, the students' English entrance scores have a great contrast. Due to the fact that college students have a weak basic English level, teachers have more resistance and difficulties in English teaching. As a practical language, English has been studied in many places from primary school or even kindergarten. After studying for such a long time, there is still no substantial improvement in English level after graduation from university. This is the best evidence of the current failure of English teaching in our country. The magnitude of learning interest directly reflects the strength of students' subjective feelings towards what they have learned. If students are more interested in learning English, teachers are likely to get twice the result with half the effort in

teaching. On the contrary, the teaching effect is very little. In addition, the students' understanding of English education is not comprehensive enough, which leads to the students not paying enough attention to English learning and not mastering English learning skills. They only rely on rote learning to start English learning. This will lead to the students not being able to systematically and comprehensively summarize and summarize the knowledge, and will also greatly reduce the effect of English learning.

3.3 The teaching content is divorced from practical application

Students lack the environment to use and consolidate English communication. Except in class, students seldom have the environment and opportunity to communicate in English in normal times. Even in small-class English teaching, English communication is limited, not to mention in large-class teaching where the situation is very poor. Learning motivation and learning attitude are closely linked. If students have a strong interest in learning English, in the process of learning, students will be able to feel a kind of happiness, and students will also have a good learning attitude of initiative [7]. In addition, the students' knowledge of foreign culture is seriously insufficient. What they know most is the cultural background under Chinese environmental conditions, which leads to great differences between the content of teaching materials used in English classes and actual life. In addition, English, as a highly skilled subject, many teachers lack the practical ability to apply English. However, due to the less intensive training of foreign language teachers, the language ability of the current English teachers is still relatively weak. The most direct reflection of personalized teaching is learning methods and strategies. It is an important part of personalized English teaching. Good learning methods have the most intuitive impact on students' learning quality. As the premise and foundation of independent learning, it also plays a restrictive role in personalized teaching.

4. Effective Ways to Improve College English Teaching Effect from the Perspective of Cultural Carrier

4.1 Fully stimulate students' learning motivation

Generally speaking, students' learning motivation can be divided into two categories: surface and deep. Most of the surface motivation is closely related to the development and progress of individuals, and has external motivation, such as further study for future postgraduate entrance examination or promotion for future job hunting. As a teacher, one cannot regard one's students as one's most loyal listeners. In conditional schools, the number of teachers should be reduced as much as possible so that every student can have enough time to study and communicate in class. Teachers can mobilize the enthusiasm of students through various interesting classroom activities, make them actively participate in them, and encourage students to give full play to their respective advantages, dare to ask questions and express their unique opinions in the learning process. What teachers have to do is gradually guide students to master knowledge in the activities. As a practical course, English should highlight students' dominant position in the classroom, and make teaching plans according to students' actual situation and syllabus, whether it is to formulate teaching objectives, teaching plans or teaching evaluations. Cultural factors determine the social meaning of vocabulary and restrict its appropriateness. There are many words with rich cultural connotations in English. Without relevant cultural background knowledge, it is difficult to understand memory and use it correctly. However, deep motivation is usually not related to students' own development and progress. Learning motivation comes from their strong interest in English culture and English language. Therefore, teachers can guide students with deep motivation to think on their own initiative to further learn English well. This student-centered teaching method plays an important role in the individualized teaching of college English.

4.2 To improve the teaching level of teachers

Teachers should keep pace with the times to learn, continuously learn new teaching concepts, continuously improve teaching methods, effectively improve their teaching professional level, learn and master teaching methods suitable for the actual situation of students, and promote the orderly advancement of college English teaching reform. Therefore, in specific teaching, teachers should update teaching ideas, change teaching methods, and give appropriate guidance and encouragement in the process of students' independent inquiry. So as to stimulate their enthusiasm and confidence in learning, and in a real sense to achieve students' classroom dominant position, play the role of teachers' classroom guidance. It is necessary to respect and reflect the individual differences of students and stimulate their subjective spirit, so as to promote students to realize their own values to the greatest extent possible. Therefore, we must also make full use of extra-curricular time to expand students' language and cultural knowledge. The main forms of extracurricular activities are: competitive activities, such as English speech, English recitation, English essay competition, etc. The evaluation of college English class should avoid complication and attach importance to formative evaluation and qualitative evaluation. English teachers should learn to effectively improve their overall quality, carry out various professional education and training for teachers. In terms of training costs, the cost sharing method can be flexibly applied to allow universities and teachers to share training costs with each other and to fully carry out intercollegiate exchange learning. It is possible to invite experts and scholars from outside the school to our school to give training lectures and organize study exchange groups in our school so that teachers can exchange learning with other universities. The quality of teachers' teaching directly affects students' interest in English learning and the efficiency of learning English. Therefore, as a university, it should introduce and strive to cultivate high-quality and excellent English teachers.

4.3 Educating students in accordance with their aptitude

In the teaching practice, different methods are applied to educate different students, which fully reflects the new educational concept [8]. In the same class, students have different English proficiency. Therefore, it is necessary to teach students according to their aptitude. For students with higher level of listening and speaking, more English teaching is used. However, for students with relatively poor listening and speaking level, they should proceed step by step so that students can gradually adapt to the English teaching mode. The implementation of personalized teaching should be based on the premise of taking students as the center, and develop a variety of teaching forms, such as game teaching, activity teaching, network teaching, etc. Through these different teaching forms, students can always keep fresh and enthusiastic about English learning, stimulate students' interest in learning, and thus better improve the quality of teaching. Therefore, English teaching should adapt to and meet the learning needs of students with diverse differences. Foreign language teaching should make full use of the advantages of modern audio-visual media such as large amount of information on the Internet and strong timeliness, guide students to search for information on the Internet, listen to radio and watch TV programs, understand and master rich cultural background knowledge, and cultivate students' ability to actively obtain information. College English teaching recognizes the differences of students, accepts the differences of students, designs teaching by using the differences, and regards the differences of students as a teaching resource for developing personalized education. Strengthen the cultivation of students' interest in English learning. Aiming at the problem of weak comprehensive ability of college English, college English teachers should change the traditional single teaching mode and give more incentives to students so as to cultivate their interest in English learning. Targeted to focus on their counseling, and give praise and encouragement to their learning progress, fully promote their self-confidence in learning, really improve their learning results, and achieve good teaching results.

5. Summary

The trend of educational reform and innovation in today's society is increasingly obvious. The traditional teaching concept and teaching mode have no longer adapted to the trend of modern educational development. Therefore, teachers need to stand in their own perspective, update teaching concepts, change teaching methods, and establish innovative awareness and sense of responsibility. In English teaching, teachers should not only pay attention to language teaching, but also strengthen the cultural introduction of language and pay attention to the differences between languages and cultures and their influence on language. Only in this way can students use language correctly in practice. Flexible and diverse teaching methods are adopted to guide students to strengthen the adjustment and change of learning methods, to improve students' interest in learning, and to strengthen the cultivation of students' awareness of autonomous learning. In a word, college English teaching as a whole system engineering, in order to effectively improve the teaching effect in English teaching, it should be based on reality to find effective strategies to improve students' comprehensive quality and promote students' all-round development.

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