

Study on Cultivation and Infiltration of Intercultural Consciousness in College English Teaching

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Abstract: There is a close relationship between culture and language. Culture and language are inseparable. In English teaching, teachers should not only help students improve English level, but also pay attention to the cultivation and infiltration of the culture which is quite an important part. Acquisition and mastering of language is important. At the same time, teachers should consciously trains the student to understand the language and culture, customs, geographical features and the thought idea. This paper compares the cultural differences of teaching between China and the Western countries. The influence of Chinese and Western cultural differences on language learning are also discussed in this paper in order to further demonstrate the importance of cultivating and penetrating cross-cultural awareness in English.

1. Introduction

In language learning and teaching, the degree of mastery of cultural knowledge in a language directly affects the communicative effect of learning. Language is not only the carrier of information, but also the carrier of culture. John Lyons, a British linguist, believes that "the language of a particular society is an integral part of its social culture, and the differences in words of each language reflect the social things of that language. Customs and important cultural features of activities ". This requires teachers to pay attention not only to the language teaching itself, but also to the cultivation of intercultural awareness of the language cultural connotation. In English teaching, language culture runs through the teaching process. There is no denying that the cultural difference between China and the West is a major obstacle to our language learning in many cases. The lack of understanding of Western culture greatly affects the speed and validity of mastering English. Therefore, teachers should skillfully infiltrate Western culture into teaching through the cultural differences between English and Chinese. It not only enriches the classroom content, but also stimulates students' interest in learning English, which further infiltrates Western culture in teaching and cultivates students' cross-cultural awareness.

2. Differences between Chinese and Western Cultures

A language is a code that is shared in a society or through the use of arbitrary symbols and a collection of symbols governed certain rules.

A system of idioms that represents concepts. Language is created by people in process of their labor. It is the product of human society and a special part of culture. Culture is the sum total of the beliefs, the ways of thinking, the customs, the ways of acting, and the habits of a particular society. Zhang Congyi pointed out that the Chinese people are one of the birthplaces of human civilization, and the key point of ancient Chinese tradition is the thought of Confucius who greatly influenced not only the historical development of Eastern societies, but also the social life of some European countries. Similarly, Christianity chose and cultivated missionaries who brought with them not only their beliefs, but also some European inventions and scientific knowledge of 1600 A.D. It can be seen that Western culture has been mixed since a long time ago, but more differences make it difficult for us to learn English. There are differences in religious beliefs, living habits, social

systems and moral concepts among different ethnic groups. English is closely related to British and American culture, while Chinese is also closely related to Chinese culture. Therefore, there are great cultural differences between English and Chinese, which are mainly manifested as follows:

2.1. Differences in Communicative Language

There are many differences between English and Chinese in expression, the most common of which is the difference between Chinese and Western languages. Western names are arranged in a different order. In China, the family name comes first and the given name comes last. But for British and Americans, given names come last. It is easy for Chinese people to mistakenly address British and American people by their "family name" instead of their "given name". Chinese people pay more attention to etiquette, so they address each other before speaking according to the identity, status and occasion of the other party. Different titles are used. While in the West, people pursue equality, and class consciousness is relatively weak. No matter how different the status, whether formal or informal occasions, prefer to use the name of the other person directly. This practice is particularly common among Americans, who don't think it is impolite to address people by their names directly. On the contrary, they think it is easy to get close to others. It is extremely common even between people of different ages, and it is not considered a sign of disrespect even between two people who meet each other for the first time.

At the end of the communication, people often use some farewell words to show that they are leaving before they leave. Chinese people usually say "goodbye" when they leave, while British and American people usually say "Bye-bye". But these goodbyes are often preceded by a few pleasantries to explain why you are leaving. But because of the difference between Chinese and Western cultures, the farewell expressions are different. In Chinese farewell etiquette, it is common to attribute the reason to the other person. For example, when a Chinese visits someone's home, he or she will say goodbye with "I'm leaving now, you have to go to work tomorrow" or "I should go now, you should have an early rest." If an American is a guest in another American's home, he often excuses himself for leaving, e.g. "I'd better be going now, I would be at work tomorrow." "Well, I have to go now, I'd better let you have rest."

2.2. Differences in Customs and Cultures

Customs are historical traditions passed down from generation to generation and gradually formed, representing the characteristics of each nation. The difference of customs is an important aspect of the difference between Chinese and Western cultures, and the difference of national customs is manifested in aspects including customs and lifestyles. This can be seen from the cognitive attitudes of the two peoples towards colors and animals.

In terms of color, many Westerners are puzzled by the Chinese phrase "red and white happy events". Westerners would be surprised if it were translated into English as red and white. In western weddings, the bride always wears white wedding dress, so the combination of white and funerals would be strange and cause disgust. It would be more reasonable to translate "red and white funerals" into "weddings and funerals". By contrast, funerals could be described as happy events, so Westerners obviously cannot understand Chinese people's optimism. Speaking of red as a festive color, Westerners are confused. In the West, red represents cruelty, bloodshed and inauspiciousness, so there are expression like "in the red(loss), red cent(worthless thing) and other derogatory words. Red is the color of happiness, harmony and auspice for the Chinese people. In ancient times, the bride wore red clothes when they got married.

In terms of animals, dog is regarded as a bad thing in traditional Chinese culture, and the words related to dog are mostly derogatory, such as "evil friend", "drowning dog", and so on. In Western eyes, dogs are regarded as human's loyal friends, driving away strangers and defending the rights of their owners. They have a preference for dogs. If you kill a dog, you must not move the car. You must call the police and wait for their investigation. Also, in Chinese culture, dragons are auspicious gods. In ancient times, the dragon is a symbol of the empire, known as the "True dragon" and the "son of heaven". The shadow of the dragon can be found in buildings and costumes, and the clothes with the dragon can only be worn by the emperor or the son of the emperor. The dragon is a symbol

of the supremacy. In modern times, the dragon means strength and power. The Chinese are proud to call themselves "the descendants of the dragon". There are also words such as "dragon and phoenix", "dragon and horse spirit", "dragon and tiger leap" and so on. However, in British and American culture, dragon is a reptile with no status, which is a symbol of fierce and violence.

2.3. Moral Values and Ideological Differences

In any country, moral concepts and thoughts are the embodiment of the spiritual outlook of the people of a country. In a sense, they are the decisive factors for the difference between English and Chinese. In the early traditional moral concepts, there are many similarities between China and the West, but the modern moral concepts are very different. Chinese people have been paying attention to filial piety since ancient times. Parents give their children life, parents raise their children to grow up, settle down and work, filial piety is the duty of children. In Chinese, there is a saying that filial piety is the first good thing and that children can protect themselves from old age. In western countries, obedience to parents is not emphasized. Parents cultivate children's ability to live independently and solve problems independently. When children grow up, they are usually separated from their parents. In contrast to the close and harmonious relationship of Chinese families, parents in Western countries are relatively distant from their children and do not regard "no children" as a crime of unfilial piety.

"Modes of thought, features of thought and subtle styles are the philosophical mechanisms of language generation. The human mind is a structure based on infinite depth." Language is an important form of thinking. If we know more about the differences in thinking between Chinese and Westerners, it will be helpful to learn English well. Due to the influence of traditional culture, the thinking habit of "synthesis in the East and analysis in the West" has been formed. Traditional Chinese thought pursues the unity of heaven and man, and regards heaven, earth and man as a whole, based on which the Han people tend to analyze questions from the overall point of view. In the development process of western modern science, although synthesis method is also adopted, it mainly relies on analytical method. In a sense, without analytical way of thinking, there would be no modern science, and there would be no developed science, technology and economic prosperity in Western society today.

3. Implications of Cultural Differences on English Teaching

To learn a language is to learn to communicate with others and express one's own thoughts. It is a social process in the discourse area and a process of literacy to express one's own meaning in the discourse area. In the past, English learning mainly focused on the mastery and improvement of skills, requiring students to improve their listening, speaking, reading, writing and translation abilities, which made students ignore the cultural connotation of words and sentences and was easy to make students produce mechanical learning methods, thus making students lose interest in learning English. With the deepening of communication between our country and other countries, the frequent increase of the communication activities concerning foreign interests has resulted in the failure of communication due to lack of understanding of culture and sometimes due to pragmatic errors, unconsciously touching cultural taboos of each other. Therefore, we should pay attention to the study of cultural knowledge and respect the culture of other nations, so that the communication will be more smooth and smooth. Both English and Chinese have profound cultural deposits. In the process of learning and application, the two cultures will inevitably produce friction and collision, and students will inevitably have confusion or doubts, which requires teachers to take certain measures to cultivate students' cross-cultural awareness.

3.1. Establish Relevant Cultural Courses

We are unlikely to acquire the culture of the target language in our own environment, that is, we can only get the rational understanding of the social and cultural phenomena that have been summarized and abstracted by others through some conscious activities. With the continuous improvement of English proficiency, students' vocabulary and reading ability have gradually

improved, and courses on British and American culture can be set up for students, such as "Overview of How to Go Home" and "Culture". While broadening students' horizon, it will enrich their cultural knowledge, introduce the national characteristics, cultural characteristics and customs of western countries to students, so that students can have an overall grasp and reconciliation of the national situation of these countries, and compare the overall differences between them and their own country and their own nation, so as to improve their cultural appreciation ability.

3.2. Make Full Use of Foreign Teacher Resources

Foreign teachers are a major feature of Chinese universities and language learning. Most of Chinese universities employ foreign teachers to assist in teaching, so as to make students' language expression more authentic and accurate. Most schools set foreign teachers' courses as language courses to teach undergraduates to lead them not only to focus on oral English but also properly penetrate western cultural knowledge to enrich the classroom content. Students can have a deeper understanding of the culture of the English-speaking countries. At the same time, the communication with foreign teachers also makes up for the deficiencies of some students in oral English and listening. However, at present, most schools do not offer courses with foreign teachers, leaving students with less of a way to learn Western culture.

3.3. Guide Students in Extracurricular Reading

For English learning, one of the most basic ways to acquire Western culture is to read a lot. There are many kinds of language teaching. Teaching plans with authenticity are valuable teaching materials. Another source is literary works, such as essays, novels, and plays. According to the English level of students in different stages, the relevant cultural materials suitable for their reading are recommended to enrich their after-school cultural life, improve the cultural literacy of students in a planned and step by step, to achieve the two-way improvement of language ability and cultural ability. Group discussions are held regularly so that students can have a deeper and more thorough understanding of the reading content. After learning the reading materials, write down some experiences and experiences, and compare the differences with Chinese culture, so as to lay a more solid foundation for language learning.

4. Conclusion

This paper expounds the relationship between language and culture, the differences between Chinese and Western cultures, and the enlightenment of cultural differences on English teaching, and explains the necessity and importance of cultivating and penetrating cross-cultural awareness in English teaching. Kramsch(1993) argued that "the difficulty in understanding cultural codes stems from knowing the world from another perspective, rather than from the difficulty in mastering the vocabulary and grammar of another language". It can be seen that the learning of language and culture are interdependent, influence and improve each other. Teachers should infiltrate the teaching of culture in the process of language teaching. Teachers try their best to discover culture from language phenomena, guide language learning through cultural knowledge, and combine cultural teaching with language teaching and language teaching with cultural teaching. The two infiltrate each other to cultivate students' cross-cultural consciousness, but should distinguish the priority and focus on some. The deficiency of this paper is that it has not conducted an empirical study on the cultivation methods of intercultural awareness in English teaching, which needs further research and practice.

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