

A Study on the Cultural Communication Function of English Teaching

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Abstract: In English teaching activities, teachers not only need to focus on helping students lay a good foundation in the English language, but also should focus on fostering and strengthening students' language application skills, especially cross-cultural communication skills. In fact, the main purpose of organizing English teaching activities at various stages of education in China is to encourage students to tell the "Chinese story" to the outside world well. Based on this, this article conducts research on the cultural dissemination function of English teaching, hoping to provide some new ideas for relevant English teachers to innovate English teaching activities.

1. Introduction

In previous English teaching activities, teachers have placed more emphasis and energy on explaining basic English knowledge, such as vocabulary, grammar, short sentences, etc., thus neglecting to some extent the fact that language cannot be used without culture. Ultimately, some students are unable to possess good English communication skills, which hinders their personal progress. Under the influence of the trend of global economic integration, communication and collision between different cultures are becoming increasingly fierce ^[1]. As an essential carrier of cultural dissemination, language teaching is particularly crucial. Therefore, in practical English teaching activities, teachers should fully utilize the cultural dissemination function of teaching, lead students to be exposed to different cultures, deepen their understanding of their own culture, and thereby enhance their sensitivity to Western culture and broaden their learning horizons.

2. Enlightenment of English Language and Cultural Communication on English Teaching

There are significant cultural differences in people's understanding and application of language, so people should continuously stimulate their interest in learning language and culture in the actual process of learning a second language, understand the cultural and historical background of the language country being studied, and compare it with excellent traditional Chinese culture, which can deepen their understanding of Western culture, and thus enhance cross-cultural communication skills ^[2].

Language and culture can to some extent reflect cultural ideology, values, ways of thinking, etc. Therefore, when organizing English teaching activities, teachers should not only lead students to understand Western culture, but also analyze Western values and ideas, in order to help them form a more objective cultural understanding. This not only expands students' learning horizons, but also improves their English teaching level and effectiveness, enhancing their language and cross-cultural communication abilities.

3. Strategies for the Cultural Communication Function of English Teaching

3.1 Based on Classroom Reality, Design Meaningful and Challenging Questions

Curriculum and classroom are the fundamental components of educational work, and the dual first-class construction vigorously advocated in the current reform process of China's education field has risen to the level of disciplinary dimension. Only by building a good discipline can we

further optimize and enhance the talent training model. Therefore, major universities and faculty should focus their education work on innovating talent cultivation models and strategies. Specifically, universities and faculty need to strengthen the optimization and reform of classroom models from a practical perspective, further enhance students' sense of classroom experience, and truly enhance the quality of subject construction [3].

From the perspective of the cultural dissemination function of English, college English teachers can design question guides for students before the formal start of the course, and focus on strengthening the significance and challenge of the questions, thereby stimulating students' interest in learning Western culture and guiding them to actively reflect on the excellent traditional culture of China. For example, when English teachers explain to students about Western festivals, they can ask "What do you think is the big difference between Chinese traditional festivals and Western festivals?" Teachers do not need to rush to get students' answers, but should gradually guide students to deepen their thinking, from different types of festivals and celebration methods to cultural differences between China and the West. English teachers can also ask students "Please share the following ways to celebrate the traditional Chinese festivals?" At this time, the students' answers may be setting off firecrackers during the Spring Festival, sweeping tombs during the Tomb Sweeping Day, watching the moon on the Mid-Autumn Festival, etc.

Then the teacher continues to ask the students meaningful questions, "What did you do to celebrate the traditional Chinese festival?" At this point, the students may give answers such as helping their parents clean up together or making dumplings with their mother. English teachers can deepen the topic and continuously guide students to care about their parents and respect excellent traditional Chinese festivals. This can effectively leverage the cultural dissemination function of English teaching and improve educational effectiveness.

3.2 Organize Extracurricular Activities Both Domestically and Internationally to Expand the Second Classroom

Compared to traditional English classrooms, the second classroom can further enhance students' learning experience. Not only will it focus on the significance of basic theoretical knowledge of English and cultural dissemination, but it will also focus more on fostering and strengthening students' internal ideological qualities, cultural awareness, cross-cultural communication abilities, etc. The second classroom advocates more collaborative innovation, practice, independent thinking, and so on [4]. Therefore, in the second English classroom, teachers can deepen students' understanding of the key knowledge and learning content of this lesson through classroom interaction, practical activities, and other means.

Firstly, there are currently many foreign students in China who have specialized in learning Chinese for a long time and have a strong interest in understanding the excellent traditional Chinese culture. Therefore, English teachers can fully use campus resources to invite foreign students to explain Western culture related content to students. This can avoid cultural differences and conflicts caused by "outsiders watching the excitement", thereby improving students' English learning effectiveness [5]. Secondly, English teachers can also organize educational and promotional lectures. During this process, foreign students can gain a deeper understanding of the excellent traditional Chinese culture, while Chinese students can deepen their understanding of Chinese culture and enhance cultural confidence and national pride by explaining it to foreign students.

3.3 Use Information Technology to Help Students Tell Chinese Stories Well

In recent years, China's science and technology field has been supported by the rapid progress of the social economy, among which modern computer technology, internet technology, artificial intelligence technology, etc. have been widely applied in various fields of society, bringing many conveniences to people's production and life. In this regard, college English teachers can also fully use various modern information technologies to further enhance the cultural dissemination function of English teaching.

Firstly, English teachers can collaborate with students to establish English learning corners and help students establish communication channels with English learning enthusiasts. At the same time,

English teachers can use various modern information technologies to spread Chinese and Western cultures to students, such as WeChat official account, microblog, short video platform, etc. In the context of the information age, English teachers can make good use of information technology to enrich English teaching activities and content, and successfully apply various excellent traditional Chinese cultures and the creative transformation of Western cultures to English teaching courses. This can to some extent make up for the shortcomings of traditional teaching models and meet students' English learning and language expectations. Second, English teachers can jointly manage the official account or microblog with key staff in the English corner, and regularly push Chinese and Western cultural knowledge, historical knowledge, etc. on the platform to help students gradually form cross-cultural awareness. Thirdly, when students can express themselves independently in English, English teachers can use information technology to organize essay competitions. This not only facilitates students to consolidate their English foundation, but also promotes students to further understand Chinese and Western cultures, truly exerting the cultural dissemination function of English teaching.

4. Principles to Be Followed in the Cultural Dissemination Function of English Teaching

4.1 Adhere to the Principle of Overall Planning

It is a crucial responsibility of teachers to explain Chinese and Western cultures to students in practical English teaching activities. In this regard, colleges and teachers should start from reality and promptly carry out top-level design work, conduct in-depth research on how English teaching activities can maximize the cultural dissemination function, and expand channels for the dissemination of Chinese and Western cultures [6].

4.2 Adhere to the Principle of Gradual Progress

Whether in the first or second classroom, college English teachers need to deepen and implement the principle of gradual progress in organizing English teaching activities. Only after students have basic English knowledge and an understanding of Western culture and excellent traditional Chinese culture can English teachers carry out deeper teaching activities and gradually build a staircase for students to apply English.

4.3 Adhere to the Principle of Cooperation

College English teachers can fully use foreign language research and higher education institutions to help students showcase excellent traditional Chinese culture in English, thereby enhancing students' sense of experience and promoting their correct understanding of Chinese and Western cultures.

5. Conclusion

In summary, it is necessary and crucial to maximize the cultural dissemination function in actual English teaching activities. This is not only an inevitable trend for English teaching activities to comply with the deepening reform of China's education field, but also a key measure to improve the quality and effectiveness of English teaching, and avoid cultural conflicts in teaching. Especially in recent years, influenced by the trend of economic globalization, a large number of Western cultures have flooded into China, and some negative ideas have to some extent eroded students' thinking and cognitive thinking. As a crucial channel for students to correctly understand the cultural differences between China and the West, English teaching activities should focus on exerting the cultural dissemination function of English teaching, gradually guiding students to form cross-cultural awareness and objectively view Western culture. During this process, English teachers should promptly carry out the promotion of excellent traditional Chinese culture, further improving students' language communication skills and cultural literacy.

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