

# Research on the Characteristics and Countermeasures of College English Teaching in China during the Transformation Period Based on Cultural Introduction

Pan Chun

School of Foreign Languages, Hubei Business College, Wuhan, 430070, China

**Keywords:** Transformation, College English, Cultural Introduction, Diversification

**Abstract:** with the Advent of the Information Age and the Changes of Society and Times, the Needs and Requirements of English Talents Have Also Changed. At Present, College English Education is in a Period of Transition, Which is Mainly Reflected in the Change of Teaching Philosophy, from the Traditional Examination-Oriented Education to a Gradual Change to Pay More Attention to Quality Education and Cultivate Students' Diversified and Comprehensive Abilities. Language is Not Only the Carrier of Culture, But Also the Portrayal of Culture. It is Because of the Generation and Development of Language That Human Culture Can Be Generated and Inherited. Cultural Introduction Should Be an Indispensable Part of College English Teaching, and It Must Be Emphasized and Highlighted in the Teaching Process, Which is the Inevitable Requirement of the Inherent Law of Language Learning. a Deep Understanding of the Cultural Traditions, Customs and Habits of the Language Countries Will Help to Understand and Use the Language Correctly. Based on the Process of Cultural Introduction in English Teaching, This Paper Analyzes the Characteristics of College English Teaching in China, and Puts Forward the Methods and Approaches of College English Teaching Reform in China.

## 1. Introduction

The Top Level of Learning a Foreign Language Well is to Be Able to Correctly Use the Language and Successfully Realize Cross-Cultural Communication. However, in Order to Reach Such a State, It is Not Enough for a Foreign Language Learner to Have Solid Basic Knowledge and Skills in Language, But Also to Understand the Culture of the Target Language Country [1]. At Present, College English Education is in a Period of Transition, Which is Mainly Reflected in the Change of Teaching Philosophy, from the Traditional Examination-Oriented Education to a Gradual Change to Pay More Attention to Quality Education and Cultivate Students' Diversified and Comprehensive Abilities [2]. in the Past English Education, the Difference between High School English and College English is Not Obvious, Basically It Can Be Said to Be the Same. This Phenomenon Obviously Restricts the Development of an Increasingly Open Society and Cannot Meet the Demand for English Talents in a Market Economy Environment. Language is Not Only the Carrier of Culture, But Also the Portrayal of Culture [3]. It is Because of the Generation and Development of Language That Human Culture Can Be Generated and Inherited. Grasping the Culture of the Target Language Country is the Key to Improving Cross-Cultural Communication Ability. Therefore, Cultural Introduction Must Be Strengthened in College English Teaching [4]. with the Continuous Development of the Current Era, Teachers Should Fully Integrate the Actual Situation in the Teaching Process, Formulate Reasonable Teaching Strategies, Follow the Changes of the Times, and Improve the Teaching Effect and Quality [5].

Many Problems Have Emerged during the Development of College English in China. These Problems Have Seriously Restricted the Forward Development of College English. the Overall English Level of the Students is Not High, and They Have Not Reached the Ideal Development Goals, Which Has Left the University Student's English Talent Market in a State of Long-Term Desaturation [6]. the Current Society is a Society with Individual Development. Attaching Importance to the Individual Development of Students, and Attaching Importance to the Role of

Students in the Classroom Should Be the Core Concept of the Current Educational Cause [7]. College English Teaching Cannot Be Purely Language Teaching. Students Should Also Broaden Their Horizons and Understand the Culture and Social Customs of English-Speaking Countries [8]. a Deep Understanding of the Cultural Traditions, Customs and Habits of the Language-Speaking Countries Will Help to Understand and Use the Language Correctly [9]. Therefore, Teachers Should Pay More Attention to the Introduction of Culture in English Teaching, Cultivate Students' Cross-Cultural Awareness, and Improve Cultural Accomplishment [10]. College Educators Need to Optimize and Reform the Goals, Methods, and Other Aspects of English Teaching in the Transition Period, So as to Truly Promote the Innovation and Transformation of College English Teaching in China [11]. the Transformation of College English Teaching is More Importantly Reflected in the Content. Based on the Perspective of Cultural Introduction, This Article Analyzes the Characteristics of College English Teaching in the Transformation Period and Proposes Countermeasures.

## **2. Characteristics of College English Teaching in China during the Transition Period**

### **2.1 The Boundary between College English and English Major is Blurred**

At Present, English Major Students and Non-Major Students Have Quite Similar English Scores When Entering the School. Do Students Have More Differences in Mastering Words, Grammar, Etc. the Starting Level of Non-English Major Students and English Major Students Entering Universities, Especially Key Universities, Has Been Narrowed. Now Many High School Graduates with Outstanding English Ability Have Entered Non-English Major Studies. Traditional Teaching Methods Have Failed to Meet the Requirements of the Current Market Economy for English Talents [12]. Although China Has Introduced New Standards for College English Courses, It is Not Difficult to Find That among College Freshmen, Both Non-English Major Students and English Major Students Have Basically the Same English Level, While the Curriculum and Teaching Objectives of College English Are Very Similar to English Major Teaching. the Goal of Cultivating Students' Comprehensive Application Ability Put Forward by College English is Very Close to the Goal of Language Ability Put Forward by English Majors, Which Focuses on Listening, Speaking, Reading and Writing. in the Process of Learning, They Accept the Same Teaching Form. There is No More Distinction between Professional and Non Professional. Some Students Also Feel That in Addition to the Difficulty of Words in College English, Grammar and Other Knowledge Are Not Very Different from High School. the Situation That the Test Difficulty of College Non-English Majors is Similar to That of English Majors Directly Leads to the Ambiguity and Confusion of the Goal of Cultivating the Comprehensive Application Ability of College Non-English Majors and the Language Ability of English Majors.

### **2.2 College English Teaching Presents Diversified Teaching**

In the New Era, Higher Education is Gradually Becoming Diversified, as is College English. Listening Teaching Has Gradually Become a Normal Form of Teaching. Students Use English Dialogue as the Main Carrier of Teaching. Segmented English Materials Are Translated by Students, Thus Presenting More Forms of Teaching. on the Road of Development from College English to Diversified Teaching, College English Shows a Trend of Diversification and Individuation from Credit Requirements, Curriculum Setting and Teaching Examination. Multimedia Teaching Has Also Become One of the Main Forms of College English Teaching, and Students' Initiative to Participate in Teaching Has Been Further Enhanced. Language is an Integral Part of Culture and a Form of Expression and Bearing of National Culture. without Understanding the National Culture, One Cannot Really Learn the National Language Well. Therefore, While Conducting Language Teaching, It is Necessary to Introduce and Penetrate Culture to Cultivate Students' Cross-Cultural Communication Skills. the Differences in Professional Settings, Curriculum Systems, Subject Development, and Talent Training of Universities of Different Types and Different School Orientations Determine That Their Emphasis on English and the Requirements for Students'

English Ability Cannot Be the Same. It is Worth Mentioning That with the Widespread Use of Multimedia Teaching Technology in College English, Ppt, English Movies, English Songs and Other Links Have Been Added to English Classrooms to Improve Students' Interest in Learning.

### **3. The Guiding Significance of Cultural Introduction to China's College English Teaching during the Transformation Period**

#### **3.1 The Role of Cultural Introduction**

With the in-Depth Development of China's Opening-Up Policy, Cross-Cultural Exchanges in China Are Increasing Day by Day. Misunderstandings Arising from Communication Due to Differences between Different Cultures Occur from Time to Time. Students Have Their Own Imagination and Interest in Learning College English. Teachers Need to Conform to Their Interest in Learning and Build Their Autonomy in Learning So That They Can Effectively Carry out Autonomous Learning. It is an Important Way to Strengthen the Teaching of Cultural Infiltration in College English and to Accurately Grasp the Explanation of Cultural Vocabulary. This Requires English Teachers to Explain Not Only the Literal Meaning But Also the Connotation of Words with Cultural Meaning in Their Teaching. in College English Teaching, Insufficient Attention Has Been Paid to the Correct Application of Pragmatic Rules, Which Makes Our Students Often Feel Not Smooth Enough in Cross-Cultural Communication.

After All, College English is a Language Course, Not a Cultural Course, and Its Primary Problem is to Improve Students' Language Ability. on the Premise of Respecting This, Teachers Should Actively Promote Cultural Infiltration Teaching So as to Enhance Students' Cultural Awareness and Improve Students' Ability of Cross-Cultural Communication. Due to the Different Assessment Methods of English in the National College Entrance Examination, There Are Great Differences in the English Proficiency of College Students. to Improve Students' Cross-Cultural Communication Ability, We Should Not Only Pay Attention to the Introduction of Western Culture, But Also Pay Attention to the Introduction and Learning of Chinese Culture. This Not Only Enables Our Students to Better Understand Western Culture, But Also to Better Adhere to Their Own National Cultural Traditions.

#### **3.2 Methods and Ways of Cultural Introduction**

In English teaching, teachers should consciously select articles written by people from typical British and American countries, thoroughly analyze their communication styles, and strive to train our students to learn how to connect with English and American ways of thinking in discourse structure planning. Teachers can use multimedia courseware to enable students to learn autonomously, thus constantly answering their own questions, satisfying their learning expectations and building positive learning habits [13]. In the process of learning a passage, teachers need to guide students to learn the whole passage, so that students have an overall understanding of all words and grammar. Then, teachers need to further expand their research on different favorite parts and guide them to express their understanding and knowledge of this part [14]. We need to be good at integrating languages with Anglo-American culture instead of separating language from culture. To achieve this goal, English teachers need to emphasize the pragmatic rules of English in teaching, and students must follow them strictly.

Therefore, college English teaching should be tailored to local conditions and different from person to person. The principle of practicability requires that the cultural content introduced is closely related to the language content learned by students. In the process of English teaching, teachers should choose the appropriate cultural content to introduce according to the specific circumstances of different teaching objects, teaching content and daily communication. For a long time in the past, foreign language teaching in China has focused on teaching the transmission of language knowledge, focusing on syntactic analysis and difficult sentence analysis, and lacking systematic introduction and analysis of factors of knowledge culture and communicative culture. . In teaching, teachers must understand the social and cultural differences between China and target

countries, and infiltrate the social and cultural knowledge of English-speaking countries into English teaching. In the process of promoting cultural penetration teaching, college English must not be taken as an English major course, otherwise, it will be divorced from the reality of college English teaching.

#### 4. Conclusion

As the world's common language, English occupies an important position in the world. It goes without saying. In college English teaching, attention should be paid to the cultural differences between Chinese and English. With the changes of the times, the teaching forms of college English also need to be constantly changed to meet the current needs. Teachers need to use more diversified teaching methods and means to further stimulate students' interest in learning English and to construct the effectiveness of college English teaching. As a contemporary college student, only when he has the ability of cross-cultural communication can he adapt to the development trend of this society and give full play to his talents. Only by establishing a teaching method and a brand-new teaching system suitable for the teaching characteristics of the new period can we improve the level of college English teaching. Only when you understand the culture at the language level can you effectively communicate with people of that cultural background. The introduction of cross-cultural content in English teaching is conducive to the improvement of students' comprehensive quality and reduces or avoids communication barriers and misunderstandings caused by cultural differences. As an English teacher, we must introduce relevant cultural background knowledge to combine it with language knowledge to avoid some pragmatic errors caused by cultural differences. In this way, English can be used for communication and improve the ability of intercultural communication.

#### References

- [1] Chen Hua. Study on the Importance and Strategies of Cultural Introduction in College English Teaching [J]. Journal of Jiamusi Vocational College, 2014 (4): 332-334.
- [2] Gong Li. On Cultural Introduction in English Teaching [J]. Overseas English, 2014 (13): 99-100.
- [3] Gu Yufei. On the Introduction of Western Culture in College English Teaching [J]. English Plaza, 2014 (11): 56-57.
- [4] Li Xiaomei. On Cultural Introduction in College English Teaching--Taking the Course of Intensive Reading in Higher Vocational Colleges as an Example [J]. Journal of Wuhan Vocational and Technical College, 2014 (4): 78-80.
- [5] Zhou Biao. Research on Cultural Introduction in College English Language Teaching [J]. English Plaza, 2018 (1): 68-69.
- [6] Hou Yaohong. On the Reform of College English Teaching in the Transitional Period [J]. China Electric Power Education, 2014 (26): 52-54.
- [7] Ding Jing. Problems in College English Teaching in the Transitional Period and Exploration of Reform Paths [J]. Journal of Pu'er University, 2015, 31 (6): 112-114.
- [8] Liang Xiaodong, Shi Xuliang. Analysis of College English Teaching in the Specialized Transition Period [J]. Curriculum Education Research, 2016 (7): 121-122.
- [9] Wang Chunhui. Problems and discussions on college English teaching reform in the period of college English transition [J]. Examination Weekly, 2016 (45): 9-10.
- [10] Wang Fang. Research on the characteristics and countermeasures of college English teaching in China during the transition period [J]. English Plaza, 2015 (7): 92-93.
- [11] Zhang Yuan. Study on the Characteristics and Countermeasures of College English Teaching

in China during the Transition Period [J]. English Square, 2017 (3): 124-125.

[12] Cao Qiaohui. Challenges Facing Teachers in College English Teaching Transformation and Countermeasures [J]. Modern Vocational Education, 2018 (31): 126-127.

[13] Zhao Changzhi. On the Professional Development Trend of College English Teachers in the Transition Period [J]. Journal of Qinghai Normal University: Philosophy and Social Science Edition, 2014, 36 (4): 138-140.

[14] Wu Shuyan [1]. Research on the Transformation and Development of College English Teachers in Newly Established Local Universities [J]. China Adult Education, 2015 (19): 100-102.

[15] Wang Meixia. Research on the Optimization and Adjustment of College English Teaching Resources in the New Era [J]. Journal of Jilin Provincial College of Education, 2015, 31 (5): 95-96.