

An Analysis of the Ways of Cultural Infiltration in English Language Teaching

Li Zongcheng

Foreign Language Teaching Department, Inner Mongolia University for Nationalities, Tongliao, 028000,
Inner Mongolia, China

Keywords: English, Language Teaching, Cultural Infiltration, New Ways

Abstract: with the Rapid Development of China's Economy, the Demand for English Talents is Increasing. English, as a Universal Language in the World, to Learn English Well, We Must Learn the Culture Behind the Language in Order to Accurately Grasp and Apply It to Real Life. Due to the Lack of Cultural Infiltration in Current English Teaching in China, Students Are Prone to Encounter Some Practical Problems in the Process of Learning English. Therefore, This Paper First Analyses the Value of Cultural Infiltration in English Teaching, Then Summarizes the Main Contents of Cultural Infiltration in English Language Teaching, and Puts Forward New Strategies of Cultural Infiltration in English Language Teaching, with a View to Providing Reference for Schools and English, and Cultivating More English Talents Who Understand English Language and Culture.

1. Introduction

1.1 Literature Review

Zhou Biao Pointed out That Language is the Carrier of Culture. to Learn and Master a Language, We Must Understand the Culture Behind the Language and Consciously Accept the Culture Contained in the Language. the Ultimate Goal of Learning a Language is to Achieve Effective Communication and Communication between People. If You Want to Provide Students with English Application Ability, Let Them Be Familiar with English Cultural Knowledge. Only When Students Have a Thorough Understanding of English Culture Can They Learn and Master English Language Knowledge Quickly and Accurately, and Communicate Fluently in English. However, Due to the Influence of Traditional Education, Many Schools and Teachers Have Neglected the Infiltration of Culture in Teaching. Therefore, in the Process of Learning English, It is Easy for Students to Have Problems That They Can't Understand Because They Don't Understand Culture, Which Leads to Poor Language Sense and Poor Quality of English Teaching (Zhou, 2017). Wang Ying Believes That in Traditional English Teaching, Great Importance Has Been Attached to the Training of Students'language Knowledge and Skills, Which Seriously Neglects the Infiltration of Culture in the Process of English Teaching and the Cultivation of Students' Thinking Ability. According to the Needs of Teaching Development in Colleges and Universities after the New Curriculum Reform, Cultural Infiltration Can Make Language Learning Simpler and More Diversified (Wang, 2015). Dou Guoning Said That the Relationship between Language and Culture is Particularly Close. Language is Not Only an Important Part of Culture, But Also Depends on Culture. Therefore, the Cultural Exchange between People Must Also Take Language as the Necessary Carrier. When Learning Any Language, If Students Want to Learn and Master It Deeply, They Must Analyze the Regional and Cultural Background of the Language and Have a Certain Cognitive Basis (Dou, 2014).

1.2 Purpose of Research

The purpose of English teaching in schools is to cultivate students'intercultural communicative competence. Because of the different development history between the East and the West, there are also great differences in culture. Because students do not understand western culture, they always encounter some difficulties in learning English. The ultimate goal of learning English is to achieve smooth communication between people. However, due to the influence of traditional English

teaching, schools attach too much importance to the content of books and neglect the cultivation of students' expressive ability. The infiltration of English culture can bring new opportunities and vitality to current English teaching. On the basis of understanding English culture, students can learn and practice English through language situations, thus improving their expressive ability and realizing the value of learning English.

2. The Value of Cultural Infiltration in English Teaching

Culture is the most important role in any language teaching process. If you want to master the language of a country, you need to have a deep understanding and study of the culture of the language. In English language learning, students must master such basic skills as writing, listening, reading, expression and translation. But it is not enough to master these basic skills, because the ultimate goal of learning English is to achieve more communication and interaction between people. If we want to communicate and interact smoothly with people from different cultural backgrounds, we need to master not only the content of textbooks, but also the cultural knowledge behind the language. Only when people master the language and culture, can they avoid some jokes caused by different cultures or even invading others in the process of communication (Xu, 2015).

Due to the cultural differences between the West and China, as many Westerners regard privacy as a normal issue in China, if you do not understand English culture and touch privacy, you will be disgusted by others. China has a traditional virtue of respecting the old and loving the young. Therefore, the word “old” is often used in communication with people. But in the eyes of Westerners, it is a sign of disrespect and prejudice against their age. Generally speaking, when communicating with different people, we need to master their culture in order to avoid embarrassment and lead to unhappiness. Therefore, to learn and master a language, the first thing we need to master is the culture of the language. In the process of learning English, the same is true. Teachers should consciously infiltrate some cultural education in teaching, which can promote students' learning and mastery of English, so as to enhance students' comprehensive ability (Wang, 2017).

3. The Main Contents of Cultural Infiltration in English Language Teaching

3.1 On Address

In the context of Chinese culture, in class or when students see teachers, they usually use “Hello, Teacher”. Therefore, in English teaching, most students greet teachers in the form of “Good morning afternoon teacher”. And most students also habitually associate the teacher's surname with their profession, such as calling “Teacher Zhang” as “Teacher Zhang”. However, these Chinese forms of address are totally inapplicable in Western countries. In western countries, appellation is relatively standard, so it is not advocated to associate appellation with his profession. In the West, people usually use Mr, Mrs or Miss to address a person. Mrs corresponds to men, Mrs corresponds to women, Miss corresponds to unmarried women. These terms will not change with people's careers. On this basis, it is connected with the appellation, which forms “Mr Mrs Miss Zhang” (Yu, 2018).

3.2 On Expression

There are great differences in expression between Western and Chinese cultures, especially when they hear praise and praise from others. For example, for a woman, when others praise her cooking skills, they usually use “This dish tastes good”. Because Chinese people tend to show a “modest” attitude when they are praised by others, they often respond with “no ah”, “good” and so on. In western countries, the information expressed in the same situation is totally different. They usually show “self-confidence” and use “Glad you like. This is my special for you to cook” to respond to others' praise. Another example is when Chinese people give gifts to others, because of their “modesty” mentality, they usually say, “This is the gift I chose for you, not very good”. But for people in Western countries, they don't understand why they give “bad” gifts. Because in the West,

they will say, “This is the best gift I have chosen for you. I hope you like it” (Li, 2018).

3.3 On Reception Ceremony

In western countries, people need to make appointments by telephone or e-mail when visiting others. Reservations mainly include time, place and visitor information. Therefore, in the West, there will be no case of visiting others without an appointment. Visiting without an appointment is a sign of disrespect for others. At the same time, when inviting friends to visit in the West, I hope that the other party will give a clear answer, that is, directly tell him “yes” or “no”. At this point, there is also a big difference with the Chinese, because the Chinese often answer “OK, I try”, but such an answer will make Westerners feel confused, unable to determine whether friends will go to the appointment.

3.4 On Privacy

In China, it is normal to ask people about their income, age and marriage, whether among relatives, friends or colleagues, but these problems are not accepted and recognized in Western countries. Because in Western countries, people regard these key information related to themselves as privacy. For example, when talking to friends in Western countries, you ask them directly, “What's your monthly salary?” The other person's attitude is often “what matters to you”. Therefore, in the West, whether in the first meeting or in daily communication, asking for such information will lead to people's disgust (Huang, 2016).

4. New Strategies of Cultural Infiltration in English Language Teaching

4.1 On the Basis of English Textbooks, Fully Explore Cultural Contents

Although English textbooks are of certain reference value to teachers in carrying out basic English teaching activities, due to the penetration and fusion of cultural information in English textbooks, it is easy for students to have some difficulties in learning English because they do not understand the local culture. Therefore, teachers need to play their guiding role and fully tap the linguistic and cultural information hidden behind the teaching content on the basis of their accumulated knowledge. In the course of teaching English, we should not confine ourselves to the content of textbooks, but extend the culture of speaking English to extracurricular teaching and infiltrate English culture into teaching. For example, when explaining weather-related English knowledge points, teachers can introduce foreign weather conditions, and even introduce the life habits of Westerners, so that students can have a deeper understanding and mastery of Western culture. Teachers can also extend their knowledge to the necessities of Western life and expand their knowledge about food, clothing and accommodation. In such a teaching design, the transfer of knowledge to students is conducive to the development of students' thinking consciousness, and stimulates students' enthusiasm through research and discussion, thus actively participating in English teaching activities.

4.2 Encouraging Students to Contact Foreign Teachers

Environment is a very important factor in learning a language. To enable students to learn English well, we must encourage students to communicate with foreign teachers or friends. No matter how solid the basic knowledge of Chinese teachers is, there are still many differences compared with foreign teachers, such as the way of lecture and communication. Most of the students learn English theory well, but their expressive ability is weak. Chinese traditional English teaching always emphasizes writing and reading, neglecting the cultivation of students' language expressive ability, which leads to the weakness of students' expressive ability and listening ability. Therefore, schools and teachers should hire more foreign teachers to encourage students to communicate with foreign teachers. The relevant English departments and teachers in schools should actively organize and carry out some English exchange activities. Both in and out of school, training can be carried out, and foreign teachers can be invited to come to school to exchange and provide guidance through cooperation with other schools. Even though students may feel

inadequate to participate in such activities at first, with the increase of the number of activities, they learn more and more things and have more confidence in expression. English teachers should play a guiding role in encouraging students to actively participate in English communication activities. In organizing the activities, some scholars with the same hobbies and interests are organized to communicate, so as to provide more learning resources and methods for students.

4.3 Make Full Use of Multimedia to Deepen the Understanding of Culture

With the development of new media technology, the development of all walks of life is inseparable from new media. The main users of new media are students, so the use of new media resources in English teaching can deepen students' understanding and mastery of the content. Teachers can use pictures, music and videos in the design of classroom teaching links to more intuitively display the teaching content in front of students, so as to make students interested in English learning. In addition, teachers can also use English songs to teach students, to deepen students' mastery of English words and understanding of sentences. Teachers should provide students with films about folk development, foreign culture and customs, so that students can learn English in a relaxed environment. Through watching English movies, students can learn about the life habits of Westerners. Because English movies can show the differences of different cultures in different regions, so as to broaden students' knowledge. At the same time, teachers can collect some video materials about foreign students' feelings, show them to students, and learn valuable knowledge from them. At the same time, we can hold lectures to explain western culture for students, and promote students' mastery of English culture and knowledge through various forms.

4.4 Creating Cultural Context and Promoting Students' Communication Level

English language learning can not be separated from the cultural context in real life. English is a language with the characteristics of multi-cultural context, so it has a strong correlation with the learning environment. In order to make students learn English well, they must combine English cultural context with English cultural context. Only by combining English learning with cultural context can they have practical value and function. In the process of developing English teaching, teachers should pay attention to the construction of cultural context. To influence the students in the context of appropriate situational culture, and to realize the infiltration of English culture in teaching. Teachers should integrate English culture into teaching. By introducing the cultural background, students can deepen their understanding of the context, so as to cultivate cultural connotation and spirit. Teachers guide students to experience English language and culture, and constantly learn and deepen their understanding of English knowledge points. For example, when explaining the knowledge points of job positions for students, teachers can introduce the knowledge related to job hunting and job positions in the West, and can also extend to the knowledge of job process and so on. In order to enhance students' understanding of Western culture and lay the foundation for the later international exchange work.

References

- [1] Wang Y.(2015). Exploration of Cultural Infiltration in College English Language Teaching, English Square, 5(3), 60-62.
- [2] Dou G.N. (2014). Exploring Cultural Infiltration in English Language Teaching. Journal of Mudanjiang Institute of Education, 32 (1), 70 + 113.
- [3] Zhou B. (2017). A Brief Analysis of Cultural Infiltration, Arts and Sciences Navigation in College English Language Teaching, 30 (11), 27-27.
- [4] Xu H.Y. (2015). Language and Culture Infiltration in English Teaching, Science and Technology Perspective, 5 (36), 212-213.
- [5] Wang X.L. (2017). On the Infiltration of Cultural Knowledge in Higher Vocational English Teaching, Modern Vocational Education, 3 (13), 112-112.

- [6] Yu S.C. (2018). Western Culture Infiltration in Higher Vocational English Teaching, *Campus English*, 19 (30), 51-52.
- [7] Li C.Y. (2018). Exploration of Multicultural Infiltration in English Teaching in Higher Vocational Colleges ,*Journal of Liaoning Higher Vocational Colleges*, 2018, v.20; No.181 (4), 38-39.
- [8] Huang L.(2016). Infiltration of Chinese Traditional Culture in Higher Vocational English Teaching, *Chinese Literature Journal*, 36 (10), 122-123.