

## The role of British and American culture in English teaching

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**Abstract:** With the continuous development of China's social economy, the demand for high-level English talents has gradually increased in all walks of life, and higher requirements have been put forward for college English. In this context, college English is an extremely important part of the university's various disciplines, and college English teaching is extremely important. High-level English talents not only need to have sufficient knowledge of English, but also need to have the ability to use English flexibly. They are proficient in using English to communicate. This requires a certain understanding and mastery of English and American cultural knowledge. Therefore, this paper first studies the current situation of English and American cultural content on college English teaching, and then analyzes the English and American cultural content that can be infiltrated in college English. Finally, according to the actual situation, it puts forward the relevant ways to penetrate into English and American culture in college English teaching.

### 1. The current situation of English and American cultural content on college English teaching

#### 1.1 The influence of historical and cultural knowledge

The educational concept of the Soviet Union has had a profound impact on English teaching in China. In the early stage of the development of English teaching in China, influenced by the Cold War, the Soviet government's control over the penetration of English culture in teaching was extremely strict, and it was hoped that this way would expose the colonialist concept of Western capitalist countries. It further vilified the image of Western capitalist countries. Under this background, the English teaching in China is separated from the English and American cultural knowledge, which also affects the development of English teaching in China to a certain extent, which leads to the weak penetration of British and American cultural knowledge in the current college English teaching in China.

#### 1.2 The influence of religious and cultural knowledge

Under the influence of China's exam-oriented education, the English test for the fourth and sixth grades in college English teaching is the roadblock for learning English knowledge for the vast majority of students. And, it is also the focus of most English teachers. The current students' English learning is only for passing the 4th and 6th grade exams, and the college English teachers grasp this feature, listening, speaking, reading and writing in English vocabulary, English grammar, English listening, English reading and other English. "To conduct comprehensive teaching and explanation. Instead, it ignores the Anglo-American cultural background that is closely related to English learning. As a result, some students have passed the English exams of Grades 4 and 6. However, due to the lack of understanding of the background knowledge of English and American cultures, only the fixed templates and sentence patterns can be applied in the practical application of English, which is easy to cause communication errors and even appear to be absent. solution. To a certain extent, it hinders the international communication and communication of students, and gradually forms cultural barriers. Therefore, in college English teaching, college English teachers should not only pay attention to the teaching of English vocabulary, English grammar, English listening, English reading, etc., but more

importantly, the teaching of English and American cultural background knowledge, so that students not only have a good knowledge of English knowledge. It also has a certain level of English thinking and cultural awareness, which in turn helps students to use English more professionally and freely to communicate and communicate internationally.

## **2. The British and American cultural content that can be infiltrated in college English**

### **2.1 Anglo-American national culture**

Any country or democratic language has its own unique national culture and national culture, as well as English. In college English teaching, we must pay attention to the penetration of its national culture. Nowadays, most universities have already opened relevant teaching courses, such as "Anglo-American Home Summary" and "American Society and Culture". The opening of these courses will help students better understand the British and American background culture knowledge, and then promote students to better learn, understand and master English. In actual teaching, college English teachers should guide students to discover and explore the British and American national culture, and express them through the knowledge they have learned, and integrate the culture into the actual teaching.

### **2.2 British and American customs**

Customs and habits are formed in a certain group and require long-term accumulation. The customs and habits formed in daily life can be accepted by most members, such as clothing, food, housing and other aspects of behavior and habits. In the process of the formation of customs and habits, the customs and habits of various ethnic groups will have a certain degree of difference due to various factors, and even the opposite will be true. For example, when Chinese people meet and say hello, they usually use "What's going on recently? What are you busy with?", "Did you eat? What to eat? Didn't eat me to eat." etc., even ask about income, marriage, children. These issues are all about concern and friendliness. But in the United States and the United States, this custom is incomprehensible and unacceptable. In their mindset these are their privacy, and these issues touch their privacy, which is "privacy." These are different customs and habits of different countries, different nationalities and different regions. By understanding different customs and habits, students can more easily face cross-cultural interpersonal interactions, thus ensuring the effectiveness of students in international communication.

### **2.3 The cultural connotation of English and American vocabulary**

Vocabulary is the basic unit of language. Because of the different cultural environments, the connotation and extension of the same vocabulary will be different. For example, "poverty falls", most students will understand "be penniless and frustrated", but correct The translation should be "as poor as church mouse", which is incomprehensible to the Chinese. Can't understand what the church mouse has to do with poverty? But in the United States and the United States, the vast majority of people believe in Christianity, and the church is different from the temple. There is no tribute, so the rats in the church are the poorest among all the mice.

## **3. The relevant ways to penetrate English and American culture in college English teaching**

### **3.1 Explanation of English vocabulary**

English vocabulary is the basic content of English learning. There are a lot of English and American cultural backgrounds in English vocabulary. Every English word and every English vocabulary has its own story. With the continuous development and progress of the society, some English words have extended meanings and style meanings. A certain word has different meanings due to different language environments. This is the cultural connotation hidden in English words. Moreover, due to the existence of cultural differences, it is impossible to apply the native language

model in the process of learning English, or there will be various unnecessary solutions. Therefore, in college English teaching, college English teachers should not only explain English vocabulary to students, but also explain the cultural background knowledge behind them so that students can better master the British and American culture.

For example, the simple English phrase "come on" has Chinese meaning "fast, start", but its use in different language environments will have different meanings and its meaning will be greatly different. Sex. For example, in the "We are now looking at a smaller system but I will come on to later.", "I come on strong sometimes. Do not know why. She was beginning to feel like a bully." In the middle, the meaning of "come on" is completely different. The meaning of "come on" in the first sentence is: "talking, involving", and "come on" in the second sentence means "words and deeds" . For example, taking the English word "peasant" as an example, the English meaning of this English word is "peasant", but in the context of English and American culture, this word often has a certain derogatory meaning, which is usually understood as "countryside", therefore, College English teachers should strengthen the interpretation and explanation of the meaning of English vocabulary and avoid unnecessary misunderstandings when communicating with foreign friends.

### **3.2 Explaining English articles**

In college English teaching, college English teachers should infiltrate the Anglo-American cultural knowledge involved in the article, and focus on the new meaning of the article in the article due to changes in the times. In actual teaching, college English teachers can use the methods of discussion, questioning, testing, etc. to enable students to understand and master the British and American cultural knowledge more deeply and comprehensively, and then deepen the connotation of English and American cultural knowledge and the changes that occur at any time. Understanding. In addition, Chinese culture can be compared with the British and American cultures involved in the text, so that students can find out the differences between the two, and thus stimulate students' interest in learning and enthusiasm for Western culture.

For example, when teaching the content of "Women, Half the sky", the content is mainly to explain feminist ideas. Therefore, when teaching this part of the content, we must talk about the integration of western feminist culture in classroom teaching, and add some examples of Western feminist culture in the classroom, for example, the background and definition of feminism, the pioneer of Western feminism. Western related liberation of women's rights and so on. Then set the corresponding questions and guide students to discuss and explore the content of Western feminist culture through questioning. In addition, college English teachers should encourage students to actively ask questions to join the discussion. For example, what changes have occurred in the status of Western women before and after the feminist movement, which can reflect what kind of problems at the time, etc. In this process, teachers should actively encourage students to ask questions, actively speak, and participate in discussions. In this way, students can learn more about the history of the West and the background of the times while learning English.

### **3.3 In-class and out-of-class activities**

In college English teaching, college English teachers can not only infiltrate British and American cultural knowledge in terms of English vocabulary and English articles, but also promote the penetration of English and American cultural knowledge through various and different forms of in-class and out-of-class activities. A deeper and more comprehensive understanding and mastery of Anglo-American cultural knowledge, and also can add some interesting and intellectual elements to the teaching activities, in order to mobilize students' enthusiasm for learning English and English and American cultural knowledge and learning enthusiasm.

For example, when teaching the content of "Father Know Better", the content is mainly about the generation gap between parents and children. Therefore, before conducting in-depth research and analysis on this part of the content, college English teachers can first let students read the text content and have a general understanding of the text content. Then students are grouped and played in the form of dramas in the form of dramas. According to this method, students can not only experience the

charm of Western dramas, but also effectively motivate students to learn. It encourages students to better integrate the learning of English knowledge content with the study of English and American cultural knowledge. In addition, college English teachers can also make full use of extracurricular time. After all, classroom teaching time and space have certain limitations. Therefore, college English teachers can organize text activities to organize English and American cultural knowledge in the activities. For example, college English teachers can invite students to watch British and American film and television dramas together, recommend books and newspapers with British and American culture to students, or they can regularly carry out English and American cultural knowledge contests to promote students to listen to some English broadcasts. In this way, students can better understand the British and American cultural knowledge, and thus better learn English knowledge, improve students' efficiency in learning English and the quality of learning.

#### **4. Conclusion**

This paper first introduces the current situation of English and English cultural content on college English teaching from the aspects of the influence of historical and cultural knowledge and the influence of religious and cultural knowledge. Then, from the aspects of British and American national culture, British and American customs, and the cultural connotation of English and American vocabulary, the contents of British and American culture that can be infiltrated in college English are expounded. Finally, according to the actual situation, from the explanation of English vocabulary, the explanation of English articles, and the activities inside and outside the class, the related ways of infiltrating into British and American culture in college English teaching are put forward.

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