

Brief Exploration on the Infiltration Strategies of Cultural Awareness in College English Teaching

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Abstract : Social and economic development has accelerated the process of globalization, which has brought new changes and challenges to college English teaching. Teachers should not only cultivate students' English ability, but also infiltrate cultural consciousness from it, imparting western cultural history, customs and social values dialectically, so as to improve college students' comprehensive English application ability. Based on the current situation of college English teaching, this paper expounds the favorable influence of cultural awareness in college English teaching, points out the problems and puts forward corresponding strategies.

Keywords : Cultural Awareness; College English; Teaching Strategy

To a certain extent, language is a unique form of culture. In the process of learning English, college students also imperceptibly accept the culture edification from English speaking countries. In college English teaching, if only a single language teaching is carried out without relevant cultural infiltration, it is likely to lead to the phenomenon of "cultural shock" in the process of learning. Moreover, influenced by the cultural differences between the east and the west, students are easy to be limited to Chinese thinking mode in English learning and affect the teaching effect. Therefore, college English teachers need to change the traditional education concept, keep pace with the times, and change to innovative teaching, so as to create a more efficient and practical English classroom by infiltrating cultural awareness.

1. Problems existing in the infiltration of cultural awareness in college English teaching

1.1 Teachers lack the infiltration of cultural consciousness

In the English teaching of local colleges and universities, there are still some teachers who just blindly strengthen students' language ability when they carry out teaching. They are mainly based on traditional teaching methods, lack of penetration of English cultural awareness, and lack of attention to students' application ability, leading many students have good language ability, but lack of flexible innovation and practical English ability due to not aware of the cultural differences between different countries.

1.2 Students have little understanding of foreign culture

Culture cannot be understood in all aspects through book learning. College students' current understanding of foreign culture is not only through textbooks, but also through Internet and other media. From the perspective of culture, it is possible that college students have limited access to cultural knowledge through the Internet. The real understanding of foreign cultural background, in the process of English learning is also very little cultural awareness, and take the initiative to explore the social and cultural

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phenomena of English speaking countries.

2. The positive significance of cultural awareness in college English teaching

2.1 Stimulating students' interest in learning English

Interest has always been regarded as one of the important driving forces in language learning, which can achieve twice the result with half the effort. In the process of learning English, college students themselves have a very strong desire to explore. They will also have a strong curiosity about the cultural background, lifestyle and other factors behind the language. Cultural infiltration in college English teaching can satisfy students' strong curiosity. At the same time, through learning the cultural traditions of English speaking countries, students' desire to learn English can be further stimulated. It can be found that the process of language learning is not only a single mechanical recitation and memory, but also an interesting and diversified cultural journey, so as to greatly improve students' interest and language for the initiative of learning.

2.2 Improving the core quality of college students

Core literacy is always the key content of education reform in the new era, so is English teaching in colleges and universities. Through the infiltration of cultural awareness in college English, students can not only understand the differences in cultural customs and communication methods between China and English speaking countries, but also further strengthen their ability to identify foreign cultures, judge and absorb them with speculative ability, and instead of adopting an overall attitude towards foreign cultures. At the same time, through learning, students' patriotism will be further stimulated, which is conducive to help students establish a correct social outlook on life in the new era, and constantly strengthen their core literacy.

3. Strategies of cultural awareness in college English teaching

3.1 The infiltration of cultural awareness in college English vocabulary teaching

Vocabulary is the basic component of language, and all teaching of college English is based on vocabulary teaching. The teaching of vocabulary is closely related to the cultivation of students' cultural awareness. A same word may have different parts of speech and meaning in different cultural backgrounds. Therefore, teachers should pay attention to the infiltration of cultural awareness in vocabulary teaching to help college students lay a solid foundation for English learning.

For example, the English word "individualism" is a derogatory word in China's cultural context, because the Chinese people have always been proud of "collective consciousness", which has the meaning of focusing on personal interests. If in the cultural background of English speaking countries, it is a commendatory word, which represents a person's good independent ability. Therefore, college English teachers should guide students to distinguish words according to their cultural awareness.

3.2 The infiltration of cultural awareness in college English reading teaching

There are a lot of cultural phenomena in English reading. If teachers only carry out conventional reading teaching and do not infiltrate cultural awareness, the reading obstacles caused by cultural differences cannot be eliminated, and it is not conducive to strengthening students' understanding of English articles, so the effect of reading teaching will be greatly reduced.

For example, "chicken" in the original meaning of the word means chicken meat, but in different semantics, it will have additional extended meaning, representing the timid person. There are cultural differences between China and English speaking countries. In China, mice are generally used to describe timid people. This can be well explained from the idiom "timid as a mouse". However, in English speaking countries, there is a phenomenon of "chicken game", which often represents the symbolic meaning of prudence and timidity. Therefore, when "now you are chicken" appears in the reading, if students do not have the relevant cultural awareness in reading, it is easy to misinterpret the meaning of the article, which is not conducive to students' better understanding of the article. Therefore, before the teaching of reading, on the one hand, teachers read through the full text on their own, look up the words or sentence patterns that may cause misinterpretation, fully explain these words before students read, and compare the different meanings of different cultural backgrounds. On the other hand, teachers can also encourage students to accumulate culture in reading and explore the different meanings of a word in different contexts, so as to better relieve the pressure of students in English reading and clear the reading obstacles. At the same time, it can also strengthen students' interest in reading.

3.3 The infiltration of cultural awareness in college oral English teaching

The ultimate goal of language learning is to communicate smoothly. Face to face oral communication is the most direct way to find cultural differences. Therefore, teachers can fully infiltrate cultural awareness in daily oral teaching to make up for the single recitation memory in writing, so that students can use it flexibly in practice and make the infiltration of cultural awareness more efficient.

For example, teachers can give students examples of cultural differences in daily oral English teaching, so that students can intuitively feel the existence of cultural differences. For example, when people praise you, the first reaction of Chinese people is: “where, where.” In the spoken English context, the direct answer “thank you” is the expression of respect and gratitude. For example, teachers can encourage college students to go to the oral corner and other places after class to have a face-to-face conversation with foreigners, and integrate the two languages and cultures from the daily oral topics, so as to gradually form cultural awareness. In addition, teachers can also guide students to enjoy authentic English and American dramas in their spare time, and it is also a good choice to carry out oral imitation practice. This way can effectively help students understand the life and values of English speaking countries, but also can gradually change their “Chinese thinking” in oral English through imitation and repetition, so as to establish cultural awareness, promote students’ oral English communication in more authentic English, and improve their comprehensive ability to use English.

4. Conclusion

In the context of the new era, it is particularly important to cultivate students’ cultural awareness in college English teaching. College students’ interest in English learning can be improved, at the same time, and the core literacy will also be improved. At present, in the process of college English teaching, teachers’ lack of cultural awareness and students’ lack of understanding of foreign culture will hinder the cultivation of cultural awareness. Therefore, college English teachers need to strengthen the infiltration of cultural awareness in the teaching of English vocabulary, grammar, oral English and so on, so as to improve the effect of college English teaching.

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