

Based on Background of Cultural Awareness in National Curriculum Standard--The Prospect of The Reform of English Teaching Paradigm

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Abstract: The proposal of teaching paradigm has a certain guiding role for educational practitioners. This paper makes a comprehensive comment on English teaching paradigms. It mainly combs from three aspects: (1) the definition and characteristics of teaching paradigm; (2) The development trend of teaching paradigm; (3) Teaching paradigm and teaching. On this basis, combined with the relevant requirements for cultural awareness teaching in the 2017 new English curriculum standards for senior high schools, this paper demonstrates the possibility of the development of culture interaction paradigm.

Keywords: Paradigm; English Teaching Paradigm; Culture Interaction Paradigm

1. Paradigm, Teaching Paradigm and English Teaching Paradigm

1.1 Paradigm

The widespread popularity of paradigm as a term began with Kuhn's several uses in *The Structure of the Scientific Revolution* (1957). According to Kuhn's definition of paradigm, the meaning of the paradigm can be roughly divided into two meanings, one is all the beliefs shared by the scientific community, and the other is to extract the particularly important beliefs and become a subset of the former, which includes examples of laws, theories, applications, and instruments.

Liang and Wang believe that the paradigm has certain characteristics in terms of social attributes, and the paradigm has shared and inherited: sharing is manifested in the commitment of members of the academic community to follow the same rules and standards to carry out practice in the common paradigm; Heritage is expressed in helping students who become members of the practical community through practice to learn the foundation of the discipline and accept the beliefs and values of the academic community. (2020)

Different fields have different perspectives on the definition of a paradigm.

1.2 English Teaching Paradigm

Sangyuan believes that the "teaching paradigm" provides us with a new perspective for understanding the nature of foreign language teaching, which helps to improve the effectiveness of foreign language teaching (2015). Based on the meaning of the teaching paradigm and the characteristics of English teaching, we can think that the English teaching paradigm is formed when the theory formed in answering the questions that arise in English teaching is accepted by the community, and it is a theoretical integration of English teaching practitioners who hold the same view to guide their English teaching. These paradigms will cause community members to form "obsessions" with English teaching theories, and different teaching concepts will form different teaching paradigms, so many different teaching schools have emerged.

1.3 Characteristics of the English Teaching Paradigm

English subject is different from other disciplines, so the English teaching paradigm has the characteristics of diversity,

flexibility, uniqueness and culture. Diversity refers to the fact that different teachers have different teaching experiences; different understandings and different teaching beliefs; according to different teaching objectives and contents, teaching themes will adopt different teaching paradigms; and the update of teaching paradigms will be updated or adjusted according to the changes of the times. Flexibility means that when a group of teachers has a belief in a certain teaching paradigm, it will not change for a long time to come. The uniqueness is mainly due to the unique attributes of the English language discipline itself and its essence. Culturality is manifested in the English teaching paradigm's attention to the Chinese of English teaching and the attention paid to the creation of cultural context.

2. The historical process of the English teaching paradigm

Grammar-Translation Paradigm: Before the Western Affairs Movement to the Xinhai Revolution, due to various conditions, most of the teaching materials used at that time were foreign language books, and the professors who taught the courses were mostly foreign teachers, the courses were basically translation courses, and the course content was mostly for the translation exercises of foreign books, focusing on grammar and vocabulary. The listening-training paradigm, which was created to compensate for the lack of training in the grammar-translation paradigm for the spoken language, began to focus more on the training of the spoken language, and the oral skills occupied a relatively more important position.

The sentence pattern-imitation paradigm is based on the structuralist linguistics of behaviorist psychology. This teaching paradigm is relatively more comprehensive in cultivating the four skills of listening, speaking, reading and writing. The functional-practical paradigm is based on sociolinguistics, transformative generative grammar, psycholinguistics, and structuralist linguistics. Competence-Paradigm-building English instruction focuses on students, students' cognitive processes and cognitive structures, and students' learning motivations, ability levels, emotional attitudes and values, and individual differences.

3. Interpretation of the 2017 edition of the New Curriculum Standards for General High School

3.1 Interpretation of cultural consciousness

The core literacy in the new curriculum standard emphasizes the comprehensive cultivation of students' language ability, cultural awareness, thinking quality and learning ability, and its Chinese awareness accounts for a quarter. This shows the importance of culture in the process of teaching English. Cultural awareness refers to cultivating students' understanding of Chinese and foreign cultures and the identification of excellent cultures, and the cultivation of cultural awareness helps students to enhance national feelings and national identity, strengthen cultural self-confidence, and jointly build a community with a shared future for mankind.

3.2 Teaching of "cultural awareness" in the classroom

Cultivating students' cultural awareness is an important task in teaching English in secondary schools. Culture is the root and soul of human existence. Language is the carrier of culture and part of culture. Teachers should establish the awareness that language teaching and cultural learning promote each other and penetrate each other, and guide students to form cultural awareness while improving language ability. In the actual teaching process, students should be allowed to perceive, understand, internalize, and use culture under multi-sensory participation, so as to effectively cultivate students' cultural awareness.

4. Interpretation of the relationship between the English teaching paradigm and "cultural awareness"

The requirements of social development in cross-cultural contexts for foreign language teaching require that the teaching paradigms that guide English teaching must be general and cultural. Most of the previous paradigms are not general, and their cultural nature has obvious limitations. The development of the times requires a new paradigm to guide the teaching of English. Different paradigms target different teaching sectors. The culture-interaction paradigm has certain advantages in teaching culture.

5. Summary: Cultural-Interactive Paradigm Perspective and Practice

Sang believes that effective foreign language teaching, no matter how it is defined, can never jump out of the four major elements of teaching: teachers, students, environment and teaching content (2015). Jin believes that appropriately add cultural courses is conducive to Chinese students to familiarize and master Chinese culture, further promote Chinese culture, and truly cultivate students' ability to learn foreign languages for cross-cultural communication. (2013)

Wang and Chen believe that the culture-interaction paradigm is actually the development and extension of multiple English teaching paradigms based on the ability-construction paradigm (2018). The culture-interaction paradigm combines language and cultural background knowledge on the basis of emphasizing listening, speaking, reading and writing, which promotes more effective Teaching of English. This paradigm presupposes the implementation of cultural learning, combining the cultivation of listening, speaking, reading and writing skills, and implementing cultural teaching in classroom teaching. The following will be further interpreted from both the aspects of teachers and teaching:

5.1 From the teacher level

Teaching is actually the process of teachers and students using culture as a medium for interaction, in the interaction, teachers through their own continuous reflection and continuous transformation to achieve the perfection of themselves and teaching practice activities, students under the guidance of teachers, interact with culture, through the construction of self-culture, complete personality shaping and self-development. In the teaching of English in colleges and universities, teachers and students carry out self-construction and self-development with the mother tongue culture and English language culture as the object of activities, and promote the collision and dialogue between mother tongue culture and English language culture in the process, so as to achieve mutual acceptance and mutual recognition between cultures.

5.2 Starting from the aspect of classroom teaching

The adherence of the culture-interaction paradigm to the concept of cultural learning poses a great challenge to teachers. It requires teachers not only to have English professional knowledge and knowledge of English subject teaching, but also to have a broad international vision and a knowledge of their own national culture. Not only familiar with various cultural phenomena, but also to clarify the deep culture behind various cultural phenomena, so that in the teaching, students can cultivate their communication skills, and cultivate their behavior, thinking, emotional attitudes and values, so that students can master the tools of national culture transmission while forming cross-cultural communication skills.

The students we cultivate are able to act appropriately in international interactions and achieve the spread of national culture. The adherence of the culture-interaction paradigm to the concept of cultural learning poses a great challenge to teachers. It requires teachers not only to have English professional knowledge and knowledge of English subject teaching, but also to have a broad international vision and a knowledge of their own national culture. Not only familiar with various cultural phenomena, but also to clarify the deep culture behind various cultural phenomena, so that in the teaching, students can cultivate their communication skills, and cultivate their behavior, thinking, emotional attitudes and values, so that students can master the tools of national culture transmission while forming cross-cultural communication skills. The students we cultivate are able to act appropriately in international interactions and achieve the spread of national culture.

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