

Exploration of the Strategies for Cultivating English Major Students' Chinese Cultural Consciousness in English Teaching

Lirong Lyu

1. Inner Mongolia Honder College of Arts and Sciences, Hohhot City 010000, Inner Mongolia, China
2. Philippine Christian University Center for International Education, Manila City 1004, the Philippines

Abstract: College English, as a professional course, has its own teaching mission. For a long time, influenced by economic globalization, English, as a communicative language, has been playing an immeasurable role. As a base of talent training, universities have always played an important role in the national education cause. However, for English major students, they have been excessive pursuit of English culture, but have ignored our Chinese culture. As the most important form of ideological expression of our past ancestors, Chinese culture is the spirit and soul of our nation, and a banner leading us forward. This paper explores the strategies of cultivating English students' cultural consciousness of English major in English teaching, and strives to find the existing problems in teaching through analyzing the current situation, and then puts forward solution strategies, so that English major students can have Chinese cultural consciousness and become the disseminator of Chinese culture.

Keywords: English teaching; English major students; Chinese cultural consciousness; Strategies

Introduction

The spirit of a nation is the root of a nation and needs to be passed down from generation to generation. The inheritance of the national spirit needs the efforts of everyone. So, in college English teaching, we should not only teach students how to use English in communication, but also cultivate them becoming the continuator of Chinese culture. Therefore, let students learning Chinese culture in English can improve their understanding of their local culture. Therefore, as college English teachers, we need to integrate Chinese cultural elements into English teaching, so that English students can become the driving force of cultural inheritance, and then promote Chinese culture to the world and enhance the influence of the world.

1. Relevant Characteristics of Chinese Cultural Consciousness

1.1 Integrating Knowledge and Action into Cultural Consciousness

The new curriculum standard points out that cultural consciousness refers to the understanding of Chinese and foreign cultures and the identification of excellent culture, which is the cross-cultural cognitive attitude and behavioral orientation shown by students in the context of globalization. In this definition, the first thing we need to grasp is the understanding of Chinese and foreign culture. Teachers do relatively less to promote students' understanding of Chinese culture in class, so we need to help students strengthen their understanding of Chinese culture from a cross-cultural perspective.^[1]

1.2 Understanding the Cultural Connotation

Cultural consciousness emphasizes the need to timely acquire cultural knowledge and understand the cultural connotation. While improving the self-knowledge system, we should compare the similarities and differences between Chinese and Western cultures, so as to absorb the essence of the culture and truly grow into self-restraint individuals. We should timely pay attention to the similarities and differences between Chinese and Western culture, so as to teach students to really understand the culture, become the successors of cultural propaganda.^[2]

1.3 Helping Students Communicate Across Cultures and Spread Chinese Culture

The goal of cultural literacy emphasizes that students should have certain cross-cultural communication and spread Chinese culture. This goal may seem like easy, but it is still very difficult to implement. For English students majoring in English, being able to write English is only the beginning. What they need most is the cultural awareness of their country. Therefore, they need really improve their Chinese cultural awareness in English learning, and become a language master and a messenger of Chinese culture.

2. Analysis of the Actual Teaching Situation of Chinese Cultural Consciousness of English Majors

2.1 Lack of the ability to cultivate bilingual cultural awareness of college English teachers

Chinese college English teachers generally lack the vision of bilingual culture and believe that foreign language teaching is teaching language knowledge. In recent years, with the popularization and the increase of cultural discussion in English teaching, the majority of English teachers began to pay attention to the role of culture in English teaching, but the main focus of discussion, research and teaching only focuses on the cultural introduction of purpose language. Teachers lack a comprehensive view of Chinese and Western culture, and cannot cultivate students' equal consciousness of bilingual cultural communication in cultural teaching.

2.2 Lack of bilingual and cultural communication skills of English majors

Most students think that they can master pronunciation, vocabulary and grammar rules to communicate in English. Although

some students have strong language skills, they generally have weak bilingual cultural understanding skills, such as communication strategies, rules and politeness. If you are not familiar with the thinking mode and social and cultural background of the destination language country, and do not understand the language phenomenon and behavior of the implied cultural connotation, then you will misunderstand the other party in the bilingual cultural communication and cause the communication failure.

3. Specific Strategies for Cultivating the Chinese Cultural Consciousness of English Major Students

3.1 Strengthening cultural education with more Chinese cultural input

As an English teacher, students should be encouraged to contact and apply the target language and create a favorable environment conducive to language acquisition.^[3] Such as: encourage students to participate in the Annual College Student English Speech Contest associated with the theme of Chinese culture, organize students in English drama or sketch talking about Chinese Culture, increase the opportunity of students to meet with foreign teachers, foreign students, encourage them to tell Chinese stories in English to their pen friends or netizens. Teachers should recommend some English version of Chinese classics to students to read extracurricular, so as to understand Chinese culture and the means and methods of non-verbal communication related to British, American and Chinese culture. Last but not least, create more real language environment for students to communicate Chinese culture in English and improve their communication skills.

3.2 Improving the learning motivation of Chinese culture

In the eyes of English majors, the criteria for evaluating English learning are various English proficiency and qualifications, such as national English level certificate TEM-4 and TEM-8, and the English expression ability of traditional Chinese culture are not included in the scope of traditional Chinese culture. Therefore, most students believe that the main purpose of English major learning is to obtain relevant certificates, and there is a serious lack of motivation to enhance the English expression ability of traditional Chinese culture. Therefore, it is necessary to strengthen students' ideological education, fully realize the significance of improving the ability of English expression ability of Chinese traditional culture, establish correct learning ideas, clear learning objectives, improve the learning motivation of traditional cultural English expression, and lay a solid foundation for the growth of real English professionals.^[4]

3.3 Expanding the proportion of the traditional Chinese culture in the teaching materials

Increase the proportion of comparing Chinese traditional culture and Chinese and foreign cultural materials in English professional teaching materials or auxiliary teaching materials, and gradually incorporate the translation that can effectively reflect the excellent Chinese tradition in the teaching materials or foreign language articles, to ensure that students in every link of the English learning process of traditional Chinese articles. At the same time, some books with the background of traditional Chinese culture should be compiled in English as soon as possible to facilitate the access of foreigners or English learners.

3.4 Improving the evaluation mechanism for Chinese culture

The teaching syllabus shall be clear on the cultivation of students' English expression ability of traditional Chinese culture. Requirements, such as what part of traditional Chinese culture that students need to master and which degree to master, should be cleared. In addition, the relevant contents of Chinese culture should be included in various English proficiency tests oral test. College English textbooks are not only to transmit English knowledge, but also an important tool to spread values and ideology. College English textbooks should reflect two different cultures, and add the content about the customs, habits and behavior patterns of Chinese society.

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About the Author:

Lirong Lyu, female, Han nationality, born in Hohhot, lecture, master degree, research area: English Education.