

Analysis of Cultural Introduction in English Teaching in Chinese Senior School

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Abstract: With the continuous deepening of the process of globalization, China's connections with other countries in the world have become more intensive. Under this social background, a large number of comprehensive external exchange talents are urgently needed. However, in the current English teaching of Chinese senior school, the introduction of cultural factors is insufficient. In English teaching practice, teachers pay more attention to the cultivation of students' Basic English skills without paying too much attention to cultural factors.

Key words: cultural introduction; senior school English; educational significance

1. Current Situation of Chinese Senior School English Teaching on Cultural Introduction

1.1 The textbook lacks cultural factors.

The vocabulary and grammar are more prominent in some of the textbooks currently used in senior schools. In terms of the selection of some articles, they will be as close as possible to the English test of the college entrance examination. There is no introduction of foreign cultural background. The selection of some texts does not have a corresponding cultural background, so that students cannot have access to foreign cultural knowledge during the learning process, resulting in the lack of cross-cultural communication skills in the future English communication.

1.2 The teaching method is outdated.

In current senior school English class, teachers mostly follow traditional teaching methods and pay more attention to explaining vocabulary and grammar. Traditional teaching methods will reduce students' enthusiasm for learning English, which is not conducive to forming students' cross-cultural communication ability. Therefore, the introduction of cultural factors in English teaching is urgent.

2. Reasons of Introducing Cultural Factors in English Teaching

2.1 Objective Needs of Economic Globalization

As the degree of economic globalization continues to deepen, the degree of China's opening to the outside world continues to increase, which is of great significance for promoting the economic development of countries around the world. Since my China has more frequent international exchanges, more talents with cross-cultural communication skills are needed. The development of cross-cultural communication skills requires not only students to have a good foreign language level, but also a certain background knowledge of foreign cultures. After the introduction of

cultural factors in English teaching, students can have better understanding about the connotation of foreign cultures. Therefore, the introduction of cultural factors in senior school English teaching can meet the requirements of cross-cultural communication, which is of great significance for ensuring cross-cultural communication and strengthening international exchanges.

2.2 Objective Needs of Language Communication

Language and culture are inseparable. Language, as a carrier of culture, is an important form of expressing culture. In the process of language communication, you can tell other people's customs and habits according to different contexts, which can effectively guarantee the communication. In addition, in the process of communication, different topics are used to communicate according to different people, which requires the communicator to have a strong comprehensive literacy. Introducing foreign culture in English teaching can help students improve their overall quality. Through the introduction of culture factors, students can learn something new about western food habits, customs, religious beliefs, etc., which are the basis for international exchanges. Therefore, cultural introduction is the need for language communication.

2.3 Objective Needs of Teaching Requirements

In senior school English teaching standards, there are certain requirements in terms of the cultural introduction. As this requirement is put forward, teachers should attach importance to introducing foreign culture in daily teaching. They can combine daily English tests with cultural introduction to ensure the effect of students' learning foreign culture. This also means that teachers should pay attention to the penetration of foreign cultures in order to meet the senior school English curriculum standards. Therefore, senior school English teachers should attach importance to the introduction of foreign cultures and the cultivation of students' comprehensive literacy.

2.4 Objective Needs of Social Development

Judging from the current demand for talents in society, the cultural aspect of talents is more valued. This requires the introduction of foreign cultures in daily teaching. For example, in senior school, it is an important period for students to learn English, which will greatly affect the students' English level in the future. Whether entering college or directly into the society requires students to gradually develop their English ability. For example, when a senior school student needs to use English to communicate in the society, if he simply pursues the grammar and pronunciation norms without having a certain accumulation of foreign language culture, then the overall communication process is difficult to achieve the set goals. Under the process of global integration, the introduction of culture has become the key to training comprehensive talents. Therefore, in order to make students adapt to the needs of social development, teachers should increase the penetration of foreign culture in English class.

3. Ways to Introduce Cultural Factors in English Teaching

3.1 English teacher should make good use of cultural factors in textbooks.

Senior school English textbooks cover a wealth of content, many of which are excellent English reading content, all of which are academic contributions, scientific research contributions and personal growth history in British history. The content in these English textbooks provides solid materials for cultural teaching. Therefore, in the teaching process, teachers need to make good use of teaching materials in order to improve students' cultural awareness. The first is to focus on vocabulary teaching. The vocabulary of the senior school English learning is huge. In the process of senior school English learning, students' memory and understanding of vocabulary is a prerequisite for helping students to read English quickly. It can be seen that it is very important for students to master solid and rich vocabulary. Due to

cultural differences, some of the English vocabulary and Chinese vocabulary can not be one-to-one correspondence. If students want to grasp the usage of these vocabulary, they must pay attention to fully understanding the cultural value and historical background behind the vocabulary. For example, the word “dragon” means dinosaur or demon in English, but in Chinese it means a cultural totem. Secondly, teachers should pay attention to the teaching of grammar. Unlike Chinese, English sentences can display English content through different independent clauses. In English, direct translation cannot be performed according to the order of the clauses. Students should translate according to the connection between different clauses, which is obviously different from Chinese. Through grammatical and syntactic analysis, students can fully understand the British language expression habits.

3.2 English teacher should innovate and enrich teaching methods.

In the teaching of senior school English, teachers should constantly enrich and innovate teaching methods, and use a variety of teaching methods to carry out cultural teaching. In senior school English teaching, teachers can use multimedia teaching method to allow students to understand the cultural background of English through intuitive videos, graphics, etc. For example, when explaining the “Fantasy Literature” course, if the teacher adopts traditional teaching methods and allows students to understand the text superficially through quick reading, then the students’ mastery of the English text must be shallow. If teachers organize students to watch science fiction films and make students understand the innovative thinking of Americans, which not only activates the enthusiasm of students’ English learning, but also effectively promotes their English learning ability. In addition, in the teaching process, teachers can also use storytelling method to allow students to choose English reading materials for stories. Teachers choose a classmate to explain the story in each class. Through such intensive training, students can strengthen their English cultural skills.

3.3 English teacher should implement vivid oral teaching methods.

In senior school English teaching, teachers can also carry out vivid oral teaching to cultivate students’ cultural awareness. If culture is the foundation of language, then culture is the matrix of spoken language. Even in English-speaking countries like the United Kingdom and the United States, spoken expressions vary widely, and people divide them into British English and American English. Therefore, teachers can encourage students to collect as much as possible of the unique locality of spoken English in their spare time and explore the cultural connotation behind spoken language. Through oral teaching and rehearsal, students’ English cultural level can be effectively improved.

4. Conclusion

In summary, the introduction of foreign background knowledge should be strengthened to help the continuous improvement of senior school English teaching. Introducing culture at the senior school stage is necessary in terms of economic globalization, language exchange, teaching requirements and social development. Therefore, English teachers should pay attention to the introduction of foreign culture, which is of great significance for the cultivation of students’ cross-cultural communication ability and comprehensive literacy.

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