

Cultural Infiltration Strategies in English Teaching in Higher Vocational Colleges

Huang Qiuxia¹, Zhao Jinyao²

¹Guangdong Eco-Engineering Polytechnic, Guangdong, Zhanjiang, China

²Guangdong Eco-Engineering Polytechnic, Guizhou, Xingyi, China

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Abstract: In recent years, the development of English education in higher vocational colleges has shown a vigorous trend. It plays an important role in cultural exchange and communication, especially in the cultivation of highly skilled personnel involved in foreign exchange. However, as the development of Higher Vocational Education in China is still in its infancy, there are still some problems in English teaching in Higher Vocational colleges. For example, there are some differences between the translated content and the correct translation of many vocational college graduates. One of the main reasons for this phenomenon is that students' cultural foundation is weak, and they are not well influenced by culture in the process of learning. Based on this, this paper studies the current situation and problems of cultural infiltration in English teaching in Higher Vocational colleges, and puts forward relevant improvement strategies, with a view to providing new ideas for follow-up research.

1. Research Background

1.1 Literature review

Whether in terms of teaching content or communicative function, English teaching and cultural teaching are inextricably linked. Gao Jie believes that with the continuous reform of Higher Vocational education, how to infiltrate Chinese culture into English teaching in higher vocational education has become a matter of close concern to the educational circles (Gao, 2015). Sang Lifei and Dan Hanbiao believe that language is an important part of culture. Language is influenced by culture, and it is also the mirror and carrier of culture. Teachers of English in higher vocational colleges should teach students some Western cultures in the process of teaching, which will help to improve students' interest in English learning and cultivate students' awareness of cross-cultural communication (Sang and Dan, 2010). Zhang Jinying believes that language indoctrination is widely advocated in English teaching at all stages in China, while cultural education, especially the infiltration of Chinese culture, has not been given enough attention. Therefore, many vocational college students do not have a deep understanding of their mother tongue culture after learning English for many years, let alone express Chinese culture in English (Zhang, 2014). Zhou Xiaolu believes that learning a language requires understanding the national culture of the language. Higher vocational English teachers also teach in accordance with this teaching concept in English teaching. With the prevalence of this concept, vocational college students have more and more understanding of foreign culture, but less understanding of Chinese culture. Students can not express Chinese culture in English, which makes Chinese culture aphasia (Zhou, 2015). Shen Xiaojing pointed out that language and culture are closely related, and the lack of Western cultural knowledge is not conducive to the improvement of language ability of Higher Vocational students. Although the Ministry of Education and higher vocational colleges are well aware of the importance of cultural teaching in English teaching, cultural teaching in Higher Vocational English has not received enough attention (Shen, 2011). Xue Qiumei believes that the main task of higher vocational colleges is to train applied talents for the society. Therefore, higher vocational colleges should not only focus on basic skills such as listening, speaking, reading and writing in English teaching, but also pay attention to the cultivation of students' English application skills. However, at present,

most vocational college students' English communicative competence is poor, which is closely related to cross-cultural factors in Vocational English education (Xue, 2015). Therefore, higher vocational English teachers should attach great importance to cultural teaching in English teaching, formulate teaching objectives and strategies, and help students really improve their application-oriented.

1.2 Purpose of research

Vocational English and college English are both aimed at cultivating cross-cultural communication talents in the society. However, vocational English is relatively more prominent in its professionalism and application, and its involvement in Chinese traditional culture is relatively shallow. To a certain extent, it highlights the drawbacks of English teaching in Higher Vocational Colleges in China. Chinese higher vocational English teaching pays more attention to the infiltration of Western culture, but seldom involves in its own national culture. The phenomenon of attaching more importance to western culture than to native culture is becoming more and more serious. Especially for the young people, their daily behavior and thinking mode are more and more inclined to Western culture. These situations all indicate the problems faced by English teaching in Higher Vocational colleges. English teaching in higher vocational colleges needs to adjust teaching objectives, teaching methods and teaching contents according to the pace of development of the times, so that students who are important inheritances of Chinese traditional culture can learn more about Chinese culture with reference to Western culture on the premise of mastering basic language skills. Deep understanding and insight. While constantly cultivating students' cultural awareness and self-confidence in China, students' sense of identity and pride in Chinese culture should be stimulated, so that they can confidently answer questions related to Chinese traditional culture in diplomacy and disseminate Chinese culture confidently. Therefore, this paper takes cultural infiltration in Higher Vocational English teaching as the main research content, makes a comprehensive analysis of the importance of cultural infiltration in English teaching, and puts forward feasible measures.

2. Current Situation of English Teaching in Higher Vocational Colleges

Although the New Education Reform has been implemented for many years, in real life, English education in higher vocational colleges is still restricted by examination-oriented education. Both students and teachers focus on written learning, focusing on problem-based learning, and do not pay enough attention to the application of English in real life (Liu, 2011). In addition, most of Higher Vocational English is taught in large classes, with a large number of students in the classroom. English teachers teach according to their teaching objectives and the content of the teaching plan. Some students with poor basic English ability can not keep up with the progress of the class and easily get bored. English teachers are also facing many students, adopting a single indoctrinating teaching method to teach, unable to understand each student's learning situation, which is not conducive to the development of English teaching and the promotion of students' comprehensive English application ability.

In Chinese education, English only exists as a course, and students only regard English as a vocational skill training. Students think that as long as they learn English well, they can simply cope with the exam and get high marks. In higher vocational English teaching, the teaching methods are simply reciting words, memorizing grammar and doing exercises. Such a single teaching method can easily make students lose interest in learning, and bore with English, which is not conducive to improving students' comprehensive literacy. Because there is no relative test pressure in Higher Vocational colleges, English teachers only use the indoctrinated teaching method to explain knowledge unilaterally, not paying too much attention to whether students have mastered knowledge points, but routinely complete the teaching of textbooks.

3. Problems of Cultural Infiltration in English Teaching in Higher Vocational Colleges

3.1 The content of Chinese culture in textbooks is less involved

The infiltration of Chinese culture in higher vocational English teaching needs to be strengthened in every aspect, such as adding Chinese culture-related content in textbooks. However, at present, foreign culture is the main content of English textbooks in Higher Vocational colleges, while Chinese culture is seldom or even not involved. The textbooks used in English teaching in higher vocational colleges are mostly English cultural content, and neither English teachers nor students in higher vocational colleges have Chinese cultural awareness (Min, 2015). Higher vocational English teachers only teach according to the content of English textbooks, rarely involving Chinese cultural content, and students naturally can not learn Chinese cultural related content, which directly leads to the poor infiltration effect of Chinese culture in English teaching.

3.2 Chinese culture aphasia in English teaching in higher vocational colleges

From the current English teaching in Higher Vocational colleges, it is not difficult to see that neither the school nor the English teachers have a deep understanding of the infiltration of Chinese culture in English teaching, nor have they realized its importance. Students know more about the history of Western festivals and ways of celebration, and can express Western culture clearly in English, which is related to the details of Western culture in English textbooks (Li, 2010). However, students do not know how to express Chinese culture in English, such as Peking Opera, Calligraphy, Folk Customs and so on, which are important components of Chinese culture. However, the presentation of Chinese cultural content in English textbooks is very few, so students do not express Chinese culture in English, resulting in the phenomenon of “aphasia” of Chinese culture.

3.3 Higher vocational English teachers' intercultural communication ability is not high

The infiltration of Chinese culture into English teaching in higher vocational colleges is closely related to teachers' intercultural communicative competence. The cultural literacy and intercultural communicative competence of English teachers in Higher Vocational Colleges determine the effect of Chinese cultural infiltration (Yao, 2018). However, due to the fact that Chinese education still belongs to exam-oriented education, higher vocational English teachers do not have high cross-cultural awareness in their traditional teaching mode. Higher vocational English teachers do not pay enough attention to cultural infiltration in English teaching, and Chinese culture is not involved in teaching. Therefore, students do not pay enough attention to Chinese culture. English teaching in higher vocational colleges is facing great challenges. The lack of cultural knowledge and cross-cultural knowledge of English teachers is not conducive to the penetration of Chinese culture in teaching.

4. Approaches to Cultural Infiltration in English Teaching in Higher Vocational Colleges

4.1 Strengthening the perfection and establishment of behavior system

If we want to strengthen cultural infiltration in Higher Vocational English teaching, we need to introduce rich Chinese culture related content into textbooks and establish a perfect behavior system as a guarantee. In the process of compiling English textbooks for Higher Vocational colleges, it is necessary to focus on cultivating students' critical thinking in terms of cultural themes. Combining Western culture and Chinese elements in English textbooks, students can deepen their understanding of Chinese culture and balance the relationship between Chinese culture and British-American culture while recognizing the differences between Western culture and Chinese culture. Chinese cultural works and literary works added to English textbooks need to conform to students' cognitive characteristics and the law of thinking development, so that students can learn Chinese cultural content more easily. At the same time, higher vocational colleges should also pay attention to the reform of English teaching content, focus on students' ability to apply culture-loaded words in the daily evaluation process, increase the knowledge of Chinese culture, and strengthen the training of students' ability to translate Chinese culture into English. In addition, higher vocational

colleges can organize Chinese cultural knowledge contests to set up a good environment for students to learn Chinese culture, strengthen the penetration of Chinese culture, so that students can fully understand Chinese culture.

4.2 Focus on the establishment of cognitive system of Chinese cultural infiltration

Higher vocational English teaching needs to pay more attention to culture penetration from the cognitive point of view. And the first task of strengthening cognition is to set up correct teaching idea. Higher vocational English teachers need to set up correct teaching concepts according to the needs of the times and the requirements of the new education reform, so as to cultivate applied talents in line with the development of the times. English teachers play a vital role in cultural infiltration in English teaching. As a cultural disseminator, English teachers shoulder the important task of infiltrating Chinese culture. This requires English teachers in Higher Vocational Colleges to have good cultural literacy, combine English teaching with cultural teaching, and lay a foundation for English teaching in Higher Vocational Colleges to penetrate Chinese culture. Higher vocational colleges should also strengthen the training of English teachers, promote their own cultural teaching concepts through introspective teaching activities, and lay a foundation for the later cultivation of students' Chinese cultural knowledge. In addition, higher vocational English teachers need to establish clear teaching methods to stimulate students' interest in learning and guide students to learn independently. English teachers should regard the infiltration of Chinese culture as an important part of English teaching. They should also communicate with each other and learn from each other's teaching experience to improve their cultural accomplishment.

4.3 Establishing and perfecting the emotional system of Chinese culture infiltration

In order to penetrate Chinese culture better, English teachers can establish an emotional system in the teaching process. Establishing an emotional system means to cultivate students' sense of identity with Chinese culture, so that students can still enjoy pride in Chinese culture after they understand western culture. The infiltration of Chinese culture in English teaching can make students better disseminate Chinese culture. Students' understanding of the spirit of Chinese culture and the profound thoughts contained in it is conducive to shaping students' personality and humanistic accomplishment. The infiltration of Chinese culture in English teaching needs to help students establish the concept of cultural equality, so that students can understand the cultural differences between China and the West with a correct attitude. In teaching, English teachers should not only impart Western cultural content to students, but also Chinese cultural content, so that students can understand Chinese and Western cultures with an inclusive mind and understand the relevance of different cultural content. English teachers should guide students to express Chinese culture correctly in English and help students improve their ability of cultural understanding and application. When teaching, English teachers can explain Chinese culture to students through association, so that students can associate the content of Chinese culture and its occurrence situation while learning, stimulate students' enthusiasm for learning Chinese culture, and let students express Chinese culture more accurately in the follow-up.

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