

# **Analysis on the Impact of the Cultural Functions of Language on the Education of British and American Literature in Colleges and Universities**

**Zhihua Wu**

Kunming University of Science and Technology, Oxbridge College, Yunnan, Kunming, 650106

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**Abstract:** The development of the era is accompanied by continuous innovation and development of science and technology. The impact and exchanges of culture and ideas under globalization have become increasingly intense, especially for the education of British and American culture in different kinds of education. As an important carrier of culture and ideology, the cultural function of language plays a non-negligible role in the British and American cultural education in colleges and universities. It is a key and difficult point in the development of British and American literature education. This paper, based on the related problems with the current state of British and American literature teaching in colleges and universities, conducts in-depth discussion of language and cultural functions, starting with the specific impact of language and cultural functions on British and American literature education in colleges and universities, to find out how to solve the negative impact of language and cultural functions on the education of British and American culture in colleges and universities. Starting from modern education concept and education method, corresponding solutions are proposed.

## **1. Introduction**

Language is a major carrier of culture. Different cultures have different language styles, forms, and connotations. British and American literature education is an essential basic course for English majors in higher education in China. Starting from cultural appreciation and speculative ability, it is an important way to improve students' language ability. In the development of the modern era, due to the development trend of globalization, professional English talents are urgently needed in the international development market in China. Therefore, the English majors of Colleges and Universities pay more attention to students' understanding of British and American cultures in the cultivation of talents, and start from the classic works of British and American literature to cultivate students' reading, appreciation and comprehension ability and master the basic knowledge and methods of cultural criticism, and to promote students' basic skills in language, humanistic qualities, and Western cultural understanding. However, it is difficult for Chinese students to fall from the perspective of Anglo-American culture to appreciate British and American work. The influence of the cultural function of language on the interpretation of British and American culture is the bottleneck for the urgent need of a breakthrough in British and American literary education.

## **2. The Impact of Language and Culture on College English and American Literature Education**

### **2.1 Loan words are difficult to understand**

Many English majors in Colleges and Universities responded that the most difficult thing to understand in classical British and American literary work is loan words. This is distinct from classical Chinese. Owing to differences in the formation of culture and language, there are a lot of literature in the Anglo-American classics. French and Scandinavian loan words in English and American classics that are different from ordinary English words. The meaning of the expression is more specific but distinct from the English meaning, structure, and pronunciation. The creative

literary classics have a deeper linguistic meaning. At the level, these loan words that are different from English, which increase the difficulty of understanding. For those students who would have to make great efforts to understand English, loan words in classic British and American work increase the difficulty of understanding and mastering. In order to meet the challenges, students have to make special memories, and teachers have to make special teaching in the teaching process, and increase the difficulty in teaching. In teaching the loan words, teachers need to guide the students to understand the meaning of the context and the structure, pronunciation of French and Scandinavian, but the quality of such classroom teaching is not effective, and students are not easy to understand loan words<sup>[1]</sup>.

## **2.2 Historical geographical and cultural differences are memory barriers**

Students can simply understand the meanings and meanings of words in literary works, but cultural differences are difficult to see. There is a great difference between Chinese and Western ideas, behaviors, and cultures. The content of historical geography figures relates to the historical geography of China. For students who grew up in China, it is not just an exotic culture that is an obstacle to analysis and understanding. The first is that most students' understanding of British and American cultures is embedded in the history and geography curriculum of primary and secondary schools and high schools. The introduction to culture, history, and geography is relatively unspecific, and it is far from the historical and geographical figures involved in Sino-American literature. Students cannot understand and lay the necessary foundation, so students will encounter understanding obstacles when they encounter historical geography figures in the process of reading cultural classics. In addition, many students find it hard to understand the behavioral patterns of characters in British and American literary works, such as the "cut flesh conflict" in *The Merchant of Venice*. First, there are no substantial conflicts in the positive aspects, and there is no deep-seated hatred in the blood, so it is difficult to describe their plots. Understandably, many students will feel that the behavior of people in British and American cultural writings is unreasonable and unthinkable. This is also a conflict between Chinese and Western cultural differences; the last is the double meaning of many words, such as "dog" and "dragon", and "dogs" in the eyes of Chinese students are negative, but "Dragon" is positive. However, in the Anglo-American works, the former is noble and elegant positive, while the latter is pejorative and represents evil and brutality. This runs counter to the deep-rooted culture of the Chinese people. Culture the background differences makes the understanding of British and American works very difficult<sup>[2]</sup>.

## **3. The Improvement of the Impact of the Cultural Function of the Language on the Education of British and American Literature in Colleges and Colleges and Universities**

### **3.1 Using Comparative Education to Compare the differences between British and American Cultures and Chinese Culture**

Contrast education in the process of British and American literary education, abandoning the traditional direct interpretation of British and American literary works, comparing and contrasting English and Chinese literary works with words and systems that differ in Chinese understanding, then understanding and misunderstanding of British and American literary works. Teachers can use multimedia teaching methods to compare the display of words, historical geography, and character behaviors in the content of the lectures with the understanding differences or misunderstandings and the Chinese characters. Through comparison, teachers are guided to understand the structure, pronunciation and system of English and American words are different from Chinese. Built on the differences, students can read and comprehend English and American works again. This enables students to change their perspectives of understanding from the standpoint of Chinese culture to the understanding of work based on British and American cultural perspectives, thereby enhancing students' understanding and acceptance of differences in Chinese and American cultures.

In comparative education, teachers should strengthen cooperation with Chinese language teachers, explore differences in language between Chinese and Western literary classics, and

conduct statistics and induction on language differences to facilitate students' understanding. In addition, they should stimulate students' understanding of differences. Can be integrated with group teaching, divide the students into multiple groups, and conduct group collaborative teaching in turn, so that students become teachers of British and American literature classroom teaching, prompt students to take the initiative to understand the mastery of Chinese and Western culture and language expression, structural differences; The combination of situational teaching allows students to simulate and reproduce the scenes in British and American cultural works and introduce contrastive education to the differences in behaviors and patterns of Chinese and Western people present in the performances, so as to improve students' understanding of various word consciousness's in British and American literature. Using contextual education allows students to better understand the meaning of borrowed words, understand the specific meaning of the borrowed words according to the visualization of the scene, and strengthen students' understanding of borrowed words from graphics and action, language, and behavioral aspects. The mastery of the differences between British and American cultures and Chinese cultures. In addition, the integration of contrastive schooling, situational education and group teaching can improve students' enthusiasm and interest in learning<sup>[3]</sup>.

### **3.2 Laying Anglo-American cultural Pilot Course to Improve Students' Understanding of British and American Cultures**

In modern colleges and universities, pilot course is more emphasized. Many courses involve extensive contents and weak student foundations. In order to improve students' learning effects and understanding deep, they will set certain pilot course to improve students' understanding and learning of course contents. For British and American literature courses, British and American cultural pilot courses can also be set up to improve students' understanding of British and American history, geography and related figures, thus laying a cultural foundation for appreciation and understanding of British and American literary works. The diversification of the form of the pilot course can be either an online course on the Internet or an elective course on the ground, or it can be promoted as a teaching resource in colleges and universities. It is not necessary to take up class time to enhance the student's knowledge of British and American cultures. Understand that students can learn more about British and American literary works through film, videos, literary judgements, and so on. In particular, is impossible introduce some of the special British and American cultural backgrounds, such as Call of the Wild. The history of the United States at the end of the nineteenth century in the development of Alaska and the presence of the "Venetian merchants" in Europe are common to Jewish businessmen's dedication to calculations. Inhuman dislike and so on<sup>[4-5]</sup>.

Through the understanding of special cultural backgrounds and historical geographical figures, students can learn more about the writing background of British and American work and allow students to understand the meaning and significance of the work from the perspective of diversity. This is in line with the needs of Chinese students for interpreting cultural work. The pilot course is an association of traditional reading and digital reading. Through the students' mastery and understanding of the relevant culture, history, and so on involved in the classroom content, the teacher can use the content of text reading education and the content of the pilot course to connect teaching and improve students. The zeal for participation in classroom learning combines the content of classroom teaching with student self-learning, the integration of group-based or situational teaching, and the active classroom atmosphere.

## **4. Conclusion**

All in all, it can be seen from the influence of the cultural function of language on the study of British and American literature in universities that it is difficult for students to learn English and American culture work. First, due to the differences between Chinese and Western cultures, the second is the difference in language structure and meaning between Chinese and Western languages, which makes it difficult for students to use The conventional thinking and understanding approach to appreciate British and American literary works, the particularity of the historical background of

the formation of English and American languages, and the uniqueness of British and American cultures are the biggest obstacles to the education of British and American literature.

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