

Implementing Approach on English Teaching in the Perspective of Cross-culture

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Keywords: cross-culture; English teaching; theoretical basis; basic principle; implementing approach

Abstract: Cultural teaching is a long and complicated work, which runs through English teaching. English teaching from the cross-cultural perspective can break the cultural thinking stereotype of Chinese, strengthen the edification of students' English culture, improve the ability to identify the cultural differences between China and the west, and improve the cross-cultural communication ability. This paper is based on language competence theory, communicative competence theory, second language acquisition theory and intercultural communication theory, follows the basic principles of knowledge, comparison, tolerance, asymptotic, utility and absorption, and aiming at the problems existing in English teaching, puts forward the implementation path of English teaching from the cross-cultural perspective: Using cultural context to carry out English teaching; Breaking the thinking stereotype of Chinese language and culture; Creating a good campus culture learning atmosphere; Teaching the differences between Chinese and western culture; Constructing the training system of intercultural communication ability; Strengthening education in cultural awareness and self-confidence.

1. Introduction

Language is an important carrier of culture, and culture is the content carried by language. The relationship between the two is very close. Humans have created culture with language, which in turn promotes the development of human society and enriches the way language is expressed. Without understanding the culture of a nation, it is difficult to truly master the language of this nation. However, cultural differences are obstacles to intercultural communication. Overcoming the communication barriers caused by cultural differences has become a common problem facing the whole world. With the rapid development of the economy and society and the significant increase in the level of foreign exchange, higher requirements are placed on the cultivation of English talents. They must have intercultural communication skills, recognize the cultural differences between countries and regions, and are able to handle the important relationship between language and culture and become an innovative English talent for social development. English teaching under the cross-cultural perspective expands students' cultural horizons, exposes students to diverse cultures, enhances the ability to distinguish between Chinese and Western cultural differences, and enhances the application level of intercultural communication skills.

2. Theoretical Basis on English Teaching in the Perspective of Cross-culture

Basic theoretical research is the preliminary work of the subject research. The research on relevant basic theories provides guarantee and support for in-depth research, and lays a foundation for the smooth progress of research work in related fields.

(1) Language competence theory. According to Wilhelm von Humboldt, language production is preconditioned by the existence of language, which is manifested as language ability. Language ability develops with the accumulation of language materials. Language ability is shared by human beings and has universality; Ferdinand de Saussure is an important founder of modern linguistics.

The theory of value and relationship is the core of the synchronic linguistics of Ferdinand de Saussure. It is also a unique part of its linguistic thinking and the cornerstone of the methodology of structural linguistics; Avram Noam Chomsky is a contemporary influential linguist in the United States. He believes that language research should focus on exploring human inner language abilities and should not be satisfied with the observation and description of the superficial phenomenon of speech act.

(2) Communicative competence theory. Hymes is the first one to propose the communicative competence theory. He believes that the communicative competence should include four social and cultural factors such as the degree of possibility, the degree of feasibility, the degree of suitability and the degree of emergence. The four factors interact to form a whole; Canale and Swain's communicative competence theory enriches the ideas of Hymes, who believe that communicative competence includes grammatical competence, social language competence, discourse competence and strategic competence; Bachman, an American applied linguist, develops the communicative competence model of Canale and Swain, changes communicative competence into linguistic competence, and puts forward his own linguistic view, highlighting pragmatic competence, linguistic function and communicative intention of understanding discourse, which has exerted a profound influence on foreign language teaching and testing.

(3) Second language acquisition theory. The second language acquisition theory integrates linguistics, neurolinguistics and language education. It is based on the study of the second language acquisition process and its laws, and has certain guiding significance for English teaching. American applied linguist Stephen D. Krashen proposes a complete second language acquisition theory. Krashen believes that second language learners have two ways to acquire language skills: First, language acquisition, unconsciously constructing the language system to obtain language skills. Through natural acquisition, communicating in the target language in an unconscious manner, the language ability is improved; Second, language learning, learning is the process of consciously mastering the language, and the learners need to work hard to purposefully learn and discuss the relevant rules.

(4) Intercultural communication theory. By integrating the characteristics of intercultural communication attitudes, cross-cultural knowledge and cross-cultural behavioral skills, linguists have established systematic theoretical models, including cross-cultural communication ability cognition, intercultural communication ability emotions and participation in intercultural communication. In this model, cross-cultural communicative competence is divided into three integrated conceptual dimensions: cross-cultural cognition, cross-cultural sensitivity, and cross-cultural proficiency, representing the three capabilities described above: The cognitive aspect of intercultural communication competence is cross-cultural awareness; The emotional aspect of intercultural communication competence is cultural sensitivity; The behavioral aspect of intercultural communication competence is intercultural proficiency. The three dimensions are independent of each other and combine to enable individuals to achieve intercultural communication skills.

3. Basic Principle on English Teaching in the Perspective of Cross-culture

The essence of English teaching under the cross-cultural perspective is to return to the social communicative nature of language and cultivate students' ability in cultural identity and understanding. The following principles must be followed in the specific implementation process: First, the cognitive principle. To fully understand and understand these cultural and cultural elements with unique styles and connotations, as well as cultural traits, the essence is the learning and understanding of culture. Teachers should give students cultural connotation knowledge while teaching language. Second, the principle of comparison. Teachers should compare Chinese culture with English culture, find the same points and differences, avoid explaining different cultural behaviors according to their own standards, improve students' ability to distinguish between acceptable culture and unacceptable culture, and prevent unprincipled learning English culture. Third, the principle of tolerance, that is, does not discriminate against the target language culture.

Teachers must have an objective attitude towards different cultures and learn as much as possible. Being aware of cultural differences and treat them rationally. Overcoming negative perceptions of different cultures and adopting a positive and fair attitude. Fourth, the principle of asymptotic. Teachers should reasonably arrange the cultural learning content at different stages according to their cognitive characteristics and the development of thinking, so that students can systematically master cultural knowledge. Fifth, practical principles. When teaching culture, teachers should pay attention to the content and methods of teaching. The content should be suitable for the students' language level and cognitive ability. Teachers should grasp the scale, distinguish the primary and secondary, and choose a broadly representative culture, handle the historical and synchronic relationship of cultural content. Sixth, the principle of absorption. Teachers should guide students to critically view British and American cultures, critically absorb the culture of language, and absorb the beneficial parts of culture to gradually become part of local culture.

4. Implementing Approach on English Teaching in the Perspective of Cross-culture

Cultural teaching is a long and complicated work, which runs through English teaching. English teaching from the cross-cultural perspective can break the cultural thinking stereotype of Chinese, strengthen the edification of students' English culture, improve the ability to identify the cultural differences between China and the west, and improve the cross-cultural communication ability. In view of the problems existing in English teaching, following the basic principles of English teaching under the cross-cultural perspective, the implementation paths proposed in this paper are as follows:

(1) Using cultural context to carry out English teaching. Cultural context refers to the social and cultural background related to verbal communication, including two aspects: First, cultural customs. The people's life style in the social life and the life style of the students are the collective habits of the social masses in terms of language, behavior and psychology, and they are normative and binding to the collective members. Second, social norms, that is, social rules and restrictions on verbal communication activities. Cultural context is an indispensable factor in English teaching, because cultural context and language are closely related and dominate the use of language. From the perspective of English teaching, cultural context provides a basis for selecting teaching methods. The cultural context plays a restrictive and restrictive function on the whole process of language activities. Teachers can only teach English in a specific cultural context, so that students can understand and grasp the differences in the use of English and Chinese.

(2) Breaking the thinking stereotype of Chinese language and culture. Thinking is a complex psychological phenomenon, and thinking set is the inertia of thinking. According to the accumulated experience and lessons of thinking activities and existing thinking rules, a relatively stable and stereotyped thinking line, mode, procedure and mode has been formed in repeated use. Thinking stereotypes hinder the openness and flexibility of thinking, resulting in rigid and rigid thinking. Language is the direct carrier of thought and thinking. In all human activities, language and thinking are most closely related. There is no thinking without language and no language without thinking content. The thought set theory has a good guiding effect on language learning. Chinese thinking stereotypes have negative effects on English pronunciation, vocabulary and grammar. English education should train students' thinking set, focus on cultivating English thinking set, eliminate the interference of Chinese thinking set, pay attention to language environment, semantic connotation and English habitual expression, and use English to develop thinking.

(3) Creating a good campus culture learning atmosphere. One of the characteristics of English teaching is to enable students to contact and learn English from different channels and in different forms, to experience and directly experience language and its application. Campus English culture construction, as the main front of English learning, can create a good atmosphere of English learning, enlighten students' wisdom, broaden students' horizons, optimize individuality, and have a profound impact on students' English learning and healthy growth. Specific methods include: highlighting the external logo and cultural carrier of campus English culture, enriching campus

English cultural activities, increasing the dynamic composition of English culture, and strengthening the materialized form of campus English culture. Teachers should create a good campus English culture, provide students with curriculum resources close to real life, stimulate students' interest in English learning, strengthen students' English perception, and broaden the extension of English teaching, let students develop mutual learning, development research and application practice in English in a harmonious and relaxed campus English culture atmosphere.

(4) Teaching the differences between Chinese and western culture. Cultural differences are a common phenomenon, influenced by economic systems and geographical environment, and also influenced by cultural history and aesthetic psychology. The differences between Chinese and Western cultures in terms of customs, codes of conduct, values, ways of thinking, and social relations have a significant impact on English teaching. Chinese-style thinking is used to develop English communication, which is prone to communication or mental barriers. Teachers carry out cultural differences teaching, allowing students to focus on relevant vocabulary and sentences, and experience the language differences formed by different cultures. In the information age, teachers also need to use the Internet platform to collect information on the political, economic, social, and life aspects of English-speaking countries, and to have a deep understanding of the cultural information contained therein. In a word, teachers should pay attention to Chinese and western culture through various ways, understand and understand culture in common language phenomena, guide language learning and practice with the help of the culture they have mastered, integrate cultural teaching into language teaching, enhance students' cultural awareness, and help students use accurate and appropriate language to achieve cultural communication.

(5) Constructing the training system of intercultural communication ability. Talent training system refers to the sum of the process of implementing talent education under the guidance of modern education theory and ideology, according to specific training objectives and talent specifications, with relatively stable teaching content and curriculum system, management system and evaluation method. The goal of English teaching has changed from simple language competence to communicative competence, so it is necessary to set up a new teaching concept and construct a talent cultivation system aiming at cultivating intercultural communicative competence. First, teachers should establish the training objectives of English intercultural communication ability, and focus on cultivating students' language ability, thinking ability, behavior ability and social development ability with reference to the goals of language ability in other countries. Second, teachers should establish an English teacher team with an international perspective, establish a perfect ability and concept of cross-cultural communication, and continuously improve the knowledge and ability of teachers' intercultural communication. Third, teachers should optimize the basic training methods and means of intercultural communication ability. The curriculum setting highlights the core elements of intercultural communication, and the innovation of teaching materials highlights the basic content of intercultural communication. Fourth, teachers should construct instructional design that is conducive to the cultivation of intercultural communication skills, eliminate the psychological pressure of students' intercultural communication activities, and effectively solve knowledge exchange and cultural development in cross-cultural contexts.

(6) Strengthening education in cultural awareness and self-confidence. Cultural consciousness is the premise and foundation of cultural self-confidence. If you have a cultural consciousness, it will lead to cultural self-confidence. Cultural groups and their individual members, the more they understand their own mother culture, the more confident they are in maintaining and maintaining traditional culture, and the more interactive they interact with other cultures, the more proactive and easy to obtain better cross-cultural adaptation results. Cultural self-confidence based on cultural consciousness is a solid foundation for promoting and prospering Chinese culture and realizing the Chinese dream. In English teaching, the lack of understanding of teachers and students about their own cultures leads to a lack of cultural self-confidence in the context of intercultural communication. Promoting cultural self-awareness is an important way to cultivate cultural self-confidence. English cross-cultural education advocates strengthening cultural self-awareness and cultural self-confidence education. Teachers should change their teaching concepts, establish a

cross-cultural education concept, and strengthen their cultural awareness and cultural self-confidence education; Through systematically learning the relevant courses of Chinese culture, students can improve their cultural accomplishment, deepen their understanding of their own culture, and improve their English expression ability in Chinese culture; On the basis of using the cultural knowledge of teaching materials, teachers should carry out cross-cultural processing and design the process from discovery to comparison, reflection, interpretation, and critical analysis to truly integrate cross-cultural competence.

Acknowledgement

This work is supported by General Project of Humanities and Social Sciences on Department of Education of Liaoning Province (W2015022).

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