

Views on the Cross-Cultural Introduction of English Teaching

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Abstract: This essay mainly talks about the necessity of cross-cultural introduction in English teaching in the use of the basic theories like language acquisition and teaching methods, and putting forward the strategy of implementation of this goal from two points of view like the macro and the micro for the purpose of training students' intercultural communication ability, so that students can learn real pure English

1. Cross-Culture is Imperative to be Used in College English Teaching

1.1 The Status Analysis of the Implementation of College English Teaching.

Professor Wenzhong Hu from Beijing foreign studies university puts forward that language learning should be developed together with two kinds of capability such as language ability (linguistic competence) and social ability (social competence) namely cultural ability (cross cultural communicative competence), the theory has been widely accepted by the staff of foreign language teaching field in China. American linguist Robert believes that the goal of learning a foreign language is to understand its meaning and connotation from the linguistic and cultural aspects of the target language. It can be seen that both Chinese and foreign scholars attach great importance to cultural factors in foreign language teaching.

With the advent of the era of globalization and information society, the compound talents who can master one or more than one foreign languages are needed urgently in our society. However, the present situation of college English teaching is not optimistic throughout our country, though the population of learning English are enormous. Moreover, more and more people are interested in English, even almost all the colleges and universities students spend more time and energy on learning English, and the number of students who succeed in various English grade or level exams are increasing year by year. The main disadvantage that make us worry is as followed: the ability of using English for students didn't improve a lot, and students' cross-cultural pragmatic competence is very low, pragmatic failures are frequent. so it is certainly worth rethinking deeply for language teaching workers.

1.2 The Reason Why English Teaching Can Cause This Result.

The reason of this result is that we excessively emphasizes the teaching of pure language not the cultivation of students' practical ability for a long time. Though query for the effects of pure language teaching arise in recent years, the influence of pure language teaching can not eliminate in a short period time. On the other hand, it is also related to our different emphasis on the teaching of culture in the process of teaching, we put more emphasis on the study of foreign cultures than the import of cross-culture. We have to guide into cross-culture in the process of English teaching in order to achieve better effects.

Our education should not only cultivate the students who can use English to express things about the foreign culture etc., but also should use the foreign language to express our own culture, and introduce Chinese excellent culture to the foreigners in order to achieve balance development in foreign exchange. Therefore, the cross-cultural import in English teaching is necessary, so we need to transfer the whole process of language teaching to the process of deepening understanding of the target language and native language culture and identity so as to make English teaching not

disconnect with the practical application.

2. Methods and Strategies of Implementing Intercultural English Teaching

2.1 Mutual Dependence of Culture and Language.

Language and culture are interdependent. Language teaching emphasizes the training of listening, speaking, reading, writing and translating skills, while cultural teaching is far more than the above. According to the viewpoint of Professor H Ned Seelye, he believes that culture is divided into two levels. The first level is C culture, namely, literature, art, music, architecture, philosophy and scientific and technological achievements. The other level refers to "people's lives", that is, customs, traditions and social organizations. Although they have different emphasis in the teaching process, they are closely related each other. On the one hand, language is a special part of culture, a carrier of culture transmission, and an inseparable part of culture. No language is equal to No culture. On the other hand, language is also influenced by culture. One must understand culture if he want to reflect culture and understand language, and to understand culture, one must understand language, so both of them are of supplement each other and interactive. The relationship between them determines that a language teacher must also be a culture teacher. However, strictly speaking, cultural teaching is not an independent course but an integral part of language teaching. In the current English teaching, it is more about the introduction of target language culture. However, some teachers take it for granted that students have a good understanding of the national culture, but actually they don't. The author believes that two-way cultural introduction should be carried out in English teaching, that is, the whole language teaching process should be a process of deepening the understanding and identification of the target language and mother tongue culture.

2.2 Cross-cultural English Teaching Principles.

Both domestic and foreign scholars have many deals with the basic principles of language teaching. For instance, Professor Dingfang Su in our country presents that culture input must abide by the principle of practical, stage and suitable. Professor Houxian Zhao puts forward four principles of culture teaching in foreign language class namely the principle of cognitive, assimilation, comparison and tolerance principle. In a double cultural introductory teaching mode, the author thinks that we should follow the principle of mutual respect and seeking of keeping common points while reserving difference and the pursuit of discarding the dross and selecting the essential.

The cultures of various countries and various nationalities are inherited and accumulated after many generations, their formation has experienced a long historical origin of culture. Both English culture and Chinese culture are owning their own respective national characteristics deeply, you are able to view even absorb the essence of other national culture with peaceful attitude only on the basis of mutual respect, especially in the current imbalance of economic development, along with the north-south differences, economy has played a wide range of influence in the cultural exchange. Therefore, the way we treat Chinese and western culture can be neither inferior nor blind, this kind of attitude reflected in the teaching process is to treat the different cultures impartially without discrimination. With the development of economy and science and technology, every culture inevitably faces the problem of improvement and development. Only by respecting and learning from each other can we achieve common prosperity and achieve a win-win situation. Therefore, the principle of mutual respect is the basis for the introduction of two-way culture

Seeking common is easy to grasp and implement in cultural teaching, students are also easier to understand. The differences reserve is that we should focus on. Contrast is an effective way that we understand the cultural differences between the two. When treating the different culture from those of our national culture, the thing we should first do is to perceive, understand, distinguish which is acceptable and which is unacceptable. We even appreciate facing some of the bright spots. For example, in our idea, respecting the aged and cherishing the young is a virtue, while in western cultures, more emphasis is on individual independence. Of these two values, it is difficult to simply

use the right and wrong to judge. For another example, the dragon in Chinese culture is a symbol of auspicious divine, while westerners consider dragon as the symbol of evil, a violent rage monster, so it should be eliminated. If we are lack of the cognition for the two kinds of cultural differences, the students will inevitably make errors in the process of communication, it is certainly bound to our own culture mode instead of the target language culture, inevitably to think in our own thinking way.

In the process of the development of Chinese and western culture, because of the restriction from the politics, science and technology of society then, there must exist a part of content which has time limitations, even some content is contrary to scientific development. In English teaching, we need pay attention to discard outdated unhealthy culture information, attach great importance to the positive cultural information, absorb the essence of English culture.

2.3 Strategies to be Followed in Cultural Teaching.

In specific daily teaching, we can start from the following aspects:

Pay attention to the meaning and connotation of words in the aspects of vocabulary, the meaning of the words in English is not a one-to-one relationship to the same words in Chinese, so excavating the connotation of words is conducive to a correct understanding for the words, such as the meaning of "white" in English is the color of fresh snow or common salt, in Chinese the meaning is translated into "white and the color of white", but "a white lie" is not easy to understand by the English learners, does it refer to a lie with color ? Of course not. The correct meaning of it refers to a lie with no malicious intent. Similarly, many westerners are puzzled by the word "white" appeared in "wedding in red and funeral in "white" in Chinese culture. The real meaning of the "white" appeared in "wedding in red and funeral in white" refers to the close relatives of the dead wear white clothes to show their respect and see the dead off to the other world. On some special occasions, the Chinese word "white" refers to color, but there is no equivalent for "white" in English such as polar bear. Termite. Furthermore, the English words like "all in vain, a waste of time and energy" and "idiot" have nothing to do with "white" in their English equivalents. This phenomenon can be found everywhere in both English and Chinese languages. So it is simple, clear and effective for students to avoid the mistakes of expecting the meaning of words only judging from the words itself not the related culture.

Activity taking on culture teaching is effective from the perspective of idioms because the idiom is the crystallization of language development, idioms learning has strong cultural characteristics, It can not only learn language but also learn the related culture, and we can see the close relationship between language and culture from a large amount of language materials so as to deepen understanding of English national culture and our culture, and improve the communication ability of language. Lots of idioms appeared in English and Chinese languages have reflected the different cultural characteristics. For example, the phrase "bamboo shoots after a spring rain" refers to the rapid development of the things in Chinese, synonymous idioms in English is like "mushroom". For another example, the phrase "disinterest to anything" or "fed up with some speeches or essays" have the same meaning as "taste it like taste the candle" in Chinese. However, it is translated into the phrase "As dry as sawdust" in English. As for this phenomenon, teachers should instruct students to do a good job in collecting materials and conducting comparative analysis.

Seen from the aspects of social etiquette and custom, social etiquette refers to the rules and habits observed by certain members with same culture background in particular communication activities, there are some differences in the aspect of English and Chinese social etiquette due to their respective culture influence and restriction. For example, ,when someone sneezes, the Chinese reaction is that someone miss you or talk about you, or someone scold you with joking mood. However, the British or Americans will say that God bless you; Many people think the meaning of "please" in Chinese is equivalent to the meaning of "please" in English, but in some occasions it is not appropriate to use "please", such as the situation that let others go ahead when entering into a room or getting on the bus, they do not say "please" instead saying After you; At the dinner table, when you invite someone to take dishes, drinks, or ask someone to smoke, you usually use help

yourself, not please and so on.

2.4 The Quality and the Role Conversion of Teachers in English Teaching.

In addition to cultural input and specific strategy implemented in English teaching, the quality of language teaching is the key. The specific language implementation of teaching and learning is mainly undertaken by both the teachers and students, under such a big environment of training students' cross-cultural communication ability, the traditional teaching method will need to change a lot. The way that teacher asks students to recite before teaching should be changed into the way that the students are priority to the teacher, namely, the students are prior position, the teacher is to guide the students instead of teaching. The task of the teacher is to help students collect information, consciously absorb nutrition from traditional Chinese and western cultures knowledge under the guidance of teachers. Teacher's traditional status has new connotation, namely, the sage in the foreground turns to the wizard in the background. At the same time, the learning of dual culture should be intensified, one will know his disadvantage after learning and one will know the difficulties after teaching. So the demand for teachers has been improved, so the development of dual cultural understanding is essential. Meanwhile, the ability to use a foreign language to express their native culture is also needed, the teacher who has these two kinds of ability can be competent to the role that enlighten and guide the students in the process of teaching, can fully mobilize students' learning enthusiasm, can organize student-centered classroom teaching effectively, can find and fix problems, can improve the students' humanistic quality. That is, the implementation process of the two-way interaction also refers to The process of cultural learning and communication. It is a living language internship process.

3. Conclusion

The introduction of cross-cultural content in English teaching is helpful for students to open their eyes and broaden their thinking, to improve their comprehensive quality, and enable them to acquire certain artistic accomplishment and the edification of the essence of Chinese and foreign cultures so as to have a new cultural awareness. It is beneficial to improve students' practical ability and innovation ability, reduce pragmatic errors, and cultural creativity emphasizes learners' subjective initiative. It is a kind of potential ability to actively absorb new things from foreign cultural sources, and it is the embodiment and supplement of students' intercultural communication ability. It is beneficial to know each other, and will not make the young generation blindly worship foreign culture. It is conducive to combine theory with practice, rather than mechanically learning by rote. It is in line with the development requirements of The Times and enables students to learn real and living English.

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