

## On Cultural Infiltration in College English Teaching

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**Abstract:** In the new historical period, higher requirements have been placed on College English education. At present, although some achievements have been made in the field of College English teaching in China, some problems have also been exposed. Among them, the lack of cultural education is a major bottleneck restricting the development of College English teaching. Therefore, it is imperative to properly infiltrate culture into college English teaching, and it will also promote the development of College English teaching. The author briefly analyses the importance of cultural infiltration and points out the main contents and effective ways of cultural infiltration in order to benefit college English teaching.

### 1. Introduction

Language and culture are closely related. They are inseparable, and interact with each other. Therefore, to learn a foreign language well, we must have a deep understanding of the national and social culture that the language carries. For a long time, in the process of College English teaching, English culture has not been given due attention. Teachers tend to concentrate on the teaching of basic knowledge of English language and the training of language skills, while ignoring the understanding of English language and culture. Under the new historical background, with the increasing trend of internationalization in the world, communication and exchanges between countries are becoming closer and closer, which puts forward higher requirements for college English teaching. Teachers should not only impart English language knowledge, but also pay attention to the imparting of cultural knowledge, cultivating students' cultural awareness and promoting students' culture, and finally enables students to have certain intercultural communicative competence.

### 2. The Importance of Cultural Infiltration in College English Teaching

The relationship between language and culture shows that the infiltration of British and American culture into college English teaching is of great significance, which is mainly embodied in the following three aspects.

Firstly, cultural differences between China and the West are one of the important obstacles for students to learn English. There are great differences between Chinese and Western cultures, which can be reflected in the misunderstanding of language learning. For example, in Chinese culture, westerly wind is a synonym for desolation. There are poems as follow in ancient china: 古道西风瘦马, 断肠人在天涯. In the West, however, westerlies refer to the spring breeze that nourishes everything. Therefore, it is not surprising that Shelley, the great poet, praised the West Wind in Ode to the West Wind. For example, magpie is a symbol of auspiciousness in Chinese culture, but in Western culture it refers to those who talk endlessly. It can be seen that language contains deep cultural imprints. In the process of learning language, misunderstandings are easily caused by cultural differences. In English learning, appropriate infiltration of cultural knowledge can enable students to correctly understand the true meaning of language.

Secondly, cultural infiltration is conducive to improving the cultural literacy of College students. In the process of College English teaching, teachers should not only focus on developing students' ability to use English language knowledge, but also infiltrate the culture of English and American, so that students can understand western culture while learning language, absorb the essence of

foreign culture, and constantly improve their cultural accomplishment.

Thirdly, cultural infiltration is conducive to improving college students' intercultural communicative competence. It is one of the tasks of College English teaching to cultivate talents with certain intercultural communicative competence. Teachers consciously guide students to understand English and American cultural background knowledge and master the differences between Chinese and Western cultures, which is conducive to avoiding cross-cultural communication barriers in practical language practice and ensuring the smooth progress of language practice.

### **3. Selection of materials for cultural infiltration in College English Teaching**

As we all know, the content of culture is complex. Culture includes information culture, behavior culture and achievement culture. Therefore, in the process of College English teaching, it is particularly important and urgent for teachers to use limited time to help students understand and master English cultural knowledge and cultivate students' intercultural communicative competence. Teachers should choose different cultural teaching materials according to students' different learning stages and physical and mental development characteristics. At the stage of College English teaching, teachers should pay more attention to the penetration of British and American cultures, which should involve politics, economy, law, education, religion and racism. Through the appropriate infiltration of foreign cultures, students have a certain cross-cultural awareness and cross-cultural sensitivity.

In addition, while infiltrating western culture, teachers should also pay attention to the teaching of their own national language and culture. Chinese traditional culture has a long history, extensive and profound, and the national culture of British and American countries is also rich and colorful. Through comparative study and understanding of the two languages and cultures, students' intercultural communicative competence can be better promoted.

### **4. Approaches to Cultural Infiltration in College English Teaching**

Cultural infiltration and language teaching complement each other and are inseparable. In the process of College English teaching, teachers should attach great importance to the relationship between the two, consciously combine cultural infiltration and language knowledge teaching, so that students can learn language in a certain cultural background and experience the exotic culture in language drills.

Firstly, in classroom teaching, the content of College English textbooks taught by teachers has been checked by peer experts, which is the crystallization of collective wisdom. The articles selected in the textbooks are also in line with the physical and mental health development and intellectual level of College students. At the same time, more importantly, the article contains rich cultural connotations, covering all areas of British and American culture. Teachers should have a certain theoretical basis for the cultural background knowledge involved in the text before teaching the content of the text, and then give students a thorough explanation, so that students can have a deep understanding of the cultural connotation contained in the article, so that they can be proficient in the process of learning the text and achieve twice the result with half the effort.

Secondly, classical English movies and TV plays are one of the important ways of cultural infiltration. It is a classic epitome of British and American cultures. It reflects the cultural life of British and American nations in different historical periods objectively and authentically. Its contents mostly involve political, religious and value themes. This way of cultural infiltration is easy to be accepted and understood by students. By enjoying the classic British and American movies and TV plays, students can deeply feel the essence of Western culture from the visual point of view, which will greatly stimulate their enthusiasm and initiative in learning English.

Thirdly, teachers should encourage students to read classical English and American literature. British and American literary works originate from the life practice of British and American people and are important carriers of Western culture. By reading English and American literary works,

students can not only accumulate rich cultural background knowledge such as cultural customs and living habits of British and American countries, but also constantly improve their cultural accomplishment and cultivate their sentiments by appreciating western culture and art.

Fourthly, by inviting foreign teachers or teachers who have gone abroad to offer a series of lectures on Western culture, students can better experience the great differences between Chinese and Western cultures in interaction and communication. The form of cultural lectures is intuitive and interactive, which expresses teachers' personal feelings and experiences. They have a deep feeling about the cultural differences between China and the West.

## **5. Conclusion**

To sum up, language is the carrier and concrete manifestation of culture. Language and culture are inseparable. Without understanding the culture contained in language, we can not really learn this language well. Timely cultural infiltration in College English teaching is bound to help students understand and master English in depth, and in cross-cultural communication practice to overcome cultural barriers and improve their intercultural communicative competence.

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