

Study on the Practical Application of "Two-way Culture Teaching Method" in English Teaching

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Abstract: The interdependence of language and culture means that language teaching should be combined with culture teaching to improve students' language learning efficiency through culture teaching. However, the current practice of English teaching in senior high schools has not given enough attention to culture teaching, and lacks effective teaching means and methods, thus seriously affecting the actual teaching effect of English in senior high schools. Therefore, the author studies the practice of applying the "two-way culture teaching method" in English teaching, and further explores the principles, strategies and application significance of the two-way culture teaching method of English teaching. Studies have shown that the use of two-way culture teaching methods can understand the cultural differences between different countries, which can reduce communication barriers and effectively promote communication, thereby mastering the culture of each region and improving students' intercultural communication skills.

1. Introduction

Language is a tool for human beings to exchange ideas, and develops and changes with the development of ideas in the process of labor. It mainly includes lifestyle, values, knowledge, and scientific and technological achievements that are positive for humans [1]. This new syllabus also emphasizes the development of English as a medium and the improvement of students' communicative competence [2]. Since the beginning of the 1980s, along with the successive promotion of communicative foreign language teaching methods, the introduction of target language culture has gradually become the consensus of foreign language teaching circles [3]. At the same time, language is also the product of ideological exchange. In the process, certain people influence their way of thinking because of different living environments, and then produce their unique culture. This unique culture will also be reflected in language exchange [4]. Language is not only the symbol and carrier of culture, but also the component part of culture. In the process of its emergence, development and change, it will naturally be restricted and influenced by the national culture. Therefore, the existence of language is arbitrary and inevitable. This new syllabus also emphasizes the use of English as a medium to develop and improve students' communicative competence [5]. Students have low intercultural pragmatic competence and frequent pragmatic failures. This measure of the new curriculum standard shows the importance of culture in English learning. English teaching has been promoted from simple language teaching to cultural teaching.

In this sense, language and culture are interdependent, mutually reinforcing and developing together. Because the languages of different nationalities reflect and record the specific cultural features of different nationalities, the cultures of different nationalities, to some extent, restrict the development of their languages [6]. With the success of China's accession to the WTO, the advent of global integration and the information age, there is an urgent need to master one or more foreign languages of the complex talents in science and technology, trade and cultural exchanges play a bridge role [7]. Since the 1990s, with the deepening of cross-cultural communication and the extensive attention paid by language teaching circles to the study of language and culture at different levels [8]. The study of cultural introduction in foreign language teaching began to shift from one-way attention to the "target language culture" to the two-way interaction of "target language culture" and "native language culture" [9]. The inseparable relationship between language and culture has been widely recognized by the academic circles. Scholars generally believe that

language teaching should be combined with cultural teaching related to the target language, and cultural teaching of language teaching is quite necessary [10]. Language and culture are blended with each other. Any language must be rooted in the cultural environment to survive. All cultures must be continued by means of natural language structure. Language also induces the development of culture. Students have low cross-cultural pragmatic abilities and frequent pragmatic mistakes.

2. The Principle of Two-Way Culture Teaching in English Teaching

2.1. Two-way principle

The two-way principle consists of two levels: one is the two-way nature of cultural import content. In the process of college English teaching, it pays attention to the introduction of target language culture and the introduction of mother tongue culture, focusing on cultivating the two-way cultural sensitivity of learners. Although the effects of pure language teaching have been questioned in recent years, some new trends have emerged, but their effects are not eliminated in a short period of time. Foreign language learners must master the target language culture and mother tongue culture, compare and analyze the characteristics of the two, the commonalities and characteristics of the two cultures, pay special attention to the influence of mother tongue culture on foreign language learning, and overcome the negative transfer of culture. At the same time, we should overcome the superiority of western language and culture over Chinese national culture, so as to produce the thought of worshipping foreign countries and flattering foreign countries. Language teaching emphasizes the cultivation of listening, speaking, reading, writing and translation skills, while culture teaching is far from simple. Especially for basic education learners, vocabulary acquisition sometimes directly affects the interest of English learning. Nowadays, academia advocates the combination of culture teaching and language teaching. Different proportion of culture teaching is adopted according to students' language learning stage. With the improvement of students' learning stage and the enhancement of their cultural understanding ability, the proportion of culture teaching becomes larger. That is to say, in language and culture learning, there must be not only input and absorption, but also output and transmission.

2.2. Principle of practicality

The content of two-way cultural introduction must be closely related to the actual situation of English learners, teaching students in accordance with their aptitude, and choosing authentic, sufficient, relevant and concise cultural knowledge. From the definition and classification of culture, we can see that because culture covers such a wide range of areas, students will encounter cultural barriers in all aspects of language learning, so language teaching process must be integrated into cultural teaching. In order to train learners to master foreign languages for effective intercultural communication, learners should be clearly explained to those who are helpful to improve their interest in language learning and skilled in using cultural knowledge of language and text. This relationship between them determines that a language teacher must also be a cultural teacher. However, strictly speaking, culture teaching is not an independent course, it is a part of language teaching. However, in a strict sense, cultural teaching is not an independent course, it is an integral part of language teaching. Vocabulary teaching has experienced a series of teaching methods such as grammar translation, direct law, listening and speaking, cognitive law, communicative law, and natural law. The methods of vocabulary teaching are getting more and more attention, and their theoretical sources are more and more extensive. The concepts of communicative culture and knowledge culture are contrasting and cross-cutting. The definition between knowledge culture and communicative culture is not absolute, but is to be compared with the mother tongue culture. It is very necessary to teach culture in the high school English teaching stage.

3. The Strategy of Two-way Culture Teaching Method in English Teaching

The cultural knowledge content is very extensive, and the two-way culture import content is very extensive. The author believes that the introduction of two-way culture in college English teaching

is to make the whole language teaching process become a process of deepening understanding and recognition of the target language and mother tongue culture. The development of cognitive linguistics and psychology has enabled vocabulary teaching to be based on the formal methods of foreign language teaching, and to have corresponding theoretical sources and research methods. These forms of teaching are inseparable from practice. Therefore, the practical method of helping the teaching of high school English culture is unquestionable, and the strong practicality of the two-way culture teaching method is in line with the reform needs of English culture teaching. A language will leave a clear cultural impression. Some scholars call these words carrying cultural information "culture-loaded words". In the teaching mode of two-way cultural introduction, the author believes that we should follow the principles of mutual respect, seeking common ground while reserving differences and eliminating rough and refined ones. Today, every culture inevitably faces the problem of perfection and development. Only by respecting and learning from each other can we achieve common prosperity and win-win goals. Therefore, the principle of mutual respect is the basis of two-way cultural introduction. Therefore, only by establishing a cultural view of knowing one's own and knowing the other in foreign language teaching can foreign language teaching truly become a bridge and link to inherit excellent Chinese and foreign cultures and to communicate China and the world.

Due to the differences in geographical environment, historical tradition, language and writing, the development of Chinese culture is represented by Confucian culture and Taoist culture, which is usually a relatively static cultural model. In the teacher's class, students will generally listen carefully, take notes, while avoiding direct eye contact with the teacher. Only on the basis of mutual respect can we look at and absorb the essence of another national culture in a calm state of mind. Contrast is an effective way to understand the differences between the two cultures. Culture teaching is an indispensable part of foreign language teaching. Culture plays an important role in cultivating foreign language learners' comprehensive quality and intercultural communication. For example, the students are required to find out the corresponding pictures according to the content of the pictures by describing the various painting styles introduced in the documentary or in the classroom. Teachers can prepare for the reaction of the presupposition, prepare more relevant information, and repeat the sand table. Introducing the content of two-way culture in college English teaching, effectively overcoming the negative transfer of mother tongue culture in foreign language teaching, is conducive to students to open their eyes, develop ideas, and improve the overall quality of students. In college English teaching, pay attention to abandoning outdated, unhealthy cultural information and paying attention to the positive and positive cultural information. The essence of absorbing English culture is for me.

4. Conclusions

If English teaching can be guided by the principle of "two-way cultural knowledge" and adhere to the stage and integrity of the introduction process, the efficiency and quality of foreign language teaching will be greatly improved in the near future. The students' foreign language application ability has risen sharply, providing a good guarantee for the smooth realization of the ultimate goal of foreign language teaching and cross-cultural communication. It is conducive to improving students' practical ability and innovative ability and reducing pragmatic errors. Cultural creativity emphasizes the subjective initiative of learners, and the potential to take new things from foreign cultural sources is a manifestation and supplement of students' intercultural communicative competence, which is conducive to knowing oneself and knowing each other. Mother tongue culture can help students improve their national cultural character, develop their national cultural psychology, and then realize the dissemination and development of national culture in cross-cultural communication. Selection of cases should abide by important principles to ensure the efficiency of case teaching. Cases should be targeted, practical, interesting and enlightening. It is conducive to integrating theory with practice and making English knowledge live rather than mechanical memorization, which meets the requirements of the times. On the basis of a comprehensive understanding of Chinese and Western cultures, students' intercultural communicative competence

should be improved. To sum up, we should fully realize that both Chinese and Western cultures are indispensable in foreign language teaching. Therefore, the two-way culture teaching method is necessary, feasible and effective in the practice of high school Chinese culture teaching.

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