

Teaching Design of the Introduction of English Culture Based on Applied Linguistics

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Abstract: At present, English teaching in China has less explanations on the artistic conception and humanistic background of the language, but the blindly pursuit for limited application of words and grammar has led many students to regard English learning as a burden. Therefore, the introduction of English culture into English teaching based on this situation is an urgent need for English teaching. This paper first expounds the connotation of applied linguistics and the cultural introduction teaching, and points out the current situation of English teaching in China, then analyzes the influence of cultural introduction of applied linguistics on English teaching, and finally puts forward an effective way to introduce the culture of applied linguistics into English teaching, hoping to help with the teaching of English.

1. Introduction

The basis of any language we learn is to have a certain understanding of the country's customs and cultural background. English is a discipline that combines knowledge and instrumentality. The essential purpose of our English learning is to facilitate communication. Therefore, on the basis of applied linguistics, we make a corresponding analysis on the introduction of English culture into English teaching activities.

2. The connotation of applied linguistics

Applied linguistics is between the language teaching practice and the description of human language theory. It was first proposed by a Polish linguist, but it was not taken seriously at the time. Applied linguistics did not develop into an independent discipline until the 1940s. In a broad sense, applied linguistics refers to the use of linguistic theoretical knowledge when dealing with problems in other disciplines. While, in the narrow sense, applied linguistics refers to second language education and foreign language teaching. More and more scholars have begun to study how non-native language students can better learn a second foreign language and how non-native language teaching activities can be better combined with applied linguistics[1].

3. The connotation of the English culture introduction teaching based on applied linguistics

Language can not be separated from beliefs and traditions inherited from society, nor can it exist without culture. Because language requires an environment, this is the best explanation for the relationship between language and culture. If we want to learn English well, it is impossible for us to learn English separately in unfamiliar cultural circumstances, and it can't be without the premise of the culture of English-speaking countries. Therefore, the introduction of English culture into English teaching is the most effective teaching method according to the educational rules of applied linguistics. The English culture introduction teaching based on applied linguistics is a relatively stable operational teaching that improves students' comprehensive English ability and guides students to actively construct cultural knowledge and language[2]. Teachers should also pay attention to guiding students to understand the customs, lifestyles and cultural backgrounds of English-speaking countries when teaching students the basics of language. In order to improve students' ability to communicate across cultures, teachers need to create a good communication

atmosphere for students to learn foreign languages. In the classroom teaching, teachers need to design various situations and use the guiding method to cultivate students' English cultural awareness. Teachers should pay attention to play a leading role in the English culture introduction of applied linguistics, and at the same time pay attention to the role of students as learning. Culture and language are inseparable. Culture influences and restricts language communication. And language is also the intermediary and carrier of culture. Therefore, whether or not this teaching method can be successful depends largely on whether it can be organically combined with classroom teaching.

4. The current situation of English teaching in China

Many students are not interested in English learning in the current education system. Therefore, if students' interest is not cultivated and only knowledge is blindly inculcated, it can only attract students' resentment. If students fail to achieve the desired results in English subjects, they will evade or even refuse to learn again. Maybe they can only understand a few English words through all the learning from junior high school, senior high school and university. However, a person who knows almost nothing about English may have a line like "You jump I jump". As for why we should all know. The culture that English carries is very attractive. And its cultural connotation is not as profound as that of Chinese. Especially the classic Hollywood movies like "Titanic" provide a lot of convenience for teachers' English teaching. However, most English teachers are reading and writing in order to cope with the exams. They do not know how to use them. This is very different from the original intention of our English education[3].

5. The influence of the English culture introduction of applied linguistics on English teaching

5.1. The influence of the English culture introduction on English listening teaching

The premise of our communication with others is to understand what others are saying, so it is very important to learn listening in English learning. However, due to our language habits and Chinese thinking mode, this is also the weakest link in English learning for many students. English language habits are quite different from that of Chinese. Chinese prefers to focus on the latter. The former is mainly modifiable words. On the contrary, English prefers to put the modifiable words in the back and gets the point out first. Meanwhile, in certain contexts, some English phrases cannot be translated according to the meaning of literal translation. Just like our Chinese language, there are also many products of long-term accumulation of language habits. These are caused by different cultural backgrounds. For example: The weather in "I have been under the weather today" can not be understood as weather, but should be understood as physical discomfort.

5.2. The influence of the introduction of English culture on oral English teaching

English belongs to the Latin alphabet. While Chinese is a hieroglyph. There are some differences between different languages in the way of pronunciation. There are obvious differences in the methods of pronunciation because they belong to two linguistic systems. In addition, the difference in grammar is also the reason for our obstacles in oral English communication. Taking the translation of "There is a box on the table" as an example. "On the table has a box" is translated according to our Chinese grammar. People in English-speaking countries will definitely feel strange even if they can understand the meaning of this sentence. According to their habits, the normal translation of this sentence should be "There is a box on the table". Well, due to the different cultural backgrounds, there are still many taboos. The most common greeting way in China is "Have you had your meal?". But if you say "Hello, have you had your meal?" to a foreigner, that person will definitely feel completely at a loss and may even be unhappy. Because whether or not you have had meals in Western culture is personal privacy, there is no need to tell others, and it should not be mentioned in public[4]. Therefore, only if we are familiar with the culture of English-speaking countries, can we know what to say on corresponding occasions, and therefore the introduction of culture is crucial in our English teaching process.

5.3. The influence of the introduction of English culture on English reading teaching

Pedigree of a clan, folktales and historical documents must be inherited by words. Therefore, the text is another important carrier of the national culture in addition to the language. The English nation also has fables, myths and its own history. In essence, it is the same as the Han nationality. Their large amount of cultural materials is also preserved by words. If we don't know anything about the cultures of the United States and the United Kingdom, even if we understand the meaning of words in reading comprehension, we will not understand the whole passage. Compared with Chinese culture, English has many expressions that are not used. For example, the English surname comes after the English surname and the name comes before the English surname. Women usually use their husband's last name after marriage. Some nicknames are also different from their original names. Just like David's nickname is Dave, and relatives and friends usually call each other by their first names. Therefore, we must read English articles based on culture[5].

5.4. The influence of the introduction of English culture on English writing teaching

The meaning of language communication lies in expression and understanding. Therefore, it is not enough to only understand English articles for improving the practical application ability of English. A complete communication should allow people to express their opinions and ideas, not just understand what the other person means. English writing requires students to express in a grammar that conforms to the culture of the English-speaking country. While reading, students can also infer by guessing the context. Therefore, the understanding of English culture requires much more writing than reading. English writing must be expressed in the English language style and not in the Chinese language style. If "good good study, day day up", "no door" and "How old are you" are used to express "study well and make progress every day", "no way" and "why it is always you?" will easily make jokes, it will make foreigners feel confused[6]. Therefore, when we write in English, only by understanding the culture of English-speaking countries can we avoid embarrassing situations.

5.5. The influence of the introduction of English culture on English translation teaching

To translate English well, we need to have a thorough understanding on the humanities in both Chinese and English. If we want to translate English, we must freely convert between English and Chinese, and be proficient in English language habits, grammar and vocabulary. English translation is not a simple translation of a word in English. For example, the words by words translated result of "You do not say" is that "你不要说". But in fact, "You do not say" means "是吗?". Another example is the phrase "look out", the words by words translated result is "看外面". But actually look out means to be careful. Each language system corresponds to different cultures. If we don't understand the language expression of English-speaking countries, the results of the translation will be mostly fail to convey the idea, and people will be confused. Therefore, if we want to translate English with facility, we must accumulate some understanding of people's language style in the English environment and strengthen the study and understanding of English culture.

6. Effective ways to introduce the culture of applied linguistics into English teaching

6.1. Strengthening the construction of teaching staff in English teaching

To cultivate and improve students' cultural connotation level of English communication and the ability to comprehensively apply and practice English communication, it is necessary to strengthen the construction of teaching staff in English teaching. It is possible to fully demonstrate the charm of English culture in the classroom by introducing high-level foreign teachers, because the cultural introduction brought by foreign teachers is the most vivid and authentic model[7].

6.2. Innovating English teaching methods

Our English teaching should return to the essence that language is a communication tool. At present, there are still quite a few schools that advocate the principle that scores ranks first and echo

what the books say. Often, the rote learning model is still used, and English teaching that is advancing with the times cannot be achieved, and the demand for high-level talents in modern society cannot be met. Therefore, we need to make corresponding innovations in the way of teaching English, give up the one-sided thinking of pursuing scores, return to the essential function of English communication, and promote students' interest in learning English through high-level practical English teaching methods and invisibly improve students' English communicative competence.

6.3. Student-centered in English teaching

English teaching should attach importance to students' role-playing and interactive participation, take students as the center of the classroom, create a good English learning atmosphere for students, introduce the culture of the corresponding English-speaking countries combining students' own characteristics, give students a certain choices and focus on training students' English language application ability.

7. Conclusion

In summary, it is the essence of our English learning to be able to exchange and communicate in English. Due to the different cultural backgrounds and customs, we must learn and understand more about the culture of English-speaking countries when learning English, instead of learning according to Chinese habits. Our research on the introduction of applied linguistic culture into English teaching is to enable students to learn English in the language environment of English-speaking countries, so that students can have more understanding and cognition on the culture of English-speaking countries, thus improving the efficiency and quality of students' English learning.

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