

Research on Culture Penetration in Vocabulary Teaching of College English

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Abstract: Vocabulary is the carrier of language information and one of the important components of language. Different languages have different national characteristics. Naturally, the national characteristics of language can be expressed by vocabulary. In college English vocabulary teaching, teachers can explain the cultural connotations of English vocabulary through text explanation, words comparison and periodical examinations. This paper gives some suggestions on cultural infiltration in college English vocabulary teaching, and provides some references for relevant researchers.

1. Introduction

The ultimate goal of vocabulary teaching is to cultivate proficiency in using the vocabulary they have learned in written and oral communication [1]. This requires not only the correctness, accuracy and fluency of vocabulary, but also the appropriateness of vocabulary use. The proper use of vocabulary often varies according to the differences of national cultures. Therefore, it is impossible to use vocabulary appropriately in communication without the necessary knowledge of national cultures in English-speaking countries. It can be seen that the use of vocabulary has to take cultural factors into account. The so-called culture refers to the whole way of life of a nation, including knowledge, belief, art, law, morality, customs and any other abilities and habits acquired by people as members of society. It permeates all aspects of human life and influences people's behavior, especially language behavior. The formation and development of any national language cannot be separated from the history, society and culture of the nation. Without cultural factors, it is impossible to master a national language comprehensively and accurately, especially for vocabulary. The cultural differences between China and the West inevitably determine the differences in Chinese language, including vocabulary and word use, semantic connotation, appropriateness of context and other factors. Usually, when we learn a word, we are used to looking for its meaning from the word itself. Besides the dictionary meaning, the same words may have different associations among different nationalities, countries and regions. Here is a common example, the word "dog" in the United States and other Western countries, will remind people of a hairy domesticated family pet image, in such a cultural background, dog is human pets, friends, partners, is considered to have loyalty, reliability, courage, intelligence and other characteristics. Sentences like Every dog has its day, a lucky dog, to be top dog and so on all show a clear cultural background [2].

2. Basic Methods of Culture Penetration in Vocabulary Teaching of College English

2.1 Culture Penetration Method of Text Explanation in Vocabulary Teaching.

A word often has several meanings, and different meanings have different linguistic connotations [3]. In a sentence, which one to use depends on the sentence or even the context. If you leave a particular sentence, its meaning is difficult to determine. For example, an article entitled "The UNITED STATES HAS SET UP A LONELINESS INDUSTRY". Without the help of any cultural background and context, it is easy to understand "LONELINESS INDUSTRY" as "lonely industry". In fact, "LONELINESS" does not mean "loneliness" here, and "INDUSTRY" is not an "industry". As more and more children live with different parents, there are a large number of lonely elderly people in American society. They are not cared for and have difficulty in living. Therefore, the American

government has launched a social project for lonely elderly people, called "LONELINESS INDUSTRY". Without the information and cultural background provided by the context, it is difficult to understand the true meaning of this sentence. Different nationalities have different historical and cultural deposits and backgrounds, as well as different 'social life'. Correspondingly, there are cultural and psychological differences among different nationalities. The cultural psychology of the English people is quite different from that of the Chinese people. The English-speaking nation advocates the cultural psychology of seeking novelty, music, simplicity and specialty, and pays attention to the equality of personality, competition, frankness, courage, active participation and self-affirmation of extroverted personality. Thirteenth is considered to be a dangerous thing in the West. Westerners are afraid to avoid it. The thirteenth floor of the building is often replaced by "12A". There is no thirteenth row for airplanes, trains, theatres and so on. No celebration or other celebrations should be held on the thirteenth day of the day. Simplification is due to the rapid pace of life in modern society, which makes many words and phrases simplified. The color words in English are also quite distinctive.

2.2 Culture Penetration Method of Words Comparison in Vocabulary Teaching.

Comparisons are the only way to distinguish. By comparing the different cultural connotations of words with the same conceptual meaning and the cultural constraints on their use, the comparative method obtains a cultural sensitivity in cross-cultural communication. For example, when we teach students individualism, we should compare it with Chinese individualism. Chinese students naturally associate "individualism" with emotional words such as "liberalism", "selfishness" and "self-interest". Only through comparative teaching can students understand that "individualism" emphasizes personal initiative and economic independence, reflecting American values and outlook on life. Another example: when teaching students, the word "peasant", we can compare it with the Chinese word "peasant". Let students understand that the word "peasant" in English usually refers to poor, uneducated, vulgar and ignorant agricultural workers. It is not the same as "peasant" in Chinese. There are quite different appellations for men and women in English. In English, whether married or unmarried, we often add the word Mr. before a man's surname, which is collectively called Mr. X. However, the word does not tell people about men's marital status. It strictly keeps secrets for men. Unmarried women are called Miss. X and Mrs. means married women. This shows that women do not seem to retain the right and freedom of personal privacy, and women's right to take their own surname after marriage has also been deprived, and with the husband's surname, to prove that they have married someone, has belonged to a gentleman. Although the word "Ms" has been coined to correspond to Mr. in fact, Mrs. and Miss are still used quite frequently. When referring to female professors and doctors, English-speaking countries habitually add female or woman in front of them. In their opinion, professors and doctors are more respectable and noble than nurses, secretaries and teachers. Therefore, the former is the patent of men, while the latter belongs to women. If this rule is violated, it should be emphasized. It can be seen that language habits reflect the prejudice of Western society and the social ills of the unequal social status of men and women [4].

2.3 Culture Penetration Method of Periodical Examinations in Vocabulary Teaching.

In order to verify the relationship between cultural understanding and vocabulary learning, the author has carried out corresponding teaching experiments in his classes. The author is a sophomore English reading and writing course in a university. The textbook used is New Horizon College English Reading and Writing Course. The composition part of the test paper is entitled "English Learning and Western Culture", which aims to understand students' understanding of English learning and Western culture. The results of the test are divided into the scores of filling in the title, composition and the total score of the test paper. After the test, the results of these three parts of the students are analyzed and summarized. In the analysis of the results of this test, the author finds that the students' mastery of the previous words is very inadequate. Especially in the question of filling in the blanks, only seventy percent of the students have passed the test and only twelve percent of the students have achieved excellent results. This test reflects the students' connection with English and

Western culture. Have a certain understanding, and willing to learn more about Western culture, in order to promote English learning. In terms of the choice of words and expressions in composition, most students choose the first, second and third-level vocabulary with strong colloquialism. This test reflects the extreme lack of vocabulary in College English. After summing up all kinds of problems, the author made a new attempt in teaching methods according to the students' learning situation, trying to combine vocabulary teaching with cultural understanding organically. In addition to teaching words and their cultural characteristics, the author also tried to let students prepare lessons before class and explain vocabulary in turn. While actively preparing for the connotation, extension and cultural origin of words, students not only improve their learning efficiency of words, but also let them learn from each other's advantages in learning methods. Meanwhile, the author has gained inspiration from teaching and learning, and even acquired a lot of new vocabulary knowledge.

3. Suggestions of Culture Penetration in Vocabulary Teaching of College English

3.1 Optimize Teaching Team.

In the process of English vocabulary teaching, teachers play a leading role in the development of teaching work. Only when teachers have the knowledge of cross-cultural pragmatics can students learn English cultural background in class and apply it to English vocabulary learning. In the teaching of English vocabulary, there may be problems of teachers themselves in the teaching of cross-cultural integration. If teachers do not have a cultural understanding of English-speaking countries, it is difficult for them to play a guiding role in English vocabulary learning. Therefore, it is necessary to cultivate teachers' culture in English-speaking countries. Teachers should improve their professional knowledge, keep pace with the times, and learn more about English language habits in different cultural backgrounds. Only when teachers make constant progress can students make better progress. In the new era of rapid development of the Internet, teachers between schools can share information, exchange teaching experience and improve their teaching level. In mutual communication, teachers can find their own strengths and weaknesses, can prescribe remedies to the case, and will also improve the teaching level faster. It can be said that the level of teaching in a school is closely related to the comprehensive level of teachers' specialty. Only by constantly expanding the teaching staff and introducing high-quality talents, can the quality of education in a school be improved. Therefore, schools should formulate excellent introduction policies to attract high-quality English teachers with transnational backgrounds or cross-cultural pragmatics knowledge, so that these excellent teachers can motivate young teaching staff, and at the same time can cultivate high-quality students.

3.2 Stimulate Students' Interest.

In English teaching classes, teachers should infiltrate cross-cultural pragmatic learning habits into vocabulary teaching and carry out teaching from the perspective of students. When explaining a vocabulary, teachers can put forward the common language mistakes caused by different cultural backgrounds in order to help students avoid mistakes at the source of vocabulary learning, lay a foundation for future use of English, and add cultural color to vocabulary to help students master vocabulary. In the process of teaching, teachers can also provide students with extra-curricular knowledge of English raw materials. These raw materials can enable students to experience the use of vocabulary in different cultural backgrounds. They can also help students deepen their mastery of vocabulary. They can also enable students to independently find English raw materials and mobilize students' cross-cultural pragmatics. Learn to be active and exercise their English learning ability. It is not enough to learn vocabulary culture only by classroom and teachers. The most important thing is that students can experience cultural differences through all-round and multi-angle cultural introduction, and ultimately build up cross-cultural awareness from the depth of thinking. Therefore, the study of vocabulary culture must be based on the study of broad culture. Specific methods include: appreciating classic British and American movies and music, such as some American cartoons, etc. Encouraging students to read widely, guiding students to accumulate social knowledge and folk

customs while reading various articles, newspapers and books; designing appropriate English activities so that students can actively participate in and experience them personally. On this basis, we have a broad understanding of the history, geography, art and culture of English-speaking countries. For example, we can hold regular activities of foreign cultural festivals in a planned way, and each activity determines a theme, such as the Australian Carnival, the British Cultural Festival and so on. Only through a large number of foreign-related language practice, combined with listening, speaking, reading and writing skills to learn and understand the knowledge of British and American culture, can students truly understand the profound English and American vocabulary culture.

3.3 Respect Cultural Differences.

Students have their own ideas and ways of learning, so some students may think that the combination of cross-cultural pragmatics and English vocabulary teaching has no great effect on them, or they cannot accept foreign cultures, and there is a psychological conflict. In the process of cross-cultural pragmatics and English vocabulary teaching, teachers should increase the interest of cultural learning on the premise of ensuring the correctness of knowledge. The study of intercultural pragmatics not only has an impact on the learning of English vocabulary, but also on the use of English in the future. At the same time, teachers should teach students in accordance with their aptitude. They can formulate different training programs for different students, so that students can accept the culture of English-speaking countries, so that they can experience the diversity of different cultures on the basis of respecting the local culture. Simply speaking, the deep meaning of vocabulary is innuendo from the cultural background. To improve the accuracy of translation, we must start from the cultural background. At present, in the process of English vocabulary translation, there is no clear association clue, which makes the accuracy of English Vocabulary Translation lower. In order to solve this problem, how to deal with the relationship between English cultural connotation and vocabulary memory becomes a breakthrough in understanding the inherent meaning of cultural vocabulary, and also ensures the accuracy of translation of cultural connotation of English vocabulary. In other words, in the process of understanding and translating the cultural connotations of English vocabulary, we need to make flexible use of all available and effective resources, change the traditional concept of English Vocabulary Translation through scientific analysis of English vocabulary culture, and carry out accurate translation analysis on the basis of deepening understanding research. From the statistical results, the cultural connotation of English vocabulary is the teaching method. Generally speaking, it mainly includes situational teaching, interest teaching and association teaching, which are the most commonly used teaching methods. However, the essence of learning the cultural connotation of English vocabulary lies in the memory of English vocabulary. Only on the basis of understanding, can we understand and translate English vocabulary.

4. Conclusion

Language is the cornerstone of culture and a manifestation of culture. In vocabulary teaching, teachers not only teach students the knowledge of pronunciation, grammar and vocabulary, but also teach the way of thinking, thinking, customs and behavior of people in English-speaking countries. Only in this way can students not only recognize and learn vocabulary use ability, but also learn to master vocabulary use or communicative competence, so as to avoid language barriers caused by cultural differences.

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