

Analysis of Practice Strategies Concerning the Cultivation of Intercultural Awareness in College English Teaching

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Abstract: Cultivating cross-cultural awareness is the focus of college English teaching. Based on the implementation of college English teaching at the present stage, combined with the characteristics of cross-cultural awareness in recent years, analyzing the background of new curriculum reform, fostering students' cross-cultural awareness in college English teaching. The direction and content of the student to optimize the overall quality and abilities of the students.

1. Introduction

The theme and goal of English teaching is to cultivate learners' intercultural communication skills. "The highest level of cross-cultural teaching should be to help students form the correct attitude and belief in the culture of the various nations of the world." "College English Course Teaching Requirements" clearly stipulates that "University English is the guidance of foreign language teaching theory, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main content, and a combination of various teaching modes and teaching methods. Teaching system. However, due to the lack of cross-cultural communication awareness among English teachers and students, and the lack of mature cross-cultural English teaching mode in English teaching, most of the English-speaking talents cultivated have strong language skills, but their intercultural communication skills are weak. Therefore, enhancing cultural awareness, enriching cultural knowledge, cultivating cultural competence, and crossing cultural differences are the challenges and tasks facing college English teaching. Based on the author's teaching practice for many years, this paper will explore the structural model and practice mode of university cross-cultural English teaching, which will provide reference for college English teaching reform and provide reference for cross-cultural teaching in other foreign languages.

2. The importance and necessity of cross-cultural awareness in college English teaching

The twin relationship between language and culture determines the indispensability of cross-cultural awareness training in language teaching. In language teaching, we must organically combine cultural transmission and language learning. While training students' language control ability, they encourage students to gradually understand the different world views, values, cultural origins, historical traditions, religious culture and customs of foreign countries. Understanding the cultural characteristics of different speech acts and consciously accepting the influence of foreign cultures will greatly enhance the interest in learning English, and will make English no longer a tool to lose soul, but become flesh-and-blood and interesting. C laireK ram sch pointed out at the Third International Conference of Asian English Teachers Association: Since the 1970s, the ability to develop students' language communication has been the direction of foreign language teaching. But now, the times have changed. How to fully understand the cultural background contained in the language in communication has become an important topic that the foreign language education community needs to pay attention to. When talking to foreigners, the natives are more tolerant of their mistakes in pronunciation and grammar. In contrast, violating the rules of speaking is considered less polite. Because the natives are less likely to recognize the relativity of sociolinguistics. For example, you say H e like see the new film. Foreigners may understand their

meaning, but when foreigners boast you, You speak English fluently. You answer modestly according to Chinese habits: No, no will make the other person confused and embarrassed. Also, we often hear Good morning, teacher in the English class. This is the emphasis on language skills (speech, grammar and vocabulary) in English teaching, ignoring the interaction between language use and cultural factors, resulting in students' cross-cultural awareness. Missing. Emphasis on cultivating intercultural communicative competence Holmes puts emphasis on language ability, but also cultivates and develops learners' cultural understanding ability. That is to say, only under the guidance of cross-cultural awareness, we can pay attention to both the accuracy of the language (Accuracy) and the appropriateness of the language, or the ability to acquire both language communication and cultural understanding.

Therefore, with the continuous integration and infiltration of social multiculturalism, whether it is to further improve the learner's ability to use language, or to expand the cultural understanding ability necessary for cross-cultural, the cultivation of cross-cultural awareness shows its urgency and necessity. After all, people with cross-cultural personality, their conception and worldview present an openness to experience, recognize, accept and appreciate the differences between people, culture and culture, thus reaching the overall sense of the heart. The growth is a kind of spiritual enrichment and enrichment. It is a sublimation of human nature, and this is the inherent requirement of college English teaching in the new era.

3. The program of cultivating students' cross-cultural awareness in college English teaching

In the development of education, some linguists suggest that the learning and education of all linguistic knowledge cannot be communicated away from the cultural environment of the language. If it is far from the overall environment, the language and culture will lead students to learn language knowledge and lose language. Meaning and function. Therefore, when college English teachers implement teaching work, they need to design more English culture environment for students, such as using film video, English knowledge contest, debate and other forms to create a more realistic language and culture environment for students, so as to mobilize The enthusiasm of students to learn independently encourages them to generate autonomy and enthusiasm for learning, and continuously optimize their English theoretical knowledge and operational skills by participating in classroom activities, thus laying the foundation for future needs.

In the implementation of college English classroom teaching, teachers as the organizers and guides of student learning, not only in the classroom to explain the language knowledge of the textbooks, but also to pay more attention to life or historical development knowledge, Expand the horizons of students. At the same time, teachers can combine the characteristics of textbook knowledge to introduce extracurricular reading materials for students. By reading extracurricular materials, students can better supplement their knowledge points and let students better understand the changing English culture and connotation. This form is very important for students' learning and needs to be paid attention by college English teachers. Improve the efficiency and quality of practical classroom teaching and achieve the teaching goals set by teachers.

This kind of scheme is one of the most cited and concerned programs for college English teachers in teaching, and its role in English classroom teaching is the most ideal. By analyzing the past teaching work, we can understand the cultural structure of English and Chinese based on comparative analysis, which can enable students to understand the charm of English language more deeply and comprehensively, so as to mobilize the enthusiasm of students to learn independently and improve the efficiency of classroom teaching. quality. This kind of contrast teaching method can optimize students' understanding and understanding of British and American culture. For example, in the question of "how to look at a failed opponent", there is a certain difference between China and the West. In Chinese traditional culture, the position of the failed opponent is very low, and the respect for the "opponent" is also less. There are few, but in Western culture, "failed opponents" will express a certain tolerance and fraternity.

4. Strategies for cross-cultural awareness training

College English teaching in the new situation requires English teachers to have a comparative linguistic accomplishment in both mother tongue and English. On the other hand, it has extensive knowledge of both languages and cultures in both home and English countries (Japanese, proper nouns, idioms). Allusions, folk slang, etc. and silent expressions such as body expressions). Only by improving their cross-cultural communication awareness and cultural literacy can we effectively cross-cultural comparisons, cultivate students' cross-cultural awareness, and improve students' intercultural communication skills. At present, teaching materials are still the main carrier of teaching information, and an effective way for students to understand Western culture. Therefore, we should make full use of the resources of teaching materials, excavate the connotation of teaching materials, and integrate the cultivation of intercultural awareness into the cultivation of language knowledge and skills, and sublimate the content of classroom teaching. Let students pay attention to vocabulary with cultural connotation, help students understand the meaning of vocabulary (Denotation), and also point out its implicit meaning (Connotation), that is, the specific meaning and extended meaning of vocabulary given by specific social and cultural background.

Classroom activities are an important way for students to practice language. Teachers design and create communication scenarios with English cultural characteristics. Organizing students to engage in language communication activities in this specific language situation can enhance students' cross-cultural awareness and improve cross-culture. Communicative ability. It is to provide learners with more practice and experience (student English speech, English cultural programs, English evenings, etc.) opportunities, so that students can actively participate in English teaching activities with English culture atmosphere, boldly use English for language practice. At the same time, in English learning, learners are easily interfered with by the national culture. To this end, in teaching, we must pay attention to the analysis of cultural differences between China and the West, conduct cultural comparisons, help students to eliminate cultural barriers in English learning, gain cultural sensitivity, and enhance cross-cultural awareness.

Extensive extracurricular reading is also an important way to understand Western culture. Literary works are the epitome of society, from which you can understand all aspects of society. Good literary works can vividly, concretely and comprehensively reflect the customs and values of an era. At the same time, when reading literary works, readers can easily enter the atmosphere created by the authors, and experience the emotions and sorrows of the characters in the works. Unconsciously, they can best absorb cultural nutrition. In view of the irreplaceable position of literary works in English learning, English teachers can not give up the requirements of students, but introduce and recommend good literary works to students in a step-by-step manner. Of course, there are elective courses such as the Anglo-American Interpretation of Language and Culture Intercultural Communication or a series of cross-cultural themed lectures, supplemented by discussions and analysis of interest to students, to stimulate students' reading from another perspective, and to enhance students' culture. The sensitivity of differences increases cultural literacy. Nowadays, our college English teaching can't be separated from CET-4 & 6, but the current test methods and test structure help students' cross-cultural awareness training is still very limited. To this end, it is necessary to include the test questions of language use ability and target language culture knowledge in the CET-4 and CET exams, and to add test questions to the college English oral test to encourage students to truly value and consciously. Cultivate social and cultural abilities, enhance cultural understanding, and achieve the goal of teaching English for college English.

5. Conclusion

Cross-cultural foreign language teaching is the development direction of foreign language teaching. The construction of college English cross-cultural teaching structure model and practice mode aims to improve the concept of cross-cultural teaching and talent training, establish new teaching concepts, clarify the basic principles of cross-cultural teaching, and implement correctly Cross-cultural teaching strategies, strive to improve the cross-cultural teaching of localization,

diversification and sustainable development, and improve the quality of college English teaching.

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