

## Two-way Culture Teaching in English on the Background of Cross-cultural Communication

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**Abstract:** In order to cultivate students' cross-cultural communication ability, the lack of real language environment in English teaching, the understanding of deep culture, the influence of traditional teaching mode, the lack of cross-cultural education ability of English teachers and the lack of emphasis on language application ability, as well as adhering to the principles of permeability, persistence, contrast, stage and advancing with the times, this paper proposes the following teaching strategies: language knowledge teaching and cultural knowledge import simultaneously, and comprehensive application of multicultural import methods. And create an English cultural knowledge environment in the learning and living environment, and carry out English cross-cultural teaching from a multicultural perspective, and integrate excellent traditional culture into the English teaching system. It is also necessary to carry out all-round cultural penetration from theory to practice, and to improve the comprehensive cultural quality of English teachers.

### 1. Introduction

Language and culture are interdependent and mutually influential. Language is the carrier of culture. Culture is the bridge and link between different countries and nations to communicate the soul and emotion. Therefore, to master two languages, you must master two cultures. Only through the cultural barriers of the target language countries can we achieve the appropriateness and properness of communication. One of the main goals of foreign language teaching is to develop students' cross-cultural communication skills. Therefore, the organic combination of language research and cross-cultural research is not only theoretically necessary, but also an extension of the practical principles of foreign language teaching. Cross-cultural communication is inseparable from foreign language teaching. Foreign language teaching not only teaches language knowledge, but also develops communicative competence and cultivates the ability to apply foreign languages for cross-cultural communication. Under the background of global integration, with the gradual deepening of reform and opening up, China and the international community are increasingly close, and participation in international exchanges and cooperation is becoming more frequent. Cultivating talents with cross-cultural communication skills and qualities is not only the need of the development of the times, but also an urgent task for Chinese higher education across the century. As a worldwide language, English plays an important role in international communication and cooperation. The exchange of Chinese and English languages is not only a conversation of language, but more importantly, the integration of values, modes of thinking, social etiquette and folk customs in two different cultural systems. Therefore, the task of English teaching is not only to cultivate students' language ability, but more importantly, to cultivate students' ability to communicate effectively in cross-cultural context. In view of the problems existing in English teaching and the practical needs of cross-cultural communication ability training, the study of English two-way culture teaching provides programs for English teaching reform and helps cross-cultural communication talents.

## **2. Existing Problems on English Teaching on the Background of Cross-cultural Communication**

Under the background of cross-cultural communication, English teaching is required to highlight the importance of culture and solve the communication barriers caused by unfamiliar cultural background knowledge. However, the current English teaching has not achieved this goal, and there are the following problems:

(1) Lack of a real language environment. The language environment is the basis for learning a language. Without a language environment, it is very difficult to master a language. In a country where English is a native language, the language training of students is done outside the classroom, with a real environment and characters, and the language is easily reinforced. The biggest obstacle for Chinese students to learn English is the lack of a real language environment. Most of the language acquisition is done in the classroom. Only the teacher can give a virtual situation and let the students practice the language.

(2) Ignore the insights of deep culture. The content of culture is very broad, including not only explicit surface culture, but also deep culture such as social system, customs, cultural psychology, behavioral patterns and ways of thinking, as well as deep-rooted national character. Deep culture belongs to the category of spiritual culture and is the core part of culture. It can stimulate students' interest in learning and enthusiasm for thinking. At present, English teaching ignores deep cultural learning, and it is difficult for students to truly understand the language and master the language.

(3) The impact of traditional teaching models. Most of the current English teaching adopts the traditional cramming teaching mode, which instills knowledge into the students, without any creativity, which seriously hinders the development of students' intellectual and independent learning ability. During the teaching process, students can't solve the problems encountered in the process of English learning in time, and teachers can't carry out teaching activities in a targeted manner, which leads to the neglect of cross-cultural awareness training. Students only listen passively in class, and rarely have the opportunity to communicate in language.

(4) The cross-cultural education ability of English teachers is not strong. Many English teachers lack cross-cultural knowledge, have insufficient understanding and understanding of Chinese excellent traditional culture, and are not strong in cross-cultural awareness. They only pay attention to the cultivation of language ability, neglect the cultivation of intercultural communication ability, and lack insight and understanding of foreign culture. They have insufficient awareness of the culture of the nation and the culture of the target language. They have a weak international awareness, do not have strong critical thinking, and cannot achieve the goal of cross-cultural education.

## **3. Principles on Two-way Culture Teaching in English on the Background of Cross-cultural Communication**

In the context of cross-cultural communication, English two-way culture teaching needs to follow the following principles: First, the principle of permeability. English two-way culture teaching is not a simple cultural infusion, but through teachers' words and deeds and other teaching activities, consciously giving students hints, or reflecting in language communication and emotional expression, allowing students to subtly acquire cultural knowledge. The second one is the principle of persistence. Cultural teaching is a long-term and complex process, combined with the students' target language skills and language knowledge development. Cultural teaching should also follow this rule, long-term, systematic and gradual development. The third one is the principle of contrast. We want to compare local culture with Western culture, find the same point, and find the difference, and also deepen the understanding of the target culture, understand the Western way of thinking and value orientation, deeply understand different cultural behaviors, and avoid using their own standards to ask or explain other people's behavior. The fourth one is the principle of phase. Language learning, like other knowledge learning, is a process from simple to deep, from simple to complex, with obvious phase characteristics. Therefore, it is necessary to carry out the introduction

in stages according to the students' actual language level and comprehension ability. The fifth one is the principle of advancing with the times. Culture is the product of social, political and economic development, and it has the characteristics of time and timeliness. English teachers should pay attention to the accumulation and renewal of their own cultural knowledge, look at the problem with a developmental perspective, and pass on the latest and most effective culture to students.

#### **4. Countermeasures on Two-way Culture Teaching in English on the Background of Cross-cultural Communication**

Cross-cultural communication skills are like a bridge that combines students' language skills with their communicative skills. In view of the problems existing in English teaching in the context of cross-cultural communication, following the relevant principles, this paper proposes the following teaching strategies:

(1) The teaching of language knowledge and the introduction of cultural knowledge are carried out simultaneously. There is a big gap between the English cultural knowledge of Chinese students and the English level they reach. The social and cultural ability lags far behind the language ability. The reason is that the culture, language knowledge and culture are ignored in the language teaching process. Knowledge has not been developed simultaneously. The relationship between correct language knowledge skills and moderate cultural knowledge is complementary. If teachers can use teaching materials as the basis in practical teaching, they will not only teach students the necessary language knowledge and skills, but also introduce the cultural phenomena of the relevant Chinese and English worlds. It will make students feel the vividness and vividness of the knowledge they have learned, and the learning efficiency will naturally increase. At the same time as language teaching, the teaching of cultural background knowledge closely related to language understanding and language making is carried out. First, guide students to compare Chinese and Western cultures, and collect relevant cultural knowledge, including history, geography, folk customs and customs. Secondly, the textbook infiltrates relevant cultural knowledge, explains the background of the teaching content, and allows students to accurately grasp the ideological and cultural connotation of the teaching content.

(2) Comprehensive use of multicultural import methods. The purpose of cultural introduction is that language learners are constantly approaching the social and cultural connotations represented by the language they learn in the process of language learning, that is, infiltrating social and cultural knowledge in the second language teaching, so that the majority In language learning and language application, students not only achieve the "shape" of the semantic structure, but also the "likeness" in the verbal appearance. Specifically, the following methods can be used in combination: classroom explanations, including lexical explanations, grammatical explanations, and textual explanations. The classroom practice method gives students an intuitive feeling, so that students can actually use the earliest words in English and experience the language and culture in an immersive way. The special explanation method is to achieve the purpose of cultural introduction through special explanation in the course of teaching, including cultural background explanation, news hot topic explanation and cultural lecture. The actual communication method is to introduce culture through communication with native English speakers, including opening an English corner, developing tourism projects, organizing summer camp activities and networking, and also taking pictures, slides, movies, TV and multimedia, and also including visual aids set up a bridge of culture.

(3) Create an English cultural knowledge environment in learning and living environment. The teaching environment plays an important role in English teaching activities and is an indispensable prerequisite for English teaching. Teachers and students are the protagonists of teaching activities, and the teaching environment is the stage for teaching activities. Without the teaching environment, the teaching activities have lost their support. On the surface, the teaching environment is on the periphery of the teaching activities, but it interferes with the development of teaching activities on the overall background, affecting the effectiveness of teaching activities. Make full use of a variety of teaching resources, use listening, speaking, doing, singing, playing and performing, and adhere to

the activities as the center to organize teaching, providing students with sufficient opportunities for language practice, allowing students to experience English culture and learning in the activities. The atmosphere of English culture is strong, the desire to learn will be stronger, and the learning effect will be significantly improved. We also need to conduct a wide range of life-based English communication activities to provide opportunities for students to actively and creatively use English. This enables students to discover and summarize the rules of language use in the process of information transmission and communication, form a sense of language, internalize grammar rules, and ultimately achieve an overall improvement in English communication skills.

(4) Conduct cross-cultural English teaching from a multicultural perspective. With the increasing complexity of human society and the increasingly developed information circulation, the cultural transformation and transformation is also accelerating. The development of various cultures faces different opportunities and challenges, and new cultures will emerge in an endless stream. Under the modern and complex social structure, different cultures are inevitably needed to serve the development of society. These cultures serve the development of society and create cultural diversity, which is the multiculturalism in the context of complex society. International exchanges will become more frequent in a multicultural context, promoting the diversified development direction of education and the development of multicultural education. English teaching is closely related to culture, and multiculturalism has a profound impact on English teaching. We must rationalize the relationship between cultural diversity and English teaching. The construction of teaching materials should be compatible with cultural diversity, explore effective measures for college English teaching reform under the background of multiculturalism, root national culture, absorb foreign culture, and combine local culture. This can cultivate students' cultural sensitivity and tolerance, master English communication tools, enhance practical application skills, and enhance cultural creativity.

(5) Integrate excellent traditional culture into the English teaching system. The two-way nature of cross-cultural communication determines that cultural teaching should take into account both the culture of the ethnic group and the culture of the target language. English learning should not only be about understanding Western culture, but also better understand the culture of the family and be able to spread Chinese culture in English. Therefore, how to make students master the correct language knowledge and rich target language culture, while improving the English expression ability of mother tongue culture, in order to carry out effective cross-cultural communication, has become a new topic in Chinese foreign language teaching. English teaching in the context of cross-cultural communication requires re-adjustment of teaching content, integration of excellent traditional culture into the English teaching content system, and scientific arrangement of teaching content. Strengthen the comparative study of excellent traditional culture and Western culture, understand the essence and essence of excellent traditional culture and Western culture, and have the awareness of two-way cultural exchange and excellent traditional cultural communication. We must educate students on the infiltration of excellent traditional culture and guide students to realize the external transmission of excellent traditional culture in language practice. We must guide students to understand the profound connotations of excellent traditional culture through newspapers, movies, songs and network-related media resources.

(6) Carry out all-round cultural penetration from theory to practice. Cultural infiltration in English teaching, systematic development of various cultural resources, can change the boring language teaching, make students have a deep interest in language, and bring about knowledge innovation through the understanding of culture, and truly realize the concept of quality education. The classroom is based on English textbooks, fully exploring cultural content, and actively encouraging students to contact foreign teachers. At the same time, it is necessary to introduce music films in the classroom, deepen the understanding of culture, better create cultural contexts, and improve students' communication level. In the process of theoretical teaching and practical teaching, the specific infiltration content includes three aspects: First, the language culture. That is, the culture related to the language structure refers to the cultural characteristics embodied in the construction of vocabulary, phrases, sentences and texts, that is, the differences in language

structure caused by different cultural backgrounds. The second is semantic culture. That is, the culture related to background knowledge refers to the cultural content contained in the semantic system of the language and the cultural psychology, national spirit and philosophical thought embodied. The third is pragmatic culture. That is, the culture related to communicative competence refers to the cultural rules and cultural conventions in which language is used in communication, which is mainly determined by the customs and cultures of different ethnic groups.

(7) Improve the comprehensive cultural quality of English teachers. The teacher's cultural literacy is a comprehensive psychological feature, which is an important part of teachers' professional quality, which directly reflects the teacher's personality, temperament, values and outlook on life. Teachers are the key to the development of cross-cultural communication skills. The quality of teachers directly affects the cultivation of students' cross-cultural communication skills. Many English teachers are familiar with the teaching of linguistic knowledge and grammatical structure. When it comes to cross-cultural communication skills, they feel that cultural knowledge is not rich enough, language ability is not strong, and there is a fear of English language and culture teaching. The increasing cross-cultural communication has put forward higher requirements for the comprehensive cultural literacy of English teachers. The increasing intercultural communication has put forward higher requirements for the comprehensive cultural literacy of English teachers. The specific promotion path includes: carrying out a variety of exotic cultural activities, increasing the exchange experience and perceptual cognition of its culture. Teachers should also be placed in a simulated context for communication during the training process, emphasizing emotional goals, specific cultural information and experience learning. Be sure to start from the details, pay attention to non-verbal communication information, and gradually improve the sensitivity of intercultural communication. It is also necessary to continuously absorb the potential of Western culture to promote creative thinking, independent consciousness and innovative thinking to explore language learning.

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