The Necessity and Strategies of Cultural Introduction in College English Teaching Against the Background of "One Belt and One Road"

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ABSTRACT

Under the trend of globalization, "One Belt and One Road" Initiative requires cooperation with more than 60 countries along the routes. Although these countries have very different cultural backgrounds, English, as the first language of international communication, is a bridge to realize globalization. Cultural communication is the link of the age of diversity. The final aim of English teaching is to cultivate versatile skills with excellent language competence, cross-cultural communication ability, Chinese feelings and international vision. At present, college English is still dominated by traditional teaching such as grammar, vocabulary and pronunciation. The phenomenon of "lack of Chinese and Western culture" is very serious. This paper analyzes the necessity of the introduction of Chinese and Western culture based on the grand plan of "One Belt and One Road" and the current situation of college English teaching. At the same time, from the perspective of stage principle and relevance principle, the traditional teaching method and the new era wisdom teaching mode are combined to explore its strategies.

Keywords: "One Belt and One Road", College English teaching, Cultural introduction.

1. INTRODUCTION

"One Belt and One Road" is a major decision, an important stage of China's opening up to the outside world. This also means that China has begun to transform from a "local country" to an "international country". "One Belt and One Road" is made up of "five links", including policy communication, unimpeded trade, financial integration, infrastructure connectivity and people-to-people connectivity. "People-to-people bond" is the key to the realization of the other "four links", which is inseparable from cultural exchange and language communication. Among the six international communicative languages (English, French, Russian, German, Arabic and Chinese), English is the most widely used and most popular international language. Foreign language education in China must be based on the specific national conditions of the country, meet the interests of the country and the needs of the times, and be updated for changing times constantly.

2. THE IMPACT OF "ONE BELT AND ONE ROAD" ON COLLEGE ENGLISH TEACHING

"One Belt and One Road" Initiative needs people to have a deep recognition of the countries along the routes, and understanding their social culture plays a vital role in the comprehensive construction of "One Belt and One Road". The prerequisite for the comprehensive development of this strategy is to remove the language barrier. It has brought new opportunities and challenges to college English education. In order to adapt to the national conditions, the Ministry of Education issued A New College English Teaching Guide in 2016:" The teaching goal of college English is to cultivate students' English application ability, enhance their intercultural communicative awareness and competence, develop their autonomous learning ability, and improve their comprehensive cultural accomplishment." Different from the 2007 edition of the College English Teaching Guide, it lays special emphasis on the

humanistic nature of language. The special requirement for listening and speaking ability was changed to emphasize the development of students' English application ability. In recent years, it is found that most of the researches on English learning under the background of "One Belt and One Road" are aimed at multi-language education policies. However, under the extremely challenging Belt and Road Initiative, students will inevitably encounter "cross-cultural conflict" when entering the society. If language learning continues to ignore cultural transmission and introduction, students will easily lose themselves and find no way forward.

College English teaching has practical significance and long-term influence on the future development of college students. Intercultural communication competence is the core competence of contemporary international talents. Under the Belt and Road Initiative, improving English level and tapping the potential of cultural communication can help students develop the correct personal world view, values, identity and cross-cultural recognition, enhance the humanistic literacy, while providing a bridge for our economic development to meet the challenges and opportunities in the era of globalization.

3. THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE

There are more and more studies on language and culture, especially after the "One Belt, One Road" strategy was put forward. In the context of globalization, the connection between countries and people is closer than ever in history. If mankind wants to build a "Tower of Babel", the most important thing is smooth language communication and cultural exchange. UNESCO explains the close connection between language and culture in this way: "Language is one of the most common and varied forms of expression of human culture, perhaps even its most essential form of expression... Language is crucial to culture. Language is the product of history and collective experience, expressing the worldview and value system of a particular culture."

In the early 1980s, Mr. Xu Guozhang's speech titled "The Cultural Connotation of Words and English Teaching" started the research on the importance of culture introduction in the second language teaching. Since then, some Chinese scholars have published articles on the relationship between foreign language teaching and culture. For example, in 1988, Mr. Hu Wenzhong edited the

"Cross-cultural Communication and English Learning" essays. In 1989, Mr. Deng Yanchang and Mr. Liu Runqing edited Language and Culture: A Comparison between English and Chinese Language. This book explores the differences between English and Chinese in style, vocabulary and idioms.

Often, people use language as a tool of communication. In teaching, teachers pay more attention to the "instrumental" of language but ignore its "humanistic". The Teaching Guide puts forward that the purpose of setting up intercultural communication courses in universities is to "carry out intercultural education, help students understand the differences between Chinese and foreign world views, values, ways of thinking and other aspects, cultivate students' intercultural awareness, and improve students' sociolinguistic ability and intercultural communication ability". Culture is the sum of human material culture and spiritual culture, "language cannot exist without culture". Therefore, teachers should pay more attention to the explanation of humanistic knowledge, and emphasize the importance of cross-cultural communication, through language teaching. It is crucial for students to respect cultural differences, recognize the value of cultural differences, understand the different choices and propositions of life style, promote harmonious coexistence among people, and accelerate the development of globalization as well as the construction of China's "One Belt and One Road".

4. ANALYSIS OF THE PHENOMENON OF "LACK OF CHINESE AND WESTERN CULTURE" IN COLLEGE ENGLISH TEACHING

College English education is the carrier to make non-English majors contact with the culture of the target language. Cultural consciousness enables students to be aware of the similarities and differences between mother tongue culture and other cultures. At present, college English education still focuses on language knowledge to cultivate students' foreign language ability. However, college English teaching is still lacking in the deep structure of culture and cross-cultural communication ability. Although English majors have more opportunities to participate in foreign-related work after graduation than non-English majors, the number of non-English majors is far more than the number of English majors. Therefore,

combined with their different majors, if non-English majors enter the field of cross-cultural communication, they will make immeasurable influence. At the same time, in the construction of "One Belt and One Road", more international communication work involves finance, computer, engineering, e-commerce and other majors, which also provides greater opportunities for non-English majors.

4.1 "The Absence of Western Culture" in College English Teaching

Nowadays, in college English teaching, teachers still play a dominant role, and students are in a passive learning state, losing the opportunity to exercise their communicative ability and lacking the motivation to participate in class discussion. Besides, in order to obey the teaching schedule, syllabus and various examination levels, English teachers have to put most of their time and energy on the cultivation of English language ability, neglecting the real purpose of foreign language learning — cultivating students' communicative competence. Hymes, an American sociolinguist, believes that communicative competence has four important parameters, namely grammar, suitability, appropriateness and practical operability. The essence of appropriateness and appropriateness is the sociocultural competence of language users. What's more, college English teaching lacks assessment on English culture. Teachers and students pay more attention to whether the written sentences are complete and grammatical, whether the listening content and the reading text can be understood, whether the translated text is consistent with the original meaning, and whether the spoken sentences are correct in structure and grammar. It has been observed that another reason for the lack of culture in university English teaching is related to the academic background of students, who are generally not interested in culture with science backgrounds, intentionally or unintentionally skipping the cultural part in English learning. Most non-English majors have poor oral communication skills, do not speak in different situations, and cannot accurately distinguish the pragmatic characteristics of words and phrases. The phenomenon of "Chinglish" frequently appears in students' written and oral expressions, and the teaching effect of university English is a worrying spot.

4.2 "The Absence of Chinese Culture" in College English Teaching

Looking at scientific research papers in the past decade, for the phenomenon of "Culture Loss" and "Cultural Aphasia" in college English teaching, Scholars pay more attention to the lack of local Chinese culture, the lack of mother tongue and the lack of traditional Chinese culture. By searching the key words "college English teaching" and "culture loss" in CNKI since 2013, it can be found that the number of relevant studies is more than 200, Among which, about 70% of the articles on "lack of Chinese culture" in college English teaching are studied. For instance, Zhang Lei and Yang Haoran (2017) figured out "Innovate the concept of foreign language teaching, and take mother tongue culture as an important content of foreign language teaching materials, classroom teaching and foreign language examinations." Li Guiling (2014) pointed that "From the aspects of syllabus formulation, textbook preparation, teacher literacy and teaching strategy, the connection between university English teaching and Chinese local culture is proposed." China's history and culture are vast and profound, and cultural heritage such as religion, art, literature, education, architecture, science and technology still has strong vitality.

However, the actual teaching of English in universities does not pay much attention to local culture. Foreign language teachers ignore the importance of Chinese culture and the role of Chinese culture in the process of second language acquisition. As a result, most students can fluently express and describe the western holidays such as Christmas, Thanksgiving, Valentine's Day, while they are not familiar with traditional Chinese culture such as Dragon Boat Festival, Tomb-sweeping Day, paper-cut and so on. Looking at CET4 translation in the past four years (2015-2022), the topics involved are increasingly concentrated on traditional Chinese culture, including "Paper Cutting", "The Lantern", "Lion Dancing", "Chinese family ideas", "The name of Chinese Han ethnic group", "Chinese Kongfu", "Wuzhen" and so on. Surprisingly, many students even make mistakes in simple vocabulary translations. The lack of local culture is gradually revealed in university English teaching, and ridiculous translation in CET4 and CET6 translations appear frequently because Chinese students do not pay attention to the study of local culture. Under the background of "One Belt and One Road", China should not only learn from the history and culture of other countries, but also

strive to carry forward the spirit of Chinese traditional culture and spread Chinese national culture to the world.

5. PRINCIPLES OF CULTURE INTRODUCTION IN COLLEGE ENGLISH TEACHING

As is known to all, culture is an all-encompassing concept, which includes not only the values, world outlook, literature, art, scientific and technological achievements of people in a society, but also their customs and habits, lifestyles, social organizations, mutual relations, as well as language and some non-verbal means of communication related to language (such as body language, etc.) (Hu Wenzhong, 1989). However, it is difficult to take both language ability and culture introduction in college English class, especially for non-English major students. This paper will try to dig out the effective ways to enhance students' language

competence as well as cultivate their cultural awareness from two principles — the principle of stages and the principle of relevance.

5.1 The Principle of Stages

Cultivating students' cultural communication competence in college English education can not be completed in a day. It needs different stages and can be formed gradually after long-term accumulation. Based on Tan Zhiming and Wang Ping'an's "Cultural Integration in Intensive English Training", it contains the primary stage, the Intermediate stage and the advanced stage, which determines the content of cultural teaching, from the simple to the deep, from the simple to the complex, from the phenomenon to the essence. It clearly shows the content and purpose of cultural teaching in the three stages in the following "Table 1".

Table 1. Contents and objectives of cultural teaching in three stages

Three Stages	Teaching Contents	Teaching Objectives
primary stage	To introduce the differences between English and Chinese mainstream cultures in daily life communication	To master daily verbal communication skills
intermediate stage	To introduce the differences in the meaning and use of idioms and idioms caused by cultural differences	To be familiar with the semantic differences between English and Chinese, deeply understand the cultural connotations designed by English expressions, and properly use these words in language communication
advanced stage	To introduce the differences between Chinese and western ways of thinking, communication and language expression	To improve your language skills and gain a deeper understanding of Western patterns of interpersonal communication

Through these three stages, students' cross-cultural awareness and sensitivity are gradually enhanced, and they are helped to view, analyze and solve problems from a cross-cultural perspective, so as to transition from the primary goal of foreign language communication to the cultivation of learners' cross-cultural communication ability and reflect the advanced goal of social humanism.

5.2 The Principle of Relevance

Cultural content is very rich, which can be divided into mainstream culture and different types of subculture. In order to prevent students from

thinking that the relationship between language and culture is too abstract, empty, complex and changeable, the relevance principle requires that the cultural content introduced should be related to daily communication, teaching content and students' career planning, so as to stimulate students' interest in learning and enhance the practicability of cultural learning. Under the opportunity of "One Belt and One Road", it makes better use of language expression ability and intercultural communication ability, driving the political, economic and cultural exchanges. At the same time, classroom time is limited, teachers should encourage students to do a lot of

extracurricular reading, accumulate cultural knowledge and background.

6. STRATEGIES FOR CULTURE INTRODUCTION IN COLLEGE ENGLISH TEACHING

Cultivating students' cultural communication ability and intercultural communication ability is a prerequisite for the smooth implementation of the "One Belt and One Road" Initiative and an effective guarantee for promoting the construction of "One Belt and One Road". Cross-cultural education in foreign language teaching should not only pay attention to the imparting of cultural background knowledge and information, but also pay attention to the cultivation of students' cross-cultural awareness and emotional attitude. Teachers should make better use of textbooks and classes to design teaching activities. At present, in college English teaching, the practice method, the comparison method, the annotation method and so on are more recognized by researchers and widely used traditional teaching methods. With the innovative development of modern educational technology and the continuous enrichment of Internet resources, the teaching concepts and teaching strategies of college English are also being updated. This essay will discuss its teaching strategies by combining the traditional teaching methods introduced by culture with the flipped classroom teaching model based on MOOC resources.

6.1 Addition and Fusion Based on MOOCS Resources

The method of addition and fusion requires the combination of cultural content and language materials. While improving the ability of listening, speaking, reading, writing and translating, the introduction of cultural background should be properly added. In college English teaching, only by combining the material with its reflected history and culture can students make a correct judgment and understanding of the subject, writing purpose and writing method of the material. So how do you add cultural context? With such a wide range of cultural content, it will take a lot of time to explain clearly the cultural history involved in a section of college English materials. Although it is necessary to introduce cultural content in the teaching process, people should not ignore the basic language knowledge and grammar points, so as to avoid the phenomenon of losing. At this time, you can consider mobilizing a variety of teaching resources

and adopting a new teaching mode — Massive Open Online Courses (MOOCs), which is popular at home and abroad in recent years. MOOCs originated from the United States and its emergence has "flipped" the traditional teaching concept and style. It is a new teaching model that makes full use of network resources. At present, the online resources in China include the "Xuetang Online Platform" established by Tsinghua University in 2013, the "Peking Open Online Course Project" established by Peking University, the "Good University Online" launched by Shanghai Jiao Tong University in 2014, and the highly popular "Chinese University MOOC" channel promoted by the Ministry of Education. Students can find rich cultural, literary and historical content on these online platforms, and all of them are in the form of video, which can stimulate students' interest in learning. Teachers can require students to study in class and collect relevant cultural background materials according to the teaching content.

6.2 Comparative Analysis

While teaching language knowledge, the author will explain relevant cultural differences between China and the West in combination with the material content, and guide students to think about the deep cultural viewpoints and the differences between Chinese and Western ways of thinking under the surface cultural differences. For example, in the "College English Audio-visual Speaking (New fashion)" volume 2 Unit 1, the listening materials involved "Family Manners Across Cultures". The video material tells the family conflict between China and the West. The Western mother-in-law is very dissatisfied with the Asian daughter-in-law, who doesn't do any housework after having a baby. Confinement is common in Asia and China. In some Asian countries, since traditional Chinese medicine claims that women who have just given birth are more susceptible to cold air and will get sick as a result, almost all mothers who have just given birth will stay at home and not touch cold water, let alone do housework. Some maternity hospitals even allow postpartum mothers to stay there for a month, sometimes only seeing the baby once a day. However, Westerners have never heard of this saying, so they cannot understand this custom and culture, which leads to misunderstandings and contradictions in the video. In the teaching of listening skills, teachers should combine their cultural background to explain, guide students to think about their internal reasons.

6.3 *Flipped Classroom Oriented Practice Method*

Cultural introduction in college English teaching is a kind of non-technical content, which should be distinguished from listening skills, translation skills, writing skills, reading skills and the explanation of grammar points in teaching methods. The cultivation of students' cultural communication ability and communicative ability in teaching needs to be student-centered and combined with practice. Flipped classroom is a teaching method that cleverly combines online learning and face-to-face learning, making classroom learning a deep communication and cooperation between learners and teachers, and between learners and learners. Teachers can transmit information through video before class, propose cultural themes related to the content of this unit or a case of cultural conflict for students to discuss and think about in advance. In class, they can discuss or do the role-play in groups to explore the cultural background of the theme or case and dig out its root. Teachers can play the role of guidance and answer questions in this process. Through summary and feedback, flipped classroom can better enable students to feel cultural differences in practice, improve their cross-cultural communication ability, and cultivate their awareness, interest and ability of cultural communication.

7. CONCLUSION

Taking the "One Belt and One Road" Initiative as an opportunity, Chinese comprehensive universities should adjust their foreign language curriculum Settings, adhere to the humanistic value of foreign language education, enrich the types of cultural courses, and cultivate complex talents. In the process of culture introduction, one thing cannot be ignored is that in addition to emphasizing the significance and importance of foreign culture. Therefore, it is necessary to learn local culture well and learn to tell Chinese stories with international expressions. The reform of college English education should keep pace with The Times and be adjusted according to China's national conditions and the trend of world development. At the same time, the teaching methods of culture introduction in college English teaching should also have the consciousness of innovation, combine science and technology to mobilize and integrate teaching resources, so that students can cultivate the awareness of cultural transmission in their interests and become compound talents with basic language skills and international vision.

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