



Introduction Principle of Local Culture in College English Teaching: Situation of English Teaching Under the Pattern of Globalization

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Abstract

With the development and strengthening of globalization, China has obtained the advantage position in the world by the rapid development of social economy and culture and the increasing comprehensive national power. As a result, English teaching in colleges and universities is facing the great opportunities and challenges. In the environment of collision and fusion of global culture, guiding and enabling students to spread Chinese culture by a wider and deeper way is an important responsibility for college English education to shoulder. However, the reality shows that there is a deviation or a degree of “aphasia” phenomenon when the college students in our country express the culture of their mother tongue in English. Therefore, in the process of college English teaching it is a need to attach importance to import native culture, which is an important research topic for all the teachers and researchers to finish.

Key words: English teaching; Globalization; Local culture; Principles of importing

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1. THE SITUATION OF ENGLISH EDUCATION UNDER GLOBALIZATION

1.1 Globalization

English in different regions represents respectively unique development forms after experiencing long term of development. By now, more non-English speaking countries have either the tendency to or the commencement of the English development directions in their own countries which are independent of Britain or American English. They integrate the special cultural contents of their own countries in the course of English teaching. With the change of positions and perspectives, English is changing its function from “the center as a native language” to “the means of global exchanges”. The standard of English teaching will not only be limited to the criteria which are regulated by the English speaking countries or established by the people through long social practice. The systematic and normative English from other countries and regions is also within the standard scope. English has many variants in different regions of the world after the long-term cultural exchanges, development, and transitions. Under its influence, English teaching of the whole world pushes the boundaries of countries like the United States and U.K. which take English as the native language. It marks the new development pattern of diversification. Such changes, development, and transitions are a kind of localized evolution to an individual country. So we know that it has become an irresistible trend to introduce local culture into the college English teaching in China and realize the localized Chinese style English teaching.

1.2 Localized Development of English Teaching

The difference and contradiction between “globalization” and “localization” are those between “unification” and “diversification” in nature. As an internationally universal language, English pushed for the exchanges between different countries, nations, and regions. The diversified and heterogenous cultures come into being during the process of exchanges. Under such big environment, the cultures of all regions and nations enjoy more spacious room for exchanges and development. On the other hand, however, the non English speaking languages and cultures are threatened to some extent and the traditional cultures of different countries and regions in the world are passively affected to different degrees. For example, the rapid spread of popular words in the western countries results in the “aphasia” phenomenon among Chinese adolescent groups. The transliteration words from translation and western cultures invade the local cultural fields in a strong manner. People gradually lose their originally independent cultural identities in the constant imitation and pursuit of western cultures and theories. A large number of juvenile students blindly recognize, imitate or even worship the ideological and value ideas lying behind the western English and culture. They neglect and look down upon their national and traditional language and culture unintentionally.

Complete substitution is the proposition in China’s mainstream English teaching at present. That is, the local culture is completely filtered in the process of teaching. The students are given completely western style or American education. In the course of teaching, teachings give guidance to or ask students to read or watch the books and documents made in original English concerning all aspects of the western world. They overlook the introduction of the splendid Chinese culture with the history of more than 5,000 years. That’s why the students have the wrong and extreme idea that “the western culture is superior” without any awareness.

The ignorance of local culture introduction has led to the fact that the students expressly smooth their understanding to and appreciation of western cultures when they have exchanges with the foreigners in English. However, they can not make smooth communications due to insufficiency of vocabularies and poor expressions when they are involved in introducing or explaining local cultural knowledge and connotations. Just as the worry by some experts, college students, though they have learned more than ten years’ of English, they can not answer their foreign teacher’s questions such as “what do Chinese people usually have for breakfast because they do not know how to speak in English the words like “porridge, steamed stuffed buns, and soy-bean milk”. It is ascertain that China will be lacking in the high quality people in the future who will succeed, carry forward, and disseminate its national culture if the local culture is not introduced into college English teaching.

With the drive of unceasing enhancement of its comprehensive national power, the culture of China is facing the new development opportunities and challenges. Its integration with the world needs to be established on the basis of two-way interactions. We need to make China understand the world while demonstrating ourselves to the world. The promotion of traditionally local culture requires the cultural popularization ability with English as the media. The English teaching situation under the globalization pattern enables us objectively to take local culture introduction as the key for college English teaching. We need to take English as the channel to introduce to the world the local culture of China.

2. TEACHING SIGNIFICANCE OF INTRODUCING LOCAL CULTURE IN COLLEGE ENGLISH TEACHING

2.1 Improving Students’ Abilities on Cultural Cognition

According to Fries, a linguist, a foreign language teaching with communications as the target should take the comparison as the premise and the foundation. That means the comparison between the native language and the language people learned. The introduction of local culture may play a number of roles in college English teaching. For example, a comparison is made to English culture with the local culture as the background. The students will have further understanding to and better mastery of the specific characteristics of English cultures. At the same time, a teacher may make the comparisons between the native and English cultures so as to deepen the students’ understanding and knowledge. The students’ cultural contact environment should be adjusted in order to stimulate their learning interests with the connections, the differences, and the features of different cultures. A teacher may enhance the initiatives of students’ learning and cultivate their positive learning attitude (Liu & Wu, 2005). Learning through comparison of different cultures is an effective way to achieve deep cultural understandings. Local culture introduction, as an implementation strategy for college English teaching, is good for the students to constantly improve their cultural cognitive abilities.

2.2 Reinforcing Students’ Communicative Abilities

Communications requires two-way interactions. The good knowledge and grasp of the local culture present the precondition and foundation of cross-culture communications. Foreign language teaching is an important part of cross-culture communicative actions. Its service target and final purpose are the realization of cross-culture communication behavior. Under the requirement to two-way attribution, college students

should use English for cross-culture exchanges instead of one-way listening. First, they should have clear and deep mastery and understanding to the local culture as well as its related historical background. Under such premise, they can achieve the cultural sharing and interaction between the two communicative sides.

The local culture in China enjoys a long history of inheritance. While conducting the cross-culture communicative activities in English, college students need to have an equal and objective culture concept, which are the precondition for the smooth realization of cross-culture communications. At the same time, it is the basis for giving guidance to the students and cultivating their national ascription and cultural cognition (Wang, 2012). So we can see that the introduction of the local culture is the effective method of training the students' communicative abilities in college English teaching.

2.3 Building National Culture Consciousness of Students

The local culture is the first and necessary thing for a language learner to master. College English teaching should properly add contents related with the national and local culture so as to train the students' expression abilities of the national culture in English. The practical condition, however, shows that most colleges in China pay much attention to the cultures of the countries with English as their native languages. They unintentionally ignore the understanding to the national culture. That's why the students always have the communication dilemma such as their difficulty in reading English version of Chinese literature works or ambiguity in translation of news in Chinese. All the facts prove that the cultural foundation of the college students in China is too poor and their language-related abilities remain to be improved.

Enhancing the introduction of local cultural contents in college English teaching will help the students to express in English the ideas about Chinese history, the values of the mainstream society, the national folks and customs. At the same time, it is good to deep or set up the independent cultural and personality identities of college students.

3. PRINCIPLES FOR INTRODUCING LOCAL CULTURE IN COLLEGE ENGLISH TEACHING

3.1 Improvement of Teaching Materials and Courses

College English teaching should stick to the principles of equality and diversity on teaching material compilation. The teaching contents should be made based on the national situations of China. The system and the difficulty of the teaching materials should be made in a progressive manner. Based on the specific social and

teaching conditions of the region where a college is located, the college should integrate local culture into English teaching. It should properly add the teaching contents about the national culture and make the students know how to use English to express the local cultural phenomenon and its concealed connotations. Significance is attached to cultivating the students' self-perception expression abilities in order to realize the teaching effectiveness and the satisfaction to the cross-culture communication needs to the maximum.

If we look at the setting situation of China's contemporary college English courses, we can see that there's the deep-rooted influence of traditional ideas. The essential part of course offering is still on learning the language techniques instead of on the instruction of cultural knowledge. College students usually have the poor situation that their scope of knowledge is narrow. The curriculum provision presents the specific implementation details of the teaching process, which takes the teaching objectives as the final standard. But if we look at the social development at present, the educational purpose of college English is to train the cross-culture communication abilities of the students. Therefore, courses like traditional culture overview as well as comparison and study of Chinese and foreign culture may be added based on the practical situation of different disciplines. Experts and scholars may be invited regularly for cultural lectures. In this way, the students will improve their sensitivity and cognition to different cultures, which will lay a solid theoretical knowledge foundation for the smooth realization of cross-culture communicative actions.

3.2 Local Culture Infiltration in Teaching Process

The local culture introduction in college English teaching should take the improvement of students' cross-culture abilities as the final target and emphasis. Related educational authorities and participants should be made fully aware of the significance of the local culture introduction to English teaching and students' development. So the teachers should first enrich their cultural knowledge accumulation in the course of teaching practice. Through a number of ways such as reading books, journals and newspaper or regular cultural training classes, they have deep understanding to the features of Chinese and western cultures and strengthen their cultural accomplishments. While giving classes, they should properly add, on teaching contents, the translation guidance to English words related with the local culture. They need to guide the students to make independent analysis of, comparisons, and explorations to the differences between and the respective characteristics of Chinese and western cultures. Meanwhile they should train the students' appreciate abilities to the local culture. Teachers should make proper arrangements on practice homework so that the students may tell their reflections

after reading English articles about Chinese folk customs. Attention should be given to improve the rigidity of traditional teaching method and make the teaching more flexible and diversified. Based on the individual features of different students, teachers should make innovations to the teaching materials. Comparison, explanation, case study and other methods will be adopted according to the traits of different students and the teaching conditions. The teaching materials should be adjusted in line with the students' degrees and features at every stage of language learning. The teaching should also be improved with the reference to global cultural conditions and regional social development situations. The purpose is to adopt different teaching methods and establish to the maximum the diversified environment for students' language practice and application. The students will be deeply stimulated and take initiative to learn language knowledge and background culture. The students many understanding and master the background culture of English-speaking countries via English learning. They will master the essence of local culture through comparisons. At the same time, they expand their cultural visions and become compatible with diversified cultures. Their cross-culture communicative abilities are improved in nature. This is the objective need of China to adapt to the globalized development trend as well as the only way for college English teaching development.

3.3 Stimulating Students' Motivation to Learn the Local Culture

Students are the subjects of all the teaching, and we must change the traditional teaching methods into a passive position. In order to achieve double effect of teaching and learning effectively, that is, enhancing students' cultural awareness and communicative ability, active learning and research is the only way. Teachers should play an active role in stimulating students' innovation and practical ability in the teaching process encouraging students to enhance native cultural learning outside the classroom, guiding students to make full use of the rich Internet resources of the digital era to carry out data access, interviews and questionnaires extracurricular research activities.

Students have more advantages in the native language culture learning, so teachers should fully grasp the advantages, organize college students to participate in the learning practice and make university students fully realize the spiritual pleasure in the process of learning. For example, teachers can organize students to report what they have learned in teaching to the whole class, to research and to carry out other forms of innovation learning. Students are actively collecting relevant data. With the aid of multimedia technology, they produce such as video or audio, and other forms of their research results to make a class representation, and some related questions about their the results of the study or research

are asked and discussed by other students. Through the similar teaching form teachers can not only fully arouse the students' autonomous learning, but also to make students' classroom atmosphere active. And at the same time, the teachers and the students can achieve the goal of sharing knowledge and information.

CONCLUSION

Language is a part of culture, and it cannot exist without culture. At the same time, the language is the carrier of culture, and the culture depends on language to inherit and spread. So the culture cannot be separated from language, and language is inseparable from the culture, the two complements are inseparable each other, which has become the theoretical basis of language teaching. China's newly revised *High School English Syllabus Regulation: on College English Teaching* should pay attention to cultivate the students' intercultural communicative competence In addition to including the ability to correctly use the language, the ability also includes the sensitivity and tolerance of foreign culture, as well as the flexibility ability to deal with cultural differences between the languages and cultures. In essence it can become the carrier of culture, and the two are inseparable closely with each other. The language teaching can not achieve long-term healthy development if it does not carry out the cultural awareness cultivation. The college English teaching in China attaches great importance to the culture at the same time, it also pay more attention to the import of the local culture and make the students contact and learn about the local culture of their nation. Cultural import in college English teaching not only won't weaken the effect of English teaching, but also better enable the college students to arouse the enthusiasm and their interest in learning a language. At the same time, if the native culture is Imported moderately, it also helps to cultivate students to deepen the understanding of its culture, so as to improve the sensitivity and resolution capability of the Chinese and foreign cultural differences to achieve the ultimate goal of foreign language teaching. But we should pay more attention to the college English teaching. It is a quality education course which is established on the basis of language learning. College English can not only broadens students' horizons, but also accumulates students' cultural knowledge, which enables us to better adapt to the social development and the situation of globalization. At the same time it will lay the firm foundation for spreading our country's culture. Import of our native culture into college English teaching will meet the needs of our country's foreign development. It is the necessary measures to realize development of national cultural heritage. In a word, language and culture is closely inseparable, and they coexist together, and develop and influence each other. This close and

special relationship requires the English teachers should strengthen cultural learning, and improve the cultural background knowledge reserves. The English teachers will by all means to teach not only the language but also the culture both within and outside of the classroom. Language and culture teaching has always been in the process of the course of English language teaching. Only in this way, can we really improve the students' English level, and obtain the best teaching effect.

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