Research on Bidirectional Cultural Teaching in College English Writing Teaching

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Abstract. The lack of native language culture in English teaching results in the phenomenon of "Chinese culture loss" in English education. Two-way culture teaching is the two-way to native culture and the target language culture education, pay attention to both influence each other and promote each other, to achieve the purpose of improve the ability of cross-cultural communication. Cultural teaching must be carried out in order to promote the students' English thinking ability, open the writing idea, and guide students to write articles in line with English habit. This paper analyzes the problems existing in the teaching of English writing in colleges and universities. This paper points out the bidirectional culture teaching method in college English teaching and studies the application of bidirectional cultural teaching in college English writing teaching. Practical application to establish a cultural equality point of view and play the advantages of information technology.

Introduction

The goal of university English is to cultivate students' ability of English. Language skills are an important part of language proficiency, including listening, speaking, reading writing and other skills, as well as the comprehensive use of these skills. Listening and reading is to understand skills, say and write is to express skills. English writing as a form of written expression is more and more attention. It is not only a comprehensive reflection of the ability of English language application, but also the actual reflection of English learning level. Writing plays an important role in English teaching, which can help students improve the accuracy of English, expand English vocabulary, improve logical thinking and analyze problem ability. At the same time, writing plays an important role in reading, listening, speaking and translation.

Traditional writing teaching only focuses on the correctness of language, emphasizes the introduction of western culture, neglects the positive effect of mother tongue and mother tongue culture on writing, and uses Chinese thinking habit to express English. The result is that writing level is difficult to improve. Language is the tool of thinking and communication, culture is the deep connotation of language, embodied in all aspects of language. In order to promote students' English thinking ability, open writing ideas, and guide students to write articles in line with English habits, must carry out cultural teaching, not only to import Anglo American culture, but also to import Chinese culture for two-way culture teaching.

Methods of College English Writing Teaching

At present, the typical English writing teaching includes the following methods [1-3]:

(1) Process teaching method. Writing focus on the writing process, students in the writing process in a timely manner by the teacher's help, feedback and guidance, in mobilizing the enthusiasm of students and the development of students thinking ability has a better role. This is mainly divided into four stages: first, write before the preparation phase. Students according to the subject of writing questions and ideas, teachers help students to open their minds. Second, the first draft stage, the students will conceive the results drafted, the teacher individual guidance. Third, the revised stage, students find problems and solve problems, students under the guidance of teachers to

modify. Fourth, the final stage. The students according to the views of teachers to organize the article written. Four stages can be linear, can also be regression, can cross the entire writing process.

(2) Results teaching methods. The result teaching method is a traditional teaching method, teaching focus on the final result of writing. General writing is divided into four links: First, familiar with the text, the teacher selected a text to explain, analysis of its rhetoric and language features. Second, the control of practice, teachers reflect the style of the text required to replace the practice of students, and gradually transition to paragraph writing. Third, the guidance of practice, student model essay, the use of trained sentences try to write similar types of articles. Fourth, free writing, students free play, making writing skills to become part of their skills, and for real writing. The advantage is that teachers can help students to analyze and practice a variety of styles, students in writing before the article organization has a clearer understanding

(3) Genre analysis. This is based on the analysis of genre in the genre analysis method, in recent years in the first language and second language teaching in the field of hot topics. That is, the genre and genre analysis theory consciously applied to the classroom teaching, to guide students to master the different genre discourse has different communication purposes and discourse structure, so as to help students understand and write articles belonging to a genre. The genre of the article is diverse, including narration, description, text, negotiation and application. Applications include diaries, letters, applications, thank-you letter, invitations, notifications and telegrams. The writing course teaching should guide students to master the writing ability of various genres, improve the writing level through genre analysis.

Existing Problems in College English Writing Teaching

The present situation of college English writing is not optimistic. Students have low satisfaction with English writing, students have no interest in English writing, and a high level of English writing teachers lack. Through the investigation and analysis of the system, the main problems are as follows [4,5]:

(1) students' English basic skills are not solid. The basic skills of English are the basic features and advantages of English majors, and the level of English is also a reflection of their basic skills. English writing should use the correct, appropriate, appropriate language and means to accurately express ideas. Vocabulary is the basic component of the construction of sentences, in order to accurately express their ideas, we must have enough words. Students with limited vocabulary, and often appeared in spelling and speech errors, teaching vocabulary from many everyday expressions use category of students all day at the time of writing back the word, but no words are available. Grammatical errors are also common, often subject to inconsistent, singular and plural errors, tense and voice errors, etc.. The traditional teaching mode pays more attention to the teaching of the theory of grammar.

(2) Cultural negative migration causes chinglish. Chinglish refers to the English learning in China and users, due to the interference and influence of mother tongue, hard English rules and habits, in English communication does not meet the English norms and cultural habits of abnormal English. Chinglish is an inter-lingual error that is the language phenomenon that the speaker or writer is affected by the negative transfer of the mother tongue. The main reasons include three aspects: first, the understanding of the meaning of the English word is not clear, there is no real grasp of the connotation of the vocabulary and the lack of vocabulary flexible use of ability; Second, the writing process is only logical relations expressed, omit the transitional words; Third, the two languages of different thinking patterns, English heavy fit, the logical relationship between the sentence composition depends on the relevant words, the sentence structure is rigorous.

(3) Teacher - centered writing evaluation. Teacher corrections and student writing are two independent stages, lacking direct interaction. Students complete the essay after the teacher submitted to the correction, marking the end of the writing activities. The teacher is the only reader, and the teacher's written feedback is the only source of the student's evaluation of the work. And teachers are mostly corrections in the form of language errors, the content of the article and organizational structure, usually only given a short comment. Due to the lack of necessary

supervision of teachers, so that the correction was made in the form. After the teacher has changed the composition, it can not cause the students to pay enough attention. The students only care about the composition of the essay, the teacher's comments and the modified part, rarely studied carefully, rarely follow the teacher's comments on the content. Students lose the chance to improve their writing ability through teacher evaluation, and the same mistakes will still be found in future essays.

Bidirectional Cultural Teaching in College English Teaching

From the perspective of language and cultural integration, for a long time, English teaching focuses on language teaching, emphasizing the correctness of language, and give priority to in order to teach vocabulary and grammar knowledge. This leads to students do not understand the Anglo-American culture, cross-cultural communication process often appear low-level "cultural error", do not pay attention to the occasion of communication and communication objects. From the perspective of lack of native language culture in English teaching, the cultural education in English teaching is basically a single introduction of English culture, leading to the decline of students' language level, misleading students' attitudes towards different cultures, and the "Chinese cultural aphasia" phenomenon, is not conducive to cross-cultural communication in both directions. Therefore, to provide the use of "two-way culture teaching method", that is, the mother tongue culture and target language culture of two-way fusion education, teachers in teaching language knowledge, the correct handling of mother tongue culture and target language culture, pay attention to the mother tongue culture and target language culture Role and mutual promotion, to achieve the role of improving cross-cultural communication skills.

(1) Establish the view of cultural equality. Any nation's culture is equal, each culture has a unique advantage and strengths, there is no merit of the points. Therefore, in the teaching to emphasize the sense of equality, education students on the cultural exchange between China and the West should follow the principle of mutual respect, on an equal basis for dialogue and exchange, mutual absorption, mutual integration, learn from each other, and constantly enrich themselves, to adapt to the new trend of cultural diversity. At the same time, we should absorb the essence of the target language culture, learn to use the target language to introduce and disseminate the mother tongue culture. In English teaching, we should actively import China culture, consciously guide students in cultural comparison, and learn to express the excellent national culture in English, can understand the world at the same time in cross-cultural communication, let the world know Chinese.

(2) Strengthen the teaching of mother tongue culture. Cognitive psychology research shows that mastering the mother tongue culture is the basis of learning foreign language, and the mother tongue has a positive role in promoting foreign language learning. Foreign language learners can use the mother tongue learning experience, and take the mother tongue to think, to play the mother tongue in foreign language learning in the positive role, to avoid cross-cultural communication in the mother tongue culture aphasia phenomenon. Chinese is the most populous language in the world. With the development of economic globalization, Chinese is increasingly used as a communication tool. In view of the current cultural deficits in English teaching, we must make corresponding adjustments to meet the needs of economic globalization and multicultural society. Into the Western culture at the same time, consciously strengthen the traditional Chinese culture teaching, in the absorption of Western advanced culture at the same time, inherited the traditional Chinese culture, the national culture as an important cultural teaching content.

Application on Bidirectional Cultural Teaching in College English Writing Teaching

In order to improve the level of English writing, we must carry out two-way culture teaching, refer to the relevant literature [6-10], made the following recommendations

(1) Cultivate cross - cultural awareness. Cross-cultural awareness is for the cultural differences and conflicts with the cultural phenomenon, customs and habits have a full and correct understanding, and on this basis to accept the attitude to accept and adapt. In the foreign language teaching activities, the effective training of students 'cross-cultural awareness and enhance students'

cross-cultural communication ability is not only the mission of educators, but also a major subject of foreign language education reform. English writing teaching is a very comprehensive teaching practice, both related to the English language itself, but also related to English culture. There are many differences between English and Chinese cultures in terms of way of thinking, customs and religious beliefs, which leads to differences between English and Chinese languages in terms of vocabulary, sentence structure and text structure. The most typical usage is in the expression of complex rational concepts, English often use abstract nouns, Chinese are accustomed to specific words of the word. The cultivation of cross-cultural awareness in teaching mainly from four aspects: First, explain and contrast the combination of textbooks on the emergence of cultural information to make a detailed explanation, so that students fully understand the cultural connotation. It will explain and contrast, based on the contrast, on the basis of contrast to explain, so that students can easily find the difference between their culture and foreign culture, to deepen the understanding of Chinese and foreign cultures, access to cross-cultural communication sensitive Sex. Second, the activities of the experience of teaching, the teaching process is based on student activities on the basis of the students in a variety of activities to learn and use language, experience language and foreign culture. Third, the expansion of teaching, and actively expand other curriculum resources, including radio stations, libraries, English corner and blackboard newspaper and other school resources, suitable for student characteristics of the English books and television programs and other school resources, broaden the students' horizons, Angle of contact with English culture. Fourth, self-accumulation and sharing, to encourage students to record the culture of Western countries, to develop the habit of taking notes, teachers regularly held to share the exchange will be compared with the similarities and differences between Chinese and Western cultures, students in a strong atmosphere to deepen the Western culture Understanding and feeling, the formation of a reasonable cross-cultural awareness.

(2) Bidirectional culture introduction. China's current English teaching, mostly in the Anglo-American culture as the center, ignoring the cultural input, as the main body of the Chinese people in English expression in the Chinese cultural aphasia. In the English teaching into the British and American culture at the same time, increase the content of Chinese culture, both conducive to deepening students' understanding of Chinese culture, but also to improve the ability of Western culture, so that students establish the correct cultural values and world view. Through the introduction of two-way culture, is conducive to improving students' language skills, pragmatic competence and cross-cultural communication skills. Two-way culture to follow the import, absorption, respect and cognitive principles, the specific strategy is as follows: First, reveal the cultural connotations of vocabulary. Vocabulary specific content is determined by its cultural environment, and there is a certain stability, but may change with the external environment changes, teachers can also start from this, to carry out cultural introduction of teaching. Focus on the cultural connotation of the different, so that the three-dimensional language, so that students can more easily and master. Second, the discourse of cultural information. English discourse is mainly composed of deductive structure, and the Chinese discourse is dominated by induction structure. In English teaching, we strengthen the introduction and teaching of discourse culture and discourse analysis, enrich students' language structure and expand cultural perspective. Third, the cultural perspective into the grammar. Grammar as a structural system, is the language of the structural system, voice system and semantic system hub. The most important feature of English is "fit", pay attention to the structural coordination of the external form of language; the biggest feature of Chinese is "meaning", the structure of the law mainly by the semantic association rather than the embodiment of grammar; Fourth, create a true cultural context. Designing real learning activities, the real situation is accompanied by real activities, the real context of English classroom teaching is concerned about whether students feel, practice and use language in real situational activities. In the context of knowledge, in the context of learning to use

(3) Integration of modern information technology. Information technology and curriculum integration refers to the teaching process, the information technology, information resources and courses combine to construct an effective teaching methods to promote the optimization of teaching.

Modern information technology and English writing integration, reduce the work of writing blackboard, save time for the English classroom. Multimedia has the characteristics of imagination, intuition and large capacity, so that the English writing classroom becomes lively and colorful, the cumbersome for Jane Lian, improve the writing efficiency. Multimedia as a representative of information technology, in the process of teaching English writing a unique role. Specific performance in the following three aspects: first, to stimulate interest in writing. Interest is the best teacher, active thinking activities based on a strong interest in learning and rich emotional basis. To improve the teaching effect of English writing, we must first stimulate students' interest and mobilize the enthusiasm of students to write. Multimedia makes the traditional abstract and boring teaching content become lively and interesting, the students into the corresponding content of the teaching content, so that students have a feeling of immersive, to maximize the students to stimulate interest in learning and desire to learn ; Second, create a writing environment. John Dewey pointed out that teaching should be from the students' experience or activities, learners have a "real environment of experience." In the classroom to create a rich and lively writing scene and atmosphere, give full play to the multimedia technology and sound, moving and static, far and near, table and in, virtual and real combination of characteristics, highlight the image and dynamic , So that students have the feeling of being immersive; Third, to promote writing thinking. Many students in the process of writing often appear in Chinese English mistakes, which is the result of thinking habits. The use of electronic writing, automatic correction of words and simple grammatical errors, to ease the pressure on students writing, students will be transferred to the quality of information transmission and text structure of the organization, to promote the development of students writing thinking.

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