

# A Study of Culture Infiltration in College English Teaching

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**Abstract**—Language teaching cannot be independently implemented without cultural teaching. Cultural teaching and language teaching should have the same important status. It is necessary to infiltrate culture in English classes. However, college students tend to ignore the importance of culture learning, and their culture knowledge is little. In the process of college English teaching, teachers can combine the knowledge teaching and culture teaching appropriately. And there are five principles for the teachers to follow: the principle of mainstream; the principle of systematicness; the principle of contrast; the principle of practicality; the principle of step by step. In addition, culture is a dynamic development process, therefore, teachers should pay attention to the target country's culture that is based on the characteristics of culture changing, and make the students master the latest target country's culture trend. Finally, this paper lists some teaching methods and strategies to filtrate culture.

**Keywords**—culture infiltration; college English teaching

## I. INTRODUCTION

There are two different views of language teaching in education: one is to think of language as the sum of speech, grammar, vocabulary, or as a symbol system; another view is that language is closely related to culture, and that the use of language cannot be separated from social environment. At present most scholars are inclined to the latter view. Language is a social phenomenon, the language of the "social" shows that the system can't be a kind of language exist in a vacuum, independent development, course system, in the words of the people from all the restriction of the exist in the social factors of language. Language teaching cannot be independently implemented without cultural teaching. Cultural teaching and language teaching should have the same important status. On the one hand, cultural teaching provides the real context for language teaching to promote the improvement of language ability and communicative competence, while on the other hand, the learner can reflect on the culture of the target language while reflecting on the culture of their mother tongue.

English learning can not only improve students' comprehensive application ability of English language learning, but also can improve the students' humanity knowledge, enhance their humanistic quality, expand their horizons, and make them more comfortable while they are dealing with the problems in the future life and work.

Students' understanding of English culture is limited to resources provided by books, Internet and other media, and the cross-cultural concept is almost zero. Non-English majors have low English literacy skills. Therefore, it is necessary to infiltrate culture in English classes.

## II. COMBINE ENGLISH TEACHING WITH CULTURE TEACHING

Teachers can make fully use of the English teaching materials and other language and culture learning materials. While teaching the English language knowledge, teachers can introduce the related culture knowledge, thus, infiltrate culture in English classes and guide students to focus on culture content. In culture teaching, teachers can't follow one's inclinations towards the culture content, but should be subject to elaborate design and preparation before classes. Combine language teaching with the target country's culture knowledge. In addition, culture infiltration should be conducted systematically in the whole textbook, and the culture knowledge should be shown repeatedly to improve students' understanding and the degree of mastering.

In the teaching process, teachers should find the corresponding entry points and compare the target country's history, education, politics, economy, customs, social problems and other culture knowledge with China. Each culture content should be carefully and thoroughly prepared, rather than just teaching the students what they are interested in, or what they are familiar with. It's better to combination language teaching with culture teaching in the whole process of language teaching. Attention should be paid to culture infiltration can be made in vocabulary teaching, listening teaching, speaking teaching, reading teaching, and writing teaching according to the actual situation.

## III. THE PRINCIPLES OF SELECTING CULTURE TEACHING MATERIALS

### A. The Principle of Mainstream

Culture contents are very rich, and extremely complicated. Every culture contains different types of culture, such as the United States. Because of regional differences, eastern culture and western culture are formed; the different social classes resulted in middle class culture, poor class culture, and the hippie culture; and drug addicts subculture, gay culture group, etc. As language teaching in the teaching

content should be the "common core" part of language, culture introduction should also be the mainstream culture part of British and American culture, because the vast majority of English language and non-verbal communication behavior can be found from the mainstream minimization algorithm explained, and the negative non-mainstream culture should be thought to be weakened and ignored.

### B. The Principle of Systematicness

The cross-culture teaching's common problems are as follows: the biggest problem of culture input is the lack of systematic teaching, that is, in the process of language teaching, the culture knowledge is in fragments. While teachers come across a cultural phenomenon in their teaching, they give students a kind of explanation. The culture teaching content and method also have no unified specific demands. Before the implementation of cross-culture teaching, therefore, teachers should have one teaching syllabus and appropriate teaching goals for the culture import of foreign language. In this way, foreign language teaching imports all aspects of the social culture and knowledge systematically, so as to avoid blindness and chaos in the process of culture import tendency. Culture teaching is systemically and consistently.

### C. The Principle of Contrast

Target language culture and native language culture have similarity and individuality. The similarity is the common ground between the native culture and the target language, and it has the positive transfer which is significant to the study of the target language and its culture. Individuality is the particularity of the native language and the target language culture. In the whole teaching process, comparative principle can make the students understand the similarity and individuality of the two kinds of culture, and deepen the understanding of diverse cultures, thus, make the students avoid making mistakes, and the communicative culture migration on the language expression becomes more appropriately.

### D. The Principle of Practicality

Cross-culture teaching should follow the principle of practicality, which should be aimed at teaching content and students' need of daily communication. The culture content should be closely related to the daily communication, and closely related to the ability improvement. In addition, teachers should take the students factors, such as the nature of career in the future, into account. To understand culture is to master and use language better. Language is used for communication. If the knowledge of language and culture that students have learned are closely related to their daily life, and closely related to the ability, the learning motivation will become more powerful, and students' learning interest and learning efficiency will be greatly improved.

### E. The Principle of Step by Step

The teaching of language is the process of from the simple to the deep, from the simple to the complex, which is step by step. English culture teaching should also follow the

principle of step by step. According to the students' language level, receptivity and comprehension ability, the content of culture teaching is determined, that is, from the simple to the complex, from the simple to the deep, and from the phenomenon to the essence. The emphasis, mode and quantity of culture teaching are based on the students' basic knowledge of language knowledge, acceptance and comprehension. For example, teachers should help students understand the culture information provided by the text and avoid introducing other extra content. For students who enter the second half of colleges, students or students with better basic skills can be given more abundant and "recessive" materials. If the teacher does not care about the actual situation of the students and the content of the textbook, it is difficult for the students to master the knowledge of culture.

## IV. TEACHERS AND STUDENTS DISCUSS THE DYNAMIC DEVELOPMENT OF CULTURE

In the process of culture teaching, the teacher must realize that culture is a dynamic development process, therefore, in the teaching practice, teachers should pay attention to the target country's culture that is based on the characteristics of culture changing, and make the students master the latest target country's culture trend. Thus, teachers and students should be able to explore and discover the dynamic culture, rather than simply introduce the teaching method to students. In the culture teaching, teachers should discuss the dynamic of the culture of the target country with the students according to the hot events, public focuses, emergencies, etc.

## V. TEACHING METHODS AND STRATEGIES OF CULTURE INFILTRATION

Culture infiltration ultimately aims at improving students' cross-cultural awareness and intercultural communicative competence. To improve students' learning initiative, let the students change from passive learning to active participation, initiative exploration, to improve students' study enthusiasm, exploring students' learning potential, there are some teaching methods and strategies.

### A. Cross-culture Performance

Students play different roles based on the hypothetical communication scenarios provided by teachers, and report their actual behavior in groups or in large classes. In other words, teachers create an environment for learning and using the target language, and students play a simulated communication process according to the cultural environment. In this method, the teacher is the guide and the student is the executor. The teacher plays the role of "director", the students are all "actors", and at the same time, watching the students' performances in the audience's capacity to achieve the purpose of learning.

### B. Symposium

Combining culture teaching content, the teacher gives a story, a short essay or a video, let the students read after the discussion, tell their own points of view, discuss the content

of the deep cultural differences, the teacher finally gives evaluation and summary, so teachers can mobilize students' motivation better, as the theme is discussed by them. Students learn to communicate in the process of discussion, and it is more easily for the teacher to finish the teaching task.

### *C. Students Should be Encouraged to Read Widely*

Teachers can guide the students read some British and American literature and English newspapers and magazines, and prompt them to pay attention to while reading to accumulate the cultural background, social customs, social relations of knowledge. It is very beneficial to cultivating students' cross-cultural consciousness and the ability to cross-cultural communication. Such as, after studying the teaching material "foreign festival", teachers can guide students to read the background related to the foreign different festivals, celebrations and other materials, through a lot of reading, the students' understanding of the culture will become more mature and more comprehensive. It can help students understand culture more deeply and understand the values and beliefs of the culture.

### *D. Other Activities*

In addition, teachers can carry out other kinds of extracurricular activities according to students' actual practice. Students do English radio such as organization, reported the major events that took place at home and abroad and culture, sports, etc., in the form of wall newspaper open learning English garden, in a planned way to introduce the local conditions and customs of English-speaking countries, celebrity anecdotes, etc. Hold English debates, speech contests, create a good learning atmosphere, enrich students' extracurricular life, cultivate their cultural interest, and improve their cultural literacy and cross-cultural communication skills.

## VI. CONCLUSION

Infiltrating culture in public English teaching colleges is a long-term work and process. In this process, the teachers must have the compassion, patience and confidence. Teachers should keep learning needs and master cross-culture teaching theory knowledge and cross-culture teaching methods such as content. In addition, teachers should keep up with the pace of the information age, explore, improve the new cross-culture teaching method, and improve the cross-culture teaching level and quality.

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