

The Impact of the Improvement of British and American Cultural Literacy on English Majors

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Abstract. As a foreign language, English is a part of British and American culture and a carrier of British and American culture. To truly master English, you must systematically learn about British and American culture. However, the current English major training mode is slightly inadequate for students' English and American cultural literacy, which affects students' correct understanding and use of English corpora. Therefore, based on the actual study of English major students, this article analyzes the current situation of British and American cultural education in English major teaching, finds out the reasons that affect the improvement of British and American cultural literacy, and puts forward effective suggestions.

1. Introduction

In the context of the current era of rapid information updates, English learning does not stop at the linguistic level of vocabulary, grammar, and syntax. As the English language spreads and functions as an international language, scholars have been investigating some of the ideological issues behind the function and use of English in various contexts, and have pondered the future status of this global language[1]. For English learners, especially for English majors, learning, mastering, being able to use English proficiently and appropriately are the basic requirements for learning English. With the development of globalization, English learning requires learners to accurately communicate in English on the basis of mastering basic English skills, to minimize or reduce differences caused by British and American cultures, and to resolve conflicts caused by cultural differences and contradictions. In this context, new linguistic and cultural practices are being developed[2].

2. Current Status of English Major and American Cultural Education and Cultivation of English Majors

A survey of some English majors in some colleges and universities found that the current English major education still uses factors such as language skills, knowledge interpretation, and test passing rates as standards to measure teaching effectiveness, but ignores the explanation of British and American cultural backgrounds, history, and customs. Research on multilingualism and the acquisition of language(s) faces numerous challenges given its inherently interdisciplinary character[2]. Many students have mastered solid basic skills in English at the undergraduate level, but they cannot fully understand the materials such as British and American culture, history, literature, etc., and they cannot smoothly communicate with students, teachers, friends, etc. in English-speaking countries, and even some students do not know how to successfully express your ideas. To a large extent, they are caused by too little knowledge of the society, history, and culture of English-speaking countries.

Secondly, all colleges and universities have arranged relevant courses such as Anglo-American society and culture, Anglo-American countries, reading and appreciation of Anglo-American literature, and other related courses. Did not achieve the desired effect.

Thirdly, many English majors lack cross-cultural awareness in the normal learning process. The focus of learning is still on basic skills such as English vocabulary, grammar, syntax, etc., and less attention and accumulation on British and American cultural literacy. They often learn and use English. China is not aware of the problems caused by the lack of British and American cultural literacy.

3. Reasons for Insufficient English and American Cultural Literacy of English Majors

First of all, teachers' lack of awareness of British and American cultural literacy is an important factor affecting the formation of students' British and American cultural literacy. In any form of teaching, teachers play the role of decision and guidance, as is the teaching of English majors. In the long-term teaching work, most teachers devote their main energy to the study of classroom teaching and teaching methods. At the same time, teachers also bear huge scientific research pressures, and often ignore the improvement of their professional literacy and British and American cultural literacy. In addition, most colleges and universities lack opportunities to provide cross-cultural communication training and learning for English teachers. Teachers' cultural consciousness cannot keep up with the rapidly changing British and American social and cultural environment. There are no channels to understand and grasp the latest British and American cultural changes. Difficulty in disseminating cross-cultural knowledge to students. In addition, there are many books on British and American culture, but their professionalism and standardization are mixed. Therefore, it is difficult for teachers to select teaching materials based on an inherent standard, and it is also difficult to cultivate students' English and American cultural literacy.

Secondly, students' weak awareness of British and American cultural literacy is an important factor affecting their improvement of British and American cultural literacy. After majoring in long-term systematic professional knowledge, English majors have acquired solid basic skills in English, but often cannot understand the cultural background of the language. This has caused difficulties in understanding corpora with certain cultural connotations, which has led to many English majors. The content of students' study is limited to textbooks and related teaching materials. Although standardized texts are selected for textbooks, the content is often outdated in terms of timeliness and cannot accurately reflect the current development of British and American society and culture. In addition, students' own self-learning and cognitive abilities are relatively limited, which is not conducive to the improvement of students' British and American cultural literacy over time.

Thirdly, there are relatively few teaching models about English and American cultural literacy training for English majors that can be used for reference and learning. This is also a decisive factor affecting the formation of cross-cultural literacy for English majors. Our existing teaching model pays more attention to the knowledge of English majors by English majors. The teaching model is more inclined to develop skills. It does not pay enough attention to the cultivation of students' cross-cultural awareness, and it does not form a mature reference for reference. Comprehensive teaching model.

4. Suggestions on Improving English and American Cultural Literacy of English Majors

Although the current training model has many deficiencies in the cultivation of students' British and American cultural awareness and ability, many experts and scholars have also shown that there are various ways to improve British and American cultural awareness and ability, such as offering cultural related courses, Experts and scholars provide relevant knowledge lectures for students, and carry out various extracurricular activities related to British and American culture among students. The content is introduced into teaching materials to strengthen students' understanding and mastery of teaching materials on the basis of the original. Numerous research projects have indeed established that linguistic systems can and should be described as systems with structured heterogeneity, and that the patterning and use of linguistic variables must be seen in the context of language-internal, social, as well as cognitive and cultural factors[3].

First, improve teachers' English and American cultural literacy and cross-cultural teaching awareness. Teachers of English majors should, in the course of teaching, timely change their teaching concepts, and transform the teaching of basic knowledge of English language into a combination of English and American culture. For the same concepts appearing in different cultures, teachers should compare the similarities and differences between their mother tongue and English, and guide students to combine English knowledge with relevant cultural backgrounds to truly understand language development in different cultural backgrounds. They need to have this intercultural awareness for their professional development and to consider further how the curriculum and learning environments could provide more opportunities for (inter)national students to be productively engaged in academic learning in intercultural contexts[4]. In the process, teachers can adopt a variety of teaching methods, such as the use of related videos, documentaries, celebrity speeches, various group activities, and so on. In addition, teachers should also actively participate in professional training and exchanges in the direction of British and American culture, understand the development of cross-cultural fields, and improve their professional qualities and abilities.

Secondly, cultivate and enhance students' British and American cultural literacy and awareness. While previous interventional studies on English as an international language have focused on the role of teachers, recent studies have begun viewing how students engage autonomously in informal digital learning of English activities that are associated with their perception of English varieties and cross-cultural communication strategies[5]. Undergraduate English learning is a single and boring process for most students. As the difficulty of knowledge deepens, the professionalism becomes stronger, and the knowledge framework structure becomes more complex and difficult to understand. Some students will lose their interest and confidence in learning. Teachers can cultivate students' sense of language through different types of teaching activities, help students understand English thinking habits and characteristics, feel the differences between English and Chinese, help students adapt and form English thinking as soon as possible, and reduce cultural differences during the learning process. Difficulty, which promotes British and American cultural thinking ability and awareness.

Third, to improve the current classroom teaching model, and to give priority to cultivating students' British and American cultural literacy. For Chinese students, the classroom is one of the main ways they acquire knowledge. Collaboration between subject and language specialists is beneficial to students' learning of both the subject knowledge and the language skills[6]. Teachers should fully study the textbooks, explore the cross-cultural content in the textbooks, and integrate the cultural background in the process of explaining the corpus of the texts to the students to help students understand the content of the texts and the author's writing intentions, and reduce the confusion caused by cultural differences. We propose two better ways: provide periods of intensive instruction later in the curriculum and integrate the teaching of language and content[7]. Especially in the listening class, the teacher must explain the cultural background knowledge involved in the material before the listening training, so that students can improve the understanding of the material content and achieve effective listening practice. At the same time, you can also insert influential recent news events in the United Kingdom and the United States into the classroom as a learning content to conduct group activities, ask students to express their views, and comment on the discussion results on the spot. In short, teachers should develop English teaching models through experiential English teaching methods, use multiple network carriers, innovate teaching methods, and improve students' proactive understanding of language motivation in a cultural context. We suggest training students to self-reflect through critical examination of their own and others' discourse as a means for pushing beyond the superficial towards genuine cultural learning[8].

5. Conclusion

English language learning is a broad category, and British and American culture is just one of them. It plays an important role in the development of learners' English ability, English thinking habits, and professional literacy. While we emphasize English language learning, we must not

forget the strong cultural background support behind the language. Language is the carrier of culture. Language learning without culture appears isolated and empty. The connotation and soul of language are given by culture. Therefore, English learning is also inseparable from the cultivation of British and American cultural literacy.

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