

Research on College English Teaching under the Guidance of Cultural Comparison

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Abstract—Cultural comparison is not only a common perspective of language research, but also a classic way of thinking. The application of the idea of cultural comparison in College English teaching can make English teaching have a comprehensive application value. Due to different ideas and educational environment, there is a certain degree of cultural lack in College English teaching in China. The lack of culture leads to the abandonment of the basics in English teaching, and the lack of quality will also lead to poor English practice and application ability of college students. The promotion of comparative culture is the inevitable trend of College English teaching activities. We must strengthen the construction of the overall system of College English teaching and the shaping of English teachers' comparative culture research ability in order to improve the quality of College English teaching.

Index Terms—Cultural comparison orientation, College English, teaching research.

I. INTRODUCTION

In the era of globalization, the world becomes gradually interconnected. Cross-cultural communication among people has become a common phenomenon as a result of rapid economic and technical growth. Different cultures are embraced and integrated, resulting in a trend toward cultural globalization. The relationship between culture and language is inseparable. Language is an important part of culture and a medium of cultural exchange.

College English teaching system lacks attention to cultural thinking. On the contrary, it pays more attention to the problems of language structure, language technology and so on. There is a serious lack of culture in College English Teaching in China, which is also the problem of college education at this stage. Cultural comparison has practical application value for College English teaching. From the perspective of cultural comparison, English teachers can carry out the design of English education activities and the arrangement of classroom organization more scientifically, enhance the overall teaching quality and classroom effect, improve college students' cultural research ability, fundamentally accelerate the cultivation of students' cultural literacy, and reflect the true facet of English learning. Indeed, whilst previous research does suggest the international nature of many misconceptions. [1] This paper focuses on the research of College English teaching under the guidance of cultural comparison, hoping to provide some references and suggestions for relevant educators.

The teaching of culture has been taken into foreign

language teaching for a long time. Foreign language teaching has already considered culture teaching as an important component.

II. APPLICATION VALUE OF CULTURAL COMPARISON ORIENTATION

A. Necessary and Default Values

The cultural knowledge of English-speaking countries is closely related to the improvement of students' reading ability.

To strengthen the penetration of language and culture in College English teaching, we need to introduce the cultural background, etiquette, customs, and habits behind the language, to make the boring language knowledge more interesting, help students accelerate their understanding and cognition of language and culture, and know what tone and attitude should be used in what context, which is also the inevitable sign of the success of English communication [1]. At the same time, the teaching of English cultural comparison in colleges and universities can enable students to broaden their cultural thinking and vision, stimulate students to have a stronger enthusiasm for English learning, and achieve twice the result with half the effort. The ideological culture of English teaching in colleges and universities in China is relatively active, which shows that English teaching has a wide range of materials. Using comparative culture teaching thinking can enable students to have an international cultural vision. Teachers should adopt methods and content that are more acceptable to students, improve the operability of the whole classroom, and the use of comparative culture thinking has default value, and this is determined by the value and attribute of English culture itself. At present, the problem is how to make the educational thinking of comparative culture run through the whole process of College English teaching.

B. Accommodation Value

The primary question that the study tried to explore is: will accommodation value be more effective when they mix cultural values with gain or loss frames? The value of accommodation means that college English teaching should enable Chinese and the west to achieve exchanges in a wide range of regional culture through cultural comparison, which is conducive to the continuous prosperity of other cultures in many fields. Relying on the project operation of cultural confidence and the Belt and Road and other policies, and taking different cultural communication media such as campus culture and art festivals, community organizations and associations as carriers, college students can strengthen their understanding of cultural knowledge, Broaden their horizons, increase their knowledge, enrich their thinking

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structure from the perspective of cultural comparison, and make them develop in more diversified directions. At the same time, when analyzing the culture of Chinese English teaching from a micro perspective, comparative thinking can help relevant personnel master the cultural background, cultural traditions and cultural customs of the English world, compare with the cultural characteristics of their own nation and region, and combine rationality and sensibility to understand the differences of expression methods under different cultural backgrounds [2]. From the perspective of universities, we should appreciate the similarities and differences between English logic and thinking concepts and Chinese, strengthen the ontological connection between Chinese and English, and be able to take the language as a part of culture and as the carrier of culture. Through the vertical and horizontal comparison of College English teaching culture, we can produce greater accommodation value, which can surpass the English teaching classroom itself, for different regions Cultural exchanges in different areas are also beneficial.

C. Applied Value

Using the thinking mode of comparative culture to carry out college English teaching can essentially improve the students' English level. In fact, it improves college students' English practical application ability and practical operation ability. Language is taken as a tool of communication and communication, rather than just meeting the needs of exam-oriented education. The perspective of cultural comparison is a research and academic way of thinking. Through curriculum reform and system design, college English classroom can strengthen the introduction of cultural elements in English teaching, encourage teachers to strengthen the penetration of English language, culture and background through teaching, and enable students to accelerate their understanding of British and American culture from different angles and find the meeting point of interest according to different learning needs and learning basis, Let students develop good habits and methods of loving learning and being good at learning in the learning process, and use culture as guidance to strengthen the cultivation of students' English practical ability. In classroom design, it can speed up oral communication and expression, enable students to express their intention smoothly in different linguistic environments and backgrounds, and enable students to have the thinking of cultural comparison, which itself reflects the applied value of cultural comparison.

III. CURRENT SITUATION OF COLLEGE ENGLISH TEACHING UNDER THE GUIDANCE OF CULTURAL COMPARISON

A. Lack of High-Level Research

No matter what kind of regional culture, it is a system and closed loop. Within this closed loop, a logical and self-consistent system can be formed. Therefore, the content of culture is rich and diverse [3]. English culture is one of the mainstream cultures in the world. Like Chinese culture, it breeds the treasure of human civilization. The content is relatively complex and the grammatical structure is relatively difficult, which has caused a series of troubles to students'

English learning activities. How to find a breakthrough in the comparison of English activity culture is a problem that educators need to solve and think about. In contrast to the current situation, China's colleges and universities lack the ideological attention and attention to the content of cultural comparison, and there is a lack of detailed description and arrangement of such teaching in the specific outline of English classroom teaching guidance. As a result, cultural comparison can only be an auxiliary and tool for English Teaching. There are no rigid requirements and cannot release the strong vitality of cultural comparison. Educators only rely on teaching materials to explain the background of cultural knowledge. Obviously, it cannot achieve the real purpose of teaching. Under the guidance of wrong ideas, students themselves lack attention to nonverbal and cultural factors, resulting in the lack of thinking of comparative culture.

B. The Ability of Educators

From the perspective of reality, English teachers in colleges and universities of China are still in a relatively old situation in terms of ideas and have an obvious sense of dependence on the traditional way of education, which is not conducive to the rapid renewal of knowledge and the innovation of educational means, nor can they make English learning keep up with the trend of the times and keep pace with the times [4]. The cultivation of comparative cultural thinking is relatively scarce. Some teachers don't have cross-cultural vision, and won't guide students to actively seek knowledge about culture in the process of teaching and curriculum organization. The reasons for this phenomenon are various. The teaching ability and personal quality of College English teachers are also uneven, and their personal academic background and cognitive ability are also different. Some teachers are unable to undertake the task of English teaching reform, can't deepen students' understanding of language and culture, and lack enthusiasm for British and American culture, which shows that educators have knowledge bias and lack ability.

C. Influenced by the thought of Exam-Oriented Education

Under the influence of exam-oriented education, the development of comparative culture in College English teaching lacks cultural interaction space. Under the examination-oriented education system, the implementation of English education reform in colleges and universities in China is difficult. With CET-4 and CET-6 as the baton and knowledge assessment as the main goal, students will inevitably pay too much attention to sentence patterns, grammar, and the basic linguistic knowledge, but ignore the understanding and learning of cultural background. For example, if students fail to pass the CET-6 examination, and they will have many problems in the actual application of English. Teachers and students pay less attention to the application of cultural knowledge, which will undoubtedly cause a vicious circle in different links such as teaching scoring and teaching evaluation, and have a negative impact on the advantageous value of comparative culture.

D. Neglect of Mother Tongue Culture

If we do not pay attention to the integration of curriculum system between Chinese culture and English culture in teaching, there may be some differences between them,

which will increase unnecessary troubles in the process of cultural comparative research, and it is difficult to build an innovative cultural comparative thinking framework and structure [5]. There are cultural differences in natural attributes between eastern and Western culture, which makes it difficult to learn. If the introduction of the value of Chinese culture is ignored in practice, it may lead to the loss of fulcrum in English teaching. There are many reasons for this problem, such as the lack of necessary cooperation and communication between Chinese teachers and English teachers, when introducing Chinese culture in English, there are often insufficient materials, and English teachers do not have enough motivation to introduce Chinese cultural knowledge in English, leading to the students' lack of cultivation of English expression ability.

IV. SUGGESTIONS ON ENGLISH TEACHING UNDER THE GUIDANCE OF CULTURAL COMPARISON

A. Strengthening the Continuous Improvement of English Teaching System

From the perspective of cultural comparison, college English teaching should combine the actual teaching situation of the university, use current teaching resources, and strengthen the continuous improvement of the English education system based on students' cognitive ability. English teachers should make reasonable planning and analysis of the institutionalized content from the macro perspective and the top-level design through the application of the education of comparative culture. The formulation of the system needs to be relatively consistent with the application of culture, in line with the general direction of English teaching reform, and take the system construction as the framework and basic point to update the existing education model and accelerate the pace of teaching reform in the field. Specifically, relevant educators need to systematically divide the teaching modes within the framework of the existing English curriculum and innovate the traditional classroom teaching mode from the perspective of reform. For example, practical teaching mode can be adopted to extend the classroom content. If the conditions permit, extracurricular activities can be set up to strengthen their mastery of English language and culture in a wider scope, and improve their comprehensive language application ability; secondly, take culture and ability as the core and guidance in the English education system, build a relatively perfect evaluation framework and system, and combine formative assessment and summative assessment. It is necessary to comprehensively put forward the process evaluation, formulate corresponding evaluation standards and evaluation scales. The authority should conduct an accurate positioning and overall analysis of college students' ability and cultural literacy through cultural comparison and cultural promotion. Either the misconception, that a force is needed in the direction of motion, was not replaced by the scientific explanation whilst these undergraduates were at school, similar findings amongst school students have been reported.[7] At the same time, as for the teaching materials, the scientific setting of teaching materials can meet the diversified cultural learning demands of college students and

improve the application ability of college students on the facet of English culture. The use of scientific evaluation system can divide and evaluate students' ability in multiple dimensions in the real situation, and fundamentally remind college students to focus on the cultivation of cross-cultural ability.

Overall, the practice of teaching cultural content fails to meet the requirement of the New Curriculum Standards to integrate cultural and linguistic knowledge. This reliability requires stability of responses over time.[8] In college English classes, the proportion of language knowledge input is still higher than the proportion of cultural teaching. English teachers should combine the two different knowledge systems well in their English teaching. They can consciously use diverse methods to input culture in ways that appeal to students' interest and enthusiasm, according to their preferences. They should also be aware of that it is necessary to create cultural contexts in teaching. It is noteworthy that teachers' performance in assessing and consolidating students' cultural learning should also meet the demand of cross-cultural communication.

B. Cultivation of College Students' Cross-Cultural Communication Thinking

At present, the reform of college English education is in full swing. The teaching quality of college English teachers is very important. The evaluation of teachers' teaching ability in colleges and universities should not only stay at the superficial level of test scores and knowledge, but pay more attention to whether to improve students' innovation ability through teaching and whether they can carry out cultural counseling. Therefore, as college English teachers, we need to strengthen self-learning, accumulate knowledge, and improve the quality of English education. Higher education should strengthen the construction and cultivation of the quality of English teachers, build a team with professional knowledge. It's important to improve teachers' linguistic ability, enable the teachers to teach the students from a cross-cultural perspective, understand the culture of English countries through cross-cultural training, and improve their awareness of cultural comparison. In this way, the educators can better teach college students' cultural comparative thinking ability. In addition, as an English teacher, we should learn to integrate, strengthen the understanding of the culture of the English-speaking world, carry out various types of practical activities through the competitive integration of English culture and local culture, broaden the cultural vision, and increase the students' cross-cultural communicative competence.

C. Cultivating Students' Cultural Communication Ability

The goal of the teaching method of cultural comparison is to cultivate students' personal ability, which is the key point of teaching reform. The object and subject of English teaching are students, and the internal factors determine the external factors. Therefore, the internal factors and driving forces determine the essence and direction of things. From the superficial level, English teaching is to turn language into a communication tool and complete a certain teaching task, but in fact, its essence is also a process of cultural transmission and cultural input. In terms of statistical methods in analyzing the responses, we use Cronbach's alpha

to estimate internal consistency reliability of the instrument.[9] From this perspective, college English teaching must take the targeted teaching method through the cultivation of students' cross-cultural communication ability, and take English culture as the starting point, stimulating the students' real interest in English. On this basis, by enhancing the awareness of the context and situation of English, the teachers make students' English learning space and atmosphere more active, and the students will have a wider communication among the students, form a sense of cultural identity, and promote the development of English teaching. Colleges and universities should adjust and changes with the power of example, break the limitations of the traditional English teaching framework, increase the proportion of tacit knowledge in English teaching, imperceptibly encourage students to form English cultural comparison ideas, clarify the orientation of cultural values, and actively explore the history, culture and customs related to English countries. It will also encourage the students to identify the similarities and differences of diversified cultures.

It indicates that the effect of cultural intelligence in promoting precautionary deeds may be moderated by the cultural values reared in the information. This is consistent with the premise that the information can influence behavioral change only if it is "integrated into a person's cognitive representation of the issue".[10] Exposure to self-gaining and loss-other cultural information could heighten people's intention to perform a precautionary behavior. Cultural intelligence focusing on cross-cultural communication activities successfully increased people's awareness to adopt the precautionary behavior.

D. Strengthening the Comparison of Chinese and English Cultures

Therefore, a cross-cultural comparison needs to be taken to confirm the popularity of permanent misconceptions across a much broader range of themes in the process of teaching, so that teaching approaches that are more effective in reducing the popularity of specific conceptions can be introduced in countries where the prevalence is currently much higher.

Future studies should also evaluate whether the layout to the cultural pleadings could currently get people's cultural perspectives clearer. In colleges and universities, English teachers need to compare our own culture with other cultures, introduce the content of language and culture into foreign culture research through innovative curriculum teaching mode, redefine the objectives of college English teaching, and reflect the characteristics of diversification and scientization. Mastering foreign culture through English learning is not the goal, but a means, In the teaching process, educators can use advanced information and internet tools to expand the scope of works of English culture and accelerate students' deep understanding and speculation of the essence of language and culture. It should be noted that the teaching of cultural comparative thinking doesn't mean blindly publicizing western culture and abandoning national culture, but taking cultural confidence as the starting point and perspective, and accelerating students' awareness of national cultural confidence based on local culture. Instead, we should promote Chinese culture to the world stage through learning and make students love their own culture and civilization.

Cultural learning is a process of communication. It must be the combination of input and output, not the separation of the two. Only by promoting the mutual exchange and integration of western culture and eastern culture, can students accelerate the correct interpretation of foreign culture from a correct perspective, have a cross-cultural understanding and thought exchange mechanism, accelerate the effective integration of eastern and western cultures, and achieve the practical effect of cultural comparison. It will also improve the students' cultural comprehension ability, communication ability and even English application ability.

The preliminary study is that there is a large difference in the popularity of cross-cultural communication in the areas of English teaching between English and Chinese undergraduate students.

V. CONCLUSION

The purpose of English teaching is to cultivate students' comprehensive English application ability and cross-cultural language communication ability, to meet the needs of the trend of globalization. Intercultural language teaching in English will help students understand multicultural phenomenon, and overcome cultural barriers, which promotes the use English. At the same time, it helps to cultivate their consciousness of the world. Only with both language and cultural knowledge can we use language correctly in practice and achieve meaningful language communication.

To sum up, under the guidance of cultural comparison, college English teaching needs to break the limitations of traditional teaching, improve the competence of the educators, put a high-level research in effect, focus on the grasp of the fulcrum of native culture, accelerate the continuous improvement of English education system, cultivate college students' cross-cultural communication thinking and practical skills of cross-cultural communication, and strengthen the double comparison of Chinese and English culture. Meanwhile, most of the students' understanding and behaviors of independent learning about culture should also be strengthened.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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