

A Probe into the Teaching Strategies of College English Culture Experience in Engineering Colleges*

Jun Tan

School of Foreign Languages
Nanchang Institute of Technology
Nanchang, China

Yanjuan Yang

School of Foreign Languages
Nanchang Institute of Technology
Nanchang, China

Abstract—It is of great significance to integrate cultural experience teaching in college English teaching in engineering colleges. This paper analyzes the current situation of college English teaching in engineering colleges, proposes a cultural experience teaching model, and discusses cultural experience teaching strategies.

Keywords—college English; cultural experience; teaching strategy

I. INTRODUCTION

At present, China has entered a new era of socialism with Chinese characteristics, and exchanges and cooperation between China and the rest of the world have become increasingly close. In international trade, a new generation of college students will provoke the heavy responsibility of international exchanges. As an international cultural communication tool, teachers need to improve their cross-cultural communication skills in teaching. As pointed out in the "College English Teaching Guide": colleges and universities offer college English courses on the one hand to meet the national strategic needs, to serve the country's reform and opening up and economic and social development, and on the other hand to meet students' professional learning, international exchanges, further studies, work and other aspects of demand for employment.

Language and culture complement each other, and English language is inseparable from the influence of social and cultural life. Similarly, college English teaching is inseparable from students' exploration and learning of cultural knowledge. In the teaching of college English culture experience in engineering colleges, the introduction of the theme of culture will help stimulate students' interest in learning English and broaden their international horizons. Students will realize the meaning construction by experiencing the cultures of English speaking countries, and their learning will be more effective.

II. RESEARCH ON THE STATUS QUO OF COLLEGE ENGLISH TEACHING IN ENGINEERING COLLEGES

College English education is an indispensable part of higher education in China. It is of great significance for cultivating students' intercultural communication ability, humanistic quality and international vision. College English is an important channel for students to understand and learn English culture. At present, in the college English teaching of engineering colleges, the pressure of the CET4 and CET6 makes the teacher's cultural teaching difficult to reflect. Most teachers use grammar translation teaching methods, and there is no literacy of cross-cultural communication, which leads students to communicate effectively with foreigners in a specific environment after memorizing grammar vocabulary, and some can communicate but lack the necessary pragmatic knowledge, resulting in a huge gap between the effect of college English teaching and the teaching objectives of "cultivating students' English application ability, enhancing intercultural communication awareness and communication skills, while developing independent learning ability, improving comprehensive cultural literacy, and enabling them to use English effectively in their studies, life, social interactions and future work to meet the needs of national, social, school and individual development" of which are stipulated by "College English Teaching Guide". As a communication tool, in addition to learning and exchanging advanced science and technology or professional information, students should also learn about foreign society and culture, enhance their understanding of different cultures, and be aware of the similarities and differences between Chinese and foreign cultures to cultivate intercultural communication skills. The new era requires that the cultivation of talents in colleges and universities adheres to the establishment of the virtues, the development of morality, intelligence, art and labor, and the need to serve the needs of socialist construction. In terms of college English teaching in engineering colleges, in addition to satisfying students' needs of professional studies, international exchanges, further studies, and work employment, it is also necessary to help students establish a global vision, cultivate international awareness, improve humanistic qualities, cultivate students' Chinese sentiments, and establish four self-confidences, especially cultural self-

*Project: This paper is a research topic of teaching reform in higher education institutions in Jiangxi Province (Project Number: JXJG-13-18-15); partial research achievements of the Research on the Teaching Strategies of College English Culture Experience in Engineering Colleges.

confidence, to meet the strategic needs of cultural development.

In summary, it can be summed up as the general problems in the college English teaching in engineering colleges in China at present: First, it is the teacher-centered and teacher-oriented explanation, and the student participation is not high. Second, teachers emphasize mainly on book-based knowledge points and CET4 and CET6 test points, and less on the culture of major English-speaking countries. Third, teachers mainly focus on the ability of students to listen to reading and writing, and do not focus on cultivating students' intercultural communication skills. Fourth, teachers themselves must change their concepts. The traditional grammar translation teaching model has not adapted to the needs of the new era, and the training demand of foreign language talents in the context of "the Belt and Road". College foreign language teaching is not a simple vocabulary grammar teaching, but more important is a process of cultural inheritance, learning and innovation. Fifth, students' motivation for learning has a strong utilitarianism. Some students study college English for the purpose of passing the CET4 and CET6 and the postgraduate entrance tests for English. Few students will put improving their own cultural literacy in an important position.

III. INTRODUCTION TO THE TEACHING THEORY OF "CULTURAL EXPERIENCE"

As early as in ancient Greece, the famous thinkers, philosophers, educators Socrates, Plato and Aristotle were also called "three sages of ancient Greece", and they had the word "experience" in their theory of understanding the world. Later, Dewey's philosophy of progressive education formed the initial prototype of experiential learning. Dewey sums up the five steps of teaching activities:

- Teachers create a situation for the student;
- Teachers give the student enough information;
- The students propose the idea of solving the problem himself;
- The students make the reasoning according to the hypothesis;
- Verify the hypothesis through the experiment.

American scholar Patrick R. Moran was the first scholar to propose the concept of cultural experience. He put forward "Experiential Learning Cycle Model in the Process of Cultural Teaching" in the book "Cultural Teaching: The Concept of Practice". He pointed out: "The cultural experience consists of four interrelated learning activities, that is to know what it is, to know how to form it, to know why it is formed and to know the similarities and differences between one's own culture and other's culture." College English teaching in China defines cultural experience as: students understand foreign culture based on their own cultural background, and learn and practice on this basis.

Knowledge is constructed and constructed in the experience. The college English culture experience teaching

in engineering colleges is to carry out cultural teaching through the student experience in the college English classroom of engineering colleges, so that students can actively contact the English language and culture, making the students feel the influence of language culture, and thus grasping the cultural connotation. Experiential teaching emphasizes that learners need to learn independently. In the process of learning, learners need to transform what they have learned into their own knowledge and master the essence of knowledge. Experience can help students transform cultural knowledge into their own abilities, reflect and summarize, and enhance cross-cultural communication awareness.

IV. COLLEGE ENGLISH CULTURE EXPERIENCE TEACHING STRATEGIES IN ENGINEERING COLLEGES

College English culture experience teaching in engineering colleges should highlight the central position of students. The teaching model shifts from a teacher-centered to a student-centered approach. At the same time, it should be emphasized that in the teaching activities, through the effective guidance of the teachers, the students can personally experience the knowledge of English culture, and realize the cultural connotation reflected by the language. By enabling students to learn English language in a specific cultural atmosphere, they can understand the pragmatic principles of English. And ultimately it will enable students to apply what they have learned to realistic cross-cultural communication activities.

The college English culture experience teaching strategy of engineering colleges includes: focusing on cultivating English intercultural communication ability, and paying attention to the intercultural communication role of the classroom; creating real cultural content and language situation; insisting on student-centered; advocating cooperative learning and progressively guiding students' culture experience.

A. Focusing on Cultivating English Intercultural Communication Ability and Attaching Importance to the Intercultural Communication Role of the Classroom

In the current college English teaching process, many school administrative departments use the passing rate of CET4 and CET6 as the standard for measuring the teaching effect of teachers and the level of students' college English. It is precisely because of this misguided orientation that many colleges and universities in colleges and universities focus on cultivating students' ability in passing the tests of CET4 and CET6 and postgraduate English, thus ignoring the cultivation of students' practical English ability.

In the college English culture experience class of engineering colleges, teachers should reduce the content of the test content in the lecture content, do a good job of guiding work, continue to enrich the content of the lectures, enhance the awareness of cultural differences among students, establish a sense of cultural consciousness, and cultivate students to gradually use English thinking to feel foreign culture from the cross-cultural aspect. Teachers

should also help students build a sense of globalization and an international perspective to improve intercultural communication. And it will be necessary to make students experience the connotation and beauty of culture in the process of learning English knowledge. Therefore, it truly meets the requirements stipulated in the "College English Teaching Guide", that is, one of the important tasks of the college English course is to conduct cross-cultural education.

B. Creating Real Cultural Content and Language Context

Culture is complex, rich and contextual. Creating a certain teaching situation is an indispensable condition for experiencing the implementation of teaching. Cultural context is an important way to realize teaching experience. The purpose of constructing real cultural content and linguistic situation is to create a realistic experience space for students by integrating real cultural situations into classroom teaching, thus providing necessary guarantee for the smooth and effective implementation of experience teaching. In the process of college English teaching in engineering colleges, teachers need to use the teaching content as the blueprint according to the characteristics of students in engineering colleges. By analyzing students' interest points and cultural characteristics, teachers can create as much real cultural content and language context as possible for students. The more realistic the cultural content and language situation created, the more students experience, and the deeper the feelings and reflections they receive, directly affecting the teaching effect of college English culture experience teaching in engineering colleges. College English culture experience teaching makes students realize that learning English is not only learning words, grammar and other knowledge, but learning the whole language including English national culture. Through in-depth cultural experience teaching, they will improve their current English learning style.

C. Adhering to Student-centered Teaching

In the college English traditional classroom of engineering colleges, the main content of teaching is the explanation of grammar knowledge and sentence structure. The classroom is mainly teacher-centered, the student participation is not high, the teacher-student interaction is less, and it is difficult to mobilize the initiative and creativity of students. An important feature of experiential teaching is to highlight the central position of students, how to motivate students' enthusiasm for learning, and to change passive learning into active learning, which is the objective of experiential teaching. Student self-learning is an effective way to achieve the goal of experiential teaching. The process of developing cultural experience teaching is not only to let students complete the learning tasks, but more importantly, to let students reflect on in practice, continuously improve learning methods and improve learning effects. The experiential teaching with college students as the main subject of learning focuses on the subjective and active learning of students and mobilizes their enthusiasm.

The world today is the era of the Internet, and the world is getting smaller and smaller. The Ministry of Education is

vigorously promoting the construction of MOOCs. The MOOC is a product of "Internet + Education" and is a new online course development model. At present, many MOOC courses on Western culture are taught in English, and students can obtain the latest knowledge through the home and abroad learning websites. The emergence of MOOCs provides a cultural guarantee for the implementation of college English teaching, which has completely changed the teaching model of teacher-centered and passive learning in the past. Before the class, the teachers can recommend the MOOC culture course related to the content of the lesson to the students, arrange related information inquiry tasks, and ask the students to conscientiously prepare the pre-study work, which can fully mobilize the students' enthusiasm, and enhance the students' desire to explore cultural knowledge, so that students can actively participate in the experience of teaching in the classroom, so as to ensure the effective teaching of college English experience teaching classroom.

College English culture experience teaching is a kind of teaching that highlights the status of students. As the saying goes: It is better to teach people to fish than to give people the fish. Teachers should play a good guiding role. Teaching is not only a process of evangelism, but also a process of guiding students to explore, reflect, contrast and solve problems. Teachers and students work together in the classroom to experience cultural experiences, but it is necessary to pay attention to students as the main body, and to make students construct their own knowledge systems in the experience. When designing cultural experience classroom tasks, teachers should start from the students' learning needs, let students continue to reflect and summarize in the process of cultural experience teaching, improve students' thinking ability, and make students grow into innovative foreign language talents with certain ideological level, political consciousness, moral quality and cultural accomplishment.

D. Advocating Cooperative Learning

Cooperative learning refers to the mutual learning of students with a clear division of responsibilities in order to accomplish common tasks. Cooperative learning emphasizes that students can work together for the benefit of the collective or individual to enhance themselves in the process of working together for accomplishing tasks. Cooperative learning is a structured and systematic learning strategy that has become an important part of college English teaching. In the cultural experience teaching, the teachers assign students with different learning abilities, learning interests, gender, and personality in the same group according to the individual differences of the students' English level and personality characteristics. Each group of 4-6 people participates in learning activities in the form of cooperation and mutual assistance. Students can inspire and supplement each other to complete the group learning objectives. Students become active learning from passive learning, improve the learning levels of group members in the process and cultivate team spirit. In the teaching process, the teacher arranges some tasks for the group discussion. The cooperation group communicates in English and experiences language culture,

and meanwhile, the students have already actively participated in the study and continuously constructed their own cultural knowledge in the students-students and teachers-students discussions.

Advocating cooperation principles in college English experience teaching in engineering colleges helps to cultivate the spirit of cooperation, communication, innovation, competition, equality, affordability and motivate the active learning.

E. Taking a Gradual Approach to Guide Students' Cultural Experience

In the practice of college English culture experience teaching in engineering colleges, teachers should pay attention to adopting a gradual approach to guide students' cultural experience. From passive learning in the past to active learning, students are experiencing the passive process in terms of psychological experience. Students need to explore cultural knowledge step by step and experience the charm of culture. In formulating the cultural experience teaching plan and task arrangement, teachers should determine what kind of learning requirements are in line with the students' current learning characteristics according to the students' development level. They are targeted to meet the learning needs of students and make students better through teamwork. To complete the task, it must have certain difficulty and pose a challenge, so as to give full play to the students' inquiry and creativity. If the teacher gives too much help to the student, the student will have a dependency, and the learning will not happen. If the challenge is too difficult, the student will be discouraged. Therefore, teachers must understand the needs of students and try to arrange appropriate learning tasks according to the learning characteristics of students.

V. CONCLUSION

College English is a compulsory course for engineering colleges in China. The cultural experience should be integrated into the whole process of college English teaching. Students should discover the pragmatic principles through experience and use them in practical English communication. Through the study of foreign culture, students' cultural self-confidence can be continuously enhanced. College English culture experience teaching in engineering colleges takes culture as the carrier, students as the center, and experience as the way to provide a new perspective for college English teaching. Combining cultural teaching in college English classes and adopting appropriate teaching strategies in the English teaching of cultural experience can effectively improve the initiative and creativity of students. College English culture experience teaching promotes the effective interaction between teachers and students, and provides a platform for college English teachers to develop teachers with their own resources.

REFERENCES

- [1] Li Zaoxia, Research on College English Culture Experience Teaching [D]. Xi'an: Shaanxi Normal University, 2012. (in Chinese)
- [2] Ma Liya, Cultural Teaching in College English Teaching [J]. Heilongjiang Science, 2018 (4). (in Chinese)
- [3] Sun Wentong, On the College English Teaching Strategy on the Basis of Cultural Experience [J]. Journal of Jilin Agricultural Science and Technology College, 2015 (3). (in Chinese)
- [4] Wang Huoyan, Research on College English Teaching Model Based on Intercultural Communication [D]. Wuhan: Huazhong University of Science and Technology, 2012. (in Chinese)
- [5] Xue Weihong, Research on the Strategy of Developing Cultural Experience Teaching in College English Teaching [J]. Shaanxi Education, 2016 (12). (in Chinese)