

# Analysis of Native Language Culture Learning from the Perspective of Inter-cultural Communication

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**Abstract**—Language is the carrier of culture, and inter-cultural communication is the two-way of language and culture communication. The native language culture consciousness affects the behavior in the inter-cultural communication and even the native cultural competence. This paper analyses the current situation of native language culture learning and tries to explore the solving strategies.

**Keywords**—inter-cultural communication; native language culture; cultural awareness

## I. INTRODUCTION

With the construction and development of "the Belt and Road", the world once again set off the "Chinese culture fever". And the opportunity to accelerate the spread of Chinese culture is also an important way to respond to the "cultural self-awareness" and "cultural self-confidence" strategies put forward by the "18th National Congress". Communication is bilateral. Understanding and comparing different cultures can help students use their foreign languages to communicate effectively with people with different cultural backgrounds on the one hand. On the other hand, they can encourage students to re-examine and appreciate their own culture. In order to achieve the success of inter-cultural communication, China is actively learning western culture, and the western world also hopes to understand Chinese culture much more comprehensively and deeply through inter-cultural communication activities. In the inter-cultural communication research teaching, from western perspectives to introduce Western culture in the English classroom, the research and teaching introduces the western historical background, and pays attention to the sensitivity to western culture in intercultural communication, but ignores the research and learning on the Chinese native language culture, so that when it is necessary to introduce Chinese culture in intercultural communication, the words are not satisfactory. Some students simply don't open their mouths for fear of making mistakes. Such frustration seriously affects students' self-confidence and enthusiasm, which leads to communication failure.

## II. THE STATUS QUO OF NATIVE LANGUAGE CULTURE LEARNING

Ye Zinan said: "We are currently living in a world dominated by Western culture. What we should do is to reduce the influence of strong culture and maintain our own

culture and language. Because once the language peculiarity is lost, the uniqueness of culture would also be lost." English is the most widely used language in the world. In the process of globalization, the West is in a strong position both economically and culturally. The western culture and values it carries weaken the students' ability on native language culture and sense of national identity. Chinese cultural space is slowly being infiltrated.

### A. Cultural Aphasia

The phenomenon of Chinese cultural aphasia is a phenomenon that can not be effectively exported the native language culture in the process of inter-cultural communication proposed by Professor Cong Cong (2000). "Cultural aphasia" is the most frequent phenomenon in inter-cultural communication classrooms, often leading to silence in the classroom, which also reflects a negative attitude of students towards the class.

At present, cultural and ecological teaching is highly unbalanced. Whether it is the entire teaching system or learners, even the daily behavioral habits tend to taking English-speaking people as the priority, such as watching Hollywood blockbusters, celebrating western festivals, and the heat on learning the English for all, which can be the good proof of the unbalance. On the other hand, due to the influence of long-term exam-oriented education, students are accustomed to the teacher's cramming method of teaching. Throughout the various stages of English teaching, All English teaching is in full swing. In terms of cultural introduction, there is a typical similarity, focusing on the introduction of English cultural background knowledge, imitating American or English pronunciation, learning Western etiquette, and advocating Western communication principles. Teachers are always in a dominant position in all processes. Therefore, teachers are used to exploring western culture rather than Chinese culture, and students are used to listening rather than expressing.

### B. Lack of Native Language Culture Awareness

The study of native language culture is a problem that is easily overlooked by students. As a child who grows up in the context of native language culture, he believes that he understands his own culture. Culture is silently affecting people's behavior, especially by the influence of hidden culture. However, the survey found that when discussing

Chinese culture, students are most likely to be explicit cultural representatives such as Chinese language, traditional festivals, customs, and food. However, the more hidden cultural factors that affect people such as beliefs and thinking ways, values, insights, etc., are rarely mentioned. In intercultural communication activities, because the two parties of the communication grow up in different cultural backgrounds, the speech and behavior in the process of communication are influenced by their culture. The Chinese are deeply influenced by Confucianism and their character is implicit and restrained, which directly affects the performance in inter-cultural communication. In the process of inter-cultural communication, students often present in two situations. One is to be silent and to talk less to avoid mistakes. The other is to halfly understand the culture, misunderstand the other party's intentions in the process of communication, and misrepresent cultural information. The reason for these two treatment methods is that students have insufficient confidence or insufficient understanding, leading that they cannot effectively carry on the inter-cultural communication. In order to better carry on the inter-cultural communication, it is not enough to emphasize western culture one-sidedly. It is essential to awaken the cultural awareness of the native language, better understand their own culture, and understand how the native language culture affects people.

Hu Wenzhong pointed out that culture is inseparable from the nation it was born in. Throughout the great differences between the development history and religious traditions of the Chinese and western peoples, the great differences between Chinese and western values have caused the values to determine the perspective of people in the communication. Differences in values during inter-cultural communication affect people's understanding and attitude towards culture, and then soak in different levels of language expression, because culture affects the way of thinking.

#### *C. Lack of Suitable Teaching Materials*

At present, the English textbooks used in English teaching at all levels are mostly general English or highly targeted professional English. The content involves less inter-cultural content. It is more about learning western language culture and terminology. Only translation courses involve more inter-cultural content, focusing on the analogy and contrast between Chinese and western cultures. However, in the actual inter-cultural communication activities, people who communicate with foreign cultural personnel cannot be translators, but a wider range of ordinary English educators. This reality requires more in Chinese general English textbooks to integrate the content of China's excellent traditional culture and follow the development of the times. Therefore, a series of English textbooks are needed, which are suitable for students to integrate into certain Chinese cultures.

#### *D. Lack of Professional Training of Teachers*

The change in the demand for talents in society requires education support first. As front-line teachers, they are the group that needs to make changes first. The change of the

times and the change of teaching objectives urgently require teachers to make adjustments from the knowledge structure to the teaching mode.

First of all, many English teachers lack the comprehensive quality of bilingual culture. Education is a kind of "smooth and silent" soakage, especially for the education of culture. Only the teachers' professional quality can better influence students. At present, teachers engaged in inter-cultural communication are basically undergraduate and postgraduate students majoring in English. They major in English education and English and American literature and culture. When they are studying professionally, they lack the cultivation of native language culture quality. At the same time, the way teachers' ability can be improved is relatively simple, the training programs for teachers' bilingual ability training are few, and the proportion of teachers who can participate in each year is low, which leads to the uneven cross-cultural competence of the entire teaching team, and the unbalance of the overall level of intercultural communication teaching.

### III. SOLUTION STRATEGY

In fact, on October 20, 2005, the 33rd Congress of UNESCO adopted the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The Convention clearly defines "cultural diversity": "Cultural diversity is the many different forms by which groups and societies express their culture. These manifestations are passed on within and between them." In the context of promoting cultural diversity, Chinese must have a "global awareness" in the process of language learning, and they must have a "national consciousness". Cultivating students' cultural identity in their native language and establishing cultural self-confidence are requirements for each inter-cultural participant and effective way to enhance students' self-confidence. However, China's current cultural and ecological teaching is seriously unbalanced, whether it is the entire teaching system or the learners' excessive empathy for the English-speaking culture in learning English and daily life.

#### *A. Establishing the Second Classroom*

Because the students have different levels and different foundations, a single classroom teaching cannot meet the needs of students' learning. Therefore, it is necessary to establish the second classroom according to the students' English foundation and learning ability, and help students to expand extracurricularly on Chinese excellent traditional culture, history and social customs and other materials. Zhang Hongling (2007: 121): "Foreign language teaching is not the only way to cultivate inter-cultural communication skills. History, geography, literature and other subjects can introduce cultural knowledge to students from different angles. In fact, the cultivation of inter-cultural communication skills is far from enough in foreign language teaching. It requires not only the support of the society and the school environment, but also the close cooperation of other disciplines."

Encouraging students to take courses in different subjects is also an effective way to learn Chinese culture. Encouraging students to read classic works in both Chinese and English, and improving reading ability can also effectively improve students' bilingual understanding, because literary works are one of the most important ways to record, inherit and present culture. The material content of the second class should be as rich and comprehensive as possible.

#### B. Faculty Construction

Cultivating outstanding students is inseparable from high-quality teachers. Establishing a good faculty team requires strong support from the social and educational authorities, and should be supported from policy orientation to the setting of school curriculum. Starting from the educational policy, it is strongly advocated that the study of Chinese national studies should be integrated into the entire education system. Starting from the teachers themselves, teachers should constantly learn to improve their professional qualities, and consciously cultivate their own bilingual culture. For English teachers, there is no problem in daily communication in English. The improvement of cultural literacy is not a one-step thing. It requires teachers to insist on in-depth understanding, inquiry and analysis of the literature, history and customs of the two languages of the two cultures in order to achieve understanding, and finally to be confident and calm in intercultural communication when talking about Chinese culture. So it will be necessary to actively participate in inter-cultural communication project training, establish cross-cultural communication research groups, share and discuss the latest cultural events in a timely manner, explore the cultural roots behind them, and explore the impact of culture on people to develop appropriate teaching plans for students.

#### C. Changing the Teaching Mode

Inter-cultural comparative discussion is conducted in the inter-cultural communication classroom using group cooperative learning methods. For example: How do Chinese cultural symbols such as Great Wall, Yinyang, and Five Elements express themselves in English? Do these cultural symbols have corresponding language expressions in the West? What are the historical origins of these cultural symbols? What are the differences between Chinese and Western understanding of these cultural symbols? Then, the group will share the discussion results with the whole class. For each group's discussion results, the teachers should give timely comments, encourage the students who have done a good job, and correct the deviations of their understandings in time, so that every student can be able to actively participate in inter-cultural discussions can learn something in the discussion.

In the inter-cultural communication classroom, the focus of teachers' work should be transited from language teaching to cultural development, and from a single introduction of western culture to a two-way learning comparison between Chinese and western cultures. No matter from the content selection of the preparation to the classroom setting, and the

interactive part of the students should be integrated into the bilingual culture and encourage students to discover the commonalities and differences between Chinese and western cultures in the process of preparation, discussion and analysis.

#### IV. CONCLUSION

Language teaching cannot be separated from cultural development. Inter-cultural communication skills development should be based on bilingual culture learning. It will be necessary to train students to re-examine their native language culture and learn the target culture from an inter-cultural perspective. Awakening students' mother-tongue cultural awareness from different angles, developing mother-tongue culture ability, enhancing mother-tongue culture self-confidence and cultural sensitivity are also effective ways to improve the overall quality of teachers and students, and contribute to the success of inter-cultural communication activities.

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