The Development of China's Linguistics Education

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Abstract. This study aims to examines the current conditions of China's linguistic curriculum in English education and identifies the underlying problems for a proposal of development plan. This article analyzes the current situation of intercultural awareness in English teaching and focuses on the importance of intercultural awareness cultivation, so as to improve the learning environment and educators' understanding of intercultural awareness teaching, therefor solidify the English learning experience. It highlights the concerns to the disconnection in linguistic education and discusses the possible approach to reform its learning environment and strategic planning with student engagement.

Keywords: Development, Linguistics Education, English Education, China

1   Introduction

In the 1980s, as China's reform and opening up progressed, English majors became one of the most popular majors and English education was put on the right track. In the early 1990s, the Ministry of Education promulgated the "English Major Syllabus for Higher Education"[1], which was divided into two parts: the basic stage and the senior stage. By the end of the 1990s, with the development of China's economy and the high-end development of the talent market, the situation of English teaching had also changed a lot, and the original syllabus could no longer adapt well to the new situation. Since the establishment of China, education has been given due attention and English education has made rapid progress. Compared with the past, English education during this period was characterized by a large scale of schooling[1], high quality of teaching, and rapid progress in the study of teaching theories and methods. During the Cultural Revolution, English education declined significantly. This promoted the challenges and concerns in our current English education cirruclum, and to what extent can linguistic education and cultural learning interplay in the China's Linguistics Education.

2   Present Status, Circumstances, and Concerns of English Education

To address the question of where English education is headed, we must first recognize the status of English as a language in the world and its role in international exchange[2],

and then look at the current situation and problems of English education from this perspective. Traditionally, we have referred to languages that are not part of the mother tongues of our 56 nationalities as "foreign languages," i.e., languages spoken by foreigners. Therefore, English has been treated as a foreign language in the professional sense, but only as a "major language", while almost all other foreign languages have been treated as minor languages in the professional sense. It is precisely by treating English as a foreign language like other languages that the problem of English being too high in our education system, taking up too many resources, consuming too much time, and even crowding out the study time of other majors, has arisen. Therefore, the recent discussions on policies such as "withdrawing English from the college entrance examination" and "lowering the score of English secondary and college entrance examinations" have once again made English education a focus of social attention and have also aroused great concern and even worry among English educators. The main reasons for this are: [1] some people believe that "students spend too much time on English language learning, which affects the learning of other subjects and even the quality of education as a whole, and therefore suggest 'cooling down' English education. After such statements were disclosed in the domestic and international media, they received many responses. The recently introduced policies such as 'withdrawing English from the college entrance examination' and 'lowering the score of English secondary and college entrance examinations' are to a certain extent related to these statements: Multiple examinations can solve the problem of "one examination for all". Multiple examinations can solve the problem of "one exam is the end of one's life". The question is: How does this "multiple test" method fit into the college entrance examination system? Why can other subjects be "once for all" but not English? These opinions are actually based on the view that English is a foreign language like other languages, as opposed to a native language, and that it should not occupy such an important position. However, English has become much more than a foreign language in the world of languages and international communication. It is not only the native language of many developed countries, but also the official language of many Commonwealth countries and other countries, and it is one of the required languages in any international communication situation[2].

In addition, English as a language carries with it the culture and thinking of native English speakers and is a tool for communication and learning. It is a tool for communication and a tool for learning. Once we have mastered the language, we can use it in our lives, work, and studies. The "usefulness of learning English" includes not only the usefulness of English itself, but also the usefulness of the process of learning English. For example, learning English promotes the development of mental and thinking skills, the development of intercultural awareness, and the understanding of the diversity of the world, which is reflected in the humanistic nature of English. The so-called humanistic nature of English is reflected in this view. The view of English as a tool sees English only as a tool for communication, but not as a tool for opening students' minds, developing their thinking skills, and broadening their horizons. This view is actually a single-faceted perspective on the surface[2].

In the present status of English education, an understanding of cross-cultural communication is a foundation to English learning. In English language teaching, we cannot

separate the national culture from the transnational culture, and we should compare and summarize the cultural differences between English and Chinese in daily life and the expressions of language formation and use. In the Text and Reading sections of secondary school English textbooks, there are many contents related to the history, geography, social life, festivals and customs of the British and American countries, while there are great differences between China and English-speaking countries in politics[3], socio-economics, folklore, history and religion. We should take a positive attitude, recognize the strengths and weaknesses of our own culture and foreign cultures, and consciously learn from the strengths of other foreign cultures to remove the falsehoods and keep the truth. However, it is important to be aware of the comparability of the two cultures in teaching. Generally speaking, they should be of the same nature and type. At the same time, the teaching of cultural comparisons should be based on the initiative and initiative of the students and not on the teacher. The teacher should incorporate the culture of the English-speaking country into the content of the lesson, so that students can learn about the customs, beliefs, feelings, and lifestyles of the English-speaking country. Otherwise, students may be able to speak the sentences correctly, but they may not be able to appreciate the appropriateness and acceptability of the language, which may lead to communication barriers. Practice shows that learning a language requires knowledge of the relevant culture in order to understand and express the meaning correctly[5].

As exemplified in the differences in approaches in conversation between in Chinese versus English. In Chinese, the other party is placed at the center of the conversation, such as "What do you want to buy? What book would you like to borrow? In English, the question is often asked from the perspective of oneself. For example: Can I help you? What can I do for you? Another example: In terms of telephone phrases, there is little difference between the phrases used by Chinese native speakers when they make phone calls and the phrases used in their figure of speech[4].

"Hello, hello. Could you please call Wang Wei to answer the phone?"
"This is Zhang Ying, who is this?"
There is a big difference between the English language and the normal language used on the phone. For example:
"Hello, this is John speaking."
"Could I speak to Tom, please?"
"Is that Mary speaking?

Native English speakers usually give their own number or workplace name when they receive a phone call. For example: "Hello, 52164768, this is Jim." Chinese students who are just learning English make the mistake of saying: "Hello, who are you, please? When Chinese people receive a gift, they usually put it aside and open it only after they are sure that the guest has left. This shows that comparing the similarities and differences of different cultures is an effective way to teach[5].

3   The Significance of English Education

On the one hand, English education is a language education like any other language education, and on the other hand, it has a special status as a language education because it is an international lingua franca. As a language education, it has both linguistic and educational characteristics, i.e., it can apply the results of linguistic research to language education, and through the teaching and training of language knowledge and communicative skills, it can cultivate specialized foreign language talents who can listen, speak, read, write, translate, etc., as well as intercultural communication skills, and on the other hand, it is also a vehicle for philosophy, psychology, education, sociology, anthropology, and other disciplines. It is also a vehicle for various disciplines. In this way, through the transfer of professional knowledge, the target audience can become professionals with a high level of humanistic education. In this way, the study of language education becomes a practical and multidisciplinary discipline that not only examines its own phenomena, laws, principles, contents, models, and methods, but also extends its scope to its interaction with a multifaceted, multidimensional, multilayered, and multidimensional social context. This is the nature of its main expression and vehicle of any civilization[3]. At the same time, as an international lingua franca, it has a special place in language education. From the point of view of application, it has almost the same status as Chinese as a mother tongue, that is, it has an equal division of labor with Chinese: internal communication relies mainly on the mother tongue, while external communication, including the dissemination and introduction of Chinese culture, relies mainly on English. First, it is the vehicle for almost all international exchanges: both international exchanges abroad and international exchanges at home are conducted mainly through English. Second, the latest research results in humanities, social sciences, and science and engineering need to be introduced and recognized internationally through English; third, in order to go abroad, Chinese culture, in addition to attracting as many foreigners as possible to study Chinese language and culture, is mainly realized through foreign translations of Chinese culture and oral and online exchanges with foreigners, obviously, also mainly through English. Of course, we are also trying to expand the role of the mother tongue, but this takes time and effort.

4   Concerns of English Education

It is necessary to emphasize the infiltration of social and cultural knowledge in English teaching. Teachers should continue to improve students' sensitivity to cultural differences, cultivate students' cultural awareness, reduce barriers to language learning and application, enable students to think in the English-speaking society and culture as much as possible when using English for intercultural communication, develop certain intercultural communication skills, master authentic English, and achieve the ultimate goal of foreign language teaching. The ultimate goal of foreign language teaching is to enable students to think in terms of the society and culture of the English-speaking countries as much as possible when using English for intercultural communication.

5   Discussion: policy recommendation in English Education curriculum

5.1   Changing the traditional teaching style

In the past, students used to listen passively to teachers' lectures and textbook knowledge while teachers used traditional teaching methods, such as using pictures, photos, advertisements, and various objects to explain the social and cultural characteristics of English to students, or showing movies and videos, television or videos about people to make students feel and understand the meaning of English society and culture. However, with the development of the times, especially the current reform of the education system and the advancement of social teaching methods, new and higher demands have been placed on all English teachers. We need to change the teacher-centered appraoch of education and adopt a teaching method that motivates students to learn actively. For example, students can be asked to collect social and cultural objects outside the classroom and present them in the classroom, then study and discuss them under the guidance of the teacher, so that they can gain more intuitive cultural knowledge and master the curriculum in a coherent way[2].

5.2   Create a communicative language environment

The purpose of our sentence training is to make sure that students are familiar with the sentence patterns and are able to speak to them out of turn. However, students can speak the sentence patterns fluently, but they are not necessarily able to communicate in the context. To develop students' communicative skills[1], we need to make language training communicative by adding a more realistic communicative practice for students to learn the language and develop their intercultural communication skills. Language training can be communicative in a variety of ways, from providing scenarios in which students can play roles, perform skits, and simulate characters, to holding English parties and conducting English corner activities. Before the Christmas party, students were asked to find out the origin of Christmas[4], what people do on Christmas Day, what congratulatory words they use, and to collect some items related to Christmas Day. In the activity, students brought in a small pine tree as a Christmas tree, decorated the tree with their hands, and made socks with flower cloth and put presents inside. Students were able to practice their communication skills in a real-life situation and to experience the fascinating characteristics of Western culture.

6   Conclusion

To conclude, with China's rising awareness and development in intercultural connections, English in its linguistic education becomes a crucial element within China's education curriculum to facilitates it global connections. Along with its development with time, the continuous reformation of its linguistic education can be witnessed. It is essential to incorporate social and cultural knowledge into English language teaching.

Teachers must continue to enhance students' sensitivity to cultural differences, develop their cultural awareness, reduce barriers to language learning and application, and enable students to think in terms of the social culture of English-speaking countries when using English for intercultural communication, to develop a certain level of intercultural communication skills.

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