

# An Analysis on the Cultivation of Intercultural Consciousness in College English Teaching under the Background of Multiculturalism

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**Abstract:** Language, as the crystallization of culture, under the background of multiculturalism, the cultivation of intercultural consciousness in college English teaching has become an important task in English teaching, and it is also an important issue whether English teaching can adapt to the development of the times and meet the needs of talents. This paper explores the ways of cultivating intercultural consciousness in college English teaching in the context of multiculturalism from the perspectives of teachers' own ideas and concepts, the design of classroom teaching, the organization of teaching activities, the improvement and application of teaching techniques, the management of classroom teaching, and the individual level of students, so as to be helpful to English teaching in the new era.

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College English teaching is no longer a simple teaching of a language, but also has a more important mission -- to open the minds of college students, and help them to learn different ideologies, to understand different cultural forms when they learn different languages. This requires the college English teaching changes from simple language skills education to establish the teaching idea which including the foreign culture, foreign ideas and foreign consciousness through language learning, and

through this process of learning, cultivate the students to understand the alien concept, receptive dissident thought consciousness, get broad and tolerant mind, stand out in the fierce social competition, to calm the situation, have the right look at things, themselves and others, thus achieved great development.

## 1 The connotation and significance of diversified background

As the rapid development of science and technology, the further development of "global village" and the fusion, in the end of the world and the ends of the earth people can know each other, under the influence of political and economic integration and diversification, between unrelated strangers also set up a bridge of mutual contact, mutual cognitive, mutual understanding, and then built increasingly manifest diversified cultural forms. Each person's thought is an important element of a cultural form, and each cultural form is bound to contain a variety of ideological consciousness. This is tantamount to saying that people's ideology constitutes a multi-culture, and multi-culture is bound to contain multi-ideology and consciousness. Therefore, under the multicultural background, it is more necessary for people living in different cultural ideologies to communicate and learn from each other, understand and tolerate each other. This is not only the mission of the times, but also the demand of its development. For any social person, under the multicultural background, it is necessary to cultivate and learn cross-cultural awareness so as to survive in the rapid development of the social tide.

Multiculturalism means the diversity of ideology, and the diversity of ideology means the development and change of communication and exchange, means the choice of acceptance and rejection, and more importantly, even means the survival, development or extinction. In the context of multiculturalism, more understanding of one idea and more acceptance of one culture means more development, while the opposite means stagnation, degradation and even extinction. College students that means the hope of the country and the future of the nation, in another word, the diversity of their thoughts and consciousness is related to the development of the country and the progress of the nation. Therefore, under the multi-cultural background, the intercultural consciousness training of college English teaching shoulders the important mission of cultivating talents for the country.

## **2 An analysis of the approaches to the cultivation of college English intercultural consciousness under the multicultural background**

First of all, teachers should change their English teaching ideas and skills. Language is the crystallization of culture and the externalization of thought. Thus, it can be seen that the English language itself contains the national culture and national consciousness of the English-speaking countries. Therefore, College English teaching should break through the inherent idea of focusing solely on language skills teaching. On the one hand, from focus on language skills teaching to developing language skills based, pay attention to the analysis contained in the language of cultural ideas and cultural consciousness, through the cultivation of cross-cultural awareness and teaching, expand the category of English teaching, English teaching efficiency; On the other hand, the teaching need to focus on analyzing the differences between Chinese and Western culture, thoughts and consciousness from the perspective of language, so as to attract students' attention, stimulate students' enthusiasm for exploring English, and cultivate students' intercultural consciousness in the comparison and study of differences. In other words, intercultural consciousness should be cultivated from the perspective of language learning skills, such as "who are you?" "How old are you?" "Where are you from?"

, and so on, in this kind of the most commonly used sentence, you can see English culture which is very emphasizes the crux of the problem, do not attach great importance to "you" ——what is the status, whether need to give respectful name to show the respect and friendship, and so on, by this can also be guessed to the English-speaking countries that the relationship of the relatively independent among the persons, they emphasizes clear and accurate on language, rather than the subtle relations; The Chinese version of "who are you?" will be used in many different ways, depending on the identity of the person asking, the tone and wording of the question will vary, such as "Who are you (您是谁)?" "Who's that (您是哪位)?" "Who is the divine (你是什么方神圣)?" "Who is the dignitaries(您是哪里的贵人)?" "Who — you(你谁啊)?" "What are you (你是什么东西)?" or other sayings such as "Where are come from?" "Where is your home?" "Where do you come from? Each kind of questioning reflects the psychological characteristics of the interrogator, and reflects the relationship and implication between them. By comparing the expressions of the usage habits of Chinese and English, it can be found that the emphasis of question in Chinese is after the person, while that in English is at the beginning of the sentence. The difference of cultural consciousness can also be found in these simple sentences. Chinese attaches importance to etiquette, the speaker also attaches importance to respect the other side to show their own self-restraint, or through the address to show their own position, so to start with the salutation or special name, and then ask; While English emphasizes and attaches great importance to solving problems, the speaker is accustomed to deal with the matter as it is, nothing else, so they usually first throw out their own questions, and then to take care of each other, and to communicate.

From the above, it is easy to understand the differences of people's inner consciousness, thoughts, concepts and other consciousness hidden in different cultural contexts. Chinese people "attach great importance to courtesy". They attach great importance to their own image when dealing with people, and also to their self-image established in the eyes of others. They attach great importance to managing the relationship with people before dealing with affairs. Once the order is reversed, it is a sign of dissatisfaction, such as "Who ah, you!" "Where!

this is?" and so on; Westerners pay more attention to the personality of a self expression, the first is to do things, and then deal with the relationships, relatively in interpersonal aspects pay more attention to the objective factors, also pay more attention to the problem simplification, reduce each other's problems, and to express respect for the people by this way, therefore, the question of doubt point will appear in order of importance , or even, often in order to accurately express, questions or emphasis with the antecedents, and then had the multiple compound sentence; If Chinese cultural etiquette is added to simple questions, native speakers of English will feel agitated, feel that a lot of spirit and time is wasted, and have doubts about the questioner, not to mention respect and interpersonal relationship.

In the process of English teaching, through the comparison of language habits, the interpretation of the differences in language, culture and ideology, to cultivate students in cross-cultural consciousness, and through the English culture and to understand the use of English vocabulary, sentence, etc, is more advantageous to the student to master English in the language, and English communicative manners, lay a foundation for the correct use of English.

Secondly, change the teaching method, design the teaching links and organize the classroom teaching through the elements with distinct cross-cultural awareness. In terms of the design introduced into the classroom, it can start from talking about the weather, change the cultural inertia of students through the introduction of British cultural characteristics, and transmit the information of intercultural consciousness cultivation. From the textual analysis of teaching content, to the cultivation of English cultural awareness, As Shijian Chen have mentioned in "in the era of the global horizon, multicultural education mission": teachers "not only to guide the student to understand the discourse and text clear ideas or behavior characters, more to let the student through actively explore and construct, feelings and infers the implied author in language attitude and values." It clearly expresses the knowledge objective in English classroom teaching, that is, to cultivate cross-cultural awareness through knowledge learning and inquiry with English cultural awareness.

In order to improve the efficiency of intercultural consciousness training in college English teaching, teachers are required to improve technical measures,

utilize diversified teaching resources and organize diversified teaching activities to achieve the goal of intercultural consciousness training. In classroom teaching, teachers can make use of multimedia resources, network resources, movies and videos, and other auxiliary teaching to provide students with real and sensible cross-cultural awareness expression, so as to deepen the cultivation and education of English cross-cultural awareness. In homework assignment after class, you can watch movies, write about a certain aspect of cultural awareness, or organize extracurricular activities, such as English corner, English cultural exchange activities, etc., so as to achieve the goal of cultivating cross-cultural awareness through a variety of extracurricular activities.

Third, teachers should change the concept of classroom management, pay more attention to English culture to manage the classroom, and break through the traditional of Chinese-management mind. From the perspective of classroom teaching management, there is another task, that is, to guide students' bad behavior. In this respect, teachers should pay more attention to the presentation of English cultural awareness. In the Chinese classroom, the teacher, like the father or mother, may directly reprimand or teach, first pointing out the misconduct of the behavior and blaming them until they are changed; But in English culture, the first thing is to ask questions about the causes and benefits of improper behaviors, so as to arouse the reflection of the actor and then change. The cultivation of English culture, is not a simple theoretical explanation,, but also a practice in words and deeds, the teacher should describe a good role mode through their own words and constraints for students to help them understand English contains of the characteristics in culture, thoughts and consciousness, so as to establish a good English cultural awareness, on the basis of the master English knowledge, establish English cultural knowledge system. In this way, a good awareness of English language and culture can be established in cross-cultural awareness to enhance the value and significance of English teaching.

Fourthly, teachers should pay attention to the differences rather than the advantages and disadvantages in the process of cultural consciousness comparison. Cultural consciousness is the concept of mutual recognition and easy agreement formed

in a specific environment during people's long-term settlement of life. Its externalization is behavioral inertia. Therefore, it cannot be arbitrarily judged by the merits and disadvantages. In the context of multiculturalism, it puts more emphasis on the exchange, communication, integration and understanding of multiculturalism. It is the difference of cultural consciousness that gives rise to a rich and colorful culture. The comparison of cultural consciousness tends to form a sense of cultural superiority and more easily forms cultural discrimination, which, on the contrary, leads to the narrow-minded tendency of students. Therefore, in the cultivation and teaching of English cultural awareness, emphasis should be placed on the concept of equality of cultural awareness. The purpose of difference comparison is to enhance understanding and teach students to respect different concepts from their own in the concept of equality, as well as to open their minds and accept different speakings and behaviors, so as to gain the magnanimity of mind widely like the sea. In the study of English cultural awareness, it is not only the beneficiary but also the inheritor of the cultivation of cross-cultural awareness.

In addition, cross-cultural awareness learning should also encourage students to pay attention to self-cultivation. On the one hand, students are encouraged to reflect on their speaking and communication habits, and start from the relationship between these habits and psychology, so as to understand the psychological characteristics and ideology of English speakers in English learning process, English articles, dialogues and other implied English speakers. On the other hand, students are encouraged to read more English movies and TV programs, and English culture books after class. Objectively, students should make more efforts, more study, more read and more listen. In other places, study, study and study, and reflect on cultural differences and discover more differences in thoughts, consciousness and concepts hidden and hidden in language habits, thus, promote the cultivation and learning of English intercultural consciousness.

In a word, under the multicultural background, social development is in urgent need of talents with multicultural vision. College English teaching is not only a language teaching, but also a subject with the perspective of English language and culture.

It is a subject with the superiority and mission of cultivating talents with cross-cultural awareness. Therefore, college English teaching should adapt to the development of the times, explore the ways of transformation and improvement from multiple levels and perspectives, such as the cultivation of teachers' own teaching ideas, teaching skills, teaching management ability, even the optimization of teaching techniques, the encouragement and stimulation of students' individual abilities, etc., establish a new concept of college English teaching based on the cultivation and analysis of cross-cultural awareness, the transmission of cultural thoughts and cultural awareness in language characteristics, and contribute outstanding talents to the development and progress of the country, the nation and the society.

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