

Penetration of British and American Culture in English Teaching under the Background of Intelligent Internet of Things

Guofeng Zhao*

*School of Humanities and Social Sciences, North University of China, Taiyuan, Shanxi, China
fenzhouxiang@126.com*

**Corresponding author*

Abstract: *The development of education is getting faster and faster, exchanges between countries are becoming more and more frequent, and personnel interactions are getting closer. Britain and the United States, as established Western capitalist powers, have developed rapidly in economy, technology, and education. Many countries are learning English. In English teaching, British and American cultures inevitably penetrate back into them. This article mainly studies the infiltration of British and American cultures in English teaching. This paper mainly uses the big data analysis method of intelligent Internet of things, and uses survey, interview and statistical technology to analyze and study the culture and language between different nationalities in the United States and Britain. It tries to investigate and analyze the role of language and culture in infiltration; conduct practical investigations on the meaning of English teaching, the significance of cultural infiltration, and the specific manifestations of cultural differences, and collect experimental data. Experimental data show that the study of the penetration of British and American cultures in English teaching not only requires a certain cultural foundation as a background, but also shows the differences in knowledge understanding in teaching due to different cultural backgrounds. Experimental data show that after a thorough understanding of British and American cultures, teaching efficiency in English teaching has increased by 20%, and student satisfaction with English classes has increased by about 35%. Only with a realistic understanding of the differences and unity of British and American cultures can we truly make English teaching smoother.*

Keywords: *British and American Culture, English Teaching, Intelligent Internet of Things, Cultural Background*

1. Introduction

In our daily life, nothing can be separated from language communication and expression, so language has become a cultural skill. In daily life, language plays an irreplaceable role, and the corresponding culture also plays an extremely important auxiliary role. It can be seen that there is an inseparable connection and constraint between cultural customs and language expressions. At present, the penetration of national culture into language teaching has attracted widespread attention. The most important reason is that linguists and language educators have become increasingly aware that language is inseparable from culture. Language is not only a carrier of culture. It's also part of culture. Therefore, in the process of language learning, students must not only have a precise understanding and grasp of the expression and connotation of language in the text, but also have to understand the differences and similarities between the two cultures, and more importantly, the two cultures. Sex has a comprehensive understanding and promotes prosperity and development between the two countries.

As education develops faster and faster, exchanges between countries are becoming more frequent, and personnel interactions are getting closer, which has also promoted the rapid spread of culture. Britain and the United States, as old Western capitalist powers, have developed rapidly in economy, technology and education, but have different degrees of penetration in language and culture, such as customs and lifestyles. Therefore, the language and cultural exchange between Britain and the United States has become extremely close, which has promoted the penetration of British and American cultures into the language. The United States, as the world's largest power, is the world's number one economy, and its soft power can also be number one in the world. The United States' cultural development is extremely rapid. The United Kingdom is slightly weaker than the United States, but its

economic and cultural development is also extremely prominent. Therefore, the penetration of English and American cultures in English teaching is also extremely serious. If you do not understand the cultural background, it may lead to conflicts in language and culture. Obviously, when studying the penetration of culture in language teaching, you must have a deep understanding of the culture of different countries. Connotation and background can enable students to better master English knowledge, improve their English application ability and become familiar with British and American culture.

Scholars such as Rashid RA reviewed the reforms related to English teaching in the Malaysian education system. They first traced the history of Malaysia as a former British colony, which had a significant impact on the status of English in the country, and then reviewed language policy as the core. The major education reforms in China have put pressure on teachers at the forefront of the new reforms. Rashid R A and other scholars then discussed the changes in the curriculum and teaching methods of English teaching. Rashid R A also reviewed formal professional development program mes which revealed that Malaysian teachers have not always received adequate and continuous support to respond to ongoing reforms. The conclusion of the thesis is that, although policy changes are aimed at improving the quality of education, implementation is often carried out in a hurry, causing strong public protests [1]. Sun Y believes that national conscience, as a cultural proposition, is a cognitive process based on a common code of conduct based on national and cultural identity; Sun Y focuses on "Vanity Fair" and discusses Rebecca Sharp's behavior of abandoning Dr. Johnson's dictionary; Sun Y has demonstrated the role of English in the construction of national consciousness in Britain, which is different from other nations, by reading the "English Dictionary" as a symbol of national knowledge, culture and even morality. In Thackeray's description, the British lacked confidence in national languages and cultures, and the public media showed hypocrisy and lack of conscience. Thackeray intends to urge his fellow citizens to adopt a homogeneous language and culture with a national conscience [2].

The rapid economic development has accelerated the pace of Chinese people going abroad, but the language of going abroad is a problem that must be solved. Today's internationally popular language is English, and English is the national language of the United Kingdom and the United States. Therefore, we need to understand British and American cultures. As English teachers, we should infiltrate British and American cultures, so that people who go abroad can grow up quickly in foreign countries. This article mainly studies the cultural penetration between English and American cultures in English teaching. This paper mainly uses big data analysis methods, using surveys, interviews, and statistics to analyze cultural language between different ethnic groups in the UK and the United States. Investigate and analyze the role of language and culture in research and infiltration; conduct practical investigations on the meaning of English teaching, the significance of cultural infiltration, and the specific manifestations of cultural differences; collect experimental data; analyze and statistics experimental data; experimental data show that British and American cultures are The study of penetration in English requires a certain cultural foundation as a background, and at the same time it also shows a cultural difference.

2. Proposed Method

2.1 Differences and Similarities between British and American Cultures

(1) British and American culture and customs

The language of any country carries the popular culture of the country. Therefore, in the process of English teaching, how to understand the differences and similarities between British and American cultures. As an English teacher, it should play its role as a teacher to guide students to often understand and Accumulate cultural knowledge in Britain and the United States, and also use this knowledge to express and interact [3]. The content of religious beliefs accounts for most of the British and American national cultures, because most of them believe in Christianity, and many sayings, slang and allusions originate from religion [4]. Customs and habits are accumulated in a specific group for a long time, and are formed in daily life and accepted by most members of the group, including habits and norms in various aspects such as clothing, food, shelter, and transportation [5]. The customs of different countries are also very different. For example, when the Chinese meet, they say, "What are you going to do?" But in Britain and the United States, they think that these greetings involve their privacy, which is a concrete manifestation of cultural differences and unity. Therefore, understanding the cultures of different countries is conducive to improving students' ability to communicate across cultures. It is

necessary to respect the cultures of other countries while also being respected [6].

(2) Culture in English Vocabulary

Vocabulary is the basic unit of language. The meaning and connotation of the same vocabulary in different cultural environments may be largely different [7]. For example, a word sometimes has a small difference in American and British pronunciation. Take "Dominate" as an example: ['dɒmɪneɪt] Beauty: ['dɑ:mɪneɪt] has a very obvious difference. Therefore, English teaching should also help students understand the history, politics, literature, and art of British and American countries, as well as religious schools, festivals, funeral marriages, and table etiquette. Guiding language is not only a symbol of national culture, but also the root of a nation [8]. Any language is produced in a splendid culture, and it can even be said that language is part of culture.

2.2 Definition of English Teaching

(1) English teaching refers to the process of teaching English by a professional teacher for people whose English is or is not a first language. English teaching involves a variety of professional theoretical knowledge, including linguistics, second language acquisition, vocabulary, syntax, stylistics, corpus theory, cognitive psychology, and the culture behind it [9]. The teaching principle is to reflect the students as the main body and the culture as the background. Starting from the students' learning experiences and cognitive foundations, through reflection, discussion, inquiry and practice, they inspire students' thinking and give play to their self-learning and innovative abilities. English teaching is a gradual process. Whether it is for people who are English or not, the English language learning is very important today with the rapid development of globalization.

(2) With the advancement of human culture, language exchange has been redefined as the act of sharing information between two or more subjects, and the language of communication has become a medium, thus promoting the prosperity of language teaching. This in turn triggered the mutual learning of cultures. In the process of communicating with people from different cultural backgrounds in the world, culture plays an indelible role, and at the same time language teaching is also forced to be bound by it. Anglo-American English teaching is realized by learning from other countries on the basis of their respective cultures.

2.3 Influence of British and American Culture in English Teaching

(1) Cultural differences have a greater impact on English teaching.

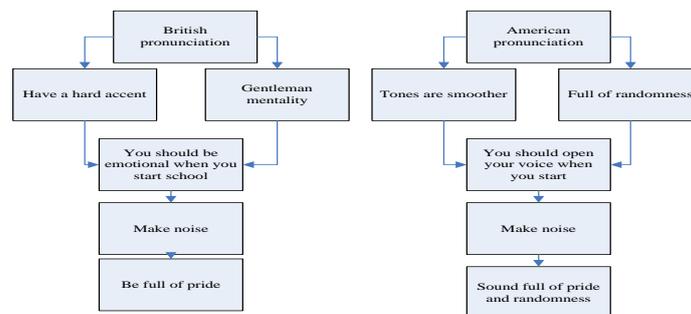


Figure 1: Anglo-American pronunciation process

Although both English and American speak English, the difference between the two English is still very large. People who learn English know that there are two types of English pronunciation: English pronunciation and American pronunciation. In English, relatively speaking, the English is relatively clear, and there are fewer consecutive readings. Generally speaking, it sounds more authentic; while Americans speak English, they adhere to the principle of being able to save, but to be connected. Therefore, for people who use English as a second language, listening to English pronunciation is much more comfortable, and if you want to get used to the beautiful sound, I am afraid that only people who have lived in the United States can really do it. In addition, there are many differences in the usage of words between the two countries. The percentages of similarities and differences in English language between the two countries are also quite different. There are differences in pronunciation and literacy between the two countries. Their pronunciation process is shown in Figure 1.

National cultures of different nationalities have both similarities and differences [10]. If there are

similarities, we call them cultural coupling [11]. Due to the differences in the living environment and development history between Britain and the United States, it can be expected that the cultural and linguistic expressions of the two nations are also different. This is the cultural difference caused by history. In terms of food, the British and American cuisines are like English, a hodgepodge, and they have extensively absorbed the influence of different cultures around the world. The British diet shows the noble temperament of the British high society, and pays great attention to table manners. Americans, on the other hand, are more free in eating and drinking. The favorite of Americans is the so-called "junk food" fast food. This kind of eating habits also reflects the lives of Americans to a certain extent. It is extremely popular, not as procrastinating as the British, and so attention to detail.

(2) Impact of development carrier on culture

The differences in cultural development carriers will also have a profound impact on the penetration of British and American culture in English teaching, and English, as the source of cultural and historical development, has its own advantages, because it inherits traditional culture and has a good performance in teaching. Ability [12]. Therefore, many literary critics are very careful about the use of language when they criticize British teaching. Perhaps it is caused by the worship of this English language, for fear that the status of British English will be tarnished due to improper use of language. Therefore, critics have always been quite regular about English teaching reviews, lacking personality. American English is a derivative of British English. Although it is essentially unchanged from British English, it is a new country with a free and democratic role. The United States is a newcomer in the economic, political, and cultural systems in the struggle for independent development [13]. American English is also a new thing, and it has innovative characteristics in the development process. Moreover, the American democratic revolution has been relatively successful, leaving no major historical issues in terms of politics and economy. These are reflected in language use, that is, when teaching critics comment on American education, they are more individual and creative. This linguistic innovation is closely linked to the spirit of American freedom and democracy [14].

2.4 British and American Cultures in English Teaching

(1) Cultural environment change

As a result of being in the cultural background and social environment of a country for a long period of time, it will naturally have an excessive dependence on its own culture, which will cause it to reject the cultures of other countries [15]. Therefore, in the process of teaching, we must learn to think in other places. The conversion of cultural environment is to allow students from different countries to understand the culture of other countries. When teachers teach students knowledge, the corresponding cultural connotation is also included. Thinking from a different perspective, experiencing different cultural forms will also promote different ideologies [16].

(2) Impact of game activities, etc.

In reality, students are currently very interested in some extracurricular activities. Cultural infiltration often occurs inadvertently. Through games, students may be exposed to more different cultures. When doing such activities often, students will be affected subtly, such as from teaching content. Word teaching games, sentence teaching games, phonetic teaching games, poetry teaching games, and consolidation review games; methods and methods are divided into competitions, guessing results, role performances, listening responses, simulations, rhythms, and tone-changing games. Students have a deep understanding of [17].

2.5 An Analysis of British and American Cultures in English Teaching

(1) Improve teachers' cultural literacy, change original teaching concepts, and use cultural teaching

It is very important for British and American cultures to be integrated into English teaching, but it is relatively difficult to make specific integration and penetration, because it requires English teachers to have a rich cultural reserve and a huge knowledge base [18]. When teaching students, teachers not only require teachers to have a solid language expression ability and cultural language foundation, but also need teachers to have a wealth of extracurricular knowledge and cultural reserves, not only from their own country, but also from other countries. From ancient times to modern times, the ability to understand the cultural knowledge and comprehensive cultural quality of different countries, especially the cultural differences between Britain and the United States, and then correctly understand the culture of other countries. Therefore, teachers should be interpreters between two different cultures [19]. This

requires English teachers to strengthen their knowledge and understanding of various knowledge reserves and extracurricular activities during the teaching of English. In their free time, read more books and various publications about cultural knowledge in Britain and the United States, and bring students to participate in various courses when necessary. Culture-related activities.

(2) Reading British and American literature to enhance cultural knowledge

In foreign language teaching, many teachers have always considered reading literary works as one of the necessary ways to improve students' cultural literacy. This is because local literary works can reflect the local customs and cultural heritage of the local people. Most people say that if you want to understand this country, you must first understand the social culture and customs of this country, because the development of a nation reveals the inheritance of culture, and the inheritance and development of culture are often recorded as various literary works. A literary work is to understand the characteristics of a nation's life, national habits, people's life, and customs and other aspects in advance. These themes are full of cultural heritage and can make readers immerse [20]. Students can teach lectures and read books about British and American history, listen to related lectures, browse cultural magazines to learn about British and American cultures, and use these cultures for cross-cultural communication.

(3) Attention to cultural comparison between Britain and the United States

Due to the obvious differences between British and American cultures and the long-term influence of the development of the country's history, this makes the expression of the English language very different [21]. According to the needs of cross-cultural education, introduce the cultural characteristics of the target language countries and what they can learn from, and add content about the customs, habits, and behavior patterns of western societies to give students a clear concept of similarities and differences between foreign cultures and bilingual cultures. For example, many Chinese students studying in the United States report that Americans can't speak reliably and say they're asking for dinner, but they have not honored them because they do not understand the rules of the language and the meaning they want to express reason.

2.6 Intelligent Internet of things

The Internet of things needs to use a series of existing or evolving advanced technologies. In order to connect physical objects and virtual objects to provide better services, this paper briefly summarizes the reference model of the Internet of things.

The Internet of things is a new communication mode, which connects the objects of the virtual extended world and the physical world. Running a large number of applications and services, and then developing them, we must overcome great challenges to realize the Internet of things. The Internet of things involves different knowledge fields, such as pervasive computing, network communication, target recognition and special data processing. It uses big data for investigation and research in order to select and implement the architecture of the Internet of things.

3. Experiments

3.1 Experimental Setup

(1) Overview of the experiment

This article mainly studies the infiltration of British and American cultures in English teaching. This paper mainly uses the big data analysis method of the Internet of things, and uses survey, interview and statistics techniques to analyze and study the cultural language between different ethnic groups in the United States and Britain. Investigate and analyze the role of language and culture in children's learning and infiltration in English teaching; conduct practical investigations on the connotation of English teaching, the significance of cultural infiltration, and the specific manifestations of cultural differences, collect experimental data, analyze and count experimental data.

(2) Experimental steps

1) A questionnaire survey was conducted on several randomly selected graduate students majoring in English in a certain university. They were asked about their knowledge of foreign cultures and the impact of cultural penetration in English teaching. Ask whether these effects have affected their

learning. Conflicts in life, thoughts, etc.; ask students if they have common ground in their culture, customs, etc.; ask about the role of culture in language teaching and the degree of cultural penetration in language teaching.

2) Collecting, statistics and analysis of the questionnaire, analyzing the understanding of non-Anglo-American culture; analyzing the influence of cognitive culture in English teaching; analyzing whether there is a conflict with their learning, life and thinking; analyzing culture The role in language teaching and the degree of cultural penetration in language teaching.

3) Strictly discuss and summarize the analysis of the data, discuss the authenticity, reliability, and rigor of the results; discuss whether culture is really useful in English teaching; discuss whether the degree of cultural penetration in language teaching is significant. Finally, it summarizes the results of the penetration of British and American culture in English teaching. The specific steps are shown in Figure 2.

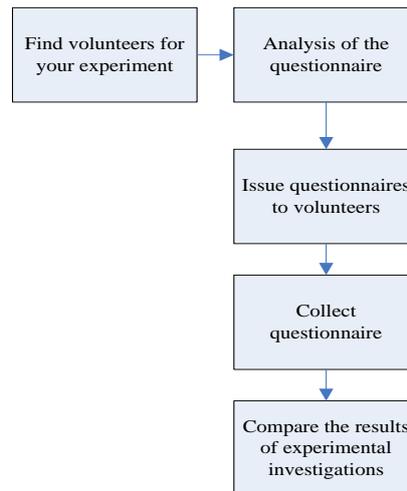


Figure 2: Flow chart of experimental steps

(3) Matters needing attention

1) Prior to the experiment, the communication skills of concise words and fluent questions should be paid to the least educated of the respondents. When you turn from one question to another, pay attention to logical relationships, wording, and tone, such as general to individual, easy to difficult, and so on.

2) The relevant cultures of the two countries should be consulted and compared to prevent errors; analyze and summarize any problems that may exist; review the content, order, and words of the questionnaire; Questions that have no meaning of infiltration will be deleted; the survey target must be domestic students, not foreign students.

3) Summarize the survey data and the analysis results, use statistical related algorithms to summarize, use data simulation to generate mathematical text.

1) Do a good job of computer data processing software programming and programming test, analyze the obtained data results and require backup to keep files.

2) When using network big data for analysis, it is important to reasonably deduce and analyze on the basis of real-time data, so as to summarize all the conclusions needed for this experiment.

4. Discussion

4.1 Research Analysis of Investigation Status

(1) A random survey of 90 graduate students in A and B colleges and universities in different regions, randomly selected 30 graduate students of each grade, a total of three grades, asked randomly selected graduate students about the knowledge of British and American culture, and the understanding of British and American culture Of students explore the impact of penetration in English teaching. Analyzing the data, it is found that college students understand American culture and recognize that

cultural penetration is very important in English teaching. Up to 40% of graduate students, on the other hand, college B students understand British culture and realize that cultural penetration in English teaching is very important. Only 29 graduate students %, The experimental data of the specific investigation are shown in Table 1 and Figure 3. It can be seen that the impact of British and American culture on English teaching is huge.

Table 1: Number of graduate students' opinions

	First year graduate student	Second-year graduate student	Third-year graduate student
A understand American culture	27	30	29
B understand British culture	24	26	27

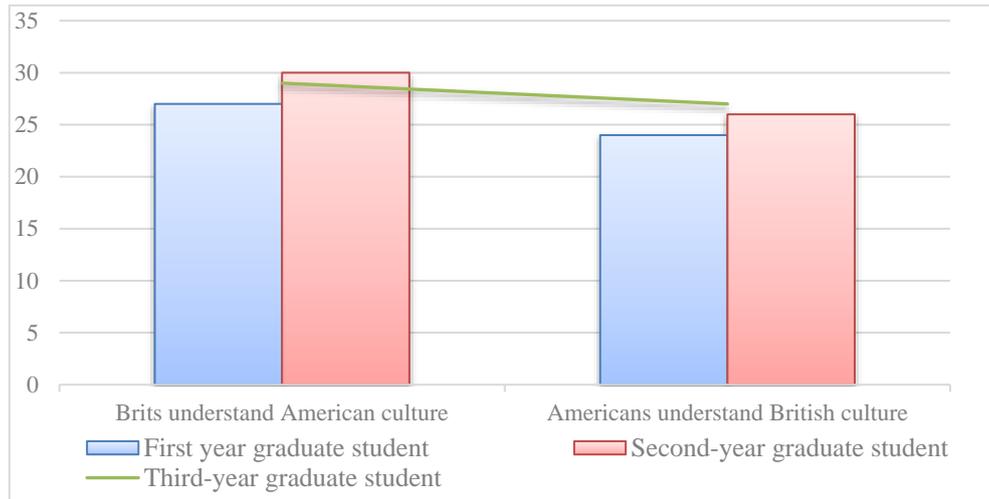


Figure 3: Number of graduate students' opinions

(2) In English teaching, many experienced English teachers have always regarded reading literary works as one of the necessary ways to improve students' cultural literacy. This is because the local literary works can reflect the local customs and the culture of the local people. Details. Most people would say that if you want to understand this country, you must first understand the social culture and customs of this country, because the development of a nation reveals the inheritance of culture, and the inheritance and development of culture are often recorded as written in various literary works [22]. A literary work is to understand in advance all aspects of a nation's life characteristics, national habits, people's life, and customs. These themes are full of cultural heritage and can make readers immersive. Students can teach lectures and read books about British and American history, listen to relevant lectures, browse cultural magazines to understand British and American cultures, use these cultures to conduct cross-cultural communication, and research has found that students who truly understand British and American cultures have a significant class efficiency. Improve. Among them, 60 students from two universities were interviewed to ask whether they often browsed foreign literature and cultural publications. The total number of surveys showed that students who knew British and American culture had the highest final English test scores. It can be seen that in English teaching, it is necessary to understand the background of British and American culture. The survey data are shown in Table 2 and Figure 4.

Table 2: To view the data of cultural publications

	90-100 fraction	70-90 fraction	70 points or less
Good knowledge of British and American culture	35	15	10
General knowledge of British and American culture	28	20	12
Do not understand British and American culture	12	15	33



Figure 4: To view the data of cultural publications

4.2 Discussion of the Consequences of Cultural Penetration

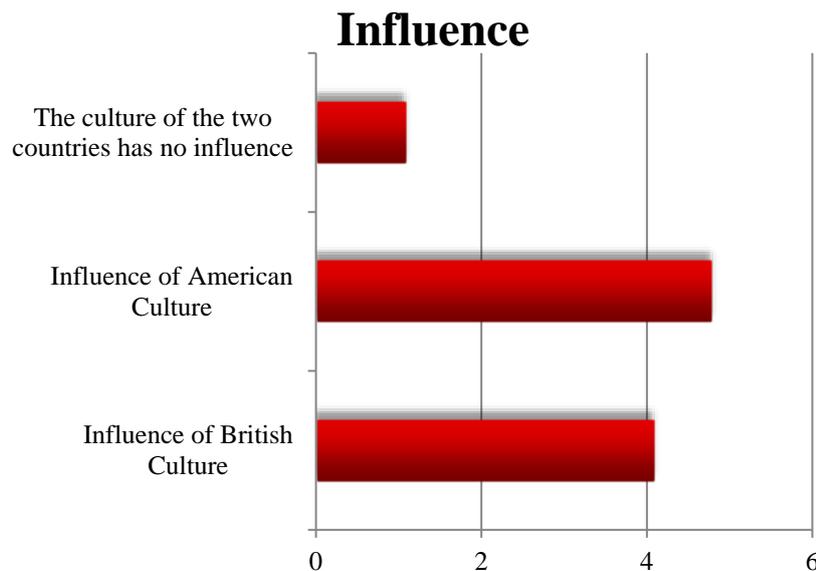


Figure 5: Cultural influence

(1) With the rapid development of internationalization, British and American cultures have a profound impact on their own cultures in English teaching. It is necessary to understand the values of British and American cultures and the influence of British and American cultures on other nations in English teaching. Concept of discrimination. This effect is profound [23-25]. It was found in the experiment that most college graduates believe that the impact of British and American culture is huge. 44% of students believe that British culture affects children learning English, and 56% of students think that American culture affects children's learning. Culture will affect the national culture. It can be seen that British and American cultures have a huge penetration in English teaching. The results of the survey are shown in Figure 5.

(2) The penetration of British and American cultures in English teaching has a profound impact, and different groups have different views on these effects. A special survey was conducted on the perception of the impact of British and American culture in English teaching in the crowd. Some people did not pay special attention to these and expressed that it was easier to accept, but most people

said that they should pay attention to the infiltration of British and American culture. In teaching, teachers should tell students the pros and cons of British and American cultures, and allow students to take an objective view of the status quo of learning English as a communication tool, take a diversified view of cultures of various countries, and respect traditional cultures. The survey data is shown in Figure 6.

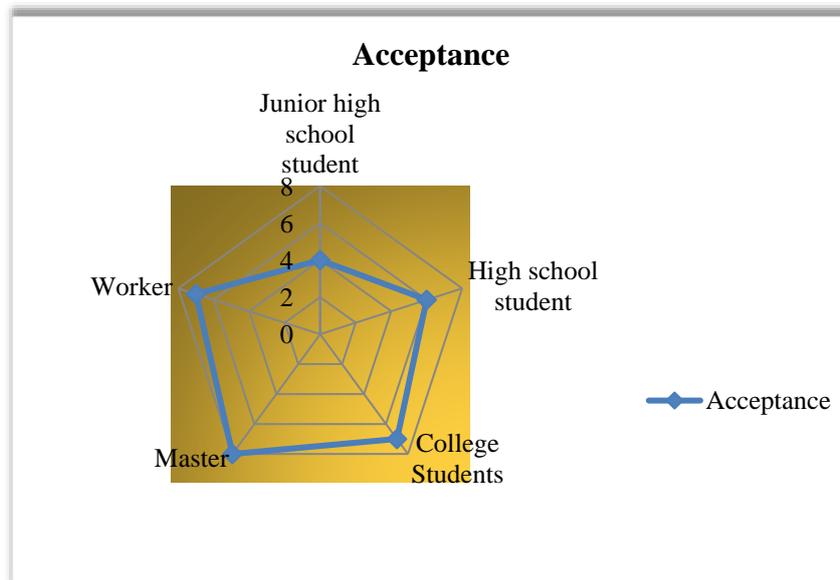


Figure 6: Affect acceptance

5. Conclusions

(1) Infiltrating British and American culture into English teaching can increase students' interest in English learning. On the other hand, we should know that language is not only an important part of culture, but also an embodiment of culture. Understanding of culture can be beneficial to language understanding and application, and it can also stimulate students' enthusiasm for learning and train students. English thinking habits, improve the efficiency of English classroom teaching. Infiltrating British and American culture into English teaching can strengthen students' cross-cultural communication skills, which is very beneficial for students' future work and life.

(2) As we all know, language is the carrier of culture, and culture is the foundation of language. The two are inseparable, especially through the visits and surveys of college English teaching teachers for many years. It is found that the role of British and American culture in the language teaching process is very important. For non-English majors in the process of learning English, if they do not have a deeper understanding of the language and culture, these students may feel more difficult when learning English. It is very important for British and American cultures to be integrated into English teaching. However, it is relatively difficult to specifically integrate and penetrate them. Therefore, it requires English teachers to have a rich cultural reserve and a huge knowledge base. When teachers teach their students, they not only require teachers to have a solid language expression ability and cultural language foundation, but also need teachers to have a wealth of extracurricular knowledge and cultural reserves.

(3) Through surveys and interviews, it can be found that the penetration of British and American cultures has a huge impact on English teaching. This article mainly studies the penetration of British and American cultures in English teaching. It mainly uses the big data analysis method of intelligent Internet of things, and uses survey, interview and statistical technology. To analyze and study the cultural language between different nationalities in the country, investigate and analyze the role of language and culture in infiltration; conduct actual investigation on the meaning of English teaching, the significance of cultural infiltration and the specific manifestations of cultural differences, and collect experimental data. Experimental data show that the study of the penetration of British and American cultures in English teaching not only requires a certain cultural foundation as a background, but also shows the differences in knowledge understanding in teaching due to different cultural backgrounds. Experimental data show that after a thorough understanding of British and American cultures, teaching efficiency in English teaching has increased by 20%, and student satisfaction with English classes has increased by about 35%. Only with a realistic understanding of the differences and

unity of British and American cultures can we truly make English teaching smoother.

References

- [1] Rashid R A, Rahman S B A, Yunus K. (2017) *Reforms in the policy of English language teaching in Malaysia. Policy Futures in Education*, 15(1):100–112.
- [2] Sun Y. (2018) *The Forging of National Conscience in Language and Culture: On Thackeray's The Vanity Fair. Foreign Literature Studies*, 40(4):58-68.
- [3] Li R. (2019) *On the Influence of Cultural Differences on the Translation of British and American Literature. Advances in Higher Education*, 3(2): 75-78.
- [4] Yang C, Song S. (2018) *Crossover and Fusion: The Art of Mutual Promotion between Contemporary British and American Literary Works and Humanistic Quality in Higher Education. Latin American Indian Literatures Journal*, 34(4): 34-4-11.
- [5] Holt J. (2016) *A lesson to" the Western barbarian": Culture and civility in British and American debates on Japanese decorative art during the meiji period. Victorian Review*, 42(1): 127-148.
- [6] Godeanu-Kenworthy O. (2018) *Fictions of Race: American Indian Policies in Nineteenth-Century British North American Fiction. Journal of American Studies*, 52(1): 91-113.
- [7] Mohammed H. (2019) *Phonological Differences between British English and American English. Journal of Al-Frahedis Arts*, 11(02): 350-364.
- [8] Jacobs T D. (2018) *The Savage and Modern Self: North American Indians in Eighteenth-Century British Literature and Culture (Robbie Richardson). Transmotion*, 4(2): 216-218.
- [9] Snape M. (2017) *The Bible and the British and American Armed Forces in Two World Wars. Journal of the Bible and its Reception*, 4(2): 247-286.
- [10] Kanagaretnam, Kiridaran (Giri), Lobo, Gerald J, Ma, Chen. (2016) *National Culture and Internal Control Material Weaknesses around the World. Social Science Electronic Publishing*, 31(1):28-50.
- [11] Li M. (2019) *On the Application of British and American Literature in College English Teaching. Caribbean Journal of Science*, 52(4): 1229-1232.
- [12] Matsuda A. (2018) *Is teaching English as an international language all about being politically correct. RELC Journal*, 49(1): 24-35.
- [13] Carrie E. (2017) *'British is professional, American is urban': attitudes towards English reference accents in Spain. International Journal of Applied Linguistics*, 27(2): 427-447.
- [14] Yushan Yin. (2018) *Hu Shi's Free Spiritual Experience during His Study in the United States: Centered on American Women. Journal of Chinese Language and Culture, Huachiew Chalermprakiet University*, 5 (1): 91-98.
- [15] Maylor U. (2016) *'I'd worry about how to teach it': British values in English classrooms. Journal of Education for Teaching*, 42(3): 314-328.
- [16] Morrice L. (2017) *British citizenship, gender and migration: the containment of cultural differences and the stratification of belonging. British journal of sociology of education*, 38(5): 597-609.
- [17] Yang C, Song S. (2018) *Crossover and Fusion: The Art of Mutual Promotion between Contemporary British and American Literary Works and Humanistic Quality in Higher Education. Latin American Indian Literatures Journal*, 34(4): 34-4-11.
- [18] Zhao X, Gu S, Yu S. (2016) *A Study on Post-CET4 College English Teaching Model Based on Intercultur-al Communication. Journal of Chemical and Pharmaceutical Research*, 8(4): 462-467.
- [19] Kahraman A. (2016) *Teachers' and learners' attitudes towards culture and culture learning in a Turkish context. Dilve Dilbilimi Çalışmaları Dergisi*, 12(2): 1-12.
- [20] Carrie E, McKenzie R M. (2018) *American or British? L2 speakers' recognition and evaluations of accent features in English. Journal of Multilingual and Multicultural Development*, 39(4): 313-328.
- [21] Mohammad M A A. (2018) *Problem of mixing American English and British English in University of Kordofan and Elobeid Secondary schools. Alsalam university Journal*, 6(1.): 1-16.
- [22] An W X. Southeast Asia. (2018) *The business of culture: Cultural entrepreneurs in China and Southeast Asia, 1900–65 Edited by Christopher Rea and Nicolai Volland Vancouver: University of British Columbia Press, 2015. Pp. 329. Glossary, Bibliography, Index. Journal of Southeast Asian Studies*, 49(2): 331-333.
- [23] Winter C, Mills C. (2020) *The psy-security-curriculum ensemble: British Values curriculum policy in English schools. Journal of Education Policy*, 35(1): 46-67.
- [24] Pearson L, Sands-O'Connor K, Subramanian A. (2019) *Prize Culture and Diversity in British Children's Literature. International Research in Children's Literature*, 12(1): 90-106.
- [25] Elton-Chalcraft S, Lander V, Revell Ll. (2017) *To promote, or not to promote fundamental British values? Teachers' standards, diversity and teacher education. British Educational Research Journal*, 43(1): 29-48.