Design of the Teaching Model of Introducing Higher Vocational English Culture Based on the Perspective of Applied Linguistics

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ABSTRACT. *Applied linguistics is the linguistic theory originally originated in the 19th century. It is based on the knowledge of the field of linguistic theory to solve problems in other fields. This paper is based on the current situation of English teaching in China and the introduction of culture in the language environment. Based on the analysis of applied linguistics and cultural introduction teaching, this paper proposes a strategy based on the integration of cultural import education into higher vocational English teaching classrooms.*

Keywords: applied linguistics; vocational English culture; introduction teaching

0. Introduction

English is a language, but also a culture, which contains people's way of thinking and the way of life. In China, English is the most popular foreign language.[1] After more than ten years of development, China has formed a relatively complete English teaching system. However, the concept of English teaching in China still hangs on the traditional basic knowledge teaching level. The improvement of students' language quality requires constant practice to enhance students' perception of the language, which is the shortcoming of traditional English teaching. Therefore, this paper explores the introduction of higher vocational English culture teaching mode based on the perspective of applied linguistics.

1. Introduction to Applied Linguistics and Cultural Introduction

1.1 Applied Linguistics

Applied linguistics has undergone a long history. Linguistics was originally a category of literary and philosophical and did not become an independent research discipline. In the 19th century, applied linguistics began to be derived independently from the branch of linguistic research. The Polish linguist Boduun de Kurdé first classified linguistics in 1980,[2] suggesting that language is divided into pure There are two major categories of linguistics and applied linguistics. Applied linguistics, as an independent discipline between human language theory description and teaching practice activities, its research significance has gradually become prominent. Generalized applied linguistics refers to the use of theoretical knowledge of applied linguistics to solve problems in other subject areas.

1.2 Cultural introduction teaching

Based on the application of linguistics, the introduction of culture into the teaching, mainly through the guidance of teachers, combined with the relevant background knowledge of culture, language teaching for students. While learning language[3], it helps students to understand the culture, customs and lifestyles of Western English countries, thus improving students' ability to use language and cross-cultural communication. Due to the close connection between language and culture, the particularity of language teaching is determined. Teachers should adopt cultural introduction teaching as the main teaching method. According to the teaching content, according to the existing knowledge characteristics of students, reasonable arrangement, clever guidance, and imparting language application knowledge. At the same time, students' ability to identify and comprehend the differences between Chinese and English is cultivated, and the comprehensive ability of students' English language is improved.

2. Designing the teaching mode of higher vocational English culture based on the field of applied linguistics

2.1 Introduction to English Listening Culture

Listening is an important part of English learning, but it is also a weak project for most students. This is mainly due to Chinese thinking patterns and language habits. Chinese and English are very different in language habits[4]. Chinese habits focus on the final, adding decorative words in front; while English is different, English habits focus on the first, and then add decorative words. As a result, many beginners ignore key places while listening to English, but concentrate on listening to places that are not important. The result is of course unknown. In addition, some English phrases cannot be understood in the context of literal translation. These phrases are the product of long-term language habit accumulation in English-speaking countries. They are not only English but also Chinese. Therefore, different cultural backgrounds will also give Our English listening has some obstacles, such as:

A: Sorry, I am afraid I can not go shopping with you tomorrow.

B: Why?

A: I have been under the weather today.

In the above dialogue, the original meaning of under the weather refers to "uncomfortable" and "physical discomfort", but the word "weather" alone means "weather". Those who do not understand English culture will understand the reason of A as related to the weather.

2.2 Introduction to English Spoken Culture

Different languages have certain differences in the way of vocalization. Chinese and English, one belongs to hieroglyphics, one belongs to Latin alphabet, and belongs to two large language systems. The difference in vocal methods is particularly obvious. In addition to the way of voice, the difference in grammar also causes the Chinese to have certain obstacles in the oral communication of English. For example, if there is a box on the table,[5] if it is translated into English according to the Chinese grammar, it becomes On the table has a box, foreigners may understand, but they will feel very strange, the correct translation should be There is a box on the table. In addition, cultural differences will also appear in some taboos

that Chinese people do not understand. For example, if the Chinese people see the first side of a foreigner, they will ask: Hello, have you had your meal? Foreigners will certainly not understand what they are listening to, and may even Some dissatisfaction.

For the Chinese, it is normal to meet and ask "you have not eaten", but it is different for foreigners. In their eyes, eating and not eating is a matter of personal privacy and should not be mentioned in public. There is no need to tell others that they have eaten and eaten. "Being out of the mouth", when you don't know the national culture of the English-speaking countries, the use of spoken language may make jokes, and may even be unseen. Therefore, when conducting oral English teaching, cultural introduction is very important. Only when you are familiar with the culture of English-speaking countries, students can be targeted and know what to say.

2.3 Introduction to English Reading Culture

When most students do reading English, if they don't understand the culture of Britain and the United States at all, many articles, even if you understand all the words, still can't understand what it expresses. There are many expressions in English that differ from Chinese culture. For example, the English name is the first name and the last name is the last; in English, the female name uses the husband's last name after marriage; some nicknames are also different from the original words (David is nicknamed Dave)[6]; the title is generally referred to by Mr/Mrs/Ms/Miss+ surname or name; except for a few titles such as Dr/Prof/Captain that represent occupations, other occupations generally do not need to be called; name. When reading English articles, we must combine cultural understanding. Teachers should not only let students understand the meaning and purpose of the article, but more importantly, they should give students an in-depth explanation based on the culture mentioned in the article, including the writing of the article. The background, the language usage in the text, etc., can help students understand the content of the article faster and better, and also enhance students' interest in English.

2.4 Introduction to English Writing Culture

Writing requires a much higher understanding of English culture than reading. When reading, students can also guess reasoning through context. Writing requires students to express themselves in a grammar that conforms to the culture of English-speaking countries. If you want to write, you can't express it in Chinese language style, but you must express it in English language style. For example, "Learning, going up every day" If you write good good study, day day up is a joke; or "How old is "You write "How old are you will also make foreigners confused." Understand the culture of foreign countries, and there will be no embarrassing situation as above when writing.

2.5 English translation culture introduction

For example, You do not say it seems to be saying "You don't want to say", but in fact it means "yes?"; translation When it comes to swimming I beat him by miles This sentence, some people will translate "When I went swimming, did I run him a few meters?" In fact, its correct meaning should be "Speaking of swimming, I am much better than him." The culture corresponding to each language system is different. If you do not consider the cultural connotation of the English-speaking countries when you are translating English, you will not understand the language expression of the English-speaking countries, and the translated words will not be satisfied. Not sure. Therefore, to strengthen the study and understanding of the English-speaking culture, and to accumulate some people's language styles in the English environment, the translation can be handy.

3. Cultural introduction education integrates into English classroom teaching strategies

3.1 The faculty team improves their self-cultivation ability

(1) Transforming the educational concept. It is possible to introduce high-level foreign teachers. The introduction of culture brought by foreign teachers who are born and raised is the most realistic and vivid model. In the classroom, the charm of English culture will be fully demonstrated, and the local customs will be instilled in a subtle way. Naturally, it will be mobilized. Students' curiosity about strange

worlds.

(2) Innovative teaching methods. Through high-level practical teaching, it will improve the communicative competence of English, return to the essential function of language communication, give up the one-sided thinking of pursuing scores, and drive students' interest in learning.

3.2 Enhance the investment in cultural introduction

The survey shows that there is no uniform norm for the introduction of English culture, whether it is imported or imported, and it is still in the discussion of teaching mode, which leads to the low enthusiasm of some teachers. Strengthen the support of the education department in the introduction of English teaching culture, set up outstanding teachers as a model, exchange teaching experience, and help each other to promote and improve, so the education department should improve the requirements of the syllabus for the introduction of culture.

Conclusion

The core of the application of linguistics to explore the model of English culture introduction teaching is that when learning English, teachers bring students into the environment of English-speaking countries, let them know more and understand the culture of English-speaking countries, and help students to Learn English with the highest efficiency and the most enthusiasm.

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