

English Teaching and the Construction of Learners' Cultural Identity from the Perspective of Adaptation Theory

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Keywords: English teaching, Cultural identity, Learner

Abstract: Modern English learners are in a period of multi-cultural coexistence. In modern English language courses, it is a key task to help learners build cultural cognition. In order to achieve the dual benefits of cultural cognition and language use, we must guide English teaching from the perspective of adaptation, and create a multicultural context in modern English classroom, such as multicultural role-playing, debate, language communication and so on. The ability of writing and reading enables learners to “choose” Chinese in an increasingly changeable context. However, today's foreign language learners are more and more inclined to weaken their bilingual ability, thus forming a sense of cultural alienation. We should help learners form a correct outlook on life and improve the use of their mother tongue. Therefore, teachers should educate learners to be aware of the possibility of this situation and take positive preventive measures; In the process of cultivating students' national cultural awareness and cultural mission, students must maintain a high degree of cultural awareness and self-confidence in the process of learning. Establish appropriate cultural identity.

1. Introduction

In English teaching, on the one hand, ordinary learners are immersed in their mother tongue. On the other hand, students also choose to master English in various ways. In the course of several years' English Education (ordinary learners start from primary school and, of course, from kindergarten), ordinary learners not only master the basic expressions of English, but also become familiar with the English language. As a social phenomenon, language is not only the main carrier of civilization, but also the main component of civilization. As an international language, English also has the common characteristics of multi civilization and broad cross-cultural communication context. Therefore, it is not difficult to see that in the era of coexistence of multiple civilizations, the lifestyle and code of conduct of English learners are marked by multiple civilizations: their spirit is no longer a single Chinese civilization, but more or less integrated with the civilization of the English speaking country. Cultural identity began to diversify, and the construction of cultural identity also attracted people's attention. On this basis, this paper attempts to open up a new way to construct English learners' cultural identity from the perspective of language adaptation theory and English teaching.

2. Related Concepts and Theories

2.1 Cultural Identity

Identity has always been an important category in sociological research, and identity has always been a major issue in sociology, psychology and cultural research. Taojiajun (2004), a scholar, once divided identity into four categories: individual identity, group identity, self identity and community identity. These four identities are interdependent and interdependent. The process of individual participation in social and cultural practice is a process of cultural choice and cultural acceptance. In this process, self's mind and body feelings play a key or leading role. It also constantly reflects the relationship between individuals and the external environment of society. It is also a process of

personal identity recognition and negotiation that is constantly changing and developing in the social and cultural interpersonal network. Cultural identity is not only a problem of civilized attitude, but also a problem of cultural survival. Because there are cultural identity problems in all individuals or ethnic groups. Cultural identity problems are related to the basis for individuals or countries to settle down and become the yardstick of people's own positioning. It is an unavoidable task to seek for the cultural identity between ethnic groups and individuals and to establish a humanistic identity.

2.2 Language Construction

Professor Wang Xi (2009) pointed out that with the formation and development of modern sociolinguistics, "Language and its symbols are endowed with positive social construction meaning, that is to say, to some extent, it can build people's experience and understanding of themselves and society, as well as the potential driving force for improving relations with people. The postmodern structuralist method also points out that when a person's social identity is in a state of continuous change, a person's social identity can also use food, region and clothing To express by writing, language, etc. Oral English is the most intuitive and important way for people to establish identity. There is a dialectical relationship between language choice and the establishment of social identity: language choice embodies social identity, and identity is established in the process of language choice. Therefore, language learners can change their social identity at different times and places.

Therefore, language plays an important role in the construction of cultural identity. The process of language learning is not only the accumulation of language knowledge, but also the process of language selection, cultural experience and identity construction. Meanwhile, language choice and identity construction are dynamic and bidirectional.

2.3 Linguistic Adaptation Theory

From the above connotations of cultural identity, language construction and adaptation theory, it is not difficult to find the consistency of its internal logic. First, the construction of cultural identity requires individuals to choose and negotiate in the cultural environment. How do individuals choose and negotiate? tongue. Language is a direct medium, and language is an important embodiment of identity, that is, because discourse can reflect identity, that is, cultural identity can be established through the choice and negotiation of discourse; Second, as an important link between linguistics, humanities and society, adaptation theory puts forward that "the process of language use is a process in which language users constantly choose language at different levels of consciousness for internal and external reasons". Why do language users always choose languages? Because language choice can reflect the identity of language users, that is, language users will construct their personal cultural identity in the process of "language choice". Therefore, the author believes that the concept of adaptation theory can become an important mechanism for the establishment of individual discourse cultural identity. In English teaching design, by consciously creating various contexts, learners can "choose and negotiate language" according to context, identity and role when using Chinese, so as to help learners establish their own identity.

3. Strategies for Constructing Learners' Cultural Identity in English Teaching

The construction of cultural identity can only be realized through the understanding of culture, which requires the interaction between individual and environment. Strengthen the understanding of people from different cultures and communicate with people from different cultures so that they can have personal experience and understanding of others. In addition, English teaching is directly related to the use of language and is an important means of building cultural identity. Inspired by adaptation theory, the author tries to apply multicultural role play, debate, writing and reading to teaching practice, and apply the language variability, marketability and adaptability proposed by adaptation theory to English teaching. So that learners can make "language choices" in the changing context and realize the variability of language use. Flexibility and situational. In this process, middle school students gain the relationship between language and culture, which provides them

with the opportunity to build cultural identity

3.1 Multicultural Role Play

Role play is an activity for English learners to understand their identity and language choices in a specific context. Teachers can design multicultural scenes and roles, such as when a British student is ill and several Chinese friends visit; Or on the contrary, a Chinese teacher fell ill and several American students went to the scene. This scene contains the etiquette and understanding of disease greetings in different cultures. In the changing scene, let students experience how to be appropriate, how to be polite, how to correctly express the identity of the speaker, and how to understand their own culture and other cultures in multicultural communication. This activity can be divided into groups. In the group performance, the teacher makes comments one by one, emphasizing the fit between language and character culture, language and identity, and language and scene. In case of discomfort, teachers can put forward suggestions and strategies for change, so that students can understand the relationship between language choice and identity construction.

3.2 Multicultural Thematic Debate

Language is the carrier of thinking. In the collision of thinking, it can stimulate people's understanding of things and form views and concepts. The recognition and construction of identity is not a simple input, but in the interaction, we need to clarify our own views and understand others' views on ourselves. Debate is a good activity to form the expression of views. In English teaching, teachers can design arguments for multicultural conflicts. For example, if you fall in love with a foreign boy or girl, will you marry her? Ask students who choose different answers to discuss in groups, state their views, and try to persuade others to accept their views. Through these activities, students can understand their attitudes and values at the critical moment of choice, which is usually determined by their own cultural identity. Is it Chinese style, western style, or a mixture of Chinese and Western styles? Only by giving students the opportunity to express their views can they learn to think, choose and construct their own cultural identity.

3.3 Multicultural Writing

In addition to oral expression, written expression is also another way for students to understand their own positions and views. In English teaching, there are also problems involving multilingual (contextual) perspectives. For example, when looking for a job, do you choose to stay with your parents or fight? Let students set up their own views, understand the cultural background and cultural identity from all angles, and clarify their attitudes and values through written expression, so as to build their own cultural identity.

3.4 Multicultural Reading

Reading is the interpretation and understanding of a specific context. In English teaching, teachers consciously connect the discourse description with the social life scenes, guide students to make critical analysis, and reveal the assumptions, beliefs and values hidden behind the language. For example, when reading news reports in major Western publications, teachers can guide students to read different reports of the same event by different news organizations. Carefully observe their language, find out the different attitudes and positions behind these reports, and gradually cultivate students to critically treat the information imported into China. Let students understand that there are no pure facts and fair words, find out why the speaker says so, what his cultural identity is, and what the social impact of this sentence is, and make a profound reflection, so as to finally help students establish their own cultural identity.

4. Conclusion

English teaching is not simply language learning. The culture behind language has a greater impact on learners, but language is the key to open the door to culture. In English teaching and intercultural communication, teachers can use language adaptation theory to help students build

their own cultural identity, which will also have a negative impact on English teaching.

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