Study on the Role and Approach of Culture Background Knowledge Dissemination Based on Information Technology Application

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Abstract: In English teaching, it should be attached great importance to the infiltration of Culture Background Knowledge. Teachers should provide students with Culture Background Knowledge by means of information technology. Starting from the teaching practice, this paper explores the conjunction of information technology and culture background knowledge teaching, and discusses how to infiltrate English Culture Background Knowledge in information technology teaching from multiple perspectives.

1. Introduction
Lado, a famous language educator, believes that if you don't understand the patterns and norms of culture, you can't really learn language. Professor Deng Yanchang, a famous English expert, once put forward that to learn a foreign language, it is necessary to understand the culture closely related to the foreign language. Being familiar with the relevant cultural knowledge will help to ensure the integrity of using a foreign language. However, cultural factors always influence and restrict our correct use and understanding of language. The effective use of information technology can help teachers break the limitation of time and space in teaching activities. In addition, it can also comprehensively mobilize students' multiple senses, give students more intuitive and specific English atmosphere experience, help teachers enrich classroom teaching, and help improve the quality of high school English teaching. Teachers should reasonably apply information technology in senior high school English teaching, infiltrate the culture background knowledge, activate the classroom atmosphere, let students feel the cultural differences of different languages, and give students correct cultural guidance. Starting from the teaching practice, this paper explores the conjunction of information technology and Culture Background Knowledge teaching, and discusses how to infiltrate English Culture Background Knowledge in information technology teaching from multiple perspectives.

2. Connotation and Significance of Culture Background Knowledge Dissemination
As for the meaning of culture knowledge, scholars at home and abroad have made both similarities and differences in defining it. H. H. Stern (1983), a famous foreign scholar, classified culture knowledge into broad sense and narrow sense. The culture knowledge he mentioned here was essentially culture background knowledge. He held that broad culture background knowledge referred to the sum of all material and spiritual wealth created by human beings in the course of the development of social and historical movements. It included three aspects: material culture background, institutional culture background and psychological culture background. However, the narrow sense of background knowledge referred to the summary of politics, geography, economy, education, history, literature and art, people’s religious belief, the whole social system and other aspects of the foreign language countries,
as well as the sum of social background, peopled lifestyle, local conditions and social traditions and other aspects.

Jia Zhengping and Zhang Erguo (2002) also divided culture knowledge into broad sense and narrow sense, which are different from the former in concrete meaning. They argued that culture knowledge included not only the history, politics, economy, education, literature and art, religion, belief and social system of the language country, but also the general situation and knowledge of the country, lifestyle, habits, collective customs, size and etiquette, customs, social traditions, national psychology, moral standards, codes of conduct, ethics and social ideology, etc. In the author’s opinion, the definition of the latter pair was more specific and detailed than that of the former. As for the narrow culture background knowledge, they believed that the narrow sense of culture knowledge included cultural traces reflected in language and foreign cultural factors that can be observed from foreign languages, such as words, allusions, famous sayings and aphorisms with culture background or cultural emotions, which can directly or indirectly reflect the cultural factors of different nationalities.

In the Senior Middle School English Teaching Syllabus (2017 edition), it emphasizes that culture knowledge refers to excellent, scientific knowledge both at home and abroad. It contains both material and spiritual knowledge. It is the source of knowledge for students to form cross-cultural awareness, cultivate humanistic and scientific spirit and strengthen cultural self-confidence. The material knowledge mainly includes food, clothing, architecture, transportation, and related inventions and creations. The spiritual knowledge mainly includes philosophy, science, education, history, literature and art, as well as values, moral cultivation, aesthetic taste, social conventions and customs.

In this paper, the definition of culture background knowledge mainly refers to the two aspects, material culture and spiritual culture. Therefore, it is imperative for teachers to impart culture background knowledge in class, and it is necessary to persist in conveying culture background knowledge, and in the process of language acquisition, the input of culture background knowledge is as important as language learning itself. Students can learn language knowledge in the process of learning culture knowledge, and can also make full use of the language knowledge they have learned in daily communication.

3. The Role of Information Technology in Culture Background Knowledge Dissemination

3.1 Stimulate Interest in Foreign Language Learning

Understanding the Culture Background Knowledge would help students understand the textbook and stimulate their interest in learning foreign language. For example, when studying the Reading part of the Oxford version of junior high school English "Fashion", students are required to collect the trends of ancient and modern Chinese and foreign fashion developments and fashion trends in various countries around the world through the Internet, so as to cultivate enthusiasm for learning and exploring through foreign languages. As a guide, teachers should also collect many exquisite and representative world famous fashion pictures through the Internet. In the classroom, when teacher exchange the collected materials with the students through multimedia equipment, the students were extremely active and scrambled to speak. When the teacher showed the fashion pictures, it would cause a sensation. At this time, the teacher can cleverly change the conversation and turned to the trend of modern Chinese fashion development, says “Hello, everyone. Welcome to our fashion show. We want to raise money for Project Hope, so we are having the show.” Then, using multimedia to play out the performance of each student in turn, the students are extremely interested in learning, and this class has received unexpected results.

3.2 Exercise Language Skills

The function of language is communication, but language ability is not equivalent to communication ability. For the study of foreign languages, we used to focus only on reading and writing, while neglecting that one of the social functions of language is culture dissemination, while cultural factors can easily become one of the obstacles to communication. In order to overcome this obstacle, it is very important to understand the national cultural background of the communication object. For example,
when we meet people who are very familiar with in China, the closest greeting is: "have you eaten yet"? But when we meet people from other countries, we can't greet them like this even if we are close to them, or otherwise, people may feel puzzled. Therefore, while teaching English, it is necessary to let students collect the Culture Background Knowledge of English speaking countries through the Internet in a planned and step-by-step way, and arrange the courseware in the form of courseware, for communication before class, absorption in class and digestion after class, so that students can learn proper communication through personal experience, and thus gradually improve their language abilities.

3.3 Cultivate Cultural Consciousness
An important aspect of cultivating students' overall quality is to cultivate students' cultural consciousness. The transition from a single language and culture to the understanding of multiple languages and cultures requires some supplementary Culture Background Knowledge. We can learn more about the cultural background of various social communication activities under the English background through some English websites, or experience the cultural background of English in short films and movies, which will help us to expand the way of feeling, the angle of thinking, the ability of emotion and the mode of behaviour, and will make us more open, tolerant, and have the ability of distinguishing and judging. The aim is to be able to use various network resources flexibly to learn language background knowledge consciously, and to correctly handle and straighten out the relationship between cultural knowledge and other training projects. Taking Culture Background Knowledge as the background of language learning. When you know this meaning in English, we should not only understand what some words mean, but also how they are expressed, because it will greatly promote students' understanding of language and familiarity with context, and English learning in this way would break the bottleneck of language learning to a certain stage.

3.4 Promote Cross Cultural Communication
With the rapid development of society and people's material living standards, people's requirements for the quality of cultural life are also higher and higher. Countries in the world have more and more extensive exchanges in science, technology, culture, sports, politics, economy and other fields. Moreover, the information that children are exposed to is more and more abundant. For example, students can also enjoy talking about the dialogue between foreign referees and athletes while watching the game. Therefore, teachers can consciously collect some wonderful football game clips that students are interested in from the network, let students listen to the dialogue of foreigners, and then imitate the performance and exchange, the effect will be very good. Obviously, listening to news and watching movies are also indispensable means of teaching and learning, or you can intercept classic English dialogue scenes from the Internet and experience learning repeatedly in class. As we all know, grammar knowledge is always boring, so it is not easy to arouse students' interest in learning grammar knowledge. However, through the infiltration of Culture Background Knowledge, boring grammar knowledge can also become interesting. In the classroom, it is more and more convenient to integrate Culture Background Knowledge through the use of various information technology, of course, its effectiveness is quite considerable. Nowadays, cultural knowledge has been integrated into all aspects of our life. Teachers should not only be conscientious, but also let students be conscientious people in their daily life to improve their communicative competence.

4. Construction of Culture Background Knowledge Dissemination Platform
4.1 Objectives and Principles
The objectives of construction of Culture Background Knowledge dissemination platform is to apply information technology and mobile learning technology in Culture Background Knowledge dissemination, to let students feel immersive when they learn English knowledge, and feel the corresponding English culture, to enhance students' interest in learning, deepen the memories and improve learning results.
To design Culture Background Knowledge dissemination platform, it should follow the following four Culture Background Knowledge dissemination platform principles:

a) Situationality: the platform should be centred on intercultural communication, integrate vocabulary, sentence patterns and idioms into a variety of life situations, to allow learners to experience different cultural backgrounds and contexts, and create a rich culture background knowledge situation for them.

b) Interesting: no matter in content or in presentation, the platform should follow the principle of interesting characteristic, by taking allusions, cultural anecdotes as materials and setting up riddles, stories, songs and other vectors and forms.

c) Miniaturization: considering that the mobile learning time duration is not very long, and there may be a short interval during the learning process, so it is better to use fragmented learning materials, such as selecting small courseware less than 15 pages of content, or making a micro video for on-demand downloading by learners.

d) Communicativeness: the ultimate purpose of culture background knowledge dissemination is communication, so the platform should reflect this goal, and let the students experience the process of two-way verbal interaction through a simulated dialogue.

4.2 Overall Architecture

To construct a Culture Background Knowledge dissemination platform based on information technology, its essence is to build a common web platform, where different scenarios and the corresponding data files can be loaded through the platform and constitute a virtual learning space. The overall technical architecture of the platform is shown as Figure 1.

![Overall architecture of Culture Background Knowledge dissemination platform](image)

Figure 1. Overall architecture of Culture Background Knowledge dissemination platform

The work process of the Culture Background Knowledge dissemination platform is shown as Figure 2.
4.3 Contents

The Culture Background Knowledge dissemination platform in this paper takes culture background knowledge dissemination as the core, and the dissemination resources are divided into eight topics, each of which forms one “cultural package”, including communication and culture, religion and culture, social customs, verbal communication, nonverbal communication, negotiation style, influence of culture on education and Culture Background Knowledge dissemination. According to the teaching objective of college English course, each “cultural package” also consists of eight modules, including cultural vocabulary, idioms, sentence pattern, cultural knowledge, cultural film and television, simulation dialogue, online search and question answering system.

The main contents of the culture background knowledge dissemination platform is shown as Figure 3.
5. Dissemination Path of Culture Background Knowledge based on Information Technology

In the "Basic Education Curriculum Reform Outline (Trial)", the Ministry of Education proposed that, should vigorously promote the universal application of information technology in the teaching process, promote the integration of information technology and subject courses, and gradually realize the transformation of the presentation of teaching content, the way of learning by students, the way of teaching by teachers, and the way in which teachers and students interact. Giving full play to the advantages of information technology can provide a rich and colorful educational environment and powerful learning tools for students' learning and development.

The application of modern information technology has broken the traditional classroom model and replaced it with an open, informative and dynamic new concept, which pose new challenges to traditional English teaching. As a frontline teacher, they should integrate information technology with English teaching to better develop students' potential and create a good classroom teaching environment.

As shown in Table 1, taking the second volume of high school as an example, the cultural content involved in high school English textbooks is very rich. Teachers should break through the major and difficult points of teaching when preparing lessons, and focus on how to create situations to stimulate students' interest. Here we take Module 8 Unit 1 A Land of Diversity as an example to illustrate how to use information technology in the cultural background teaching of warming up.

| Module   | Unit                                | Culture Background Knowledge involved                              |
|----------|-------------------------------------|-------------------------------------------------------------------|
| Module One | English around the world            | The evolution of English                                           |
| Module Two | The Olympic Games                   | Olympic spirit and sports cultural tradition                      |
| Module Three | Unit 5 Canada --- The True North    | Canada's geography and culture                                     |
| Module Four | A taste of English humours          | Similarities and differences between Chinese and foreign humor    |
| Module Five | Women of achievement                | Female scientists and the spirit of scientific dedication          |

(1) Step One: Lead in
1. Which city is the capital of the USA?
2. Who is the first president of the USA?
3. Which city is called the “Big Apple”
4. When did the War of Independent break out?
5. Which city is called the “City Angels”?
6. When and where was the 29th Olympic Games held?
7. How many gold medals did the Chinese Delegation win?

Show these questions to the students in the form of slides, and divide the class into several groups for competition. This can greatly improve students' interest in learning English, lively classroom learning atmosphere.

(2) Step Two: Geography of the USA
Show an American star spangled flag on the screen and tell students its symbolic meaning. Let's talk about the geography of the United States briefly and ask the students to tell the location of some familiar states, such as New York, California, New Orleans, Florida.

In order to let students understand the current situation of some American cities, teachers can show students more pictures of some cities according to the characteristics of students, introduce the characteristics of American cities, and pave the way for reading.
The local conditions and customs of the United States have profound cultural background and details, and understanding these contents will help students develop a cross-cultural mentality of respect, openness, tolerance and equality.

(3) Step Three: Comparison

Understanding American culture is helpful to deepen students' awareness of their own culture. Teachers can collect some short films about foreign customs and customs. After watching the short films and listening to the introduction, students may eliminate many problems, including the habits and customs of ethnic minorities. Teachers can ask students to sum up the differences and similarities between Chinese culture and American culture. They will have many different conclusions.

6. Conclusion

The dissemination of Culture Background Knowledge should be step by step. And the auxiliary use of information technology makes the acquisition of knowledge no longer boring. The application of information technology in the dissemination of Culture Background Knowledge presents the following characteristics: firstly, through the correct use of information technology, with the help of computers, projectors and other advanced means, teachers teach students the Culture Background Knowledge with pictures and texts, so as to greatly improve the communication effect; secondly, students participate in inquiry learning activities on the communication platform, and gradually develop a positive learning attitude. At the same time, they can get happiness in the experience; thirdly, in the teaching of Culture Background Knowledge supplemented by information technology, teachers are in a leading position, and through the open class, to promote the development of students' personality and cultivate the students' broad, flexible and profound thinking.

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