

# The Infiltration of the Consciousness of Difference between Chinese Traditional Culture and Western Culture in Business English Teaching

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**Abstract:** *In order to solve the problem of language communication difficulties caused by cultural differences in business English teaching, this paper discusses the characteristic system of Chinese and Western culture in business English teaching, and constructs an effective evaluation model of business English cultural exchange teaching. Finally, through the experimental study, it is proved that the Chinese traditional culture and Western culture mentioned in this thesis are of great practical significance to business English teaching.*

**Keywords:** *Business English; Chinese culture; Western culture; Cultural differences*

## 1. Introduction

Business English as an International English Teaching Course. It is different from the teaching of normal college English courses. It not only aims to improve students' English proficiency and ability to apply English, but also enables students to have a comprehensive understanding of the management concepts of Western companies, the work psychology of Westerners, and the daily habits of Westerners in the process of learning English. The understanding of these aspects reflects from the side that students need to learn Western culture while learning business English. Facing the many differences between Chinese and Western cultures, how can teachers carry out business English courses smoothly and how to cultivate more business English talents. This requires teachers to continuously accumulate experience, constantly explore and innovate teaching methods in the teaching process, so as to strengthen the cultivation of students' awareness of business culture. To improve students' English proficiency, understand the psychology of working in the West, teach them the concept of Western business management, and more importantly, teach them how to communicate and cooperate with foreigners and understand their living habits.

## 2. The Seepage of Difference Consciousness between Chinese Traditional Culture and Western Culture

### 2.1. Chinese traditional culture and western cultural system

Chinese and Western cultures have different traditions and are completely different cultural systems. In the history of China, the culture formed its own system because of the estrangement between the region and the West, which affected the ethic, morality, code of conduct and national character of the Chinese people [1]. Neglect the education of the target language and culture, the students may speak in line with the language norms, but they lack the ability to use the language in practical communication, and they do not know how to use it properly in appropriate situations [2]. For a long time, people's understanding of foreign languages has been based on the instrumentalist view that foreign languages are tools and weapons of communication. From the point of view of language function, instrumentalist view is understandable, but it is overemphasized that foreign language is a kind of tool. However, due to the influence of the structuralist view of language, our country began to teach English in the 1960s, attaching importance to the study of foreign language forms, believing that students' grammar knowledge plus a certain amount of vocabulary will naturally have the ability to use language, so students will naturally have the ability to use language, so students will naturally have the ability to use language [3]. This kind of method is the problem that the student encounters in actual communication: Or the word is inaccurate, or the terminology is incorrect. In cross-cultural

communication, both sides of communication can not encode and decode according to each other's expectation, and the transmission of information often leads to deviation, which leads to pragmatic failure [4]. This is not only because non-native speakers do not have sufficient language skills to communicate with native speakers, but also because many non-native speakers with correct pronunciation, fluent expression and rich vocabulary communicate with native speakers, causing misunderstandings, obstacles or conflicts.

**2.2. Infiltration Methods of Cultural Differences in Business English Teaching**

Through the contrastive study of Chinese and Western cultures, students can enhance their sensitivity to the cultural differences between different regions and nations and cultivate their intercultural communicative competence. Cultural factors are analyzed from three aspects: construction, semantics and pragmatic culture. In intercultural communication, lexical, grammatical and pragmatic systems all imply linguistic and cultural factors. If learners do not understand these cultural factors, communication will be limited, or even failure. This classification can solve some puzzles in the current classification of communication culture. In his opinion, in teaching Chinese as a foreign language, communicative culture is intertwined with grammar and vocabulary. The relationship between communicative culture, grammar and vocabulary in Chinese foreign language teaching is shown in Figure 1.

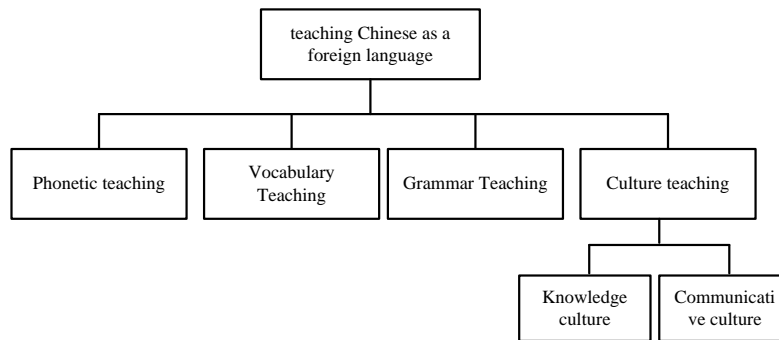


Figure 1: The relationship between communicative culture and grammar and vocabulary in teaching Chinese as a foreign language

Communicative approach is a concept which is derived from the simple division of cultural knowledge in the cultural communication and exchange have attracted much attention. Compared with the balanced and complementary characteristics of ancient culture, today's cultural communication and exchange seem unbalanced and passive. This paper holds that the communicative culture to be taught in TCFL should focus on the part closely related to communicative behavior and embodying national politeness characteristics. Constrained index is a set of nonlinear time series with teaching ability. In the feature distribution space, a parameter distribution model is established to reflect the evaluation of English teaching ability. Teachers' level, investment in teaching facilities and policy relevance are the main indicators restricting English teaching ability. An information flow model is constructed to describe the constraints of English teaching competence.

$$x_n = x(t_0 + n\Delta t) = h[z(t_0 + n\Delta t)] + \omega_n \tag{1}$$

In the formula:  $h(\cdot)$  is the multivariate value function of the assessment of English teaching ability;  $\omega$ , is the measurement function of the assessment error. The solution vector of English teaching ability evaluation is calculated by correlation fusion method in the high-dimensional feature distribution space, and the feature training subset  $SG = 1, 2, \dots, D$  of English teaching ability evaluation is obtained.

$$\Sigma = \text{diag}(\delta_1, \delta_2, \dots, \delta_r), \delta_i = \sqrt{\lambda_i}, \forall i \neq j \tag{2}$$

$$\bigcup_{i=1}^L S_i = V - v_s \tag{3}$$

So that  $x_{n1} = \mu x, (1-x)$  is the conjugate solution of a statistical information model for English teaching proficiency assessment and satisfies the initial value characteristic decomposition condition.

$$U = \{u(t) | u(t) \in X, \|u\| \leq d, t \in I\} \tag{4}$$

Where:

$$(I_i)_{i \in N} = \{x_1, x_2, \dots, x_m\} \tag{5}$$

Based on the statistical measurement of the previous stage, the data flow model of English teaching competence assessment is established as follows:

$$\begin{cases} c_{1,x}(\tau) = E\{x(n)\} = 0 \\ c_{2,x}(\tau) = E\{x(n)x(n+\tau)\} = r(\tau) \\ c_{lx}(\tau_1, \tau_2, \dots, \tau_{k-1}) \equiv 0, k \geq 3 \end{cases} \tag{6}$$

At the time of  $q = 2$ , the level of teachers and the level of allocation of teaching resources in the assessment of English teaching ability meet the conditions of (2 1) dimensional continuous functional, that is, there are convergence solutions and constraints in the assessment of English teaching ability.

$$\Psi_x(\omega) = \ln \Phi_x(\omega) = -\frac{1}{2} \omega^2 \sigma^2 \tag{7}$$

In the evaluation of English teaching ability, the large data information model is analyzed with quantitative recursion method, and the predictive control objective function is constructed.

$$\max_{x_0, \omega, j} \sum_{a \in A} \sum_{b \in B} \sum_{d \in D} \sum_{p \in P} x_{a,b,d,p} V_p \tag{8}$$

$$s.t \sum_{a \in A} \sum_{p \in P} x_{a,b,d,p} R_p^{b_m} \leq K_b^{b_w}(S), \quad b \in B \tag{9}$$

In order to improve the ability of English teaching, a method of English teaching ability evaluation based on big data fuzzy K-means clustering and information fusion is proposed. The problem of English teaching ability evaluation is transformed into the problem of solving K-means clustering objective function as least squares estimation.

$$P_{\text{loss}} = 1 - \frac{1 - p_0}{\rho} = \frac{p_0 + \rho - 1}{\rho} = \sum_{n=1}^N P_{K,n} \tag{10}$$

Based on the above algorithms, teachers can adopt certain communication methods to stimulate students' interest in learning, develop creative thinking, and cultivate students' ability to think independently and solve problems. Then, through organizing the students to analyze, explain and discuss the typical cases of business culture conflict, to understand the differences between foreign culture and local culture, and improve students' cross-cultural awareness. In the class, the students play different roles to create a cultural atmosphere, in this environment to deal with various problems, to understand the characteristics of foreign culture, culture sensitivity. Foreign scholars can also be invited to exchange or make special lectures to learn the western cultural customs and various communication skills.

### 3. Analysis of experimental results

This paper examines the students' intercultural communicative competence in the context of the New Curriculum Standards, aiming to understand the current situation of students' intercultural communicative competence under the New Curriculum Standards. What factors will hinder students from understanding and mastering western culture? Using social statistics software SPSS and Oice software Exce format for statistical analysis of the questionnaire, statistical analysis of the various parts of the data, and calculated all the percentage data. Correlation analysis based on percentage data obtained. The results of the cross-cultural communication ability test are shown in Figure 2.

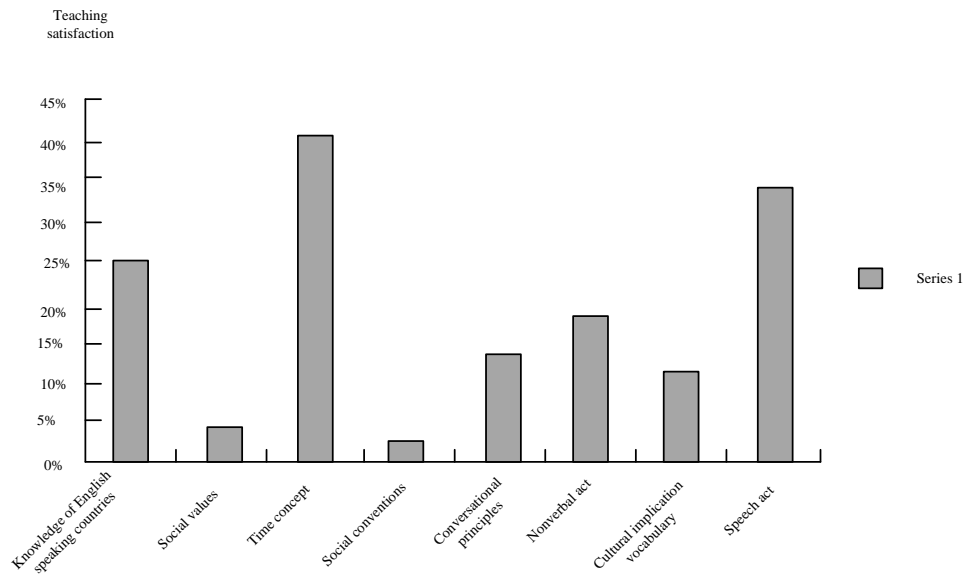


Figure 2: Bar chart showing the correctness of each part of the main cross-cultural communicative competence test.

It further records and analyzes the correct rate of each part of the cross-cultural communicative competence test as table 1:

Table 1: Intercultural communication ability test

	Test content	Correct rate
Intercultural communicative competence test	Knowledge of English speaking countries	25%
	Social values	4.5%
	Time concept	40.6%
	Social conventions	2.4%
	Conversational principles	13.2%
	Nonverbal communicative behavior	17.7%
	Cultural implication vocabulary	11.2%
	Speech act	33.7%

From this, we can see that in cross-cultural communication, the average correct rate of eight items is 17%. From low to high, the correct scores of eight items were: social value about 24%; social value 4.5%; cultural connotative vocabulary 11%; conference principles 13.2%; nonverbal behavior 177%; knowledge of English-speaking countries 25%; speech behavior 337%; time concept 40.6%. Therefore, from the perspective of the Standard, it is an important task and goal for English teachers to cultivate and improve their cross-cultural communicative competence. The purpose of the survey is to find out the students' self-evaluation level of intercultural communication knowledge, the methods of learning intercultural communication knowledge, and the classroom activities and extracurricular study they are willing to participate in. Knowledge acceptance and participation in cross-cultural exchange are shown in Table 2.

Table 2: Knowledge Acceptance and Participation in Intercultural Communication

Learning of cross-cultural communication knowledge	Select item	Number of people	Percentage of population
Mastery of cross-cultural communication knowledge	Not mastered	37	12.6%
	Master a little	205	70.9%
	Master more	43	14.8%
	Very much	7	2.2%
Understanding of cultural awareness in English Curriculum Standards	Not at all	92	31.8%
	a bit of	120	42.8%
	Basic understanding	66	22.8%
	Very well	13	4.3%

In order to improve the students' cognitive ability, the author tests the students' intercultural

communicative competence by taking them as the subjects. Correspondingly, the students are not satisfied with their ICC competence and have little knowledge of ICC. Therefore, it is necessary for them to improve their ICC competence. The results also show that although students do not know enough about cross-cultural communication, They are eager to establish contacts with foreign students of the same age, carry out cross-cultural communication activities and improve their cross-cultural communication ability [5].

#### 4. Conclusions

The differences of cultural forms of westerners in various fields and their embodiment in their respective languages, resulting in the expression of language anomie. College English teaching under the cultural differences between China and the West can not only improve students' comprehensive English application ability, especially the cultivation of listening and speaking ability. In English teaching, English teachers should not only teach Western language, but also pay attention to the connotation of Western culture and improve students' ability of cultural perception.

#### Acknowledgments

A study on the current situation and strategies of “Chinese Cultural Aphasia” in the teaching of business English in Jiangxi Province (JC20248)

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