

CONTRAST BETWEEN CHINESE AND WESTERN CULTURAL VALUES AND ITS EFFECTS ON ENGLISH LEARNING IN CHINA

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Abstract: With the increasing cultural exchanges between China and the West, English has increasingly become a compulsory course. Although a large proportion of Chinese students have good English proficiency, their communicative abilities are very poor. They may struggle with expressing themselves effectively in English due to cultural differences between China and Western countries. Because the Chinese people's living environment is greatly different from the Western countries' one, Chinese students often follow their own culture while learning English, ignoring the understanding and research of other countries' cultures. As a result, so-called Chinglish has emerged in English learning. Overcoming these difficulties and learning more accurate English have become a significant challenge in today's English learning. Therefore, this article provided a detailed analysis of the traditional moral and cultural disparities between China and the Western world, and explored their respective influences, both positive and negative ones, on English language acquisition. Additionally, the article concluded by suggesting appropriate measures to enhance the positive impact of both Chinese and Western cultures on English learning.

Keywords: Traditional Moral Philosophy. Cultural Difference. English Study. Cultural Influence.

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Resumo: Com o aumento do intercâmbio cultural entre a China e o Ocidente, o inglês tem se tornado cada vez mais um curso obrigatório. Embora uma grande proporção de estudantes chineses tenha boa proficiência em inglês, suas habilidades comunicativas são muito pobres. Eles podem lutar para expressar-se efetivamente em inglês, devido às diferenças culturais entre a China e os países ocidentais. Como o ambiente de vida dos chineses é muito diferente do ambiente dos países ocidentais, os estudantes chineses geralmente seguem sua própria cultura, enquanto aprendem inglês, ignorando a compreensão e a pesquisa das culturas de outros países. Como resultado, surgiu o chamado chinglês, no aprendizado do inglês. Superar essas dificuldades e aprender inglês mais preciso tornaram-se um desafio significativo na aprendizagem do inglês de hoje. Portanto, este artigo fornece uma análise detalhada das disparidades morais e culturais tradicionais entre a China e o mundo ocidental, explorando suas respectivas influências, positivas e negativas, na aquisição da língua inglesa. Além disso, o artigo conclui, sugerindo medidas adequadas para aumentar o impacto positivo das culturas chinesa e ocidental na aprendizagem de inglês.

Palavras-chave: Filosofia moral tradicional. Diferença cultural. Estudo do inglês. Influência cultural.

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Abstract: With the increasing cultural exchanges between China and the West, English has increasingly become a compulsory course. Although a large proportion of Chinese students have good English proficiency, their communicative abilities are very poor. They may struggle with expressing themselves effectively in English due to cultural differences between China and Western countries. Because the Chinese people's living environment is greatly different from the Western countries' one, Chinese students often follow their own culture while learning English, ignoring the understanding and research of other countries' cultures. As a result, so-called Chinglish has emerged in English learning. Overcoming these difficulties and learning more accurate English have become a significant challenge in today's English learning. Therefore, this article provided a detailed analysis of the traditional moral and cultural disparities between China and the Western world, and explored their respective influences, both positive and negative ones, on English language acquisition. Additionally, the article concluded by suggesting appropriate measures to enhance the positive impact of both Chinese and Western cultures on English learning.

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INTRODUCTION

English, as a global language, has gained significant attention in today's era of increasing global integration (Clark-Gareca; Min, 2019, p. 137). Its importance lies in its ability to facilitate cross-cultural understanding and communication (Wang; Chen, 2020, p. 333). However, the impact of traditional moral and cultural disparities between China and the West on English learning has become increasingly evident due to social progress and intensified international exchanges brought about by reform and globalization (Wang, 2018, p. 116). This research aims to investigate and analyze the moral and cultural differences between China and the West and their implications for English language acquisition. This research focuses on examining the influence of moral and cultural differences between China and the West on English language learning. The primary objective is to enhance the efficiency of English learning for both Chinese and Western students by acknowledging and leveraging

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the positive aspects of their respective cultures. By doing so, we aim to improve their ability to express themselves and communicate effectively in English.

1 CULTURAL DIFFERENCES BETWEEN CHINESE AND WESTERN TRADITIONAL MORAL PHILOSOPHY

In junior high school, English does not play a significant role as it mainly serves the purpose of coping with exam-oriented education and exams, despite its relevance to various real-life situations. However, in college, people pay more attention to how to use English, especially to communicate with foreigners (Setyono; Handoyo, 2019, p. 383). Due to the changes in goals, people are beginning to realize that, when using English to communicate with foreigners, they may encounter issues of imprecision and ambiguity. The growing issue lies in the cultural disparities between China and the West, which pose challenges to effective communication with foreign friends. To overcome these obstacles, it is crucial to comprehend the underlying causes of these differences for better outcomes in English language proficiency (Zhou, 2018, p. 175; Chiu, 2019, p. 249). Next, this article summarizes the traditional moral philosophy between China and the West from different perspectives. Additionally, the cultural differences between China and the West are discussed.

1.1 DIFFERENCES IN CULTURAL BACKGROUNDS

During the Spring and Autumn period, there was great chaos in the world. In order to save the world, Confucians, such as Confucius, advocated the method of governing chaos by virtue to save society. Confucius advocated the construction of a gentleman-oriented style based on the “Six Classics” and “Six Arts”, and advocated the idea of educating without discrimination (Dunn, 2019, p. 9). On the whole, Chinese traditional culture advocates virtue as its foundation. In sharp contrast, in Western culture, the worship of force was upheld. In ancient Greece, the Westerners’ ruling ideology was that of blood and war.

The core of ancient Greek mythology is power, authority and wisdom. The god of war is widely respected, and the legend of Athena is even more widely known. From the “wisdom, justice, courage, and moderation” advocated in ancient Greece, people can explore the martial spirit of traditional Western culture (Will; Fan, 2021, p. 1). The Chinese people are mindful of the overall situation and can bravely sacrifice themselves for the sake of the motherland. Individual interests should be subordinate to the group’s interests. The Chinese people value loyalty. In the West, individual interests take precedence and are protected by the Constitution. Therefore, people can see many Westerners’ children who are independent from childhood and have a more outgoing personality. Aristotle believed that virtue is not action. From this point, it can be seen that the pursuit of personal happiness in Western

society is often linked to the cultivation of virtuous habits. Aristotle believed that virtues are habits that individuals acquire through practice and repetition, rather than innate traits or actions. This means that happiness is not something that can be achieved through a single action or event, but instead it is the result of consistently practicing virtuous behaviors.

1.2 DIFFERENCES IN THINKING STYLES AND VALUES

Confucius said, “[...] each day one should examine oneself in three approaches” (Falconer, 2019, p. 42). Chinese traditional culture emphasizes diligent thinking in learning. Chinese people often reflect on themselves when making mistakes. They are also very low-key and rarely boast about their achievements. Once they have achieved something, they often say it is their teachers or parents’ kindness. What is different from this is that Western countries advocate individual efforts, especially those who have had brilliant military achievements. They often do not hide their self-confidence and honor. Westerners have an independent outlook on themselves, and they possess relative independence. Therefore, they attach more importance to their privacy and independence in interpersonal communication. For example, Westerners usually do not talk about their income and marital status in conversation (Byram; Manuela, 2018, p. 140). The Chinese people, on the other hand, like being lively. They attach great importance to participation and the connection between individuals and groups, and they value the groups’ honor.

However, the emphasis on diligent thinking in China’s traditional culture is helpful for students to learn English. By constantly thinking about their learning situation and how to improve it, students can identify the areas they need to improve and formulate effective learning strategies. In addition, the discipline and perseverance advocated by China’s traditional culture can help students keep their motivation and devote themselves to their English learning goals, even in the face of challenges or setbacks. Generally speaking, it is a valuable asset for students seeking to improve their English.

2 CONCRETE MANIFESTATION OF CULTURAL DIFFERENCES BETWEEN CHINA AND THE WEST

2.1 INCONSISTENCY BETWEEN CHINESE AND WESTERN DIALECTS

In the process of cultural exchange, English plays a role of communication and bridge between China and countries around the world, so it has received increasing attention in the field of education in China (Kieran; Christine, 2019, p. 1202). To achieve a significant improvement in English skills, it is necessary to communicate more with foreigners. Communication is closely related to culture. To better achieve the ultimate goal of communication, the main way to achieve it is to express it in language. However, there

are some differences in language expression between Chinese and Westerners in daily life. For example, the common way to greet someone in China is by asking “Have you eaten?” (Barber, 2018, p. 205). However, in the West, people do not like this greeting and often refuse to respond on the grounds that their privacy has been violated. In addition, their appellations of themselves vary greatly. In the West, people generally use their own names to address their elders, while in China, people use a more euphemistic way to express their respect for their elders, and use humility and euphemism when expressing their inner emotions. Westerners, on the other hand, are more direct and rarely use guest language. Therefore, there is a great difference in the expression of English, which is the difference between Chinese and Western discourse.

2.2 DIFFERENCES IN VALUES AND MORAL STANDARDS BETWEEN CHINA AND THE WEST

The Western society’s values tend to advocate individuality, and self-centered and strong independence. Specifically, there are three main points. The first is to take full responsibility for the results of actions. Secondly, people would give some simple assistance when people around them encounter difficulties, but they would not interfere too much. Finally, whether people feel embarrassed because they take the initiative to help or are helped, it is an uncivilized behavior that violates the others’ privacy. In sharp contrast, in China, people are more collectivistic and, in socialism, being willing to help others is a virtue and a spirit that encourages selfless dedication. There is a very close connection between language and culture. It is a tool for communication. It can be seen in people’s daily life that language cannot exist independently of culture (Polat, 2019, p. 222).

The difference between China’s social system and the West’s one is an important aspect. There are fundamental differences between the complex feudal system in ancient China and the capitalist system in the West. In ancient China, there was a complex social hierarchy that was governed by a rigid class structure which was deeply rooted in Confucian philosophy. People were born into their respective class, with nobles occupying the highest positions, followed by the commoners and peasants. This feudal social system had a significant impact on social development, culture and economy. On the other hand, the capitalist system that developed in the West emerged during the Industrial Revolution. It emphasized individualism, private property ownership and free market competition. In this system, individuals have the freedom to pursue their own economic interests and make choices based on the market demand and supply. The capitalist system has been largely successful in driving innovation, economic growth and overall prosperity in the West.

Western ethics and morality are based on the capitalist system. Theoretically, some are derived from Christianity after several reforms, and some are derived from the spirit of modern capitalism. They highlight a kind of non-hierarchical fraternity, which can be

divided into respect for freedom, equality of human rights, respect for privacy, and extend independent codes of conduct based on law. The ethical supremacy of the code of conduct occupies the core position of the vast majority of Chinese people's thinking. The way people deal with issues is first from the ethical perspective, and then from the legal one. Westerners are different because they have strong legal concepts and a strong sense of human rights. They first approach issues from legal standards and judge the people's right and wrong and these ones of things from the scope of rights.

2.3 DIFFERENT SOCIAL RELATIONS AND SOCIAL ETIQUETTE

There are conflicts between China and the West in terms of equality consciousness and hierarchical concepts. In Western countries, everyone is believed to possess a strong sense of equality where respecting oneself is considered the primary prerequisite for respecting each other. In China, while there is also an emphasis on self-respect, the cultural context may differ in terms of the significance placed on individuality, collectivism and hierarchical relationships. In China, the thought of the Three Cardinal Guides and Five Constant Virtues is deeply rooted in the people's hearts, with a high patriarchal status in the family, while the growth environment in the family is a significant difference, which plays a significant role in the formation of the children's character. In the West, children's lifestyle is relatively simple, and they can be separated from it after marriage. Moreover, their parents have no maintenance responsibilities, and they have greater autonomy in education. In China, family harmony is measured by the ability to bring together grandparents' three generations, provide for their old age, and maintain interdependence and deep blood ties. The standard of family harmony in the West varies depending on cultural and individual values. However, it is generally based on mutual respect, effective communication, support and understanding among family members. Western families tend to prioritize individualism and independence, with less emphasis on extended family ties. As for the influence of the two family cultures on English learning, both Chinese and Western family cultures can have positive and negative impacts on language learning. In Chinese culture, there is a strong emphasis on education and academic excellence, which can motivate children to excel in language learning. However, the emphasis on rote memorization and strict discipline may hinder creativity and critical thinking skills. In Western culture, the emphasis on individualism and independence can provide children with more freedom to explore and express themselves, which could enhance their language learning skills. However, the lack of pressure and discipline may result in a lack of motivation to learn or practice the language. Ultimately, the impact of family culture on English learning may vary depending on individual circumstances and individual differences.

Chinese people attach great importance to seniority and etiquette, so students respect their teachers and obey their commands, forming a negative learning style and creating

dependency. This impact is particularly reflected in the use of metacognitive strategies by students. As long as they wait for teachers and schools to arrange for them, they passively follow orders and are unclear about how and what to learn. They are too influenced by external factors and are too passive to listen to their inner voice or reflect on their true learning goals and interests. There is no real interaction between teachers and students. There is only a one-way process of imparting knowledge from teachers to students. In terms of communication, students are not proactive, and many students lack confidence and are unable to complete their own learning independently.

2.4 DIFFERENT VALUE ORIENTATIONS

In recent years, a series of comparative analyses of Chinese values have been conducted internationally, and the results indicate that people's values have undergone fundamental changes, mainly due to the impact of Western culture. However, the actual situation shows that some of these changes are only reflected in the consciousness level. For example, although Chinese students admit that they have a strong sense of individualism, in fact, their actions are modeled on the collective, which is vividly demonstrated in the classroom. In English classes, students exhibit the characteristics of shyness, silence and love of face. Even if students already know the answer to a question, they would not actively answer it (R'Boul, 2021, p. 30). The culture of collectivism makes Chinese people have a natural aversion to those who want to make a splash, which is called "cultivating a strong tree to attract the wind". While individualistic societies value critical thinking and open expression of opinions, these traits may not receive equal appreciation in collectivist cultures, such as China.

In traditional Chinese thought, students should be quiet, modest and have a solid foundation. In Chinese classrooms, it is often expected that students express their opinions succinctly in one sentence, with few opportunities for follow-up questions or discussion. There may be a tendency to prioritize the top-performing students' opinions in Chinese classrooms, with other students feeling marginalized or disengaged. Therefore, most people choose to remain silent for the sake of face. Chinese people are more suitable for teamwork. From their behavior and attitude, they do not have much competitiveness or self-confidence in communication. In Western languages, the role of language is more to express and exchange information. In Chinese communication, this role is often ranked as secondary, and the primary role of communication is to maintain good interpersonal relationships. In order to achieve this goal, Chinese people are willing to sacrifice their preferences and adapt their views, making it easier for them to integrate with society.

3 INFLUENCE OF CULTURAL DIFFERENCES ON LEARNING ENGLISH

In English learning, middle school students would face many problems. The English proficiency of non-English majors is determined by passing the CET 4 and CET 6 exams, while the proficiency of English majors is determined by passing the more challenging CET 4 and CET 8 exams, with the main difficulty being the use of grammar and vocabulary (Honegger, 2020, p. 42; Skehan, 1976, p. 382). In the communication between English and Chinese, the differences between Chinese and Western cultures have resulted in deviations in language and action. At the same time, the improvement of English listening and speaking ability is also a difficult point, and the teaching by foreign teachers brings the communication between students and foreigners closer, which is more conducive to the improvement of students' oral and listening abilities. English vocabulary often has different definitions, so a lack of vocabulary can lead to some listening difficulties for students. Strengthening understanding of Chinese and Western cultures can help to accumulate and understand vocabulary in both Chinese and English languages (Saleh; Qasem; Pawar, 2019, p. 1). Language generation occurs in a certain context, and only by understanding this context can language expression be more accurate and effective.

3.1 UNABLE TO ACCURATELY EXPRESS THE MEANING OF THE ARTICLE

Due to the differences between Chinese and Western cultures, students may make errors in the translation of texts when learning English, which is caused by their lack of the understanding of Western culture (Teo; Fang; Cathy, 2018, p. 460; Kray, 2017, p. 223). Westerners tend to analyze an event in detail and express it through rational thought when expressing it, while Chinese people emphasize subjectivity while ignoring objectivity, leading to their neglect of their views on the individual. The expression method in Chinese is generally based on the order of words. Chinese people tend to judge something in an emotional way, and when expressing it, they also follow the order of events. The above reasons can lead to students using certain Chinese words in English when learning it, resulting in their inability to express their meaning clearly in learning English. However, the Chinese emphasis on subjectivity also has advantages in learning English, because subjectivity encourages students to express their ideas and opinions, which can help them develop the ability to think independently in English learning. In addition, subjectivity can also make students express their ideas and opinions more confidently, thus enhancing their oral English expression ability.

3.2 IMPROPER USE OF GRAMMAR

There are some grammatical differences between English and Chinese, and these two differences are mainly manifested in two aspects, namely, the role of tenses and parts

of speech in sentences (Abdulaziz; Fatimah, 2019, p. 330). First of all, there is a significant difference in the expression of tense between English and Chinese. English generally uses a fixed sentence pattern to express a specific tense, while for a verb, it is another form. In Chinese, verbs use several adverbs and several function words when doing anything. Secondly, from the perspective of vocabulary, a word in English only plays a single role in a sentence, while a word in Chinese can play a different role, such as a subject, predicate, and so on. Due to the existence of this difference, students often apply Chinese grammar to English when learning, which seriously reduces the learning effect of English.

3.3 SHACKLES OF THINKING PATTERNS

Due to the restriction of traditional culture, people's understanding of Chinese is mostly limited to mechanical memory. This is because of the influence of traditional Chinese culture. People pay more attention to mechanical memory rather than deep understanding when learning and using Chinese. In traditional culture, the recitation and inheritance of Chinese characters, idioms and classical texts are regarded as an important way of learning. This method of mechanical memory pays more attention to the form and surface meaning of words, while ignoring the practical application of language and the richness of meaning. Therefore, nowadays, when learning English, mechanical memory is also used. This method can only work in a short time, but it would soon be forgotten. However, on the contrary, if students can adopt more scientific and reasonable methods in English learning, such as strengthening their understanding and application of English knowledge by learning language rules, structures and contexts, they can better master English and remember what they have learned for a long time. In English pronunciation, because it is very similar to Chinese Pinyin, students cannot distinguish the differences between English and Chinese Pinyin when learning, which leads to incorrect grammar, so that their grades would not have much progress. Differences in cultural values may be apparent in Chinese students' responses to teachers' compliments on their English skills and modest responses given in return.

Chinese culture has a long history, with different schools that have shone brightly in the long river of history. Under the guidance of the golden mean, Chinese people have a sense of value that takes pride in modesty, and do not approve of excessively displaying themselves. Western values are influenced by the humanistic spirit of the Renaissance, which advocates individuality. Therefore, the values in Western culture attach importance to self-awareness and self-expression. In addition, there are significant differences in historical culture, regional culture, religious culture, and other aspects. These cultural differences can have a significant impact on English learning as they are often reflected in people's living habits and language habits. For example, language structures, idiomatic expressions and even pronunciation may vary between cultures. Additionally, cultural nuances, such as different

communication styles, values and social norms, can influence how individuals approach and interpret the English language. Moreover, unfamiliar cultural references or contexts within English materials may pose challenges for learners from different cultural backgrounds. All of these factors combined contribute to the complexity and difficulty of learning English in the presence of cultural differences.

4 IMPACT OF TRADITIONAL CHINESE AND WESTERN MORALITY ON ENGLISH LEARNING

Both Chinese and Western cultures have their own characteristics, and the differences between them are not just those mentioned above. English is an important means for people to understand a culture, while language is also a product of culture and a manifestation of it. Language has its own characteristics, and learning a new language requires a certain understanding of the country's culture. Therefore, learning English goes beyond simply mastering the four basic abilities of listening, speaking, reading and writing. It also requires having a comprehensive understanding of British and American culture, as they are deeply intertwined with the language. Culture plays a crucial role in shaping language usage, expressions, idioms and even gestures. By gaining insights into the British and American societies' cultural nuances, learners can better comprehend and use English in its authentic context. Furthermore, cultural understanding facilitates effective and meaningful communication, as it enhances cross-cultural awareness, empathy and the ability to navigate social interactions. It allows learners to grasp subtleties, humor and cultural references in English language materials, such as literature, films and conversations. Therefore, developing cultural competence alongside language proficiency is essential for truly mastering English and becoming a proficient and culturally sensitive communicator. For example, the United States' predecessor was the thirteen colonies successively established by Britain in the North American Atlantic Ocean in the early 17th century, and the United Kingdom was one of the world's top powers at that time. Therefore, the United States had a relatively high start in economic, cultural and other aspects. Although American culture originated from Anglo-Saxon culture, it developed from Roman culture, Christian culture, the traditions of British culture and the French Enlightenment.

The United States' culture has distinct characteristics influenced by immigration, resulting in its diverse and mixed nature. Therefore, in order to learn English well, it is necessary to have a certain understanding of the huge cultural background of the English language. Cultural knowledge plays a crucial role in language comprehension, communication and usage. By exploring the cultural context of English, learners gain insights into the history, customs, values and traditions embedded within the language. This understanding enables learners to comprehend the nuances of expressions, idioms, metaphors and gestures that are deeply rooted in culture. Moreover, cultural awareness facilitates effective cross-

cultural communication by allowing learners to navigate diverse social norms, etiquette and communication styles. Additionally, exploring the cultural aspects of English enhances language acquisition by providing engaging and authentic materials, such as literature, movies, music and art. By connecting language learning with cultural understanding, learners can achieve a more nuanced and meaningful grasp of English, enabling them to communicate with fluency and cultural sensitivity. In short, learning English is not simply about memorizing vocabulary, understanding grammar and comprehending its underlying principles. On the contrary, it would hinder the progress of English. In addition, people must have a clear understanding of the two countries' cultures and social systems, so that people can have a clear understanding of English. To better understand British and American culture, people must read more British and American newspapers and magazines, and even watch more British and American movies in spare time, such as the *Guardian*, the *New York Times*, *Time Magazine*, or *National Geographic* (Navickas, 2019, p. 1). These publications offer rich insights into the English-speaking countries' social, political and cultural aspects. Additionally, watching acclaimed British and American movies, like *The Social Network*, *Pride and Prejudice*, *Casablanca*, or *The Godfather*, can provide valuable exposure to the language, expressions and cultural references in an entertaining format (Lassner, 2010, p. 567). By actively incorporating these resources into their spare time activities, learners can immerse themselves in the language and culture, further enhancing their English learning experience. This understanding is very beneficial for individuals to comprehend the social, economic and humanistic spirit, as well as the ideology of a particular culture or a society's one.

“Traditional Chinese and Western Morality” refers to the ethical values and principles embedded in China's and the Western world's cultural traditions. These moral values include concepts, such as respect for authority, filial piety, collectivism, individualism, and many others. The influence of these moral values can affect how English is learned and used by individuals from different cultural backgrounds. For example, a person from a Chinese cultural background may struggle with English language expressions that require the use of assertive language or independent thought, as collectivism and respect for authority are highly valued in Chinese culture. On the other hand, a person from a Western cultural background may struggle with aspects of English grammar that require understanding of indirect communication or hierarchical structures, as individualism and independence are highly valued in Western cultures. Therefore, understanding the cultural and moral background of the English language is important in order to effectively learn and communicate in English, as it can help individuals navigate and overcome potential linguistic and cultural barriers.

5 SPECIFIC STRATEGIES FOR LEARNING ENGLISH WELL

With the acceleration of globalization, learning English has become an increasingly important skill. However, due to the differences between Chinese and Western cultures, it has brought many difficulties to English learning. Therefore, some special strategies need to be adopted to overcome these obstacles and make English learning smoother. Here are some English learning strategies:

Due to the differences between Chinese and Western cultures, some Chinese students may feel insecure and think they are at a disadvantage in English learning. In order to overcome this psychological barrier, some positive measures can be taken, such as encouraging themselves to speak more, listen more and practice more to enhance their language expression ability and improve self-confidence.

Compared with Chinese, English is a language that pays more attention to communicative ability. Therefore, in the process of English learning, attention can be paid to cultivating their own language communication skills, such as increasing the time for oral practice. While learning English listening, it is important to pay attention to changes in pronunciation and intonation, and try to have practical communication with foreigners.

As English is an international language, it has a complex cultural background behind it. Therefore, while learning English, the cultural background of the English language should also be deeply understood, such as the English-speaking countries' history, geography, culture and other knowledge, which can not only enhance the language expression ability, but also can better understand and deal with the cultural questions in the English test.

English attaches great importance to the application of customary language and slang, which are an important part of English expression. Therefore, when learning English, attention should also be paid to learning English idioms and slang, and actively using them in practical communication, in order to make English expression more natural and fluent, thereby enhancing the comprehensive ability of listening, speaking, reading and writing.

CONCLUSIONS

It is difficult to judge which culture is better in two completely different cultural backgrounds: China and the West. The Chinese pursue harmony. Meanwhile, the West emphasizes science, conquest and the spirit of exploration. Both cultures have their own advantages. When learning English, one should understand the differences between Chinese and Western cultures, thereby understanding the different ways of communication caused by these two cultures. As cultural exchanges become increasingly widespread worldwide, for instance, international music festivals, like Coachella in the United States and Glastonbury

in the United Kingdom, attract a diverse range of artists and attendees from around the world, fostering cultural exchange through music, performances and shared experiences. Additionally, statistics reveal a significant rise in international student exchange programs, with UNESCO reporting a 10% annual increase in the number of students studying abroad in the past decade. This indicates a growing interest and participation in cross-cultural learning opportunities, leading to enhanced understanding and collaboration among people from different backgrounds. Language, as the main carrier of culture, would also undergo corresponding changes. Therefore, emphasizing the learning of cultural knowledge can not only introduce new factors into one's own culture, but also promote the promotion of one's own culture to the world, achieving the goal of cross-cultural communication. In English teaching, the impact of cultural differences on teaching cannot be ignored. How to better understand different countries' language and culture is a question worth exploring. Understanding the differences between Chinese and Western cultures can overcome obstacles in learning English. In English teaching, it is necessary to strengthen cultural awareness and combine it with English, so as to effectively improve English proficiency and make English teaching more effective.

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