

The Inheritance and Innovation of Culture-the Mission of College English Teaching in the New Era in China

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ABSTRACT. *With the deepening of College English teaching reform, cultural teaching plays a more important role in the cultivation of language learners' humanistic quality. The acquisition of English national culture can avoid the cultural conflicts and mistakes in cross-cultural interaction, while the understanding of English national culture must be based on the comparison with the local Chinese culture. The lack of second language acquisition and the obstacle of cross-cultural communication are not integrated into the teaching of Chinese traditional culture. The purpose of this paper is to explain the phenomenon of "Cultural Aphasia" in College English Teaching in China, analyze its causes, explore the ways of integrating Chinese traditional culture into English teaching, so as to change the current teaching situation, and then cultivate more English talents with Chinese cultural background, so as to better serve the construction and development of the country in the new era in China.*

KEYWORDS: *Traditional culture, College english, Inheritance and innovation*

1. Introduction

In the 2017 latest edition of College English teaching guide issued by the Ministry of Education in China, it is clearly stated that language is not only the carrier of culture, but also an integral part of culture. In addition to learning and exchanging advanced science and technology or professional information, students need to understand foreign society and culture, enhance their understanding of different cultures and their awareness of the similarities and differences between Chinese and foreign cultures, simultaneously develop cross-cultural communication abilities. The reform of College English teaching is in full swing in Colleges and universities all over the country. The majority of English educators pay more and more attention to the teaching of culture, especially the teaching of cross-cultural communication between Chinese traditional culture and Western culture. Claire Kransch, an American linguist, puts forward that the understanding of foreign culture must be based on the comparison of culture with that of the native one. The cultural breakthrough in language teaching includes the understanding of the target language and the mother tongue. Therefore, in the process of College English teaching, if we only acquire the culture of English speaking countries and ignore the comparative teaching of Chinese traditional culture, it is a defect of second language acquisition, which will inevitably bring communication barriers to language learners in terms of language use.

2. The phenomenon of "Chinese Cultural Aphasia" in English Teaching in Chinese classroom

Russell believes that the communication between different civilizations has proved to be a milestone in the development of human civilization for many times. With the continuous development of China's economy and society, the development strategy of "The Belt and Road" is put forward. In the process of economic and cultural exchanges with the western world, we should turn our "good" things into "better" ones in the world, localization first and then globalization. From the perspective of culture, localization is the inheritance of Chinese excellent traditional culture, and globalization is the dissemination of local culture. Educators, especially language workers, should shoulder this new mission.

However, at present, both college students and College English education in China are still based on the transmission and absorption of Western cultural knowledge. Students have made obvious breakthroughs in language use, i.e. listening, speaking, reading, writing and translation in College English learning for many years, but a new kind of "dumb English" is quietly born. That is to say, English learners, whether students or English teachers are standing in the crossroad in cultural communication, the unilateral acquisition and export of cultural knowledge of English speaking countries will not, or even cannot, actively transfer the excellent traditional

Chinese cultural knowledge, which is the phenomenon of “Chinese Cultural Aphasia”.

3. The causes of cultural aphasia

College English teaching guide lists the clear requirement to improve students' cultural literacy to meet the needs of economic and social development, which reflects the significance and inherent meaning of cultural teaching. At present, many colleges and universities in China have not formally introduced Chinese traditional culture into classroom teaching, even in the second classroom or the students' e-learning platform, there is little content involved in this aspect. The author adopts a total of nearly 7000 students and 35 College English teachers from Heilongjiang Bayi Agricultural University in Grade 2017 and 2018 to investigate through questionnaire and discussion. The results show that:

(1) Restrictions on the content of teaching materials

At present, College English teaching materials for general education in Colleges and universities mainly include *New Horizon College English*, *New Version of College English*, *21st Century College English*, etc. The teaching materials mainly come from FLTRP (Foreign Language Teaching and Research Press) or other higher education press. Although these teaching materials have been revised many times, they are still dominated by western culture in content. For example, *Five Symbols of America*, a common article in the course of New Horizon College English textbook, can be recited by teachers who have taught multiple courses. However, where are the five symbols in China? Nothing mentioned. This situation deserves the consideration of textbook writers.

(2) Teachers' acquisition of Chinese traditional culture is not in-depth

Due to the knowledge structure and educational background, Chinese College English teachers have a better understanding of western culture than Chinese traditional culture. In the classroom teaching, they are more stuck in the transmission of western culture and ignore the introduction of Chinese culture. Even if those teachers who have the awareness of Chinese culture instructions, increase the teaching of Chinese cultural knowledge, they still stay at the level of “Introduction”. The influence of teachers on the teaching of traditional cultural knowledge is too low, and their own Chinese cultural knowledge is not enough.

(3) Lack of College Students' cognition of traditional culture

Through the investigation, the author found that college students' understanding of western culture is generally better than that of traditional Chinese culture. With the deepening of China's reform and opening up, the infiltration of western culture has taken on an all-round trend. We cannot deny the role of the introduction of western culture in social development, progress and communication, but it does have a certain impact on the formation of students' values. At present, college students are keen on western festivals, Hollywood blockbusters and foreign clothing brands, which is the most obvious performance. However they know little about traditional culture.

4. Approaches and Strategies of Chinese traditional culture in College English Teaching

(1) Improving teachers' intercultural communication capability

Teachers are the main body of knowledge imparting. At present, most college English teachers do not have systematic learning of Chinese traditional cultural knowledge. At the same time, they have little knowledge or even mistranslation of some cultural elements in Chinese traditional culture. Therefore, English teachers should further clarify the concept of lifelong learning, update the concept of education, and keep pace with the times. In addition to self-learning, they should also actively “go out”. College English teachers should seize the opportunity to actively participate in all kinds of lectures, training or qualification certification of traditional Chinese cultural knowledge. For example, the “International Talent Examination” held by China Foreign Language Assessment Center of Beijing Foreign Studies University provides a broader platform for English teachers to improve their professional ability. Teachers themselves cannot be complacent and should constantly broaden their knowledge to further improve their teaching ability.

(2) A comprehensive reform of College English teaching methods

College English teachers should update the teaching contents and methods in time, deal with the teaching contents flexibly, and integrate Chinese culture into the teaching to the greatest extent.

(a) Contrast and Comparison teaching method.

For example, when it comes to western festivals such as Valentine's day, teachers can introduce Chinese Qixi

Festival into the classroom, and make a comprehensive comparison from the origin of the festival, the way of celebration, customs and habits, etc., so as to teach knowledge in a comparative way, and the effect will be more obvious. In addition, English vocabulary has its own story. In English, we can form many phrases, such as hot dog, lucky dog, dog eat dog, everydog has its day, etc. In teaching, students can be given the similar question to guess the meaning of the above phrases or sentences from the cultural level to see if they can associate with the common explanations and expression under Chinese culture background. The idiom “Farewell to scholars in three days” is actually from the growth story of LV Meng, a general from the Three Kingdoms period. It naturally introduces some Chinese literary allusions into English classroom teaching, enriches the content of classroom teaching, and students can also feel the brilliance of Chinese national culture.

(b) The need for exam oriented education.

At present, the focus of translation part in College English Test 4 and 6 is the traditional Chinese culture. Paper cutting, Silk Road, Chinese knot, Beijing Opera and other topics have been tested. The change in the content of the examination shows that the state has begun to attach importance to the connection between traditional culture and English teaching, and for the majority of English educators, it is much more necessary to increase the teaching of this knowledge.

(c) The extra-curriculum activity feeds back the teaching.

Colleges and universities need to carry out a variety of extra-curriculum teaching activities, consciously carry out activities with Chinese traditional culture as the main content, and encourage students to participate in relevant competition activities, and then feed back classroom teaching. “FLTRP Cup” National English Speech Contest jointly held by Foreign Language Teaching and Research Press and the University Foreign Language Teaching Steering Committee of the Ministry of Education currently has considerable influence all over the world. In 2017, the topic is “China, a global view”; in 2018, the topic is “Cross the river by feeling for the stone”. In terms of topic selection, it is completely the embodiment of Chinese culture, and the content of students' speech is dominated by Chinese culture. It is also a reflection of importance is attached to Chinese culture in English teaching and learning.

(3) Strengthen students' sense of identity to traditional culture, and constantly expand students' knowledge field

(a) To enhance the students' sense of identity with traditional culture, we need to further improve the construction of curriculum system and broaden the coverage of traditional culture in college curriculum.

(b) Carefully organize the preparation of comprehensive and systematic cross-cultural communication textbooks, express the excellent traditional Chinese culture in the most accurate and authentic English, and truly achieve “foreign for Chinese use”.

(c) Scientific organization of classroom teaching content, in-depth excavation of Chinese and Western cultural knowledge of the point of convergence, using a variety of methods to increase the transmission of traditional cultural knowledge.

5. Conclusion

The majority of English learners, whether teachers or students, should have a deep understanding of Chinese culture, shoulder the mission of inheriting and promoting Chinese excellent culture, better serve the national development strategy in the new era, and make contributions to the development of human culture all over the world.

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