

Discussion on the Phenomenon of "Aphasia of Chinese Culture" and its Strategies in English Teaching in Colleges and Universities

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Abstract: *At present, English teaching in China's colleges and universities pays more and more attention to cultural teaching, however, the current foreign language teaching favours the interpretation of the target culture, thus neglecting the introduction of the mother tongue culture, and lacks the penetration and dissemination of the Chinese culture, which results in many students not being able to express the Chinese tradition and folklore content in English, reducing the effectiveness of intercultural communication, and forming the "Chinese cultural aphasia", and this phenomenon is not an isolated phenomenon. As a result, many students are unable to express Chinese traditions and folklore in English, which reduces the effectiveness of intercultural communication and forms "Chinese cultural aphasia". Based on the English teaching in colleges and universities, this paper analyses the causes of "Chinese cultural aphasia" in the process of English teaching in colleges and universities, and puts forward some practical countermeasures in the light of the actual situation of English teaching in colleges and universities.*

Keywords: *college English, Chinese cultural aphasia, strategy*

1. Introduction

For a long time, English teaching in China's colleges and universities has focused on the introduction of Western culture and neglected the expression and dissemination of local Chinese culture, resulting in the fact that students have a better ability to understand and express Western culture, but most of them are poor at expressing Chinese culture and have difficulty in expressing it in English. Language as an important carrier of culture, there exists a relationship of interdependence and mutual promotion between the two, the level of use of a language is closely related to the cultural level of the speakers of that language, especially in today's society, where people's demand for cross-cultural communication is getting higher and higher, university English teaching must pay more attention to the introduction of the culture of the mother tongue. To this end, we must analyse and study the "Chinese cultural aphasia" of university students at a deeper level and, on this basis, actively seek effective ways to incorporate Chinese culture into the English classroom of colleges and universities and to improve the "Chinese cultural aphasia" of college and university students. On the basis of this study, we will actively seek effective ways to incorporate Chinese culture into college English classes and improve the "Chinese cultural aphasia" of college students.

2. The phenomenon of "Chinese cultural aphasia"

At present, English teaching in China's colleges and universities focuses on the cultivation of language knowledge, while in cross-cultural communication, it focuses on the penetration of English culture and neglects the comparison between Chinese and Western cultures. This has led to the lack of strong interest in Chinese culture among students of Chinese colleges and universities in their own language environment. At the same time, the neglect of their own culture has led to the fact that they only have the knowledge of Chinese culture but not the knowledge of its reasons, while they lack in-depth understanding of the representations of their own language and culture. Students in our colleges and universities know nothing about the essence of Chinese culture, such as Confucianism, Taoism, and poetry, and they don't even know how to express themselves in Chinese, let alone in English, which leads them to learn English in isolation from their own native culture. Especially in the environment where English education is getting more and more attention, the main position of the mother tongue culture has

been shaken and replaced by the English culture, and this development trend will inevitably worsen the phenomenon of "Chinese cultural aphasia", which is highly universal.

Professor Cong of Nanjing University published the article "'Chinese Cultural Aphasia': Deficiencies in China's English Teaching" in *Guangming Daily* in 2000, which put forward the concept of "Chinese Cultural Aphasia" for the first time, and pointed out that at present, many scholars who are very good at English are unable to communicate with the rest of the world when they are in contact with other countries. It was pointed out that many scholars with strong English proficiency did not show their due cultural cultivation and independent personality in their interactions with the rest of the world, while some PhDs with solid English proficiency and deep attainments in Chinese culture showed "Chinese cultural aphasia" as soon as they came to the English communicative environment.

3. The Reasons for the Phenomenon of "Chinese Cultural Aphasia" in English Teaching in Colleges and Universities

3.1. Understanding bias in globalisation and intercultural communication

If China is to go global, it must take a road to the world; therefore, in intercultural communication, all exchanges must be two-way. "The purpose of "globalisation" is to integrate itself into the international system, and at the same time to transmit China's voice to the whole world, and "language" is its carrier. Only through "globalisation" can we better understand every corner of the world, and only through "globalisation" can we let the world hear China's voice. Intercultural exchanges are not meant to cater for another culture, but to enhance the sense of identification with one's own country's culture without abandoning one's own identity and social identity. At present, many English teachers and students in China's colleges and universities still have a misunderstanding of intercultural communication, believing that English is only a kind of "transmission", and using it as a means of learning and borrowing. Under such a background, teachers and students in colleges and universities have not done a good job of infiltrating Chinese cultural factors into English teaching, and as a result, they have paid less attention to English. However, in understanding and practicing globalised language learning, colleges and universities have neglected the fact that Chinese culture is also a part of the global culture, and how Chinese culture goes to the world is actually carried by the international language. Therefore, under the background of globalisation, there is a misunderstanding of cross-cultural communication in English learning, which is an important factor leading to the phenomenon of "Chinese culture lost in speech" in English teaching in colleges and universities[1].

3.2. Negative cultural transfer in English teaching in colleges and universities

In the process of learning a foreign language, learners will unconsciously transfer their native language's phonology, vocabulary, grammar, thinking mode, cultural connotation and other factors to another foreign language, which is a kind of language transfer. The effect of language transfer can be divided into two kinds, one is positive transfer and the other is negative transfer. When the mother tongue and the foreign language have the same or similarities, the mother tongue can contribute to the learning of the foreign language, which is called positive transfer. On the contrary, if there are many differences between the mother tongue and the second language, it will interfere with the learning of the second language and create obstacles to the learning of the second language, and the phenomenon of negative transfer will occur. In the English teaching of domestic colleges and universities, the western culture is the main focus, which is explained, but the penetration and inculcation of the culture of the native language is lacking; in the guideline for English education in colleges and universities, the importance of teaching English culture is clarified, and the introduction and explanation of the western culture is the main focus, so the negative cultural migration arises.

However, teachers have gradually realised that if only Western culture is allowed to dominate without paying attention to the penetration of their own language and culture, it will inevitably lead to an imbalance between Chinese and Western cultures in terms of perception. For a long time, people's perception of "learning English" in English language teaching has become a deep-rooted notion. Whether in pre-school, basic education or higher education, the culture of the mother tongue is seldom integrated into English language teaching, and textbooks use the culture of Western countries. Although this design is in line with the connection between language and culture, in English teaching, students find it difficult to express their mother tongue accurately in English. Not only are they poor in language organisation and vocabulary selection, but more importantly, they are indifferent to their own mother tongue culture

and do not have enough confidence in their own mother tongue culture, which is caught in an awkward situation. In recent years, with the renewed understanding of the theory of mother tongue transfer and the in-depth study of it, we find that there is also considerable positive transfer of mother tongue and mother tongue culture in foreign language learning as well as in the cultivation of foreign language communicative competence. If teachers and students pay too much attention to the negative influence of Chinese on English teaching and learning, deliberately avoid the penetration of Chinese culture, and give up the positive influence of Chinese on English learning, then "Chinese cultural aphasia" will be inevitable.

3.3. Lack of scientific and reasonable cultural teaching materials

Curriculum is in essence a social and cultural choice, so from the sociological point of view, the choice of teaching materials is also a cultural choice. In the current university English teaching materials, although there are more vocabularies, grammatical knowledge and kinds, there is almost no content related to Chinese culture. At present, the texts and authors chosen for English teaching materials in our universities are mostly from Western countries, and their contents mostly reflect the life and values of Western society, while the penetration of traditional Chinese culture is not sufficient and its importance is not high enough, which results in a very narrow space for the development of Chinese culture, and the lack of a set of scientific and reasonable cultural teaching materials for students, thus causing the phenomenon of "aphasia of Chinese culture".

There are three reasons for the lack of scientific and reasonable cultural teaching materials: First of all, China's current university English teaching syllabus and English professional curriculum all position the ultimate goal of English as "using language for communication", although this goal shows the importance of culture to a certain extent, but it ignores the English teaching of Chinese culture, pays too much attention to the input of the target language culture, and ignores the importance of Chinese culture in foreign language learning and cross-cultural communication. The importance of Chinese culture in foreign language learning and intercultural communication has been neglected. Although this goal shows an emphasis on culture to some extent, it ignores the importance of Chinese culture in foreign language learning and cross-cultural communication. Secondly, many teaching materials are extracted from English texts and filled with the cultures of English-speaking countries, while Chinese culture is a blank, and it is difficult for students to see the English expression of Chinese culture, which creates two kinds of deficiencies in many students' understanding of Chinese culture and the expression of Chinese culture in English. Thirdly, in terms of curriculum, it fails to integrate Chinese culture into English teaching. At present, most universities in China have compulsory courses on English culture, such as English and American Literature, Overview of English-speaking Countries, English and American Society and Culture, and Theory of Western Literature, while there are very few English courses related to Chinese culture, such as Introduction to Chinese Culture, which is very unbalanced.

4. Countermeasures to the phenomenon of "Chinese cultural aphasia"

4.1. Improve the cultural literacy of teachers in colleges and universities

Colleges and universities should provide teachers with opportunities for further training, study tours, research and other learning according to their own characteristics and realities, so as to improve the comprehensive quality of teachers. There is a lack of Chinese cultural education in the current English teaching in colleges and universities, which is the fundamental reason for the lack of cultural awareness and cultural consciousness of high school students. As the most direct transmitter of knowledge and culture, the teacher's cultural knowledge, cultural literacy, teaching philosophy and coverage will have an important impact on students' learning. Therefore, a college English teacher should have good Chinese and Western cultural literacy, as well as good cross-cultural communication skills, in addition to a solid foundation in English. Firstly, it is necessary to consciously compare Chinese and Western cultures in the usual teaching process, strengthen the understanding of bilingual culture, enhance students' intercultural communication skills, and reform and improve them. Secondly, the cultivation of Chinese culture should be carried out for in-service English teachers. On the one hand, education related to Chinese culture should be carried out for in-service English teachers, and it should be taken as one of the important assessment indexes for title evaluation and performance assessment, so as to fully mobilise the cultural self-consciousness of the in-service English teachers; on the other hand, the teachers should focus their attention on their own cultural literacy and consciously strengthen their traditional cultural research

and study, so as to gradually improve and perfect their awareness and ability to control their own mother tongue culture.

4.2. Cultivate learners' awareness of the spread of Chinese culture

For students in colleges and universities, learning English is not only about mastering the basic skills of "listening, speaking, reading, writing and translating", but also about using English to bring Chinese culture to the rest of the world, so the first task of English teaching is to cultivate students' cross-cultural communication skills. In the context of increasingly frequent global economic and cultural exchanges, university students should clarify the goals and objectives of English, strengthen their cross-cultural communication skills, treat the relationship between English and their own language with a fair attitude, and do not blindly worship foreign countries while recognising the superiority of their own language and culture; they should constantly improve their cross-cultural communication skills and promote the mutual exchange and understanding of Chinese and Western cultures. For this reason, university English teaching should pay attention to training students in cross-cultural communication, enhancing their practical and English communication skills, as well as strengthening their awareness of cross-cultural communication.

In order to enhance students' awareness of the communication of Chinese culture, activities such as lectures and training on cultural communication can also be carried out in colleges and universities, so as to make students realise the importance of cultural communication in English language teaching and to understand the importance of cultural communication; to cultivate students' awareness of cross-cultural communication and to carry out cross-cultural communication activities among English language learners, so as to enable students to better communicate Chinese culture, and thus to change the This will change the phenomenon of "aphasia of Chinese culture" in university English teaching, enable more exchanges between different cultures, and promote the dissemination of excellent Chinese culture in the world[2].

4.3. Improve the Construction of English Teaching Materials in Colleges and Universities

From the viewpoint of the content of the current university application textbooks, the introduction of Western culture is the main focus, while the integration of the content of the national culture is less. Textbooks are the most basic and direct medium for students to learn English and the main way for them to acquire knowledge. If native culture is missing in textbooks, it will be difficult for students to gain a more intuitive and concrete cultural learning experience. Therefore, how to balance the proportion of cultural content in English textbooks is an important issue. Chinese culture should be appropriately integrated into relevant textbooks, especially in comprehensive textbooks and reading textbooks, chapters about Chinese culture should be included, for example, Taoist-Confucianism, social changes, economic development, and so on, so as to balance the proportion of the Chinese and Western cultures, and to promote the students to learn in a critical and discursive manner Language and Culture.

Teachers must also objectively realise that in teaching English in colleges and universities, not only should students be guided to understand Western culture, but also their own excellent culture should be taken out of the country to be passed on and carried forward. Therefore, in the process of compiling college English textbooks, they should consciously add materials and teaching contents related to Chinese culture according to the development needs of the times, integrate Chinese culture into the English curriculum, balance the proportion of Chinese and Western cultures in the textbooks, and especially add words related to Chinese culture in English, so as to enable the students to accurately express their own national culture in English. For example, in the English teaching of "marriage" in colleges and universities, we can also draw out the differences between Chinese and Western cultures through this theme. For example, the Western concept of marriage is "freedom, independence and individuality", while the Chinese concept of marriage is "family harmony". For example, the Western concept of marriage is "freedom, independence and individuality", while the Chinese concept of marriage is "family harmony"; Westerners advocate "maintaining individuality" when getting married, while Chinese advocate "male dominates outside and female dominates inside" when getting married, because of the difference in cultural values, their views, concepts, ideas and behaviours will all be different from each other. Because of the different cultural values, their views, concepts, ideas and behaviours will be very different, which is also a good entry point for the penetration of Chinese and Western cultures. Teaching materials on Chinese culture, on the other hand, should be compiled on the basis of both Chinese and English languages. Teachers can also collect some words related to Chinese culture on the Internet and share them with their students in class. This way of optimising teaching materials can help

promote the penetration of mother tongue culture in the process of English teaching and reduce the incidence of "Chinese cultural aphasia".

4.4. Organise foreign language activities to promote the excellent traditional Chinese culture

In order to solve the problem of "Chinese cultural aphasia" among college students, we should not only introduce and infiltrate the knowledge of Chinese culture into the process of college English teaching, but also carry out a wide range of extracurricular activities for the purpose of spreading Chinese culture. For example, students should be allowed to talk about Chinese culture in the form of English speeches and to summarise and generalise some English words with Chinese characteristics. In addition, we also suggest that teachers should carry out cultural catechism classes, cultural lessons, special lectures, English speech contests, knowledge competitions, and performances of English versions of Chinese plays in the second classroom to enrich their cultural education and improve students' cultural literacy. Rich and colourful cultural activities can not only motivate students to learn, but also enrich their vocabulary of Chinese culture, improve their listening, speaking, reading and writing skills in English, as well as improve their practical level of cross-cultural communication.

5. Conclusion

The problem of "aphasia of Chinese culture" in English teaching in colleges and universities has become an important factor affecting the effectiveness of intercultural communication. For this reason, students in colleges and universities should pay attention to and learn Chinese culture, while foreign language teachers in colleges and universities should strengthen their own cultural quality, consciously integrate Chinese culture into students' minds, raise the position of traditional Chinese culture in students' minds, and encourage students to learn traditional Chinese culture and its expression in English while learning English, so as to enable them to better carry out cross-cultural communication and carry forward Chinese culture.

References

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