

# The "Chinese Culture Aphasia" in the College English Education in China Present Situation Research

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**Abstract:** In today's attention to culture teaching in foreign language teaching has been gradually accepted by people. Culture teaching is not only to consider the Chinese culture, but also pay attention to the native language culture, this is the bilateral nature by its cultural communication. Now, however, too much emphasis on culture teaching in college English teaching, the mother tongue culture is not enough, so that the Chinese culture aphasia. So, currently in college English teaching with Chinese cultural knowledge teaching is imperative, research how to blend in more Chinese culture in college English teaching, the students' native language ability in English expression of culture, in order to better promote the communication of culture, is now the new target of China's foreign language teaching.

**Keywords:** English education in colleges and universities; Chinese culture aphasia; Implementation of the strategy

## 1. Introduction

Language and culture are closely linked. Language is a kind of expression of cultural reality, an inheritance and a kind of symbol, are inseparable. The relationship between language and culture, requires into language teaching in college English teaching and culture teaching, especially in cultural teaching, exercise not only impart knowledge to students in listening, speaking, reading, writing and translation ability. While students understand its language contained in the cultural knowledge and background knowledge, let students with language skills at the same time, also has the social and cultural skills.

## 2. The Importance of Integration Chinese Culture in College English Teaching

English culture gradually thorough, we know more and more British and American national cultural background. Now gradually become the world's cultural integration, but at the same time, the students of their native culture less and less attention. An example is the student's love for Christmas is much higher than the Spring Festival. Liu Kuili in 2005 once said: "Now see little old white-bearded foreign in red dress in Christmas, they feel a certain kind, and for many of the traditional things of our own, and feel like have become obsolete, such as a concepts, in a sense, is a strong cultural attitude after dip". Wu Liqin also said: A lot of young people are aware of "Christmas" comes from, like "Valentine's Day" feeling,

you know, "Easter" story, to understand Shakespeare's "tragicomedy," and some people even "Pandora" box know, do not understand, "Qingming Festival" solemn, "Dragon Boat Festival" in the past and present as well as "Tanabata Festival" romantic love, as well as Confucius, Mencius, "Three Hundred Tang Poems" and "classical view only" knowledge, their understanding of even less. Insufficient attention to the native culture, do not know the origin lies simply adore foreign cultural knowledge and cultural background. In the absence of accumulated rich native culture, it simply to learn English fur surface, the end result can only be a lack of understanding for the two languages, can only act to follow suit<sup>[1]</sup>.

Currently, these issues are worth pondering. Right now the focus on language culture is necessary, but for the family of language and cultural education is rarely talked about or even escape, which resulted in many of us a wrong understanding, is this: in the introduction of foreign language teaching language and cultural elements. The fact is not like this, in order to enhance the foreign language learners in cross-cultural aspects of ability, we pay more attention to the culture and native language culture in foreign language teaching. Across international exchange is mutual, if you do not know enough about the nation's culture, will make an imbalance in the exchange, is not conducive to the spread and development of Chinese culture.

### 3. The "Chinese Culture Aphasia" Present Situation in China's College English Education

In the 1980s, cultural teaching in foreign language teaching gradually been recognized, in foreign language teaching into more cultural education has gradually reached a consensus. During culture teaching, the students can speak English ability aspects of Chinese culture. However, communicating with foreigners when it comes to our native culture, they could not say it clear. The ability of students in cross-cultural training did not get, also resulted in unequal cross-cultural communication. This study is based on Nan yang Institute of Business Administration students for the study carried out a series of investigations report, the main purpose is to look at the students in expressing Chinese culture, when they use English, and thereby better identify problems, find solution. The investigation concluded that: students take the test in the expression of Chinese culture when they use English is weak, although they also want to better express in English speaking culture. This occurs because:

1. Subject areas: teaching and students use English to express Chinese traditional culture are closely linked, but the students master the unskilled Chinese culture, there is no more detailed information in English to introduce Chinese culture, but also in textbooks on Chinese Cultural Information in English Information also not comprehensive enough.

2. Teacher aspects: Although teachers are teaching in the cultural consensus, but on the English expressions of traditional culture at the problem still exists different views; cultural teaching more messy; teacher's teaching method is relatively dull, no efficient mode of teaching; teachers themselves understanding of Chinese culture is not enough, and understanding in this regard is not comprehensive.

3. Students aspects: Students use English to reflect the interest in ancient Chinese culture is not high, mainly because Students in the increasingly fierce learning environment by the "utilitarian" ideas.

4. Teaching methods: Subject arrangements unscientific test content is not related to the students in English to express the Chinese traditional culture of knowledge, in the outline and no clear rules to train students to use English to express the ability of traditional Chinese culture, which makes the students' native culture becoming less and less attention<sup>[2]</sup>.

### 4. For the Current Lack of Measures Proposed

The problems of methods and tactics about cross-cultural ideas cultivation, professor Shu Dingfang and Zhuang Zhixiang as its co-author of "Modern Foreign Language Teaching --- theory, practice and methods," the book says five important ways: annotation method, practice method,

comparative method, fusion method and special interpretation method. Now, in enhancing the intercultural thinking strategies and methods are taken the above several ways. Such as Zhang Gongling pointed out in the cross-cultural foreign language teaching, English professor habits and patterns of the past, from two aspects of cultural background and language professor opinions put forward the following several aspects:

Using the literary works to carry out the cultural aspects of learning, cultural learning integrate with the vocabulary teaching, cultural learning integrate with teaching reading, I heard that the integration of learning and cultural learning, a combination of articles and cultural learning, this classification method is more appropriate for the now teaching choreography, giving good teachers teaching in the cultural point of view put forward more innovative, have a good symbolic<sup>[3]</sup>.

From now college English cultural teaching situation looking. We can through from the following several aspects to integrate the Chinese culture.

1. Teaching purpose aspects: focus on curriculum change the direction of culture. In the teaching syllabus and teaching plan need to put the Chinese culture as an important factor is blended in among them, on the whole to guide teaching, all-round increase the proportion of related to Chinese culture in English teaching, strengthening the role of Chinese culture in English.

2. Materials aspects: English textbooks arrangement and implementation of teaching content and teaching objectives are closely linked. Therefore, the first is to integrate the moral into education textbooks, including the more traditional humanistic content. Now China has five thousand years of history, tradition and cultural center of the main content of traditional ethics and values. Such as care for the young, helpfulness, charity and some good tradition. The second is to select textbooks in Chinese traditional culture has symbolic things. For example: ink, paper and ink, the four great inventions, a variety of porcelain and cheongsam Silk and some other representatives of symbolic significance, not only to understand the words, but also to understand the cultural meaning.

3. Teacher aspects: teaching behavior to have integrity. Teacher should first have culture teaching thinking, teachers can use a variety of teaching methods in teaching, such as the annotation method, comparison method, fusion method, practice method and specialized methods such as interpretation method used to each other. Then, the teacher must strengthen the dual cultural skills, for the language culture and the native language culture to strengthen understanding, become a teacher to understand the culture.

4. Teaching way aspects: use of multimedia to teaching, organize the dialogue between teachers and students and group activities, or organizational forms such as debate, with "inter language commonness" as the goal, positive introduction; Strengthening cultural exercise, in the

process of teaching attention to cultural differences, this would be let learners more absorption of Chinese culture. Attitude towards the native culture, there is a teacher once described like this: "Chinese people at dinner time, you can use a knife and fork, but must not forget the chopsticks; wear clothes can wear a suit, but can't forget tang suit; communication of time, so to speak a foreign language, but must not forget the Chinese; can build houses build building, but could not forget the palace; stationery pen can be used, but not without brushes, painting can use oil paintings, but can't afford not to know the traditional Chinese painting; entertainment can watch TV, but could not forget the shadow play; belief can be the bible Jesus, but don't forget China's fine tradition."<sup>[4]</sup>

## 5. Conclusion

Integrating Chinese traditional culture in college English teaching is a social hot issue now. In English teaching is put forward in this article into the translation of some Chinese classic works, it can only solve a temporary problem. To ask students to establish correct conscious-

ness of cross-cultural communication, strengthen the students' ability of English expression of Chinese culture, to strengthen the spread of Chinese traditional culture.

But only in English teaching is not enough to make some changes. Also need education department according to the actual situation to customize a reasonable long-term plan, arrange properly and change slowly, and thus from the root to solve the absence of English culture.

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