

Current Situation of "Chinese Cultural Aphasia" in College English Education in China

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Abstract: In China's English teaching, the cultural input of the target language is far more than that of the mother tongue. Chinese cultural aphasia occurs frequently, and many students are often unable to express Chinese culture in English. Therefore, this paper investigates the current situation of "Chinese cultural aphasia" in College English education. First of all, 193 students were tested for the ability of expressing Chinese culture English. Then, all the students were invited to conduct a questionnaire survey on the degree of difficulty. Finally, 42 English teachers were interviewed online. Finally, based on the survey data and interview results, the causes and coping strategies of "Chinese cultural aphasia" are summarized. The results show that the overall passing rate of CET-4 and CET-6 is 57.51%, and the percentage of total test scores is 43.6%, 48%, 49.13% and 50.4% respectively. The students' ability of expressing Chinese culture English is not high, and there is a phenomenon of "aphasia of Chinese culture". 43% of the students seldom involve in the study of Chinese culture in English class, 46% of the students hardly consult the English materials about Chinese culture after class, and 18 English teachers say that they sometimes mention Chinese culture. This shows that Chinese cultural knowledge is not valued in English classroom teaching. The main reasons for the phenomenon of "Chinese cultural aphasia" are the poor English expression ability and the contempt of Chinese cultural knowledge. The main way to eliminate the phenomenon of "Chinese cultural aphasia" is to improve the English level, establish an equal and correct view of language and culture, and have a correct understanding of culture teaching.

1. Introduction

1.1. Background Significance

As English plays an increasingly important role in international communication and cross-cultural communication, it is inevitable to come into contact with western culture when

learning English. There is a close relationship between language and culture. Intercultural communication is not only language communication, but also cultural communication. Although many students have achieved good results in language learning, due to the lack of native culture, there is no way to communicate in English. This phenomenon of Chinese cultural aphasia will affect cultural identity and self-confidence [1-2]. The study of aphasia in Chinese culture can promote the understanding of Chinese culture in English teaching and narrow the gap between Chinese and foreign cultural exchanges.

1.2. Related Work

With the rapid development of China, the project of Chinese culture "going out" came into being, which aims to make people around the world better understand China. However, both college English teachers and students have the problem of "Chinese cultural aphasia". Zhou Y thinks that due to the lack of attention to Chinese culture teaching, most college English textbooks lack Chinese culture knowledge, and most teachers and students are unable to introduce Chinese culture to foreign friends [3]. The relationship between language and culture has brought culture teaching into a new stage, and cultural understanding of the target language is essential. However, over emphasis on Western culture leads to Chinese cultural aphasia. Therefore, Song J investigated the aphasia phenomenon of Chinese cultural aphasia students, in order to test the degree, causes and feasible solutions of aphasia of Chinese cultural aphasia students [4]. Through the questionnaire survey and subsequent interviews, Yang XF further analyzed the current situation [5]. In order to change the status quo, from the perspective of cultural ecology, she put forward countermeasures to solve this problem and vigorously promote China's cultural export strategy. The above research methods and conclusions provide a theoretical basis for this paper, but their research is not comprehensive enough. They only analyze one or two of the phenomena, causes and countermeasures of Chinese cultural aphasia. Based on the current situation of aphasia in Chinese culture, this paper analyzes its causes and puts forward corresponding countermeasures.

1.3. Innovative Points in This Paper

In order to improve students' intercultural communication ability and promote the spread of Chinese culture in the world. This paper analyzes the current situation of "Chinese cultural aphasia", and discusses its causes and corresponding countermeasures. The innovations of this paper are as follows: (1) through questionnaire survey and interview, this paper summarizes the causes of "Chinese cultural aphasia" from two aspects: students themselves and teachers' schools. The students' original English level is not high, the knowledge of Chinese culture is not much, the cognition and learning enthusiasm of Chinese culture is not high, and they are lack of subjective initiative. Schools and teachers despise culture teaching, teaching material content is one-sided, teaching method is single. (2) This paper puts forward some solutions to the current situation of "Chinese cultural aphasia". We should establish equal and correct views on language and culture, and improve students' ability of cross-cultural communication. We should have a correct understanding of culture teaching, improve the content of Chinese culture in English teaching and optimize teaching methods.

2. College English Education and Chinese Cultural Aphasia

2.1. Problems and Reasons of College English Education

In the actual teaching, the allocation of English class hours and the setting of courses are

unscientific, the curriculum content of professional English has little connection with the professional curriculum content of students, and the phenomenon of repetition and fault of learning content appears [6-7]. The teaching materials used in teaching are in disorder and the use of them is in disorder. The teaching materials used in some schools may be compiled by teachers themselves or imported from the original edition, and there is no systematic teaching material system. Some textbooks may have some disadvantages, such as lack of exercises, old content and great difficulty, which is very disadvantageous to the cultivation of students' English communicative ability [8].

Teachers are weak, some of them have strong English ability, but lack of professional knowledge; some of them have rich professional knowledge, but lack of language teaching experience. Teaching methods are backward, and some English classes still use traditional grammar and translation teaching methods [9]. The evaluation method of students' learning effect is also relatively simple, only using the traditional closed book examination results to evaluate the overall performance of students. This traditional single assessment method only focuses on words and grammar, ignoring the students' mastery of professional English content and the level test of communicative competence.

There are many problems in college English education. The first reason is that we only attach importance to general English and despise professional English in teaching. The disadvantages of exam oriented education lead to the fact that students have been learning general English all the time, and most of them only learn general English for the exam. The second reason is that the teaching management of ESP is in a mess. Some teachers and management departments do not fully understand the teaching and construction of ESP.

2.2. Theoretical Basis of College English Teaching

According to the theory of cross-cultural communication, language and culture are closely related, and English learning is a cross-cultural communication activity of two-way communication between language and culture [10-12]. The main purpose of language learning is to carry out cross-cultural communication. However, cross-cultural communication is not to give up the identity of the national culture, to accept the culture of other nations. On the contrary, understanding the culture of other nations can enhance the sense of identity of their own culture. In the teaching of intercultural communication, we need to consider the specific needs of learners from three different levels of emotion, cognition and behavior, and consciously cultivate their intercultural communication ability [13].

The theory of cultural ecology maintains the diversity of language and culture, harmony but difference [14]. The construction of ecological civilization society needs to attach importance to cultural ecology. The spread of language means the spread of culture. If we only pay attention to the development of a single language, it will curb the development and spread of other cultures and lead to the phenomenon of cultural convergence.

2.3. Disadvantages of Chinese Cultural Aphasia

If we want to make Chinese culture stand in the forest of world culture, we must maintain and carry forward our national culture. The phenomenon that English learners can't effectively communicate with foreigners due to the lack of mother tongue culture is "Chinese cultural aphasia" [15]. The malpractice and potential harm of this phenomenon cannot be ignored. "Cultural aphasia" cannot show the national culture, cross-cultural communication is two-way, only in and out makes the communication lose its own significance.

Over time, "Chinese cultural aphasia" brings not only silence in cross-cultural communication, but also loss of cultural confidence. Chinese culture is gradually fading on the world stage, and

Chinese people's sense of identity with Chinese culture is also gradually decreasing. If a country or a nation loses cultural confidence, it will lose the soul of ideology and culture, and it will not be able to stand on [16].

3. Survey of Chinese Cultural Aphasia

3.1. Respondents

This paper studies 42 English teachers and 193 non English majors in a normal university. 193 students were randomly selected by using data mining technology. The original plan was to select 200 students, but for various reasons, 7 students did not participate in the survey and test, so they were excluded from the research sample.

3.2. Investigation Tools and Methods

When randomly selecting students, we need to use data mining technology to exclude English majors from the campus network, then randomly grab the student number and send out test invitation to them. The commonly used data mining technologies include neural network algorithm, K-nearest neighbor algorithm and C-means clustering method. In this paper, neural network algorithm is used to extract student number.

Neural network algorithm needs to construct threshold object, if the sum of a group of logic unit variables is not less than a given threshold, it will output a value [17-18]. Suppose that the input value is x_1, x_2, Λ, x_n and the weighting coefficient of the input value is s_1, s_2, Λ, s_n . the summation of variables is shown in Formula 1:

$$M = \sum_{i=1}^n (x_i * s_i) \quad (1)$$

The decision rule of K-nearest neighbor algorithm scoring in training set is shown in Formula 2:

$$P(\bar{c}_t, d_j) = \sum_{u_j \in KNN} \text{sim}(\bar{c}_t, \bar{u}_j) y(\bar{u}_j, d_j) - a \quad (2)$$

The similarity between the test text vector and the training text vector is as follows:

$$\text{sim}(\bar{c}_t, \bar{u}_j) = \frac{\sum_{k=1}^v w_{ik} \times w_{jk}}{\sqrt{\sum_{k=1}^v (w_{ik})^2} \sqrt{\sum_{k=1}^v (w_{jk})^2}} \quad (3)$$

C-means clustering is based on the minimum Euclidean distance [19-20]. Divide the point set (x_1, x_2, Λ, x_n) into n clusters, calculate the Euclidean distance between the center of the set and each point, generate the distance set D , and find e points (c_1, c_2, Λ, c_e) in the distance set as the original center point, then the distance from other vector points to the n original center point is as shown in Formula 4:

$$D(x_i, c_j) = \sqrt{\sum_{e=1}^n (x_{ie} - c_{je})^2} \quad (4)$$

Then adjust the cluster center according to Formula 5:

$$c_{je} = \frac{\sum_{x_{je} \in c_j} x_{je}}{N_j} \tag{5}$$

After the success of the sample extraction, the current situation of "Chinese cultural aphasia" in the school was studied. The research route of this paper is as follows:

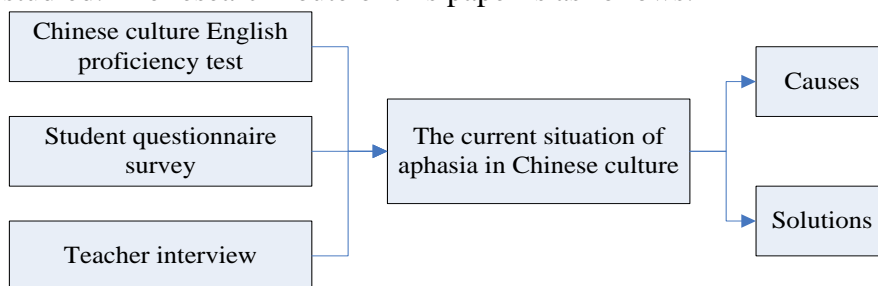


Figure 1. Research roadmap

As shown in Figure 1, first of all, 193 students were tested for the ability of Chinese culture English expression to understand the current situation of "Chinese culture aphasia". The test is in the form of a closed book examination. The content of the test paper includes knowledge related to Chinese culture, sentence translation and question and answer questions. Then all the students who participated in the test were invited to conduct a questionnaire survey. The main purpose of the questionnaire is to analyze the students' learning of Chinese and Western cultures. Finally, 42 English teachers are interviewed online. The main content of the interview includes the mention of Chinese culture in the teaching process and the teaching situation. Finally, based on the survey data and interview results, the causes and coping strategies of "Chinese culture aphasia" are summarized.

4. Discussion on the Results of A Survey of Chinese Cultural Aphasia

4.1. Survey Results

(1) Results of the Chinese culture English proficiency test

Before the test, the grade and English level of the students were analyzed. English level can be divided into three categories: passing CET-4, passing CET-6 and not taking part in it.

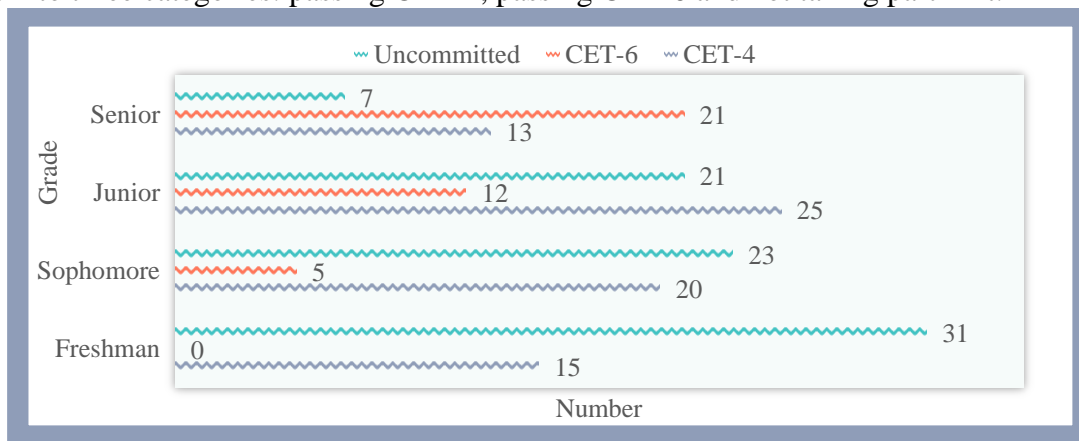


Figure 2. The grade and English level of the subjects

As shown in Figure 2, only 15 of 46 freshmen have passed CET-4, 20 of 48 sophomores have passed CET-4 and 5 have passed CET-6. Among the 58 junior students, 25 passed CET-4 and 12 passed CET-6. Of the 41 senior students, 13 passed CET-4 and 21 passed CET-6. The overall passing rate of CET-4 and CET-6 is 57.51%, which shows that the English proficiency of non-English Majors in the school is average.

The test included Chinese culture related fill in questions, sentence translation questions and question and answer questions, with a full score of 50. 193 students were divided by grade. The score ratio of each question type is as follows:

Table 1. Test score ratio

Grade	Fill in the blanks	Translation questions	Essay question	Total score
Freshman	52.7%	48.7%	29.4%	43.6%
Sophomore	64.3%	51.2%	28.5%	48%
Junior	63.9%	51.7%	31.8%	49.13%
Senior	67.1%	50.6%	33.5%	50.4%

As shown in Table 1, there is a slight difference in the total score among the four grades, with the total score percentages of 43.6%, 48%, 49.13% and 50.4% respectively. This shows that with the increase of grade, the students' Chinese culture English expression ability is gradually improved. But even so, the students' Chinese culture English expression ability is still in a poor level.

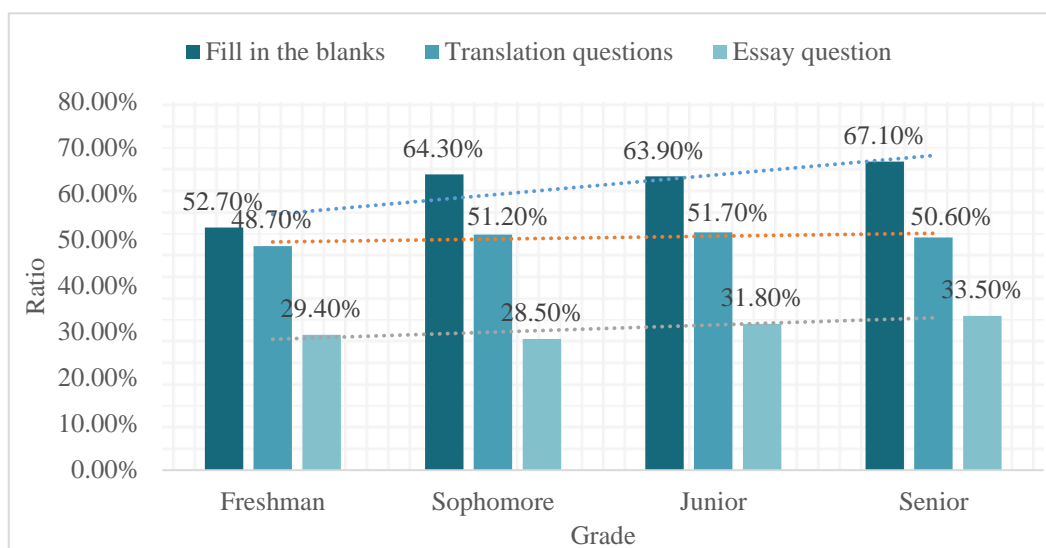


Figure 3. Score ratio of each part of the test

As shown in Figure 3, no matter which grade, the highest score ratio of the students is knowledge fill in question, and the average score rate of the four grades is 62%. The second is sentence translation, with an average score of 50.55%. The lowest is the question and answer, with an average score of 30.8%. This shows that the students cannot express Chinese culture accurately and effectively in English.

(2) Survey results

A questionnaire survey was conducted to analyze students' learning of Chinese and Western cultures. Learning styles include Chinese culture (CC) in class, western culture (CW) in class, English materials about Chinese culture (AC) and Western culture (AW) after class. The results are as follows

Table 2. Western culture learning

Learning style	Often	Sometimes	Rarely	Hardly
CC	13%	21%	43%	23%
CW	69%	17%	11%	3%
AC	8%	15%	31%	46%
AW	43%	25%	20%	12%

As shown in Table 2, only 13% of the students are often exposed to the relevant contents of Chinese culture in English class, and 8% of the students often read the English materials related to Chinese culture after class.

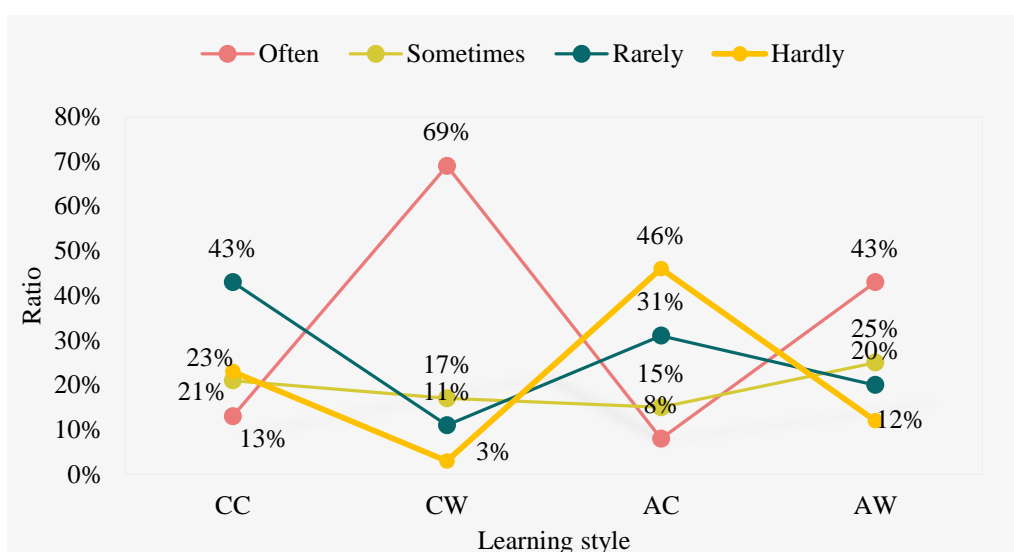


Figure 4. Students' learning of Chinese and Western culture

As shown in Figure 4, 43% of the students seldom involve in the study of Chinese culture in English class, and 69% often involve in the study of western culture in English class. 46% of the students hardly consult the English materials about Chinese culture after class, and 43% of the students often consult the English materials about western culture after class. This shows that Chinese cultural knowledge is often ignored in English classroom learning.

(3) Teacher interview results

An online interview was conducted with 42 English teachers. The main contents of the interview include the mention of Chinese culture in the teaching process and the teaching situation. The results of the interview are as follows:

Table 3. English teachers' mentioning and teaching of Chinese culture in Teaching

Length of teaching	Often	Sometimes	Rarely	Hardly
≤1	2	2	1	1
2-5	3	5	2	1
6-10	4	8	3	2
>10	3	3	2	1
Total	12	18	8	5

As shown in Table 3, 12 English teachers often mention Chinese culture in their teaching, 18 English teachers sometimes mention Chinese culture, 8 English teachers seldom mention Chinese culture, and 5 teachers hardly mention Chinese culture in their teaching. This shows that most English teachers in the school only occasionally mention the relevant knowledge of Chinese culture to the students, and they pay more attention to the teaching of western culture.

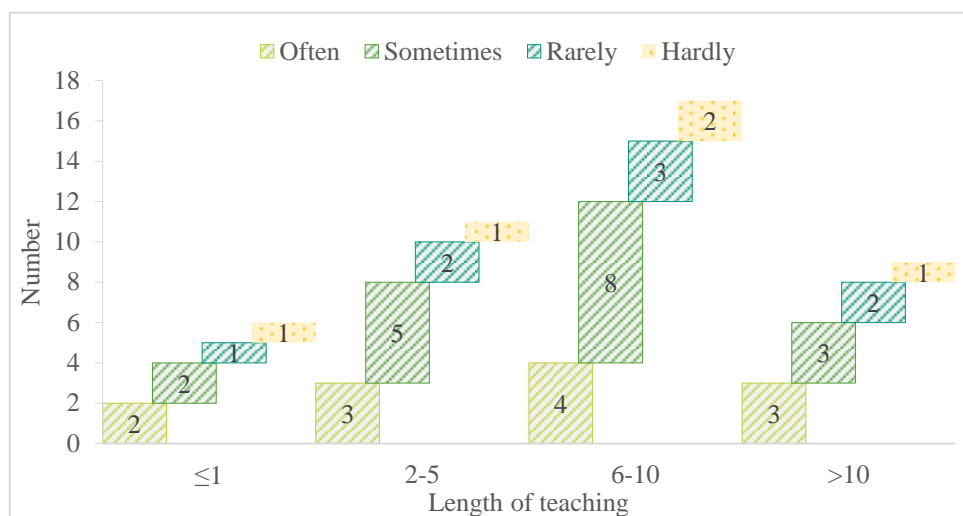


Figure 5. Frequency distribution of English teachers' involvement in Chinese culture in Teaching

As shown in Figure 5, among the teachers whose teaching years are less than or equal to one year, two teachers often and occasionally mention Chinese culture. Among the teachers with two to five years of teaching experience, five teachers occasionally mentioned Chinese culture, and three teachers often mentioned Chinese culture. Among the teachers who have been teaching for 6 to 10 years, 8 teachers occasionally mention Chinese culture, and 4 teachers often mention Chinese culture. Among the teachers who have been teaching for more than 10 years, three of them often and occasionally mentioned Chinese culture.

4.2. Causes of Chinese Culture Aphasia

Combined with the investigation of the phenomenon of "Chinese culture aphasia" in a normal university in the previous chapter, it is found that the students in this university can not effectively use English to express Chinese culture and carry out cross-cultural communication. Through questionnaires and interviews, the causes of "Chinese culture aphasia" can be summarized from two aspects: students themselves and teachers' schools:

First of all, the students' original English level is not high, the relevant English vocabulary and sentences are not in place, and they are unable to use English to translate and communicate with their well-known Chinese culture. In addition, the students' knowledge of Chinese culture is relatively weak, and the students under exam oriented education lack the knowledge of Chinese cultural background and common sense. Students' cognitive enthusiasm and learning enthusiasm for Chinese culture are not high, lack of subjective initiative.

Then there is the neglect of culture teaching by schools and teachers, unreasonable curriculum, and less English class hours per week for non-English majors. The content of the textbook is one-sided, mainly focusing on Western culture and customs, lacking the relevant content of Chinese culture. Teachers' understanding of culture teaching in teaching is one-sided. They only pay attention to the input of western culture and ignore the output of Chinese culture.

4.3. Solutions to Chinese Culture Aphasia

We should establish an equal and correct view of language and culture, enhance students' self-confidence, sense of belonging and identity of Chinese culture, and improve students' ability of cross-cultural communication. To correctly understand the purpose of culture teaching and add

Chinese culture related content in College English teaching, teachers should improve their own cultural literacy, optimize teaching methods, organize English corner and other forms of cultural exchange activities, so that students can master certain Chinese culture knowledge in English environment.

5. Conclusion

There are many problems in college English education. The main reason is that we only pay attention to general English and despise professional English. The phenomenon of "Chinese cultural aphasia" frequently appears in college students' cross-cultural communication activities, and its disadvantages and potential harm cannot be ignored. To be a unilateral receiver in cross-cultural communication will lead to the loss of cultural confidence in the long run. Chinese culture is gradually fading on the world stage, and Chinese people's sense of identity with Chinese culture is also gradually decreasing. Students' poor English level, weak reserve of Chinese culture knowledge, low learning enthusiasm, and neglect of culture teaching by schools and teachers are all the reasons for the frequent occurrence of "Chinese culture aphasia". This paper puts forward the following countermeasures for college students' learning: help students establish an equal and correct view of language and culture, improve students' knowledge of Chinese culture and English level; schools and teachers should correctly understand culture teaching, reform curriculum content and teaching methods, and improve students' enthusiasm for learning Chinese culture.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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