

# On Cultural Aphasia in College English Teaching and Its Countermeasures

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**Abstract:** The goal of college English teaching is to cultivate students' ability to use English and to communicate across cultures, so that they can better adapt to the needs of globalization. At present, there is a phenomenon of cultural aphasia in college English teaching in China, which neglects the value connotation of Chinese traditional culture. The phenomenon of Chinese cultural aphasia affects the cultural value of college students to some extent, making them lack of their own national cultural identity. On this basis, this paper studies the phenomenon of cultural aphasia in college English teaching and puts forward corresponding countermeasures.

**Keywords:** College English Teaching; Cultural Aphasia; Coping Strategies

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## Introduction

At present, our college English education attaches little importance to the introduction and inheritance of the mother tongue culture, and the teaching elements of culture account for a small proportion in the overall teaching content. We lack understanding of different cultural backgrounds, especially the connotation of Chinese culture. Most students cannot introduce their culture (including classics, historical stories, etc.) in English, which is a phenomenon of cultural aphasia. Traditional culture is difficult to carry out in college English classes, and this kind of classroom teaching method, which focuses on language skills but ignores cultural quality, will not only spread Chinese culture, form the humanistic spirit in foreign language classes, but also have an adverse effect on the cultivation of students' cross-cultural communication.

## 1. Current situation of aphasia in Chinese culture

Although many young scholars have a certain understanding of English, when communicating with foreign friends in English, it is still difficult to accurately convey China's long history and traditional culture in English, and it is also difficult for foreign friends to deeply understand the essence and connotation of our culture. The root of "Chinese cultural aphasia" is lack of cultural accomplishment. At present, most college English courses in our country focus on the teaching of English cultural knowledge, but pay little attention to the learning of Chinese traditional culture. In cross-cultural communication, only English culture is emphasized, while the spread of local culture is ignored. This makes students lack effective learning and research on English culture and mother tongue culture, and many students are unwilling to actively learn Chinese culture. The lack of traditional Chinese culture in college English teaching has resulted in "cultural aphasia" in college English.

## 2. An analysis of the causes of "cultural aphasia" in college English teaching

### 2.1 Inadequate teacher guidance

Human beings are the main carriers of cultural exchanges. Teachers should not only design the teaching content of college English, but also be the introducers and communicators of culture, and also undertake the task of spreading Chinese native language and culture. However, in the traditional college English teaching concept, the basic knowledge of English

and the understanding of English culture are always regarded as the primary task of English teaching. Some college English teachers lack subjectivity in the dissemination of Chinese culture. In terms of subjectivity, some English teachers ignore the performance of Chinese traditional culture in English classes and regard Chinese traditional culture as a subject or the mission of a subject; From an objective point of view, English teachers have a great relationship with the culture of English speaking countries in English teaching, and they will be influenced by cognition, thus ignoring the traditional cultural concepts in English teaching. As the main body of teaching, teachers' insufficient guidance on Chinese traditional culture will lead to the "aphasia" of the mother tongue culture in college English courses, which directly leads to students' difficulty in bringing China's profound culture to the world even if they have a solid foundation in English <sup>[1]</sup>.

## **2.2 The content of the textbook is missing**

There are various carriers of cultural exchange, which are expressed in the form of textbooks in the process of education. As a medium, the learning of any kind of curriculum should have the function of spreading knowledge and inheriting culture. This paper sorts out the most widely used textbooks in the three types of college English general courses, and finds that the Chinese mother tongue culture is in a "silent" situation. As a cultural carrier, textbooks, due to the lack of their mother tongue culture, lack the input of Chinese cultural English, and the lack of high-quality input will not produce high-quality cultural output.

## **2.3 Neglect of teaching practice**

Cultural exchange should not only have the object of communication, but also have the means of communication media. In college English curriculum, it is mainly reflected in the organization and evaluation of teachers in classroom teaching. In the actual teaching, in terms of teaching organization, due to the lack of attention to the teacher subject and the lack of mother tongue culture in the textbooks, college English teachers rarely involve their own mother tongue culture in the classroom, but mainly learn English knowledge to understand the national culture of English and improve their English thinking. In terms of evaluation methods, no matter what evaluation method or final evaluation method teachers adopt, teachers pay more attention to improving students' language skills, while ignoring the understanding of culture. Even output tests such as composition are mostly used to examine students' understanding of social phenomena and their ability to think and express in English. Therefore, in these two stages, the mother tongue culture is still in the state of "aphasia".

# **3. A study on the countermeasures to the problem of mother language cultural aphasia in college English education**

## **3.1 Guidance of English teachers**

English teachers take cultural knowledge as the main carrier, so they should pay full attention to their role in cultural communication. First of all, English teachers should correctly convey Chinese culture in their professional skills, cultural quality, mastery, understanding and use of foreign languages. Secondly, we should attach importance to the guidance of students. While cultivating English, teachers should also strengthen their understanding and acceptance of culture. In addition to introducing western culture, English teachers should also strengthen the input of Chinese culture in class, so that they can use English to spread excellent traditional culture. At the same time, teachers should also compare Chinese and Western cultures, so that they can objectively recognize the differences between different cultures, improve their awareness of cross-cultural communication, and consciously pass on the excellent Chinese culture. In teaching, teachers should pay full attention to the mother tongue culture, and actively guide it, so that it can play a role as a cultural model in teaching, so that it can change in the main body of communication.

## **3.2 Arrangement of college English textbooks**

In order to make college English teaching get out of the "aphasia of mother tongue culture", it is necessary to enrich the content of teaching materials and integrate Chinese culture into students' life better. In the design of college English textbooks, it should be clearly recognized that college English is not only a basic language, but also a humanities subject that

enables students to know the world and understand the culture. In the selection and arrangement of textbooks, we should not only increase the length of Chinese culture, but also increase the proportion of Chinese culture, and pay attention to the diversification of materials. In terms of the content of the topic, English materials can be selected from politics, economy, culture, people's life and other aspects to strengthen the understanding of Chinese culture. For example, in terms of traditional culture, we can choose the English translation of Chinese classics, such as the *Analects of Confucius*; From the perspective of China's contemporary state and politics, the English version of *Xi Jinping On the Governance of China* is a good choice. As far as daily life events are concerned, we can choose some foreign English media to report the news of China. In a word, with textbooks as the carrier and rich materials, the inheritance of Chinese culture is carried through the whole college English curriculum system, so that students can master the expression and communication of Chinese culture in the process of using English [2].

### 3.3 Changes in English teaching and assessment

To change this phenomenon of cultural aphasia, it must be carried out from the two levels of teaching organization and evaluation. In terms of teaching organization, due to the change of teachers' concept, the supplement of Chinese culture in textbooks, the subjective needs of teachers and the objective needs for the content of textbooks, the "cultural aphasia" in China will be improved. In the teaching process, teachers should guide students to carry out targeted extracurricular reading activities, strengthen their understanding of Chinese traditional culture, enhance their interest in traditional culture, and enhance their sense of mission. In the stage of teaching evaluation, teachers should promote learning by evaluation. In China, the important examination is the direct leader of education and teaching, which plays a great role in promoting students' learning. Teachers can adopt formative evaluation methods and adopt various forms of evaluation. Evaluation methods include: group discussion, individual or group presentation, individual or group survey, writing report, etc. The examination should not only examine students' language expression ability, but also take into account the cultural issues involved, so as to mobilize students' enthusiasm for learning, enable them to absorb knowledge of Chinese culture, and thus solve their mother tongue problems.

### Conclusion

To solve the problem of "mother tongue cultural aphasia" in college English teaching and let English education shoulder the responsibility of "Chinese culture", we need to proceed from the above three levels. 1. College English teachers must have good English literacy and good knowledge of Chinese and Western cultures, which is a prerequisite for solving the problem of mother tongue cultural aphasia in college English education. 2. College English textbooks should reflect more Chinese traditional culture, take English as the carrier, and strengthen the study of Chinese traditional culture, so as to ensure the problem of mother tongue cultural aphasia in English teaching. 3. In teaching and curriculum evaluation, teachers should not only attach importance to improving language ability, but also attach importance to using English to describe Chinese traditional culture, and compare and reflect on Chinese and Western cultures. In college English teaching, this is the key to solving the problem of mother tongue cultural aphasia. In a word, we should strengthen the connotation of Chinese traditional culture, solve the problem of mother tongue cultural aphasia, and cultivate the awareness of "cultural self-confidence" and "cultural self-reliance", so that they can consciously assume the responsibility of Chinese culture.

### References

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