

Chinese Culture Aphasia in Chinese Senior Middle School English Class

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Abstract: Chinese culture going global is one of the concrete manifestations of the improvement of China's comprehensive national strength. Having a certain English expression ability of mother tongue culture has increasingly become an inevitable requirement for high school students to improve their English application ability, realize effective cross-cultural communication and carry forward Chinese culture. Although the current reform of senior high school English curriculum standards clearly puts forward the emphasis on the communication of Chinese culture, the phenomenon of "Chinese cultural aphasia" is still widespread among senior high school students. In this study, the author will investigate the Chinese cultural aphasia experiences of high school students, aiming to comprehend more deeply how the phenomenon of Chinese cultural aphasia emerges in high school classrooms. Through questionnaires, the author will examine their experiences with Chinese cultural aphasia, the specific ways in which this phenomenon occurs, and how to minimize it. This research is based on the following questions : (1) What aspects does Chinese cultural aphasia present in high school English teaching? (2) What are the main causes of Chinese cultural aphasia in high school English teaching? (3) What measures are helpful to solve the problem of Chinese cultural aphasia in high school English teaching? In the research process, the author uses the questionnaire survey method, from the perspective of students, to deeply explore the reasons for the phenomenon of cultural aphasia in high school. Suggestions for improvement are put forward according to the above reasons.

Keywords: Chinese cultural aphasia, teaching English in senior middle school, analysis of causes

1. Introduction

Nowadays, in the context of globalization, learning and understanding foreign cultures have gradually become the main content of cultural teaching in Chinese English subjects. *The English Curriculum Standards for Ordinary Short Messages (2017 Edition)* clearly states that "fostering students' cultural awareness is an inevitable requirement for cultivating and improving students' core literacy in the discipline." [1]. Nonetheless, there exists a discernible delay in the real-time educational process. The capability of pupils to articulate Chinese traditions in English, alongside nurturing their affinity to their homeland, frequently gets overshadowed by the oversight of educators. In China, when teachers conduct cultural education in English classes, students' ability to express content with Chinese cultural characteristics or traditional culture in the target language would be low, thus causing barriers

to cross-cultural communication. Cong, who first systematically summarized the phenomenon and defined this phenomenon as “Chinese cultural aphasia” [2]. Grounded on these observations, Chen intensively distills the notion of Chinese cultural aphasia, positing that for those acquiring the English language, their indigenous cultural aphasia predominantly reveals itself on two scales: “First, it refers to the current lack of English language learners’ ability to express Chinese culture in English; and second, it refers to the lack of English language learners’ understanding of Chinese culture itself.” [3].

Since the concept of “Chinese cultural aphasia” was put forward, many scholars in the domestic education sector have conducted systematic research on this topic. For example, Zeng studied this phenomenon from the perspectives of English language teaching and Chinese culture teaching, his findings suggest that teachers’ cultural teaching ability and their own cultural knowledge reserve are insufficient, and teachers’ performance in the process of cultural teaching is too subjective and arbitrary, which delays students’ cultural input to a certain extent [4]; Yang have analyzed the causes of this phenomenon from the cross-cultural perspective, the research drew a conclusion that the limitations of learning resources and environment, such as the disparity between the target language and native language in teaching materials [5]; the imbalance of input-output ratio, the scarcity of reading materials and the lack of relevant thematic activities in schools are important objective factors. From an empirical research perspective, Zhang, Song, Xiao, and Liu executed assessments and gathered data through questionnaires, focusing on college students’ proficiency in articulating Chinese cultural terminologies in English, and analyzed the status of Chinese culture-related curriculum. Their findings suggest that the current teaching content and teaching methods of senior high school English are too one-sided and exam-oriented [6,7]. The teaching content takes the college entrance examination work as the center, with obvious exam-oriented color, and reduces the cultural education to the auxiliary educational purpose. Xue conducted a practical study on the influence of language attitudes on Chinese cultural aphasia, proposing that Chinese English be used as a cultural output tool to dissolve English learners’ Chinese cultural aphasia [8]. In these studies, although researchers have explored the phenomenon of Chinese cultural aphasia from different research methods and perspectives, almost all of them focus on how to introduce the target language culture into foreign language teaching, while there are few studies on how to construct the self-communication awareness of mother tongue culture.

The researchers identified three major gaps in previous studies and in the literature. First, there seemed to be a population gap in previous studies; Insufficient exploration into the occurrence of Chinese cultural aphasia amongst secondary school pupils; According to the China National Knowledge Network paper database, more than 60% of the literature on Chinese cultural aphasia focuses on the phenomenon at the university level, and little attention is paid to the basic education level. Secondly, there seems to be a practical knowledge gap in previous studies. The majority of prior scholarly investigations have centered their attention upon the domain of "educational leadership." Distinguished scholars have diligently proffered remedies aimed at the enhancement and diminution of the manifestations of Chinese cultural aphasia within educational institutions, all through the lens of educational institutions and policies [9]; however, scant empirical inquiry has been devoted to teaching and learning. It is important to survey that because, according to Lee and Re, high school students are in the prime of their life and value formation, and their learning needs outside support and guidance, it is time to pay attention to the importance of teaching guidance for students. [10] Finally, the researchers found an empirical gap in previous studies; the previous literature lacks rigor. For example, some designed Chinese cultural knowledge test questions from both broad and narrow cultural perspectives, traditional Chinese culture and modern culture [11]. Others chose only three aspects of the Chinese diet, folk customs and historical sites as the content

of cultural test. Due to the selection of different research objects, the previous studies covered different aspects of Chinese culture, and the conclusions were not systematic and complete [12].

2. Literature Review

2.1. Studies on Chinese Culture Aphasia in English Teaching

Chinese Cultural Aphasia refers to the low ability to express content with Chinese cultural characteristics or traditional culture in the target language, thus causing barriers to intercultural communication. In terms of research issues, Chinese scholars are late to the party in studying the phenomenon of Chinese Cultural Aphasia. In Chinese English language teaching, the concept of Chinese Cultural Aphasia was first introduced by Cong, who found that “while their Western counterparts inquire with respect into the true meaning of Confucianism/Taoism, our scholars have no choice but to talk about it.” Cong calls this difficulty in expressing one’s native culture in English “Chinese Cultural Aphasia” and points out that this is “a major flaw in basic English teaching” in China [2].

Many scholars have conducted studies on this topic, which are mainly concerned with its definition, current situation, causes and ways of improvement, both empirical and empirical investigations. The subjects of these empirical studies vary from students to English teachers. In addition, the scope of culture covered in these studies also varies, with some “designing Chinese culture knowledge test questions from the perspectives of broad and narrow culture, traditional Chinese culture and modern culture” [7], while others only selected three aspects of Chinese food, folklore and historical sites as the content of the culture test [13]. Previous studies have chosen different subjects and covered different aspects of Chinese culture, so the conclusions drawn are not systematic and complete. In order to study Chinese Cultural Aphasia in depth, there is first a need for an accurate definition of it. “In cultural education, we have to solve two main problems: firstly, learning to understand the culture of the target language and the culture of the native language, and secondly, learning the foreign language expressions of these cultures” [14].

According to the CNKI database, the earliest research focusing on the phenomenon of “Chinese cultural dissonance” among high school students began in 2011 [15]. The research on the phenomenon of “Chinese Cultural Aphasia” among university students began even earlier [16].

Based on the research object of this paper, it is obvious that, when high school students are exposed to a foreign language, they will accept and master it more easily; this reflects that cultivating high school students’ Chinese cultural awareness and ability in English teaching and enhancing their Chinese. This suggests that it is important to develop Chinese cultural awareness and competence in SMS students and to enhance their Chinese cultural competence and literacy.

2.2. Studies on Culture Education in Language Teaching

To understand the phenomenon of Chinese cultural aphasia, we need to understand the role of culture in education and teaching. As McMeniman and Evans point out, “Foreign language teaching is the most obvious manifestation of a culture.” [17]. British and American countries attach great importance to the role of cultural education in language teaching and have carried out a series of cross-cultural communication activities and cultural power offensive. As Jean-Neny, director of the National Library of France, puts it: “Each new mode of information exchange not only replaces the old one but also brings new value.” As English often plays a powerful role in the global economy, trade, politics, and mass media, its globalization and linguistic hegemony in “every corner” of the world is increasing. As Christo describes in the Cambridge Encyclopedia of the English Language, English holds official or semi-official status in over 60 countries. Over two-thirds of the world's scientists and three-quarters of global mail employ English as their primary language of

communication. *English 900*, *New Concept*, *Underwear* and other famous English teaching materials are the “evergreen” teaching materials in the world. Currently, 85% of global international organizations, including the United Nations and the European Union, utilize English as their common language, while 80% of publications and online content worldwide are disseminated in English [18].

Compared with Britain and America, the process of independent research on culture and education in China started relatively late and has greater limitations. In terms of research time, since the outbreak of the Opium War, China’s cultural and educational undertakings have suffered unprecedented blows from foreign invaders, and it was not until 1952 that China basically restored its sovereignty over education [19]. It was not until the 1980s that Chinese linguistics began to seriously discuss the relationship between culture and language education [20].

In terms of research direction, in the early stage of cultural education research, almost all researchers focused on the introduction of target language culture into foreign language teaching, while there was little research on mother tongue culture. For example, the book *Modern Foreign Language Teaching -- Theory, Practice and Methods* introduces the content, principles and methods of introducing the target language culture in detail, while the discussion of the native language culture is skimming [21]; In the article on *Second Language Teaching and Second Culture Teaching*, cultural teaching in second language teaching is directly understood as second culture teaching, rather than bilingual culture teaching [22].

From the perspective of research objects, most of the research focuses on higher education, but pays insufficient attention to cultural education in senior high school language teaching. According to the database of China National Knowledge Network, China began to attach importance to the cultivation of cultural teaching and cultural awareness in senior high school English language teaching in 2006 [23]. It was not until 2012 that the importance of cultural education in senior high school language teaching was more actively discussed.

2.3. The Impact of Cultural Ecology and Cognitivism on Improving Chinese Cultural Aphasia in High School Students

Cultural ecology plays an important role in dispelling the phenomenon of Chinese cultural aphasia in high school students. American scholar J.H. Steward first put forward the concept of cultural ecology, pointing out that it is mainly “a theory to study the laws of culture generation, development and variation from the interaction of various factors in the whole natural environment and social environment of human existence” [24]. From the perspective of cultural ecology, in the process of second language acquisition, the mother tongue and target language have the same cultural value and play an equally important role in maintaining the balance of cultural ecology, which means that Chinese culture should receive equal attention in high school English teaching [25]. The teaching of cultural ecology helps to cultivate the native language cultural awareness of high school students, encourages high school students to actively transform English knowledge into local cultural knowledge, and promotes two-way cultural communication by understanding English knowledge from local culture.

From the perspective of cognitivism, the acquisition of novel knowledge is perceived as an active cognitive endeavor. This mental undertaking hinges upon the preexisting cognitive framework shaped by relevant knowledge and prior experiences [26]. Different from lower-grade students, high school students have a relatively mature autonomous learning system. How to guide them to use their own learning system and build the ability of two-way communication between Chinese and foreign cultures is worth exploring and thinking.

3. Research Methodology

In this study, the author will investigate the Chinese cultural aphasia experiences of high school students in order to better understand how the phenomenon of Chinese cultural aphasia emerges in high school classrooms. Through questionnaires, the author will examine their experiences with Chinese cultural aphasia, the specific ways in which this phenomenon occurs, and how to minimize it.

3.1. Research Questions

Based on the cultural quality requirements of the SMS English curriculum and from the experience of the SMS students, this study aims to discover how the phenomenon appeared in the high school classroom, and to propose actionable countermeasures to solve the problem. The main issues studied in this thesis are:

- What are the manifestations of Chinese cultural aphasia in senior high school English teaching?
- What are the main reasons for Chinese cultural aphasia in senior high school English teaching?
- What measures are helpful to solve the problem of Chinese cultural aphasia in senior high school English teaching?

3.2. Research Objects

The 100 students who participated in this questionnaire survey were all from the second year of SMS in Lu'an. In order to obtain fuller, more comprehensive and more valuable findings, students from one natural class from each of the arts and science classes were selected to participate in the questionnaire survey.

Students from two parallel classes in senior two were chosen for the questionnaire because senior two students have a certain language base and the implementation of cultural diversity is more operational, thus helping the author to explore in more depth the current situation of cultural teaching and the factors that hinder it.

3.3. Research Instruments

The methodology of this study prepared a set of questionnaires in order to understand the current situation and root causes of the phenomenon of Chinese Cultural Aphasia in SMS English teaching from the students' perspective and to draw corresponding countermeasures from it. Drawing on Ding Hongjian's 2018 questionnaire on a case study of the phenomenon of Chinese Cultural Aphasia in SMS English teaching, the author designed a questionnaire on students' interest in, and attitudes towards, Chinese cultural expressions in English, and their interest in, and mastery of, Chinese cultural learning [27]. The questionnaire design also included a survey of students' views on the current implementation of teaching Chinese culture in English, the coverage of Chinese culture teaching content, and students' expectations of teachers in this area. 100 questionnaires were distributed and 100 were received, with a 100% return rate (Appendix).

There are 14 questions in the questionnaire. Question 1 corresponds to students' interest in learning Chinese culture; questions 2, 4 and 7 correspond to students' attitudes and ways of expressing Chinese culture in English; questions 3 and 8 correspond to students' mastery of Chinese culture in English; questions 9 and 10 correspond to the current implementation of Chinese culture in the English classroom; question 6 the coverage of Chinese culture in English textbooks; questions 5, 6 and 14 correspond to the possible factors affecting students' learning of Chinese culture in English; questions

12 and 13 correspond to students' expectations of teachers in teaching Chinese culture in English. Questions 5, 6 and 14 correspond to possible factors that influence students' learning of Chinese cultural English, and questions 12 and 13 correspond to students' expectations of their teachers in teaching Chinese cultural English. The above is part of a questionnaire designed to understand the current situation of the phenomenon of Chinese cultural disfluencies in English teaching in high school from the student level. The research dimension is as follows (Table 1).

Table 1: Dimension of Questionnaire

Classification of Survey Items	Number of Items
Students' Interest in Learning Chinese Culture	1
Students' Attitudes and Ways of Learning English Expressions of Chinese Culture	2, 4, 7
Students' Mastery of English expressions of Chinese culture	3, 8
Students' Perceptions of the Current Implementation of Chinese Culture in the English Language Classroom	9, 10
The Involvement of Chinese Culture in English Teaching Materials	11
Possible Factors Affecting Students' English Learning of Chinese Culture	5, 6, 14
Students' Expectations of Teachers in Teaching English to Chinese Culture	12, 13

3.4. Research Procedure

Student questionnaire survey in February, the author conducted a questionnaire survey on 100 students in the second year of SMS in Lu'an City. The questionnaire was conducted at the last study session in the evening before school, which did not have any impact on the students' normal learning activities. After explaining the purpose of the study, the students were very supportive and cooperative, with a positive attitude to cooperate with the questionnaire. Statistics and analysis were carried out the next day.

4. Results and Discussion

4.1. Results

4.1.1. Data Analysis of the Questionnaire Survey of Senior Middle School Students

(1) Students' attitudes towards and mastery of English expressions of Chinese culture

According to the student questionnaire design box x-frame, questions 1, 2, 3, 4, 7 and 8 aim to investigate students' attitudes, interests and ways of learning Chinese culture and learning English expressions of Chinese culture, as well as their mastery of learning English expressions of Chinese culture; questions 5 and 6 aim at possible factors of difficulties in learning English of Chinese culture; their findings are as follows.

Table 2: Data Analysis of the Student Questionnaire(I)

Survey Question Items		Situation Statistics		
1	Students are Interested in Learning about Chinese Culture	Strong Interest 63%	More Interested 37%	
2	Students are Interested in Expressing Chinese Culture in English	Strong Interest 35%	More Interested 23%	Not very Interested 42%
3	Students' Understanding of How to Express Chinese Culture in English	Very Familiar With 9%	More Familiar With 20%	Don't Know Much 71%
4	Is it Important to Have Knowledge of Chinese Culture in the English Language Learning	Very Important 70%	More Important 30%	
5	Probability of Talking to Foreigners	Did Not Talk to 80%	Not Too Much 15%	Relatively More 5%
6	Reasons for Difficulties in Talking to Foreigners	Low Self Knowledge and Proficiency in English Language 75%	Lack of Cultural Knowledge 25%	
7	Ways of Encountering Chinese Culture Outside the Classroom	Through Films and Television Productions 75%	Via Internet 80%	Read Magazine Books 10%
8	What to Do if You Encounter Unfamiliar Elements of Chinese Culture in Your English Learning Process	Guess Based on Context 33%	Access to Relevant Information 54%	Jump Over and Ignore It 8%

As table 2 above shows, questions 1, 2, 3, 4, 5, 6, 7 and 8 investigate the importance students attach to Chinese culture and their attitudes towards expressing Chinese culture in English and the current situation. This shows that students still need to be encouraged to actively use the target language to express Chinese culture; when question 3 asked whether they were familiar with how to express Chinese culture in English, only 9% of students confidently said they were familiar with it, 20% said they were more familiar, and 71% said they did not know much about how to express Chinese culture in English, reflecting that students' language transformation. In question 4, students were asked whether they thought it was important to learn Chinese culture in the process of learning English. 70% of the students thought it was very important and 30% thought it was more important. This shows that the majority of students have had few opportunities to interact with foreigners. In question 6, when students were asked about the reasons for their difficulties in communicating with foreigners, 75% of them admitted that it was due to their low knowledge of the English language and their ability, while 25% believed that it was due to a lack of cultural knowledge; regarding question 7, 73% of the students chose television, films and radio, 80% turned to the Internet and only 10% preferred paper books and magazines. Regarding question 8, which mentioned unfamiliar elements of Chinese culture in the process of learning English, 33% of students would guess based on the context, 54% would consult relevant materials, and 8% would skip it.

(2) Students' reflections and expectations on the current state of teaching Chinese cultural expressions in English in SMS

Questions 9 and 10 reflect the specifics of the current implementation of Chinese cultural English in the classroom; question 11 reflects aspects covered in Chinese cultural English textbooks; and questions 12 and 13 correspond to students' expectations of their teachers in teaching Chinese cultural English. The results of the survey are shown in Table 3.

Table 3: Data Statistics of the Student Questionnaire(II)

Survey Question Items		Situation Statistics		
9	Whether Teachers Often Teach Chinese and English Culture Comparison	Frequently 40%	Compare More 36%	Occasionally 24%
10	How Teachers Teach Traditional Culture	Combined with the Teaching Material 60%	Contrasting Teaching with Relevant European and American Cultures 40%	
11	Believes that the Current Textbook Covers Aspects of Chinese Culture	Many 20%	Generally 50%	Less 30%
12	Believes that the Teaching of Chinese Culture Should Include	History, Humanities and Customs 80%	Political Religious Value 20%	
13	In Which Form Would Your Teacher to Introduce and Spread Chinese Culture	Multiple Video Presentation 85%	Explaining the Cultural Background of Vocabulary 5%	Scenario Reproduction 10%

As shown in table 3, questions 9, 10, 11, 12 and 13 aimed to find out students' reflections and expectations on the current situation of teachers' expression of Chinese culture in teaching English in SMS. Question 9 on whether teachers often teach a comparison of Chinese and English cultures, 40% of students said often, 36% felt it was more frequent and 24% said occasionally, reflecting the fact that teachers pay more attention to communication about Chinese culture in current SMS English teaching; Question 11 referred to the question of how much content students thought was covered in current textbooks in relation to Chinese culture, only 20% of students thought a lot In Question 12, when asked what aspects of Chinese culture they thought should be covered in teaching, 80% of the students thought that history, humanities and customs should be covered more, while only 20% of the students thought that politics, religion and values should be covered. In question 13, 85% of the students wanted the teacher to introduce and disseminate Chinese culture through multimedia videos, 10% of the students supported the use of scenarios and 5% of the students wanted the teacher to introduce and disseminate Chinese culture by explaining the cultural background of vocabulary, which shows that the majority of the students preferred to introduce and disseminate Chinese culture through direct videos and practice.

4.2. Factors for Chinese Culture Aphasia in Senior Middle School English Teaching

4.2.1. Learning Resource Environment Factors

The research sample found that there are still many problems in the classroom resources and environment for promoting Chinese culture in Chinese high school English teaching.

First of all, the current textbook resources focus on Chinese culture in a relatively small number of texts, and the focus is relatively homogeneous. The analysis of Oxford English textbooks shows that the proportion of Chinese culture in current textbooks is very low, accounting for only 14.6% of the total cultural content in textbooks.

Besides, the current written English textbooks are far from meeting the needs of current high school students in learning Chinese cultural exchanges in the process of English learning, and the questionnaire survey of students also supports this problem.

Moreover, compared with the same cultural topics in the West, the material selection of Chinese culture is very homogeneous and concentrated, and the coverage of Chinese culture is very shallow and narrow, without involving other aspects. This has undoubtedly influenced teachers' understanding of Chinese culture in textbooks, as well as students' development and interest in intercultural communication skills.

4.2.2. Student Factors

According to the results of the study sample, there are many reasons for the phenomenon of "Chinese cultural aphasia" in the English expression of Chinese short message students.

High school students' English language expression ability still has obvious deficiencies. This includes both internal and external aspects. The survey results showed that only 5% of students had more experience of talking to foreigners, reflecting fewer opportunities to communicate with native speakers; Seventy-five percent of the students lack the ability to express themselves in English, and less than 10 percent of high school students can skillfully use English to promote Chinese culture.

While SMS students show great interest in learning about Chinese culture and a majority (70%) agree on the importance of promoting Chinese culture in English, there is a distinct lack of motivation to express and promote Chinese culture in English. Nearly 50 percent of the students said they were not interested in promoting Chinese culture in English.

4.3. Strategies for Improving Chinese Cultural Aphasia

4.3.1. Improving the Learning Resource Environment

Integrate teaching materials, supplement cultural materials, strengthen classroom comparative learning, and strengthen after-class practice. It can sort out and classify the Chinese cultural knowledge in the textbooks and select the Chinese cultural materials related to the English textbooks as supplements to form a small-scale summary table of cultural knowledge materials, which can make up for the shortage of resources in the textbooks to a certain extent.

Enrich extracurricular reading materials, organize appropriate activities, and create a good learning environment outside the classroom. Extracurricular activities are also a better way for students to learn a foreign language, which can better stimulate their interest in learning. On the one hand, schools can carry out lectures related to expressing Chinese culture in English, tell students how to express Chinese culture in English, and help them master the common methods and skills of expressing Chinese culture in English. On the other hand, schools can organize English language activities to show students' oral expression skills, such as English speech and writing competitions, English plays,

English salons, summer camps and so on. By organizing lectures and workshops, schools can create a positive learning environment where students have the opportunity to practice their English skills.

4.3.2. Increasing Student Initiative

According to the analysis of the survey results, it is clear that students' heavy learning tasks and lack of internal motivation are important factors in the loss of Chinese culture at the senior secondary level. David Pawl Ausubel's theory of learning motivation suggests that cognitive-associated internal motivation is the most stable internal motivation for English learning. Therefore, stimulating students' interest, strengthening their cognitive-attached internal motivation, improving their learning initiative and guiding them to establish a correct view of English learning are important measures to change the phenomenon of "Chinese Cultural Aphasia" in SMS.

5. Conclusion

2023 is destined to be an extraordinary year. It is the first year that China has officially entered the "post-epidemic era", and the exchanges between China and the rest of the world are getting closer and closer. As an important language tool in cross-cultural communication, English plays an important role in the transmission and export of Chinese culture. Although the high school English curriculum standards clearly point out that "students should cultivate the ability to spread Chinese civilization", there is still a phenomenon in high school students that "cannot accurately express Chinese culture in English", that is, "Chinese cultural aphasia". However, the phenomenon of not being able to accurately express Chinese culture in English still exists among high school students. Based on the theory of intercultural communication, the author conducted a questionnaire survey, comparative analysis, and interview with senior high school students, teachers, and teachers through questionnaire survey, textbook analysis, and case study. The reasons for this phenomenon include the following three aspects.

First, the limitations of the learning resource environment, such as the imbalance between the target language and the mother tongue culture in the teaching materials. The input-output ratio imbalance, the scarcity of reading materials, and the lack of related thematic activities in schools are important objective factors.

At present, SMS students still have deficiencies in English language skills, and there is a clear lack of motivation to express themselves in English to promote Chinese culture.

Secondly, the current teaching content and teaching methods of senior high school English are too one-sided and exam-oriented. The teaching content takes the college entrance examination work as the center, with obvious exam-oriented color, and reduces cultural education to the auxiliary educational purpose.

In order to analyze the Chinese cultural factors at the level of SMS, the author suggests changes in the following three aspects.

First, combine teaching materials, supplement cultural materials, and strengthen after-class exercises.

Second, stimulates students' interest, strengthens cognitive correlation drive, and improves learning initiative.

Third, teachers should improve their knowledge of Chinese culture and oral expression skills and master relevant teaching methods to improve classroom efficiency.

The research of this paper has some advantages, but there are also many shortcomings.

First, the sample size of this study is not large enough, the number of respondents is not large enough and the respondents are all students in one high school, so it should be extended to all high school students in a certain area.

In addition, the author's theoretical training is not rich enough, and the evaluation criteria used in the paper are mainly summarized by predecessors, which is a lack of innovation. The design of the questionnaire has also been modified on the basis of other scholars, which may be insufficient in both breadth and depth.

Last but not least, the proposals for improving "Chinese cultural aphasia" are not detailed enough.

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Appendix

Questionnaire on the status quo and causes of students' Chinese cultural expression Adapted from Ding Hongjian's 2018 questionnaire on Chinese Culture Teaching in High School English Teaching

Hello, everyone! The test results of this questionnaire are only used for research purposes to guide English teaching. Be sure to do this carefully and independently. Thank you for your support and assistance! Please write your choice on the left side of the question number. Thank you for your cooperation!

1. What do you think about Chinese culture?
A, have strong interest in B, more interested in C, little interest D, not interested
2. What do you think of expressing Chinese culture in English?
A, have strong interest in B, more interested in C, little interest D, not interested
3. How do you express Chinese culture in English?
A, very familiar with B, more familiar with C, not very familiar with D, do not understand
4. Do you think you should learn Chinese culture in the process of learning English?
A, very important B, somewhat important C, not very important D, not important
5. How often do you talk to foreigners?
A, often B, more C, not too much D, no
6. In your opinion, the main reasons for communication difficulties in the process of communicating with foreigners are:
A. Low knowledge and ability of English language B, different values
7. In addition to class, how do you get to know Chinese culture expressed in English?
A, television, movies or radio B, books, magazines or newspapers C, Internet D, public places
8. When you encounter unfamiliar Chinese culture in English learning, you will:
A, guess B according to the context, consult the relevant information C, ask the teacher D, overlook the past and ignore it
9. Your teacher compares British and American culture with traditional Chinese culture in class.
A, often B, more C, not too much D, no
10. How did your teacher introduce China's traditional culture?
A. Teaching B in combination with the textbook, teaching C alone, teaching D and others in contrast with the relevant British and American culture
11. Do you think there is information about Chinese culture in English textbooks?
A, a lot of B, generally C, very few D, none

12. What aspects of knowledge do you think should be included in the introduction of Chinese culture?

A, history, literature, art, festivals, music, customs, B, industry, agriculture, commerce, education, C, politics, religion, beliefs, values, World outlook, D, rule of law, news media, social welfare issues

13. What do you think is the best way to introduce Chinese culture in the teaching process?

A.explain vocabulary, show cultural implications B, situational dialogue C, group cooperation D, comparison of English and Chinese cultural phenomena E, set up the second class

14. What do you think is the biggest factor that influences your English learning to understand Chinese culture?

A, too heavy homework load B, little help for language learning C, not directly taking D in the college entrance examination, not interested in E, teachers do not pay attention to

Thanks again for your cooperation, thank you! Wish you a happy study!