

A Qualitative Study on the Factors Influencing Students' Chinese Culture Aphasia in College English Teaching

You Chen^{1,a,*}, Yuncai Liu^{2,b}

¹School of Education, Graduate University of Mongolia, Ulaanbaatar, 15141, Mongolia

²College of Foreign Studies, Guangdong University of Science and Technology, Dongguan, 523083, China

^adoctorchen4949@gmail.com, ^bliuyuncai@gdust.edu.cn

*Corresponding author

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Abstract: This study aims to investigate the factors influencing students' Chinese Culture Aphasia (CCA) in China's college English teaching. Employing a qualitative research approach, this study gathers rich data through literature review and interviews. Then, the research identifies five key factors influencing students' CCA in college English teaching, including differences of language and culture, textbook deficiency, the role of teachers, course evaluation system, and English language education system. Regarding these influence factors, this study offers several recommendations to promote a more comprehensive delivery of Chinese culture in college English teaching, which encompass encouraging students to actively engage in learning Chinese culture, updating textbooks, strengthening teachers' culture training, improving course evaluation system to better integrate Chinese culture education, and perfecting China's English language education system.

1. Introduction

As globalization continues to shape our interconnected world, English has emerged as a vital tool for international communication and collaboration ^[1]. In this context, college English education plays a pivotal role in facilitating China's interaction with the international community ^[2]. However, as English proficiency spreads across China, the phenomenon of students' Chinese Culture Aphasia (CCA) in college English teaching has gained prominence, prompting extensive discussion and concern ^[3]. Thus, this study endeavors to delve into the core factors contributing to CCA among Chinese university students in the context of English language education. The objective of this research is to explore how cultural disparities influence the English language learning and expression abilities of Chinese students, and, most importantly, to propose viable solutions to mitigate this issue.

2. Literature Review

Aphasia originates from medical terminology, which refers to the partial or complete loss of

thought expression ability, oral and written language comprehension ability caused by brain injury or disease ^[4]. CCA was first proposed in 2000 by professor Cong Cong from Nanjing University of PRC ^[5]. According to her, there is a defect of CCA in English teaching in China. Although English teaching in China has developed rapidly and achieved significant achievements, there is still a major problem in English teaching in China, which is the phenomenon of CCA ^[6]. Later, a great number of scholars conducted the researches about CCA. For example, Song, Y. W. & Xiao, L. F. made an investigation on the current situation of CCA in college English teaching in 2009, and found out that “undergraduate students in universities have a good grasp of Chinese cultural knowledge, but lack the ability to express themselves in English. ^[7]” In 2011, Yu, L. & Wang, X. H. explored corresponding strategies to address the phenomenon of CCA in English teaching through a questionnaire survey of students in higher education institutions in China ^[8]. In 2015, Wang, P. discussed the causes of CCA from the perspective of cultural ecology, and put forward a series of response strategies ^[9]. In 2018, Chong, B. took tea culture as an example to probe into the current situation of CAA in college English teaching ^[10]. In 2020, Shao, Y. went on a research on the phenomenon of CCA among non-English majors in science and engineering colleges from the perspective of a cross-cultural context, and proposed that each science and engineering college should not only strengthen the importance of teaching Chinese cultural knowledge, but also carefully select textbooks, optimize curriculum settings, and fully leverage the backwash effect of testing ^[11]. In 2023, Xu, X. Y. carried out a comprehensive analysis of the problem of neglecting learners’ input of local culture in college English teaching in China and proposed effective teaching strategies ^[12]. To sum up, since 2000, although the research time, subjects, test content, and sample size have varied across the country, the conclusions drawn are basically consistent, namely, most participants cannot properly express the Chinese culture involved in the test in English. Currently, the textbooks college students used in a way involve some learning of Chinese culture. Yet, in reality, English teachers often stress on the cultivation of language skills, neglecting the importance of Chinese culture teaching, which is why this study attempts to make a difference.

3. Theoretical Basis

The first theoretical basis of this study is Intercultural Communication Theory (ICT). The study of intercultural communication originated in the US in the 1950s ^[13]. The publication of Hall’s great works *The Silent Language* in 1959 marked the birth of intercultural communication studies ^[14]. In his works, Hall introduced the concept of high-context and low-context cultures, emphasizing the role of non-verbal cues and context in communication ^[15]. Hall’s work laid the foundation for understanding how culture influences communication styles and preferences. Moreover, the relationship between language and culture is inseparable. Intercultural Communication Competence (ICC) means the competence to communicate and interact with people from different cultural backgrounds ^[16]. With the deepening research on foreign language teaching in China, the teaching purpose has shifted from traditional instillation of grammar and vocabulary to promoting the development of students’ ICC. Thus, College English (CE), as a compulsory subject for non-English majors in universities, plays an important role in cultivating students’ ICC and helping them enter society from school.

The second theoretical basis is Cultural Schema Theory (CST). The development of CST can be traced back to the works of cognitive psychologists like Bartlett (1932) and Brewer and Treyens (1981). These early studies laid the foundation for exploring how individuals rely on cognitive frameworks, or schemas, to make sense of their experiences ^[17]. CST builds upon this idea by focusing on the role of culture-specific knowledge in shaping schemas. In other words, CST can have a significant impact on college English teaching in China, as it offers a framework for

understanding how cultural knowledge and preconceptions influence language learning and communication.

The third theoretical basis is Cultural Dimension Theory (CDT). CDT refers to a framework for understanding and analyzing cultural differences and similarities among societies and groups ^[18]. It was initially developed by Geert Hofstede and his colleagues in the 1970s and 1980s. Hofstede's original model first identified and described four primary cultural dimensions (Power Distance, Individualism vs. Collectivism, Masculinity vs. Femininity, and Uncertainty Avoidance), then in later developments, Hofstede and his colleagues introduced additional two cultural dimensions (Long-Term Orientation and Indulgence vs. Restraint) ^[19]. This theory posits that various societies and cultures can be compared and contrasted based on several key cultural dimensions, which represent broad cultural value orientations. These cultural dimensions provide insights into how people from different cultures perceive and interact with the world. Undoubtedly, CDT can be a valuable framework for college English teaching in China, as it offers insights into the cultural nuances that impact language learning and communication.

4. Research Methodology

4.1 Participant

Participants in this study were the freshmen and sophomores from a Chinese X university. Random sampling was adopted to select a sample in a way that every member has an equal chance of being chosen. What is more, the inclusion criteria of participant selection involved that participants were selected based on their first-year or second-year learning experience of college English course and their willingness to share insights on cultural influences.

4.2 Data Collection

For one thing, literature research method was applied to conduct extensive literature searches, including academic journals, books, thesis papers, and related research reports. In the meantime, using academic databases and library resources to search for literature related to the research topic was carried out. Besides, carefully screening and evaluating the literature found, selecting literature related to your research question, and extracting data and perspectives on the factors affecting CCA were necessary. Finally, writing a literature review summarizing the influencing factors of CCA in college English teaching, as well as the key viewpoints and research results identified by researchers was of great help to proceed the further studies.

For another, interview method is necessary. Namely, 43 participants from a Chinese X university were chosen for interviews. Meanwhile, these participants have insights into the influence of Chinese cultural factors on language learning in the process of college English teaching. Next, this study employed a semi-structural interview that covered seven open-ended questions specifically designed to explore the factors associated with CCA in the context of college English teaching, covering students' interest in learning Chinese culture, status of Chinese cultural knowledge in textbook, teacher roles, course evaluation system, and English language education system. Then, face-to-face and telephone interviews with the selected participants were conducted by recording.

4.3 Data Analysis

With the assistance of statistical software (e.g. EXCEL, NVIVO), this study first of all made full use of analyzing the interview data using content or thematic analysis, the identified recurring themes, patterns, and factors mentioned by the participants regarding the influence of Chinese

culture on their language learning experiences.

5. Research Results

5.1 Demographic Variables of the Participants

Among the study, 43 students (21 freshmen and 22 sophomores severally) engage in the interviews. The number of male and female participants are 22 and 21 individually. The age of these participants varies from 18 to 20. More importantly, all these participants are learning college English course, which greatly contributes to the research on the factors influencing students' CCA in college English teaching. Specifically, the demographic variables of the participants are demonstrated in Table 1.

Table 1: Demographic Variables of the Participants

Grade	Male (N)	Female (N)	Total Sample Size	Age Range	Periods of CE/Per Week
Freshmen	9	12	21	18~20	2
Sophomores	12	10	22	19~20	2

5.2 Main Findings

5.2.1 Students' Great Interest in Learning Chinese Culture and Their Incapacity to Deliver it in English

On one hand, in terms of students' interest for learning Chinese culture, it is found in the interview that 40 participants (taking up 95.23% of total sample size) enjoy learning Chinese culture in English classes. The percentage of female and male students runs into 57.50% and 42.50% respectively. Just as a first-year girl-student mentions that *"in English classes, I enjoy learning about Chinese culture. First, as a Chinese, I need to inherit and learn our own Chinese culture, as it is rich and profound. Second, it is very interesting for me to understand Chinese culture from the perspective of English users in English classes."* On the other hand, concerning introducing Chinese culture to foreigners, 37 students (making up 86.05% of total sample size) cannot express Chinese culture easily and accurately in English when they do communications with people from other countries. Among these 37 participants, there are 27 boy-students (reaching 72.97% of total sample size) and 10 girl-students (achieving 27.03% of total sample size). One of the second-year students relate that *"at present, I cannot make it. The most important reason is my insufficient professional abilities. When introducing Chinese culture to foreigners, there may be grammatical errors or psychological tensions that prevent my easy and accurate language expression. Besides, I lack experience in introducing Chinese culture to foreigners."* "Usually, our college English teaching focuses on listening and writing. My oral speaking is not good enough, and I don't have enough vocabulary accumulation. I don't think my professional level can meet the requirement of free expression." One freshman adds up.

5.2.2 Lack of Chinese Cultural Knowledge in College English Textbook

In regard to the involvement of Chinese cultural knowledge learning in textbook, the research data show 95.35% of respondents (41 out of 43 participants) declare that the English textbooks currently used cannot involve a lot of Chinese cultural knowledge learning. In these data, there exist 23 male (having 56.10% of total sample size) and 18 female (possessing 43.90% of total sample size) students. One of the freshmen states that "At present, in order to better understand foreign

culture and express it more authentically, both the textbook and homework are mostly focused on foreign culture. There are few contents related to Chinese culture.” Another interviewee also relate that “Currently, there are relatively few English textbooks that involve learning Chinese cultural knowledge. This may be because textbooks typically focus more on language skills and grammar knowledge, while Chinese cultural elements may be less emphasized. There are few aspects of Chinese culture, unless the teacher provides expanded explanations in class.”

5.2.3 Teachers’ Ignorance of Culture Teaching and Cultivation of Students’ ICC

To start with, as for Chinese culture teaching in class, 74.42% of interviewees deem that teachers ignore the culture teaching, and cannot infiltrate Chinese cultural knowledge into classroom teaching. One student allege that *“The teaching time in the classroom is limited. In order to fully impart the knowledge of the lesson and promote the teaching plan, the teacher will not involve too much knowledge unrelated to the textbook learning.”* Another student also put it that *“Our English teachers do not often explain Chinese cultural knowledge because textbooks rarely cover Chinese culture. Most of the time, teachers have to explain the contents related to the teaching plans, and there is little time to expand extracurricular knowledge, so Chinese culture is less talked about in our English classes.”* Then, when it comes to cultivating students’ intercultural communication ability, 88.37% of respondents deem that their English teachers are able to theoretically attach importance to the cultivation of students’ intercultural communication ability, yet cannot put it into practice. As a girl-student explains that *“Attention is paid to students’ ICC by the teacher. However, there are huge cultural differences between China and foreign countries, without specialized training, unclear understanding of domestic and foreign cultures, making it difficult to engage in cross-cultural communication.”* *“More often than not, cultivation of students’ ICC depends on the situation. If there is some cross-cultural knowledge involved in learning, some teachers will talk about it, while certain teachers mention it without any explanations. It is nonsense! Anyway, in the classroom teaching and learning, which are based on the textbooks.”* One of the sophomores claims.

5.2.4 Few Requirements for Students’ Mastery of Chinese Culture

With regard to the evaluation of college English course learning, 90.70% of participants believe there are few requirements for students to master Chinese cultural knowledge in the evaluation of college English course learning. One second-year student announce that *“The proportion of evaluating students’ mastery of Chinese culture is quite small because in terms of college English teaching, more emphases are placed on students’ abilities in speaking, listening, speaking, writing, and other aspects of English, with little integration into Chinese cultural knowledge.”* The other also asserts that *“In terms of English course learning evaluation, which usually does not require students to master Chinese cultural knowledge. This may be because the evaluation mainly stresses on English language skills.”*

5.2.5 Over-emphasis of Exam-oriented Education and Negligence for Students’ Cross-cultural Education

In the mater of English education system in China, 95.35% of interviewees admit English language education system in China overemphasizes exam-oriented education, concentrating on the memory of grammar and vocabulary, and neglecting students’ cross-cultural education and cultural understanding abilities. A man firmly professes that *“From the perspective of the entire Chinese society, many schools and teachers have not realized the importance of integrating traditional Chinese culture into English language teaching. They did not actively help students understand and*

master Chinese cultural knowledge, but only blindly cultivated their exam taking ability, thus neglecting students' cultural understanding ability.” “A simple example is that we have been learning English language for so many years from childhood to university, and there are very few students who are good at spoken English. But their reading, listening, and other exam abilities are fabulous. It means that we only care about whether we have mastered vocabulary, grammar, listening, and writing during the English learning process, and rarely pay attention to the knowledge related to Chinese culture.” One of the sophomore students supplements.

6. Discussion

6.1 Influence Factors of Students' CCA

6.1.1 Differences of Language and Culture

As the previous data analysis indicates, Chinese college students have a great interest and good attitude in learning Chinese culture, but they still face the challenges when it comes to accurately delivering Chinese culture in English. These challenges can be attributed to the differences of language and culture. First, for Chinese college students, English is not their native language. Achieving a high level of proficiency in a foreign language can be challenging, which will lead to students' difficulties in accurately expressing complex cultural concepts and nuances in English. Second, precisely conveying Chinese culture in English often requires students to have an in-depth understanding of cultural nuances, idioms, and historical context. These nuances may be lost in translation or difficult to do the explanations effectively, especially when students are not fully immersed in the target culture^[20]. Third, Chinese and English have different language structures and grammar rules. Translating cultural concepts from one language to another will be rocky, and students need to struggle with idiomatic expressions or word choices that do not have direct equivalents in English. Finally, even if students are interested in learning Chinese culture and have good attitudes towards their learning, they might be hesitant to speak about their culture in English for fear of making mistakes or misrepresenting their culture. This fear can inhibit their ability to communicate effectively.

6.1.2 Insufficient Chinese Culture in College English Textbook

The causes for the lack of Chinese culture in college English textbooks in China can be summarized as the following. Firstly, many college English textbooks in China prioritize teaching English language skills, such as grammar, vocabulary, and pronunciation, to help students develop the ability to communicate effectively in English^[21]. This focus on language acquisition will leave limited space for the inclusion of cultural contents. Secondly, English is often taught with the goal of preparing students for global communication and international interactions. As a result, textbooks are prone to emphasize global cultures, including those of English-speaking countries, over Chinese culture. Thirdly, English language education in China has historically been influenced by Western educational models and materials. This has led to a preference for Western cultural content in textbooks, as it is often perceived as more relevant to English language learning. Fourthly, English courses in China have limited class hours (normally two periods/per week) and curricular space, making it difficult to cover both language and culture comprehensively, resulting in a preference for language instruction over cultural content. Lastly, more emphases on standardized testing in college English teaching count. For example, English proficiency exams, like the College English Test-Band 4/6 (CET 4/6) in China, to a great degree focus on language skills. Students and educators frequently prioritize preparing for these exams, which do not typically assess cultural

knowledge. That is to say, it is worth noting that while college English textbooks in China cannot extensively cover Chinese culture, there are efforts to incorporate cultural elements in some courses and materials, and the approach can vary from one school to another. Additionally, students may have the opportunity to study Chinese culture in dedicated courses or electives, beyond their English language studies.

6.1.3 The Role of Teachers

In general, the role of teachers in college English teaching can significantly influence students' CCA. If a teacher attaches importance to the teaching of Chinese culture and cultivation of ICC, students' ICC will be promoted, and the phenomenon of students' CCA will be reduced. In the first place, teachers can raise students' awareness of the importance of culture in language learning. They can help students understand that language is closely intertwined with culture, and that a deeper understanding of Chinese culture can enhance their language proficiency. In the second place, teachers have a say in selecting course materials, which can include topics related to Chinese culture. They can choose materials that incorporate cultural elements, such as literature, history, or current events, helping students connect language skills with cultural context. In the third place, teachers can use teaching approaches that integrate culture into language instruction. For instance, they can use real-life cultural scenarios, role-plays, and discussions to facilitate cultural understanding and language acquisition simultaneously^[22]. In the last place, teachers can facilitate language practice that is contextually grounded in Chinese culture. For example, they can design assignments or activities that require students to use the language to describe cultural practices or engage with cultural materials. In brief, the role of teachers in college English teaching is crucial in influencing students' CCA. Teachers are able to play a pivotal role in bridging the gap between language and culture, ensuring that students develop a well-rounded understanding of both aspects during the language learning journey.

6.1.4 Course Evaluation System

The course evaluation system in college English teaching can also have a great impact on students' CCA. Nowadays, in China, a common phenomenon exists that there are few specific requirements for students' mastery of Chinese culture in *College English Curriculum Teaching Requirements*^[23], which can be attributed to several factors. First, in many college English courses in China, the primary goal is to develop students' English language skills, such as speaking, listening, reading, and writing. Consequently, the curriculum may emphasize English language proficiency rather than an in-depth understanding of Chinese culture. While cultural aspects may be touched upon, they may not be the primary focus. Second, college English course often aims to equip students with skills that are useful on a global scale. Hence, they will prioritize teaching students about a broad range of cultures to enhance their international competence. This approach might involve introducing students to various global cultures, rather than emphasizing their own Chinese culture. Third, Chinese culture is incredibly diverse due to the country's vast size and long history. It can be challenging to define a singular, comprehensive curriculum for Chinese culture when there is such a wide array of regional and historical variations. Therefore, many college English courses may leave the exploration of Chinese culture to students' individual interests. Fourth, English courses typically have limited class hours and a fixed curriculum. Given these constraints, there may not be enough time to delve deeply into the complexities of Chinese culture while also covering the necessary language skills. All in all, it is important to note that specific requirements for students' mastery of Chinese culture in college English teaching and learning should be emphasized in course evaluation system. As for instructors, they can use course

evaluations to adapt their teaching methods and materials, and modify their teaching strategies to incorporate more Chinese cultural elements into their lessons, helping students better connect language and culture. For students, course evaluations can include questions related to students' perception of their own cultural competency or their understanding of Chinese culture. These assessments can help identify students who may be experiencing CCA, and educators can then provide additional support or resources to deal with these challenges.

6.1.5 English Language Education System

Presently, the phenomenon of over-emphasis on exam-oriented education and the negligence of students' cross-cultural education in China's English language education system, especially in college English teaching, is common, which can be explained by the following factors. First of all, China's education system places a heavy emphasis on high-stakes examinations, such as the National College Entrance Examination (Gaokao) and standardized English proficiency tests like the College English Test-Band 4/6 (CET 4/6). These exams determine students' access to higher education and future career prospects. As a result, many students and educators prioritize exam preparation to secure good scores, often at the expense of broader educational goals like cross-cultural education. Then, teachers are usually held accountable for their students' performance on standardized tests. This intense pressure to produce high test scores may lead to a focus on exam-related contents, such as grammar and vocabulary, rather than on cross-cultural education, which is less directly assessed in such exams. Next, college there is a limited number of learning hours in college English course. Given the extensive English language content that needs to be covered, educators may feel compelled to allocate most of their time to language skills and exam preparation. At the same time, teachers possibly lack the training and resources required to effectively incorporate cross-cultural education into their English language teaching. As a result, they stick to what they are more comfortable with, which is often language-focused instruction. Eventually, the need for English proficiency in a globalized world has created a sense of urgency for students to attain a certain level of English competence. This urgency often focuses on practical skills like reading and writing, rather than on the broader, less quantifiable aspects of cross-cultural education. To address this phenomenon, striking a better balance between language proficiency and cross-cultural education among college students should be included in China's English language education system.

6.2 Educational Implication of Research Results for College English Teaching

The research findings that are outlined previously have significant educational implications for college English teaching in China. These implications suggest several areas of improvement and reform in the curriculum, teacher training, and educational policies.

First, there should be a shift in pedagogy towards enhancing students' ability to express their interest in Chinese culture in English. Teachers should incorporate more practical activities, discussions, and projects that encourage students to apply their knowledge of Chinese culture to real-life situations.

Second, textbooks used in college English courses should be reviewed and revised to include more contents related to Chinese culture. This can be achieved by collaborating with experts in Chinese culture to ensure that the materials are accurate, engaging, and culturally relevant.

Third, professional development and training for English teachers should be prioritized. Teachers need training not only in language instruction but also in cultural teaching and intercultural communication. This training should equip them with the skills to facilitate discussions on cultural topics and promote students' ICC.

Fourth, there should be more explicit requirements and expectations for students to gain a comprehensive understanding of Chinese culture. These requirements can be integrated into the curriculum, and students can be assessed on their cultural knowledge and cross-cultural communication skills.

Fifth, the education system should evolve to prioritize a more holistic approach to language education. This may involve reevaluating the importance placed on high-stakes exams and emphasizing the development of cross-cultural competence as an essential skill for the 21st century. This can be achieved through curriculum redesign, assessment reforms, and changes in teacher evaluation criteria.

To sum up, the research findings suggest a need for a more balanced and culturally enriched approach to college English teaching in China. This approach should take into account students' interest in Chinese culture, improve the capacity to express cultural knowledge in English, and prioritize the cultivation of intercultural communication competence. It should also include a more robust representation of Chinese culture in English textbooks, training for teachers in cultural education, and a reevaluation of the role of high-stakes exams in shaping educational priorities. Addressing these implications can lead to a more culturally informed, globally competent, and well-rounded education for Chinese college English learners.

7. Conclusion

7.1 Conclusions of the Study

This study, by means of literature review, interview and data analysis, probes into the factors influencing students' CCA in college English teaching provides valuable insights into the challenges and issues surrounding the teaching of Chinese culture within the context of English language education in Chinese colleges. Based on the research results and discussions above, several key conclusions can be drawn.

1) Interest vs. Expression Gap: This study reveals a significant gap between students' strong interest in learning Chinese culture and their limited capacity to express it effectively in English. This suggests that there is a missed opportunity for students to engage more deeply with their cultural heritage and to share it with others on a global scale.

2) Textbook Deficiency: The lack of Chinese cultural knowledge in college English textbooks is a noteworthy concern. Textbooks play a central role in shaping the content and objectives of college English course. The absence of culturally rich materials will hinder students' cultural education and intercultural communication skills.

3) Teacher Training and Awareness: The study highlights the need for improved teacher training in culture teaching and intercultural communication. Teachers' lack of expertise in these areas can contribute to the challenges students face in mastering Chinese culture and integrating it into their English language skills.

4) Requirement for Cultural Mastery: The finding that there are few requirements for students to master Chinese culture underscores the need for curriculum reform. It suggests that there is room for more explicit goals and expectations related to cultural understanding and expression in college English programs.

5) Exam-oriented Education: This study points out the overemphasis on exam-oriented education and the neglect of cross-cultural education. This imbalance raises questions about the broader objectives of English language education in China and the need to recalibrate the educational system to better align with the demands of a globalized world.

In conclusion, this study underscores the importance of addressing the cultural and linguistic needs of students in college English teaching in China. It highlights the mismatch between students'

interest in learning Chinese culture and their ability to effectively convey it in English, and the deficiencies in textbooks and teacher training. To improve the situation, there is a clear need for curriculum adjustments, increased teacher training, and a more balanced approach that integrates cultural education with language learning. Additionally, there is a call to reevaluate the role of high-stakes exams in shaping educational priorities and to foster cross-cultural competencies essential for students' future success in a globalized world.

7.2 Limitations of the Study and Future Research Perspectives

While the study on the factors influencing students' CCA in college English teaching provides valuable insights, it is important to acknowledge its limitations and consider potential avenues for future research. Here are some limitations and future research perspectives.

7.2.1 Limitations of the Study

1) **Sample Size and Diversity:** This study is based on interviews, which may have limited the sample size, potentially reducing the representativeness of the findings. Future research could aim for larger and more diverse samples to ensure a broader perspective.

2) **Generalizability:** The findings in this study are context-specific to college English teaching in China. They may not be directly applicable to other cultural and educational contexts. Future research could explore similar issues in other countries to provide comparative insights.

3) **Teacher and Textbook Evaluation:** This study primarily focuses on students' perspectives and experiences. It would be beneficial to include the viewpoints of teachers and an analysis of college English textbooks to provide a more comprehensive understanding of the issue.

7.2.2 Future Research Perspectives

1) **Curriculum Development:** Future research can focus on the development of culturally enriched English language curricula that promote students' linguistic and cultural proficiency. This includes creating textbooks and resources that incorporate Chinese culture effectively.

2) **Teacher Training Programs:** Further investigation can explore the design and effectiveness of teacher training programs aimed at equipping educators with the necessary skills to integrate cultural education and intercultural communication into their teaching.

3) **Comparative Studies:** Comparative research could examine the differences in cultural education across different educational systems, cultures, and languages to identify best practices and potential areas for improvement.

4) **Assessment Strategies:** Research could delve into the design and implementation of effective assessment strategies for evaluating students' cultural understanding and cross-cultural communication skills.

5) **Policy Analysis:** Future research could investigate the role of educational policies in shaping the emphasis on exam-oriented education and suggest policy changes to promote a more balanced approach.

Therefore, by addressing these limitations and exploring these future research perspectives, scholars can further our understanding of how to enhance the teaching of Chinese culture and language in the college English education system and contribute to a more culturally enriched and globally competent educational experience for Chinese students.

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