

# Chinese Culture Aphasia in Senior High School English Teaching

## —From the Perspective of Textbook

### (FLTRP: New Standard English)

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#### **Abstract:**

*Cross-cultural awareness should be cultivated in the study of English. This kind of awareness requires a mastery of not only the target culture but also native culture. Besides, the humanities of English also target at the cultivation of both Chinese culture and English culture. Only under that condition can students communicate freely with foreigners and introduce traditional Chinese culture to others. As the first teacher for students to know about culture, textbooks assume the mantle to introduce culture and cultivate cross-cultural awareness. Therefore, there is a necessity to observe the cultural contents of the textbooks. This paper will set out from the perspective of traditional Chinese culture and apply The English Curriculum as a standard to exam the textbooks Sichuan Province use —New Standard English from FLTRP. By examining the contents of different cultures in textbooks, some conclusions about culture will be made and suggestion will be given.*

**Key words:** Traditional Chinese culture; Chinese Culture Aphasia; textbooks.

#### **1. Introduction.**

##### 1.1 Background Research

The era of globalization has witnessed more frequent communication between different countries, which requires high cross-cultural competency. We all know that cross-cultural communication is a two-way interaction between different cultures. In the context of EFL (English as a foreign language), cross-cultural communication means the exchange and interaction between English culture and Chinese culture, which requires English learners to have a good knowledge of both English culture as well as native culture. However, in English classes, teachers have paid much attention to exposing students to English culture, ignoring the benefits and significance of learning Chinese culture. As a result, students may feel at a loss when they are expected to use English to introduce their own culture to others, which was called Chinese culture aphasia (Cong Cong, 2000).

To address Chinese Culture Aphasia, students should have more time to get in touch with Chinese culture. Besides, according to *The New English Curriculum Standard* (2001), cultural awareness is proposed as one of the five curriculum objectives, which shows the purpose of learning English is not only instrumental but also cultural, hence students should learn to use English to express both cultures to enhance their comprehensive ability. Then, what's the best way to expose students to Chinese culture? One desirable answer may be "textbooks" and classes. Unavailability of other teaching materials and time limitation curbed students to use textbook every day, therefore a proper portion of cultural contents in those books will influence the cultivation of students' cross-cultural awareness and alleviate Chinese Culture Aphasia.

Therefore, through questionnaire survey and textbook analysis, this paper will focus on students' learning status quo of Chinese culture and Chinese cultural contents in English textbooks (*New Standard English* published by *FLTRP*), so as to propose some suggestions for textbook editors and school English teachers.

### 1.2 Culture and culture teaching

Larry A. Samovar, Richard E. Porter and Lisa A. Stefani (2000) stated that culture refers to "the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of universe and artifacts acquired by a group of people in the course of generations through individual and group striving." As is said by G.Hofstede (G.Hofstede, 1980, Dong,2009) that culture is a kind of "collective programming of the mind, which distinguishes the members of one category of people from another". Culture is the unique feature of a specific group. In the context of EFL, culture is divided into two categories, that is, native culture and English culture (target culture). As we have mentioned above, this paper mainly focus on culture learning status quo of high school students and Chinese Culture Aphasia.

Culture teaching is the bridge that connects native culture and target culture, from this bridge teacher can guide students to appreciate the beauty of English culture and the splendor of Chinese culture. Richard Shotton holds that "culture studies are, then, necessary, if language learning is to be a meaningful activity" (p. 3). Besides, students also need to master both cultures to cultivate their cross-cultural awareness according to *The New English Curriculum Standard*, which sets cultural awareness as one of the five curriculum objectives. However, based on surveys done by other researchers, Chinese culture is always less popular than English culture in EFL classes, although we cannot deny that teachers want to give students more time to experience foreign culture. As a consequence of lacking Chinese culture input, students cannot perform well in cross-cultural communication.

### 1.3. Chinese Culture Aphasia

Aphasia is a term originally used to refer to a kind of disease in medical science which indicates brain-generated defect or disease in sounding words or comprehension (Xiao, 2012; Trumble & Stevenson, 2004). Cao Ying (1996) coined the term "aphasia of Chinese literature" when Chinese literature is in a dangerous situation (Luo Dimin, 2011; Cao, 1996); "Chinese Culture Aphasia" was first proposed by Cong Cong (2000), who recognized that even for those who have studied English for years cannot use English to express Chinese culture freely, not to mention to take edges in cross-cultural communication.

## 2. Literature review

### 2.1. Previous studies on Chinese Culture Aphasia

Considerable researches have been carried out to address the significance of teaching Chinese culture in English class to not only avoid Chinese culture aphasia but also cultivate student's cross-cultural communication competence. These researches are mainly conducted from three perspectives, i.e., the importance of Chinese culture in the cultivation of cross-cultural competence and "Chinese Culture Aphasia" in cross-cultural communication as well as solutions to change this situation. Being shocked by Chinese Culture Aphasia, many researchers (e.g., Lv, Haibo, 2006; Han, Haiyan, 2012; Liu, Guiying, 2013) set out to find out the causes of this phenomenon and resolved to find solutions to this problem. Lv,(2006) performed an experiment in Yulin Experimental Middle school to check whether students know Chinese culture well and whether they can use English to express Chinese culture through surveys and exams. However, he didn't get a desirable result. Lv's study differs from the one carried out by Han, Haiyan( 2012) in which she collected data from four universities in Xuzhou and Nanjing via questionnaire and an empirical analysis on students' acculturation on Chinese culture and western culture respectively. In her study she uncovered that EFL learners in China are under the risk of losing their Cultural Identity (Han, 2012; Collier Thomas), especially those who exposed to English environment frequently. To stress the importance of native culture, the following researchers (e.g., Wei yuan,2004; Dong Xiaobo.2009) tried to lay emphasis on Chinese culture in EFL context. According to Wei (2004), Chinese culture is a symbol and a character of being a Chinese, integrating Chinese culture into English teaching will benefit the spread of Chinese civilization. By illustrating cultural difference between the West and China, Dong Xiaobo (2009) tried to tell us the contribution of learning culture in FLT (foreign language teaching) to the cultivation of cross-cultural awareness. Unlike the studies mentioned above, the following researches (e.g., Michael Lessard-Clouston, 1996; Liu, Chengxia, 2011; Bo Jiang, 2010) threw some light on teachers and teaching materials in EFL classroom in China. Michael(1996) once participated a summer programme in China in which he stayed with 110 middle school EFL teachers who are the subjects of his survey. Yan, Tingting (2015) conducted a research investigating Chinese Culture Aphasia from the perspective of textbook (*Oxford English: Shanghai Edition, Senior High*) and give some suggestions on the teaching of Chinese culture and the editing of the textbook. However, her study only covers Shanghai district but not other parts of the country.

Although Chinese Culture Aphasia and the significance of teaching Chinese culture have been studied by many scholars and researchers for years, the perspective of textbook is under-represented in academic research, especially the study that focus on Sichuan province. We live in Sichuan province, whose English education has its own unique features; therefore it is necessary to study on it so as to figure out its teaching and learning status quo of Chinese culture based on the textbook it uses in school.

### 2.2. Cultural Awareness in New English Curriculum Standard

"Cultural awareness" was first documented as one of the curriculum objectives in the *New English Curriculum Standard (The Curriculum)* in 2001; what's more, it is even being stressed as the basis of using language correctly. The *Curriculum Standard* sets nine levels for the five curriculum objectives (language knowledge, language skills, learning strategy, affect and attitude, cultural awareness) according to international standard, based on that senior school graduates should reach at least the eighth level. As for

cultural awareness, students should know the history, traditions, lifestyle, values and other cultures of target language. However, compared with target culture, there is little emphasis on the learning of Chinese culture. The followings are eight levels for senior graduate in high school:

1. Students should be able to understand the meanings and connotations of daily phrases and proverbs.
2. Students should be able to understand the allusions and legends often used in communication.
3. Students should be able to know about famous foreign artists, man of letters, scientists as well as their experience, achievements and contributions.
4. Students should be able to have a general idea about the politics and economics of English countries.
5. Students should be able to know about the mass media of English countries.
6. Students should be able to figure out the differences and similarities in lifestyles of English culture and Chinese culture.
7. Students should be able to figure out the the differences and similarities in behavior and manners.
8. Students should be able to know about the major religious traditions.
9. Students should be able to know about the world culture and cultivate global awareness through English study.
10. Students should have a deeper understanding of Chinese culture by comparing Chinese culture and English culture.

Several points can be summarized from the curriculum: first is that English culture has edges over Chinese culture in that English culture is emphasized throughout the curriculum; second point is that Chinese culture is not studied separately but used to make comparison with English culture which may be good for students to understand cultural difference better but do not help in the learning of Chinese culture. From the points mentioned above, we can see that *The Curriculum Standard* also has flaws and needs some revisions.

### 2.3. The significance of the present study

Textbook plays a critical role in English teaching (Liu Li. 2008). Teachers use it to deliver knowledge; students absorb knowledge from it; what's more, it is also the carrier of culture. Accordingly, analyzing the cultural contents in the textbooks to raise some feasible suggestions to avoid or alleviate Chinese Culture Aphasia is beneficial.

Although many researches have been done on textbook analysis and Chinese Culture Aphasia, they didn't focus on the textbooks that Sichuan province uses. Thus this paper will set out from here and investigate the status quo of students' learning and teachers' teaching of Chinese culture in English classes.

This paper is expected to give some suggestions and advice for the revision of the textbooks and give some guidance to teachers to know about the requirements and necessities in teaching Chinese culture to relieve Chinese Culture Aphasia.

## 3. Methodology

### 3.1. Research hypothesis: The contents of traditional culture is not adequate in textbooks

According to the results of the questionnaire survey, we can see that students didn't perform well in Chinese traditional culture test. Although many reasons contributed to that problem, however, from many researchers

and their studies we find that this phenomenon may mostly due to the inadequate contents of traditional culture in textbooks. Therefore, we posit that traditional culture is not adequate in English textbooks when compared with other cultures, thus students will allocate more time to target culture while ignore their traditional culture.

### 3.2 Research subjects: Textbooks (Seven textbooks—*New Standard English* from *Foreign Language Teaching and Research Press*)

One of the reasons why this seven books, which seldom covered before in the same kind of research, are examined is that they are the designated books for Sichuan Province where we stay; the other is that there are already similar studies for other areas. Based on what have been mentioned above, this study aims to check the teaching status quo of traditional culture in Sichuan Province from the perspective of textbook, also some suggestions will be given after that.

### 3.3 Research instruments: Document Analysis Method and Text Analysis Method

Based on the research subjects and research purpose, this study will apply Document Analysis Method and Text Analysis Method to analyze the textbooks and the cultural contents in them. Besides, these methods will be used to compare the proportion of traditional culture and other cultures(based on *The Curriculum* and the previous research by GuMengmeng (2012), the variety of culture can be grouped into five categories: English culture, native language culture, world culture, comparative culture and other cultures. Later, according to this analysis, some conclusions, which contribute to the findings of this study, can be summed up.

### 3.4 The design of the questionnaire

The present questionnaire is revised from GuMengmeng's (2012) design, which was used in her study *The Research on the Loss of Culture in Senior School English Teaching*. This questionnaire aims to check the teaching (e.g.: item 5, 7, 16) and learning status quo of Chinese culture in English classes (E.g.: 6, 8), as well as students' attitude towards traditional culture learning (e.g.: item 3, 4, 9). The questionnaire will be distributed in three senior high schools in Sichuan province with the help of my fellow classmates.

### 3.5 The analysis of the questionnaire

#### Item 1. Please translate the following Chinese into English

Items	春联	京剧	饺子	功夫
Accuracy	30%	45%	29%	54%
Average accuracy	39.5%			

#### Item 2. Please translate the following English into Chinese

Items	Tofu	wonton	Confucius	Lychee
Accuracy	56%	39%	58%	29%
Average accuracy	45.5%			

Item one and item two have shown us that students' competence in using English to express Chinese culture is not as good as they are expected. As Chinese, they are expected to be very familiar with their own culture and be able to introduce their culture to foreigners in cross-cultural communication. While from the questionnaire survey, we can infer that their performance may disappoint us if they are required to introduce Chinese culture in English. Especially when they encounter words that are used in their daily life, for instance, dumplings and wonton, they cannot express them in English.

Item3. How do you group yourself when talking about the interest in traditional Chinese culture?

Options	Very interested	Interested	Little interested	Have no interest at all
Frequency	58	45	23	10
Proportion	42.64%	33.08%	16.91%	13.6%

Item 4. How do you group yourself when talking about using English to express Chinese culture?

options	Very interested	Interested	Little interested	Have no interest at all
Frequency	60	47	19	10
Proportion	44.11%	34.55%	13.97%	7.35%

Item three and item four indicate that most of the students are interested in Chinese traditional culture(>75%) and using English to express them, then it can be inferred that students' inability in expressing Chinese culture in English is not because of their low interests but due to their low Chinese culture reserve.

5. How do you group yourself when talking about the fluency of using English to express Chinese culture?

Options	I can use English to express Chinese culture fluently without big difficulties	I can use English to express Chinese culture with some assistance.	I only know some words and phrases but cannot translate between the two freely.	I cannot use English to express Chinese culture
Frequency	32	39	55	9
Proportion	23.52%	28.67%	40.44%	6.61%

Like the questionnaire results show, students themselves admit their incompetence in expressing Chinese culture in English. When combine this table with what have been mentioned above, it's easy to see students' willingness to enhance their ability in expressing Chinese culture in English. Then what teachers should do is to give them the chance and opportunity to practice in class, but not introduce target culture all the time.

Item 6. What will you choose when talking about the time your teachers use to compare Chinese culture and English culture in class?

Options	She (He) spends a lot of time on it.	She (He) spends much time on it.	She (He) spends little time on it.	She (He) never spends time on it.
Frequency	29	40	54	13
Proportion	21.32%	29.41%	39.70%	9.55%

Item 7 . How does your teacher usually introduce traditional Chinese culture?

Options	She (He) will combine the contents of the textbook when teaches it.	She (He) teaches it alone without any other reference.	When they teach it they will compare it with related target culture.	Others
Frequency	39	23	58	36
Proportion	28.67%	16.91%	42.64%	26.47%

The tables above did some justification for teachers, showing they do teach Chinese culture, but after a careful analysis, it can be identified that most of the time they teach Chinese culture for the purpose of comparing it with target culture(>42.64%) but not teach Chinese culture separately. This may also explain why students cannot perform well in Chinese culture test.

Item 8. What will you choose when evaluating Chinese cultural contents in textbooks?

Options	There is a lot of Chinese culture contents in textbook.	Chinese culture contents are neither too much nor too little in textbook.	Chinese culture contents are too little in textbook.	There are no Chinese culture contents in textbook.
Frequency	17	52	59	8
Proportion	47.22%	38.23%	43.38%	5.88%

Item 9. What do you think about the learning of Chinese culture in the process of learning English?

Options	Very important	Important.	Not so important.	It doesn't matter.
Frequency	19	48	57	12
Proportion	6.61%	35.29%	41.91%	8.82%

Item 8 shows that there is little traditional culture contents in English textbooks, as a response item 9 shows students' attitude towards traditional culture learning. The followings are the present author's findings: because there is little traditional contents in the textbooks, so teachers do not emphasize on it but put most of the time on target culture; as a result, students do not put much weight on Chinese culture. Therefore, they didn't perform well in Chinese culture test.

Item 10. How often do you chat with foreigners?

Options	Four times a week	Two times a week	Once a week.	I do not chat with them.
Frequency	23	47	49	17
Proportion	16.91%	34.55%	36.02%	12.50%

Item 11. What hinders you when chatting with foreigners?

Options	Inability to use English language and inadequacy in English knowledge.	My values are different from foreigners.	Inadequacy in culture leads the breakdown of the conversations	There are other reasons.
Frequency	39	29	55	13
Proportion	28.67%	21.32%	40.44%	9.55%

The author infers that due to the pressure of College Entrance Examination, students do not spend too much time in improve their oral English proficiency, and focus on exam papers. Some students do spend time chatting with foreigners, yet their conversations may end unhappily as the survey indicate. 40.44% of the students explain that their conversation may breakdown due to their inadequacy of culture, especially their traditional culture. Thus teacher have the responsibility to help them overcome the difficulty.

Item 12. How do you usually get in touch with Chinese cultures that are expressed in English?

Options	TV, movies and broadcast	Books, journal and newspaper	The internet	The ads or slogans in public places.
Frequency	53	22	43	18
Proportion	38.97%	16.17%	31.61%	13.23%

Item 13. What will you do when encounter unfamiliar Chinese culture in English study?

Options	I will guess its meaning from the contexts.	I will ask the teacher for help.	I will refer to related materials and books.	I will not pay much attention to it.
Frequency	48	37	25	26
Proportion	35.29%	27.20%	18.38%	19.11%

Item 14. What kind of Chinese culture do you think should be introduced in textbooks?

Options	History, literature, arts, festivals, music and customs.	Industry, agriculture, business and education.	Politics, religions, faith, values	Laws, mass media and social welfare system.
Frequency	69	18	38	11
Proportion	50.73%	13.23%	27.94%	8.08%

Item 15. Who should shoulder the responsibility to introduce Chinese culture?

Options	Related books (e.g. textbooks)	Newspapers and journals	Internet, TV and broadcast	Others
Frequency	54	30	35	17
Proportion	39.70%	22.05%	25.73%	12.5%

As item 14 has indicate that half of the students wish to know some cultural facts about traditional Chinese culture and their English expressions, for example, history, literature, art, music. Also, they show their willingness in getting to know Chinese culture from English textbooks which can teach them how to express traditional culture in English. Thus, teachers have to reconsider the teaching contents of English classes.

Item 16. What method do you think is the most appropriate to introduce Chinese culture in teaching?

Options	To explain words and their connotations	Conversations in real situations and group cooperation	To compare Chinese culture and target culture.	To set up a second class for students to learn it.
Frequency	28	36	49	23
Proportion	20.58%	26.47%	36.02%	16.91%

### 3.6 Data collection process: The process of analyzing the books

In this part the seven chosen textbooks will be analyzed to check the contents of different cultures and some suggestion on cultural contents will be given.

There are seven modules in each book and six parts are included in each module. The analysis will be carried on among all those modules. And each book will be analyzed one by one. The follows are the analysis process of the books according to the different classification (The standards of culture division are given as follows).

**Target culture:** The Culture Corner of Module Four in Book One is classified in Target Culture, for it presents various villages and their specific cultures in Europe, such as Britain.

**Native culture:** A great example should be Module 5 of Book Three, which talks about the great people and great inventions of ancient China; therefore, it is grouped into native culture. Likewise, other contents like this are grouped into Native culture.

**World culture:** Take the Cultural Corner of Module Two of Book Two as an example. This passage—*Different Countries, Different Schools* talks about different school cultures in different cultures, so it is defined as world culture.

**Comparative culture:** This part is mainly about culture comparison. For instance, the passage *A Letter From A Senior High Student* was used to make comparison with the first essay of this unit—*My First Day at Senior High* which talks about Chinese school system.

**Other cultures:** Take the passages in Module Three of the Book Three as an example. This passage talks about *The Violence of Nature* and involves many different contents which neither belong to Native culture nor Target culture, thus it is grouped into other cultures.

#### BOOK ONE:

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other cultures
Frequency	8	3	5	3	3
Proportion	36.36%	13.63%	22.27%	13.63%	13.63%

As this table has shown, the proportion of Target Culture over-weighs all other cultures. While traditional Chinese culture takes much less proportion in the textbook.

#### BOOK TWO:

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other culture
Frequency	7	3	6	2	2
Proportion	35%	15%	30%	10%	10%

This table shows that Target Culture doubles the proportion of traditional Chinese culture.

#### BOOK THREE:

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other cultures
Frequency	3	2	5	4	4
Proportion	16.66%	11.11%	27.77%	22.22%	22.22%

In this table, it is easy to see that World Culture takes edge over both Traditional Culture and Target Culture. While with a careful analysis the fact that Target Culture still narrowly beat Traditional Culture can be found.

**BOOK FOUR:**

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other cultures
Frequency	3	4	6	1	3
Proportion	17.64%	23.52%	35.29%	5.88%	17.64%

This table shows that Traditional Chinese culture finally outpace Target Culture.

**BOOK FIVE:**

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other cultures
Frequency	4	1	8	2	2
Proportion	23.52%	5.88%	47.05%	11.76%	11.76%

This table shows a not very good scenario in which Target Culture nearly four times the proportion of Traditional Chinese culture, accordingly it can be assumed that teachers will spend more time on it.

**BOOK SIX:**

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other cultures
Frequency	10	3	12	5	1
Proportion	32.25%	9.67%	38.70%	16.12%	3.22%

This chart has witnessed the loss of balance between Target Culture(32.25%) and Traditional Chinese culture(9.67%). This contrast highlights that Traditional Chinese culture is in a less privileged position and something need to be done to change the current situation.

**BOOK SEVEN:**

The categories	Target Culture	Traditional Chinese culture	World Culture	Comparative culture	Other cultures
Frequency	16	9	3	5	2
Proportion	45.71%	25.71%	8.57%	14.28%	5.71%

This table again shows that the important role Target Culture acts in culture teaching, suggesting the inadequacy of Traditional Chinese in English learning.

**4. Results****4.1 The results of the analysis of the questionnaire**

The questionnaire survey indicates that most of the students are eager to learn and use English to express traditional culture. However, the inadequacy of Chinese cultural contents disappoints their interest, because

teachers will not talk about what is not mentioned in the textbooks; besides, gaokao involves too little traditional cultural to make teachers feel necessary to teach it. That constantly weighs on students and pushes them to learn what the textbooks require them to learn. As a result, students have limited chance to interact with their traditional culture, let alone to express it in English and in English classes, resulting in their inability to express their culture in English and undermining their cross-cultural communication competence.

#### 4.2. The results of the analysis of the textbooks

The analysis of the textbooks has validated the hypothesis proposed by the author that the contents of traditional culture is not adequate in English textbooks, in other words, target culture has more edges over traditional culture, even a narrow one. In some cases, World Culture will be the champion, but we all know that English is a world language and usually used as official language, World Culture generally refers to English and English country related Culture. In a nutshell, traditional culture is not fully presented in the textbooks used by Sichuan province, and it should be stressed in English language learning for it enhances cross-cultural competence as well as strengthen students' cultural awareness.

### 5.1 Conclusions

Through questionnaire, the survey has found out that the phenomena "Chinese Cultural Aphasia" do exists in senior high school English teaching. It can be attributed to the small proportion of Chinese culture in textbooks which cannot raise teachers' attention to teach it.

From the analysis of textbook (New Standard English), few suggestions can be raised from the following aspects.

First, there are some suggestions for teachers. Teachers are the main resources from which students get information and knowledge, thus teachers' attitude towards Chinese culture and their competence to teach Chinese culture must have a vital influence on students' perception of Chinese culture. Accordingly, teachers should equip themselves with adequate Chinese culture and train their ability to teach them in English; besides, English teachers should realize that learning to pass exam is not a good way of teaching English. English teaching should be instrumental as well as cultural. Thus culture teaching is a must in which both target culture and native culture should be emphasized.

Second some advice for book editors are as follows. This study is based on Sichuan's teaching and learning status quo, using the designated textbooks for Sichuan province and survey on students in high schools that located in Sichuan province, thus some suggestions will be proposed for the editors of the books (*New Standard English* from *FLTRP*) as follows. First, appropriately increase the proportion of traditional culture so as to meet the needs of students as well as the requirements of *The Curriculum*. Second, change the ways that traditional culture is presented in the textbooks so students can not only learn Chinese culture but also acquire the ability of expressing it in English.

This study is not adequate to solve all the present problems for this is not a perfect study. For instance, teachers are not covered. Some improvements can be made in later studies.

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**Appendices:****Questionnaire:**

Dear you,

Thank you for participation in our survey which aims at collecting some data on your daily study. This survey will not require your name, so it will not impact any aspect of your study and life. Thus we sincerely invite you to fill it according to your personal experience.

Gender: male      female

Grade:

School:

**Translation:**

1. Please translate the following Chinese into English

春联京剧

饺子功夫

2. Please translate the following English into Chinese

Tofu                      wonton

Confucius              Lychee

**Please choose one among the following according to your personal experience.**

3. How do you group yourself when talking about the interest in traditional Chinese culture?

A. Very interested      B. Interested      C. Little interested D. Have no interest at all

4. How do you group yourself when talking about using English to express Chinese culture?

A. Very interested      B. Interested      C. Little interested D. Have no interest at all

6. How do you group yourself when talking about the fluency of using English to express Chinese culture?

A. I can use English to express Chinese culture fluently without big difficulties.

B. I can use English to express Chinese culture with some assistance.

C. I only know some words and phrases but cannot translate between the two freely.

D. I cannot use English to express Chinese culture

6. What will you choose when talking about the time your teachers use to compare Chinese culture and English culture in class?

A. She (He) spends a lot of time on it.

B. She (He) spends much time on it.

C. She (He) spends little time on it.

D. She (He) never spends time on it.

7. How does your teacher usually introduce traditional Chinese culture?

A. She (He) will combine the contents of the textbook when teaches it.

B. She (He) teaches it alone without any other reference.

C. When they teach it they will compare it with related target culture.

D. others

8. What will you choose when evaluating Chinese cultural contents in textbooks?
- A. There is a lot of Chinese culture contents in textbook.
  - B. Chinese culture contents is neither too much nor too little in textbook.
  - C. Chinese culture contents is too little in textbook.
  - D. There are no Chinese culture contents in textbook.
9. What do you think about the learning of Chinese culture in the process of learning English?
- A. Very important
  - B. Important.
  - C. Not so important.
  - D. It doesn't matter.
10. How often do you chat with foreigners?
- A. Four times a week
  - B. Two times a week
  - C. Once a week.
  - D. I do not chat with them.
11. What hinders you when chatting with foreigners?
- A. Inability to use English language and inadequacy in English knowledge.
  - B. My values are different from foreigners.
  - C. Inadequacy in culture leads the breakdown of the conversations.
  - D. There are other reasons.
12. How do you usually get in touch with Chinese cultures that are expressed in English?
- A. TV, movies and broadcast
  - B. Books, journal and newspaper
  - C. The internet
  - D. The ads or slogans in public places.
13. What will you do when encounter unfamiliar Chinese culture in English study?
- A. I will guess its meaning from the contexts.
  - B. I will ask the teacher for help.
  - C. I will refer to related materials and books.
  - D. I will not pay much attention to it.
14. What kind of Chinese culture do you think should be introduced in textbooks?
- A. History, literature, arts, festivals, music and customs.
  - B. Industry, agriculture, business and education.
  - C. Politics, religions, faith, values
  - D. Laws, mass media and social welfare system.
15. Who should shoulder the responsibility to introduce Chinese culture?
- A. Related books (e.g. textbooks)
  - B. Newspapers and journals
  - C. Internet, TV and broadcast
  - D. others
16. What method do you think is the most appropriate to introduce Chinese culture in teaching?
- A. To explain words and their connotations
  - B. Conversations in real situations and group cooperation
  - C. To compare Chinese culture and target culture.
  - D. To set up a second class for students to learn it.