

A Study on the Phenomena and Countermeasures of Mother Tongue Cultural Aphasia in English Teaching

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Abstract: At present, the problem of mother tongue culture aphasia is becoming more and more prominent in English teaching in China. Teachers pay too much attention to the cultivation of foreign language culture in English teaching, ignoring the transmission of mother tongue culture. As an important part of English teaching, mother tongue culture should be taken seriously. Faced with this phenomenon, universities and the government should take corresponding measures to reform and put forward corresponding countermeasures to solve the problem of mother tongue culture aphasia in English teaching.

The development of the modern career makes cultural exchanges between countries more and more closely. As an important communication tool, language is an important carrier of culture, is an important part of culture. Language and culture are inseparable. Every language contains a specific connotation. The cultivation of language ability is the cultivation of cross-cultural communication ability. In recent years, the rapid development of China's education promotes the pace of development of foreign language teaching which gradually accelerated in the survey found that in recent years, the career of English teaching in China has achieved remarkable results, at the same time, problems of English teaching aphasia are gradually prominent. Therefore, in the development of English, we should also pay attention to the development of mother tongue culture, to discover and solve the problem of mother tongue culture aphasia in English teaching and to promote the rapid and good development of English teaching ^[1].

The meaning of mother tongue language aphasia and its performance in English teaching

Mother tongue cultural aphasia is the "aphasia" evolved, originally refers to the disease or accidental injury caused by brain damage, loss of some or all of the language skills or reading comprehension. In the 1990s, "aphasia" was used in literature and other fields, in intercultural communication can not be our culture in English for the correct expression of the phenomenon known as the "mother tongue cultural aphasia" ^[2]. Many studies have carried out in-depth study of the problem of mother tongue culture aphasia, advocated the importance of cultural and educational activities to improve the proportion of mother tongue culture in English teaching, cultivated students' ability to express our culture in English, and penetrated the mother tongue culture-based English teaching into the whole English teaching activities.

2, the performance of mother tongue culture aphasia

First of all, in the English teaching, the proportion of English culture input and the mother tongue culture output is unbalanced. The teacher is difficult to carry on the coordination. In English learning, teachers often spend a long time in the introduction of foreign language culture, ignoring the introduction of traditional Chinese culture, and many English teachers can not use English to

express Chinese culture accurately, making the mother tongue output more difficult. In addition, English teaching has been seriously out of touch with our culture, excessive emphasis on grammar, vocabulary training.

Secondly, college students attach too much importance to English learning, ignoring the mother tongue culture learning. In the survey found that, in addition to liberal arts related professional, other professional students spend most of the time in English learning, and some universities consider English as an important factor in the study of graduation. If the students have not passed CET4 or CET6, they can not successfully get the graduation certificate. Therefore, English learning has become the consensus of college students, ignoring the cultivation of mother tongue culture, and even the mother tongue culture can be placed in the status of the lack of understanding of Chinese culture, college students there is a serious shortage. In much large-scale examination can be seen that many language expressions of students are serious problems, typo, illnesses abound, which show that our traditional culture is declining.

Thirdly, the English textbooks on the introduction of our traditional culture are very rare. It can be found that many teaching materials are from the original English, the content relates to the cultural background of all countries in the United States and the United States, and many of the contents of our traditional culture is not reflected in the textbooks. Even if some colleges and universities set up cross-cultural exchange courses, due to the lack of uniform standards and teaching syllabus, traditional culture teaching is difficult to carry out. In addition, teaching materials, such as "New Horizon College English", have never been involved in traditional culture-related teaching content.

Fourthly, the tests of public English and professional English lack of the mother tongue culture of English expression of the study. China's famous scholar Zhang Daozhen once said, "Our English teaching is dumb English, which is not accepted as English education, traditional English teaching methods can not meet the development of modern education." Although at present, the reform of English examination in our country gradually pay attention to the actual use of the English study, for example, the content of our culture to the translation of the subject, in English listening, reading and other issues still lack the culture of our country content. English teaching in the cultivation of students' national pride and traditional cultural pride is relatively lacking.

Second, the causes of aphasia problem of English language teaching

The phenomenon of mother tongue cultural aphasia is very common, and its emergence must be related to the English teaching process. It can be analyzed from the following aspects:

First, the English textbooks ignore the importance of the mother tongue culture. The textbooks are the important carrier of the English curriculum. However, the English textbooks used in the universities at present are generally neglected to introduce the mother tongue culture. The focus of the textbooks is usually on the culture of the United States and other countries, including the introduction of famous figures, environment and writings. The introduction of our culture is only a few words. For example, the most commonly used "New Horizon College English", the entire book contains a total of 80 articles, while the contents related to our culture is only 1 article, there is a serious imbalance in the proportion of content. It can be seen that in the college English teaching materials, the excessive marginalization of mother tongue culture and the absence of mother tongue culture will seriously affect the students' career, not conducive to the development of students' ability of expression, can not speak the mother tongue culture in English accurately, leading to the phenomenon of mother tongue culture aphasia.

Second, college students lack of understanding of the mother tongue culture. The teaching object of English teachers are usually other students and these students often consider professional

courses as their focus on learning objects, while consider the CET as English learning objective. Therefore, in English learning, they often focus on expanding their vocabulary and improving their listening and reading. In such a long-term atmosphere of English learning, the mother tongue culture will be difficult to cultivate, leading to the lack of understanding of the mother tongue culture of students. And even some science students received the impact of the discipline, the lack of a correct understanding of the mother tongue culture, leading to humanistic indifference, the lack of good cultural heritage and carry forward, half-knowledge^[3].

Third, the English teachers' cultural quality is low. China's culture, with long-term development is broad and profound and has a long history. If you want a comprehensive understanding of our traditional culture will not be easy. Due to the limited knowledge of English teachers, it is very challenging to express the native language culture in English. In addition, there are many loopholes in the traditional English teaching mode, which makes the English teacher's cultural meaning is weak. In the teaching process, the emphasis is on teaching and explaining, ignoring the extension of culture, which leads to the limitation of English teaching. Although there are still some teachers in the teaching process to try to pass the mother tongue culture to students, the impact of the curriculum can only be a brief introduction to the mother tongue culture, there is no time for students to targeted training.

Fourth, the English language examination system lacks the orientation of the mother tongue culture. As a result, students and English teachers often neglect the development of their mother tongue culture. They are the only indicators of English proficiency test, which mainly cultivates students' reading and listening ability and lacks of mother tongue culture.

Third, the necessity of mother tongue culture in English teaching

The cultural tradition and thinking method of a nation are expressed in the language. The language is bidirectional, therefore, it carries on the language study when can not take care of one's mistakes, while studying English can not neglect the mother tongue culture inheritance and development. It is not only the requirement of the course teaching, but also the inevitable way to improve the students' English level that the mother tongue culture is interspersed in English teaching. In the context of cross-cultural language, communication between the two sides is not a one-way transmission of the target language, but the target language and the two-way communication between the target language and the mother tongue. Although in English learning, students are often in the mother tongue environment, students have little understanding of the mother tongue culture. Their understanding of our political, economic, cultural is very fragmented so it is difficult to form a systematic understanding, no less than the English translation of our mother tongue culture^[4]. English teachers in the teaching should promptly compare foreign language culture with the mother tongue culture to identify similarities and differences, so as to have a deeper understanding of culture and promote the exchange between different cultures. In English teaching, the lack of native language culture will have a negative impact on the intercultural context.

Interpenetrating native language culture in English teaching can stimulate students' interest in learning. In the actual survey, many non-linguistic students do not attach importance to English learning, just before the test to assault learning, teaching methods and content can not be close to the actual needs of students, so many students lack interest in learning English. If we penetrate the mother tongue culture into English teaching and guide students to learn English in their own interest in the expression of culture, not only produce a strong interest in learning for students, but also improve students' ability to express their English. While promoting the mother tongue culture, students can more clearly understand our mother tongue culture.

Fourth, countermeasures of mother tongue culture aphasia

In view of the lack of native language culture in English teaching, universities and the government need to take appropriate measures to accelerate the reform of English teaching, to integrate mother tongue culture and English teaching to achieve English teaching objectives.

Reform the English teaching material. For a long time, colleges and universities are trying to carry out teaching reform to stimulate students' interest in learning English. Colleges and universities actively introduce, purchase English original to enable students to master the correct English expression. The use of such materials makes the phenomenon of mother tongue culture more serious, therefore, the compilers of textbooks should be appropriate to adjust the content of English textbooks, the proportion of Anglo-American and other foreign language culture and our mother tongue culture should be equal. This will help students have more in-depth understanding of our culture improve the level of students' English expression, and help students to express our mother tongue in English culture.

An appropriate increase in the test part of the mother tongue culture. Teaching quality assessment is an important part of teaching activities in colleges and universities. In Western countries or in China, teaching and testing are important means of teaching. Through the test, teachers can summarize the learning situation of students, identify problems in time and adjust the teaching content and programs. At the same time in the CET4 and CET6, they can increase the mother tongue culture, inspire students interest in learning the mother tongue culture and cultivate students' comprehensive literacy.

English teaching using two-way teaching. In the intercultural communication, the input of the mother tongue culture and the output of the outer domain culture are two-way process. Teachers should pay attention to cultivate students' English expression while they guide students to learn the oriental and western culture, not only to absorb the essence of Western culture, but also can express in English in native language culture.

To improve the cultural quality of English teachers. In the process of English teaching, to improve the overall quality of students at the same time to improve the cultural quality of English teachers. Teachers and teachers should take the opportunity to improve them to consolidate their cultural foundation in the study, to enhance their cultural accomplishment, and to enhance the students' ability to communicate in language ^[5].

To enrich the content of self-learning students. Due to the different arrangement of the university curriculum and the middle school curriculum, the English teaching time is less and the teaching task is heavier. Therefore, the time of mother-tongue culture teaching becomes tense and the time for students to learn the mother tongue culture in the classroom is very limited. However, teachers can play a guiding role to guide students to self-study, to find relevant information by using of spare time, to learn mother tongue culture, access to a wealth of teaching resources to improve their English skills through the Internet platform. In addition, the teacher can also arrange the appropriate tasks, so that students can do self-learning. In the completion of the task process, the ability to master the collection of information and to find information is conducive to developing students' vision.

Facing with the problem of mother tongue culture aphasia in English teaching, universities and government should arouse sufficient awareness. Mother tongue culture aphasia problem will hinder the exchanges among different cultures. In the face of this phenomenon, colleges and universities must first realize the importance of mother tongue culture in English teaching and recognize the importance of mother tongue culture to students. Second, to find out the reasons for the emergence of mother tongue culture aphasia, from the point of students, teachers, teaching materials, teaching

mechanisms and other considerations. Last, to put forward corresponding countermeasures, that is to reform the English teaching materials and to test the mother tongue. At the same time, we should adopt the two-way teaching method to absorb the essence of the foreign language culture and deepen our understanding of the mother tongue culture. Moreover, we should carry on the reform of the English teaching materials, attach importance to the cultivation of English teachers to enhance the overall quality of teachers, better be a teacher. Play a teacher's role in guiding students is to enrich the content of self-study. In their spare time, they can access to relevant books or browse the website. More importantly, better understanding of the mother tongue culture can enhance their English expression.

Thus, mother tongue culture and foreign language culture are interlinked. While studying and mastering foreign language culture, we should inherit and carry forward our mother tongue culture, because mother tongue culture is an important part of English teaching. Only by understanding and mastering the mother tongue culture, can we better learn foreign language culture, so as to achieve cross-cultural exchanges and promote the integration between different cultures.

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