

Chinese Culture Teaching For English Majors— A Case Study of Sun Tzu Culture*

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Abstract—It is universally admitted that English majors should learn about English culture and the teaching of Chinese culture has been neglected for a long time. The consequence is serious—as Chinese and English majors, most students cannot fluently express their own culture in English. Taking an essential part of Chinese culture—Sun Tzu culture as an example, the paper makes a research on the problem and suggests that joined efforts should be made in five aspects: the syllabus, the examination, the teaching, teachers and students.

Index Terms—Chinese culture teaching, Sun Tzu culture, English majors

I. INTRODUCTION

With the advancement of economic globalization and China's policy of culture "going global", the worldwide impact and soft power of Chinese culture have been enhanced and the whole world wants to know more about China and Chinese culture. As an invaluable part of Chinese extraordinary culture, *The Art of War*, which was written by Sun Tzu in Spring and Autumn period of China, not only embodies profound military culture but also reflects Chinese traditional culture. Its external communication has over 1000-year history and it has been translated into more than 40 languages and the history of its English translation has been over 100 years. Until now, with over 200 books of its English translation both at home and abroad, its influence has touched every corner of the world.

As an international language, English is not only used as a tool to know about the world and acquire all kinds of information from overseas, but also used to introduce our extraordinary culture to the outside world. Since English majors know more about the English language and they have more opportunities to communicate with foreigners in their study and future work, they shoulder heavy responsibilities of promoting Chinese culture and improving cross-cultural communication between the east and the west. Therefore, their mastery of the English expressions of Chinese culture can influence the cross-cultural communication and the promoting of Chinese extraordinary culture. And since Binzhou City is the hometown of Sun Tzu and Binzhou University is the only comprehensive university in the city, the English majors in Binzhou University have another important obligation—introducing Binzhou City and Sun Tzu culture to the outside world.

However, the truth is due to the neglect of Chinese culture teaching, English majors cannot accurately express Chinese culture and Sun Tzu culture in most cases. Although their knowledge about English countries and English culture increase day by day, there exists the phenomenon of "Aphasia of Chinese Culture", that is, due to the lack of knowledge about Chinese culture and its corresponding English expressions, students cannot express Chinese culture in English in the process of cross-cultural communication, which finally leads to the failure of communication.

Therefore, the paper tries to make suggestions to the Chinese culture teaching for English majors so as to enhance their knowledge about Chinese culture and Sun Tzu culture, and to transmit Chinese extraordinary culture to every corner of the world in the future and achieve the cross-cultural communication between the east and the west.

II. LITERATURE REVIEW

A. Studies Abroad

Studies abroad on cultural teaching started early. In 1880, in the book *The Art of Teaching and Studying: Languages* François Gouin first pointed out the significance of culture in language teaching. In 1900, America first issued a proposal about cultural teaching, which first included cultural teaching in teaching objectives. Studies on cultural teaching in the 20th century present a trend of prosperity. Different countries and scholars not only discussed the significance of cultural teaching on the level of language-culture relationship but also crossed the border of subject and put forward interdisciplinary new ideas. In 1918, Britain issued the report *Modern Learning* emphasizing that cultural teaching should penetrate language teaching. In 1945, Charles Fries first did the theoretical explanation of the necessity of cultural teaching in foreign language teaching and the relationship between cultural teaching and language teaching.

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In the 1950s, American Association of Foreign Language Education held a seminar about the relationship between language and culture, which represents the birth of cross-cultural communication studies. After it, in 1959, Edward T. Hall put forward the term “cross-cultural communication” in the book *The Silent Language*. In the 1960s, the research results of social culture were introduced into the practice of foreign language teaching. The masterpieces in this period are sociolinguist H. D. Hymes’ *Language in Culture and Society* and *On Communicative Competence*. Hymes put forward the concept of “communicative competence” that extended the teaching objective of foreign language from “language competence” to “communicative competence”, which then developed into “cross-cultural communication competence”. The period from the 1970s to the 1980s is an important phase in studies of cultural teaching that turned more microcosmic and systematic and in this period communicative teaching method appeared. American scholars H. Nostrand and H. Seely insisted that the main objectives and specific objectives should be paid attention to foreign language teaching. In 1983, H. H. Stern put forward the quadruple mode of foreign language teaching and included social culture in foreign language teaching. After 1990, Britain, America and some other countries listed cultural teaching and the cultivation of communicative competence as the teaching objective of foreign language. For example, in 1995, American Council on the Teaching of Foreign Languages added “cultural cultivation” as the fifth skill to the four skills of “listening”, “speaking”, “reading” and “writing” in “Foreign Language Teaching Standards”.

B. *Studies at Home*

Studies on cultural teaching in China can be divided into four phases. First, the 1980s is the rising phase of studies on cultural teaching in China. In 1980, Xu Guozhang published the article *Culturally Loaded Words and English Language Teaching in Modern Foreign Language*, which represented China’s foreign language teaching circle starting to study the relationship between language and culture and to include cultural teaching into foreign language teaching. Second, the period of the 1980s to the mid-1990s, during which scholars mainly focused on the problem of “teach or not to teach English culture”. Deng Yanchang, Liu Runqing, Qi Yucun and Shu Dingfang all discussed the relationship between language and culture. Scholars like Hu Wenzhong, Wang Weihua, Ouyang Fasun held the opinion that English teaching should involve cultural teaching. Third, the period of the mid-1990s to the beginning of the 21st century during which the study focus were the content of cultural teaching and its teaching principles. At the same time, there were also studies on the methods of cultural teaching. In 2007, Miao Lixia published an article in *Foreign Languages in China* that summarized the studies on English cultural teaching in China in the previous 20 years. She divided the content of cultural teaching into two types: the single type and the compound type. The scholars of the single type, like Pu Xiaojun, Hu Wenzhong, Shu Dingfang and so on, thought that the content of cultural teaching should be the culture of target language and they emphasized the cultivation of students’ communicative competence whereas scholars of the compound type, like Xu Guozhang, Cao Wen, Zhang Yina, etc. thought that the culture of target language and that of source language were of equal importance. The culture of the source language aroused more and more scholars’ interest and studies on cultural teaching presented the trend of turning from the single type to the compound type. In 2000, *Teaching Syllabus for English Majors of Higher Education* made a detailed description of the curriculum of culture and its content, and specially required that English majors should know about Chinese culture and its social and economic development and the ability to introduce it to the outside world should be improved. Some scholars emphasized the significance of teaching Chinese culture too, such as Cong Cong (2000) who first paid attention to the problem of “Aphasia of Chinese Culture”. After that, more and more scholars appealed for the introduction and strengthening of Chinese cultural education to English teaching, such as Zhang Lan (2003), Xiao Longfu, Xiao Di, Li Lan, Song Yiwen (2010), Guo Jia (2011), Chen Hua, Lu Shanshan (2013), Li Yue (2014), Tian Yuhong (2015), Yu Wansuo (2016). As for the study on teaching methods, they mainly focused on the teaching of cultural knowledge and the representatives are Shu Dingfang, Hu Wenzhong, Gao Yihong, Wang Yingpeng, etc. Fourth, the period of the beginning of the 21st century to the present, during which studies on cultural teaching expanded and more scholars began to study cultural teaching from the microcosmic perspective.

Based on the above statement, many research achievements both at home and abroad about cultural teaching have been gained. However, compared with the teaching of western culture, the teaching of Chinese culture is still neglected, let alone the indispensable part of Chinese culture, Sun Tzu culture. Considering this, the author will take the teaching of Sun Tzu culture as an example to try to cast light on the Chinese cultural teaching for English majors.

III. RESEARCH DESIGN

A. *The Research Purpose*

The research purpose is to find out whether English majors can fluently express Chinese culture and Sun Tzu culture in English and proper ways of improving their mastery of English expressions of Chinese culture and Sun Tzu culture.

B. *The Research Subject*

The research subjects are the sophomores in Binzhou University of China who major in English and already grasp certain knowledge of English language. Since they are all Chinese native speakers and take English as their major, usually they have more chances to communicate with foreigners and introduce Chinese culture to them. And because

Binzhou City is the hometown of Sun Tzu, the students are heavily influenced by Sun Tzu culture and are more likely to introduce it to foreigners.

C. *The Research Method*

This study adopts the test and questionnaire method. The test is used to evaluate the research subjects' mastery in English expression of Sun Tzu culture. And the questionnaire is used to investigate the research subjects' attitudes towards Chinese culture and Sun Tzu culture, their mastery of the corresponding English expressions and the teaching of Chinese culture and Sun Tzu culture for English majors in the university.

D. *The Research Content*

The research is composed of two parts. The first part is to find out the problems in the English expression of Sun Tzu culture by English majors through the test. The second part is to find out the problems of the English major's mastery of English expression of Sun Tzu culture and the current situation of teaching Chinese culture and Sun Tzu culture by way of the questionnaire. And subsequently the proper ways to improve the proficiency of English majors to express Sun Tzu culture will be put forward and also suggestions for teachers to teach Chinese culture in English class.

E. *The Research Procedure*

There are mainly four steps as follows:

Step1: The author designs the scientific test and questionnaire.

Step2: The author distributes test papers and questionnaires at the right time and recovers the useful questionnaires.

Step3: The author analyzes the results of tests and questionnaires.

Step4: The author puts forward the advice for both English majors and teachers.

IV. RESULTS AND ANALYSIS

In December 23, 2016, the author distributed test papers and questionnaires to students, which are all written in Chinese, so the research subjects can totally understand them.

A. *Results and Analysis of Test*

A total of 120 test papers was issued, and was all recovered. The recovery rate was 100%. A total of 120 questionnaires was issued, and 102 questionnaires were recovered. The recovery rate was 85%.

The test about Sun Tzu culture consists of three parts. The first part is the translation of 5 Chinese phrases taken from *The Art of War* into English and the translation of 5 English phrases into Chinese and the translation of Chinese sentences taken from *The Art of War* into English. The phrases and sentences cover five kinds of cultures: ecology, material culture, social culture, religious culture and linguistic culture. The last part is to write an English composition to introduce *The Art of War* in about 100 words.

1. Translate Chinese phrases into English

The first part is the translation of 5 Chinese phrases. The first is “阴阳”, which is a term full of traditional Chinese culture and it exists in almost every aspect of Chinese culture, such as religion, philosophy, calendar, traditional Chinese medicine, calligraphy, divination, etc. It is used many times in *The Art of War* to refer to night and day, fine days and rain or sunny and shady geographic conditions according to different contexts. Among the 120 research subjects, 86.67% of them, that is, 104 students translated into “Yin and Yang”, adopting the transliteration method. And due to carelessness or their own nonstandard Mandarin, 3.33% of them, that is, 4 students mistranslated it into “Ying and Yang”. 6.67% of them, that is, 8 students took the free translation method, rendering it into “the two opposing principles in nature”. 3.33% of them, that is, 4 students combined the two translation methods of transliteration and free translation together, putting it into “Yin and Yang, the two opposing principles in nature”, which not only showed the cultural specificity of the term but also make it clear to target readers.

The second phrase is “甲冑矢弩”, which includes four kinds of weapons or military equipment in ancient China. Among the 120 research subjects, 1.67% of them, that is, 2 students could correctly translate them. 23.33% of them, that is, 28 students could translate three of these four military terms and 45% of them, that is, 54 students could translate two of them and 3.33% of them, that is, 4 students could translate one of them and 26.67% of them, that is, 32 students could not put them into English or correct English. Maybe the research subjects lack the knowledge about weapons or military equipment of ancient China, so in the translation of military culture they did not do it very well.

The third phrase is “黄帝”, who is a legendary ruler in ancient China. 55% of the research subjects, that is, 66 students translated it into “Yellow Emperor”, which is the most widely used translation. And 10% of them, that is, 12 students translated it into “Huang Emperor”, which is also correct. 10% of them, that is, 12 students adopted transliteration, putting it into “Huangdi” and 4 of them used the free translation method, putting it into “a legendary ruler”. And 3.33% of them, that is, 4 students translated it into “Yellow Emperor, a legendary ruler”, successfully transmitting Chinese historical culture to target readers. But there are still 16.67% of them, that is, 20 students just rendering it into “emperor”, which is such an extensive concept that target readers will misunderstand it. And 1.67% of them, that is, 2 students even mistranslated it into “Yellow God” that may cause confusion among westerners.

The fourth phrase is “五行” that contains the five elements—metal, wood, water, fire and earth. Ancient Chinese believed that these five elements composed the physical universe and later it was used in traditional Chinese medicine, divination, etc. Except 1.67% of the 120 research subjects, that is, 2 students who did not know how to translate it, the other 98.33% of them, that is, 118 students translated it into “the five elements”, but none of them explained the content of this Chinese culture-specific item “五行”. Thus it did not completely transmit Chinese culture to target readers.

The fifth phrase is “秋毫” that is a metaphor referring to something very light. Among the 120 research subjects, 30% of them, that is, 36 students translated it into “autumn hair” and 23.33% of them, that is, 28 students translated it into “new/newly-grown down”, both of which are literal translation. 31.67% of them, that is, 38 students mistranslated it due to the wrong understanding or choosing wrong words or misspelling.

2. Translate English phrases into Chinese

The second part is the translation of five English phrases. The first is “dispersive ground”, which means one’s own area in which soldiers can disperse easily when they fight with the enemy and it can be translated into “散地”. 71.67% of them, that is, 86 students could correctly translate it. 15% of them, that is, 18 students mistranslated it due to their lack of the language skills or the knowledge about Sun Tzu culture. And 13.33% of them, that is, 16 students did not know how to translate it.

The second phrase is “heavy chariot” that can be translated into “革车”, “重车” or “守车”. None of the research subjects could specifically translate it into Chinese. But 53.33% of them, that is, 64 students translated it into “重型战车/车辆” whose meaning is correct. And 33.33% of them, that is, 40 students just translated it into “(大型)战车”, whose meaning is much wider than “重车”. And 6.67% of them, that is, 8 students mistranslated it due to their lack of English language skills or the knowledge about Sun Tzu culture. And 6.67% of them, that is, 8 students did not know how to translate it.

The third phrase is “five-man squad” that should be translated into “伍”, which is composed of five soldiers and is the smallest unit in the army of ancient China. Only 5% of them, that is, 6 students could correctly translate it and 35% of them, that is, 42 students translated it into “五人小组/班/小队” whose meaning is right whereas the Chinese expression is not so accurate because of their lack of the knowledge about the army in ancient China. 43.33% of them, that is, 52 students mistranslated it and 16.67% of them, that is, 20 students did not know how to translate it.

The fourth phrase is “ghosts and spirits” that should be translated into “鬼神”. The translation of this phrase is much better than the previous ones. 66.67% of them, that is, 80 students could correctly translate it and 33.33% of them, that is, 40 students could use similar expressions, like “鬼魂”, “精灵”, “魂魄”, “鬼怪”, etc.

The fifth phrase is “the ninefold heavens” that should be translated into “九天”, which is a hyperbole used to refer to something extremely high. 15% of them, that is, 18 students could correctly translate it and 61.67% of them, that is, 64 students used the similar expression “九重天”. And 20% of them, that is, 24 students mistranslated it and 3.33% of them, that is, 4 students did not know how to translate it.

3. Translate Chinese sentences into English

In this part, there are five sentences concerning five kinds of culture: ecology, material culture, social culture, religious culture and linguistic culture. The research subjects did not do very well in this part. Because of their lack of ancient Chinese, they could not completely understand the sentences. For example, they even translated “绝涧” into “vast Jian”; “天陷” into “day in”; “天罗” into “day gap”; “一钟” into “a clock”; “一石” into “a stone”; “司命” into “kitchen god”; “其徐如林” into “Xu Rulin”; “动如雷震” into “like Lei Zhen”, etc., which are all wrong translations. This shows that the knowledge of the source language—ancient Chinese is the essential part in cross-cultural communication. If students want to successfully transmit Sun Tzu culture to the outside world, first they need to get familiar with ancient Chinese and the Chinese copy of *The Art of War*.

4. Introduce *The Art of War*

In this part, among the 120 research subjects, 35% of them, that is, 42 students could not introduce it in English and 5% of them, that is, 6 students could only write one or two sentences. And 60% of them, that is, 72 students could write the introduction in about 100 words. However, due to the lack of English language skills or the knowledge about Sun Tzu culture, there are some mistakes in their introduction, including misspelling, grammatical mistakes, vocabulary mistakes, and mistakes about the content. For example, some students made mistakes about the state of Sun Wu and some confused *The Art of War* and 36 military strategies.

Based on the results of the test, two factors—the lack of knowledge about Chinese culture and also the proficiency of English language hinder their performance in the test.

B. Results and Analysis of Questionnaire

After the test, the author distributed the questionnaires to the research subjects who were asked to answer the questions according to their performances in the previous test. A total of 120 questionnaires was issued, and 102 questionnaires were recovered. The recovery rate was 85%.

The questionnaire is composed of four parts. The first part is about research subjects' attitudes and mastery of the English expression of Chinese culture and its teaching. The second part is about research subjects' attitudes and mastery of the English expression of Sun Tzu culture and its teaching.

1. Chinese culture and its teaching

Questions 1 to 7 are designed to learn about research subjects' attitudes towards Chinese culture and their mastery of the corresponding English expressions. Questions 8 to 18 are designed to know about research subjects' ways of learning the English expressions of Chinese culture and also its teaching.

Except the question 6,7,15,16,17,18, in this part all the other questions have five choices: strongly agree, agree, not sure, disagree, strongly disagree, which are respectively marked 5 points, 4 points, 3 points, 2 points, 1 point. Then the author typed the data into SPSS 19.0 and made the descriptive analysis with the software. And then the proportion of each option chosen and its mean value and standard deviation were calculated by the SPSS software. The results can be shown clearly in the following tables.

TABLE 1
ATTITUDE TOWARDS CHINESE CULTURE AND MASTERY OF ITS ENGLISH EXPRESSION

| | strongly agree | agree | not sure | disagree | strongly disagree | mean value | standard deviation |
|--|----------------|--------|----------|----------|-------------------|------------|--------------------|
| 1. You are greatly interested in Chinese culture. | 35.29% | 37.25% | 21.57% | 3.92% | 1.96% | 4.00 | .959 |
| 2. You know Chinese culture very well. | 7.84% | 25.49% | 45.1% | 21.57% | 0% | 3.20 | .872 |
| 3. You are willing to introduce Chinese culture to foreigners. | 58.82% | 33.33% | 7.84% | 0% | 0% | 4.51 | .644 |
| 4. You think that besides learning English language it is necessary to learn about the English expressions of Chinese culture. | 56.86% | 41.18% | 0% | 1.96% | 0% | 4.53 | .612 |
| 5. You can fluently introduce Chinese culture in English. | 1.92% | 11.76% | 33.33% | 41.18% | 11.76% | 2.57 | .922 |

From table 1, it can be seen that most of the research subjects are interested in Chinese culture and are willing to introduce Chinese culture to foreigners and think that it is necessary to learn about the English expression of Chinese culture. Although they have the willing to learn about it, the truth is only 7.84% of them know Chinese culture very well and the number of students who can introduce Chinese culture in English very fluently is even smaller, 1.92%. Another point is that all the research subjects believe they know Chinese culture in various degrees but 11.76% of them strongly disagree that they can fluently introduce Chinese culture in English. From the comparison it can be seen that the main problem is they cannot master the English expression of Chinese culture. There are still and 21.57% of them who disagree that they know Chinese culture very well and 45.1% of them who are not sure about it. This also reveals another problem, that is, most of the English majors who are also Chinese native speakers actually know little about Chinese culture. It is a big problem that needs both teachers and students' attention. In the English teaching, for a long time, too much attention has been given to English culture and the Chinese culture has been neglected.

Question 6 and 7 are designed to know about the difficulties of research subjects in expressing Chinese culture in English. The research subjects can choose more than one option.

TABLE 2
FACTORS CAUSING DIFFICULTY IN EXPRESSING CHINESE CULTURE IN ENGLISH

| | lacking cultural knowledge | lacking proficiency of English language | other |
|---|----------------------------|---|-------|
| 6. What factor(s) make(s) you feel difficult to express Chinese culture in English? | 43.14% | 52.94% | 3.92% |

From Table 2 it can be seen that the two factors: lacking cultural knowledge and lacking proficiency of English language both hinder their expression of Chinese culture in English. And the second factor is little bigger than the second one. This demonstrates that English majors not only need to acquire the knowledge about Chinese culture but also to improve their English language skills.

TABLE 3
THE CATEGORIES OF CHINESE CULTURE THAT ARE DIFFICULT IN EXPRESSING

| | ecology | material culture | social culture | religious culture | linguistic culture |
|---|---------|------------------|----------------|-------------------|--------------------|
| 7. Which kind of Chinese culture makes you feel difficult when you express it in English? | 54.9% | 56.86% | 58.82% | 84.31% | 58.82% |

From Table 3 it can be seen that among the five categories of Chinese culture, religious culture is the most difficult for English majors because of their lack of the knowledge about Chinese religious culture and the number of the other categories are similar.

TABLE 4
THE TEACHING OF CHINESE CULTURE

| | strongly agree | agree | not sure | disagree | strongly disagree | mean value | standard deviation |
|--|----------------|--------|----------|----------|-------------------|------------|--------------------|
| 8. You often learn about the English expressions of Chinese culture when you study English. | 7.84% | 39.22% | 23.53% | 27.45% | 1.96% | 3.24 | 1.012 |
| 9. In your English class, your English teachers often teach the English expressions of Chinese culture. | 3.92% | 54.9% | 11.76% | 27.45% | 1.96% | 3.31 | .990 |
| 10. The knowledge you get about English language is quite useful in introduction of Chinese culture to foreigners. | 13.73% | 41.18% | 27.45% | 13.73% | 3.92% | 3.47 | 1.027 |
| 11. You feel that it is necessary to open the Chinese culture course. | 41.18% | 49.02% | 3.92% | 1.96% | 3.92% | 4.22 | .923 |
| 12. You are quite satisfied with the proportion of Chinese culture in English courses. | 7.84% | 54.9% | 13.73% | 21.57% | 1.96% | 3.45 | .986 |
| 13. You are quite satisfied with the teaching of Chinese culture in English courses. | 7.84% | 56.86% | 9.8% | 23.53% | 1.96% | 3.45 | 1.006 |
| 14. You think that the English class should include Chinese culture. | 52.94% | 45.1% | 0% | 1.96% | 0% | 4.49 | .612 |

From Table 4 it can be seen that the research subjects can learn about the English expression of Chinese culture and most of them can learn about it in English class which can help them in the introduction of Chinese culture to foreigners. The majority of them feel that it is necessary to open the Chinese culture course and Chinese culture should be included in English courses. And they are satisfied with the proportion of Chinese culture in English courses and its teaching.

TABLE 5
WAYS OF LEARNING CHINESE CULTURE

| | teachers' teaching | television, movies or broadcasting | books, magazines or newspapers | the internet | lecture on different subjects | other |
|--|--------------------|------------------------------------|--------------------------------|--------------|-------------------------------|-------|
| 15. How do you learn the English expressions of Chinese culture? | 72.55% | 70.59% | 62.75% | 64.71% | 5.88% | 1.96% |

From Table 5 it can be seen that the largest number of research subjects learn the English expressions of Chinese culture through teachers' teaching and the next is television, movies or broadcasting and the next ones are Internet, books, magazines or newspapers and lecture on different subjects according to the number of each option. This shows the significance of teaching in class and the guidance of students' self-study.

TABLE 6
WAYS TO DEAL WITH THE UNFAMILIAR CHINESE CULTURE

| | guess according to the context | ask teachers | discuss with classmates | refer to relevant information | ignore it |
|---|--------------------------------|--------------|-------------------------|-------------------------------|-----------|
| 16. What will you do when you come across unfamiliar Chinese culture? | 64.71% | 29.41% | 41.18% | 74.51% | 13.73% |

Table 6 are the ways of research subjects to deal with the unfamiliar Chinese culture. It is satisfying that 74.51% of them will refer to relevant information when they meet difficulties but there are still 64.71% of them will guess according to the context and 13.73% of them will just ignore it. This shows that besides teachers' teaching, the study habit is another important factor in English majors' leaning of Chinese culture.

TABLE 7
FACTORS INFLUENCING THE KNOWLEDGE ABOUT THE ENGLISH EXPRESSIONS OF CHINESE CULTURE

| | heavy burden of study and having no time to know about it | being of little help to language study | not being tested in examinations | having no interest | teachers' paying little attention to it |
|--|---|--|----------------------------------|--------------------|---|
| 17. Which factor(s) most influence you to know about the English expressions of Chinese culture? | 72.55% | 31.37% | 52.94% | 31.37% | 13.73% |

Table 7 are the factors influencing the knowledge about the English expressions of Chinese culture. 72.55% of research subjects think that they have a heavy burden of study and have no time to study other things. The second important factor is that Chinese culture is not included in examinations. And 31.37% of them are not interested in the English expressions of Chinese culture and 31.37% of them think that it is of little help to language study. Therefore, the examination system and English majors' attitudes towards Chinese culture should be improved.

TABLE 8
FAVORITE WAYS OF TEACHING CHINESE CULTURE

| | teachers' lecture in class | group work | comparison between Chinese and English culture | lectures on different subjects after class | other |
|--|----------------------------|------------|--|--|-------|
| 18. What is your favorite way of teaching Chinese culture? | 64.71% | 60.78% | 72.55% | 25.49% | 5.88% |

Table 8 shows English majors' favorite ways of teaching Chinese culture. They like the direct way of comparison between Chinese and English culture most and the following two ones are teachers' lecture in class and group work. Compared with the lectures after class, students prefer the lecture in class, which shows the significance of teaching in class and teachers should scientifically design the teaching content and teaching methods.

2. Sun Tzu culture and its teaching

Question 19-28 are designed to know about research subjects' attitudes towards Sun Tzu culture and their mastery of the corresponding English expressions. Question 29-32 are designed to learn about research subjects' ways of learning the English expressions of Sun Tzu culture and also the teaching.

Except the question 28, 29,30,32, in this part all the other questions have five choices: strongly agree, agree, not sure, disagree, strongly disagree, which are respectively marked 5 points, 4 points, 3 points, 2 points, 1 point. Then the author typed the data into SPSS 19.0 and made the descriptive analysis with the software. And then the proportion of each option and its mean value and standard deviation were calculated by the SPSS software. The results can be shown clearly in the following tables.

TABLE 9
KNOWLEDGE ABOUT SUN TZU CULTURE

| | strongly agree | agree | not sure | disagree | strongly disagree | mean value | standard deviation |
|---|----------------|--------|----------|----------|-------------------|------------|--------------------|
| 19. You are greatly interested in <i>The Art of War</i> . | 5.88% | 35.29% | 27.45% | 27.45% | 3.92% | 3.12 | 1.013 |
| 20. You feel that it is necessary to know about <i>The Art of War</i> . | 15.69% | 49.02% | 13.73% | 19.61% | 1.96% | 3.57 | 1.044 |
| 21. You know <i>The Art of War</i> very well. | 0% | 15.69% | 29.41% | 39.22% | 15.69% | 2.45 | .945 |
| 22. You are willing to introduce <i>The Art of War</i> to foreigners. | 29.41% | 37.25% | 23.53% | 9.8% | 0% | 3.86 | .960 |
| 23. You are greatly interested in the English expressions of Sun Tzu culture. | 9.8% | 35.29% | 31.37% | 17.65% | 5.88% | 3.25 | 1.055 |
| 24. You are quite familiar with the English version of <i>The Art of War</i> . | 3.92% | 7.84% | 19.61% | 37.26% | 31.37% | 2.16 | 1.084 |
| 25. As a Chinese and an English major of Binzhou University, you feel that it is necessary to know about the English expressions of Sun Tzu culture. | 25.49% | 50.98% | 9.8% | 9.8% | 3.92% | 3.84 | 1.046 |
| 26. As a Chinese and an English major of Binzhou University, you feel that you have responsibility to introduce Sun Tzu culture to the world and propagandize Binzhou City. | 35.29% | 47.06% | 11.76% | 3.92% | 1.96% | 4.10 | .900 |
| 27. You can introduce <i>The Art of War</i> in English fluently. | 7.84% | 5.88% | 19.61% | 37.25% | 29.41% | 2.25 | 1.181 |

From Table 9 it can be seen that 41.17% of English majors are interested in Sun Tzu culture and 64.71% of them feel that it is necessary to know about *The Art of War* and 66.66% of them are willing to introduce Sun Tzu culture to foreigners. However, none of them know it very well and only 13.72% of them can introduce *The Art of War* in English fluently. 45.09% of them are interested in the English expressions of Sun Tzu culture, whereas only 11.76% of them are familiar with it. What is satisfying is that most of them feel that it is necessary to know about it and they have the responsibility to introduce Sun Tzu culture to the world as Chinese and English majors of Binzhou University.

TABLE 10
FACTORS CAUSING DIFFICULTY IN EXPRESSING SUN TZU CULTURE IN ENGLISH

| | lacking cultural knowledge | lacking proficiency of English language | not knowing ancient Chinese language | other |
|--|----------------------------|---|--------------------------------------|-------|
| 28. What factor(s) make(s) you feel difficult to express Sun Tzu culture in English? | 33.33% | 31.37% | 33.33% | 1.96% |

Table 10 shows the factors causing difficulty in expressing Sun Tzu culture in English. The numbers of three factors are similar. The lack of the knowledge about Sun Tzu culture and ancient Chinese language and lack of proficiency of English language result in their difficulty in expressing Sun Tzu culture in English

TABLE 11
WAYS OF LEARNING SUN TZU CULTURE

| | teachers' teaching | television, movies or broadcasting | books, magazines or newspapers | the internet | lecture on different subjects | tourist resorts | other |
|--|--------------------|------------------------------------|--------------------------------|--------------|-------------------------------|-----------------|-------|
| 29. How do you learn the English expressions of Sun Tzu culture? | 64.71% | 54.9% | 74.47% | 76.47% | 27.45% | 19.61% | 3.92% |

Table 11 reveals the ways of English majors' learning of Sun Tzu culture, in which the self-study through books, magazines, newspapers and internet are the most important two factors. Thus, besides teachers' teaching, the guidance of their self-study is equally significant.

TABLE 12
FACTORS INFLUENCING THE KNOWLEDGE OF THE ENGLISH EXPRESSION OF SUN TZU CULTURE

| | heavy burden of study and having no time to know about it | being of little help to language study | being not directly tested in examinations | having no interest | having no courses about it in the university |
|---|---|--|---|--------------------|--|
| 30. What influences your knowledge of the English expressions of Sun Tzu culture? | 70.59% | 37.25% | 60.78% | 27.45% | 27.45% |

From Table 12 it can be seen that the biggest factor influencing students' knowledge of the English expressions of Sun Tzu culture is the heavy burden of study and the next biggest one is being not directly tested in examinations. And 37.25% of them think that it is of little help to language study and 27.45% of them are not interested in the English expressions of Sun Tzu culture. Therefore, the examination system and English majors' attitudes towards Sun Tzu culture should be improved.

TABLE 13
THE NECESSITY OF OPENING THE TRANSLATION COURSE ABOUT *THE ART OF WAR*

| | strongly agree | agree | not sure | disagree | strongly disagree | mean value | standard deviation |
|---|----------------|--------|----------|----------|-------------------|------------|--------------------|
| 31. You think that it is necessary to open the translation course about <i>The Art of War</i> . | 23.53% | 21.57% | 25.49% | 17.65% | 11.76% | 3.27 | 1.328 |

From Table 13 it can be seen that 45.1% of English majors agree that the translation course about *The Art of War* should be opened, which reveals that they realize the necessity of mastery of the translation of *The Art of War* and hope to learn it systematically in class.

TABLE 14
TEACHING OF SUN TZU CULTURE

| | teachers' lecture in class | group work | comparison between Chinese and English culture | teachers give lectures on different subjects after class | other |
|--|----------------------------|------------|--|--|-------|
| 32. What way(s) of teaching Sun Tzu culture do you like? | 60.78% | 43.14% | 68.63% | 17.65% | 3.92% |

Table 14 shows research subjects' most favorite way of teaching Sun Tzu culture is the direct way of comparison between Chinese and English culture most and the next one is teachers' lecture in class. And the following one is group work. Compared with the lectures after class, students prefer to acquire knowledge in class, which also reveals the importance of teaching in class. Table 14 may give implication for teachers in their teaching of Sun Tzu culture.

V. SUGGESTIONS

A. *The Syllabus*

In the present syllabus of Binzhou University for English majors, there is only one course about Chinese culture, which has only 32 class hours in the four years and students do not pay much attention to the course. Based on the above questionnaire, students mainly get the knowledge from teachers' teaching, so the course about Chinese culture and Sun Tzu culture and its translation should be added in the syllabus and its class hours should also be increased.

B. *The Examination*

Based on the above questionnaire, many students do not pay much attention to Chinese culture and Sun Tzu culture because they are not tested in the examinations. As a matter of fact, the translation of Chinese culture is already included in College English Test for non-English majors, while in Test for English Majors Chinese culture still does not get much attention. English majors have more chances to introduce Chinese culture to the outside world, so Chinese culture should be added in the examinations for English majors, not only the proficiency test but also the test of the courses they have, such as intensive reading, extensive reading, listening, speaking, translation, etc. And in Binzhou University, the only comprehensive university in the hometown of Sun Tzu, the specialty of Sun Tzu culture should be revealed and Sun Tzu culture can be included in the examinations as well.

C. *The Teaching*

Based on the above test and questionnaire, most of English majors cannot fluently express Chinese culture and Sun Tzu culture and since much of their knowledge comes from class, teachers should consciously add Chinese culture and Sun Tzu culture in the class. About the way of teaching, we can refer to the above questionnaire: comparison between Chinese and English culture, translation, group work, etc. This is what we should do in class. About the extracurricular teaching, we can organize various kinds of activities, such as lectures on different topics about culture (ecology, material culture, social culture, religious culture, linguistic culture), the debate about Sun Tzu culture, the contest about translation of Sun Tzu culture and social practice (visiting the tourist resorts about Sun Tzu culture, visiting inheritors of intangible cultural heritage to know more about Chinese culture, etc.).

D. Teachers

In the universities, some teachers, especially young teachers themselves lack the knowledge about Chinese culture because of the education they received before. Therefore, in order to pass on adequate knowledge to students, teachers themselves should acquire enough knowledge about Chinese culture and as the teachers in Binzhou University, they should also know about Sun Tzu culture. Only in this way, students can acquire the knowledge from teachers and improve their mastery of Chinese culture and Sun Tzu culture.

E. Students

Based on the above questionnaire, there are still some students not interested in Chinese culture and Sun Tzu culture. About this problem, we should try to arouse students' cultural consciousness. As Chinese and English majors, they shoulder the responsibility to introduce Chinese culture to the outside. At present, cultures of the world begin to integrate with each other. If we want to keep our glorious culture, we should be aware of our cultural identity and transmit it to the world. Therefore, in the translation we should always remember the responsibility and take proper translation methods. On the other hand, there are a large number of students who get the knowledge from television, movies, broadcasting, books, magazines, newspapers or the internet. However, many of them do not have a good study habit. Therefore, teachers should try to improve students' self-study ability and give the guidance to help them develop a good study habit.

VI. CONCLUSION

China has 5000 years of history in which Chinese people created glorious culture. Sun Tzu culture is an indispensable part of it. As Chinese and English majors, students of Binzhou University shoulder the responsibility to introduce Chinese culture and Sun Tzu culture to the world. However, based on the above research, their mastery of the corresponding English expressions is not satisfactory. In order to improve the situation, efforts can be done in five aspects: the syllabus, the examination, the teaching, teachers and students. Only with joined efforts can students' ability to introduce Chinese culture and specifically Sun Tzu culture to the world be improved.

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