

Cultural Penetration and Teaching Strategies in Teaching Chinese to Speakers of Other Languages

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ABSTRACT

Language and culture are inseparable. Cultural penetration in teaching Chinese to speakers of other languages plays an important role in improving foreign students' understanding of language, cultivating their cross-cultural communicative competence and enriching teaching content. This article makes an in-depth analysis of the problems in cultural penetration, and puts forward corresponding teaching strategies from the aspects of improving teachers' cultural quality, choosing practical teaching materials and methods, organizing cultural penetration activities and using new media appropriately, in the hope of providing references for language teaching.

Keywords: cultural penetration, teaching strategies, teaching Chinese to speakers of other languages, teachers of Chinese to speakers of other languages

I. INTRODUCTION

Language is the main carrier of culture. Similarly, culture plays a crucial role in language learning. The two are inseparable in teaching. The process of learning a second language is also the process of understanding and mastering the cultural background knowledge of the target language country. Cultural penetration means that in the process of teaching Chinese as a foreign language, the cultural factors contained in Chinese are used to explain language knowledge to students and cultivate cross-cultural awareness, so that language and culture complement each other.

II. IMPORTANCE OF ENHANCING CULTURAL PENETRATION

A. Improving foreign students' understanding of language

The core of cultural penetration is to improve language teaching from the perspective of culture and serve language teaching with cultural penetration. The teachers should combine language and culture, and infiltrate cultural factors into language teaching to achieve the best teaching effect. American linguist Edward Sapir once pointed out that there must be

something behind the language. Furthermore, the language can't survive without the culture. Different languages reflect different cultural characteristics, and the track of cultural development will leave its mark in the language. Therefore, language learning needs the introduction of cultural factors, and cultural penetration cannot lack the theoretical support of language. In the process of learning Chinese, the differences in Chinese and foreign cultures and values make it difficult for students to understand the language points related to cultural and historical knowledge. There are a large number of idioms and two-part allegorical sayings in Chinese. Even though foreign students know every Chinese character, they cannot understand the meaning of them, and even misunderstand them. About Chinese two-part allegorical sayings, for example, "What he moved was mostly heavy books if Confucius did house moving", and example "If Liang Zhuge borrowed an arrow, he would never return it", students need to know the relevant cultural knowledge before understanding these Chinese two-part allegorical sayings what they really mean. Teaching class, students with different learning motivations and cultural backgrounds have a common goal, that is, to learn Chinese and understand Chinese culture. In language teaching, teachers supplement the content related to Chinese and other countries' culture to explain, which can not only enliven the classroom atmosphere, but also make up for the deviation of students' understanding caused by single teaching method through cultural penetration and help students master Chinese usage more accurately.

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B. Cultivating their cross-cultural communicative competence

Proper cultural penetration can not only deepen the foreign students' understanding of Chinese culture, but also cultivate their cross-cultural communicative competence. The collision between cultures often affects students' enthusiasm for learning. Therefore, in the teaching process, while teachers help students lay a good foundation of language, the penetration of cultural knowledge can increase the interest of learning and enable students to further understand the psychological and cultural characteristics of Chinese society. Wilkins once said that learning a foreign language means observing the world in a way that people who speak this foreign language observe the world. Cultural penetration involves not only the interpretation and teaching of culture, but also the identification and comparison of foreign students' mother tongue culture, so as to cultivate and enhance students' language application ability under the diversified cultural atmosphere. Cultural penetration can enhance students' self-learning awareness. They will explore and discover cultural similarities and differences driven by different languages, abandon the negative impact of mother tongue cultural values on Chinese learning, integrate the cultures of both sides, and finally achieve the goal of cross-cultural communication, eliminate communication barriers, avoid communication friction, and help students treat their own culture and different countries in the world with an inclusive attitude Family and national culture.

C. Enriching teaching content

In class, the simple explanation of language knowledge will make the teaching link single and boring, and it is difficult to achieve the ideal teaching effect. The cultivation of foreign students' Chinese listening, speaking, reading and writing skills and the separation of language and culture will not only make the goal of Teaching Chinese as a foreign language difficult to achieve, but also hinder the spread and promotion of international Chinese education .In reading, listening, writing, oral Chinese and other courses, teachers design teaching activities with culture as the main line, and select auxiliary teaching materials with the flavor of the times, which can cultivate students' creative thinking and improve cultural literacy, so as to enrich teaching content, update traditional teaching concepts, increase interest and practicability of language learning, and improve students' initiative and enthusiasm in learning. Cultural penetration requires teachers to become self-improving learners in the first place, constantly improve their cultural literacy, and promote the communication and interaction between teachers and students, which creates a good atmosphere for the cultivation of harmonious teacher-student relationship.

III. PROBLEMS IN CULTURAL PENETRATION

A. Teachers' cultural awareness is not strong

Some teachers have inadequate self-cultivation and insufficient knowledge reserves, and lack of teaching concept and cultural penetration consciousness in the specific teaching process. Some teachers simply teach the knowledge points without explaining the corresponding cultural background to the students, which will not only make the students unable to accept the real essence of Chinese culture, but also make them lose interest in learning Chinese culture, and finally hinder the spread of Chinese and intercultural communication. In addition, Some teachers don't realize the importance of cross-cultural awareness in improving students' Chinese proficiency, fail to provide students with some cultural knowledge, and even ignore the content of thinking mode and cultural customs. Although there are provisions on the cultivation of students' cross-cultural communicative competence in the syllabus, there are no corresponding teaching operations in the actual teaching process. When teachers treat cultural differences in different countries, they should take the initiative to understand and contact them, which is a kind of respect for students' cultural traditions. Secondly, when teachers communicate with students, there should be no culture centered theory, and they should not put their own country's culture above other cultures, which will affect students' enthusiasm for learning Chinese.

B. The teaching design is not reasonable

Some teachers realize the importance of cultivating students' cross-cultural awareness in the process of teaching, but they fail to meet this purpose when choosing teaching methods. Many teachers are used to telling students about cultural differences in the way of words, but the expression of words is limited after all, and it is difficult for students with low Chinese level to accept them. If teachers have a poor understanding of cultural differences, make a brief introduction in class, lack of outline requirements, have a strong arbitrariness in curriculum arrangement, or impart knowledge based on personal experience without clear curriculum goals, it will be difficult to achieve good teaching effect, and even cause misunderstanding among students. The development and organization of cultural penetration activities lack of planning, the purpose of the activities is unclear, and the effects of the activities are not estimated, which makes the process of cultural activities lack of rigor.

In addition, teachers do not have a test of learning results for the effect of cultural penetration. Teachers can know students' mastery of learning content through test scores, and students can also make clear the direction of their efforts. Some teachers will test students at the end of each semester, but most of them

are language knowledge, with less content related to culture, so they cannot see the students' mastery of culture and provide any comments for their classroom teaching.

C. The contents of teaching materials are not appropriate

Teaching materials are the main basis of teaching. Although some textbooks are relatively classic, the materials in them lack timeliness and practicability. Without starting from the reality, they cannot accurately present the current development and related conditions of our country, nor can they enable students to absorb the latest content. At present, the traditional Teaching materials of Chinese as a foreign language in colleges and universities are mainly divided into oral, listening, reading, comprehensive, Chinese culture and other categories. Due to the characteristics of Chinese grammar and characters, many foreign students are afraid of difficulties in Learning Chinese, and the simple knowledge explanation also makes the classroom lose vitality. Here are also some shortcomings in the arrangement of cultural contents in Chinese textbooks. For example, the auxiliary pictures are too old or too few, the explanation of cultural contents is not popular and specific, and some contents are not the most commonly used form in life, the use of vocabulary is not appropriate, etc., which need further improvement. In the specific teaching process, it is difficult for teachers to broaden students' knowledge if they follow the content of the textbooks completely and adopt the teaching method based on the textbook, without increasing or decreasing the content of the textbooks according to students' specific conditions and carrying out appropriate cultural penetration.

IV. TEACHING STRATEGY OF CULTURAL PENETRATION

Teaching Chinese to speakers of other languages is not only the communication of culture, but also represents the direction of China's cultural development. Language teaching through cultural infiltration is also an effective way to spread and promote excellent culture.

A. Improving teachers' cultural quality

Teachers of Chinese to speakers of other languages should establish cultural awareness, enhance their own cultural judgment ability, study the cultural differences between China and foreign countries, and pay attention to the combination of theory and practice in teaching. Teachers are the bridge between international students and Chinese culture, their own cultural literacy and professional level will directly affect the effect of cultural communication. The teaching Chinese as a foreign language is a step-by-step process. In the long-

term teaching activities, through cultural infiltration, more and more foreign students will gradually eliminate the misunderstanding of Chinese culture, understand the development of Chinese culture objectively and correctly, and be willing to explore the mysteries of Chinese culture, and promote cultural exchanges among countries. All these need teachers to have a full understanding of Chinese history and culture, as well as a comprehensive and systematic understanding of Chinese and the folk culture behind it. Teachers should not only introduce the ancient culture, but also the positive culture that reflects the development and change of contemporary Chinese society, as well as the new culture formed after China connects with the world culture. On the basis of respecting the culture of different countries, teachers should give positive evaluation to the culture of their students' home country, adopt an objective and neutral attitude, and try to avoid emotional orientation. Chinese cultural knowledge is ubiquitous in teaching Chinese as a foreign language, such as the customs of the Spring Festival, the origin of the Dragon Boat Festival, the way of greeting Chinese people, etc. Teachers inspire the enthusiasm of foreign students to learn Chinese through cultural penetration, which also helps them to use Chinese more appropriately and appropriately in actual language communication.

B. Choosing practical teaching materials and methods

The choice of teaching materials should not only consider Chinese teaching objectives, but also attach importance to the learning ability of foreign students. Editors should pay attention to the practicality and timeliness of the teaching materials, and add the latest current events and keep them updated. The design of the content should be from shallow to deep, step by step, and the teaching difficulty should be set according to the teaching progress, so that the foreign students can effectively absorb the teaching content. The teacher-centered teaching method is no longer suitable for the modern Chinese as a foreign language classroom. Teachers can design various tasks to improve the learning ability of foreign students. When students learn about the content related to the Spring Festival, teachers arrange tasks in advance and ask them to collect materials related to the customs of this holiday, such as the cultural connotation of eating dumplings, setting off firecrackers and affixing "Fu" on the door. After the students learn the text with the theme of "Chinese wedding", the teacher asks them to introduce their own country's wedding form in groups, and then discuss the similarities and differences with Chinese wedding customs. We adopt a variety of teaching methods to encourage the active participation of foreign students, turning them from passive cultural receivers to active cultural explorers. In addition, language learning should be carried out in a rich cultural context, but as an auxiliary teaching method, cultural penetration serves

language teaching. Teachers should neither unilaterally teach language nor excessively teach language with the help of cultural explanations, which do not conform to the objective laws of language teaching.

C. Organizing cultural penetration activities

An excellent foreign language learner can not only use language tools, but also accept another culture, so teachers can recommend students to film and television works, videos, articles, etc. related to the teaching content, and then foreign students can watch or read by themselves after class. At the same time, teachers can design classroom activities related to culture, such as organizing discussions and debates, dubbing Chinese movies, performing Chinese small dramas, etc., to test students' grasp and application of cultural knowledge. In addition, some colleges and universities set up cultural experience classes, such as calligraphy, paper cutting, painting facial makeup and so on, so that students can personally practice the knowledge mastered in language classes. This kind of experience is more direct, vivid and effective than classroom teaching. Teachers organize relevant cultural activities after class, such as holding cultural lectures, watching tea art performances, organizing Chinese corner and Chinese evening party, etc. Students apply the language knowledge and cultural knowledge learned in class to language practice, and gain more language knowledge and cultural knowledge in language practice. These field trips and personal experiences deepen students' understanding of Chinese culture.

D. Using new media appropriately

With the development of science and technology, more and more modern teaching methods have been applied to the teaching of Chinese as a foreign language. By using modern teaching methods, teachers can simulate the real language environment, help foreign students understand some complex and abstract cultural phenomena, and make teaching more intuitive and vivid. For example, in the Chinese Course, there are words with rich Chinese national characteristics, such as sugar gourd, lantern, the Great Wall, siheyuan, etc. Teachers can collect more pictures or videos of the corresponding words when preparing lessons, and put them in the classroom appropriately, so as to leave a deep impression on foreign students. The Internet has become an important way to assist Chinese teaching. Teachers can guide students to select valuable cultural information resources from a large number of network information to broaden students' learning space. Teachers use multimedia equipment to display cultural videos and pictures in class to improve the quality of classroom teaching and make up for the shortage of their own cultural knowledge reserve. However, it should be noted that the use of multimedia needs to be controlled to a certain extent. If it is used too little,

students will feel boring in class, and it is prone to aesthetic fatigue when they only listen to the teacher, at the same time, if they rely too much on multimedia equipment, put all the content in PowerPoint, the classroom teaching will lack interaction and challenge, which is a problem worth discussing by teachers.

V. CONCLUSION

In a word, cultural penetration is an indispensable part of teaching Chinese to speakers of other languages. Teachers should constantly innovate, master the essence of Chinese culture, adopt various teaching methods, organically integrate Chinese language teaching and cultural penetration, and achieve the best teaching effect, so as to carry forward Chinese excellent traditional culture and promote cultural exchange between countries.

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