



On Teaching Culture in International Chinese Language Education

Shurou Xu* and Yong Hu

Shaanxi University of Chinese Medicine 712046, China

*Corresponding author's e-mail: 2937411649@qq.com

Abstract. This paper provides a discussion of cultural teaching in international Chinese language education, aiming to summarize and analyze the status, trends and key issues of research on teaching Chinese as a foreign language, with the aim of promoting the spread of Chinese language and meeting the urgent needs of people from all over the world, and different races, for Chinese language learning. The spread of language and the development of a country are not parallel lines, but are complementary and mutually reinforcing. Culture is a macroscopic concept, culture includes language, language is a special cultural phenomenon, so the teaching of Chinese as a foreign language must include corresponding literary theories. This dissertation includes several key aspects of cultural teaching and intercultural communicative competence development in international Chinese language education, such as the cultural basis of teaching Chinese as a foreign language, intercultural communication, and cultural teaching practice and cultural communication.

Keywords: international Chinese language education; intercultural teaching; cultural teaching theory

1 Introduction

Reviewing the historical development of cultural teaching of Chinese as a foreign language, China has made great achievements in cultural teaching in the past decades. Through the joint efforts of many international Chinese teachers and scholars at home and abroad who are concerned about the development of teaching Chinese as a foreign language and culture, including linguists and psychologists, the theoretical research and scientific practice of teaching Chinese as a foreign language in China's international education has made significant progress in recent years.

2 The basic Theory of Cultural Teaching in International Chinese Language Education

Research has found that cultural teaching has been a hotspot of concern in the field of international Chinese language education, and related research has provided thrust for

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the practice and reform of cultural teaching in the field of international Chinese language education, and the research has also divided the theories of cultural teaching into five categories: the theory of cultural anthropology; the theory of cross-cultural communication; the theory of applied linguistics; the theory of cultural communication; second language acquisition Theories.

2.1 Cultural Anthropology Theory

Cultural teaching in the field of international Chinese language education is based on the theory of cross-cultural communication, which has a deep origin in cultural anthropology. Western scholar put forward the theory of "intercultural awareness" and defined it as the ability to understand and recognize cultural differences. Subjective or objective factors may cause resistance to intercultural awareness, among which the objective factor comes from the theory of "cultural iceberg", that is, culture is like an "iceberg", the part floating on the surface of the water is easier for us to find and identify, including language, lifestyle, behavior and communication styles, etc., but the objective factor is not the same as the "cultural iceberg" theory, that is, culture is like an "iceberg". The part that floats on the surface is easier for us to find and identify, including language, lifestyle, behavior and communication styles, etc. The part that is hidden under the water is more difficult to find and identify, which includes communication rules, thinking styles, motivations and attitudes, as well as values.

2.2 Theory of Intercultural Communication

Cross-cultural communication refers to the communication and interaction between people in different cultural backgrounds. Due to the existence of cultural differences, cross-cultural communication is often more complicated and prone to misunderstanding and conflict than communication in a single cultural context. In order to better understand and solve the problems of intercultural communication, scholars have proposed various theories, including: cultural dimension theory, intercultural communication context theory, identity theory, social cognitive theory, and cultural mixing theory. Intercultural communication theories provide Chinese as a foreign language teachers with important tools for understanding and solving intercultural communication problems. With economic globalization and increasingly frequent cultural exchanges, intercultural communication theories are more and more widely used in social life.

2.3 Applied Linguistics Theory

Applied Linguistics Theory is a combination of theoretical knowledge and practice of linguistics, mainly discussing language teaching theories, second language acquisition theories, pedagogical schools of thought and so on in language teaching, especially in teaching Chinese as a second language. Chinese scholars proposed Interactive Cultural Pragmatics, which explores the interaction and integration of communicators from different linguistic and cultural backgrounds in their pragmatic communication from a

multidimensional perspective. The concept of Interactive Cultural Pragmatics combines pragmatics with sociolinguistics and cross-cultural communication, and integrates semantics into it, which can be said to be an interdisciplinary and comprehensive concept.

2.4 Second Language Acquisition Theory

Krashen's second language acquisition theory, especially the input theory, plays a positive role in knowing the teaching of Chinese as a foreign language. This paper is mainly based on Krashen's theory of second language acquisition to explore the teaching of Chinese as a foreign language in the classroom and to improve the learning efficiency of international students. Krashen's theory of second language acquisition, also known as the monitoring theory, consists of five main hypotheses, namely, the learning hypothesis of language acquisition, the natural sequence hypothesis, the input theory hypothesis, the monitoring theory hypothesis, and the affective filtering hypothesis.

3 Analyzing the Problems of Teaching Chinese as a Foreign Language in the Classroom

With the development of global culture, the number of international students coming to China is increasing year by year, and the problem of teaching Chinese as a foreign language has gradually attracted people's attention[5]. Based on relevant cultural teaching theories, the following problems exist in China's Chinese as a foreign language classroom teaching:

3.1 Adoption of Traditional Teaching Methods and Solidification of Teaching Mode

Ellis.R[2] believes large amount of language input and practical application environment are key factors in language acquisition. In the traditional classroom, teachers are the main body, and their words are also far more than students, and students do not have many opportunities to express their views and ideas[4]. Many teachers of international Chinese education are deeply influenced by traditional teaching ideas and believe that teaching foreign students can still be done by using traditional teaching methods, which are input-based, emphasize mechanical training, and lack teaching inquiry-based learning, which makes it difficult to stimulate learners' interest.

3.2 Insufficient Language Input Materials and Lack of Communicative Environment

Traditional classroom teaching emphasizes "essence" rather than "generality", and stresses the interpretation of rules, which provides students with a very limited amount of comprehensible linguistic input . In addition, Chinese as a foreign language class-

room teaching is limited in time and the language environment provided by the teacher is restricted, so students cannot get enough language materials, not to mention that they cannot get effective practice in limited contexts.

4 The Application of Cultural Teaching Theory in Chinese as a Foreign Language Classroom Teaching

Theories of intercultural communication provide ideological guidance, while specific teaching practices help teachers engaged in international Chinese education to better communicate culture [3]. In the new era, if Chinese culture teaching to foreigners is to go beyond the level of language skills, such as speaking training, and enhance the cultural content and practical efficacy of teaching Chinese as a foreigner, it is necessary to emphasize the teaching and research of traditional Chinese culture and literature.

4.1 Increase the Input of the Target Language

Input is the first condition for language learning, and there are two basic conditions for language acquisition: first, learners should be provided with a sufficient amount of comprehensible input; and second, learners themselves should have a built-in mechanism to process the input, so language input is the first condition. In terms of the selection of teaching materials, teachers need to constantly update their teaching content, break through the critical point through a large amount of language input and intensive language output training, and realize the upward spiral cycle of language acquisition. Effective language input requires that the language materials learners are exposed to are Comprehensible Input, i.e., second language input that is slightly higher than their current level of language skills. It follows the "i+1" principle and ensures that the language information learners are exposed to is authentic, because language acquisition can only occur in authentic contexts. In an authentic language environment, language communication activities can reflect the effective meaning and eliminate the interference of the mother tongue, so as to achieve the consistency of sound, shape and meaning. Therefore, in the teaching process, teachers can design sufficient teaching activities, such as group discussions and situational dialogues, to exercise students' listening, speaking, reading and writing abilities, and assign relevant time for international students to exercise, so as to practically improve their communicative abilities.

4.2 Focus on Cultivating International Students' Interest in Learning Chinese

According to Krashen's[1] hypothesis of acquisition, emotional factors play a role in promoting or hindering language acquisition, and psychological factors will affect the speed and quality of language acquisition. Whether students' learning purpose is clear or not has a direct impact on their learning effect, and if the purpose is clear, they will have more motivation and make faster progress. Therefore, teachers can use playing students' interesting videos or good songs, talking about the topics that students are

interested in, adopting task-based teaching method to stimulate students' interest in learning, designing interesting teaching activities such as role-playing, striving to let every student participate in the teaching activities, and enhancing students' motivation for learning through various forms of classroom activities. At the same time, pay attention to the emotional state of students, establish a harmonious and equal teacher-student relationship, strengthen the emotional interaction between students and teachers, and enhance mutual trust. Teachers should also praise and encourage students more often and give international students positive feedback, so that classroom teaching can be carried out more effectively and international students' interest in learning Chinese can be increased.

5 Conclusion

Krashen's second language acquisition theory, especially the input theory, plays a positive role in knowing the teaching of Chinese as a foreign language, with the rapid improvement of China's strength, the Chinese language plays a more and more important role in the economy, science and technology and other fields, more and more international students come to our country to learn the Chinese language, and the country pays more and more attention to the teaching of Chinese as a foreign language. And Krashen's theory of second language acquisition has helped many teachers of Chinese as a foreign language analyze the difficulties in teaching and find corresponding solutions. Theory is the cornerstone of developing education, and while teachers master various theories, they should also skillfully apply them to solve teaching problems and promote the rapid development of teaching Chinese as a foreign language. The promotion of traditional Chinese culture and the enhancement of China's cultural soft power is an undertaking of the state and the nation, and is a major development strategy of the country. International Chinese language education or international Chinese language education is not only a discipline, but also a complex and great project, which must be studied in an interdisciplinary and all-round systematic way. In order to promote the smooth development of international Chinese language education, it is necessary to tap into the characteristics of Chinese culture itself on the basis of the introduction of advanced teaching concepts from abroad, create a second language teaching mode that meets the actual situation, and generate different pedagogies to meet different needs. The purpose of Chinese international education is to realize the goal of humanistic education, which includes cross-cultural communication ability and comprehensive humanistic literacy. This paper comprehends the cultural teaching of Chinese as a foreign language and contributes to the application of cultural teaching theories in practice, promotes the theoretical research and teaching practice of cultural teaching of Chinese as a foreign language, and at the same time improves the comprehensive quality of foreign teachers and emphasizes the importance of the cultivation of cross-cultural communicative competence. This paper comprehends the cultural teaching of Chinese as a foreign language and contributes to the application of cultural teaching theories in practice, promotes the theoretical research and teaching practice of cultural teaching of Chinese as a foreign language, and at the same time improves the

comprehensive quality of foreign teachers and emphasizes the importance of the cultivation of cross-cultural communicative competence.

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