

# The Necessity and Strategy Analysis of Cultural Introduction in Teaching Chinese Reading as a Foreign Language

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**Abstract:** Since the reform and opening-up policy, China has undergone an unprecedented transformation, not only economically, but also in education and teaching, particularly in the field of teaching Chinese as a foreign language. Due to the increasing influence of our country in the international community, it has attracted a lot of curiosity from foreigners towards China, so they have started learning Chinese one after another. Of course, learning Chinese is not just about learning a language, the most important thing is to learn more about Chinese culture through learning Chinese, so that they can communicate smoothly with Chinese people. Chinese reading textbooks for foreign students contain a large amount of cultural information about historical figures, customs, geographical knowledge, and other aspects, so reading teaching has become an important channel for foreign students to learn and understand Chinese culture. This article takes cultural introduction as the starting point, analyzes the necessity and strategies of cultural introduction in Chinese reading classes as a foreign language, and provides some useful references for the current situation of teaching Chinese as a foreign language.

**Keywords:** Teaching Chinese reading as a foreign language, Cultural introduction, Necessity; Countermeasure.

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## 1. Introduction

With the development of China's economy and its influence in the world, Chinese has gradually become a popular language in the world. Many foreign colleges and universities have also begun to set up majors in Chinese as a foreign language, expanding the scale of enrollment. However, in practice, most colleges and universities still prioritize the fundamental theory of Chinese teaching without integrating it with cultural aspects, posing challenges for students to comprehend and master the knowledge. Consequently, numerous practical obstacles exist. According to the survey, most countries mainly focus on the teaching of pronunciation, vocabulary and grammar in the teaching of Chinese as a foreign language, and most of the teaching of reading is offered as an elective course, which is not well valued. Therefore, in the teaching of Chinese as a foreign language, we should not only strengthen the teaching of listening and speaking skills, but also strengthen the teaching of reading classes. Reading materials for Chinese as a foreign language not only involve a lot of language knowledge, but also contain a lot of cultural content, so it is particularly important to introduce culture in the teaching of reading as a foreign language.

### 1.1. Background

After decades of efforts, China's influence in the international community has continued to grow, playing a significant role and garnering attention for its cultural contributions. With China's increasing overall strength, the importance of Chinese language in global communication is also on the rise. Through the observation of the international students around them, it can be seen that because they have little knowledge of Chinese culture, they are easy to misuse or confuse when using it in practice. Therefore, it is necessary for us to integrate culture into the teaching of reading Chinese

as a foreign language.

### 1.2. Research implications

On the one hand, students' reading ability can be improved through the understanding of cultural knowledge, and on the other hand, the knowledge of Chinese culture related to the texts can be disseminated, so as to promote culture through reading teaching and promote reading teaching with culture. Therefore, the introduction of culture in the teaching of reading as a foreign language can attract students' interest in reading, to improve the interest of Chinese reading teaching, so that foreign students can not only master the culture, but also apply it to real life.

## 2. The Necessity and Strategy of Introducing Chinese Reading Teaching as A Foreign Language

### 2.1. Definition of "culture" in teaching Chinese as a foreign language

The word "culture" first appeared in "Zhou Yi Bi [1], which says: "Observing astronomy to observe the changes of time, and humanities to transform the world." This is the first discussion of the word "culture" by the Chinese. The cultural connotation in teaching Chinese as a foreign language is very different from the "culture" in the general sense, but in teaching Chinese as a foreign language, "culture" is more reflected in the language, such as phonetics, vocabulary, grammar, etc., which is a cultural factor. Liu Xun [2] also pointed out that culture and cultural factors are two different concepts. In the context of Chinese as a foreign language, the factor does not exist in isolation, but depends on the language and manifests itself in the language system, which is not an explicit culture, but an implicit culture.

## **2.2. The necessity of introducing Chinese into the teaching of reading as a foreign language**

Culture includes language, and language is subordinate to culture, so it is necessary to introduce culture when teaching Chinese as a foreign language. Academics believe that "culture is not only the culture itself, but also an important part of the context", and culture is usually used as an auxiliary teaching strategy and teaching method to serve our classroom teaching when teaching Chinese. A large number of practical results show that whether it is teaching Chinese to Chinese students or teaching Chinese to foreign students, Integrating cultural knowledge into language teaching can not only enrich our teaching content, but also increase the interest in class, and stimulate students' enthusiasm for Chinese. so as to learn language knowledge while absorbing culture. In this case, It's also useful to introduce culture into foreign language teaching, because teachers can introduce the relevant cultural knowledge involved in the reading materials and students who have difficulty in reading comprehension, so that students can better and faster understand and grasp the content and gist of the article through the learning and understanding of cultural knowledge.

### **2.2.1. Chinese culture is the foundation of learning Chinese**

Language is an important part of culture, culture is the core of language, language and culture are closely linked and inseparable, language and culture are a complete system, no one can do without anyone. In other words, only when students truly understand Chinese culture and master certain cultural knowledge, such as Chinese humanities knowledge, historical knowledge, folk customs, etc., Only then can they make sure that the foreign students are able to understand and grasp the main points of the text. After foreign students have a certain amount of cultural knowledge, they can truly use Chinese in their future communication life, so as to reduce the barriers and conflicts caused by cultural differences. Therefore, no matter what course is taught in teaching Chinese as a foreign language, it is necessary to introduce culture into the teaching process.

### **2.2.2. Cultural teaching is an important part of reading teaching**

Reading is one of the important skills in Chinese teaching. It helps students learn new words and improve their reading skills. Through the reading class, students can increase the comprehensible input of knowledge, consolidate the knowledge of the language they have learned before, and at the same time expand and accumulate some vocabulary and practice reading skills. A large number of studies have shown that the lack of cultural introduction in teaching Chinese as a foreign language is likely to cause cognitive bias in the learning process of learners. If in the teaching of Chinese reading as a foreign language, the teacher simply explains the textbook, but does not introduce the culture according to the cultural knowledge contained in it, it will make the students lose interest in the reading class and fail to achieve the original intention of setting the reading class. It is important to know that the teaching of reading class is not simply a kind of technical learning, nor is it a barrier-free communication in communication after mastering each word. In addition, students are also required to have a deeper understanding of the cultural connotations contained in the Chinese language.

### **2.2.3. A large proportion of cultural knowledge is involved in reading materials**

Ren Qian [3] also mentioned this point in "Cultural Introduction in the Teaching of Intermediate Reading to Chinese as a Foreign Language", and believed that the cultural knowledge involved in reading materials accounted for a large proportion. It mainly involves the culture of thinking, communication, history, region, posture and other aspects, such as China's traditional patriarchal thinking, and the ethics and morality of respecting the old and loving the young. It can be seen that Chinese knowledge occupies a large proportion in teaching Chinese as a foreign language and covers a wide range of fields. Therefore, if the cultural introduction is not appropriate in the teaching of reading Chinese as a foreign language, it will be more difficult for students to understand the text. Because of the lack of cultural knowledge, this will not only reduce the speed of doing reading questions, but also affect the accuracy of answering questions because of lack of cultural knowledge. Therefore, whether it is from the accuracy of the problem or from the characteristics of the textbook itself, culture should be introduced into the teaching of Chinese as a foreign language to promote Chinese teaching.

### **2.2.4. The Chinese factor of HSK test questions accounts for a large proportion**

Li Anqi [4] analyzed all the HSK test questions in 2014 through the analysis and research of the Chinese factors of the new HSK test questions: there are 140 questions in the HSK foundation, including listening comprehension, grammatical structure analysis, and reading comprehension, and the proportion of listening and reading question stations is the largest; there are 170 HSK questions in the elementary and intermediate levels, including listening comprehension, grammatical structure, There are four types of questions in reading comprehension and comprehensive fill-in-the-blank, and the proportion of listening and reading questions is the same as that of basic level, and there are 12 questions in HSK Advanced level, with three types of questions in listening comprehension, reading comprehension and comprehensive fill-in-the-blank, and the proportion of the three is the same. Through the comparison of these three, it can be seen that reading comprehension accounts for a considerable proportion of the HSK test questions at any level. For example, in the latest HSK Level 6 Essay Reading section, there will be at least one essay related to ancient celebrity stories, idiom stories, or current hot topics. For example, the Silk Road, China's tea culture, papermaking, etc., these topics are all related to the Chinese cultural background, and if students do not understand Chinese culture, then these topics are also very difficult for them. Language and culture are inseparable, and if foreign students understand the cultural information behind these corpora, the difficulty of the reading materials in the test questions will also be reduced, so as to get higher scores, so it is necessary to introduce culture when teaching Chinese as a foreign language.

## **2.3. Strategies for the introduction of Chinese reading teaching as a foreign language**

In the teaching of reading as a foreign language, there are many ways to introduce culture, not a single one, so teachers of Chinese as a foreign language should adopt diverse, flexible and innovative methods to improve students' sensitivity to culture and cultivate students' cultural awareness based on the textbooks and the actual conditions of

the foreign students.

### 2.3.1. Create a lively classroom atmosphere

The final aim of learning Chinese is to put it into practice, and for many learners, the lack of a specific context is a difficult part of their learning. The dull and boring classroom atmosphere will make students feel very boring, so no matter what knowledge is taught, students will not be able to devote themselves to it, and the effect of cultural introduction in this case will definitely not be satisfactory. Psychologists have said that a person's emotions, memory, attention, thinking ability and imagination and other intellectual factors will be affected by the theme emotion, when a person feels relaxed and happy, emotionally stable, and full of energy, the interest and confidence in learning will increase exponentially, and the ability to accept knowledge will also increase. Therefore, teachers must create a relaxed, lively and positive classroom atmosphere when introducing culture, so that students can learn cultural knowledge in a relaxed atmosphere, which will definitely stimulate learners' enthusiasm for learning and better receive cultural knowledge.

### 2.3.2. It is conducive to a variety of means to infiltrate relevant cultural background knowledge

Since the texts in the reading textbooks involve many aspects of culture, and most of the materials that students are exposed to in the reading process, this will reduce the interest of foreign students in reading. However, with the development of science and technology, we have also made great progress in multimedia, and a large number of multimedia methods have also been widely used in teaching. The main advantage of using multimedia for teaching is that it is specific and intuitive. For example, we can use modern facilities such as pictures, audio, and video to show our Chinese culture to students. Using this way to introduce culture not only increases the interest of the class, makes the classroom atmosphere more active, but also allows students to understand our cultural knowledge in a short time. Therefore, it is also very important to use modern teaching facilities and means to introduce and infiltrate learners' cultural background knowledge in the teaching of reading as a foreign language, but it is also necessary to pay attention to the time arrangement when using modern facilities to introduce culture, and must not reverse the priorities.

### 2.3.3. Cultural introduction through the development of activities

Reading classes are different from speaking classes in that they should focus more on the training of reading skills and the content of the text. However, this does not mean that there is no need for game activities in the teaching of reading as a foreign language, and there are many cultural knowledge involved in reading teaching, and we can organize corresponding teaching activities to introduce these cultural knowledge, such as performance, discussion, storytelling, etc. The use of game activities to introduce culture requires teachers to give full play to their own subjective initiative, carry out some creative and novel games and activities, and help learners experience the Chinese culture behind the language through the development of game activities, to make it easier to understand the text.

## 3. Conclusion

In the teaching of Chinese as a foreign language, language and culture are inseparable, and there is an inseparable connection between them. From the perspective that culture is the foundation of Chinese language, the focus of reading teaching, the important content of Chinese teaching, and the important component of Chinese language proficiency, this paper proposes the necessity of culture introduction. At the same time, it puts forward the strategies and methods of culture introduction in teaching Chinese reading as a foreign language, and integrates relevant culture into reading teaching to promote students' understanding and grasp of reading materials. In order to provide useful reference for the future teaching of Chinese reading as a foreign language.

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