

The role of Daily Literature and Culture in Chinese Society in the acquisition of Chinese as a second language Present path research —— Take Chinese currency and daily transactions as an example

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Abstract

Culture, as an indispensable part of the process of acquiring Chinese as a second language, plays a crucial role in arousing learners interest and understanding of Chinese culture and national conditions. At the same time, in the acquisition of Chinese as a second language, the comprehensive abilities and communicative skills of learners themselves are the ultimate goals to be cultivated. Therefore, in the acquisition process, we should focus on integrating the daily cultural aspects of China and developing communicative skills in the acquisition of Chinese as a second language. This paper will use interpretive content analysis and interdisciplinary research methods to analyze the strengths and weaknesses of existing cultural materials for Chinese as a second language, incorporating theoretical support from related disciplines such as education, cultural studies, and psychology. It will also employ a cross-sectional study method to examine the impact of social and psychological factors on learners of Chinese as a second language. This study will use monetary transactions in Chinese society as an example to explore their application value and role in the acquisition of Chinese as a second language.

As Chinas socio-economic development continues to advance, the number of people learning Chinese around the world is growing, and interest in Chinese culture is also increasing. The primary goal of teaching Chinese as a second language is communicative competence, which is cultivated through daily life scenarios. Daily culture, as an essential part of Chinese culture, plays a significant role and can greatly influence Chinese vocabulary and expression. Language dissemination is closely linked with cultural transmission; therefore, Chinese language education should emphasize daily cultural instruction. By understanding Chinas everyday culture, students can better grasp the Chinese way of thinking and deepen their comprehension of Chinese expression and its precise use, facilitating better integration into daily social interactions in China.

1. The current situation of daily cultural integration in the teaching of Chinese as a second language

1.1 The Framework for Teaching Chinese Culture and National Conditions in International Chinese Education covers daily culture

The Center for Language Education and Exchange of the Ministry of Education has developed the "Framework for Teaching Chinese Culture and National Conditions in International Chinese Education" (hereinafter referred to as the "Framework"). This framework outlines and describes the content and objectives of teaching Chinese culture and contemporary national conditions. Among the four dimensions of the overall goal, it mentions that the aspect of cultural knowledge includes "understanding traditional Chinese culture, an overview of contemporary Chinese society and life, and its main characteristics." The content involved in the Reference Framework is quite comprehensive, dividing social daily culture into nine aspects: diet, housing, clothing, travel, family, festival, leisure, language communication, non-language communication, communication, and language and culture.

1.2 The current situation of Chinese as a second language teaching and daily cultural integration in textbooks

Currently, in the teaching process of Chinese as a second language, textbooks still serve as the primary guide. However, during the writing of textbooks and syllabi, there is often a greater emphasis on traditional culture that most prominently highlights Chinese cultural characteristics, leading to a neglect of everyday culture. Additionally, the cultural sections in existing syllabi for Chinese as a second language primarily focus on traditional Chinese culture and national culture, with most discussions of everyday culture being theoretical knowledge, lacking practical application or being disconnected from students' daily lives.

2. Ideas and Strategies for the Integration of Chinese Daily Culture into the Acquisition of Chinese as a Second Language——Taking Chinese currency

and daily transactions as examples

As Teaching Chinese as a second language is not just about teaching the language; it also bears the significant responsibility of "conveying China's voice and telling China's stories well." These goals require breaking through with aspects of daily culture that are closely related to the lives of Chinese learners. Therefore, it is essential to focus not only on language instruction or traditional culture but to organically integrate language teaching with the teaching of China's daily social culture. The daily social culture of China, as an integral part of Chinese culture and national conditions, needs to be effectively integrated into the process of teaching Chinese as a second language. This will enhance learners' interest in the subject and help them apply what they learn.

2.1 Increase the research and discussion of daily culture as a second language —— Take daily transactions and money as an example

Daily transactions and currency have been present in our country for a long time. As an indispensable part of people's daily life and cultural customs, the emergence of China's earliest currency has promoted trade exchanges. As an important component of traditional culture, China's trade history is also a primary carrier of traditional culture. The effective integration of daily transaction culture into Chinese as a second language teaching is highly significant.

Since the 1980s, with the further acceleration of China's reform and opening up, the number of international students coming to study in China has steadily increased, expanding on a larger scale. Chinese has become one of the required courses for these students, and in recent years, more and more countries have incorporated it into their national education systems. The culture of

daily transactions is ancient and plays a significant role as a core component of traditional culture. Most research in foreign academic circles on Chinese traditional culture focuses on the development process, historical origins, and historical events of material culture, while there is less emphasis on cross-cultural studies of daily culture. Particularly, research on the culture of daily transactions in second language teaching with Chinese as a second language is even more scarce. Therefore, Chinese scholars must increase their efforts in researching and exploring the culture of daily transactions in second language education, especially by integrating it into the daily life of students.

2.2 Attach importance to the cultural dependence characteristics

Cultural dependency is primarily manifested in the following aspects: First, due to differences in teaching subjects, there are deviations in teaching content, and teachers continuously enhance and improve this content during the educational process; Second, Chinese learners focus mainly on acquiring knowledge about the Chinese language itself when studying foreign Chinese, which leads to neglecting the study of Chinese culture, thereby causing conflicts between language and culture. At the same time, due to regional cultural differences, teachers, in order to increase the interest of international students in learning Chinese, emphasize traditional Chinese culture while making certain modifications and compilations. As a result, the essence and characteristics of traditional Chinese culture are somewhat affected, and international students do not learn genuine Chinese culture. Moreover, the content of Chinese cultural humanities is relatively profound and difficult to apply in daily practice, leading to significant challenges and obstacles in everyday communication. Therefore, when teaching Chinese culture, teachers must use dialectical thinking to correctly guide and encourage students to accept and master Chinese culture from an objective perspective. Learning Chinese as a second language involves integrating into the daily cultural life of China and engaging in everyday transactions, which is a form of intercultural communication that aligns with current Chinese cultural education concepts and ways of thinking. In the process of teaching Chinese as a second language, integrating China's daily culture requires joint efforts from educators and learners. It should be regarded as an important part of promoting Chinese culture, avoiding cultural content loss due to cultural dependency. Only by linking theory with practice and applying theoretical knowledge in practical processes can we ensure the widespread dissemination of China's daily culture.

2.3 Pay attention to the differences between learners and culture

In the process of acquiring Chinese as a second language, due to the different cultural backgrounds of educators and learners, there are certain differences in their thinking concepts and perspectives on things. Therefore, educators must propose teaching methods tailored to individual differences based on the learners' native cultures when teaching Chinese as a second language. In terms of daily cultural education in China, this can be divided into teaching for students from countries within the Sinosphere and those from outside the Sinosphere. Generally speaking, international students from countries within the Sinosphere have relatively little cultural difference when acquiring Chinese as a second language, so they have a stronger ability to absorb relevant cultural knowledge, making the process relatively easy. On the other hand, international students from countries outside the Sinosphere have significant cultural differences, leading to individual differences in their reception and thinking abilities. As a result, they need to invest more time and effort in learning Chinese culture. Since some international students are not familiar with the transaction methods in Chinese society, especially given the current prevalence of "paperless online transactions" in China, teachers need to play a guiding role in daily Chinese language teaching for second language learners. By analyzing and comparing cultural differences, they can enhance the comprehensive understanding of Chinese society's daily culture among

international students. Only thenIn this way, the daily cultural education in Chinese society can achieve substantial results in teaching Chinese as a second language. Seeking common ground while reserving differences among various cultures is essential. Since international students come from different countries and regions, they will inevitably compare and analyze Chinese culture with their native cultures during the process of learning Chinese as a second language, treating Chinese culture in the same manner they would their own. Therefore, only by seeking common ground while reserving differences between Chinese culture and other national cultures can there be effective learning and application of Chinese language knowledge and cultural knowledge.

2.4 Scientific setting of Chinese daily culture as the content of teaching Chinese as a second language

In the "Reference Framework," only the daily cultural arrangements of Chinese society are placed in the primary teaching stage. This study suggests that the daily cultural aspects of Chinese society can still be categorized into three stages according to the process of teaching Chinese as a second language: the first stage is the primary level; the second stage is the intermediate level; and the third stage is the advanced level. This requires integrating the daily social culture of China into the overall teaching process, proposing planned content settings based on different learning and teaching stages. Emphasis should be placed on designing foundational knowledge content, gradually deepening the content, and integrating these three levels to facilitate students application of what they learn, while paying attention to their subsequent processes.

Attach importance to the combination of theory and practice

Due to the "Framework for Teaching Chinese Culture and National Conditions in International Chinese Education," the systematic and comprehensive theoretical knowledge of Chinese social daily culture has been established. To integrate Chinese social daily culture into second language acquisition, it is necessary to intensify the summarization and organization of theoretical knowledge, providing a solid foundation for practical teaching. Currently, a considerable number of scholars in Chinas academic community focus primarily on clothing, food, housing, and transportation as research subjects when studying Chinese social daily culture, with relatively less detailed content. Therefore, to achieve the goal of cross-cultural research and closely link the acquisition of Chinese as a second language with Chinese social daily culture, only by systematically and comprehensively organizing relevant theoretical knowledge can a reliable guarantee be provided for the acquisition of Chinese as a second language.

The theoretical knowledge of Chinas daily social culture is constantly innovating. As times progress, the content of Chinese as a second language instruction needs to be continuously updated. Integrating Chinas daily social culture into the teaching process of Chinese as a second language requires systematic and comprehensive research and exploration of this culture, along with continuous improvement and innovation. This is necessary to meet the needs of teaching Chinese as a second language and enhance its effectiveness. Therefore, this study believes that the theoretical knowledge of Chinas daily social culture must be refined, linking language and culture organically with the life practices of Chinese learners. By keeping pace with the times, we can improve the quality of teaching Chinese as a second language.

The content of teaching Chinese as a second language has certain standards. Chinese traditional culture has a long history and is the collective wisdom of fifty-six ethnic groups. The daily social culture of China, as an important part of traditional culture, inherits the fine traditions of the Chinese nation. Therefore, the teaching process must be standardized and regulated. Only in this way can we enhance the initiative and enthusiasm of Chinese learners in learning about Chinas daily social culture.

Theoretical knowledge and practical skills must have a certain degree of applicability. In the

process of teaching Chinese as a second language based on Chinas daily culture, educators need to develop targeted teaching plans according to learners cultural differences, set up scientific teaching content, highlight the effectiveness and applicability of theoretical knowledge and practical skills, provide scientific support for Chinese learners daily life, communication expression, and scientific research activities, thereby achieving the expected teaching goal of integrating Chinas daily culture into the acquisition of Chinese as a second language. At the same time, optimizing and innovating the acquisition of Chinese as a second language can help improve Chinese learners abilities and levels in using Chinese as a second language, and also contribute to the promotion of Chinese knowledge and culture based on Chinas daily culture. The effective integration of Chinas daily culture into the process of acquiring Chinese as a second language will significantly enhance the significance of teaching Chinese as a second language.

3. The integration of Chinese social daily culture into the acquisition of Chinese as a second language—— Taking Chinese currency and daily transactions as examples

3.1 Factors for reference of teaching content

The history of civilization is also the history of economic development. Money is a product of social economy and a crystallization of national culture, playing a significant role in the process of economic development. Money is the result of commodity exchange. In the late period of primitive society, the earliest form of money was commodity money. Generally, nomadic peoples used livestock and animal hides to fulfill monetary functions, while agricultural peoples used grains, cloth, farming tools, pottery, sea shells, pearls, and jade as early forms of commodity money. The ancient Chinese coinage originated in the Xia Dynasty, developed during the Shang Dynasty, flourished in the Eastern Zhou Dynasty, and was unified in the Qin Dynasty. The content of ancient Chinese coin culture is rich and diverse, praised for centuries, and has given rise to a unique field of study known as numismatics.

3.2 Structure and scale of teaching content

The shell was Chinas earliest currency, used as money during the Shang Dynasty. In Chinese characters, words related to value are mostly associated with "shell." As commodity exchange developed, the demand for currency grew, and sea shells could no longer meet peoples needs. The Shang people began to use copper to imitate sea shells. The emergence of copper coins marked a significant evolution in ancient Chinese monetary history, from natural to artificial currency. With the widespread use of artificial coins, sea shells gradually faded from Chinas monetary stage. From the appearance of Shang Dynasty copper coins to the Warring States period, China had many types of currency. During the Warring States period, not only did each state mint its own currency, but different regions within a single vassal state also minted their own currencies. Notable examples include the spade coins of the State of Zhao, the knife coins of Qi, the round square-hole coins of Qin, and the ant-nose coins of Chu. After Qin unified China, Emperor Qin Shi Huang issued the earliest monetary law in Chinese history in 210 BCE, "to unify the currency of the world with Qin coins," stipulating that the round square-hole half-tael coin of Qin should be used throughout the country. The unification of currency ended the chaotic state of diverse shapes and varying weights in ancient Chinese currency, marking a significant evolution from disorderly to standardized forms in the history of ancient Chinese currency. The round square-hole design of the Qin half-tael coin was maintained until the early Republic of China. In the early Han Dynasty, the states were allowed to mint their own coins freely. According to the

Book of Han: Food and Goods, during Emperor Wens reign, "the order against illegal coinage was lifted, allowing people to cast coins at will," which led to "a proliferation of illegal coinage." This not only caused monetary chaos but also allowed wealthy merchants to manipulate the right to mint coins, making them as rich as emperors. In 113 BCE, Emperor Wu of Han reclaimed the minting rights of the vassal states and unified the production of wuzhu coins by the central government, making wuzhu coins the sole legal tender at the time. From then on, the central government took charge of the unified management of coin casting and issuance, marking a shift from local coinage to central control in the history of ancient Chinese currency. A major evolution in coinage.

History has come to the present. With the development of the Internet, electronic money and mobile payment have gradually become popular. In China, peoples use of electronic money has become the norm. Electronic money includes digital currency and all money in electronic form, including money carried by bank cards, WeChat, Alipay and so on.

3.3 Arrangement of teaching content

In chronological order, Chinese learners are made to understand the development of currency in different periods. On this basis, Chinese vocabulary and spoken language are combined to help Chinese learners consolidate their existing knowledge and master new content in the process of understanding the development of Chinese currency.

The chronological arrangement can refer to the time references of daily transactions in our country, from the Qin and Han dynasties, the Sui and Tang dynasties, the Song and Yuan dynasties, the Ming and Qing dynasties, the Republic of China period, after the founding of the Peoples Republic of China, and the new era. The detailed content may include currency styles, material of currency, currency reform, monetary systems, the emergence and development of Chinese paper money, the appearance and popularization of the Renminbi, the emergence and development of mobile payments in the new era, the advantages and characteristics of mobile payments, and the significance and prospects of mobile payments.

3.4 Teaching supporting writing concept

"From ancient times to the present" is the core concept of this textbook series. By examining Chinas monetary development from ancient to modern times, it deepens understanding of China through the historical process of increasing quantity, complexity, familiarity, imitation, creation, and proficient application. In this process, it expands the Chinese knowledge of learners, enhances their comprehension of the language, strengthens their communicative skills in Chinese, and continuously broadens and deepens their understanding and knowledge of contemporary Chinese society and historical culture. It also continuously enhances learners intercultural communication abilities.

3.5 Overall objective

The overall goal is to enable Chinese learners to understand the process of Chinas currency development and comprehensively develop and improve their Chinese language ability, Chinese communication ability, comprehensive use of Chinese language ability, interest in Chinese learning and Chinese learning ability.

The specific goal is to incorporate standardized Chinese language and character knowledge along with related cultural knowledge into the explanation of Chinas monetary development history, as well as to provide scientific and systematic training in listening, speaking, reading, and writing skills. This aims to comprehensively cultivate and enhance learners abilities to identify and combine elements of the Chinese language (phonetics, characters, vocabulary, grammar), accurately receive and convey Chinese information in specific texts, contexts, and social cultural norms, and use Chinese for oral and written expression suitable for discourse situations and text characteristics. Through the content of the textbook and its implementation in teaching, continuously strengthen learners motivation to learn Chinese and their ability for autonomous learning.

3.6 Implementation of Chinese Societys Daily Culture in the Acquisition of Chinese as a Second Language — Taking daily transactions and Chinese currency as

examples

- 3.6.1 The system presents Chinese practical grammar, basic vocabulary of Chinese, knowledge of Chinese characters and commonly used Chinese characters;
- 3.6.2 The content of the text and cultural content take into account both ancient and modern times, with emphasis on the present, and comprehensively show contemporary Chinese social life.
- 3.6.3 Adopt a training system that combines language elements and text content digestion and understanding exercises, deepening and expanding exercises, and independent application exercises. After the end of each chapter, there will be a set of exercises.

4. Conclusion and Suggestion

Through the aforementioned research process, it is beneficial to leverage the characteristics of ease of communication and acceptance in Chinese social daily culture to motivate learners, eliminate negative factors, and assist them in completing the cultural adaptation process during their second language acquisition of Chinese. This enhances teaching efficiency and quality in Chinese language instruction. Furthermore, by re-examining the principles and methods of cultural teaching for Chinese as a second language using Chinese social daily culture, relevant textbooks can be developed. Integrating Chinese social daily culture into language points, through transactions involving Chinese currency, helps understand the historical development and changes in Chinese social daily culture. Text content related to actual communicative scenarios is designed accordingly. This further meets the communicative needs of Chinese second language learners and enhances the international influence of the Chinese language.

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