

Study on the Cultural Item Arrangement of Textbook *Learn Chinese with Me*

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Abstract: With the heat of learning Chinese and the development of teaching Chinese as foreign language, textbooks for Chinese as a foreign language have been published in large numbers, which contain the contents of Chinese cultural knowledge. At present, most of the studies on the cultural content of these textbooks focus on the theoretical level. Based on the combination of quantitative statistics and qualitative analysis, this paper uses cross-cultural communication and cultural linguistics as the theoretical basis, It uses the classification statistics method and comparative analysis method to investigate the culture items of *Learning Chinese with Me*. This paper points out the layout characteristics of the cultural items in the primary and intermediate textbooks of *Learning Chinese with Me*, summarizes the principles for the compilation of the cultural content of the textbooks, and provides suggestions for designing cultural content of present-day Chinese language teaching materials.

1. Introduction

With the development of China's economy and the improvement of its international status, Chinese fever has continued to heat up. According to estimates by Hanban, in addition to China (including Hong Kong, Macao, and Taiwan), the number of people learning Chinese in the world has exceeded 100 million, including more than 60 million overseas Chinese and more than 40 million mainstream countries. Since 2004, 548 Confucius Institutes and 1,193 Confucius Classrooms have been established in 154 countries and regions around the world.

The continued warming of the Chinese language has promoted the development of teaching Chinese as foreign language (hereinafter called TCFL). TCFL teaches not only Chinese knowledge, but also spreads Chinese culture. Language teaching and cultural teaching complement and promote each other. The textbook for TCFL is the main basis for classroom teaching. If the textbook is written in a scientifically sound way, it will be of great benefit to improve the quality of classroom teaching[6]. As a bridge between teachers and students, it includes both linguistic and cultural knowledge. As far as the current research is concerned, the research results of scholars on textbooks mainly focus on Chinese characters, vocabulary, grammar, etc. There are relatively few studies on the arrangement of cultural items. The academic community has a high voice in formulating a cultural outline for teaching Chinese as a foreign language. Still it has not yet been introduced, making the formulation of cultural projects lack clear reference standards. This paper selects the comprehensive Chinese textbook *Learning Chinese with Me* (English version), which is widely used overseas and examines the characteristics of the set of textbook cultural items. To provide practical advice and suggestions for the preparation of future textbooks and the development of the Chinese language teaching culture outline.

2. Research Object and Content

The research object of this paper is the first and intermediate editions of the comprehensive Chinese textbook *Learning Chinese with Me*. Wei Chen and Zhiping Zhu edited the set of textbooks, and the People's Education Publishing House published in January 2003. The teaching target is mainly for English-speaking adolescents, suitable for North American academics.

The reason why this set of textbooks was selected as the research object is that they have a good quality of writing, and the circulation is large in overseas, the scope of use is vast, and the favorable rate is high. Until the December 2018, the series of *Learning Chinese with Me* has been sold nearly one million copies, and it was selected as the '2006 Most Popular International Chinese Textbook' by Hanban. It has also been included in the Utah Foreign Language Teaching Materials Recommended Catalogue and has received the state's most advanced assessment category, the 'Comprehensively Recommended' textbook.

Based on the combination of quantitative statistics and qualitative analysis, this paper analyzes the arrangement characteristics and motivations of the textbooks by counting the number and types of cultural items in *Learning Chinese with Me* primary and intermediate textbooks. Specifically, the research content mainly includes the following five aspects: 1. The characteristics and inducements of the arrangement of cultural items in primary textbook. 2. The characteristics and inducements of the design of cultural elements in intermediate textbook. 3. The similarities and differences between the primary and intermediate edition textbooks in the arrangement of cultural items at all levels. 4. The arrangement principle of culture items in the textbooks. 5. Suggestions for the preparation of cultural content in Chinese textbooks.

The classification of cultural elements is the basis and key to inspect the arrangement of cultural contents in textbooks. Only a reasonable classification of cultural elements can make the subsequent analysis of textbooks and the classification of cultural items more scientific and feasible. Because the syllabus for the teaching of Chinese as a foreign language has not yet been published, there is no final conclusion in the academic community regarding the criteria for the division of cultural materials for Chinese as a foreign language. Therefore, this text is based on the principles of scientificity, pertinency, and feasibility. It referenced Chunmu Wei, Juefei Bian, Wei Lu, and Yi Lou and other scholars on the classification of cultural items[9,4,3]. It also consulted Sun Yat-Sen University International Chinese Textbook R&D and Training Base Completed in 2012, the International Chinese Classification Culture Project in the Hanban Project *International Chinese Textbook Compilation Standards* (Guide Edition) for the classification of cultural projects,

according to the content and attributes of the cultural project itself, make appropriate adjustments. In addition, the cultural projects are divided into five general categories, 38 major categories, and sub-levels are divided into several sub-categories. There are five general categories: A. lifestyle and customs; B. social and communication; C. China's national conditions; D. achievement and culture; E. ideas. The details are as follows.

Among them, class A "lifestyle and customs" are divided into fourteen categories: residence, clothing and customs, diet and traditions, learning and working, family life, traffic, communication, weights and measures, shopping and consumption, recreation and health, festival and solar terms, celebration of life, taboo superstition and symbolism, and security.

Class B "social communication" can be divided into four sub-categories, which are communicative situational norms, nonverbal norms, communicative styles and intercultural communication.

Class C "China's national conditions" are divided into twelve categories, including geography, politics and law, economy, environment and cultural heritage protection, history, people, education, social security, mass media, Chinese sports, public security, and religious affairs.

Class D "achievement culture" are divided into four sub-categories: technology, art, literature, and language.

Class E "ideas" are divided into four sub-categories: values, outlook on life, world view, religious beliefs, and philosophical thoughts.

The theoretical basis of this paper is mainly derived from the theories of intercultural communication and cultural linguistics. In intercultural communication in TCFL, Xiaobing Zhou points out that intercultural communication is a very complex phenomenon in real life[11]. We should pay attention to the communication culture of contemporary China, especially the communication culture of the language in the field of TCFL. It is an important subject in TCFL to treat the collision and blend of Chinese culture and foreign culture correctly. Cultural linguistics, first proposed by American scholar Palmer, mainly studies the relationship between language and culture. Xinchun Su pointed out in his book *Course of Cultural Linguistics* that the theoretical basis for the interpretation of linguistic forms, linguistic structures and linguistic phenomena in line with their humanistic nature mainly comes from the theories of intercultural communication and cultural linguistics[8]. It is the most essential and basic method of cultural linguistics to interpret language forms, language structures, and language phenomena in accordance with their humanistic nature. Cultural linguistics makes language research no longer confined to the form or meaning of language structures. It also explains to us the relationship between language and the social and human environment on which it depends, as well as the cultural significance of language.

3. Classification of Chinese Culture from the Perspective of Hierarchy

Jialu Xu proposed a simple and clear three-point method for Chinese cultural classification[10]. He pointed out that culture can be divided into three categories: surface, middle, and deep. The surface culture refers to the culture contained in the necessities of life. The middle culture refers to the culture embodied between material and spirit, including customs and habits, system etiquette, law, and religion, etc. The deep culture is a world outlook, values, ethics, and aesthetics that permeate and penetrate the surface and middle culture.

We correspond the above three types of Chinese culture to the Chinese teaching practice and textbooks, as shown in Table 1.

Table1. Three types of Chinese culture and the corresponding Chinese language courses and textbooks.

The Level and Age of Learners	Culture type	Cultural attribute	Applicable courses and textbooks
Beginner level; mainly for children.	Chinese diet, clothing, living, travel and so on; The dominant “Chinese symbols” such as the dragon, the Great Wall, the panda, the kung fu, and so on.	Surface culture: It is a materialistic and explicit cultural form contained in the Chinese people’s clothing, food, housing and, transportation.	Course: ① Interlaced in the comprehensive Chinese curriculum; ② Chinese talent curriculum; ③ Practical courses of cultural investigation. Textbooks: Introductory Chinese comprehensive course or skills textbooks.
Intermediate level ; mainly for adolescents	The Chinese calendar and solar terms, customs, etiquette, taboo, traditional morality, art form, religious beliefs, etc.	Middle culture: Cultural forms between matter and spirit, such as customs, etiquette, traditional morality and religion.	Course: ① introduced in the comprehensive Chinese course; ② Explain as cultural background knowledge in sub-skills courses such as extensive reading, audio-visual, newspaper reading, and other courses. ③ Religious courses offered in certain countries, such as religious classes in Indonesia. Textbooks: Intermediate level Chinese comprehensive course materials or skills textbooks.
Advanced level ; mainly for young people.	Abstract cultural concept: World outlook: harmony between man and nature; appreciate harmony and value more dation; Morality: people-oriented; Ethics: loyalty, forgiveness and love; Aesthetics: reality, and emptiness are intertwined. The tone is in harmony.	Deep culture: The world outlook, values, ethics, and aesthetics penetrate and penetrate the surface and middle culture.	Course: ① Organize discussions in the Chinese Comprehensive Course; ② Explain and discuss in a special literary and cultural course. Textbooks: Advanced level Chinese textbooks or skills textbooks, or textbooks for native speakers, or original works of literary and cultural works.

It can be seen from Table 1 that the cultural inheritance in the field of TCFL is to transfer Chinese culture from the outside to the inside and from the easy to the difficult so that Chinese learners can gradually deepen their understanding of Chinese culture while learning Chinese. At present, the content of TCFL is mainly concentrated in the surface culture and the middle culture. It

pays less attention to the spiritual connotation of the deep culture because it is difficult for teachers to teach and learners to understand. Therefore, it is not difficult to understand that the popularity of deep culture is less than that of the surface and middle culture.

In the selection of teaching materials, the level of culture has a strong consistency with the difficulty level of the target language presented in the textbook. That is, the introductory textbook used by beginners mainly teaches the surface culture. The intermediate textbooks used by middle-level learners mainly teach the surface and middle culture, while the advanced textbooks used by the higher-level learners mainly teach the middle and deep culture. It can be seen that the selection and arrangement of the cultural items of the textbooks have a greater guiding effect on the learners' understanding and acceptance of Chinese culture from shallow to deep.

4. Arrangement Characteristics of Cultural Items in the Primary Textbook

According to the content and arrangement of the textbooks, we divide them into four parts: warm-up activities, texts, new words, and exercises. We count the types, quantity, and proportion of cultural items in the primary and intermediate editions of *Learning Chinese with Me* (hereinafter referred to as “primary textbooks” and “intermediate textbooks”). The classified statistics of cultural items in each section of primary textbooks are shown in Table 2.

Table 2. Distribution and proportion of first-level cultural items in each section of primary textbooks.

Culture project	Textbook section	Warm-up activities	Text	New words	Exercise
	Quantity ratio				
Lifestyle and customs		12(48.00%)	29(32.22%)	29(43.94%)	30(22.56%)
Social communication		6(24.00%)	50(55.56%)	31(46.97%)	31(23.31%)
China's national conditions		4(16.00%)	3(3.33%)	5(7.58%)	4(3.01%)
Achievement and culture		\	1(1.11%)	1(1.51%)	65(48.87%)
Ideas		3(12.00%)	7(7.78%)	\	3(2.25%)
Total		25(100%)	90(100%)	66(100%)	133(100%)

It can be seen from Table 2 that the texts and practice sections of the primary textbooks include five first-level cultural project categories, and the distribution and proportion of cultural projects in the textbooks are not balanced. From the perspective of the number distribution of cultural projects, the number distribution in the four major sections is: “Exercise (133 items) > Text (90 items) > New words (66 items) > Warm-up activities (25 items)” The text is the main body of the textbook, and the exercise is the test and feedback of the knowledge mastery. Text and exercises are the core components of the textbook and contain the most cultural items.

In terms of the types and proportions of cultural items included in the plate, the “Lifestyle and customs” and “Social communication” cultural items are the types of cultural projects with the highest proportion of “Warm-up activities”, “Text” and “New words” This aspect is due to the fact that “Lifestyle and customs” and “Social communication” belong to the surface and middle culture, which conforms to the law of cultural teaching from shallow to deep. On the other hand, because language is closely related to social communication behavior, linking language teaching with communicative culture is more conducive to learners' understanding and acceptance.

It is worth noting that the “Lifestyle and customs” and “Social communication” cultural projects account for a higher proportion in the “Exercise” section, which is 22.56% and 23.31% respectively. However, the “Achievement and culture” category of cultural projects in the “Exercise” sector accounted for the highest proportion, reaching 48.87%. There are two reasons for this. One is that

the practice is responsible for the feedback of teaching, mainly to review the learned knowledge of learners. The second is that the “Achievement and Culture” includes four categories of “science, art, literature, language”, which belong to the middle and high-level culture. The learners master the surface and middle culture in the “Warm-up activities” “Text” and “New words”. On this basis, entering the “Exercise” section and understanding the relevant knowledge of “Achievement and culture” can help learners to expand their cross-cultural vision and enrich their multicultural literacy.

5. Arrangement Characteristics of Cultural Items in Intermediate Textbooks

The classification statistics of the types, quantities, and proportions of cultural items included in each section of the intermediate textbooks are shown in Table 3.

Table 3. The number and proportion of the first-level cultural items in each section of the intermediate textbooks.

Culture project	Textbook section	Warm-up activities	Text	New words	Exercise
	Quantity ratio				
Lifestyle and customs		14(22.58%)	71(30.47%)	58(29.59%)	34(15.04%)
Social communication		18(29.03%)	73(31.33%)	59(30.10%)	33(14.60%)
China’s national conditions		19(30.65%)	42(18.03%)	56(28.57%)	57(25.22%)
Achievement and culture		6(9.68%)	21(9.01%)	21(10.72%)	92(40.71%)
Ideas		5(8.06%)	26(11.16%)	2(1.02%)	10(4.43%)
Total		62(100%)	233(100%)	196(100%)	226(100%)

Table 3 shows that the first-level cultural items are distributed in each section of the intermediate textbook. The number of cultural items in each section is as follows: “Text (233 items) > Exercises (226 items) > New words (196 items) > Warm-up activities (62 items)”. “Text” and “Exercises” are the core part of the textbook, and the number of cultural items included accounts for 64.02% of the total. From the types and proportions of cultural projects included in each sector, the “Lifestyle and customs” and “Social communication” cultural items accounted for the highest proportion in the “Text” and “New words” sections, which was due to “New words”. Appeared in the “Text”, the cultural items of the two have strong consistency.

The highest proportion of the “Warm-up activities” in the intermediate textbooks is “China’s national conditions” and “Social communication” cultural items. The “Exercise” sector has the highest proportion of “Achievement and culture” and “China’s national conditions” cultural items. From the specific content point of view, the topics in the “Warm-up activities” section are more related to China’s national conditions and social communication. The “Achievement and culture” in the “Exercise” section mainly includes ancient and modern Chinese literature works such as poems, rhymes, fables, fairy tales, idioms and stories, which are short in length, easy to read and easy to understand for learners, not only improving Chinese ability but also understand Chinese traditional culture knowledge.

The level of intermediate textbooks culture project is still dominated by the surface and middle-level culture, which reflects the good cohesion of intermediate textbooks. Moreover, intermediate textbooks are suitable for young people with intermediate Chinese proficiency overseas. A large number of surface and middle-level cultural knowledge can help learners to understand Chinese culture faster and better. When their Chinese level reaches an advanced level, they will have a stronger understanding and higher acceptance if they study Chinese culture in depth.

6. Contrastive Analysis of Cultural Items Arrangement in Primary and Intermediate Textbooks

We will extract, classify, and analyze the primary and secondary cultural items contained in the primary and intermediate textbooks, and then compare them on this basis. This paper examines the similarities and differences of cultural items in primary and intermediate textbooks in terms of type, level, and quantity proportion, and explores the causes behind them in the light of the characteristics of textbooks.

6.1 Contrast of First-level Cultural Items Arrangement

Firstly, we take the textbook board as the breakthrough point, inspect the number and proportion of the first-level cultural projects in each section of the primary and intermediate textbooks, and analyze the intentions of the textbook writers on the cultural items of each section. Then, taking the types of cultural items as the breakthrough point, this paper examines the number and proportion of all kinds of first-level cultural items in primary and intermediate textbooks. This paper analyses the arrangement characteristics of cultural items at all levels in textbooks. Table 4 and Table 5 are shown below.

Table 4. Comparison of the number and proportion of the first-level cultural items in the various sections of the primary and intermediate textbooks.

Textbook section Number and proportion of cultural items Textbook type	Warm-up activities	Text	New words	Exercise	Total
Primary textbooks	25(7.96%)	90(28.66%)	66(21.02%)	133(42.36%)	314(100%)
Intermediate textbooks	62(8.65%)	233(32.49%)	196(27.34%)	226(31.52%)	717(100%)
Total amount of full set	87(8.44%)	323(31.33%)	262(25.41%)	359(34.82%)	1031(100%)

Table 5. Comparison of types and quantities of first-level cultural items in the primary and intermediate textbooks.

Textbook category Quantity (item) Cultural items	Primary textbooks	Intermediate textbooks	Total amount of full set
Lifestyle and customs	100(31.85%)	177(24.68%)	277(26.87%)
Social communication	118(37.58%)	183(25.52%)	301(29.19%)
China's national conditions	16(5.10%)	174(24.27%)	190(18.43%)
Achievement and culture	67(21.33%)	140(19.53%)	207(20.08%)
Ideas	13(4.14%)	43(6.00%)	56(5.43%)
Individual total	314(100%)	717(100%)	1031(100%)

It can be seen from Table 4 and Table 5 that from the primary textbooks to the intermediate textbooks, the first-level cultural items have not only a number of enhancements, but also a level of in-depth. Although the total number of intermediate textbooks (42 lessons) is less than the number

of primary textbooks (66 lessons), as the learners' Chinese level improves, when they enter the intermediate stage, the vocabulary in the textbooks increases significantly, and the cultural items included in each section of the textbook have also increased accordingly. Therefore, the cultural items in the intermediate textbooks are more than the initial stage, and are mainly reflected in the texts, exercises and new words. Specifically, the number of primary cultural projects in primary and intermediate textbooks was 314 and 717, respectively, and the latter was 2.28 times the former. From the perspective of plate distribution, cultural projects have a high proportion and a relatively balanced distribution in "Text", "New words" and "Exercise".

From the perspective of the type of cultural items and cultural level, the primary and intermediate textbooks are covered by all the first-level cultural items. The "Lifestyle and customs" and "Social communication" cultural projects belong to the surface and middle culture, and they account for a large proportion in the primary and intermediate textbooks. The proportion of the two types of items in the primary textbooks was 31.85% and 37.58%, respectively, and the proportions in the intermediate textbooks were 24.68% and 25.52% respectively. The number and proportion of middle-level and deep-level cultural projects in intermediate textbooks have increased. For example, the cultural item of "China's national conditions" is mostly middle-level cultures, and the cultural items of "Achievement and culture" and "Ideas" are mostly deep-seated cultures. The proportion of cultural items in the intermediate textbooks was 24.27%, 19.53% and 6.00%, respectively. The overall proportion of the three types of items was 19.23% higher than the primary textbooks. For example, the "Ideas" category of cultural items in the intermediate textbooks has added deep-rooted cultural projects such as human feelings, educational concepts, and gender concepts. This is because Chinese learners in the intermediate stage already have good communicative competence in Chinese. On this basis, learning Chinese middle and deep cultural knowledge, such as China's national knowledge, idiom stories, folk culture knowledge, etc., is beneficial to inspire them. Learning interest also helps learners to enhance the depth and quality of Chinese communication further and expand the scope of topics.

6.2 Contrast of Secondary Cultural Items Arrangement

The primary textbooks and intermediate textbooks have similarities and their own characteristics in the arrangement of secondary cultural items. The similarities reflect the cohesiveness and continuity of the content between the textbooks at different stages. The differences reflect the various stages. The textbooks have a different emphasis on the layout of cultural projects at different levels. As shown in Table 6:

Table 6. Comparison of the categories of secondary cultural items in the primary and intermediate textbooks.

A.Lifestyle and customs (Primary:31.85% ; Intermediate:24.68%)					
Category stage	Primary	Intermediate	Category stage	Primary	Intermediate
Living	1(0.32%)	4(0.55%)	Weights and measures	2(0.64%)	3(0.41%)
Clothing and customs	10(3.2%)	1(0.13%)	Shopping and consumption	1(0.32%)	1(0.13%)
Diet and customs	35(11.05%)	21(2.93%)	Recreation and health	1(0.32%)	38(5.31%)
Learning and working	13(4.16%)	39(5.45%)	Festival and solar terms	20(6.4%)	16(2.24%)
Family life	5(1.6%)	8(1.11%)	Celebration of life	11(3.52%)	9(1.26%)
Traffic	\	26(3.63%)	Prohibition against superstition and symbolism	1(0.32%)	9(1.26%)
Communication	\	2(0.27%)	Security	\	\
B.Social communication (Primary:37.58% ; Intermediate:25.52%)					

Category stage	Primary	Intermediate	Category stage	Primary	Intermediate
Norms of communicative situations	115(36.63%)	141(19.66%)	Communicative style	\	5(0.70%)
Non-linguistic norms	\	25(3.49%)	Cross-cultural communication	3(0.95%)	12(1.67%)
C.China's national conditions(Primary:5.10%; Intermediate:24.27%)					
Category stage	Primary	Intermediate	Category stage	Primary	Intermediate
Geography	1(0.32%)	66(9.21%)	Education	7(2.23%)	16(2.22%)
Politics and law	\	5(0.70%)	Social Security	1(0.32%)	11(1.53%)
Economic	\	6(0.83%)	Mass media	\	4(0.55%)
Environmental and cultural heritage protection	\	15(2.1%)	Chinese sports	1(0.32%)	9(1.25%)
History	2(0.63%)	\	Public safety	1(0.32%)	\
People	3(0.95%)	34(4.76%)	Religious affairs	\	8(1.12%)
D.Achievement and culture(Primary:21.33%; Intermediate:19.53%)					
Category stage	Primary	Intermediate	Category stage	Primary	Intermediate
Technology	\	13(1.81%)	Literature	36(11.48%)	77(10.74%)
Art	27(8.56%)	46(6.42%)	Languages	4(1.29%)	4(0.56%)
E.Ideas(Primary:4.14%; Intermediate:6.00%)					
Category stage	Primary	Intermediate	Category stage	Primary	Intermediate
Values	8(2.55%)	12(1.68%)	World outlook	5(1.59%)	14(1.95%)
Outlook on life	\	17(2.37%)	Religion and philosophy	\	\

Table 7. Number and proportion of secondary cultural items at different levels in primary and intermediate textbooks.

	Surface culture (%)	Middle culture(%)	Deep culture(%)
Primary textbooks	10 items: Diet and customs(11.05), Festival and solar terms(6.4), Learning and working(4.16), Celebration of life(3.53), Clothing and customs(3.2), Family life(1.6), Weights and measures(0.64), Living(0.32), Shopping and consumption(0.32), Recreation and health(0.32). Total:31.54	13 items: Norms of communicative situations(36.63), Literature(11.48), Art(8.56), Education(2.23), Languages(1.29), Cross-cultural communication(0.95), People(0.95), History(0.63), Prohibition against superstition and symbolism(0.32), Geography(0.32), Social Security(0.32), Chinese sports(0.32), Public safety(0.32). Total:64.32	2 items: Values(2.55), World outlook(1.59) Total:4.14
Intermediate textbooks	12 items: Learning and working(5.45), Recreation and health(5.31),	19 items: Norms of communicative situations(19.66),	3 items: Outlook on life(2.37), World outlook(1.95),

	<p>Traffic(3.63), Diet and customs(2.93), Festival and solar terms(2.24), Celebration of life(1.26), Family life(1.11), Living(0.55), Weights and measures(0.41), Communication(0.27), Clothing and customs(0.13), Shopping and consumption(0.13).</p> <p>Total:23.42</p>	<p>Literature(10.74), Art(6.42), Geography(9.21), People(4.76), Non-linguistic norms(3.49), Education(2.22), Environmental and cultural heritage protection(2.1), Technology(1.81), Cross-cultural communication(1.67), Social Security(1.53), Chinese sports(1.25), Prohibition against superstition and symbolism(1.26), Religious affairs(1.12), Economic(0.83), Communicative style(0.7), Politics and law(0.7), Languages(0.56), Mass media(0.55).</p> <p>Total:70.58</p>	<p>Values(1.68)</p> <p>Total:6</p>
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It can be seen from Table 6 and Table 7 that the cultural level features reflected in the secondary cultural items of the primary and intermediate textbooks are different. The primary textbook contains a total of 25 secondary cultural items. In terms of the number of items and their proportion, the middle culture (13 items, 64.32%) > surface culture (10 items, 31.54%) > deep culture (2 items, 4.14%). The top ten cultural items in the primary textbooks are norms of communicative situations (B; 36.63%) > literature (D; 11.48%) > diet and customs (A; 11.05%) > art (D; 8.56%) > festival and solar terms (A; 6.40%) > learning and working (A; 4.16%) > celebration of life (A; 3.52%) > clothing and customs (A; 3.2%) > values (E; 2.55%) > education (C; 2.24%) .

The intermediate textbook contains a total of 34 secondary cultural items. The cultural items at each level are ranked by number and proportion: middle culture (19 items, 70.58%) > surface culture (12 items, 23.42%) > deep culture (3 items, 6%). The top ten cultural items accounted for the top ten in the intermediate textbooks are norms of communicative situations (B; 19.66%) > literature (D; 10.74%) > geography (C; 9.21%) > learning and work (A; 5.45%) > entertainment and health (A; 5.31%) > art (D; 6.42%) > people (C; 4.76%) > traffic (A; 3.63%) > non-linguistic norms (B; 3.49%) > diet and customs (A; 2.93%) .

In terms of surface culture, there are many types of cultural items closely related to work, study, and life, which account for a relatively high proportion. Primary textbooks such as “Diet and customs, Festival and solar terms, Learning and working, Celebration of life, Clothing and customs, Family life”, etc., intermediate materials such as “Recreation and health, Traffic, Diet and customs, Living, Weights and measures, Communication”. These cultural items are practical, easy to understand and accept, and are the cultural knowledge that primary and intermediate Chinese learners need to prioritize.

The middle-level culture is the cultural level that the primary and intermediate textbooks pay most attention to. The number and proportion of projects are higher than the surface culture and deep culture. Among them, “Norms of communicative situations” and “Literature” are the two types of secondary cultural items with the highest proportion of primary and intermediate textbooks. This not only reflects the convergence and continuation of primary and intermediate textbooks, but also reflects the combination of Chinese textbooks and their own characteristics. Purposeful, planned selection and arrangement. As we all know, language is the most important communication tool for human beings. Language is also the most important carrier for the creation of literary works. These two are the cultural functions of language with unique advantages. They complement other human acts with cultural functions, such as singing, painting, dancing, sacrifice and so on. Therefore, the cultural items that can reflect the two unique and important functions of language, namely “Norms of communicative situations” and “Literature” , have also received the attention of textbook writers

and become the two categories with the highest proportion of secondary cultural items.

Among the “Social communication” item of the middle-level culture, the primary textbook “Norms of communicative situations” accounted for 36.63% , “Cross-cultural communication” category accounted for 0.95% , and “Non-linguistic norms” and “Communicative style” are not found. While the intermediate textbooks are covered by the four types of items, which reflects that the intermediate textbooks have higher requirements for the learners’ cultural knowledge and ability to communicate, so the cultural items are more detailed and comprehensive. The “China’s national conditions” project of the same middle culture, the intermediate textbooks did not appear, and the secondary projects that appeared in the primary textbooks had “History, Public safety”. The primary textbooks did not appear and the secondary projects that appeared in the intermediate textbooks had “Political and legal, Economic, Environmental and cultural heritage protection, Mass media, Religious affairs”. This also reflects the characteristics of cultural projects from point to point, from shallow to deep, step by step.

Deep culture mainly introduces and explains abstract concepts such as outlook on life, world outlook, and values. The items belonging to the deep culture in the primary and intermediate textbooks were 2 and 3 respectively, accounting for 4.14% and 6% respectively. The number of deep cultural projects is small and the proportion is low. The main reason is that textbook writers consider the difficulty of deep cultural understanding, and the ability of overseas learners to understand Chinese is limited. The adaptability between the two is low. On the one hand, deep culture itself has a strong theoretical and abstract nature, and there are essential differences in the deep parts of various cultures. On the other hand, overseas learners have uneven Chinese proficiency, and they live in the environment of alien culture for a long time, the understanding is difficult and the recognition is low. Therefore, in the teaching of deep culture, Chinese teachers are required to have a high degree of Chinese cultural theory, good language expression and cross-cultural contrast. They adopt a cultural inheritance model that learners can understand and accept, so it is simple and simple. In order to achieve the desired results. In the arrangement of textbook culture projects, deep cultures are mostly found in advanced Chinese textbooks. The junior and intermediate textbooks are related but the number is small, which is in line with the development of language ability of Chinese learners at different stages.

7. Analysis of the Principles of Textbook Cultural Items Arrangement

Cultural items arrangement is an important part of the preparation of Chinese textbooks for foreigners. Xun Liu discussed the principles of writing Chinese textbooks and summarized them as “five characteristics”, namely pertinence, practicability, scientificity, systematicness and interest [2]. According to the characteristics of the arrangement of the cultural items of the primary and intermediate textbooks, we summarize the principles of the arrangement as systematic, comparative, practical and interesting, and explain them with examples of the textbooks.

7.1 Systematic Principles

What we call “systematic” includes two levels of meaning. The first level is the systematic nature of cultural projects. The other is the integration of language and culture as the content of textbooks. As the core element of teaching, the combination of textbooks and cultural content should be systematic and not disorderly.

Firstly, the textbooks of the two stages examined in this paper better reflect the systematic nature of cultural items themselves. From the previous analysis, it can be seen that the cultural items of primary and intermediate textbooks are relatively complete, covering five first-level cultural projects in an all-round way, and the proportional distribution of second-level cultural projects is

more reasonable. While emphasizing the principle of systematization, textbooks also highlight the priority of cultural items arrangement. The cultural items of the primary and intermediate textbooks are mainly composed of communicative culture. The middle and advanced textbooks gradually accumulate knowledge and culture. This not only enables learners to understand the Chinese way of thinking and social behavior characteristics but also helps them carry out cross-cultural communication smoothly. Secondly, the principle of systematization also requires the compilers of textbooks to regard language and culture as a systematic whole. In the links of compiling objectives, plate setting, teaching interaction and test backwash, the surface, middle and deep cultures and all kinds of language points at all levels will be combined and presented step by step in the textbooks.

7.2 Principle of Contrastiveness

The principle of contrast is one of the important principles for the selection and arrangement of cultural items in Chinese textbooks for foreigners. Contrast includes not only the comparison between learner's mother tongue culture and target language culture but also the comparison within Chinese culture, such as the comparison between ancient and contemporary cultures, the comparison of different national cultures, the comparison between northern and southern cultures and the comparison of different cultures. The difference between learners' mother tongue culture and Chinese culture is the focus of comparison because it is the most important cause of cross-cultural communication barriers. By comparing the similarities and differences of ethnic cultures in different countries, we can arrange cultural projects of textbooks and achieve better teaching results.

The primary and intermediate textbooks examined in this paper also pay attention to the principle of comparability. There are not only diachronic and synchronic cultural comparisons but also Chinese and foreign cultural comparisons, as well as the internal comparison of modern and contemporary Chinese culture. The former compares the similarities and differences between ancient and modern cheongsams, such as the 25th book of the textbook "What is the ancient cheongsam". The latter, as in the second book of the second volume of the textbook, "Christmas in Beijing", compares the similarities and differences between Christmas in Beijing before and in recent years.

Since this set of teaching materials is aimed at European and American learners whose native language is English, the textbooks pay more attention to the contrast between Chinese and Western cultures. For example, in the third volume of the 13th book "The Color of the Wedding", the article compares the difference between Chinese and Western weddings. The 14th lesson "Different Festivals, the Same Congratulations" practice section compares the similarities and differences between the Spring Festival and Christmas. Lesson 15 "What Kind of Dish Do You Prefer To Eat?" This article introduces the similarities and differences of eating habits between China, Europe and the rest of the world. The after-school practice section of Lesson 4, "A Special Peking Opera Performance" in the fourth volume discusses the similarities and differences between Peking Opera and Shakespeare's plays. The practice section of Lesson 5, "I and Acupuncture" explores the differences between Chinese medicine and Western medicine.

7.3 Principle of Practicality

The "practicality" of the textbook for TCFL means that the content of the textbook can satisfy the real needs of the students, that is, emphasize the communicative function of the language[5]. How to better reflect the practical principle in the cultural project arrangement of Chinese textbooks for foreigner? First of all, the layout of the cultural content of the textbook should be the content that the learner often uses in daily life, which helps the learner to carry out various types of Chinese

communication activities. Secondly, the arrangement of the textbook culture project should be operative and understandable, the teachers can be taught with ease, and the learners can understand and accept. Third, because the cultural content of the textbook is a refinement of the vast Chinese culture, it is necessary to go to the rough, select the positive content, remove the dross of Chinese culture, and give the learners a positive impact.

The arrangement of cultural items in primary and intermediate textbooks also highlights the principle of practicability. The topics selected in the textbook are focused on cultivating students' intercultural communicative competence, and the scene design is considered comprehensively, covering different life scenarios such as campus, family, restaurant, shop, hospital, park, airport, tourist attractions and so on. The textbook also has a comprehensive design of the roles of family and social relations, including not only the relationships between teachers and students, classmates, friends, siblings, couples, fathers and sons (daughters), mothers and sons (daughters), neighbours, but also the relationships between tour guides, salesmen, drivers, doctors, coaches, bosses and journalists. In addition, the textbook not only arranges dialogues among Chinese but also between foreigners and between Chinese and foreigners. This reflects that the compilers of textbooks pay attention to highlighting the communicative characteristics of the communicative objects of different cultural backgrounds in various scenes. The language of the text is full of life interest. It can restore the real conversational scene more truthfully. It is practical and helpful for learners to grasp the authentic and accurate Chinese expression better.

7.4 Interest Principle

In the principle of writing Chinese textbooks for foreigners, the principle of interest has the characteristics of strong importance and weak independence. Interesting textbooks for TCFL will enable learners to have strong intrinsic motivation and effectively promote the learning of the Chinese language[1]. However, the principle of interesting textbooks is dependent, and must be based on the practicability and pertinence of textbooks[7]. Therefore, the arrangement of cultural items in textbooks should focus on choosing topics of interest to learners from real life, and on introducing and explaining modern and contemporary Chinese culture, so as to stimulate learners' interest and enhance their subjective initiative of autonomous learning.

The cultural items layout of the primary and intermediate textbooks we have examined also pays great attention to the principle of fun, mainly in the following four aspects:

Firstly, the illustrations are intuitive and interesting. There are many pictures with rich visual and written, including the Great Wall, Temple of Heaven, Huangshan Mountain, Terracotta Warriors and Horses, Pandas and so on. There are also various illustrations of "Chinese knot" with good implications. These pictures are very vivid in showing the Chinese cultural style and features. Moreover, illustrations including more cultural items, related to the content of the text in each volume can be found in the intermediate and primary textbooks. For example, in the illustrations of warm-up activities in Lesson 26 of the first volume of textbooks, besides the contents of "New Year's money, New Year's goods", there are also images of "firecrackers, goldfish, the character Fu which is upside down" and so on. According to the needs of learners, teachers can additionally explain new words and festival customs such as "annual surplus" and "blessing word inversion". For another example, there are firecrackers, cheongsam, church and other pictures in the warm-up activities of Lesson 13 in volume 3. The teacher can ask the students to observe the pictures carefully and compare the similarities and differences between Chinese and Western wedding customs.

Secondly, the text scene design is interesting. When the scene design of the text conforms to the real-life and mental state of the Chinese learners and makes them resonate, their interest in learning can be aroused. For example, the scene design of Lesson 4 of Book 3, "The City is Different from

Hong Kong”, is a letter written by Meiyun to a friend who lives in Hong Kong after she moved. In the letter, Meiyun tells her friend Xiaomei about many differences between the new city and Hong Kong. This kind of scene design is closer to the lived reality of overseas students. It is easy to arouse the concern and resonance of foreign students. In addition, the scene design of Lesson 8 “My Net Friend” in volume 3 tells the story of traveling online with a friend in the form of a note from an overseas student. This kind of scene design is novel and interesting and can stimulate the interest and curiosity of learners in online tourism.

Thirdly, the language of the text is interesting. Humorous language in textbooks of Chinese as a foreign language can often attract the attention of foreign students, and then mobilize their enthusiasm to learn Chinese. For example, the first volume of the 15th book “A Picnic” tells the story of their family going on a picnic in the tone of the protagonist Jack. As soon as she arrives at her destination, her mother finds out that her brother is not in the car. “Do you know where my brother is? My brother is at home. He’s still sleeping.” In the third volume of the 14th book “Different Festivals, Same Congratulations”, Jack asks Ma Ming to help write a greeting card to his Chinese netizens. Ma Ming teases Jack, “Do you have a new internet pal, male or female?” In addition, the clever appearance of idioms in the text also adds elegance and interest to the textbooks. For example, the third volume of the textbook, Lesson 19, “Mom Weight Loss” text one, “Yesterday you said you would stop eating, but today you ate again. You are Zixiang maodun (contradicting yourself)” There is also the second text, “My father said that she was Nanyuan beizhe (diametrically opposed)” Let the learners know how to use the idioms in the real context.

Fourthly, the design of the cultural items of practice is interesting. For example, in the primary textbooks, there are various exercises such as poetry, tongue twisters, riddles, children’s songs, Chinese characters and so on. In the intermediate textbooks, there are exercises such as Chinese introduction, idiom stories, debates and so on. These exercises give good consideration to both Chinese acquisition and Chinese culture learning. They not only help learners master Chinese knowledge, but also deepen their understanding of Chinese culture. They will reflect the combination of knowledge and interest in the compilation of textbooks.

8. Opinions and Suggestions on the Arrangement of Cultural Items in Textbooks

Although the series of textbooks are systematic, comparative, practical, and interesting in the arrangement of cultural projects, there are still some shortcomings, such as the unbalanced distribution of cultural projects in textbooks, inadequate timeliness of some cultural projects, inadequate elaboration of individual illustrations, and so on. These problems and details need to be revised and improved. To this end, we put forward the following suggestions.

First, promote the combination of textbook function, structure, and culture. The catalog of the primary and intermediate textbooks examined in this paper does not set the index of songs, riddles, ancient poems, etc. In order to facilitate students to access cultural knowledge such as songs and ancient poetry, the textbook writers should add titles to the ancient poems in the textbooks, and refer to the textbooks. In the appendix table of the new words, in the appendix section, an index is given to cultural items such as ancient poetry and songs, and the name, pinyin, course order, and page number are marked for the learner to better search and master.

Second, pay attention to the balance of the selection of primary and intermediate textbooks. For the arrangement of cultural items in the textbooks of the initial and intermediate stages, efforts should be made to diversify the content and form of cultural projects, in addition to topics of interest to learners such as lifestyle and customs, social communication, human history, and physical geography. For topics that are more unfamiliar to learners, such as public health, science and art, security, religious beliefs and philosophical thinking, the content should also be involved, so that learners can learn a more systematic and comprehensive Chinese culture.

Third, increase the annotations and examples of cultural items included in the new words and text sections. For the relevant cultural content involved in language communication, the editor can explain it briefly in the annotation section, which not only broadens the horizons of the learners, but also stimulates the learners' enthusiasm for learning Chinese. For example, "Hello" in the first lesson of the first volume of the first textbook, the usage of the text can be appropriately refined. When greeting friends who are not familiar with friends, classmates, colleagues, and people of the same level, we often use "hello"; but in close relationships with relatives, good friends, boyfriends, and other close friends, and superiors when the leader greets, we seldom use "hello".

Fourth, strengthen the relevant exercises of the communicative cultural project. In the process of writing the practice section, the editor can appropriately adopt interesting forms of practice such as role-playing, community or intramural surveys, debates, and related topic discussions, etc. This can not only mobilize the classroom atmosphere but also increase the interest of learners in learning Chinese. What's more, it can develop learners' intercultural communication skills and promote their understanding of Chinese culture. Secondly, textbook writers can design some targeted exercises, such as objective choice of cultural knowledge, the correct judgment of cultural knowledge, etc., to detect learners' knowledge of Chinese cultural knowledge.

Fifth, promote the combination of static knowledge culture and dynamic communication culture. Some cultural activities can be designed in the "Warm-up activities" section of the textbook, such as telling idiom stories, explaining Chinese history, guiding Chinese scenic spots, Chinese wedding ceremonies, and introducing how to cook Chinese food. Let learners spread Chinese cultural knowledge to other learners in the classroom through oral explanations and pictures, which not only enlivens the classroom atmosphere but also stimulates learners' initiative to learn independently.

Sixth, make use of multimedia network resources to enhance the interest of cultural project display. The establishment of a multimedia network platform enables interactive teaching to be realized. The multiple interactions among human-computer, students and students, teachers and students can not only improve learners' language communicative competence but also help learners learn more efficiently. Writers and teachers of Chinese as a foreign language should make full use of multimedia network resources to present more three-dimensional and diversified cultural content, so that learners have a sense of immersion and have a great interest in Chinese learning.

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