

A Study on the Current Situation of the Integration of Guangdong Food Culture into the Chinese Classroom of International Students Coming to Guangdong Province

Zhang Mengyao, International Education in Chinese

mengyaoz2024@163.com

ABSTRACT: With the continuous improvement of China's international status, there is an increasing demand for learning Chinese language and understanding Chinese culture all over the world. This paper investigates the application of Guangdong food culture in the Chinese language classroom of international students coming to Guangdong. A questionnaire survey was conducted to find out the current situation of Guangdong food culture in Chinese language classrooms for international students coming to Guangdong. Based on the results of the survey, the shortcomings of integrating food culture into the Chinese language classroom of international students from Guangdong are identified, and the teaching suggestions for integrating Guangdong food culture into the Chinese language classroom are given. It is hoped that this study can provide a reference for international Chinese language teaching in Guangdong.

Keywords: regional culture, food culture, international students, international Chinese classroom

1 A Survey on the Current Situation of the Integration of Guangdong Food Culture into Chinese Classrooms of International Students in China

1.1 Subjects of the survey

This study used a questionnaire to collect relevant data. The questionnaire was designed for two groups: the group of international students coming to Guangdong and the practitioners of international Chinese language education. The respondents were 26 international students from Guangdong and 44 practitioners of international Chinese language education.

1.2 Analysis of Survey Results for International Students Coming to Guangdong

In this paper, the data from the questionnaire survey of international students coming to Guangdong are summarized in Table 4-1.

Table 4-1 Perceptions of International Students from Guangdong on the Integration of Guangdong Food Culture into Chinese Classes

Question	Option	Number of people	Scale
What is your gender?	male	29	41.43%
	female	41	58.57%
What's your age?	18-25	23	32.86%
	26-35	47	67.14%
What is your indentity?	Oversea student	26	37.14%

	International Chinese education practitioners	44	62.86%
How is your Chinese proficiency?	Primary stage	24	92.31%
	Intermediate stage	2	7.69%
Are you interested in Cantonese food culture?	Degree of general	4	15.38%
	Have interested	22	84.62%
How much do you know about Cantonese food culture?	Little understanding	1	3.85%
	Modest understanding	13	50%
	Better understanding	12	46.15%
What are the main sources of your understanding of Guangdong food culture (multiple choice)	Classroom teaching	15	57.69%
	Book material	14	53.85%
	Hands-on experience (e.g. food tasting)	20	76.92%
	Internet (e.g. social media, websites)	10	38.46%
How many times have you been exposed to Cantonese food culture in your Chinese class?	Occasionally	13	50%
	Frequently	13	50%
How did the teacher introduce Cantonese food culture?	Explanatory text	18	69.23%
	Video playing	15	57.69%
	Picture display	19	73.08%
	Hands-on experience (e.g. food tasting)	1	3.85%
Do you think schools should add courses related to Cantonese food culture?	Yes	26	100%
	No	0	0%
How do you feel about integrating Cantonese food culture into Chinese class?	oppose	0	0%
	support	26	100%
Do you think that integrating Cantonese food culture into Chinese classes will help international students understand Cantonese culture?	Yes	26	100%
	No	0	0%
Do you think the integration of Cantonese food culture into the Chinese language class will help to increase your interest and motivation in learning Chinese? Chinese?	Yes	26	100%
	No	0	0%

The results of the survey showed that 84.6% of the international students in Guangdong were interested in Guangdong food culture, and 15.38% of the total number of respondents were interested in Guangdong food culture in general. Therefore, most of the international students were interested in Guangdong food culture, which would be conducive to the subsequent incorporation of Guangdong food culture into the international Chinese language education classroom.

However, at the same time, in the survey on international students' understanding of Guangdong food culture, 50% of the international students indicated that they had an average understanding of Guangdong food culture, 46.15% had a good understanding, and only one person indicated that he/she had very little understanding.

In the survey on the channels through which international students learn about Guangdong food culture, it was found that most of them would learn about it through personal experience, a moderate number of them would learn about it through books and materials and classroom teaching methods, and fewer of them would learn about it through social media.

In terms of international students' willingness to learn and enjoyment of Cantonese food culture very In a

survey on the current situation of Chinese language classes for international students coming to Guangdong, 50% indicated that they were frequently exposed to Cantonese food culture, while the other 50% indicated that they were occasionally exposed to it. Generally speaking, Guangdong food culture is integrated into the Chinese language classes of international students as a part of teaching, but the overall frequency is not high.

When introducing Guangdong food culture, picture display was the most common method 73.08% of the international students interviewed said that teachers had used this method, while text information and video broadcast were also widely used, accounting for 69.23% and 57.69% respectively, while hands-on experience was less applied, accounting for only 3.85%.

1.3 Analysis of Survey Results for International Chinese Language Education Practitioners

In this paper, the data from the questionnaire survey of international practitioners of Chinese language education are summarized in Table 4-2.

Table 4-2 International Chinese Language Education Practitioners' Perceptions of the Integration of Guangdong Food Culture into Chinese Language Classrooms

Question	Option	Number of people	Scale
Do you think it is important to integrate Cantonese food culture into Chinese classes in international Chinese education?	General	6	13.64%
	Important	37	84.09%
	Very important	1	2.27%
What do you think is the effect of integrating Cantonese food culture into the classroom to enhance international students' understanding and recognition of Chinese culture? recognition of Chinese culture?	Be of some help	32	72.73%
	Be of great help	12	27.27%
Do you believe that incorporating Cantonese culinary culture into the Chinese classroom will enhance its engagement and appeal?	Yes	44	100%
	No	0	0%
In what ways do you believe that the culinary culture of Guangdong can be more effectively integrated into international Chinese language classrooms? (multiple choices)	Make multimedia teaching materials	23	52.27%
	Organize students to visit Cantonese restaurants	24	54.55%
	Hands-on experience (e.g. tasting Cantonese food)	33	75%
	Arrange professional lecturers to explain	7	15.91%
What kind of teaching methods do you generally use to teach Cantonese food culture in international Chinese education? (multiple choices)	Personal experience	13	29.55%
	Picture display	22	50%
	Video teaching	23	52.27%
	Group discussion	18	40.91%
	Professional lecture	12	27.27%
What do you think should be improved to integrate Cantonese food culture into the Chinese classroom for international students in Guangdong? (choices)	Insufficient teaching material	2	4.55%
	The teacher does not know enough about Guangdong food culture.	18	40.91%

Lack of relevant practical activities	17	38.64%
Teaching methods are not diverse enough	19	43.18%

The results of the survey showed that most of the international Chinese language education practitioners considered it important to integrate Cantonese food culture into the Chinese language classroom. Among them, 84.09% thought it was important, 2.27% thought it was very important, and 13.64% thought it had an average role.

All practitioners agreed that integrating food culture into the Chinese classroom helps to improve international students' understanding and identification of Chinese culture. Among them, 72.73% thought it was somewhat helpful and 27.27% thought it was very helpful.

At the same time, the interviewees all think that integrating Guangdong food culture into the Chinese classroom can effectively enhance the interest and attractiveness of the classroom. This shows that integrating regional food culture into the international Chinese classroom is an effective way to enhance students' interest in learning, improve learning efficiency, and enhance the sense of cultural identity, and it has a high value of application in the Chinese classroom for international students.

In the survey about the teaching methods of Guangdong food culture, it was found that the more widely used methods were the method of displaying photo materials and the video teaching method, with the probability of being selected by the respondents accounting for 52.27% and 50%, respectively, followed by group discussion accounting for 40.91%, then hands-on experience accounting for 29.95%, and lastly ranked was the professional lecture accounting for 27.27%.

Most of the practitioners believed that allowing students to have hands-on experience was the best way to integrate Cantonese food culture into the international Chinese classroom, and the probability of this option being selected was 75%. This was followed by producing multimedia teaching materials and organizing visits for students. The last was to arrange professional lecturers to give lectures. In general, the application of integrating Guangdong food culture into the Chinese language classroom of international students coming to Guangdong is more frequent but not widely used, and there is the phenomenon that the related teaching methods are still immature, and there are some areas that need to be improved.

According to the survey results, the lack of students' participation is the biggest problem, and the probability of this option being selected is 52.27%, followed by teachers' insufficient understanding of Guangdong food culture, insufficiently diversified teaching methods, and the lack of relevant extracurricular practical activities are also selected with high probabilities, which are 43.18%, 40.91%, and 38.64%, respectively.

2 Problems of Integrating Guangdong Food Culture into Chinese Classrooms for International Students

2.1 Poor student engagement

According to the survey results, in the question "What do you think are the areas that need to be improved in integrating Guangdong food culture into the Chinese language classroom for international students coming to Guangdong", the low level of student participation is the most common problem that needs to be

improved in integrating Guangdong food culture into the Chinese language classroom for international students coming to Guangdong, with a percentage of 52.27%. Student engagement is very important in international Chinese language classrooms. A highly participatory classroom can help students better understand and master the language knowledge, increase their interest and motivation in learning Chinese, better integrate into the local culture, and improve their communication skills.

2.2 Fewer experiential sessions

In the questionnaire for international students coming to Guangdong, 76.92% of the students indicated that the main channel to learn about Guangdong food culture is through hands-on experience, but only 3.85% of the international students indicated that their teachers have used hands-on experience to introduce Guangdong food culture in the Chinese classroom. In the survey of international Chinese education practitioners, only 29.55% of them used hands-on experience to teach in Chinese classrooms, which shows that the low level of experience is also an area that needs to be improved. Hands-on experience is one of the most important and intuitive ways for international students to understand Guangdong food culture. Through hands-on experience in the international Chinese education classroom, students can feel the charm of Guangdong food culture more intuitively, and the integration of language knowledge into the teaching of food culture is also conducive to the improvement of their oral expression skills and cross-cultural communication skills (He, 2022). Therefore, increasing the number of practical activities to enhance students' experience of Guangdong food culture is an important aspect that needs to be emphasized in integrating food culture into Chinese language classes for international students.

2.3 Teaching methods are relatively homogenous

The survey results show that the teaching sessions in the Chinese language classroom for international students coming to Guangdong mainly focus on text materials, picture display and video teaching, mostly using multimedia, and the teaching methods are relatively single. In the international Chinese education classroom, the use of multiple teaching methods can better meet the learning needs of different students and stimulate their interest in learning to promote their overall development (Jiao, 2021). Therefore, we need to further enrich the teaching methods and innovate on the basis of the existing ones to better cultivate students' language proficiency, cultural awareness and cross-cultural communication ability, so as to facilitate international students to better adapt to the local life and reduce cultural shock.

3 Teaching Suggestions for Integrating Guangdong Food Culture into Chinese Classrooms for International Students

3.1 Targeted selection of teaching content to improve students' classroom participation

Teachers should select relevant Cantonese food culture content in a targeted manner to cater for the background and needs of different students. Design relevant activities according to the differences in students' nationalities, cultural backgrounds and personal interests. Give students more choices so that they can utilize their strengths and specialties in learning (Li, & Liu, 2023). At the same time, the selection of teaching content can be combined with practical applications. In addition to imparting relevant knowledge, we can also let students participate in classroom practice through various teaching methods such as field trips, hands-on production, tasting food, etc., so as to stimulate students' interest and initiative in learning. Through diversified forms of activities, we can attract students' attention and increase their participation.

3.2 Enrich the teaching methods to enhance the fun

Rich teaching methods are very important to the international Chinese classroom, which can improve the teaching effect, stimulate students' interest in learning, promote language practice, cultivate comprehensive ability, and enhance memory and comprehension (Shao, 2007). Therefore, teachers should flexibly utilize various teaching methods in teaching Chinese as a foreign language in order to improve teaching efficiency and achieve better teaching results. Such as group learning, cooperative discussion, etc., so that students can share their experiences and solve problems together in order to improve their language practice and teamwork ability.

4 Summary

The survey found that, in general, Guangdong food culture has been widely used in Chinese language classes for international students from Guangdong, and nearly half of the international students have knowledge of Guangdong food culture and are willing to go further, believing that the integration of Guangdong food culture into Chinese language classes can enhance their interest in learning. Meanwhile, a considerable number of international practitioners of Chinese language education have touched upon Guangdong food culture in the classroom. However, there are still problems such as low student participation and lack of practical experience.

In the future international Chinese education classroom, we can start from the teaching method, teaching content, practical activities, cross-cultural communication, or integrate Guangdong food culture into games and interactive activities, so that students can learn about the local food culture and deepen their understanding of the local culture while having a cultural experience (Xin et al., 2023). It enhances the understanding and identification of international students coming to Guangdong with Chinese culture, and promotes the further integration and development of the international Chinese education classroom with the local food culture.

References

- He, T. (2022). *Application of Regional Culture to Teaching Chinese Speakers of other Language* [Unpublished master's thesis]. North China University of Water Resources and Electric Power.
- Jiao, X. (2021). Luosifen cultural resources and teaching chinese as a foreign language. *Literary Education*, (9), 48-51. <https://doi.org/10.16692/j.cnki.wxjyx.2021.09.020>
- Li, D., & Liu, Y. (2023). Research on the causes and adaptation pathways of cross-cultural adaptation disorders. *The Border Economy and Culture*, (7), 127-130.
- Shao, H. (2007). Heilongjiang Cultural Resources and Teaching Chinese as a Foreign Language. *Continue Education Research*, (5), 150-152.
- Xin, D., Xu, W., Zhu, Y., & Zhang, Y. (2023). Exploration and Research on Chinese Cultural Education for International Students from the Perspective of Cultural Confidence. *Theoretic Theoretic Observation*, (7), 153-156.
- Yu, Y. (2019). How to integrate traditional culture into the classroom of teaching Chinese as a foreign language. *Panorama of Chinese Nationalities*, (1), 74-75.

Zhang, M. (2019). *Regional culture integrated into teaching Chinese as foreign language* [Unpublished master's thesis]. YiLi Normal University.

Zheng, L., & Xing, Y. (2022). Research on the Path of Bashu Culture Integrating into Teaching Chinese as a Second Language. *Journal of Sichuan Minzu College*, 31(5), 56-60. <https://doi.org/10.13934/j.cnki.cn51-1729/g4.2022.05.01010.13934/j.cnki.cn51-1729/g4.2022.05.010>