

Grammar Teaching Skills in Chinese as a Foreign Language Classroom

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Abstract: Teaching skills in Chinese as a foreign language classroom is an important part of teaching Chinese as a foreign language. This paper focuses on a brief analysis and discussion of grammar teaching from the point of view of the content of teaching Chinese as a foreign language classroom. Among them, four aspects of grammar teaching skills are discussed, namely, the superficial and simplified treatment of the content taught, comparison or contrast throughout the teaching, the self-learning process of self-knowledge and self-checking, and the combination of fine-tuning and practice.

Keywords: Chinese as a Foreign Language, Chinese Grammar, Teaching Skills.

1. Introduction

With the development of the times, second language teaching is becoming more and more prosperous. Since the reform and opening up, especially in the past ten years, the cause of teaching Chinese as a foreign language in China has been developing rapidly, and after 55 years of development, in July 2005, it entered a new period. The successful convening of the first "World Chinese Language Conference" marks that China's teaching of Chinese as a foreign language has begun to turn its attention to the international promotion of Chinese language while doing a good job in teaching Chinese to international students, which is an important historical turning point in the history of the development of China's teaching of Chinese as a foreign language, and is a milestone shift of great significance.

At present, the international promotion of the Chinese language is in a brand-new and stimulating situation. According to incomplete statistics, the number of Chinese language learners worldwide has reached 30 million. The continuous rapid development of teaching Chinese as a foreign language has made more and more people interested in this discipline and even this job. Especially in recent years, the research results on the techniques of teaching Chinese as a foreign language have been remarkable. Mr Zhang Hesheng, in summing up the opinions of various scholars, classifies the research results on teaching techniques of Chinese as a foreign language into the following two categories: one is the teaching techniques according to the contents of teaching Chinese as a foreign language in the classroom, such as the teaching techniques of Chinese phonetics, vocabulary, grammar, characters and culture; the other is the teaching techniques according to the different types of classes in the classroom of teaching Chinese as a foreign language, such as the teaching techniques of Chinese intensive reading class, speaking class, listening class, and newspaper and periodicals class. The other is teaching skills differentiated according to different types of classes, such as intensive reading, speaking, listening and newspaper classes.

Due to the author's limited qualifications, in this paper, we will briefly discuss and study the teaching techniques of vocabulary according to the contents of Chinese as a foreign language classroom teaching.

2. Teaching Skills of Chinese Grammar as a Foreign Language

The target of teaching Chinese as a foreign language is, simply put, Chinese learners who are non-native speakers of Chinese. In the process of their learning, mediational problems are bound to appear, mainly due to two reasons: firstly, most of the learners are adults with a certain background of knowledge and ability; secondly, the positive and negative transfer in Chinese grammar learning, which is the root of the problem. Therefore, teaching grammar to second language learners is particularly important.

Grammar is the structural rules of language, which is the basis for introspection and analogy when adults learn a second language. Learning a certain amount of grammatical knowledge and rules helps to improve students' reading, comprehension, expression and communication skills, as well as their ability to use limited vocabulary to produce unlimited sentences.

The so-called grammar teaching methodology, in simple terms, means who, what and how to teach. Teaching grammar refers to the selection of grammatical content according to the learners' learning purposes, and then integrating the rules and methods of teaching and learning into it, so that it becomes a blended whole. This inevitably requires that the teaching grammar should not be detached from the actual needs of learners, but should focus on the characteristics of the Chinese language, on the connection and difference between the teaching grammar and the theoretical grammar, and on the learning purpose of learners, i.e., to be applied to communication.

Regarding the teaching techniques of Chinese grammar for foreigners, Lu Fubo believes that, in teaching principle, the entry point of teaching Chinese grammar for foreigners should be from meaning to form, focusing on the selection of grammatical structures by function and semantics, on the interpretation of grammatical structures in terms of meaning and the generalised induction of conditions of use, and on the analysis of the motives behind the grammatical forms or expressions. In terms of specific operation, teachers are required to make shallow and simplified treatment of the content they teach, carry out comparison or contrast

throughout the whole teaching, promote students to develop an independent learning process of self-knowledge and self-checking, carry out concise lectures and more practice, and achieve the combination of lectures and practice. All these are what we should pay attention to in grammar teaching.

2.1. Simplify and Simplify the Content Taught

In the system of teaching grammar in Chinese as a foreign language classrooms, simplifying and streamlining the content taught is the first and most important step in establishing and reflecting this teaching system. How to "simplify" is expressed in the following aspects:

(1) Perceptualisation.

We know that awareness can be divided into perceptual awareness and rational awareness. Perceptual awareness refers to the awareness obtained through the senses, is the first understanding, is the primary stage of understanding. Rational understanding is the advanced stage of understanding, the understanding of the inner connection of things, which is developed from perceptual understanding, and is manifested in a series of abstraction, generalisation, analysis and synthesis processes. Mr Dai Hao-yi thinks that the Chinese language has a strong copying nature, which indicates that the Chinese language has a kind of figurative and epiphenomenal characteristics. In order to enable students to master Chinese, a language with figurative and epiphenomenal characteristics, it is necessary for them to abstract, generalise, analyse and synthesise Chinese language and its related knowledge, so as to have a rational understanding of it. The prerequisite for this is the perceptualisation of Chinese knowledge, which means that students should first feel the image and concrete, then simplify the complex knowledge, and finally sublimate and generalise what they have felt, and then keep it in mind.

(2) Formulation, organisation and illustration.

After students have a preliminary understanding of the relevant knowledge of the Chinese language, when explaining and interpreting the relevant grammatical phenomena or usage, they must also pay attention to the organisation, generalisation and formulisation of the language of the interpretation, be as concise as possible so that the students can easily understand and remember them, and avoid redundancy and abstruseness. Such as:

In the explanation of "white, strange, clean, old" and other adverbs, they are both related to the role of adjectives when modifying nouns, adverbs when modifying verbs and adjectives.

(3) There is a trade-off in the content of grammar.

When explaining grammar to students, we have to pay attention to their current level of Chinese language proficiency and make some choices instead of generalising. For example, at the intermediate level, we try to select those grammatical items that have a high rate of occurrence and usage and are of general significance. For example, when explaining "put" sentences, we only need to explain the basic meaning ("dispose") and form ("put + noun constituent") of "put" sentences at intermediate level. "put + noun + verb + other constituent"), as well as the conditions for its use, so that students can distinguish the difference between "put" sentences and narrative sentences of general order, and understand why it is necessary to use "put" sentences. The students will be able to distinguish the difference between "put" sentences and general narrative sentences and understand why "put" sentences are used. As for the special

meaning and usage of "put" sentences such as "I lost the thing" and "put the thing away", they can be discarded for the time being and put aside to avoid causing confusion in students' thinking. (4) In Chinese as a Foreign Language (CFL).

(4) Use fewer technical terms and fewer definitions in teaching Chinese as a foreign language.

Students are only required to understand what the teacher is referring to when he/she talks about a certain concept, and they do not have to memorise or digest it. For example, the teacher will explain grammar in a way that involves the use of specialised terms:

When teachers explain grammar, they will talk about "phrases" and their classification. The so-called phrase is the meaning and grammar can be matched with a group of words without the tone of the sentence, can also be called a phrase, it is greater than the word but not a sentence of the grammatical unit. If the teacher explains to the students such a statement which summarises the concept of "phrase", it is bound to bring confusion to the students. Therefore, in the classroom grammar teaching, as little as possible involves the explanation of concepts and definitions, and only requires students to understand it. Here we can list some words and phrases, so that students can recognise the faces of words and phrases.

2.2. Contrasting or Comparing Throughout the Teaching Process

As mentioned earlier, the problem of intermediary language occurs in the process of learning Chinese, and the main reason lies in the positive and negative transfer in the process of learning Chinese grammar. As students are mostly adults, their speed of mastery is certainly faster than that of children, and in the process of learning, they will consciously or unconsciously make analogies and discernments between their mother tongue and the second language, but the results of these analogies and discernments may not be correct, which may lead to the emergence of errors or deviations, and ultimately lead to the formation of the Chinese language system that has gone out of shape and the formation of the so-called intermediary language system. To address the above problems, teachers should guide students to make correct comparisons or contrasts more often in teaching, so as to minimise negative transfer and bias.

In the teaching of grammar in Chinese as a foreign language classrooms, contrasting or comparing can be briefly summarised in the following aspects:

(1) Compare and contrast the phenomena that are similar to Chinese.

(2) Compare and contrast the meaning or usage of corresponding forms in Chinese and foreign languages.

(3) Compare and analyse the correct and incorrect forms of Chinese.

We should make it clear that bias analysis runs through the whole grammar teaching in the Chinese as a foreign language classroom, and that comparing or contrasting the similarities and differences between the two languages, especially the comparative analysis of correct and incorrect forms, will be more pertinent to bias analysis.

2.3. Self-learning Process of Self-knowledge and Self-checking

In the process of Chinese language learning, teachers should also pay more attention to giving full play to students'

subjective initiative, so that students can recognise and discover the relevant grammatical laws and rules of the Chinese language through independent learning under the guidance of teachers. This practice not only enables students to experience the sense of achievement of independent learning and a strong learning atmosphere, but also enhances their learning effect, and enables them to use the grammatical knowledge, rules and conditions they have learnt to conduct self-checking and self-examination of their own use of the actual language, thus killing two birds with one stone. For example, the distinction between the quantifiers "double" and "pair" can be taught by allowing students to say as much as they want about "double" and "pair". The students can be asked to name as many combinations of "quantitative names" as they can think of for "double" and "pair", and then add explanations on the basis of the students, and guide them to discover the pattern, that is, "double" has to do with the original two, and "pair" has to do with male/female, left/right, and so on. and "pair" has to do with male and female, left and right. After having a superficial understanding of these two pairs, the teacher can guide students to think deeply and make generalisations. For example, "two" is related to two naturally occurring, and these two constitute a coherent whole, such as "a pair of hands" and "a pair of feet"; while "pair" is related to "male and female" and "left and right". "Pair" is an acquired, not naturally formed, two individuals with an antagonistic relationship, focusing on male and female, left and right, or other aspects, such as "a pair of vases", "a pair of married couples". Here we can not say "a pair of vases" "a pair of husband and wife", it is clear that these are not naturally formed, to use the "pair", not "double". The word "pair" should be used instead of "double". At the same time, after learning the similarities and differences between "double" and "pair". students can also conduct self-checks on their own homework or daily conversations, and then correct their past mistakes. For teachers, it is also a good way to find out the deficiencies in teaching.

2.4. Practice more, Combine Practice with Lecture

As an old Chinese saying goes, "The master leads you to the door, but it is up to you to practice". For teaching grammar in the Chinese as a foreign language classroom, the teacher only assists the students in learning, and his role is to help and guide the students to know, understand, discover and summarise the relevant grammatical phenomena and laws, so as to build up a relevant cognitive system of Chinese grammar, learn to learn to reflect on what they have learnt and learn to transfer their knowledge, so as to apply it to actual communication. Therefore, the teacher's explanation is only an outline and key points, but in order to really master a certain grammatical phenomenon or law, students need to bring what they have learnt into specific contexts for actual practice, so as to achieve the purpose of communication. This kind of practice is repetitive, cyclic practice, but also for the students to learn the information feedback practice. Teachers must pay attention to the combination of lecture and practice in classroom teaching to consolidate students' knowledge of grammar and ultimately achieve the purpose of communication and practical application.

In conclusion, there is a method for teaching but no definite method for learning. The realisation of the purpose of grammar teaching should be based on grammar, with semantic, pragmatic and cognitive grammatical knowledge as

the main backbone, and with the law of teaching and acquisition as the premise, we should carry out precise lectures and more practice, and combine lectures and practice, so as to form a complete and unified grammar teaching system.

3. Conclusion

In today's rapid development of information technology, Chinese language teaching has also been greatly affected and changed. This study has conducted an in-depth discussion on the current status of the application of information technology in Chinese language teaching, its impact and the challenges it faces.

First of all, the current status of the application of information technology in Chinese language teaching is manifested in the innovation of teaching modes and methods, the enrichment and development of teaching resources, as well as the transformation of teachers' roles and the enhancement of their abilities. The emergence of new teaching modes such as online teaching, blended teaching, interactive teaching and flipped classroom has made teaching more vivid and interesting, and improved students' motivation to learn. The wide application of digital teaching materials, online resources and various language learning software and APP has enriched teaching resources and provided students with more learning options. At the same time, teachers' ability to apply information technology has been significantly improved, which also provides more opportunities for their professional development.

Secondly, the impact of information technology on Chinese language teaching is mainly reflected in the enhancement of teaching effectiveness, personalised development of learners, as well as the equity and popularity of education. The application of information technology improves the efficiency and quality of learning, enhances learners' interest and motivation, and comprehensively develops their language skills. At the same time, learners' individual needs are better met and learning paths are more personalised. In addition, the development of information technology is also conducive to optimising the distribution of resources, realising the equalisation of learning opportunities, and promoting the fairness and universality of education.

However, in the process of applying information technology to Chinese language teaching, there are also some challenges. For example, issues such as uneven development, network security and privacy protection at the technical level, as well as rational allocation of educational resources and reform of the educational evaluation system at the level of educational management and policy. In addition, teachers and students need to continuously adjust their teaching and learning strategies in the context of the continuous development of information technology.

To sum up, information technology has had a profound impact on Chinese language teaching and learning, providing new development opportunities as well as bringing many challenges. In the face of these challenges, we need to deal with them at multiple levels, including technology, management, and policy, in order to give full play to the positive role of information technology in Chinese language teaching and promote the sustainable development of Chinese language teaching.

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