

Investigation and Analysis of Chinese Language Teaching

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Abstract: The survey of Chinese teaching to overseas' students is an empirical research method, which is also a common and effective part in educational science research. Appropriate teaching investigation and analysis can benefit teaching efficiently. This paper pays attention to the situation of the elementary comprehensive Chinese course for Mongolian students in the School of International Exchange of Inner Mongolia Normal University, and takes the textbooks of “《发展汉语》 Developing Chinese” “《初级综合 I》 Elementary Chinese (I)” and “我想送他一份礼物” “I Want to Give Him a Gift” as the teaching case. This paper analyzes the teaching status of the elementary Chinese comprehensive course for Mongolian international students from two aspects: the current situation of teachers, teaching content and teaching objects, as well as the existing problems in the learning process.

Keywords: International Students; Chinese Learning; Instructional Design

1. Teaching object

1.1 Student structure

The 18 Mongolian students from the grade 2017 Elementary Chinese A1 class of the school are all zero-based students age from 18 to 22, all of them have graduated from high school in Mongolia with strong thinking and learning skills. Some students accept the Chinese knowledge slowly, so in the case of international students, if the teacher cannot fully consider the characteristics of Mongolian students in the course teaching design, the classroom effect will inevitably be affected.

1.2 Students' motivation and attitude

When analyzing the relevant information collected in this paper, some common questions of students can be seen from following aspects: most international students come to China to learn Chinese successfully and return back to China to choose the work they interested, and only a few Mongolian students come to China to learn Chinese with unclear motives or even have no ideas. Through a month of observation and communication in the Chinese language class of Mongolian students, I found that most of them hope to gain higher academic ability through their study abroad career.

2. The teaching status of the comprehensive course of elementary Chinese class of Mongolian students

2.1 Basic information on teaching

1. Teachers

Teachers play a leading role in the process of teaching. The level of teachers in the institute is relatively high, and most of the teachers in the comprehensive course can not speak Mongolian. Although it hardly impact on teaching itself, and it will have some negative impact on cross-cultural communication without any basic knowledge of Mongolian.

2. Teaching content

(1) Course type

Among the Chinese course for Mongolian students, the comprehensive course is a course required both language and verbal communication skills, and the language skills are required in listening, speaking, reading and writing. This course starts from the teaching of basic language elements and language materials such as pronunciation, vocabulary, and Chinese characters, and integrates the background of Chi-

nese culture into each lesson to cultivate students' language skills and communication skills.

(2) Teaching materials

Textbooks are the materials on which teachers use to teach and students use to learn, and form an integral part of the school's teaching content together with the teaching plan and syllabus. The main textbook of the primary comprehensive course of Chinese used by the School of International Exchange of Inner Mongolia Normal University is “《发展汉语》Developing Chinese”. The textbook “Developing Chinese” is specially written for international students who come to China to learn Chinese, and has the characteristics of communication, practicality, and science, which can basically meet the needs of Chinese teaching at all levels of elementary, intermediate and senior levels.

(3) Learning methods

The learning method is the method of quickly mastering knowledge or summarized through learning and practice. Some Mongolian international students coming to the college with problems to learn Chinese are mostly related to the learning methods part. Through the observation and communication during the internship, I found that the methods of learning Chinese are as follows:

Firstly, Mongolian students mainly communicate in their mother tongue in the classroom. The students in this class are all Mongolian students, and when the teacher asks questions, they basically communicate and discuss in their native language, and rarely speak Chinese.

Secondly, The students don't take their Chinese study seriously enough, and they don't have the habit of revision. For example, when the teacher explains Lesson 10 “Are You Busy This Sunday?”, after the students have finished the text, the teacher asks the students to go back and think about “simulating a real situation with the topic of going to the park to play.”

Third, there is little reading in Chinese. Teachers often recommend them to read books that are suitable for them during class, and some students use many reasons to prevaricate about this. Therefore, the effect of Mongolian students learning Chinese in the school does not meet the expectations of teachers is related to the students' learning methods.

(4) Existing problems

1. Pedagogical reasons

Teaching is the center and the core part of education. There are several reasons been funded to the teaching problems at the A1 class:

One main reason is that there is few interactions between teachers and students during the teaching. For example, when explaining the lesson “Where is the Bank of China?”, the teacher set up ten questions, of which three were questions in which the students participated, and most of the students did not volunteer to answer.

Secondly, there is little interaction between students and students. For example, when the teacher sets up some scenario simulation sessions, some students play with their mobile phones and some students chat with each other. There were three groups of international students who were actively practicing, and the other two groups were chatting in Mongolian. Therefore, if the interaction between teachers and students cannot be carried out according to the teaching design, the classroom effect is far from satisfied.

2. The positive learning attitude of international students is directly related to the learning effect of students

For example, if a teacher assigns homework to Mongolian students sometimes a few students do not do their homework. When the teacher asks the students why they don't do their homework in class, the students always say that they can't do their homework for many reasons.

3. The learning method was a guide in the study of the elementary comprehensive course for international students

Taking Chinese vocabulary learning as an example, the first step for Mongolian students to learn Chinese vocabulary is to read aloud, and some international students have relatively less participate, if they do not learn to read and write at the stage of reading, then learn to write Chinese characters, so that this part of the Chinese characters is difficult to master. It was found that when they were learning the text, they did not read more words than those who actively read them, so reading is the first step in learning new words, and this step is critical.

3. Optimize teaching design and improve the teaching quality

Combined with the learning situation of Mongolian students studying Chinese at the school, the first part of this article explains the problems of Mongolian students in the elementary comprehensive course, such as pronunciation, the toneless word and the first voice are not accurate, the second tone and the fourth tone are confused, and the interrogative tone is not in place. To find problems is the precondition of

solving the problems, and the second part is to sort out the reasons for their problems in learning from four aspects: pronunciation, character writing, vocabulary, and grammar. Based on my internship experience at the school and the communication with other assistant teachers, I realized that optimizing the teaching design and improving the teaching quality can better achieve the teaching effect. When designing teaching, international students, and adhere to the following teaching principles to better achieve the teaching objectives.

(1) Teaching principles of the teaching design of the comprehensive course for Chinese beginners

1. Guiding Principles

For international students in Mongolian elementary Chinese comprehensive courses, we believe that the three teaching methods proposed by Yang Huiyuan in “There Is No Definite Law on Teaching” can promote the teaching of Mongolian international students in the classroom.

2. Principle of implementation

(1) Student-centered principle

Student-centered emphasis on the teaching setting to help the students, and teaching methods should be suitable for the needs of learning. In the teaching process, teachers should understand students’ personalities, motivations, cognitive strategies, cognitive laws, psychological characteristics, learning styles, learning needs, learning goals, etc. When choosing the teaching methods, teachers should make corresponding adjustments according to students’ responses, pay attention to the use of teaching resources, and ensure the equality of activities. For example, in the process of explaining the word “marriage”, you can show some content related to Chinese marriage culture for this word, meanwhile, the teacher can show some pictures of marriage for a brief introduction. When explaining, the teacher can show the character “喜 Xi” in the style of paper-cutting, bring some candy with the word “Xi”, and reward it in class, so as to better mobilize the enthusiasm of students.

(2) Focusing on sentences, the principles of comprehensive teaching of pronunciation, grammar, vocabulary and Chinese characters

When to express a complete meaning, the sentence is the most basic unit in the language communication, and it is a synthesis of phonetics, grammar and vocabulary. Long-term teaching practice has proved that sentence patterns can grasp the assembly rules of language effectively.

(3) The principle of cultivating self-directed learning ability

Cultivating students’ ability to learn Chinese independently is important for foreign language learning. At the elementary level, teachers should encourage students more. Teachers encourage and ask students to raise difficult questions and confusions for preview; After learning the key and important point, the teacher needs to leave some time for the students to digest what they learned.

During my internship at the school, I observed the teaching of Chinese as a foreign language classes for international students, and paid lots of attention to the part of the elementary Chinese comprehensive course, and tutored many international students. Their problems were investigated, and some common problems encountered in their learning were summarized. I chose this course for research for the following reasons: first, the main learning content of students in the first to tenth classes is about the learning of pinyin, and the students have learned pinyin systematically, and the students already studied the sixteen courses covered the phonetics, Chinese characters, vocabulary, grammar, and culture of the elementary Chinese comprehensive course, which is a critical period for Mongolian students to enter the comprehensive course. At this stage, students need to focus on the text and think further about cultural differences. Therefore, the biggest attempt in this article is the design of the text. Limited to the inadequate capability and time, it’s no doubt that the paper also has shortcomings and the relevant teaching methods should be further explored.

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