

Discussion on the Cultural Introduction in Teaching Chinese Grammar as a Foreign Language

Jie Zhang^{1,*}

¹School of International Education, Dalian Neusoft University of Information, Dalian, Liaoning 116023, China

*Corresponding author. Email: zhangjie@neusoft.edu.cn

ABSTRACT

Grammar is hidden in the language, which is obviously democratic and is closely related to the national culture. The development of the Han Nationality culture has had a profound impact on the formation and development of Chinese grammar, prompting it to gradually show features such as flexibility and simplicity in its long-term development. In the process of teaching Chinese grammar as a foreign language, in order to allow overseas students to deeply understand and master the knowledge of Chinese grammar, it is necessary to deeply analyze the Chinese culture contained in the grammatical knowledge by infiltrating cultural elements. This paper analyzes the teaching Chinese grammar as a foreign language, starting with the important role of cultural introduction. On the basis of introducing the principle of cultural introduction, it discusses how to introduce cultural elements into teaching Chinese grammar as a foreign language. It is hoped that the humble opinions mentioned in the paper can provide some new ideas for the work practice of workers engaged in teaching Chinese grammar as a foreign language.

Keywords: Chinese as a foreign language, grammar teaching, cultural introduction

I. INTRODUCTION

The reason why grammar has a significant nationality is that the way of thinking of different nations has a certain particularity, and it is reflected in the order of realistic elements, which leads to a significant nationality of grammar. The development of the Han Nationality culture has had a profound influence on the formation and development of Chinese grammar, and because of this, part of the characteristics of Chinese grammar can be explained in detail from the Han Nationality culture. Therefore, in the process of teaching Chinese grammar as a foreign language, if teachers can carry out effective cultural introduction so that overseas students can understand more Chinese culture, overseas students can understand grammatical issues such as elliptical sentences and nouns as pronouns, which will help improve the effectiveness of teaching Chinese grammar as a foreign language. In view of this, this paper analyzes the important role and principle of cultural introduction in teaching Chinese grammar as a foreign language, and further explores how to introduce cultural elements in grammar teaching, which has very important research significance and practical value.

II. AN OVERVIEW OF THE IMPORTANT ROLE OF CULTURAL INTRODUCTION IN TEACHING CHINESE GRAMMAR AS A FOREIGN LANGUAGE

In recent years, China's overall national strength has been greatly improved, and its international influence has also increased day by day, which has created conditions for Chinese language to go abroad. In this context, many foreign universities have added "Chinese" courses, and at the same time, a large number of overseas students are attracted to study in mainland China. For overseas students, the life and learning environment are both brand new and unfamiliar. They can't help but develop a kind of psychological repulsion in their hearts, and they all desire to end their life of studying abroad as soon as possible. In response to this situation, in teaching Chinese grammar as a foreign language, teachers should skillfully infiltrate cultural elements so that overseas students can understand the Han Nationality culture more deeply. In turn, it can make overseas students adapt to the new environment of China as soon as possible, step out of the closed circle of overseas students, and actively integrate into the cultural atmosphere of the Han Nationality [1]. For example, in teaching Chinese grammar as a foreign language, teachers can get to the point from aspects such as folklore and food, so that overseas students have a strong desire to explore the Han Nationality culture. To

sum up, the different historical and cultural backgrounds determine that the concepts and behaviors of overseas students in getting along with others are also different, which requires teachers to strengthen exchanges with overseas students in teaching and promptly guide them to recognize Han Nationality culture, but at the same time, teachers must also fully consider overseas students' own cultural habits. Only in this way can teachers better guide overseas students to learn Chinese grammar as a foreign language [2]. Therefore, in teaching Chinese grammar as a foreign language, cultural introduction is very important. This can help overseas students to solve some detailed problems in their daily lives in China, and can also enhance their desire to explore the Han Nationality culture, which is conducive to improving their Chinese learning ability and efficiency.

III. ANALYSIS OF THE PRINCIPLES OF CULTURAL INTRODUCTION IN TEACHING CHINESE GRAMMAR AS A FOREIGN LANGUAGE

In the process of teaching Chinese grammar as a foreign language, cultural introduction is very important, which can help overseas students understand the deep culture contained in Chinese grammar and effectively improve the quality of Chinese grammar teaching as a foreign language. However, in the practice of teaching Chinese grammar as a foreign language, teachers must follow certain principles of introduction in order to effectively play the role of cultural introduction, otherwise it will be counterproductive [3]. Generally speaking, the principle of cultural introduction in teaching Chinese as a foreign language includes the following points:

A. The principle of pertinence

In cultural introduction, the principle of pertinence must be followed in order to obtain good results. The reason is that the thinking styles of overseas students in different mother tongues are different, leading to different differences in grammar between the mother tongue of overseas students and Chinese. This requires Chinese teachers to understand the grammatical differences between the mother tongue of foreign students and Chinese in advance during grammar teaching, and then reveal the grammatical differences through cultural introduction to prevent overseas students from being affected by the negative cultural transfer of their mother tongue when learning Chinese, which can ensure the use of Chinese cultural thinking to understand Chinese grammar [4]. Only in this way can the overseas students' understanding and mastery of Chinese grammar be promoted, thereby effectively improving the efficiency and quality of teaching Chinese grammar as a foreign language.

B. The principle of inclusiveness

In the study of language and cultural knowledge, Chinese teachers must respect the culture of overseas students and recognize the diversity of cultures on the basis of a firm national cultural stand. Only in this way can Chinese teachers correctly understand the differences between different cultures, attach importance to cultural introduction teaching ideologically, and effectively promote the orderly conduct of cultural introduction activities in teaching Chinese grammar as a foreign language.

C. The principle of appropriateness

The introduction of cultural elements into teaching Chinese grammar as a foreign language aims to use cultural background to help overseas students understand and master Chinese grammar, which determines that cultural introduction must play a supporting role. This requires precision and practicality in cultural selection, and the text information should best be directly reflected in the grammatical structure and have an impact on the Chinese grammar learning of overseas students. In addition, when teaching Chinese grammar as a foreign language, there are often certain class hour tasks. This requires that in the cultural introduction link, the appropriateness of cultural content must be strictly controlled to avoid redundancy of cultural content from affecting the progress of Chinese grammar teaching and causing the resistance psychology of students [5].

D. The principle of adaptability

In the process of cultural introduction, Chinese teachers need to fully consider the overseas students' Chinese comprehension ability and cognitive level, and ensure that the imported cultural elements are within the cognitive scope of overseas students. Only in this way can the comprehension activity of cultural elements be successfully completed. The Han Nationality culture contained in the grammar is the content of spiritual culture, which involves the unique way of thinking of the Han Nationality, which is more difficult to understand than material culture and institutional culture [6]. Generally speaking, the introduction of cultural elements in teaching Chinese grammar as a foreign language should be carried out at an advanced stage. The reason is that advanced-level overseas students have a relatively high level of Chinese culture and a certain cultural knowledge of the Han Nationality, which is convenient for them to quickly understand and master the deep culture in Chinese grammar. If overseas students have no basis in Chinese grammar and no Chinese cultural heritage, they will inevitably have great difficulty in understanding the Chinese culture.

IV. ANALYSIS OF CULTURAL INTRODUCTION STRATEGIES IN TEACHING CHINESE AS A FOREIGN LANGUAGE

For overseas students, the study of Chinese grammar has always been a difficult point in learning. Chinese grammar has a significant national character, which determines that the learning of Chinese grammar is a trivial matter for Chinese students, but it is key and difficult knowledge for overseas students. In response to this situation, in the process of teaching Chinese grammar as a foreign language, it is necessary to try cultural introduction and compare Chinese and English, and only in this way can teachers discover some of the problems that English-speaking learners may encounter when learning Chinese grammar, and briefly analyze the cultural elements contained in these problems, so as to make it convenient for overseas students to recognize the deep culture contained in Chinese grammar, thereby helping to improve the quality and efficiency of teaching Chinese grammar as a foreign language.

A. Answers to negative-interrogative sentences

In terms of answering negative-interrogative sentences, Chinese and English are also significantly different. For example, when answering "Aren't you a student?", if the person asked is a student, the Chinese answer will be "No, I am a student"; the English answer will be "Yes, I am"; if the person asked is not a student, the answer in Chinese will be "Yes, I am not a student", and the answer in English will be "No, I am not". It can be seen that in the answer to negative-interrogative sentences, the answer in Chinese and English is completely opposite. For overseas students, when they are first exposed to such answers to negative-interrogative sentences, they will feel incredible. And the reason is that the differences between Chinese and Western cultures directly lead to different ways of answering questions. The Han Nationality has been treating people with courtesy since ancient times, attaching importance to interpersonal relationships, and getting used to placing the focus on the other party during conversations. The native English-speaking nation values rational thinking, and the focus of the conversation is on the right or wrong of the objective facts. The negative answer is answered directly with "no", and the affirmative answer is answered directly with "yes".

B. Features of word order

In terms of word order, there are also significant differences between Chinese and English, such as the expression of multilayer attributives, multilayer adverbs, time, year, month and day. Chinese word order often follows the order from big to small and from far to near; and the English word order is completely opposite in terms of expression. For example, the sentence "钥匙在

二楼房间的桌子上" is described in Chinese grammar, and in English grammar, it is described as "The keys are on the desk in the room of the second floor". At the same time, in Chinese grammar, the narration of events is often expressed in terms of time or the order of development of events, while in English grammar, the narration of events is often described in accordance with the importance of the event. For example, the sentence "我明天坐火车到北京去 (I will take the train to Beijing tomorrow)" is a continuous predicate sentence in Chinese. The two actions of "take the train" and "to Beijing" happen one after another. However, in English expression, the first important thing is to say "to Beijing", and secondary events such as "take the train" are placed at the end of the sentence as the adverbial component of the sentence. Therefore, in the process of explaining the characteristics of word order in Chinese grammar, teachers should introduce the thinking characteristics of "order of up and down, order of older and younger, and order of superiors and inferiors" in the Han Nationality culture. In this way, overseas students can better understand the word order characteristics of Chinese grammar.

C. Use of quantifiers

Quantifiers are one of the difficulties for overseas students with English background to learn Chinese grammar. Nouns in English, especially countable nouns, often add quantifiers directly in front in the expression of quantitative relations. And Chinese nouns often adopt the structure of "numeral + quantifier + noun" in the expression of quantitative relationship. There are many types of nouns in Chinese, and each quantifier often has a corresponding collocation word, such as "一棵树 (a tree)", "一轮月亮 (a moon)" and so on. Chinese quantifiers often have multiple functions. In addition to the measurement function, they can also be used to reproduce the shape of objects and give people a sense of image, such as "一叶扁舟 (a small boat)" and "一曲相思 (a song of lovesickness)". The diversity and vividness of Chinese quantifiers stems from the tendency of the Han Nationality's thinking style to perceive. This requires teachers to consciously infiltrate the thinking culture of the Han Nationality in the teaching process of the use of quantifiers, so that overseas students can better understand the use of quantifiers based on the understanding of the Han Nationality's thinking.

V. CONCLUSION

As an important part of the Han Nationality culture, the formation and development of Chinese grammar is directly influenced by the Han Nationality culture. Therefore, in the process of teaching Chinese grammar as a foreign language, Chinese teachers themselves need to strengthen the cultural stand of the Han Nationality and recognize the cultural diversity. Later,

in practice, Chinese teachers should follow the principles of appropriateness, pertinence, tolerance and so on to introduce cultural elements in order to reveal the deep cultural phenomena contained in Chinese grammar, and help overseas students understand and master the structure and expression of Chinese grammar, so as to effectively improve the quality and efficiency of teaching Chinese grammar as a foreign language.

References

- [1] Yu Lingyun. On the necessity and realization of cultural introduction in the elementary teaching of Chinese as a foreign language — Taking the public Chinese learning of English-taught professional students as an example [J]. *Anhui Literature* (second half of the month), 2018,(12):238-239. (in Chinese)
- [2] Qian Qiuyue. Study on the introduction of overseas students' teaching culture of Chinese as a foreign language at different stages — Taking Yuxi Normal University as an example [J]. *Chinese Character Culture*, 2018,(22):25-27. (in Chinese)
- [3] Wei Shishui. Culture and teaching Chinese as a foreign language — A case study of teaching Vietnamese students to learn Chinese animal idioms [J]. *Overseas Chinese Education*, 2018,(02):98-104. (in Chinese)
- [4] Chen Yan, Hua Shan. The introduction of traditional Chinese culture into the "immersive" Chinese as a foreign language classroom — Taking the "immersive" Chinese as a foreign language classroom teaching in Alice Primary School as an example[J]. *Journal of Hefei Normal University*, 2018, 36(01) :84-86. (in Chinese)
- [5] Shangguan Xuena. Exploring the way of cultural introduction in teaching Chinese as a foreign language — Taking the development and application of "Hundred Questions of Chinese Culture" as an example [J]. *Education Observation* (first half of the month), 2017, 6(09): 125- 127+130. (in Chinese)
- [6] Yang Hui, Wu Qi. Cultural teaching in teaching Chinese as a foreign language — Taking colleges and universities in Anhui province as an example [J]. *Journal of Huangshan University*, 2016, 18(04): 121-124. (in Chinese)