

The Study of Quantifiers in Teaching Chinese as a Foreign Language

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Abstract: The application of quantifiers is a distinctive feature of Chinese and one of the most important and difficult points for foreign students in learning Chinese as a foreign language. For the teaching of quantifier in teaching Chinese as a foreign language, it is to help learners to construct the structure of quantifiers used in Chinese and to reveal the linguistic and cultural implications of the use of quantifiers. This article is divided into three chapters, on the basis of investigation and analysis of common textbooks, grammar outline and HSK test questions, to find out the shortcomings of the existing quantification teaching, the predecessors from the perspective of cognition, semantics and context. In this paper, some new considerations, such as source, context and contrast between Chinese and foreign languages, are put forward in consideration of the sources of quantifiers, the influence of context on the selection of quantifiers, and the positive and negative transfer of students' mother tongue and cultural background. The Dimensionality of Quantifiers and the Theoretical Basis for Quantification Teaching. At the same time, the author breaks through the limitations of the traditional grammar outline syllabus based on word frequency statistics. According to the commonness and acceptability and the internal rules of quantifier system from simple to complex, Stage; each stage from the semantic relations, associations, similarities and differences from the point of view to do more detailed zoning. In the same group, especially in the HSK test, the discernible quantifiers can be distinguished and corresponding teaching strategies proposed in order to improve the teaching of foreign Chinese quantifiers. At the same time, it is hoped that the relevant units can interpret the quantifiers more fully and comprehensively in the compilation of the TCFLs and the TCFLs. The quantifiers can be fully and accurately displayed at the combination points of the source, grammar, semantics, context, Of the various functions and features, in order to provide more quantitative information used.

1. Introduction

Quantifier learning is one of the most troublesome problems for foreign students in learning Chinese. As a language, Chinese is an important tool for most Chinese to exchange ideas, learn, disseminate knowledge and culture and conduct social activities. In modern Chinese, when a numeral is used in conjunction with a noun, the quantifier must be used in the middle. Quantifiers that the number of things or acts of units of words, also known as unit words. According to their grammatical functions, Chinese quantifiers are generally divided into two categories: quantifier and verb. In Chinese, the use of measure words is very widespread and is an important factor in people's life to express their thoughts, emotions and objective existence. For the majority of Chinese who grew up in a Chinese-speaking environment from childhood, it has long been accustomed to a lot of regularity that "Xi Yan does not look up" and does not have to worry about using quantifiers, and naturally put it into use. Foreigners learn Chinese differently, but when they encounter this language with Chinese characteristics, they often find it hard to understand. Foreigners from beginners of English-speaking countries such as "I am an American" can not help but feel strange. In English, just say "I am an American" or "nouns + nouns", but use "Chinese" to add "one." "A" is the first contact with learners, but also the most widely used quantifiers. Learned Quantifier is a major feature of Chinese, learners tend to be the same, all of the nouns and nouns used "a", then there, such as "My parents have ten horses, twenty A cow, "" I raised a cat, "" I saw a snake when I walked on campus yesterday. " Before the four nouns involved four quantifiers, horses with "horses", cattle with "heads", cats with "only", "snakes" with "strips", different animals use different

measure words, sometimes replaced by "mouth", "name", "bit." This choice has some difficulties for beginners, mainly because of different ways of thinking in speaking different languages.

2. Survey of Quantifier Teaching at Present Stage

Quantifiers follow the verb, doing time complement. This format represents the basic semantics of the time a continuation of the action, the message center of gravity is the amount of time it continues, so sentence stress on the quantifiers. Use "verb + (for)" to describe and explain; after the verb "without" means plan, plan, etc. (plan for future action for the amount of time). The verb entering the sentence must be a verb that expresses sustainable actions such as sleep, learning, playing, running, sickness, thinking, and so on. The outline lists two types of errors that may occur to students: the time-use complement rather than the time-complement and the order of the objects.

Basic format: verb + nouns + momentum words (next, times, times, times) and so on. The basic semantic meaning of this format is "the amount of movement." Different from the second one, the former indicates the duration of an action, the latter emphasizes the number of repeated actions. The verb can be a word expressing continuous action or a word expressing instant action, such as "knock, watch, call" and so on. The verbs "下", "次", "回", "通" are common in this format, preceded by numerals that form the momentum complement, followed by the verb. Verbs and momentum complement can also be used between "and" "over" and other dynamic particle. In this grammar project, the possible errors of students mainly appear in the mix of verbs, such as "times" and "times", "times" and "backs".

A total of about 30 quantifiers appear in the "Beginners Tutorial" of the "Chinese Course", including "Dots, Pounds, Bowls, Pounds, Pounds, Blocks, Horn, this box, car, mouth, Zhang, door, kind, year, month, day, festival, point, carve, points, times, times and so on. Among them, there are 13 "points," "some, one, one, one, two, three, sixteen, 3 "belong to the unit of currency," year, month, day, hour, hour and minute "as the unit of time, and six such words as" angle, minute "and" family, branch, bottle, box, bowl and door "are used as quantifiers. "Vehicles", "Festival" two quantifiers "outline" did not receive. In the companion "vocabulary outline of primary phase of teaching Chinese as a foreign language", all the above 30 quantifiers belong to the first level of vocabulary.

3. Multi-dimensional understanding of the word system

The vast majority of the quantifiers are quantifier words evolved from nouns, and this part of the quantifier, Mr. Liu Shiru, calls it a companion measure. Companion measure words, also known as category quantifiers, are quantifiers designed to accompany names and correspond to categories of names, without actually accounting. In modern Chinese, most of the accompanying quantifiers are translated from nouns. From their origins, they can be broadly divided into: related to plants, such as "strips", "roots" and "Such as "head", "shares", "items", etc., and the land, roads and other related, such as "Road", "Block", "line", and people's daily lives, such as ", "Book", "pen" and so on. Some of these words we should clarify their original meaning, and the process of converting it into nouns, and the corresponding relationship between the scope of application and the original meaning of the noun after the quantification, in order to help Chinese learners easily understand its meaning, Master its usage. However, some quantifiers, although they are known to have been transformed from nouns, have a long way to go because of the large distance between the original meaning of the noun and the meaning of today's nouns. The reason for the conversion into quantifiers is neither test nor hard to explain. For learners who have studied Chinese for one or two years, explaining the ins and outs of these kinds of quantifiers may cause a lot of trouble and increase the amount of study so that learners become more and more confused. So for the former class of quantifiers, it is worth trying to explain the source.

Another example is learning the quantifier "beam", the use of physical form, telling students the original intention is "tied with a rope firewood" and drawing sketch. Then extended to bind the bundle with a rope things, such as "a bouquet of flowers." Learners know the source of quantifiers,

there will be suddenly feeling bright, on the other hand will also enhance the interest of learning. From the perspective of human cognitive model, people's understanding of word meaning is also linear, and it is a process from the shallower to the deeper, from the concrete to the abstract. With the deepening of human cognitive activities, concepts are also constantly expanding. People express their brain's cognitive activity in the most economical way using existing knowledge of memory. Therefore, human beings will use the existing concepts to classify them according to the properties of the newly recognized things, such as the physical and functional attributes, and the things they know. The originally formed concept has more and more semantic categories and the degree of abstraction will be higher and higher. Teachers in the quantification teaching appropriate to help students trace its origin, will help their understanding and memory.

Mr. Shao Jingmin also did a research on the semantic choice between verbal measure and verb. He classifies verbal words into four levels: universal verbs, autonomous verbs, borrowing verbal words and modal verbs, and classifies verbs accordingly: verbs, autonomous verbs, dependent verbs, and continuous verbs, cumulative verbs and space verb. On the basis of this, we draw a flow chart of the mutual choice of verbs and verbal words, and point out that the choice between verbs and verbs depends first and foremost on each subcategory within the verb, and on the semantic features of the verbs themselves Related to the object of the verb. The article puts forward the restriction of the semantic indeterminacy in the syntactic structure and discusses the complex relations between verbal and noun combinations. For example, the verb "trip" can only be combined with a verb that indicates directionality.

The definition of any one word in the dictionary is generally lexical or grammatical, static, polysemic. When it enters the sentence of discourse, it will have the meaning that is not consistent with the meaning of the dictionary, that is, the contextual meaning and the communicative meaning are unambiguous and dynamic. Quantifier selection process, requiring special attention to contextual cues. This is the so-called "context strategy," which uses contextual conditions to understand. The context generally includes the explicit context such as the context of the article or the foreword of the discourse, the implicit context such as the background of the social age, the cultural background and the author's subjective intention, both of which directly affect the comprehensiveness of reading understanding.

4. Conclusion

Multidimensionality and the division of quantification during the teaching phase do not mean that each specific word should be encapsulated into a single phase in the teaching of Chinese as a foreign language and then be described in all aspects. Economic, not realistic. This article is only intended to show that teachers should have a sense of multidimensional and phased teaching of quantifiers and pay attention to the measures that should be taken to adapt them in teaching. In practice, the factors that best reflect the usage of quantifiers are given to make the students quick, accurately grasp the characteristics of quantifiers in order to improve the effectiveness of quantification teaching.

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