

The Preliminary Study on Teaching Strategies of Volitive Auxiliary in Mongolian Chinese Teaching

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Keywords: Mongolian; Chinese Teaching; Volitive Auxiliary; Teaching Strategy.

Abstract. In order to solve the problem of volitive auxiliary acquisition biased errors for Chinese learners in Mongolia, this paper firstly discusses the necessity and process of formulating the teaching strategies of volitive auxiliary. Secondly, it analyzes the basic basis and basic requirements of the formulation of teaching strategies. According to the above analysis and discussion, we finally formulate the targeted teaching strategies of volitive auxiliary for Mongolian Chinese teaching.

1. The Necessity and Formulation Process of Formulating Volitive Auxiliary Teaching Strategies

1.1 The Necessity of Formulating Volitive Auxiliary Teaching Strategies

In the primary stage of Chinese teaching and learning, it is most common for Mongolian students to make biased errors in the process of acquiring volitive auxiliary. However, even at the intermediate or even advanced stage, some learners will still make a large number of biased errors in the use of volitive auxiliary, and some of them are relatively low-level grammatical biased errors. It is impossible to completely avoid biased errors when we use Chinese volitive auxiliary, which is determined by the particularity and complexity of Chinese volitive auxiliary. The occurrence of biased errors is the only way to learn a second language, so the generation of biased errors is a normal law of language acquisition. However, we should take positive measures for these biased errors, try to reduce the occurrence of more biased errors, and minimize the occurrence of low-level biased errors. There are many reasons for the volitive auxiliary acquisition biased errors of Mongolian students. From the perspective of the language system itself, the language system of Chinese and Mongolian is very different, especially the difference in grammar rules and semantic components is the greatest, which will inevitably affect the volitive auxiliary acquisition of Mongolian students. From the perspective of the main strategies of teaching and learning, the choice of teaching methods and the application of acquisition strategies play a vital role in the volitive auxiliary acquisition. The use of different methods and strategies sometimes results in very different teaching effects. Therefore, it is imperative to formulate a targeted teaching strategy of volitive auxiliary for Mongolian Chinese teaching.

1.2 The Basic Formulation Process of Volitive Auxiliary Teaching Strategies

The teaching strategy is under the guidance of a certain educational thoughts, to achieve the teaching objectives, according to the established teaching tasks and student characteristics, to select and combine relevant teaching content, teaching organization forms, teaching methods and techniques in a targeted manner, forming a specific teaching program that is efficient in teaching meaning.

Through the collection and analysis of the previous questionnaires survey, we have obtained the number of biased errors and the proportion of biased errors for different volitive auxiliary and different types of grammatical biased errors. In combination with this result, the author has formulated the corresponding teaching strategies according to the characteristics of Mongolian students and their school life. These teaching strategies include the theoretical results of the predecessors, the teaching practice of colleagues and my own teaching experience. For the teaching strategy, the author first carried out the preliminary test, and then promoted it. Regarding the preliminary test, the three previous questionnaire survey schools are still selected as the

experimental units. To choose an experimental class and select three classes in one week from each school to conduct targeted teaching of volitive auxiliary. Then, to test these students, according to the problems found in the teaching and testing process and the test results to modify and improve teaching strategy of volitive auxiliary. Afterwards, these teaching strategies are distributed to the Chinese teachers who conduct the questionnaire survey, and the one-month targeted teaching is conducted to the learners who have received the preliminary questionnaire survey. Specifically, it is a targeted teaching of three classes per week. There are 12 classes in one month, 40 minutes for each class, and a certain homework is arranged after class. Finally, the post-class questionnaire is used to test the teaching effect. In order to ensure that the volitive auxiliary teaching strategies have the greatest operability and effectiveness.

2. The Basic Basis and Basic Requirements for the Formulation of Teaching Strategies

2.1 Theoretical Basis

Internal Outline and Acquisition Order. Arrange the acquisition order according to the internal outline, from the easy to the difficult, from the general to the special, from the image to the abstraction, acquiring step by step.

Ebbinghaus Memory Curve. According to the law of memory forgetting, the students need more diligent review and teachers should help students pay more attention to memory understanding and firmness.

Educational Psychology Theory. Follow the teaching principles of teacher-led and students as the main body. As to the use of avoidance and fear of emotions, teachers should give more motivation and encouragement to the students.

2.2 Realistic Basis

Overall Characteristics of Mongolian Students. Due to their activeness and restlessness, appropriate situational teaching methods and task-based teaching methods are adopted to improve classroom interest.

Individual Characteristics of the Survey Objects. According to the individual differences in the physical and mental development of the students, we should teach students in accordance with their aptitude and highlight the adaptability and pertinence of teaching.

3. Targeted Teaching Strategies of Volitive Auxiliary for Mongolian Students

According to the basic basis and basic requirements listed above and the actual feedback in the specific operation process, the volitive auxiliary teaching strategy for Mongolian students is specifically included (only some targeted and innovative strategies are introduced here, for the general and traditional teaching strategies are not repeated):

3.1 Arrangement of the Acquisition Order

According to the proportion of different volitive auxiliary biased errors, the proportion of the volitive auxiliary biased errors is from small to large (xiǎng < néng < kěyǐ < yào < huì) in accordance with the order from easy to difficult, specific to the teaching order of the various meanings of the volitive auxiliary is also arranged in this way.

3.2 Targeted Teaching Methods

Contrast Lectures. Because the word order of Chinese and Mongolian volitive auxiliary is different, and many of the biased errors are caused by the simple correspondence between Chinese and Mongolian volitive auxiliary, we use the method of “contrast” to teach and try to let learners clear the difference of volitive auxiliary between Chinese and Mongolian, let the difference be clear at a glance to reduce the proportion of biased errors.

Red and Blue Teaching Method. This is a teaching method that is widely used by Mongolian Chinese volunteer teachers and widely used in Mongolian Chinese teaching. The red and blue

teaching method is a teaching method that using interlanguage to translate, and combining with teaching techniques in practice, then effectively approaching the target language. This teaching method is derived from the literal translation method and the translation method. Under the guidance of these two methods of teaching Chinese as a foreign language, the Chinese language volunteer teachers combine the two teaching methods organically. The literal translation method is directly used for the explanation of the new words, this method is simple and clear and the teaching effect is obvious, the students can understand it more fully at the same time. Of course, thanks to the previous comparative lectures, we will let students compare in the literal translation and look for differences instead of simply responding; the translation method is not translated by the teacher. It is for students to translate in their native language. Teachers are listening and correcting when students have misunderstandings. Allowing students to explain the texts themselves greatly enhances the students' enthusiasm for learning, increases the classroom interaction between teachers and students, and also cultivates students' self-learning ability, and their academic performance has been significantly improved.

The red and blue teaching method is widely used. It is not only suitable for students with zero-basis Chinese, but also for students with a certain Chinese foundation. From primary school to junior high school, from senior high school to university can all use this method for effective teaching.

Paragraph. This is a method introduced to us by local Chinese teachers in Mongolia. It can also be called “paragraph teaching method”. Specifically, it includes five steps of “listening, writing, translating, reciting, and speaking”. In teaching, there are not too many explanations on words and phrases, but students are allowed to learn and experience in specific sentences and in actual contexts. In addition, we should pay attention to the localization, and even the schoolization of the specific paragraphs, so that students can feel the immersive, which is more in line with the characteristics of Mongolian students, in order to increase the practicality of the content and the firmness of memory.

3.3 Course Arrangement

According to the Ebbinghaus memory curve, we can find that from the moment the lecture ends, the following 20 minutes of forgetting is the fastest and the largest, reaching 42%, and then forgetting within 40 minutes, the extent of the reduction is 14%, and the amount of forgetting in the next 8 hours is only 8%. Therefore, we must seize the classroom time for effective practice, and also arrange the effective homework and review tasks after class.

3.4 Biased Errors Finding, Analysis and Interpretation

This is a very important part of collecting, sorting, analyzing and interpreting the verbal and written biased errors made by learners in the acquisition process in order to minimize the acquisition biased errors to make again.

3.5 After-school Assignments

Small Book. The so-called “small book” is a simple paper booklet produced by the students. The booklet contains the Chinese knowledge of learning, such as: the key knowledge learned, the latest learning knowledge, and the error-prone minefields and so on. The specific content is written by the students themselves, the teacher gives a certain suggestions and amendments, this booklet is affectionately called “small book” by the students. Through practical application, the homework arranged in this way is very consistent with the characteristics of Mongolian school life, the completion rate of the operation is high, the effect is good, the income is large, and it has more advantages than the traditional homework arrangement in the past, and it has a strong operability.

Task-based Assignments. “I teach my parents to learn Chinese”, this is one of the favorite forms of homework for Mongolian students, allowing students to teach their Chinese knowledge to their parents. During the usual schooling and parenting sessions, we find that many parents really speak Chinese. This proves that the students’ homework is done well and we are very happy. The students themselves are also very happy and have a sense of accomplishment. Therefore, they have a greater interest in Chinese language and a greater motivation for Chinese learning.

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