

Study on the Teaching Methods of Commonly Used Modal Particles in Teaching Chinese as a Foreign Language

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Abstract: Based on the study of the teaching methods of modal particles in Chinese as a foreign language, the teaching status of modal particles in Chinese as a foreign language is first understood. The main reasons for the frequent problems with modal particles in the classroom were analyzed. Then, combined with the teaching of Chinese as a foreign language in a university, investigations and studies were carried out. Through the diagrams, tables and data, the status quo and the content to be improved are clearly displayed. Finally, the teaching methods of common modal particles in Chinese as a foreign language are analyzed in detail. Its main contents include the emphasis on the design of exercises, the strengthening of teacher training, and the improvement of teaching methods. Through these methods, the quality of teaching Chinese as a foreign language is improved, and the teaching effect of the entire classroom is promoted.

1. Introduction

In daily life, dialogue and communication all have a certain tone. In addition to phonetic forms, modal words are also an important means. In modern Chinese communication, there are few modal particles. However, the frequency of use is relatively high, the usage is flexible, and it needs to change with different language environments of both parties. Then, different mood meanings and effects are produced, which is also a difficult point in modern Chinese teaching [1].

For people whose native language is Chinese, the use of this modal particle is not difficult. Because the probability of use in daily life is high, the probability of error is relatively low. However, for foreign students, the modal particles in Chinese are very difficult. Contextual errors, misuse, and misunderstandings often occur [2, 3, 4]. The reasons for this phenomenon can be summarized as follows:

The expressions of Chinese sentence patterns are not independent, and their components are related to each other and cooperate with each other to jointly express the information that the communicator wants to express. In the process of communication, the lack of words and abuse will have adverse effects [5,6]. For foreign students and learners who use Chinese as a second language, the use of modal particles in Chinese as a foreign language is difficult to classify, and the probability of errors in use is high. Therefore, in the use of modal particles, they adopt an avoidance strategy, so that the mastery of modal particles is getting worse. A vicious circle is formed. The modal particle teaching methods commonly used in foreign languages are combined. The status quo and improvement measures are discussed. This provides a good method for the teaching of modal words [7, 8].

2. The Teaching Status of Commonly Used Modal Particles in Teaching Chinese as a Foreign Language

According to the teaching of Chinese as a foreign language, foreign students will have more grammatical errors in the process of learning Chinese. Most of these errors come from the use of words and vocabulary. In the teaching of virtual words, teachers will regard adverbs, prepositions,

conjunctions, etc. as the focus of research, but there are few examples of modal particles. Usually, because of the small number of modal particles, the distribution of adverbs, prepositions, conjunctions, auxiliary words and modal particles included in the Chinese Proficiency and Chinese Characters Outline is summarized in the fourth class of A, B, C and D, as shown in Table 1.

Table.1 The distribution of adverbs, prepositions, conjunctions, auxiliary words and modal words in cet4

Classification	Adverb	Preposition	Conjunction	Particle	Modal	Total
Class A	53	21	18	6	11	109
Class B	96	25	38	3	1	163
Class D	93	8	35	3	2	141
Class E	91	2	14	0	0	107
Total	333	56	105	12	14	520

As can be seen from the above table, although there are only 14 modal particles in the vocabulary, 11 are class A vocabulary. Modal vocabulary plays a very important role in the teaching of Chinese vocabulary. However, in the teaching of Chinese as a foreign language, the teaching of modal particles has not received much attention. Modal words are usually used in the preparation of textbooks in a loose, random, system-free arrangement.

3. A Survey of the Commonly Used Modal Particles in Teaching Chinese as a Foreign Language

3.1 Questionnaire description

The teacher is the main body of the teaching process. It controls the context of teaching activities and can effectively link the teaching materials with the students. In the teaching of Chinese as a foreign language, the teaching of modal particles is a difficult part. Students can't completely learn the modal particles through the language environment, so teachers need to be able to specifically teach this content. This survey mainly analyzes whether to teach modal particles and how to teach. To better understand the teaching of modal particles in foreign languages, the survey content should focus on the following aspects. The first is the importance of modal particles in teaching. The second is the teacher's arrangement of modal particles in the textbooks used. The third is whether the teacher correctly teaches modal particles.

3.2 Survey respondent

Table.2 Statistical table of personal situation of TCSL teachers

Teaching age		Undergraduate		Master's degree	
Teaching time	Number of people	Specialized subject	Number of people	Specialized subject	Number of people
Half a year	16	Chinese language and literature	31	Linguistics and Applied Linguistics	20
One year	16	Chinese as a foreign language	8	Chinese International Education	20
One and a half years	2	English	3	Ancient literature	1
Two years	5			Comparative Literature and World Literature	1

3.3 Analysis of survey results

To understand the teaching situation of Chinese teachers' modal words, a subjective and objective combination of topics was designed to allow teachers to fill in. According to the questionnaire, the results of the survey were obtained. The results of the survey are mainly based on the teacher's attitude towards modal particles and the teaching mode of modal words.

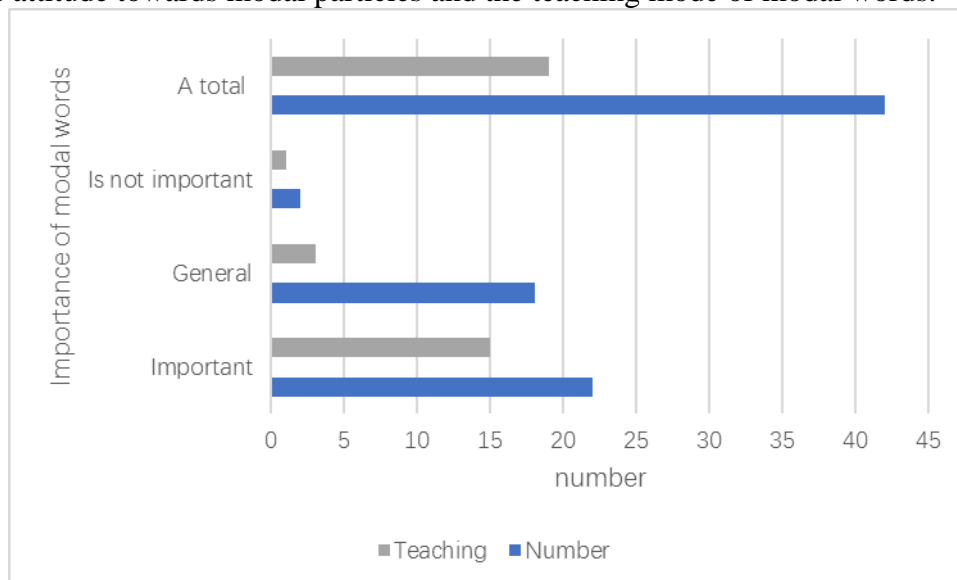


Figure. 1 Statistical table of Chinese teachers' attitudes and teaching situation towards modal words

In order to understand "how to teach", the questionnaire was designed with two questions to analyze the teacher's modal particle teaching method, as shown in Figure 2.

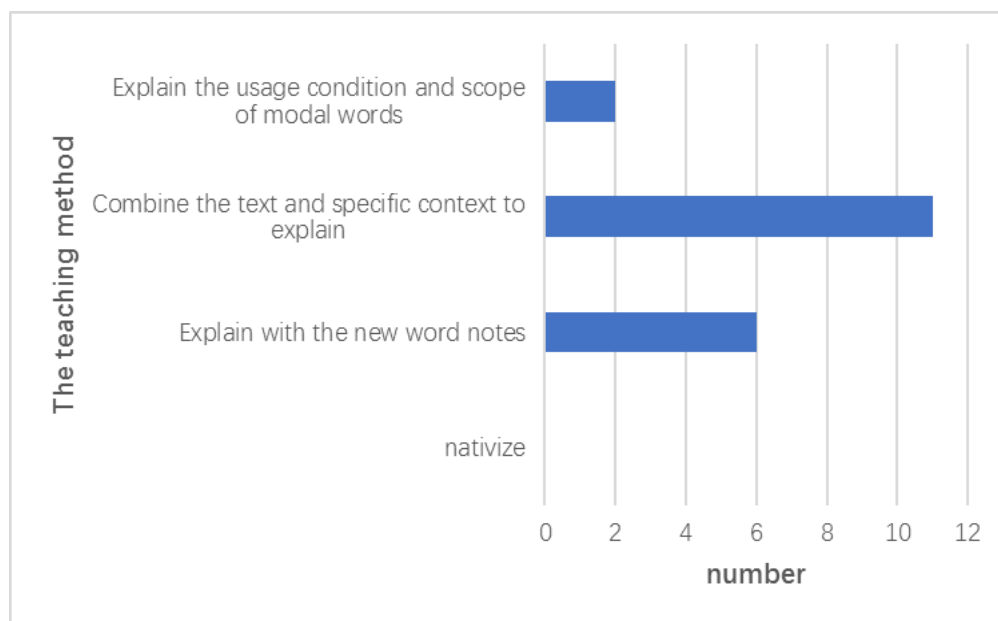


Figure. 2 Statistical chart of the teaching method of teacher's modal words

The statistics of the practice method of modal particles are shown in Figure 3. Through these data, the teaching of modal particles is better grasped.

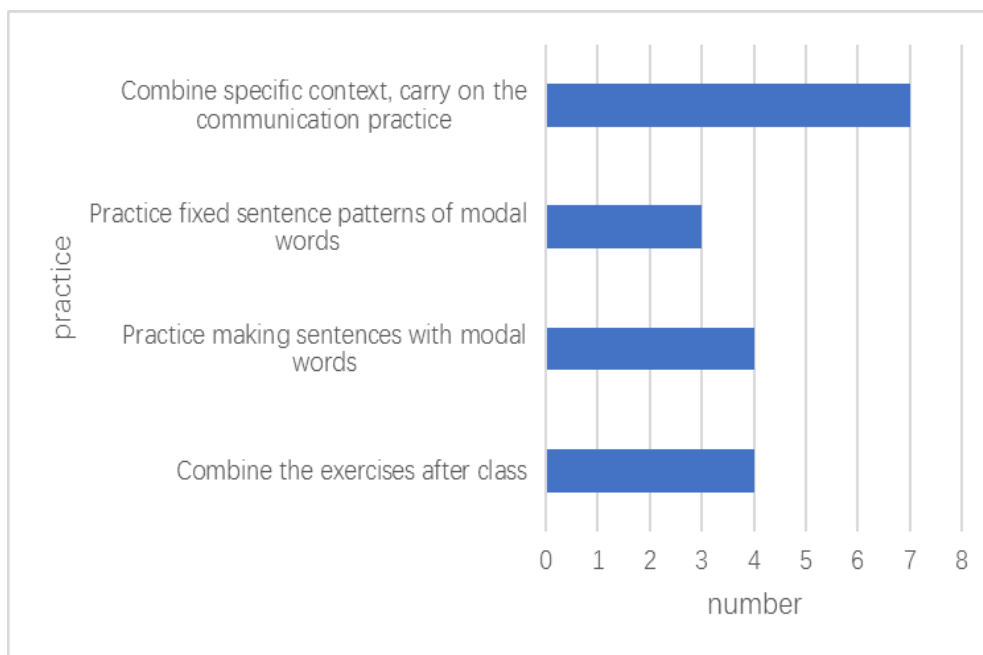


Figure. 3 The statistical chart of the teacher's practice methods of modal words

4. Analysis of Teaching Methods of Commonly Used Modal Particles in Teaching Chinese as a Foreign Language

4.1 The emphasis on the design of exercises

In the teaching of Chinese as a foreign language, the design of the exercise should be emphasized. Learners are proficient in language points. In the rational design of the textbook, the consolidation effect of the exercise is deepened. Based on this, the rational design of the exercise directly affects the foreign students' understanding of the characteristics of Chinese language and the use of Chinese. Through the actual investigation of the course, some problems in the actual design of Chinese practice were discovered. For example, after the linguistic words "ne" and "ma" appeared, there was no relevant practice after class, which caused the students to understand the knowledge but did not get effective practice. The use of the language point was not understood. Secondly, when practicing other language points, other unlearned modal particles will appear. Finally, there are not enough exercises on the comparison and discrimination of common modal words, and students cannot master the use of modal words.

In response to these issues, the following adjustments are required.

First, the practice needs to be targeted. This requirement needs to be reflected in the practice of language points. Teachers can comprehensively interpret language points and rationally design them. In practice, the value of these language points is highlighted. Students can understand Chinese in depth. Through continuous targeted exercises, international students can get timely targeted exercises and form a deep memory.

Second, the practice should be gradual. For example, in the initial stage, it is better to use the words "ne" and "ma". Teachers can design Chinese contextual exercises, including the location of modal particles in them. Through the exercises of these sentences, students can easily understand the value of modal particles and the changes that are formed in the context. The middle and high stages of learning can be analyzed through the design of modal particles, thus reducing the chaotic memory of modal particles and promoting the smooth progress of teaching Chinese as a foreign language.

The third is the openness of the practice design. For example, the use of the modal words "ne" and "ma" is more flexible in context. Therefore, it is necessary to design some open topics in the exercise. International students express their meaning through oral expression.

The fourth is to analyze the modal words that are easy to be confused. Intensive exercises for

error-prone language points are an effective way to achieve a solid foundation. Teachers should focus on the use of linguistic words "ne" and "ma" by foreign students. Teachers can take the form of speaking and practicing, which can consolidate language practice and deepen the overall impression of foreign students on these modal words. Through the feedback from international students, the students' knowledge of modal particles is obtained. As a result, the design of the teaching content was changed in time to help students understand and practice the Chinese language.

4.2 The strengthening of teacher training

In the teaching of Chinese as a foreign language, the main way for international students to acquire knowledge is to learn. Its classroom teaching has important value for the use of Chinese as a foreign language, so the ability of teachers is related to the quality of learning of international students. The strengthening of teacher training is an effective way to improve the teaching of modal words in foreign languages. Teachers need to have a solid foundation of subject knowledge and be able to master teaching skills. In actual teaching, teachers should carefully prepare lessons and be able to understand the progress and difficulty of learning in the classroom. In this way, the initiative and enthusiasm of students' learning is mobilized.

First of all, teachers of Chinese as a foreign language should be proficient in the use of modal particles and related language knowledge. Teachers should have a comprehensive and systematic knowledge system to effectively transfer knowledge. In this way, international students have a good theoretical basis, thereby reducing the misuse of modal particles such as "ne" and "ma". Foreign language teachers should use comparative and discriminating thinking to guide students to understand the use of modal particles and distinguish ambiguous modal particles.

Secondly, foreign language teachers should fully prepare lessons, which can ensure that the content of the classroom covers the knowledge points of the textbooks, and comprehensively grasp the knowledge points that should be taught. For example, teachers should thoroughly understand the language points in the textbooks. In the form of expatiation and example sentences, international students can increase their understanding of these knowledge points. In this process, international students can consolidate their own language points and better understand the teacher's PPT content.

Finally, in the process of teaching "ne" and "ma", teachers need to establish more recognizable sentences. When explaining the usage of "ma" in the right and wrong questions, it can be compared with "ne". In this way, the international students can understand in the specific example sentences why they can only use "ma" and not "ne" in the non-question.

4.3 The improvement of teaching methods

In addition to the textbooks and teachers, the choice of teaching methods also has an important impact on teaching Chinese as a foreign language. The teaching of modal particles belongs to the teaching of grammar category, and such teaching is generally more abstract. If the teacher can't choose the appropriate teaching method, the classroom teaching is boring, which in turn affects the classroom atmosphere. Therefore, international students have a resistance to this type of teaching, and teaching efficiency is affected. First, useful teaching methods are used to promote the quality of teaching and improve teaching efficiency. Then, with the help of modern auxiliary teaching methods, the efficiency of teaching Chinese as a foreign language is promoted. Finally, teachers can teach students through lively activities. Through the small games in the classroom, the enthusiasm of international students is mobilized. The learning of abstract language knowledge has become interesting.

5. Conclusion

The teaching of modal particles in Chinese as a foreign language is more difficult for international students, and many problems are likely to occur in daily conversations. As the second language of study for foreign students, Chinese has certain difficulties for them. Especially the use of modal particles, this grammar makes them very confused. There are teaching materials and

teachers for causing this phenomenon. The specific situation should be analyzed based on actual teaching. To improve the teaching effect of modal particles, a targeted approach was taken. In this way, the overall classroom results of modal particle teaching are guaranteed, and the understanding of modal particles by foreign students is increased.

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