Exploration of Innovative Methods in Teaching Chinese as A Foreign Language

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Abstract

As an important part of Chinese second language teaching, discourse teaching has attracted more and more attention. Based on a large number of domestic and foreign literature, this paper expounds the importance and difficulties of TCFL. Through research and thinking, this paper summarizes different teaching methods and puts forward some new suggestions.

Keywords

Task-based Language Teaching; Problem-based learning; Situational teaching method; Communicative Language Teaching.

1. Introduction

As an important part of Chinese second language teaching, discourse teaching has attracted more and more attention. Chinese as a topic first language, not only considers the legitimacy of sentences, but also the cohesion and coherence of texts. For Chinese second language learners, it is far from enough to limit Chinese teaching to sentence level. In some studies of Chinese text acquisition, there are many problems in cohesion and coherence, such as misuse of connectives, misuse of referential devices, incoherence, etc [1, 2]. To a large extent, this is a problem in discourse teaching. Only by enhancing the awareness of Discourse Teaching of Chinese teachers, adopting appropriate discourse teaching methods and applying the right medicine to the case can these errors be solved. After combing and analyzing, we will investigate the existing discourse teaching methods from the perspectives of teaching content and course type, and analyze their advantages and disadvantages. Based on the topic of teaching Chinese as a foreign language (TCFL) discourse teaching method, this paper traces the origin of some of the discourse theories and TCFL discourse teaching methods, and puts forward some new ideas [3]. Macro structure. Firstly, the teaching methods proposed in this paper are relatively rich. Many scholars propose to teach discourse structure through schema analysis [4, 5, 6]. It includes displaying the text structure, choosing the appropriate text structure for a given article, and drawing the frame structure diagram of the text. Secondly, from the perspective of genre, Li [7] and other scholars have introduced the relevant teaching concepts, pointing out that the teaching of macro structure should be carried out according to different discourse genres, such as narrative, argumentation, explanation and so on. Genre refers to different types of communication events and processes. Genre teaching method is to let students start from different genres and help students understand or write texts belonging to a certain genre by guiding them to master the schematic structure, construction process and social meaning construction of different genres. Finally, in terms of cultural thinking, the discourse structure of Chinese reflects the cultural connotation of Chinese national language to a certain extent, so we should base on its implicit cultural spirit when explaining Chinese discourse. Xiao et al. [8] think that advanced Chinese teaching should start three-dimensional discourse teaching from the perspective of context and combine discourse with cultural context. Zhang et al [9] further pointed out that the concept of "harmony between man and nature" in Chinese culture makes

Chinese discourse first grasp the whole thing, and then pay attention to details. The cognitive psychology of Chinese people contains the inherent time logical order, which is manifested in the emphasis on parataxis and the use of flowing sentences.

Microstructure. For the teaching of discourse microstructure, previous studies mainly focus on classroom training methods. Among them, cloze and text modification are the two most common means of text training. Comprehensive fill in refers to the students according to the tips or knowledge to complete the vacancy of the text, the vacancy position can be words, clauses, or paragraphs [10]. In order to let learners appreciate the coherence characteristics of Chinese discourse, the cohesion part of the text should be left out. Error correction is to let students modify the wrong or incoherent text into correct and coherent text. The contrastive dimension includes the comparison between the target text and the native text, the comparison between the correct text and the wrong text, and the classification according to the logical semantics of complex sentencesSentence segmentation and sentence sequencing are also common training methods of microstructure.

Compared with the macro structure of discourse, the teaching method of micro structure is more abundant and specific. The reason may be that the latter is the teaching of local information structure of discourse. The teaching unit is smaller and the content is more specific, so it is easier for teachers to grasp, and the teaching methods derived from it are relatively more. The former is on the contrary, because the scope of teaching is too broad, especially involving cultural thinking and other profound and obscure and difficult to say content, it is difficult to clear through teaching, teachers are more difficult to grasp. Therefore, the teaching of these macro structures has attracted more attention in concept and theory, but it is difficult to implement. Therefore, this paper will put forward some new suggestions from the perspective of teaching methods.

2. Task-based Language Teaching

Task based language teaching is a popular teaching method for foreign language teaching in the 1970s and 1980s [11]. It advocates learning to use language by completing a large number of language learning tasks. It basically reflects the latest understanding of foreign language education and the latest achievements of foreign language teaching research by foreign language education experts and second language acquisition experts. With the increase of relevant theoretical research year by year, this teaching method has also been applied to the teaching of listening, speaking, reading, writing and other language skills. Although the research on language skills teaching based on task-based approach is rich, the research on culture teaching still needs to be improved.

The necessity and current situation of cultural teaching. Culture teaching can help students better understand the cultural differences and master and apply Chinese. Wang Yun studied the traditional culture teaching methods, and found that the teaching contents of culture course are various and complex, the teaching methods are mainly teachers, teachers play a leading role, and students' participation is not high. In a short period of time for a large number of knowledge indoctrination, students do not understand thoroughly, not impressed. Zhao Weiyi [12] analyzes the current situation of culture teaching from three aspects: teaching content, teaching object and teacher. In his opinion, the teaching materials of culture course are complicated, the materials are out of date, the level of foreign students is uneven, the learning motivation and ability are different, and the teachers do not give guidance to the teaching of culture course of TCFL, so the teaching effect is not good.

Based on the above views, it is not difficult to see that the culture teaching method of Chinese as a foreign language is still relatively single, the culture course of Chinese as a foreign language

lacks suitable teaching materials, Chinese teachers lack effective teaching guidance, students' motivation and level are not unified, and culture teaching still has a long way to go.

Current situation analysis and suggestions. There are not many researches on the application of task-based teaching mode in TCFL, and most scholars only try to use this teaching mode [13]. Previous studies have proved that culture teaching should be combined with language teaching. We can try to use task-based teaching method to promote students' understanding of Chinese culture, so as to improve their language communication ability. When using task-based teaching method to carry out culture teaching, teachers should first clarify the goal of culture teaching, follow certain teaching principles, create a teaching mode in line with the actual situation of students, and select appropriate tasks and cultural points.

First of all, for task-based culture teaching objectives, previous studies have not put forward corresponding objectives for students with different language levels. Researchers only put forward suggestions on culture teaching objectives from a macro perspective, which is not targeted. Secondly, the three task-based culture teaching models proposed by predecessors do not combine language teaching and culture teaching well, but simply let students feel cultural knowledge, which is not in line with the original intention of Chinese language teaching. Thirdly, the cultural knowledge of Task-based culture teaching is only selected from the perspective of students' interests, which is not combined with the content of teaching materials, resulting in the lack of connection with the teaching content of the syllabus. To sum up, there is still broad research space for the application of TBLT in TCFL culture teaching. There are still many problems in the construction of TBLT culture teaching mode, which need to be further solved by relevant scholars.

3. Problem-based Learning

Nowadays, more and more teachers of Chinese as a foreign language find that there are many shortcomings in the traditional methods of teaching Chinese as a foreign language, such as overemphasizing the main role of teachers in the classroom and ignoring the status of students, students lack the opportunity of language expression for communication. Therefore, it is necessary to find new methods suitable for TCFL. The problem-based teaching method advocates that the dominant position of the classroom should be changed from teachers to students, and the whole teaching process should pay attention to the problem posing and solving. "Problem" is a problem close to the reality of life. In this process, students naturally improve their problem-solving ability and language application ability through pre class inquiry, autonomous learning, group cooperation and other ways.

Problem-based Learning. Originated in the United States, Professor barrows first proposed to use it in teaching practice in order to solve the problem of inequality in the process of medical theory learning and medical practice. After that, problem-based teaching method was first studied by Harvard University in teaching practice, and achieved rich teaching results, demonstrating its high practicality in the field of teaching [14]. At present, the problem-based teaching method has been actively applied and studied in various teaching fields in China.

Miao thinks that the most prominent feature of problem-based teaching method is that the roles of teachers and students have changed. At the same time, he also thinks that problem-based teaching method can create a good environment for students' learning by improving learning efficiency and learning interest. Liu thinks that problem-based teaching method is highly consistent with constructivist learning theory and its teaching principles. This kind of teaching mode focuses on the existence of problems and allows students to build a new knowledge system by using problems. This process promotes students' independent inquiry, improves students' thinking ability and develops students' ability to solve problems [15]. More recently,

the classroom organization process of problem-based teaching method is carried out around problems. Students realize students' autonomous inquiry learning and effectively complete the construction of cognition through the process of finding and solving problems.

The key and difficult points of teaching.. Teaching focus is also one of the core elements of the whole teaching design, which plays an important role in teaching activities and also needs to be tackled. Teachers need to clearly grasp the key points of teaching, so as to help learners really understand. In order to achieve teaching objectives, achieve teaching objectives and complete the teaching of key and difficult points, teachers also need to pay attention to various problems and difficulties that may appear in the teaching process. Teachers can help students establish the relationship between knowledge, and help students gradually understand and learn from shallow to deep.

Suggestions. Teachers should adjust and adapt to their roles in time. In the problem-based teaching method, as the proposer of the problem, the manager of the classroom, the teacher not only plays the role of organizer and manager in the teaching activities, but also plays the role of cooperator and guide. Therefore, in the problem-based teaching method, teachers should be aware of their own responsibilities and missions. On the basis of changing the traditional teaching concept, teachers inject new ideas and new methods into their teaching design, constantly summarize and reflect, update their knowledge structure, and strengthen their ability. It is not enough for teachers to change their teaching ideas. Under the guidance of problem-based teaching method, students must also change their ideas. In a short period of time, because the students do not know enough about the new teaching method, and have been used to the previous teaching mode, the learning mode has formed a comfortable circle, students are not willing to jump out of this circle, may produce resistance, and can not adapt to the change of learning mode. Therefore, students should change their ideas, improve their learning initiative and enthusiasm, actively cooperate with the teacher, have the courage to try, after taking the first step, they will find a lot of harvest. Students should cooperate with teachers, do a good job in preview before class, faster improve the teaching effect.

4. Situational Teaching Method

Through continuous research and mining, the current teaching of Chinese as a foreign language carried out by colleges and universities in our country has achieved initial results, but through learning that students can speak and write Chinese, and once it comes to the more remote knowledge of traditional Chinese culture, these students will ask three questions. In order to solve this problem, colleges and universities will add traditional culture such as tea culture into the teaching of Chinese as a foreign language. At the same time, in order to increase the effectiveness of teaching Chinese tea culture as a foreign language in Colleges and universities, it combines the situational teaching method to carry out the actual teaching, hoping that the use of situational teaching method can reduce the difficulty of tea culture, and turn the abstract into concrete.

Concepts of situational teaching method. Situational teaching method refers to the teachers in the actual teaching process, with the purpose to introduce or create more vivid and specific images and videos, so as to arouse students' awareness of inquiry [16]. In addition, the use of vivid images and videos can help teachers visualize abstract knowledge, so that students can easily understand textbook knowledge from their own point of view, so as to improve students' mastery of knowledge. This result also helps teachers to mine students' psychological functions.

The advantages of situational teaching method in teaching Chinese as a foreign language. With the large-scale application of situational teaching method in the teaching of various majors, the application degree of situational teaching method in the teaching is deepening. Therefore, when

it is used in the communication of Chinese as a foreign language, we need to pay attention to the two aspects of situational display and situational simulation, but the attention of the communication goal required by the explicit elements is reduced. Situational teaching method can create artistic appeal for teaching in practical application, which is a unique feature of situational teaching method, and also one of the most prominent features in tea culture teaching.

The author thinks that combining with situational teaching method, using multimedia system to display tea culture art video is the most effective means, which can help to summarize and express many theoretical ideas and philosophical ideas of Chinese tea culture, and help foreign students to improve and deeply analyze the knowledge points. Tea culture is only a medium for foreign students to learn Chinese as a foreign language. Through the guidance of tea culture learning, foreign students can understand the situation and content of Chinese. However, in order to further learn Chinese and exchange, we need to innovate the teaching methods of tea culture in TCFL with the help of situational teaching method, and constantly improve the representativeness of tea culture in Chinese traditional culture, so as to further study Chinese traditional culture.

5. Communicative Language Teaching

In the development of TCFL, experts and scholars also try to combine communicative approach with TCFL, but there are few related researches. Classroom teaching under the guidance of communicative approach aims to cultivate learners' communicative competence, which coincides with the ultimate goal of language teaching. Therefore, it is of great guiding significance to explore how to better combine communicative approach with TCFL. In teaching Chinese as a foreign language, learners often can not effectively apply what they have learned to real life, such as students can not effectively understand some of the learned words in formal speeches, speeches and news; They can't express themselves fluently and idiomatically in Chinese in daily life; When reading articles, there will be barriers to understanding due to cultural habits; In the process of writing, language can not be effectively organized. Therefore, based on these circumstances, it is very important for teachers to choose appropriate teaching methods.

Theory overview. By referring to the relevant literature and personal point of view, we can draw the following conclusions: under the guidance of communicative approach, classroom teachers design a large number of classroom communication according to the specific situation and needs of learners, provide students with real communicative context, guide students to learn to use what they have learned in the process of communication, and embody the teaching concept of "learning in use" [17]. The fundamental goal of language learning is to improve communicative competence. Communicative approach is to guide students to carry out a large number of classroom communicative training with the help of teachers, so as to cultivate students' communicative competence. In the process of practice, students' listening, speaking, reading and writing skills are comprehensively trained by using the learned vocabulary, sentence patterns and communicative context.

Through the study, it is found that in the early stage of using communicative approach in teaching, students are not very adapted to this teaching mode. They are used to the teaching method, and they are nervous, timid and at a loss in classroom communication. Compared with Japanese and Korean students, they are more slow to participate in classroom communication. In this stage, teachers need to give timely guidance, direct and clear instructions, and encourage students. After several classroom teaching of communicative approach, students gradually adapt to this teaching mode, and the classroom atmosphere is also very active. Through the

close to the real classroom communicative context provided by teachers, students are less distracted.

Prepare the communicative context before class. The success of classroom teaching is inseparable from adequate preparation before class. In order to complete a comprehensive course of TCFL guided by communicative approach, teachers and students need to make adequate preparation before class. For students, it is necessary to give full play to their individual initiative, preview the teaching content before class, and understand the theoretical knowledge in order to play a better role in classroom communication. For teachers, first of all, they should have a deep understanding of teaching theory, strengthen the study of communicative approach theory, pay attention to the relevant research at home and abroad, understand the theoretical connotation and classroom application, do a good job in theoretical basis and analyze it in combination with the specific situation, and grasp the teaching principles and characteristics of communicative approach.

Guide the communication process in class. As the organizer and leader of classroom teaching, teachers need to control the whole classroom and organize the teaching content orderly. Especially in the classroom under the guidance of communicative approach, teachers need to guide the classroom atmosphere, coordinate the relationship between teachers, students and students, so as to ensure the orderly classroom communication.

Strengthen practical communication after class. At the same time, in daily life, we should cultivate students' ability of autonomous learning, guide students to strengthen the practice of Chinese communication after class. The real communication practice after class can give full play to students' imagination and creativity, exercise students' pragmatic ability, and make up for the lack of classroom teaching.

6. Conclusions

The necessity and importance of teaching Chinese as a foreign language (TCFL) discourse is an extremely important part of TCFL. Through the analysis of the discourse teaching method, we find that the academic circles pay more and more attention to the discourse teaching, and the proposed teaching method is also increasingly rich. In the developing stage, we have made great progress in discourse teaching method, especially in discourse training method. However, there are still some problems, including the lack of detailed division of teaching objects, the lack of clear classification of teaching, the lack of close combination of practice and theory, and the weak systematicness of most methods. In addition to the lack of research results, it may be due to the lack of awareness and attention to discourse teaching. Discourse teaching is not only the teaching of a certain grammar point, but also a change of teaching and learning concepts.

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