

A Suggestion for Teaching the Construction of "X What (Y) + All +Z" in the Process of TCSL

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Abstract: The construction of "X What (Y) + All +Z" generally appears in speaking and listening TCSL textbooks and some reading materials. In most cases, it is not listed in those textbooks as a key expression and more likely to be shown together with other similar constructions. However, foreign students tend to make mistakes when using it. This paper designs a teaching plan of the construction by using the "construction-chunk" teaching method, and puts forward some suggestions for teaching from the aspects of teaching materials, teachers and students.

Keywords: The construction of "X What (Y) + All +Z"; Teaching material; "construction-chunk" teaching method; Suggestions for teaching

Note: "What" translated by "什么", "All" translated by "都" in Title, Abstract, Keywords

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1 An analysis of the construction of "X 什么 (Y) + 都 +Z" in TCSL textbooks

Textbooks are the basic materials in the process of teaching and learning, and work as a bridge in the second language teaching. The construction "X 什么 (Y) + 都 +Z" refers to oral language style, and often appears in spoken language textbooks, listening textbooks and reading materials. Based on the statistics of "X 什么 (Y) + 都 +Z" and similar structures in current teaching materials for Chinese as a foreign language, we found out that the compilation of them has following features:

(1) In addition to the explanations and practices about the construction "(V) 什么 (N) 都 V 不 +C

" and " 说什么都 / 也 " displayed in the Developing Chinese-Intermediate Comprehensive Course I, most of the teaching materials only incidentally mention the construction of "X 什么 (Y) + 都 +Z" when mainly talking about another construction, rather than directly covering the interpretation and practice of the structure. For example, when talking about "连……也/都……" and "无论(不管/不论)……都/也……", and generally compiled in the order of "language point—interpretation—examples".

(2) This construction normally occurs in the dialogue of characters in oral textbooks or intermediate and advanced textbooks. Among the textbooks researched, medical TCSL textbooks cover the construction most frequently, which is often used to describe symptoms or conditions.

(3) The repetition of the construction in the textbook is insufficient. Most textbooks do not reflect a complete language point teaching principle, i.e. "text—language point—language point interpretation—examples—practices—language point review". In particular, the repetition of certain language points is quite limited, which is not conducive for students to find out their shortages and review the knowledge learned before.

(4) When the construction and similar structures are explained in textbooks, teaching is basically conducted in the form of displaying the structures, and then emphasizing "what is associated word" or explaining "什么" and "都" respectively. In terms of language point explanation and practice, the deductive method is applied, that is to show the language point first, and then make sentences according to the examples.

(5) when explaining this construction and similar structures, the existing textbooks seldom start from the perspective of students' errors. Textbooks mainly use this construction to introduce other words and

then guide students to make sentences, or use this construction to rewrite sentences. Judgment questions or situational dialogues are rarely used in the practice of the construction.

2 A teaching design of the construction "X 什么 (Y) + 都 +Z"

The language point: the construction of "X 什么 (Y) + 都 +Z".

Teaching objectives: to help students precisely grasp the structure and the meaning of the construction "X 什么 (Y) + 都 +Z", and then learn to apply it in practical communication and writing.

Teaching targets: intermediate and advanced Chinese-learning students who have mastered the usage of "什么" and "都".

Teaching process:

2.1 Introduction

T: Students, we had a final exam at the end of last term. How did you feel during the review?

S: (different answers) the time left for the review was too short. It's a little difficult. The grades are ok. Did not do well in the exam...

T: You guys have different experiences. My question is that how did the task of reviewing make you feel?

S: I'm so tired from reviewing that I had no time to do workout.

S: Review time was limited, but my efficiency was improved.

T: Very good. Everyone worked so hard before the exam. Each of you did a good job. But when studying, we should also pay attention to physical

health, if we get ill, the efficiency of your review will be much lower. At this point, we can say, "我做什么事情都无精打采。" (Write down this on the blackboard). We should say this sentence in sequence of "做" "什么" "事情" "都" "无精打采". It consists of five parts. Do you remember who did the best in the last exam?

S: Anna.

T: Yes. Can any of you tell Anna that she did so well in one sentence?

S: 安娜考试什么都考得好。

T: Well, do you think he is right? It should be "安娜考什么试都考得好" or "安娜考什么都考得好。" (Write down this). What is the point?

S: First we should say "考", then say "什么", then say "试", then say "都", finally say "考得好".

T: Great. This sentence is also made up of five parts. Today's language point is the construction "X 什么 (Y) + 都 +Z".

2.2 An explanation of the language point

Examples on PPT:

①他见多识广，同随便什么人都可以打交道。

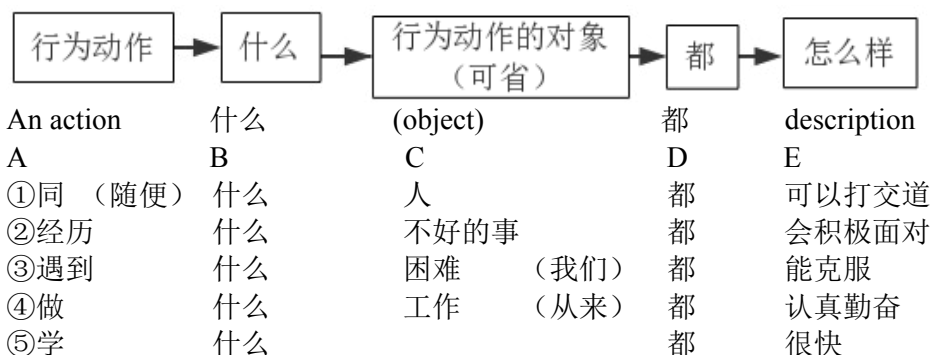
②妹妹很乐观，经历什么不好的事都会积极面对。

③只要团结一致，相信遇到什么困难我们都能克服。

④爸爸就是这样一个人，做什么工作从来都认真勤奋。

⑤米达的学习能力强，学什么都很快。

T: Look at these five sentences. Let's pick up the words related to the construction of "X 什么 (Y) + 都 +Z". All of them can be divided into the following five parts:



All the above five examples can be divided into these five parts respectively. The whole construction represents subjective intention or attitude, and can also express absolute meaning due to its subjectivity.

Part A "行为动作" refers to the action of the subject

of the whole sentence, which can be action verbs (e.g. ② ④ ⑤), preposition-like verbs (e.g. ①) and verb-complement phrases (e.g. ③). The subject is usually positioned in front of the action, but sometimes is between the object of the action and "都" (e.g. ③).

Part B is "什么", an interrogative pronoun, which is used here to refer to everything or anyone. Sometimes the word "什么" can be preceded by a descriptive word (e.g. ①), used to modify the BC part.

Part C, "the object of the action", constitute the verb-object relationship with part A, and it is generally a recipient object or a neutral object. It can be a monosyllabic or polysyllabic noun (e.g. ①③④), or a noun phrase with an attributive (e.g. ②). If the object of the action in the sentence is not explicit, this part can be omitted.

Part D "都" means "all", which is used to refer to what is said before it. Here students should distinguish "都" and "也". "都" focuses on the meaning of containing all the things, while "也" lay emphasis on two consecutive things.

Part E "description" is the speaker's subjective statement or assessment of his words. This part is mainly composed of auxiliary verbs and predicate verbs, so we should pay attention to their usages.

2.3 Practices

Mechanical exercise:

T: Now let's do some exercises about this grammar point. Please read the above five sentences twice and then think about the words used in each part.

Meaningful exercise:

T: Next, let's make sentences with the given words based on the grammar points we have learned.

- ①你 什么 都 往她身上推 把 不应该
- ②他 随便 什么 事 忍受 都 遇到
- ③战士们 险恶的情况 毫不动摇 都 遇到 什么
- ④老师 我 问题 都 不会回答 问 什么
- ⑤爸爸 看到深处 什么 看 都

T: After this, please find out your mistakes according to the answers and try to apply the five-part rules we learned to the sentences you made. And then please try to make complete sentences based on the construction of "..... 什么 都"

- ①中国的电影太好看了, 我 _____。
- ②张老师是一个认真负责的老师, 她 _____。
- ③我的中国朋友说这家餐馆的菜很地道, 他 _____。
- ④卡明乐于帮助别人, 同学们 _____。
- ⑤去年冬天我和小玲去哈尔滨旅游, 那儿天气很冷, 我们 _____。

Communicative exercise:

T: Great. You can exchange answers with your desk-

mates.

Finally, let's have a communicative exercise. Please set up a situation in pairs and make conversations. Here is an example:

Situation: on weekends, together with your friend, you are going to a supermarket. You have a lot of things to buy.

A: 今天我们一起去超市买东西吧!

B: 好啊, 今天超市打折。

A: 是的, 今天在超市买什么东西都比平时便宜。

B: 我们可以多买一些爱吃的东西。

A: 我记得刚来中国的时候, 因为身体不适应, 吃什么食物都没有胃口。现在我已经喜欢上中国菜了。

B: 我也和你一样, 刚来中国的时候别人说什么话都听不懂, 现在已经能基本能交流了。

.....

Ask the students to imitate the dialogue above, set up the scene and practice the communication.

2.4 Summary

Lead the students to review the five parts and relevant usage of the language point, and then ask them to review the knowledge and their mistakes after the class, and continue to communicate with their friends using the language point, and tell them all these will be checked in the next class.

3 Teaching suggestions for the construction of "X 什么 (Y) + 都 +Z"

3.1 To adjust the compilation of language points and exercises in textbooks

Firstly, it is necessary to make a proper comparison between the construction and similar structures in the textbooks for the intermediate course, so that students can distinguish the usage of each component in the construction and cut down the possibility of making mistakes when using it. Secondly, when interpreting the language points and practices, traditional textbooks respectively explain the meaning of "什么" and "都", and then explain the application of the construction by helping students understand the examples. As a result, students are easy to get confused when comprehend the construction as a whole^[1]. The chunks teaching method should be used in the process of explaining the language points. And we need more examples related to the language points, especially communicative examples which is helpful in real life conversations. Thirdly, the repetition of language points is often

displayed in the texts. It is necessary to do more exercises in order to consolidate important and difficult points taught in classes. In this way, students can find their own shortcomings in practice, and correct and improve them.

3.2 To combine the "construction-chunk" teaching method with the traditional teaching method

Traditional teaching method attaches great importance to the explanation of syntax, explaining “什么” and “都” separately. Similar structures such as “无论/不论/不管……都……” are interpreted as a whole before give students examples. After this, the students can make sentences by imitating and replacing certain words in given examples. It is a quick way but is likely to ignore the meanings and usages of other components except for “什么” and “都”.

3.3 To pay attention to the comparison of language points with similar structure

Most of the textbooks only explain the construction “X 什么 (Y) + 都 +Z” and similar structures separately. However, these structures can be easily-confused in terms of usages. Structures should be taught from the elementary to the profound.

3.4 Guide the students to understand constructions by using chunks

Before the lecture, the teacher can guide students to think about whether the construction or similar structures can be divided into different components when assigning preview tasks. In the course of explanation, the teacher should combine the reading of original text or example sentences with defining chunks, and giving supplement examples with high communicative value, so as to strengthen students' understanding of the constructions and lay a good foundation for later application. The teacher should lead the students to find out the mistakes by themselves in the practice after they fully understand the meaning of the construction, and guide them to understand the composition of construction using the knowledge of chunks. From “part” to “whole”, the students will finally achieve the goal of using the language points.

3.5 To focus on finding out mistakes in situational teaching and communications

The construction “X 什么 (Y) + 都 +Z” refers to spoken

Chinese, so the students have many chances to use this construction in real-life communication. At the same time, there are abundant corpus for analysis. Firstly, teachers' situational teaching should run through the whole teaching process, including the introduction, practices of the language point, and communicative practice, all of which can be linked to the students' situation, the corpus can be much closer to life. Secondly, when students do communicative exercises, teachers should collect their conversations and sort out the oral materials, and compare between mistakes made in oral Chinese and written ones^[2].

Thirdly, the teachers can also conduct surveys on students with different Chinese proficiency in the form of interview, and then categorize the recordings, promoting the continuous improvement of the teaching plan based on different types of mistakes.

4 Summary

This paper analyzes the construction of “X 什么 (Y) +Z” from three aspects: teaching materials for TCSL, teaching design and teaching suggestions. In terms of teaching materials, the construction discussed is generally found in teaching materials for oral and listening Chinese and in reading materials. In most cases, it is not compiled into teaching materials as a separate language point. However, in the analysis of teaching materials, it is obvious that there are many deficiencies to be improved in current teaching materials. In the aspect of teaching design, this paper designs a teaching plan of this construction by using the teaching method of “construction-chunk”, and preliminarily discusses the teaching method of this construction. And then about teaching suggestions, the teaching of this construction needs to be perfected and improved from the compilation of textbooks, teaching and learning.

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