

Analysis of the Principles of Practicability in Chinese Grammar Teaching to Foreigners

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Abstract: The teaching of Chinese grammar as a foreign language is aimed at enabling foreigners to master the basic Chinese vocabulary, sentences and sentence organization rules so as to improve the language ability of foreigners to communicate in Chinese. It can be seen that the ultimate goal of teaching Chinese as a foreign language is to realize language communication in real life, so the practical principle in teaching is of great criticality. This article briefly introduces the relevant overview of the practical principles of Chinese grammar teaching at first, then implements analysis of practical principles in several aspects, hoping to provide reference for relevant teachers.

Keywords: Chinese as a foreign language; Grammar teaching; Vocabulary teaching; Language environment; Practical principles

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1 Introduction

Chinese grammar is the same for foreigners as English grammar for us, both of which have great differences from the native languages. For example, we have difficulty in learning English grammar, and if the students are just taught theoretical knowledge, they will be very limited in practical application ability even though mastering the former. Language is practical subject, so the grammar teaching must be combined with language vocabulary and language environment, so that students can master the skills of grammar-using and succeed in using it practically.

teaching Chinese as a foreign language grammar

The practical principle of grammar teaching means that students can communicate with others proficiently using Chinese grammar knowledge for language expression by learning Chinese grammar. In a word, Chinese grammar teaching serves for better language communication. Therefore, in the teaching process, it is to combine Chinese grammar teaching with practical language use instead of only studying Chinese grammar, showing the communicative nature of language from grammar teaching. Besides, choose appropriate teaching method to enable students to use Chinese grammar flexibly and “integrate learning and use together” during the study, avoiding boring grammatical theory teaching, which will not only affect students’ enthusiasm to learn but also lack in achieving practicality of grammar teaching^[1]. In the teaching process, teachers can combine grammar teaching with Chinese vocabulary teaching, sentence teaching, and Chinese language environment to provide students with a communicative atmosphere of learning Chinese grammar and feeling the richness of Chinese, making students gradually be interested in learning Chinese grammar.

3 Analysis of the current situation of teaching Chinese grammar as a foreign language

Chinese grammar is the key to learning Chinese well, which is not a single theoretical knowledge existing everywhere in Chinese language expression, different combinations of the same vocabulary can reflect different grammatical structures. The teaching of Chinese grammar as a foreign language is different from the study of domestic Chinese language. It does not need to go profoundly as long as satisfying foreigners to ex-

press correctly in Chinese and communicate fluently. The language teaching is relatively boring from the aspect of theory but actually more practical. It is effective to increase the interest of teaching and enhance the enthusiasm of students in learning by combining practice, thus improving the quality of teaching. However, according to the current conditions, there are still many problems in the teaching of Chinese grammar as a second language. Firstly, the content is too theoretical. Some teachers attach more importance on theoretical teaching in the process of grammar teaching with a great deal of time spending on the explanation of grammar theory knowledge without good combination with practice, causing the students' merely mechanical memory of what the teacher says and not knowing how to make use of it, therefore, the actual Chinese language communication ability still has not been developed; the second is the single and simple form of teaching. In the teaching of Chinese as a foreign language, the traditional teaching methods that the teacher takes the lead in the classroom teaching with students accepting the knowledge passively are implemented most. In this way, there is no interaction and students' participation who just blindly accept and lack the initiative thinking, leading to depressing atmosphere of class and low learning enthusiasm of students.

4 Effective strategies for practical teaching in TCFL grammar teaching

4.1 Change of traditional teaching concepts

In the traditional teaching concept, the teacher is the leader of classroom teaching and the instigator of knowledge, while the students are passive receivers, which has no benefit on comprehensive development of students, especially the teaching of Chinese grammar as a foreign language. In addition to the teaching of basic theoretical knowledge, it is more significant to develop the students' ability of using Chinese grammar and improve their language communication skills. As a result, teachers should change the traditional teaching concept and design the curriculum surrounding the students^[2]. For example, teachers should fully understand the differences between Chinese grammar and English Grammar, master the difficulties of foreigners in learning Chinese Grammar, summarize the habits of foreigners in language expression, and compare with Chinese grammar, which can help students effectively grasp the characteristics of Chinese grammar and enhance learning efficiency through explaining Chinese grammar based on their mother

tongue expression custom starting from their native languages. Meantime, teachers should transform the teaching of single theoretical knowledge into the one combining theory with practice, provide a good practical environment for students to fully participate in the classroom teaching by changing the teaching mode and enriching the teaching methods. In short, the TCFL should optimize the course content and teaching methods, surrounding the students' actual situation, and aim at improving the students' ability of Chinese language expression. Therefore, practical teaching should be taken seriously to achieve the application of theoretical knowledge into actual communication.

4.2 Various forms contributing practical grammar teaching of TCFL

(1) The combination of grammar teaching and vocabulary teaching. The grammar of Chinese is embodied in the combination of words, so it can be combined with vocabulary teaching in grammar to enable students to master Chinese grammar knowledge in the words combination and skills of using grammar in the learning process, improving the practical ability of Chinese grammar. Function words and the related grammar are difficult and complicated for foreigners in Chinese vocabulary, for example: the same pronunciation of three function words “de” , “de” and “de” , although all of them are function words without actual meaning, they are used in different grammatical structures, respectively representing the signs of attribute, complement and adverbial, students can quickly master the relevant grammatical content and specific use of these function words skills through the distinctive explanation of the three. Similarly, prepositions are also very important in Chinese grammar with each own different meanings. For example: the two seemingly similar prepositions “Dui Yu” and “Guan Yu” have little common in the grammar use, the former usually represents identified object, but the latter is a problem related to the object. In the level of grammatical structure, “ Dui Yu” can be placed before or after the subject, and “Guan Yu” is usually placed before the subject. The teacher can help the students to make sentences with these function words and prepositions, or give them a context to choose words more suitable, so as to improve the students' ability of grammar use.

(2) Combine grammar teaching and semantic teaching. Grammatical structure rarely combining with the semantics is usually the main way in the traditional grammar teaching. There are many similar grammar forms with just a little difference in grammar

teaching, it may lead to something ridiculous once making mistakes. If teaching grammar with semantics, students can understand why one word can be used in this structure and the other can not, helping students to distinguish effectively and utilize accurately. For example, adjectives are used in most grammatical structures, which can be divided into the positive adjective and the negative adjective, the former is usually used to describe something people hoping for good such as brave, diligent, strong and so on; the latter is usually used to describe something bad such as negative, cowardly and careless. After explaining the basics, the teacher can ask the students to choose the words in two sentences with different meanings, for example, “If I was faced with such difficulties, I must be () like you. “ and “because of my (), I lost my beloved pet. “ Students analyze the two semantic through understanding of the content the teacher said, the first represents a positive semantic meaning, therefore words like “strong” and “brave” should be chosen, while the second one represents a contrite semantic meaning, so choose words like “careless”, the combination of grammar teaching and semantic teaching can effectively promote students’ making use of grammar.

(3) Combine grammar teaching with language environment. The effective combination of various language environments in the TCFL is benefit in creating a natural language communication environment for students, and enabling them to learn Chinese grammar in a natural language environment, it can help students gradually master the relevant knowledge and techniques of Chinese grammar^[3]. This way of learning is the easiest and most interesting for students, just like the memory function of the human brain, it will naturally form a memory as long as listen and see for enough times without need for much effort, if the students practice repeatedly in this environment, there will be a very natural response of the brain over time, you can achieve smooth and fluent language communication. Context mainly includes linguistic context and situational context. Linguistic context tends

to be written and refers to a fixed word or fixed sentence before and after the statement. Situational context involves many things, such as the characters, places and things involved in the dialogues, even including the characters’ expressions and actions. For example, “surprise” and “joy” both represent a person’s inner pleasure, but “surprise” highlights the unexpected nature of this “joy” , so in some cases beyond comparison, for example, you may be surprised to receive a gift from a friend you haven’t heard from in years on your birthday. In the same way, the teacher can provide other contexts, and let the students give performance as such situations, liven up the teaching atmosphere effectively, study grammar in the language environment, help the students feel the pleasure of learning Chinese grammar, effectively enhance their learning effectiveness.

4 Conclusion

Above all, teaching Chinese grammar as a foreign language should be taught with the method of combining theory with practice to avoid the boring of single theory teaching having an influence on students learning interest, at the same time, the combination of practical teaching can effectively improve students’ command and use of grammar. For the teaching ways, it can be combined with vocabulary teaching, semantic teaching and language environment, which is helpful for students to use it in their study and study it in their use while learning grammar and practice it in real life, thus enhancing the student Chinese language communication ability.

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