

Analysis on Teaching Methods of Spoken Chinese International Education

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Abstract – Language is a tool for communication, and the fundamental goal of learning language is to endow the learners with the ability to talk with others in the language they have learned. Oral communication is the most important and most common form of communication. With the prosperity of China's comprehensive national strength and the rapid development of Confucius's colleges, more and more attention has been paid to the Chinese international education, Chinese international education refers to the teaching of Chinese as a foreign language for foreigners whose native language is not Chinese. But the oral English teaching has not attracted people's attention. There may be many reasons. First of all, it may be the ignorance of teachers and students, followed by a lack of necessary language communication environment. However, they cannot be the reasons for ignoring spoken Chinese. The paper presents an analysis of the necessity and teaching methods of spoken Chinese international education, and puts forward the corresponding suggestions. The work has great significance in improving spoken Chinese international education.

Keywords – Chinese International Education, Oral Teaching, Necessity, Teaching Methods.

I. INTRODUCTION

With the enhancement of China's comprehensive national strength and international influence, more foreign students are willing to come to China to learn Chinese language. There are many reasons why they are willing to learn Chinese, such as employment, study or simple hobby. Chinese international education refers to the teaching of Chinese as a foreign language for foreigners whose native language is not Chinese. Its core task and content are the teaching of Chinese language and characters. The starting point and ultimate goal are to enable foreign students who are willing to learn Chinese to grasp Chinese characters and cultivate their ability to use Chinese comprehensively. Comprehensive capacity to utilize Chinese colloquialism also requires students can not only write but also speak. The spoken Chinese international education is more and more important. Firstly, the delivery of language includes two forms, one of which is the written language, and the other is spoken language. In a person's life, spoken language will be used for most of the time. Even if we use most of the written form to report the results to the teachers at school, the verbal expression in life is the top priority. The objective of Chinese international education is to cultivate students' communicative ability in Chinese, so-called Chinese communication skills, which aims to develop oral expression skills of Chinese students. Secondly, most of the Chinese language learners come from different countries and nationalities. Therefore, the usage and effectiveness of

oral teaching method can be affected by the cultural background, ethnic beliefs, values, interests and lifestyle of different learners. For example, some learners learn Chinese in order to obtain a degree, while some others may learn Chinese for the purpose of understanding Chinese culture^[1]. Which needs to attract our attention to the spoken language. Finally, there are cultural differences among the overseas students. Different countries have different beliefs. When it comes to the profound Chinese culture, there may be ethnic cultural differences with other cultures, which can cause misunderstandings and confusion of many students. We also need to properly handle the differences between different cultures during the process of the Chinese international education. Different countries have different languages, and spoken languages are not the same. Therefore, more attention should be paid on oral Chinese in teaching.

On the research of oral Chinese teaching, different scholars advocate a variety of teaching methods. Many scholars have already carried on some research in China. For example, [2] Zhang Yunyan draws some practical conclusions and put forward some suggestions through careful analysis of "Chinese teaching syllabus of international students in college". Specifically, she puts forward strategies like "making full use of the context of Chinese language and culture", "insisting on language standardization and acceptability of classroom teaching", "focusing on the practicability of teaching contents". The subjects of her analysis ranges from beginners to advanced learners. Meanwhile, it is also concerned about desired purposes of different learners. In the article, "on the thoughts of advanced speaking classroom teaching strategy of international Chinese education", Ren Ying analyzes the current situation of oral Chinese class in our country and puts forward some suggestions on teaching methods of oral English [3]. Yang Huiyuan, Ling Bingzheng and Wang Ruojiang discuss the influence of functional and communicative approaches on the oral teaching issues as well as the design of teaching materials and topics. In addition, Cui Yonghua [4] and Yang Jizhou have summarized a lot of effective teaching skills on the basis of integrating the successful teaching methods of outstanding teachers. For instance, through the "performance", "game" and "questions and answers" as well as a series of teaching methods, international students could practice their oral Chinese. Generally speaking, contents of domestic research on international Chinese education are abundant.

In other countries, some scholars take language teaching as a teaching task and put it into teaching practice. They hold that students can improve their language skills effectively by completing these tasks. In 2003, [5] Ke Chuanren and Alan Peterka published video tapes and DVDS for the

training teachers, which are called “The Task-based Language teaching: Chinese Speaking Class”. In the video, it mainly records the elementary, intermediate and advanced Chinese speaking class, presents a reflection on their teaching methods, puts forward some solutions and makes helpful exploration for the application and improvement of language teaching. Through the observation on Chinese learning method of foreign students in our school, the author has some ideas about spoken language teaching. Here are some of the author’s opinions on spoken language teaching in Chinese international education.

II. SUGGESTION ON INTER NATIONAL CHINESE EDUCATION TEACHING METHODS

A. Coordination Between English Translation and Chinese Teaching

At present, there is a problem in terms of primary spoken language in the classroom; that is, during the teaching process, pure English or Chinese is used. In the primary spoken language teaching, some teachers often use a full English teaching in the classroom in order to facilitate students’ knowledge acquisition. Such methods can help students with knowledge acquisition to some degree; however, it can easily lead to dependence on English, and cause a great deal of distress for improving the level of spoken Chinese. Another problem lies in the persistent use of whole Chinese education in disregard of the feelings of the students. [6] This act is extreme, which may be easy for Chinese students to generate a psychological boredom. As a result, they may completely give up language learning. As a qualified teaching teacher, he or she should employ timely and appropriate teaching, as well as contrastive teaching, so as to enable students to master course content easily. The author has given lessons for students from Pakistan in our school. In the first lesson, I carried out the teaching in English, and students can intently listen to and understand my lesson. However, the homework done after class was not ideal. In the second lesson, I mainly taught in Chinese, and only for some knowledge difficult to understand would I speak English. At this time, the performance of homework after class was relatively idea. Therefore, the keys must be emphasized in teaching with the sense of propriety.

B. Adequate Classroom Teaching Hours

In the Chinese international education classroom for oral teaching, there is a very critical issue. That is, there are fewer class hours. In the teaching task, we put the main focus on the students’ reading and writing skills, while ignore students’ listening and speaking abilities, thus leading to that our oral Chinese language teaching has become a weak link. For some schools, they don’t take oral Chinese class as a compulsory; instead, the oral Chinese class is regulated as an elective, due to which the students can choose the course according to their interests and hobbies. With such oral teaching method, not only the students’ oral skills cannot be improved, but also that students may lose their interest in spoken Chinese. I also investigated the class hours of spoken language for foreign students in our school, and found that they also pay more attention to spoken language. However, due to the insufficient time in class, stu-

dents’ oral competence is weak. I believe that in the early stages of Chinese international education, we should put the oral Chinese class on the key position. Also, we should pay attention to improving students’ oral communication ability and strengthening the spoken Chinese education.

C. Pay Attention to Teaching Oral Language Expression in Classroom

Now, in the primary spoken language classes, many teachers use class time to let the students practice memorizing words and sentences. Too much attention is put on students’ spelling, while less has been paid to improving students’ oral expression abilities. At the same time, there are gaps between the use of written and spoken language in daily life. Although some sentences are same roughly, they must not be lumped together. Personally, I think that the fundamental purpose of opening spoken course is to improve students’ oral communication skills. We, as teachers, should focus more on students’ oral skills, while less attention shall be paid to writing errors correction in oral classroom.

D. Classroom Teaching Should Insist on Situational Learning

There is essential difference between Spoken Chinese International Education and other Chinese language courses. The importance of oral Chinese teaching is to allow students to express pronunciation, vocabulary and grammar knowledge learnt in other courses with language. [7] However, it also requires a combination of specific scenarios. The fundamental purpose of improving students’ oral ability is to let them use their own language in real life. According to this principle, we need to create teacher-student communication scenarios and try to make each topic close to the daily life of students, so that each student can have interest in the subject and get involved into the classroom. At the same time, we also need to explain cultural communication factors to students who lack the sense about that, and we should tell the students how to use language in different occasions and with different people. Of course, adhering to the situational teaching, we do not simply aim to enable students to open their mouths; more importantly, we want the students to take oral teaching training in the unit of sentence, so as to further help students form a complete sentence component relationship.

E. Focus on the Students’ Initiative During Classroom Teaching

In the Chinese international education classroom of oral teaching, we need to closely observe the students’ psychological dynamics instead of just satisfying them with a lot of spoken language trainings. We need to focus on students’ self-learning ability. Blindly conducting mechanized spoken practices will not allow students to generate a good impression in practicing spoken language; rather, it would have the opposite effect. Therefore, we should cultivate students’ initiative and help students train their thinking of oral expression. More importantly, what we should do is to help students link their thinking to Chinese speaking and writing, which will spontaneously generate learning initiative, and change “want me to say “to” I have to say.” We, as teachers, not only simply teach students sentences and characters, but also focus more on guiding students to think,

and encouraging students to use Chinese to express their thoughts.

F. Classroom Teaching Should be Learner-centered

In the classroom, we must first be learner-centered. Students who come to China to study Chinese language are from different areas of the world, with different values, beliefs and ethnic cultural environments. We, as Chinese teachers, must firstly form learner-centered teaching ideas, show respect for the differences between different cultures, and understand the difference of oral Chinese expression ability among the students. Furthermore, according to the needs of students, we shall adopt different learning contents; meanwhile, we shall timely adjust our teaching methods and teaching strategies and carry out oral teaching design pertinently with student's own learning rules taken into consideration. It is important to ensure students' learning outcomes in classroom, and adhere to the students-centered classroom teaching.

G. Normative Classroom Teaching

In the Chinese international education classroom of oral teaching, in order to make learners who treat Chinese as a second language better understand Chinese, teachers will use a certain intermediate language in the teaching process. To a certain extent, it will help students better understand Chinese; however, intermediate language used by teachers cannot form a fully equivalent relationship with Chinese. Meanwhile, students from different countries receive very different cultures since their childhood, so they have different understanding about intermediate language. Therefore, we, as Chinese teachers should minimize the usage of intermediate language in Chinese normative classroom in teaching language, so as to avoid unnecessary learning errors.

H. Combination of Classroom Teaching and Extracurricular Teaching

I once investigated Pakistani students in our school, and I found that some believe that of the improvement of their spoken Chinese does not totally benefit from classroom teaching. Besides, they believe extracurricular language-rich environment can improve their spoken English level vastly. Of course, it is not to say our conversation class is useless. Our primary conversation classes teach them the basic language communication skills, but if they want to get better oral communication ability, extracurricular teaching is also essential. Therefore, to make students truly master the language skills, oral Chinese teaching classroom is not enough. We need to extend classroom instruction, create some conditions of extracurricular activities initiatively and provide students with opportunities to show their own language knowledge. Extracurricular activities are developed in many forms, such as "English corner", "speech competitions". In the teaching environment, we should make full use of the Chinese cultural environment, so that students can practice communicative competence of Chinese and appreciate the long history of Chinese culture at the same time.

I. Adhere to the Normative Grammar in Classroom Teaching

We also need to pay attention to the normative Chinese grammar. In daily life, spoken words are not in conformity

with the strict grammatical rules usually, which, however, may not have any effect on our native Chinese speakers. However, for learners who treat Chinese as a second language, they will have misunderstanding. Therefore, in the classroom of teaching spoken language, we should strictly regulate our own grammar rules to avoid unnecessary errors in the case of conducting oral practice, which may avoid the generation of distress for students. At the same time, in the classroom, we also need to pay attention to the grammatical mistakes during the paragraph-based oral training. For the students, there may not be mistakes with single grammatical sentence practice; however, when they are asked to make a paragraph-based expression, they will inevitably generate a syntax error. In fact, the most important thing is the spoken language training; whether it is written or spoken language, we need to focus on strict grammar rules.

J. Increase Interestingness in Classroom Teaching

Classroom teaching itself has the characteristics of being dull. We, as teachers, can organize a wide variety of games about learning in teaching in order to increase students' interest in learning Chinese. [8]The single mode of learning language knowledge is converted into various forms, while language knowledge is transformed into various types of games. International students will not only gain a wealth of language knowledge, but also improve understanding between teachers and students. In order to let the international students to acquire the most in the game, we need to make adequate preparations after class, with the contents, scale, shape and design of the game carefully arranged. We also shall present target design according to students' characteristics concerning their language skills, so as to ensure individualized teaching. Game difficulty should vary among participants so that every student in the game can have fun to learning language knowledge. Common oral games include reading games, translation games and listening games, etc. The objective is to increase students' interest in learning spoken Chinese and improve their language communicative competence. In order to better develop language ability of foreign students, our school has organized a variety of activities to help them to improve their Chinese level. Through the activities, it is found that it is easier for them to improve their spoken Chinese competence in conversation with Chinese students.

K. Make full use of Multimedia Facilities in Classroom Teaching

With the current improvement of teaching facilities, we can take full advantage of multimedia facilities. Here, we will discuss the advantage of using video clips in oral teaching. [9-11]The use of video clips to take colloquial Chinese language teaching refers to using the dialogues in the film as supplement to oral teaching training, which mainly aims to improving the communicative competence of international students. The video clips used in the class must be able to assist international students' communicative competence. Meanwhile, video clips may not be the complete video, and elected video clip should be picked by teachers. Compared with the traditional teaching methods, the method of using multimedia in teaching is easier to stimulate students' interest in learning, mobilizing the initiative of students, arousing students' motivation and

forming their own unique cognitive structures. Multimedia teaching can also provide students with a relaxed atmosphere for learning, gain knowledge and promote learning efficiency consciously and unconsciously and promote learning efficiency.

L. Comparison Between Oral Chinese and Foreign Students' Mother Tongue

Foreign students in the primary stage are mostly in the process of adapting to the second language environment, and they are unfamiliar with fresh things. Meanwhile, they will feel the great thinking differences. As a result, they will compare their native culture model with Chinese cultural pattern. However, there are lots of differences in the native language pronunciation, vocabulary, grammar and so on compared with those of Chinese. Therefore, during the teaching process, we should take the initiative to compare the two languages, so as to help students overcome the effects of mother tongue transfer, and adapt to the expression patterns of Chinese thinking. It aims to let them clearly understand the difference between the mother tongue and Chinese, and deepen their understanding of Chinese culture, so as to better learn Chinese culture.

M. Improve Teacher's Quality in the Oral Chinese Classroom

In the spoken language classroom, sometimes we find that some teachers have the problem ambiguous description for questions, while students' questions will be explained over and over again by teachers. As a result, students will be more confused with the generation and employment of more esoteric interpretation. [12] The reason for this phenomenon is the need to improve the professionalism of teachers. Chinese international education teachers, in their work, must have personal growth, cultivate awareness of improving their own ability and find defects in their knowledge structure as well as the lack of teaching methods sensitively, thus gaining improvement consciously. Hence, what we need do is to find out the bias and misunderstanding in the current situation of oral teaching, propose targeted and practical way to amend defect as well as detailed teaching suggestions, and actively improve their teaching level.

III. CONCLUSION

The spoken language teaching of teaching Chinese as a foreign language is to cultivate and improve the cross-cultural communicative ability of foreign students, which embodies four goals of language teaching: accuracy, fluency, appropriateness and diversity. How to achieve such goals? In Chinese teaching practice, we should remind ourselves that there is no perfect teaching method to solve all problems. In the meantime, we do not pursue peculiarity and uniqueness in the teaching exploration. What's more, all of the teaching methods and theories should be based on serious thinking, investigation and empirical studies, avoiding subjective imagination and assumption and encourage innovation, communication and debate. Additionally, our research and practice should combine the characteristics of Chinese and solve the problems of teaching Chinese as a foreign language.

In short, language teaching is both a discipline and art. This artistry of language teaching is ultimately reflected in the classroom, so what we need to do is integrating teaching principles, teaching methods and teaching philosophy dynamically. In this way, class value can be fully realized. As for the teachers, they are neither actors nor directors, and only by continuing to improve their own quality, can they fully embody the value of the teaching arts.

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