

Analysis of Chinese Character Writing Norms for Learners of Chinese as A Second Language

Xinying Peng

Faculty of Education, Southwest University, College of Arts, Chongqing Three Gorges University, China

Abstract: Chinese has become the world's public cultural product, the number of Chinese learners in the world has exceeded 30 million, Chinese characters have always been an important part of international Chinese education, but also a weak part of Chinese learners learning. HSK dynamic composition corpus is a corpus for Chinese learners of than Chinese to take the higher Chinese proficiency composition examination. It collected the essay papers of some students from 1992 to 2005. Based on the corpus, this paper analyzes the types and reasons of the non-standard writing of Chinese characters, and puts forward corresponding solutions to lay a foundation for better promoting the development of international Chinese education and Chinese teaching.

Keywords: HSK dynamic composition corpus, Irregular characters, Solutions.

1. Introduction

With the deepening of globalization, more than 180 countries and regions have taught Chinese teaching, 81 countries have incorporated Chinese into the national education system, more than 80,000 schools and training institutions offer Chinese courses, and more than 30 million people are learning Chinese. The international Chinese education is booming. Lu Jianming (2019) pointed out that "the core task of international Chinese education is to try every means to help foreign Chinese learners to learn and master Chinese as soon as possible, especially Chinese written language. "Li Yuming (2019) pointed out that" teaching people to learn Chinese is to make people use Chinese. Teaching and learning are the means, learning Chinese can use Chinese, use Chinese well, live a good Chinese life, is the purpose ".

Teaching people to learn Chinese well and use Chinese well is an important task of international Chinese language education. Chinese characters are the writing symbol system to record Chinese, and the teaching of Chinese characters is an important part of international Chinese education and also a weak part. Now it is facing the severe test of "difficult to teach and difficult to learn", and even give up learning Chinese because it is difficult to learn and write. After a period of learning, although some Chinese learners can cross the "difficulties", but "Chinese characters writing" is still the main problem of Chinese learners, especially most of the primary stage learners in writing Chinese characters exist more nonstandard problems, such as "basic stroke writing is not standard, parts, structure". Attach importance to "Chinese character writing standard", improve the teaching quality of Chinese characters, and strengthen the study of Chinese character writing standard, which play a vital role in the international Chinese education and Chinese culture communication.

2. The Types and Reasons of Nonstandard Writing of Chinese Characters Based on HSK Dynamic Composition Corpus

"HSK Dynamic Composition Corpus" is a corpus for non-Chinese and non-Chinese Chinese learners to take the Advanced Chinese Proficiency Test (HSK) composition test, which collects the composition papers of some candidates from 1992 to 2005. The total number of words is 4240043, the total number of words is 2825427, the total number of composition questions is 29, and the total number of articles is 11569. Article statistics, including South Korea, Japan, the United States, Australia and other countries and regions, including the summary of word error, sentence error, the total number of error chapters is 2387. The frequency of typos is 41622 and the frequency of other character is 28109.

2.1. Types of nonstandard writing of Chinese characters

First, The basic stroke writing is not standard. Brush stroke writing is the basis of Chinese character writing. Although Chinese learners can write the basic strokes, they can not completely control the position, direction and length of the strokes, and often deviate from or seriously exceed the limit. For example, the stroke "dots" are often written too long, the thickness of the beginning and end is not properly controlled, there are basic stroke writing is not standard problems.

Second, The writing of the parts is not standard. There is no essential difference between "single character" and "parts" in terms of the total number of strokes and the basic structure, but after becoming the parts of other Chinese characters, in order to ensure the overall beauty of the characters, the parts will be compressed or stretched. When some Chinese learners fail to realize or control this change when writing parts, there is the phenomenon of irregular writing of parts. For example, the "heart" in the single character "heart" and "thought", the single character "female" and the "female" in the "good".

Third, Non-standard structure. The writing of Chinese characters is beautiful, symmetrical layout, and the non-standard writing structure is the outstanding performance of

the non-standard writing of Chinese learners. Including the left and right structure writing is not standard, the upper and lower structure writing is not standard and so on.

2.2. Reasons of nonstandard writing of Chinese characters

Reasons for the Chinese characters themselves. The structure of Chinese characters is more complex and numerous, which makes it difficult for Chinese learners to master Chinese characters when learning Chinese characters, and they can fail to write or make mistakes in writing Chinese characters. The basic strokes of "dot", "horizontal", "vertical", "skimming" and "folding" of Chinese characters are not only the smallest units of Chinese characters, but also the most basic strokes in the teaching of external Chinese characters. And in different Chinese characters, the basic writing method of the strokes also has certain differences. There are 12 common structures of Chinese characters, each with certain skills in the writing method and overall layout.

The subjective reasons of Chinese learners. The results of the survey show that only a small number of students are interested in learning Chinese characters, while most of them think that Chinese characters are difficult and do not have much interest. In the process of learning Chinese, they are prone to "repeat reading and writing lightly". In daily communication, one can recognize and say to meet the basic needs, and the learning of Chinese characters is in a forced learning situation. With the development of information technology, pinyin typing can quickly find the Chinese characters you want to express, which reduces the requirement of writing Chinese characters.

Insufficient attention is paid to the teaching of Chinese characters. Some schools do not have a strong awareness of discipline construction, and fail to promote the implementation of Chinese teaching to a theoretical level; and they fail to pay enough attention to Chinese character writing teaching. The compilation of teaching materials and classroom teaching have a significant guiding role in the learning of Chinese characters for Chinese learners. Few schools carry out comprehensive discipline construction according to the actual situation of international students, which is more reflected in "knowledge teaching". As a result, a considerable number of international students do not pay enough attention to the writing of Chinese characters, and it is inevitable that the writing of Chinese characters is not standardized.

The influence of negative transfer of Chinese learners. Most of the mother languages of Chinese learners belong to phonetic characters, while Chinese belongs to ideography. As Chinese learners adapt to the phonetic characters, they will feel very uncomfortable in the process of learning Chinese characters. For example, "female" and "son" together are "good", "tian" and "force" together are "male" and so on. For overseas students, they are used to learning the language and writing letters from the perspective of "table sound". The word composed of two different parts is another new word, and there is no necessary connection between this new word and the part. At the same time, when writing Chinese characters, Chinese learners do not understand Chinese characters from the culture and the composition of Chinese characters, which leads to their inaccurate grasp of the shape and meaning of Chinese characters, resulting in the problem of miswriting of Chinese characters.

3. The Solutions of Nonstandard Writing of Chinese Characters

3.1. Strengthen the standard teaching design of Chinese character writing

First, pay attention to the teaching of Chinese characters. The strokes are the smallest component of Chinese characters. The Chinese characters have five basic strokes: "dot", "horizontal", "vertical", "skimming" and "folded". The rest of the strokes are evolved from these basic strokes. In the process of foreign Chinese characters standard teaching, teachers should fully attention to stroke teaching, let Chinese learners not only master the basic strokes of Chinese characters and deformation strokes, and able to notice the subtle differences of Chinese strokes, accurately grasp the strokes of Chinese characters, avoid in the process of Chinese characters writing stroke deformation and any increase or decrease stroke problems, so as to improve the standardization of students Chinese writing and correctness, realize the purpose of the correct specification of writing Chinese characters.

Second, pay attention to the teaching of Chinese character parts. Components are composed of strokes, and different parts can be grouped into different Chinese characters. When teaching components, teachers can use multimedia to demonstrate how to combine and split components. In the process of teaching Chinese components, teachers should pay attention to explaining the marking parts, voice and shape characters to Chinese learners, and break them into pieces, so as to simplify the seemingly tedious and complicated Chinese characters as much as possible. At the same time, it emphasizes the differences between the components of Chinese characters and the native language of Chinese learners, so as to prevent them from making mistakes due to the negative migration of their native language in the process of writing Chinese characters.

Third, pay attention to the teaching of the whole character structure of Chinese characters. Chinese characters are composed of different parts, including single and combined characters. The number of single characters in Chinese characters is relatively small. In the teaching of single characters, Chinese learners can fully understand the formation method and meaning of Chinese characters, let them master the formation law of Chinese characters, and use this law to continuously expand the reserve of Chinese characters, so as to improve the standard degree of Chinese characters writing. In the teaching of "display", "the combination of" display "and" interpretation " can be adopted, so that students can more intuitively understand the structure of combined Chinese characters, deepen their memory and internalization, so as to lay a solid foundation for their standardized writing of Chinese characters.

3.2. Attach importance to the setting of Chinese character teaching courses

After investigation, only some schools independently offer Chinese character teaching courses, with the proportion of about 50%, indicating that the Chinese character teaching course has not been paid attention to. The main reasons are as follows: First, the teaching of Chinese characters is only interspersed in other courses. The Chinese character courses are mainly offered in the beginner class, and there are too many courses of various language skills in the junior class, so

it is believed that the teaching of Chinese characters can be interspersed in other courses. In the primary stage of specific teaching, various kinds of language skills courses will be more or less interspersed with Chinese character teaching. For example, in the comprehensive course, each lesson has special exercises for Chinese characters; second, the teaching effect of Chinese characters is not good. The content of the course of Chinese characters including reading of Chinese characters, Chinese characters component recognition and Chinese writing, Chinese learners in a short time to identify Chinese characters structure and through the brain cognitive processing, the Chinese character teaching teacher put forward very high requirements, most of the Chinese characters teaching way is using Chinese recognition of Chinese characters, does not well meet the requirements of Chinese learners learning, relative teaching effect is bad, learning boring.

3.3. Value the different cultural backgrounds of learners

Since Chinese learners come from different countries, they have different cultural backgrounds and personality characteristics. Learners from African countries have low self-esteem; learners from European and American countries are more independent and open, and learners from Chinese characters are more introverted and reserved. Therefore, teachers must use different teaching methods to teach the writing of Chinese characters, and appropriately combine the reward and punishment measures. In the process of teaching Chinese characters to standardize the standard writing, they must fully mobilize the initiative and enthusiasm of learners to learn Chinese characters, so as to improve the effect of the standard writing teaching of Chinese characters.

3.4. Strengthen the quality of teacher training

The knowledge of Chinese characters should be strengthened in the setting of undergraduate and graduate majors, and the standard training of Chinese characters should be highlighted in the overseas training of Chinese teachers and volunteers. It mainly includes the following aspects: first, strengthen the knowledge training of Chinese characters to improve teachers' knowledge literacy; second, strengthen the teaching training of Chinese characters, advocate scientific teaching of Chinese characters, not only teach the structure of

Chinese characters; third, strengthen the training of modern technology teaching of Chinese characters, improve the digital ability of teaching teachers of Chinese characters, and use modern technology to improve the teaching effect of Chinese characters.

4. Conclusions

This paper studies the standard problems of Chinese learners in "HSK Dynamic Composition Corpus 2.0", and analyzes the types of non-standard Chinese characters, the causes and the solutions. It can not only improve the writing level and communication level of Chinese learners, but also improve the ability of Chinese character teaching curriculum design, and contribute to the international Chinese education research. Through the study of Chinese characters, it provides teaching suggestions for Chinese teaching. We will effectively improve the acquisition efficiency of Chinese learners, enhance their interest and confidence in Learning Chinese language, facilitate the international spread of Chinese language, and contribute to the building of a community with a shared future for mankind.

Acknowledgment

This research was funded by the Humanities and Social Sciences Program of Chongqing Municipal Education Commission "Sustainable Pattern Construction of International Chinese Online Teaching" (22SKGH356) and the World Chinese Language Teaching Association academic program "Research on the Quality Improvement of International Chinese Online Teaching" (SH22Y08).

References

- [1] Wang Qiuping, Lin Fuguang, Zhang Wei. Normative Identification of Chinese Characters Writing and Cultivation of Norm Consciousness Based on the View of Teaching Chinese as a Second Language. *Journal of Liaoning Normal University (Social Science Edition)*. 2018, 05:110- 114.
- [2] Liang Yuan. Acquisition of Chinese Characters: An Error Analysis of Character Writing among nonnative learners. *Language Teaching and Research*.2019,04: 33-44.
- [3] Hao Tongyu. Analysis of Errors in Chinese Character Writing Made by Beginning Learners.*Journal of Honghe University*. 2021, 10:132- 134.