

# The Teaching Design of Prepositions "Chao", "Xiang" and "Wang"

Ning Wang

Xi 'an Shiyou University, Xi 'an, 710065, China

**Abstract:** The prepositions "Chao, Xiang and Wang", which represent directional and object meanings, are frequently used in Chinese and can be replaced with each other in some usages, but cannot be replaced with each other in others, resulting in frequent confusion in use. Therefore, this article selects the synonymous prepositions "Chao, Xiang, and Wang", distinguishes their subtle differences through comparative analysis, summarizes the difficulties and types of errors, and finally consults relevant Chinese language textbooks to make specific classroom teaching designs for these three prepositions.

**Keywords:** "Chao"; "Xiang"; "Wang"; Instructional Design.

## 1. Introduction

For international students, learning prepositions can be challenging, especially those with similar meanings, which can easily lead to errors in their use. However, in daily communication, we have to use these prepositions, so it is necessary to clarify the similarities and differences between them, so that we can have a clear understanding when using them. In the following, I will use different teaching methods to carry out teaching design for three prepositions. The specific design examples as follows:

**One. Course type:** Comprehensive course

**Two. Teaching target:** beginner Chinese learners

**Three. Teaching content:** "Chao", "Xiang", "Wang"

**Four. Teaching tools:** images, PPT, multimedia devices

**Five. Teaching methods:** teaching method, induction method, situational teaching method, comparative method, sentence structure teaching method, and practice method.

**Six. Teaching hours:** Two hours (100 minutes)

**Seven. Teaching objectives:**

**1. Knowledge objectives**

(1) The grammatical functions of the cognitive prepositions "Chao", "Xiang" and "Wang";

(2) The basic structure of the cognitive preposition "Chao", "Xiang" and "Wang";

(3) Clarify the similarities and differences between the prepositions "Chao", "Xiang" and "Wang".

**2. Skill objectives**

(1) Being able to correctly distinguish the meanings of "Chao", "Xiang" and "Wang";

(2) Enable learners to accurately and appropriately use the prepositions "Chao", "Xiang" and "Wang" based on actual contexts and situations.

**3. Emotional goals**

When using "Chao", "Xiang" and "Wang", students should eliminate avoidance psychology, choose and use prepositions with a positive attitude, and develop a strong interest in prepositions.

**Eight. Teaching focus**

1. The meaning of the prepositions "Chao", "Xiang" and "Wang";

2. The usage of prepositions "Chao", "Xiang" and "Wang";

3. The differences between the prepositions "Chao", "Xiang" and "Wang".

## Nine. Teaching difficulties

1. The difference in meaning between the prepositions "Chao", "Xiang" and "Wang";

2. The practical application of the prepositions "Chao", "Xiang" and "Wang".

## Ten. Teaching steps and links

**Part 1: Grammar knowledge related to "Chao", "Xiang" and "Wang"**

### 1. The basic structure and function of prepositions

Basic structure: prepositions + noun words = prepositional phrases.

Basic function: Introduction. Mainly introduce the time, place, manner, object, reason, purpose, and other components related to the predicate to the predicate head.

Basic distribution: Prepositional phrases mainly modify and supplement predicate components.

Prepositional phrase + prepositional component → do adverbial (modification), such as: running forward.

Prepositional component + prepositional phrase → do complement (supplement), such as: running forward.

### 2. The similarities and differences between the prepositions "Chao", "Xiang" and "Wang"

Same: Both can introduce space (direction/location) for predicate. For example, walking towards/towards/towards the south, running towards/towards/towards the canteen.

Difference: Highlighted from four aspects.

First, the original meaning is different.

"Chao": Oracle writing as 朝, ideogrammic, the original meaning of the morning. In ancient times, worship the monarch in the morning. → Worship → Introduce the object/space for the actions of specific parts of the body (using tools), emphasizing "facing" the object/space target. For example, smile at him, chop down at him, walk east.

"Xiang": Oracle writing as 向, Pictogram, the original meaning of the window open on the wall. → direction → indicates the direction of the space/object, with emphasis on "indicating direction". For example, look ahead and laugh at him.

"Wang": Oracle writing as 往, ideogrammic, meaning to....., as opposed to "come". → to move toward the end → for the displacement verb refers to the spatial direction of the arrival point, has the actual route/destination, and emphasizes "displacement". For example, move upstairs, step back, go to him.

Second, the table static and dynamic difference.

"Chao": Indicates semi-dynamic.

Introduction space: Naturally interchangeable with "Xiang".

Introduction object: Highlight "face" or "interaction". For example: nod yes to her, stand towards the wall.

"Xiang": Indicates static state.

Introduction space: Naturally interchangeable with "toward".

Introduction object: You can ignore the person's reaction (no interaction). To be angry with him, responsible to the people.

"Wang": Indicates dynamic.

"Wang": Can only introduce space, for the displacement verb to introduce, move to the destination, highlighting the "space displacement". For example: to run back.

Third, the starting point is different from the landing point.

"Chao": First determine the object/space before doing the action. Prepositional phrases only do adverbials. The structure is as follows:

Prepositional phrase + predicate component → Toward + O(object/space) + VP.

"Xiang"/"Wang": Can first determine the object/space before doing the action, prepositional phrase as adverbial; Can also do the action first and then show the space, prepositional phrase as a complement. The structure is as follows:

Prepositional phrase + predicate component → Xiang + O(object/space) + VP; "Wang" + O(space) + VP.

Predicate component + Prepositional phrase → V + Xiang + O(object/space); V + Wang + O(space).

When a prepositional phrase is a complement, the verbs for "Xiang" and "Wang" are monosyllabic, and the common are in the table below.

**Table 1.** The Common verbs

"Xiang", "Wang"	walk, run, dash, fly, float, roll, fall, sail, pass, stroke, point, shoot, skill, stab			
	Travel category: drive, fly, catch	Sales category: peddle, deliver transport	Transfer category: send, post, transfer, tune, flee, move	Dispatching category: send, escort

Fourthly, the concrete and abstract meanings are different.

"Chao": Concrete action(V), Done with specific parts of the body or with the aid of tools.

Common verbs→ kick, bump, laugh, look, nod, shake head, wave, make a bow, say hello, wink, say, shout, call, scold, cut,

smash and so on.

"Xiang": Can indicate a specific action or an abstract action. The specific action (V): Say hello to him, Run to the teaching building.

The abstract behavior (V) is shown in the table below.

**Table 2.** The abstract behavior (V)

Speaking	Advertise, introduce, explain, guarantee, apologize, report, express, announce, make, demand, request, point out, tell, thank, apology
Get	Inquire, understand, ask for, get back, ask for, borrow
Others	Take charge, learn, salute

Abstract things(O) such as: to quality for benefit.

"V+ Xiang + O" is often used metaphorically in abstractness. For example: fly into the light.

"Wang": Indicate displacement specific action(V). For example: pull into the arms.

## 2. Teaching Process

### 2.1. Lead-in

Students, let's first take a look at three sentences:

- (1) He smiled to me.
- (2) I should say sorry to him.
- (3) I will go Beijing tomorrow.

The same preposition "to" has multiple expressions of "Chao", "Xiang" and "Wang" in Chinese, indicating that the correct use of these three prepositions is a major focus of Chinese language teaching. Through this introduction method, students can understand that prepositions in Chinese have different expressions in different contexts. Only by clearly understanding their usage and similarities and differences can they be easily used in practical applications.

Next, the teacher took out a large picture prepared in advance and guided the students to use the preposition "wang" to say sentences first.

Teacher: Students, please take a look at the picture. If we are at location A now, how can we get to the library?

Student: Walk forward/forward.

Teacher: Yes, we need to say "move forward". Because the

library is in front of point A, we need to move forward. (At the same time, write on the blackboard to "move forward")

Teacher continued to ask: How can I get to Teaching Building 1 and Teaching Building 2? (Pointing to the "walk forward" on the blackboard, prompting the students to answer in this form)

Student: Go left/right.

Teacher: Yes, very good. (At the same time, write on the board "Walk left/right")

The teacher then asked, "Where should I go to eat?"

Student: Walk towards the canteen.

Teacher: Yes, that's great! (At the same time, write on the blackboard "walking towards the canteen")

(So, at this point, the blackboard has written "go forward", "go left", "go right", "go to the canteen".)

### 2.2. Inductive Structure

Firstly, let's take a look at "front", "left", and "right". They all represent direction and are directional words, while "library" represents location and is a kind of word. Summarize and provide blackboard writing:

**Direction + directional words/locative words + V (verbs such as walk, look, run, jump, find, etc.)**

At the same time, the teacher should explain to students the cognitive understanding of the meaning of the preposition "wang":

Firstly, "wang" emphasizes "displacement", which means moving from one place to another.

Secondly, the verb used together with has the characteristic of "displacement", indicating the direction in which the action is carried out.

Thirdly, "wang" cannot introduce "wang" objects, can only introduce space, and is a specific destination.

For example, "walking forward", "walking left", "walking right", "walking towards the canteen", where "front", "left", and "back" all indicate the direction of walking, and "library" is the location of walking, that is, the location.

Next:

Teachers can randomly use the natural conditions and resources in the classroom to interact with their classmates and practice the sentence of "going forward". For example, when the teacher is standing in front of the podium, they can ask the students, "How can I get to the back door, During the walking process, teachers should emphasize the movement of displacement to students. Through practical practice, students will have a clearer understanding of the meaning of "wang".

### 2.3. The Prepositions "Chao", "Xiang" and "Wang" can be Substituted for Each Other

Pointing to the previous blackboard: "wang" + directional words/locative words +V (verbs such as walk, look, run, jump, find, etc.)

Clearly inform students that in this structure, "chao" and "xiang" can replace "wang", and the verbs here also indicate the movement of displacement from one place to another.

Simultaneously provide blackboard writing: **"chao"/"xiang"/"wang" +directional words/locative words +V (verbs such as walk, look, run, jump, find, etc.)**

So, students, at this point, we will have a replacement practice, and the teacher will take out the picture just now again:

Teacher: Students, how do I get to the library? Just now we used the phrase "walk forward". How do we answer with "chao" and "xiang"?

Student: Walk forward/forward.

Teacher: Yes, that's great. How can I get to Teaching Building 1?

Student: Turn left/left.

Teacher: Okay, very good.

At this point, the teacher should emphasize the conditions for students to replace the three:

The verbs added afterwards are all words indicating changes in displacement, and the "chao"/"xiang"/"wang" can only be placed before the verb.

### 2.4. Cognitive Understanding of the Meaning of the Preposition "Chao"

Students, we have just explained the first structure of "Chao" (pointing to the blackboard).

Next, let's see how "Chao" can be used.

Teacher: Let's take a look at this sentence, "He shouted towards the depths of the forest." Do you think there is a movement of position for "shouting"?

Student: No.

Teacher: Yes, he is different from the "walking" of the "walking left" we just learned. Although both indicate direction (the direction of "shouting" is deep in the mountain), "walking" has a position to move, while "shouting" does not, right? Yes.

Provide board writing:

The second structure of "Chao": "Chao" +directional

words/locative words + V (laugh, shout, shout, wink, etc.)

Teacher: Students, can we say "shouting towards the depths of the forest" instead of "shouting towards the depths of the forest"?

Student: Some may say yes, while others may say no.

Teacher: We can say it as "shouting deep into the forest".

The teacher wrote a blackboard (both directions can be used in the following structure):

**"Chao"/"Xiang" +directional words/location words +V (laugh, shout, wink, etc.)**

This structure represents the direction of the action, but the added verb does not move in position.

Teacher: Students, when we first started class, the teacher gave an example, He smiled to me. So, we have just learned about the two structures of "Chao". So which structure does this sentence belong to? Encourage students to think.

Student: The first/second/none of them belong.

Teacher: Let's take a look. Am "I" in his smile at me a directional word or a locative word?

Student: No.

Teacher: Yes, it's not. It's a personal pronoun.

At this point, the teacher can write the structure of the third "Chao" on the board:

**"chao" + people/objects +V (shouting, laughing, running, jumping, winking, etc.)**

The "chao" in this structure can only determine the object space before taking action due to its emphasis on "facing" and "interacting" with the object.

The "smile" action in "He smiled at me" was directly towards me.

### 2.5. Cognitive Understanding of the Meaning of the Preposition "Xiang".

Teacher: Students, can the phrase "he smiled at me" we just mentioned be translated as "he smiled at me"?

Student: Yes/No.

Teacher: It is ok. In the structure of the "chao", "chao" can be replaced by "xiang".

At the same time, board writing:

**"chao"/"Xiang"+ people/object +V (shout, laugh, run, jump, wink, blink etc.)**

And they all represent objects of action behavior, with the same meaning, so they can be replaced.

Teacher: Students, how many verbs in the structure we just learned can be divided based on whether there is displacement?

Student: Two types.

Teacher: Yes, for example, "jumping" and "running" are movements with displacement. "Laughing" and "shouting" have no displacement.

Teacher: So, let's recall again. What are the differences between the verbs we learned, such as "apologize", "learn", "explain", and those two just now?

Student: I don't know.

Teacher: The verbs we learned earlier are concrete actions, while verbs such as "apology", "learning", and "explanation" represent abstract actions.

Note: If in the structure we have learned, the following verbs indicate specific actions, then "chao" and "xiang" can be replaced with each other. But if the following verb represents an abstract action, then only "xiang" can be used.

At the same time, the fourth structure of the board writing "xiang" is:

**"xiang" +people/objects +V (learn, explain, understand, apologize, etc.)**

Let's take a look at a few examples:

She explained to me. (√) He apologized to me. (×)

We should learn from role models. (√)

We should learn from our role models. (×)

Summary:

When referring to an object, the verb "Xiang" can be an abstract "declarative", "acquisition" or "other" verbs.

## 2.6. Cognitive Understanding of the Form of Prepositions "Xiang" and "Chao" as Complements

Teacher: Take out a picture (which shows a bus with the words "Xi'an, Beijing" written on it). Students, how do you describe it with "wang"?

Student: The bus is heading for Beijing.

Teacher: That's great. In the sentence "The bus is heading to Beijing", the direction of the "drive" action is "Beijing", but have you noticed that "Beijing" is not only the destination but also the direction of flight?

We can also describe it as follows: "The bus is heading to Beijing," while writing on the blackboard.

Take out another picture: a train. (Xi'an, Shanghai), then point to the blackboard just now and ask the students, how should this be described?

Student: The train is bound for Shanghai.

Teacher's summary structure: The verb "open" is a monosyllabic verb, and the words "Beijing" and "Shanghai" after "Wang" not only refer to the destination but also to the direction of travel.

Blackboard writing:

**Monophonic v (open, fly, send, transport, etc.) + "wang"+ location, placement**

Summary: The "wang + O" here is a structure that serves as an adverbial, and the predicate verb here is generally a monosyllabic verb with displacement. The object cannot indicate direction, it can only be a specific location.

For example:

When Li Ming was 10 years old, he was sent to Australia to study.

The destination of the verb "send" is "Australia".

Attention: Students, "Xiang" also has this usage, but there are more object forms added after "Xiang".

Board writing: **Monophonic V+ "Xiang" +O (place, direction, adjective or verb words, person/time/thing)**

Specific examples:

(1) The object indicates the location, such as: this bus is bound for Shenzhen. The object "Shenzhen" refers to the specific location.

(2) The object indicates that the influenza virus is slowly spreading to various parts of the world. "All over the world" indicates the direction of proliferation.

(3) Adjective or verbal words such as: As a chairman, his responsibility is to make his country prosperous and strong.

"Fuqiang" is an adjective word.

(4) The object indicates a person, such as a bad person stepping on him fiercely. He is the object of stepping on.

(5) The object represents things such as: this place is an important area where various tributaries flow to the Yellow River. The Yellow River is the object of flow.

(6) The object represents time, such as: Let's move towards the future together. The "future" is the object of going.

Summary:

Lead the students to reminisce about the content they learned today based on the blackboard. The content may be quite extensive and there may be many areas of cross use. It is important to explain it clearly to the students and gradually organize it one by one. Let the students focus on remembering the several structures of "Chao", "Xiang", and "Wang", and then use the following practices to consolidate.

## 2.7. Practice

A: Choose words and fill in the blanks ("Chao"/ "Xiang"/ "Wang")

(1) She reported her recent learning progress to the teacher.

(2) The workers are transporting construction materials at the construction site.

(3) He turned and pitched, and I smiled slightly.

(4) This place is too small; you can move it over there.

(5) Why should I apologize? Did I make a mistake.

(6) He gave me a wink.

(7) Salute to the most beautiful traveler.

(8) Xiaohua is flying to Beijing tomorrow.

(9) She came running with me.

(10) Walk north and you will arrive at the library.

B: Determine right or wrong and correct:

(1) I asked my classmates for advice. ( )

(2) He stood towards the wall for an hour. ( )

(3) Manager Li explained the work arrangements to all employees. ( )

## 2.8. Assignment

Role play with your classmates, one is a passerby and the other is a passerby. He wants to go to the Bell Tower, please guide him and perform in the next class.

## References

- [1] Zhao Xin. "Chao, Xiang and Wang" [J]. Training and Research (Journal of Hubei University of Education),2002(04):21-23.
- [2] Huang Borong, Liao Xudong. Modern Chinese [M]. Higher Education Press, 2005.
- [3] Liu Peiyu. Functional Differences and Explanations of prepositions "Chao, Xiang and Wang" [J]. Chinese Learning, 2007 (03):26-32.
- [4] Wu Fen. A Comparative study and teaching design of Modern Chinese prepositions "Chao, Xiang and Wang" [D]. Nanjing Normal University,2014.